2023 GRADUATE OUTCOMES SURVEY

NATIONAL REPORT MAY 2024

SHORT-TERM GRADUATE OUTCOMES IN AUSTRALIA

SES
Student Experience Survey

GOS
Graduate Outcomes Survey

GOS-L
Graduate Outcomes Survey – Longitudinal

ESS
Employer Satisfaction Survey

QILT
Quality Indicators for Learning and Teaching

Acknowledgments

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2023 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the GOS in 2023. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2023 GOS would not have been such a success.

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

The 2023 GOS was led by Graham Challice, and the project team consisted of Lisa Bolton, Natasha Vickers, James Morrison, Ben Williams, Lauren Spencer, Elena Reading, Cynthia Kim, Benjamin Desta, Javed Mohib, Joe Feng, Luke Hand, Rawan Habibeh, Anthony Begovic, Serena Kim and Columbia Winterton.

For more information on the conduct and results of the 2023 GOS see the QILT website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au.

Contents

List of tables

List of tables (continued)

List of tables (continued)

List of figures

1. Introduction

The Graduate Outcomes Survey (GOS) National Report examines short-term (i.e., four to six months after course completion) labour market outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries), further study outcomes and graduate satisfaction with their completed course. The report also discusses some areas of focus such as the gender pay gap, skills utilisation across graduate occupations, reasons for skills-based or time-based underemployment and how well qualifications prepared graduates for their current jobs.

Reporting of graduate labour market outcomes, skills utilisation and further study in this report focuses on domestic graduates only. Reporting related to graduates' course experience focuses on all graduates, that is, both domestic and international graduates combined. 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 Excel tables which provide additional data and detail out of scope of this report, but which may be of interest to the reader. The GOS also collects more detailed labour force breakdowns relevant to themes beyond the scope of this report, including graduates working in their own businesses, unpaid work, and unemployment levels. Results from the GOS for international graduates are published in an International Report on the QILT website. Although international graduates have always been in-scope for the GOS, labour market results for international graduates have only been published annually since 2021.

The GOS was first implemented in 2016 to replace the Australian Graduate Survey (AGS). The AGS comprised the Graduate Destinations Survey (GDS), which had been in place since the 1970s, the Course Experience Questionnaire (CEQ) and Postgraduate Research Experience Questionnaire (PREQ), which had been in place since the 1990s. Please note that the introduction of the GOS in 2016 represented a break in time series from the previous AGS. More information can be found in the 2016 GOS Methodological Report.

As in previous years, the 2023 GOS in-scope survey population consisted of graduates who had completed a higher education qualification at an onshore Australian institution four to six months prior. The scope was extended to include international graduates who intended to study onshore but were offshore for some or all of their studies due to travel restrictions caused by the COVID-19 pandemic and subsequent delays in visa processing. In order to survey graduates within four to six months after course completion, the GOS is administered three times a year in November, February and May to account for different academic calendars.

The 2023 GOS was conducted as a national online survey among 126 higher education institutions, including all 42 Table A and B universities and 84 Non-University Higher Education Institutions (NUHEIs). A total of 116,250 valid survey responses were collected across all study levels, representing a response rate of 38.7 per cent, which is a slight decrease from the 39.4 per cent achieved in 2022.

The following report provides high level results from the 2023 GOS. Further detail is available from https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos).

2023 Participation

126
participating institutions

329,476
invitations sent

116,250
completed surveys

38.7%
response rate

Short-term labour market outcomes = **4-6 months** after course completion

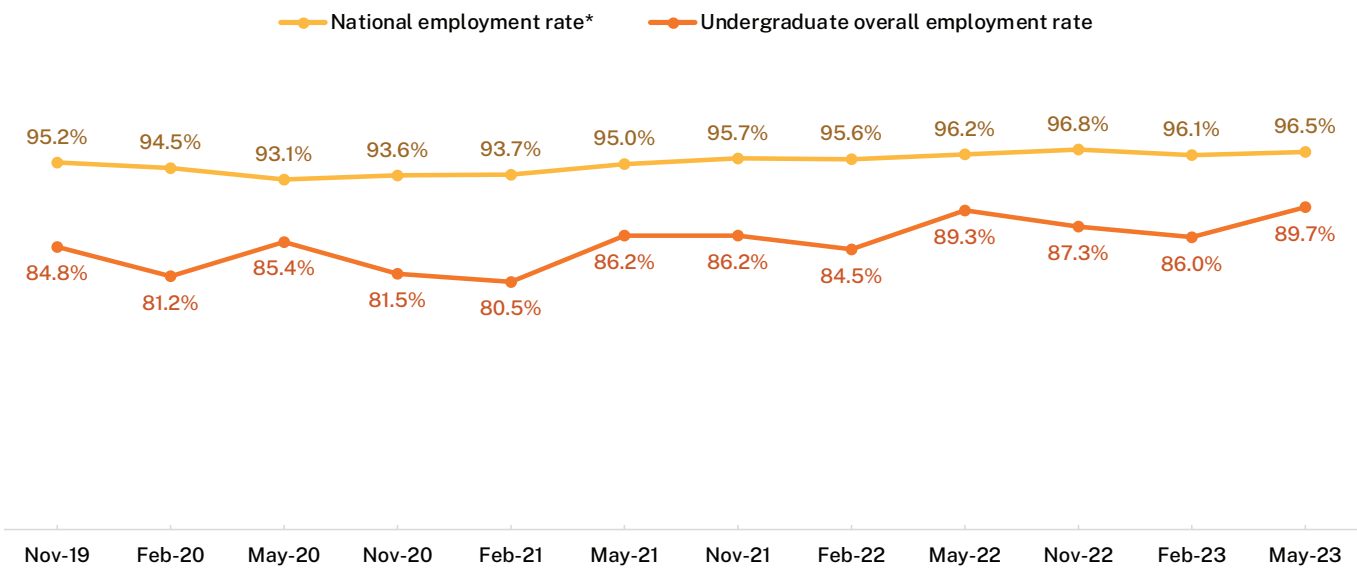
2. Domestic labour market outcomes

The GOS follows the 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 work 35 hours per week or more, or usually work that many hours.

Results by GOS collection period indicate the trends in graduate employment rates appear consistent with the national employment rate from the ABS Labour Force Survey (see **Figure 1**). This consistency speaks to the efficacy of the GOS instrument in providing a national benchmark for recent graduate employment. A further comparison of undergraduate full-time and overall employment is provided in **Table 1**.

Fluctuations in the undergraduate overall employment rate reflect differences in study areas, institutions and location of graduates in each collection period, with February traditionally having lower overall employment rates. However, the annual total overall employment figures reflect a decrease in 2020 and 2021, followed by a sharp rise in 2022 which persisted into 2023.

Figure 1 / **Domestic undergraduate overall employment and national employment rates by collection period, 2020-2023**



*The National Employment Rate is the inverse of the Unemployment Rate. Data sourced from ABS Labour Force, Australia (Unemployment rate; Original).

Table 1 / **Graduate employment and study outcomes by study level and citizenship status, 2022-2023**

Reporting year	2020 GOS				2021 GOS				2022 GOS				2023 GOS			
Collection period	Nov '19	Feb '20	May '20	Total	Nov '20	Feb '21	May '21	Total	Nov '21	Feb '22	May '22	Total	Nov '22	Feb '23	May '23	Total
Full-time employment	68.0	69.7	69.0	68.7	60.6	67.9	72.1	68.9	73.7	75.7	80.6	78.5	76.9	79.5	79.7	79.0
Overall employment	84.8	81.2	85.4	85.1	81.5	80.5	86.2	84.8	86.2	84.5	89.3	88.3	87.3	86.0	89.7	88.9

2.1 Study level

Labour force participation

The proportion of graduates available for employment shortly after completing their course has remained relatively steady since 2020, as shown by the labour force participation rates in **Figure 2**. The proportion of undergraduates available for employment is generally lower than at the postgraduate level. However, like previous years, more than 90 per cent of recent graduates were available for employment across all levels of study in 2023. Since 2020, the labour force participation rate among undergraduates and postgraduate research graduates has each increased by approximately 1 percentage point, an indication of a strong labour market.

Full-time employment (as a proportion of those available for full-time work)

In 2023, graduate full-time employment rates[1] achieved their highest levels since the GOS commenced in 2016. Full-time employment rates for domestic undergraduates increased slightly in 2023 after a sharp increase from 2021 to 2022 most likely due to the stronger labour market post-pandemic. The same trend was seen at the postgraduate coursework and postgraduate research levels as shown by **Figure 3**.

There is a notable gap in full-time employment rates between study levels. For instance, in 2023 90.3 per cent of graduates who completed a postgraduate by coursework qualification were employed full-time four to six months after completing their course, compared to 79.0 per cent of undergraduates. In part, this difference between undergraduate and postgraduate coursework full-time employment rates may reflect the fact that postgraduate coursework graduates are more likely to be established in the labour market before completing their studies.

[1] The full-time employment rate is defined as graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey as a proportion of those available for full-time work. Graduates are considered available for full-time work if they were employed full-time or looking for full-time employment in the week prior to the survey.

Figure 2 / **Domestic graduate labour force participation rate (%) by study level, 2016-2023**

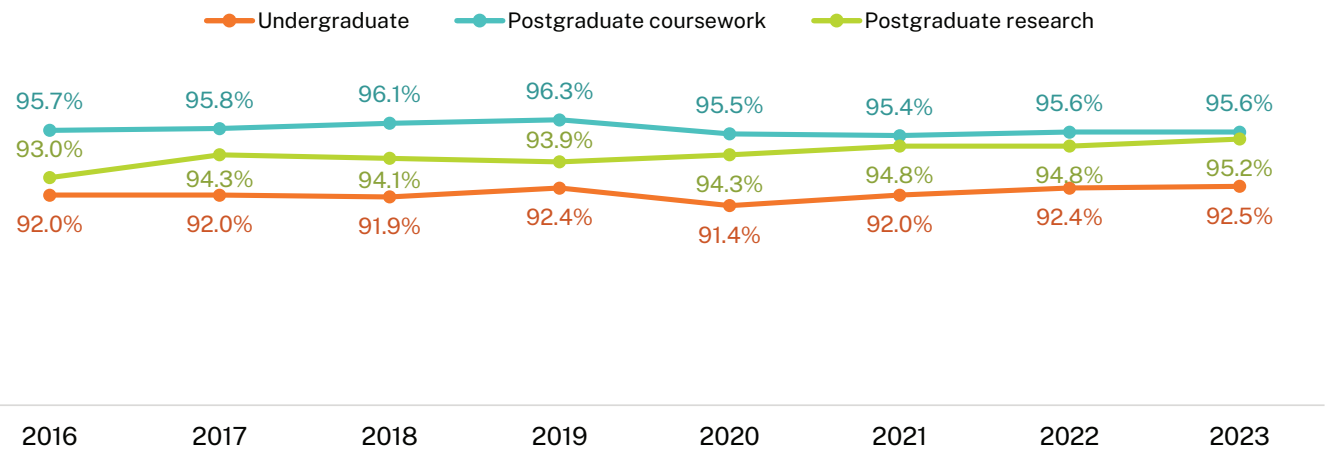


Figure 3 / **Domestic graduate full-time employment rate (%) by study level, 2016-2023**

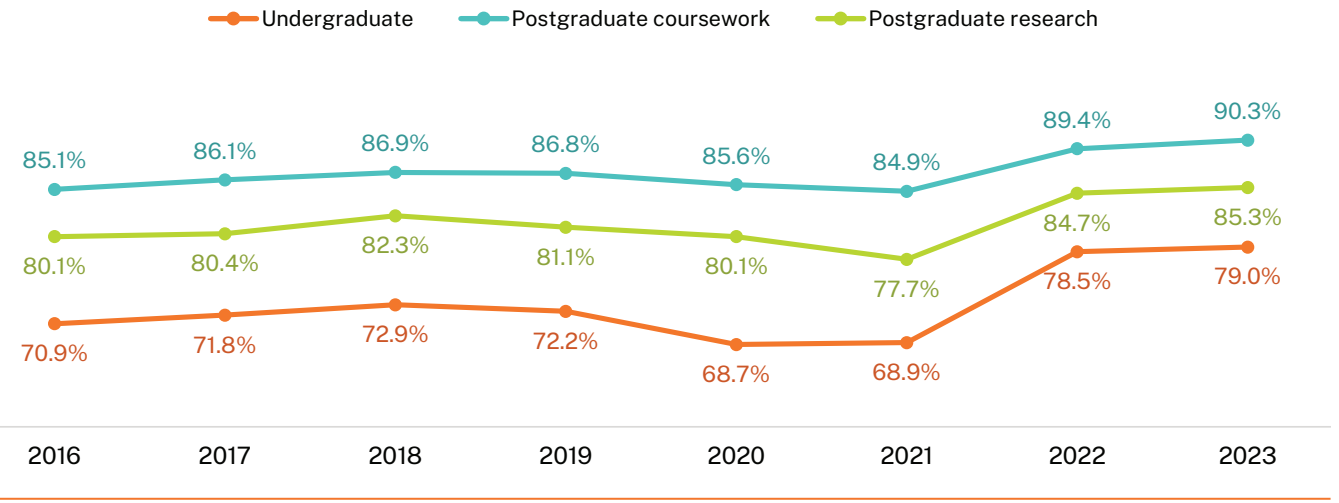


Figure 4 / **Domestic graduate overall employment rate (%) by study level, 2016-2023**

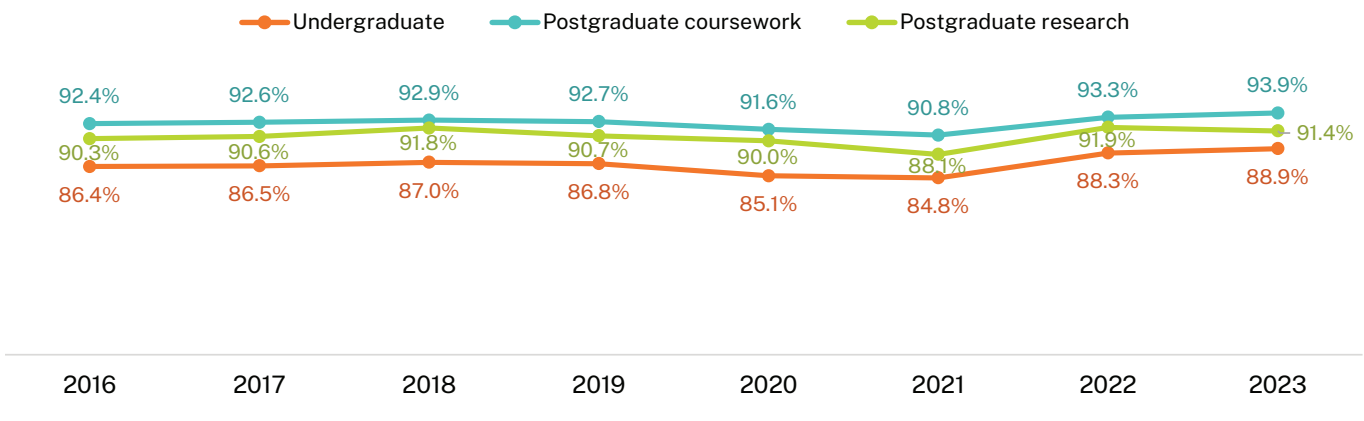
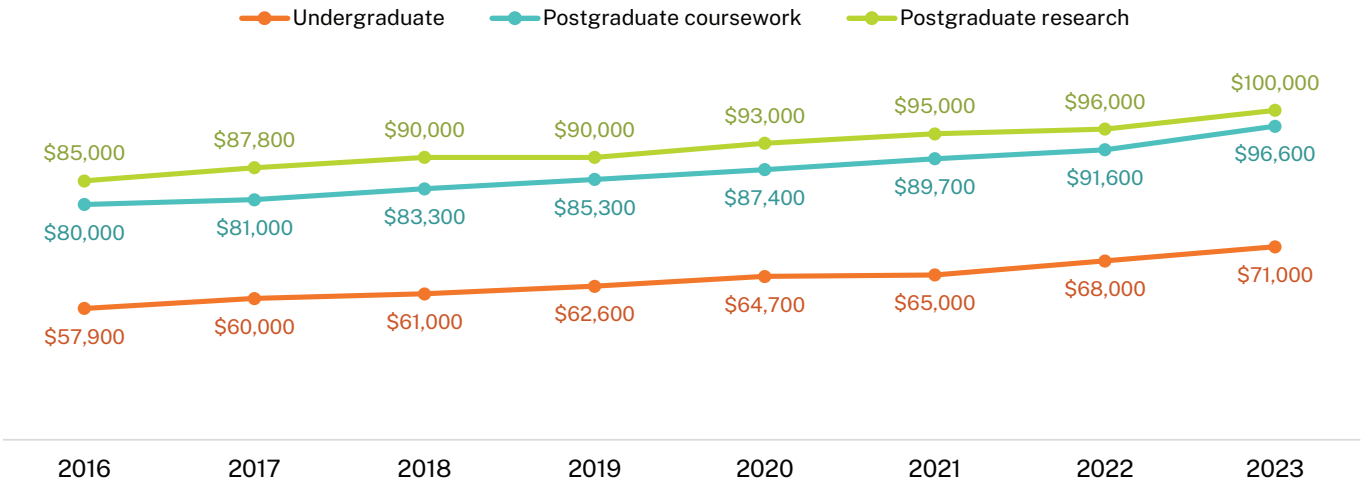


Figure 5 / **Domestic graduate full-time median annual salary ($) by study level, 2016-2023**



The gap between postgraduate coursework and undergraduate full-time employment rates has narrowed over the years, particularly from 2021 to 2022. For example, there was a 16.9 percentage point difference in postgraduate coursework and undergraduate full-time employment rates in 2020. In 2023, the gap had narrowed to 11.3 percentage points.

Overall employment (as a proportion of those available for employment)

Overall employment rates[2] have followed a similar trend to full-time employment rates, albeit less pronounced. In addition, there is also less variation in the proportions of graduates employed part-time or casually by study level compared with those employed full-time.

Median annual full-time salary

Reporting of graduate salaries in the 2023 GOS includes graduates who were employed full-time in Australia and asks graduates to report what they "actually" or "usually" earn in all their jobs combined[3]. Self-reported salary data should be interpreted with some caution and other explanatory factors, such as time in employment and previous employment experience, are likely to vary between study levels.

Higher level qualifications generally lead to higher salary outcomes as well as improved employment outcomes. The median salary of undergraduates employed full-time in 2023 was $71,000 per year, for postgraduate coursework graduates it was $96,600, and for postgraduate research graduates it was $100,000, as shown in **Figure 5**. This equates to an increase of 4.4 per cent between 2022 and 2023 for undergraduates, with further increases of 5.5 per cent and 4.2 per cent at postgraduate coursework and postgraduate research levels respectively.

[2] The overall employment rate is defined as 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) as a proportion of those available for employment. Graduates are considered available for employment if they 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).

[3] 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).

2.2 Underemployment

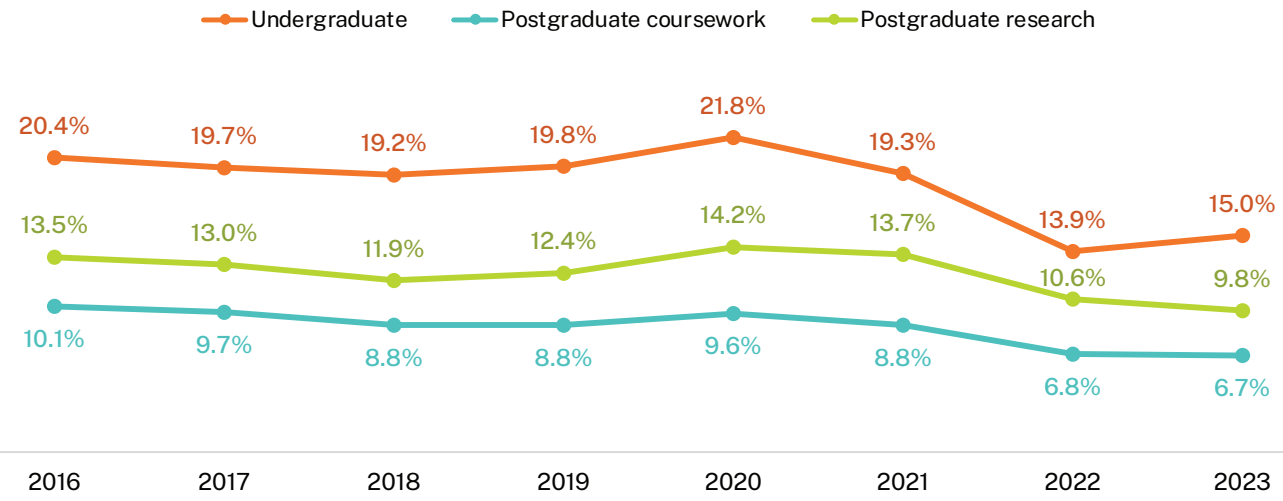
'Underemployment' is defined as the proportion of graduates employed part-time (i.e., less than 35 hours per week) who would prefer to work more hours (i.e. 'seeking more hours').

In 2023, the proportion of underemployed undergraduates was 15.0 per cent, an increase from 13.9 per cent in 2022. Despite this increase in 2023, it is still comparatively lower than both 2020 and 2021 across all study levels and corresponds with the higher rates of full-time employment in this period.

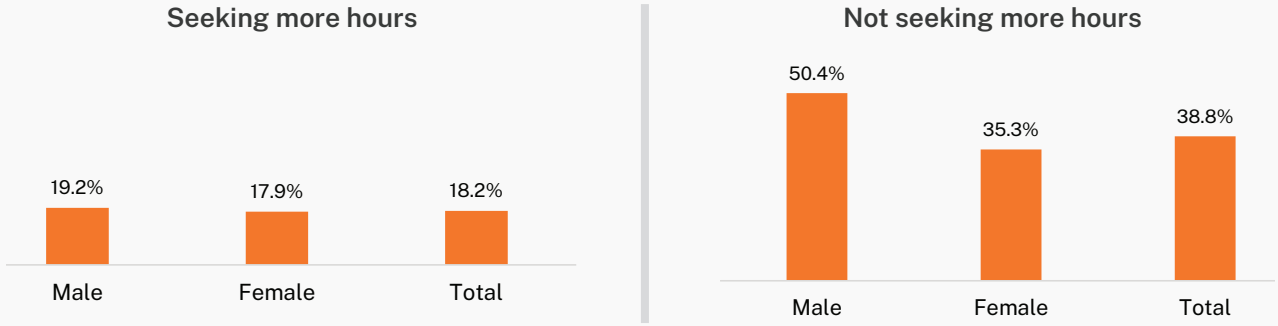
Typically, female graduates are more likely to report that they are underemployed than males. Examining reasons undergraduates are not working more hours provides some insight into the difference in underemployment between females and males. **Table 2** shows that undergraduate females seeking more hours are more likely to cite personal factors as the main reason than male undergraduates. For example, 5.4 per cent of females reported 'Caring responsibilities' as a reason, in comparison to only 1.5 per cent of males. However, 'No more hours available in current position' was the number one reason for both female and male undergraduates seeking more hours.

Female undergraduates in employment were also more likely than males to report they were working part-time but not seeking more hours, 18.2 and 10.7 per cent, respectively. Males were much more likely to report 'Studying' as a reason for not seeking more hours compared to females, 50.4 per cent and 35.3 per cent, respectively. Whereas 12.7 per cent of females employed part-time not seeking more hours reported 'Caring responsibilities' as the main reason for not working more hours, compared to only 2.2 per cent of males.

Figure 6 / **Proportion of domestic graduates employed part-time seeking more hours, 2016-2023 (% of those employed)**



'Studying' was one of the main reasons undergraduates reported not working more hours in 2023*



*Proportion of domestic undergraduates employed part-time that reported 'Studying' as the main reason for not working more hours

Table 2 / **Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2023 (% of those employed)**

	Part-time seeking more hours			Part-time not seeking more hours		
	Female	Male	Total	Female	Male	Total
I'm satisfied with the number of hours I work	0.0	0.0	0.0	36.9	28.1	34.9
Studying	17.9	19.2	18.2	35.3	50.4	38.8
Health issues (short-term illness or injury, long-term health condition or disability)	0.9	0.5	0.8	2.0	0.8	1.8
Caring responsibilities	5.4	1.5	4.2	12.7	2.2	10.2
Pursuing other interests / commitments in spare time	0.0	0.0	0.0	6.6	12.4	7.9
Subtotal – Personal factors	**24.2**	**21.1**	**23.2**	**93.5**	**93.8**	**93.6**
No suitable jobs in my area of expertise	8.8	11.1	9.5	0.5	1.3	0.7
No suitable jobs in my local area	4.6	5.0	4.7	0.3	0.3	0.3
Considered to be too young by employers	0.9	1.1	1.0	0.0	0.0	0.0
Considered too old by employers	0.9	0.7	0.8	0.0	0.1	0.0
No jobs with a suitable number of hours	4.3	5.5	4.7	0.1	0.3	0.2
No more hours available in current position	44.6	41.7	43.7	2.6	1.7	2.4
Subtotal – Labour market factors	**64.0**	**65.2**	**64.4**	**3.6**	**3.6**	**3.6**
Other	11.7	13.7	12.4	2.9	2.6	2.8
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Employed part-time (as % of all employed)	**15.6**	**13.7**	**15.0**	**18.2**	**10.7**	**15.7**

As shown by **Table 2**, studying is one of the main reasons provided by undergraduates employed part-time but seeking more hours, as well as for undergraduates employed part-time but satisfied with their hours. When looking at the average actual hours worked by undergraduates in further full-time study, there was very little difference between those seeking more hours and those not seeking more hours, as shown by **Table 3**. However, undergraduates employed part-time and satisfied with their hours worked an additional 5.5 hours than those employed part-time and seeking more hours.

Table 3 / **Actual hours worked, of undergraduates employed part-time by preference for more hours and further study status, 2023 (% of those employed)**

	Part-time seeking more hours	Part-time not seeking more hours
In further full-time study	15.3	16.1
Not in further full-time study*	20.0	25.5

*'Not in further full-time study' includes graduates in part-time study and graduates not studying at all.

2.3 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 website[4].

As was the case in previous years, older undergraduates and undergraduates who had studied externally (all study undertaken off-campus) were more likely to be in full-time employment in 2023, with rates of 82.7 per cent and 84.7 per cent respectively, as shown in **Table 4.** This may be attributed to these graduates being more likely to have an ongoing relationship with an employer while studying. Older graduates were 4.7 percentage points more likely to be employed full-time than graduates aged 30 or younger, but 3.2 percentage points less likely to be participating in the labour force. Graduates who completed their studies externally were 7.3 percentage points more likely to be employed full-time than those who had completed internal or multi-mode studies (attended some or all their classes on-campus) and were also 2.1 percentage points more likely to be employed, but 1.2 percentage points less likely to participate in the labour force.

Indigenous undergraduates were more likely to be in full-time employment than non-Indigenous undergraduates, at 82.8 per cent and 78.9 per cent respectively, and more likely to be employed, at 89.5 per cent and 88.3 per cent respectively. Undergraduates with a reported disability had a full-time employment rate of 71.0 per cent, which was 8.8 percentage points lower than the 79.9 per cent for undergraduates who reported no disability. Similarly, undergraduates whose home language was something other than English had a substantially lower rate of full-time employment, at 66.1 per cent, in comparison with the 79.3 per cent for undergraduates whose home language was English.

It is interesting to note that gender is the only demographic variable that is reported in this report where both higher rates of employment and higher salary outcomes are not common to one of the sub-groups. That is, female undergraduates have higher rates of full-time employment and overall employment, but male undergraduates have higher full-time median annual salaries. In contrast, graduates who are over 30 years of age, external graduates, Indigenous graduates, graduates without a reported disability and graduates whose home language is English all have higher rates of employment and higher full-time median annual salaries than the other sub-group in the category.

In 2023, graduates from higher socio-economic status (SES) categories had a better rate of full-time employment and overall employment than those of medium and low SES. However, the gap in employment rates between the three categories narrowed in 2023, a further indication of the strong labour market. For example, in 2022, there was a 3.2 percentage point difference in full-time employment rates between high and low SES but only 0.8 percentage points separate the two in 2023. There was very little difference, if any, in labour force participation rates and median full-time annual salaries between the SES categories.

Full-time and overall employment rates and full-time median annual salaries of undergraduates who were originally from regional or remote areas remained higher than for those from metropolitan areas in 2023. There was very little difference in labour force participation rates among undergraduates originally from metropolitan and regional or remote areas.

[4] Refer to the EMP_PGC_ALL_2Y_DG, SAL_PGC_ALL_2Y_DG, EMP_PGR_ALL_2Y_DG and SAL_PGR_ALL_2Y_DG worksheets in the 2023 GOS National Report Tables available on the QILT website.

Table 4 / **Domestic undergraduate employment outcomes by demographic group, 2022-2023**

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time ($)	
	2022	2023	2022	2023	2022	2023	2022	2023
Gender								
Male	77.2	78.2	86.3	87.0	92.4	92.5	69,400	73,100
Female	79.4	79.5	89.3	89.9	92.4	92.5	67,400	70,000
Age								
30 years or under	78.3	78.0	88.3	88.7	93.3	93.2	65,700	70,000
Over 30 years	79.5	82.7	88.2	89.7	89.4	90.0	75,300	79,300
Study mode*								
Internal/Multi Mode	77.2	77.4	87.9	88.6	92.8	92.8	66,700	70,000
External study mode	84.1	84.7	90.0	90.6	90.8	91.6	74,000	77,000
Indigenous								
Indigenous	81.5	82.8	89.5	88.0	90.8	92.2	72,000	75,000
Non-Indigenous	78.5	78.9	88.3	89.0	92.4	92.5	68,000	71,000

Table 4 / **Domestic undergraduate employment outcomes by demographic group, 2022-2023** **(Continued)**

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time ($)	
	2022	2023	2022	2023	2022	2023	2022	2023
Disability								
Reported disability	68.4	71.0	82.2	84.3	88.9	88.7	66,000	70,000
No disability	79.5	79.9	88.9	89.5	92.8	93.0	68,000	71,000
Home language								
English	78.9	79.3	88.6	89.2	92.5	92.5	68,000	71,000
Other	66.0	66.1	75.2	78.4	87.7	90.4	64,800	69,400
First in family status **								
First in family	78.9	79.6	88.5	89.5	93.0	92.9	68,800	71,000
Not first in family	79.6	79.0	89.0	89.1	92.7	92.9	67,500	70,400
Socio-economic status ***								
High	79.8	79.5	88.8	89.5	92.1	92.1	68,000	71,000
Medium	78.9	78.6	89.1	89.0	92.9	92.9	68,000	71,000
Low	76.6	78.7	86.4	88.3	91.9	92.7	68,000	71,000

Table 4 / **Domestic undergraduate employment outcomes by demographic group, 2022-2023** **(Continued)**

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time ($)	
	2022	2023	2022	2023	2022	2023	2022	2023
Location* †**								
Metropolitan	77.6	77.6	87.9	88.4	92.4	92.7	67,800	70,400
Regional/Remote	83.0	83.7	90.9	91.6	92.5	92.3	69,000	71,400

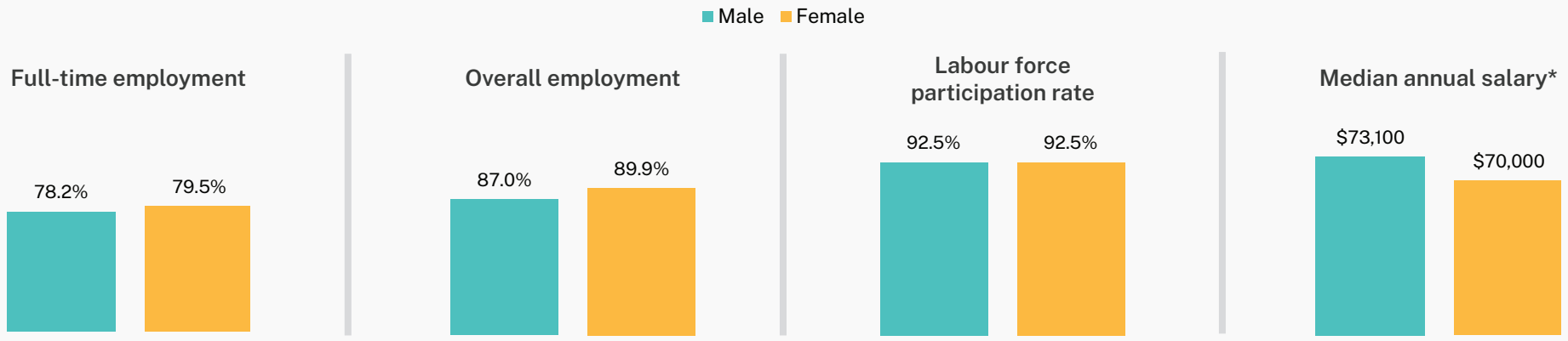
* Internal mode of attendance is where (i) the study is undertaken through attendance at the higher education provider on a regular basis, or (ii) for higher degree unit enrolments, where regular attendance is not required but the student attends the higher education provider on an agreed schedule for 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.

Female undergraduate labour market outcomes were all higher than male undergraduate outcomes, except for full-time median annual salary



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

The gender pay gap

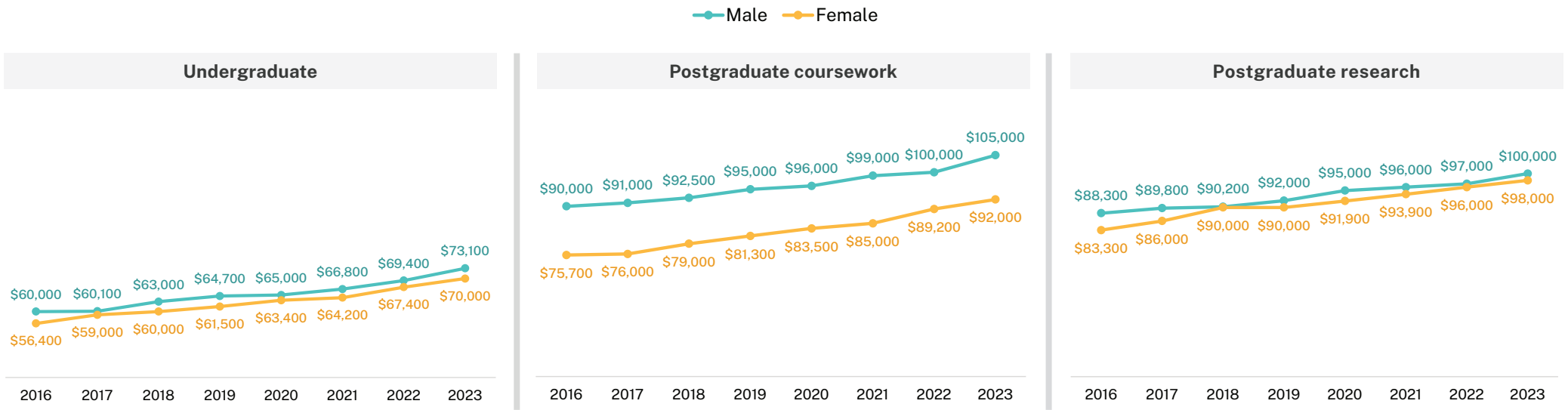
As mentioned above, female undergraduate employment outcomes are higher than for males. However, on average, female full-time median annual salaries are lower. Over the longer term the gender gap in graduate salaries has tended to narrow, though change has been slow, and the gender gap remains, as shown by **Figure 7**.

In 2016, female undergraduates earned $56,400, which was $3,600 or 6.0 per cent lower than their male counterparts. Since 2016 this gap has fluctuated but, encouragingly, the gap from 2020 to 2023 is smaller than the gap in the years prior (except for 2017).

A much larger gap exists between female and male postgraduate coursework salaries. The gender gap in postgraduate coursework salaries has declined over time, with females earning $14,300 or 15.9 per cent lower in 2016 in comparison with a gender pay gap of $13,000 or 12.4 per cent in 2023. The gap in salaries at the postgraduate research level is the least pronounced and also shows signs of narrowing over time, falling from $5,000 or 5.7 per cent in 2016 to $2,000 or 2.0 per cent in 2023.

The gender pay gap is most pronounced at the postgraduate coursework level where domestic graduates tend to be older and often already established in their careers by the time they complete their qualification.

Figure 7 / **Median full-time annual salary by level of study, 2016-2023**



2.4 Study area

Undergraduate full-time employment ranged from a high of 98.4 per cent for Pharmacy graduates, down to 53.5 per cent for Creative arts graduates. In 2023, an increase in undergraduate full-time employment was seen across more than half of study areas. The largest increases were recorded in Tourism, hospitality, personal services, sport and recreation, up from 65.1 per cent in 2022 to 73.0 per cent in 2023, an increase of 7.9 percentage points, Law and paralegal studies up 4.3 percentage points, Nursing up 4.2 percentage points, Social work up 3.3 percentage points, Teacher education up 2.9 percentage points, and Medicine, up 2.6 percentage points respectively.

Table 5 / **Undergraduate employment outcomes by study area, 2023[5] (%)**

Study area	Full-time employment	Overall employment	Labour force participation rate
Science and mathematics	69.8	86.3	86.9
Computing and information systems	74.4	83.1	94.8
Engineering	89.2	91.7	95.5
Architecture and built environment	78.7	87.3	95.6
Agriculture and environmental studies	82.1	91.2	91.6
Health services and support	78.0	90.9	92.6
Medicine	95.6	97.0	95.1
Nursing	86.8	91.9	95.6
Pharmacy	98.4	97.9	95.2
Dentistry	83.2	91.9	93.9
Veterinary science	92.1	92.3	94.0
Rehabilitation	95.6	96.7	96.1
Teacher education	89.6	94.1	94.0

Table 5 / **Undergraduate employment outcomes by study area, 2023[5] (%)** **(Continued)**

Study area	Full-time employment	Overall employment	Labour force participation rate
Business and management	84.5	89.9	96.0
Humanities, culture and social sciences	71.8	86.8	90.3
Social work	80.7	89.8	93.9
Psychology	72.7	88.1	90.2
Law and paralegal studies	84.5	89.6	94.8
Creative arts	53.5	81.2	90.4
Communications	64.9	85.1	89.4
Tourism, hospitality, personal services, sport and recreation	73.0	88.2	97.1
All study areas	**79.0**	**88.9**	**92.5**
Standard deviation	11.1	4.4	2.7

[5] Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Median undergraduate full-time salaries in 2023 ranged between study areas from a high of $94,400 down to $55,500, with a standard deviation of $8,100, as shown by **Table 6**. The areas with the highest graduate salaries were Dentistry at $94,400, Medicine $85,000, Social work $77,300, Engineering $75,000, and Teacher education $75,000. The study areas with the lowest full-time median undergraduate salaries were Pharmacy at $55,500, Creative arts $59,500, Tourism, hospitality, personal services, sport and recreation $65,000, and Communications $65,000. The variation in salary between study areas was higher for male graduates, with a standard deviation of $10,000 compared to $8,400 for female graduates.

The gender gap in undergraduate salaries immediately upon graduation can partly be explained by the fact that females are more likely to graduate from study areas which lead to lower levels of remuneration. However, it is also the case that at the undergraduate level, females earn less overall than their male counterparts within most study areas. The study areas which exhibit the highest gaps between male and female salaries include Tourism, hospitality, personal services, sport and recreation with a gap of $11,400, Architecture and built environment $8,600, Medicine $6,700 and Law and paralegal studies $5,000. In 2023, Pharmacy, Rehabilitation and Social work were the exceptions for female undergraduate median salaries which were equal to their male counterparts. This demonstrates that beyond subject choice, the gender gap in median graduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors, or possible inequalities within workplaces.

Table 6 / **Undergraduate median full-time salaries by study area, 2023 ($)**

Study area	Female	Male	Total
Science and mathematics	67,500	70,500	69,000
Computing and information systems	73,000	75,000	74,400
Engineering	75,000	75,300	75,000
Architecture and built environment	63,400	72,000	66,000
Agriculture and environmental studies	70,000	73,300	71,100
Health services and support	70,100	73,000	70,800
Medicine	83,300	90,000	85,000
Nursing	69,000	71,000	69,400
Pharmacy	55,500	55,500	55,500
Dentistry	93,900	n/a	94,400
Veterinary science	66,800	n/a	67,400

Table 6 / **Undergraduate median full-time salaries by study area, 2023 ($)** **(Continued)**

Study area	Female	Male	Total
Rehabilitation	71,000	71,000	71,000
Teacher education	75,000	75,900	75,000
Business and management	67,800	70,000	69,200
Humanities, culture and social sciences	68,000	71,000	69,400
Social work	77,300	77,300	77,300
Psychology	70,000	73,100	71,000
Law and paralegal studies	71,000	76,000	73,000
Creative arts	57,400	60,800	59,500
Communications	65,000	67,000	65,000
Tourism, hospitality, personal services, sport and recreation	60,000	71,400	65,000
All study areas	70,000	73,100	71,000
Standard deviation	8,400	10,000	8,100

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

2.5 Institution

2.5.1 Institution Type

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

In 2023, 92.4 per cent of total respondents to the GOS completed a qualification at a university while 7.6 per cent were from NUHEIs. In general, NUHEIs have greater proportions of postgraduate coursework graduates, international graduates, graduates studying externally and older graduates than universities. Graduates from NUHEIs also tend to cluster within a small number of larger study areas.

At the undergraduate level, labour market outcomes, including full-time employment, overall employment, labour force participation and median annual full-time salaries, were all higher for domestic undergraduates from universities. There was no difference in the proportions of undergraduates in further full-time study by institution type, as shown in **Table 7**.

On the other hand, graduates who completed a postgraduate by coursework qualification at a NUHEI had higher full-time employment and overall employment rates than postgraduate coursework graduates from universities. However, postgraduate coursework full-time median annual salaries were higher for university graduates than NUHEI graduates.

Table 7 / **Domestic graduate labour market outcomes by level of study and institution type, 2023**

	Universities	NUHEIs
In full-time employment (as a percentage of those available for full-time work)		
Undergraduate	79.4	65.3
Postgraduate coursework	90.1	92.7
Overall employed (as a percentage of those available for any work)		
Undergraduate	89.1	83.4
Postgraduate coursework	93.9	94.3

Table 7 / **Domestic graduate labour market outcomes by level of study and institution type, 2023** (Continued)

	Universities	NUHEIs
Labour force participation rate (as a percentage of all graduates)		
Undergraduate	92.6	89.3
Postgraduate coursework	95.6	95.6
Median annual salary (of those employed full-time)		
Undergraduate	71,000	65,600
Postgraduate coursework	97,000	94,400
In full-time study (%)		
Undergraduate	18.0	17.9
Postgraduate coursework	7.1	6.4

The figures in parentheses in the tables that follow indicate the confidence intervals for the survey estimates. Since the number of survey responses for each institution can be relatively small, the confidence intervals may overlap for survey estimates from one year to the next, broadly indicating the change in labour market outcomes may not be statistically significant. To assist interpretation of results, 90 per cent confidence intervals are included. The calculation of these confidence intervals is detailed in **Appendix 5.**

2.5.2 Universities

In 2023, undergraduate full-time employment rates varied between universities, from a high of 97.7 per cent at Avondale University to a low of 64.5 per cent at Victoria University, as shown by **Figure 8**. It should be noted that as course offerings differ between institutions, factors such as the local labour market conditions, study mode, study areas offered, and demographic differences may explain some of the variation in results between institutions.

Similarly, undergraduate full-time median annual salaries also varied, from $80,000 at the University of Southern Queensland to $60,300 at Bond University. Like full-time employment rates, there are many factors that can explain results between institutions. Repeating the earlier caveat, factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on salary outcomes.

Figure 8 / **Undergraduate full-time employment rate by university, 2023 (%)**

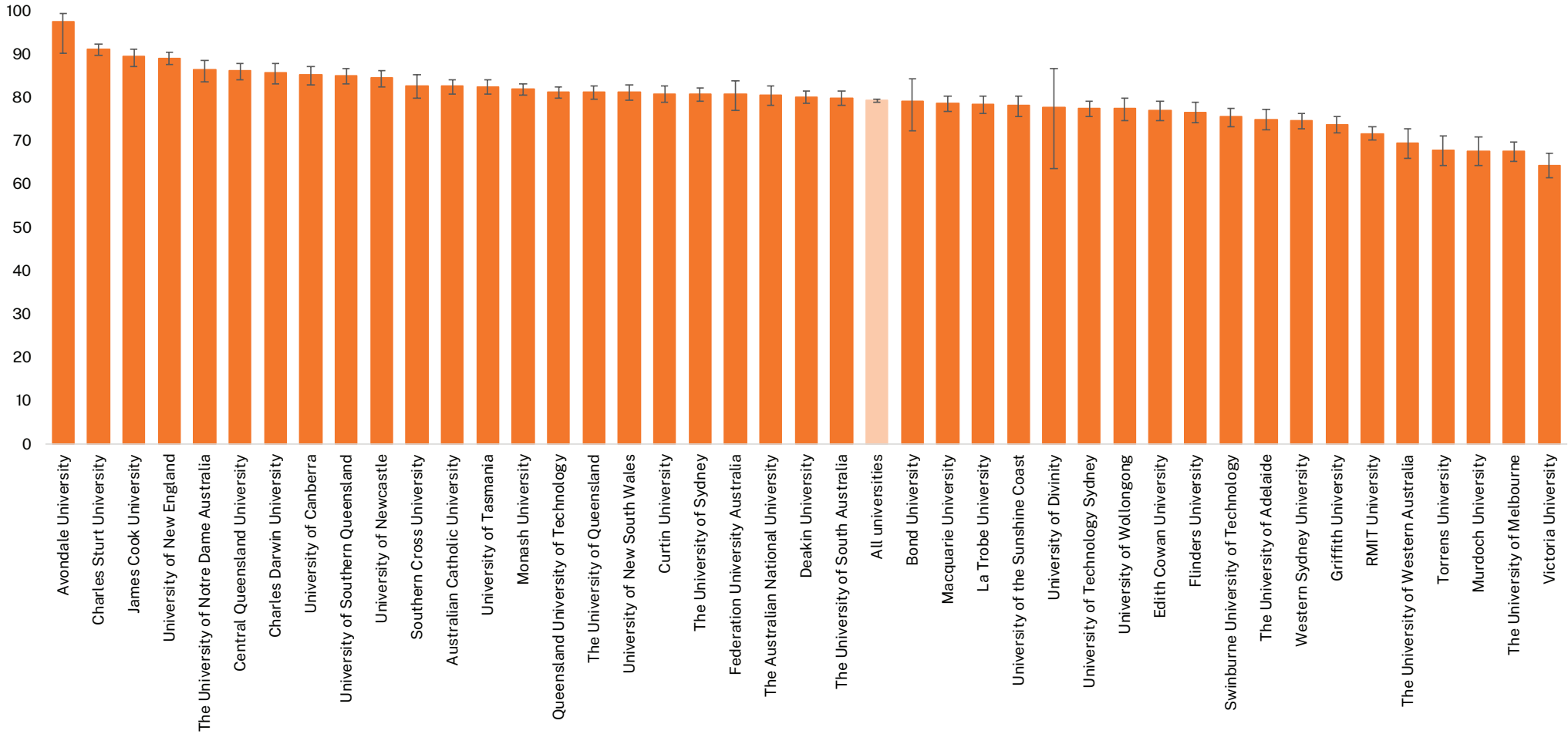


Table 8 / **Undergraduate full-time employment and median full-time annual salary by university, 2023**

University	Full-time employment (%)	Median full-time salary ($)
Australian Catholic University	82.7 (80.9, 84.2)	70,000 (69,200, 70,800)
Avondale University	97.7 (90.2, 99.5)	71,000 (68,300, 73,600)
Bond University	79.2 (72.3, 84.5)	60,300 (56,000, 64,600)
Central Queensland University	86.2 (84.2, 87.9)	78,300 (77,200, 79,300)
Charles Darwin University	85.9 (83.3, 88.0)	75,000 (73,100, 76,900)
Charles Sturt University	91.2 (89.9, 92.4)	75,700 (74,500, 76,800)
Curtin University	80.9 (78.9, 82.7)	75,000 (73,800, 76,200)
Deakin University	80.1 (78.7, 81.5)	69,300 (67,900, 70,700)
Edith Cowan University	77.1 (74.7, 79.3)	72,000 (70,400, 73,600)
Federation University Australia	80.8 (77.1, 83.9)	71,400 (66,900, 75,900)
Flinders University	76.6 (74.2, 78.9)	70,000 (68,700, 71,300)
Griffith University	73.9 (71.9, 75.8)	70,000 (69,300, 70,700)
James Cook University	89.5 (87.2, 91.3)	73,100 (70,600, 75,500)
La Trobe University	78.5 (76.5, 80.4)	69,400 (68,700, 70,100)
Macquarie University	78.7 (76.9, 80.3)	70,000 (69,500, 70,500)
Monash University	82.0 (80.6, 83.2)	73,000 (72,100, 73,900)
Murdoch University	67.7 (64.3, 71.0)	71,100 (69,100, 73,100)

Table 8 / **Undergraduate full-time employment and median full-time annual salary by university, 2023** (Continued)

(Continued)

University	Full-time employment (%)	Median full-time salary ($)
Queensland University of Technology	81.3 (79.9, 82.6)	70,400 (69,600, 71,300)
RMIT University	71.8 (70.2, 73.4)	66,800 (65,400, 68,200)
Southern Cross University	82.8 (79.9, 85.3)	72,500 (70,400, 74,600)
Swinburne University of Technology	75.6 (73.4, 77.6)	72,000 (70,300, 73,700)
The Australian National University	80.7 (78.3, 82.7)	72,000 (70,800, 73,200)
The University of Adelaide	75.1 (72.7, 77.3)	70,000 (68,100, 71,900)
The University of Melbourne	67.7 (65.4, 69.8)	65,300 (64,000, 66,600)
The University of Notre Dame Australia	86.5 (83.8, 88.7)	70,000 (69,100, 70,900)
The University of Queensland	81.3 (79.6, 82.8)	70,900 (70,100, 71,700)
The University of South Australia	80.0 (78.2, 81.7)	69,400 (68,700, 70,100)
The University of Sydney	80.9 (79.3, 82.4)	70,000 (69,200, 70,800)
The University of Western Australia	69.6 (66.1, 72.9)	67,300 (65,700, 68,900)
Torrens University	68.0 (64.5, 71.2)	62,600 (59,100, 66,200)
University of Canberra	85.3 (83.0, 87.2)	71,000 (69,700, 72,200)
University of Divinity	77.8 (63.7, 86.8)	n/a
University of New England	89.2 (87.6, 90.5)	75,300 (73,400, 77,300)
University of New South Wales	81.3 (79.4, 83.1)	75,000 (74,000, 76,000)

Table 8 / **Undergraduate full-time employment and median full-time annual salary by university, 2023** (Continued)

University	Full-time employment (%)	Median full-time salary ($)
University of Newcastle	84.6 (82.5, 86.4)	71,000 (70,200, 71,700)
University of Southern Queensland	85.1 (83.2, 86.8)	80,000 (79,000, 81,000)
University of Tasmania	82.6 (80.9, 84.1)	78,000 (75,900, 80,100)
University of Technology Sydney	77.5 (75.8, 79.2)	70,000 (69,100, 70,900)
University of the Sunshine Coast	78.2 (75.6, 80.5)	70,000 (68,900, 71,100)
University of Wollongong	77.5 (74.8, 80.0)	70,000 (69,200, 70,800)
Victoria University	64.5 (61.6, 67.3)	69,400 (67,200, 71,600)
Western Sydney University	74.7 (72.9, 76.4)	69,400 (68,400, 70,400)
All Universities	**79.4 (79.1, 79.7)**	**71,000 (70,800, 71,100)**
Standard deviation	6.7	3,700

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

There was less variation at the postgraduate coursework level, as shown in **Figure 9** where full-time employment rates varied from 95.9 per cent at the University of Tasmania to 81.4 per cent at Torrens University. There was a difference of just under $40,000 between postgraduate coursework full-time median annual salaries by universities. The median salary at the University of New South Wales was $120,000 and at Bond University the median salary was $80,900. However, the size, location, student profile and course offerings at these two universities differs greatly and should be considered when interpreting results.

Figure 9 / **Postgraduate coursework full-time employment rate by university, 2023 (%)**

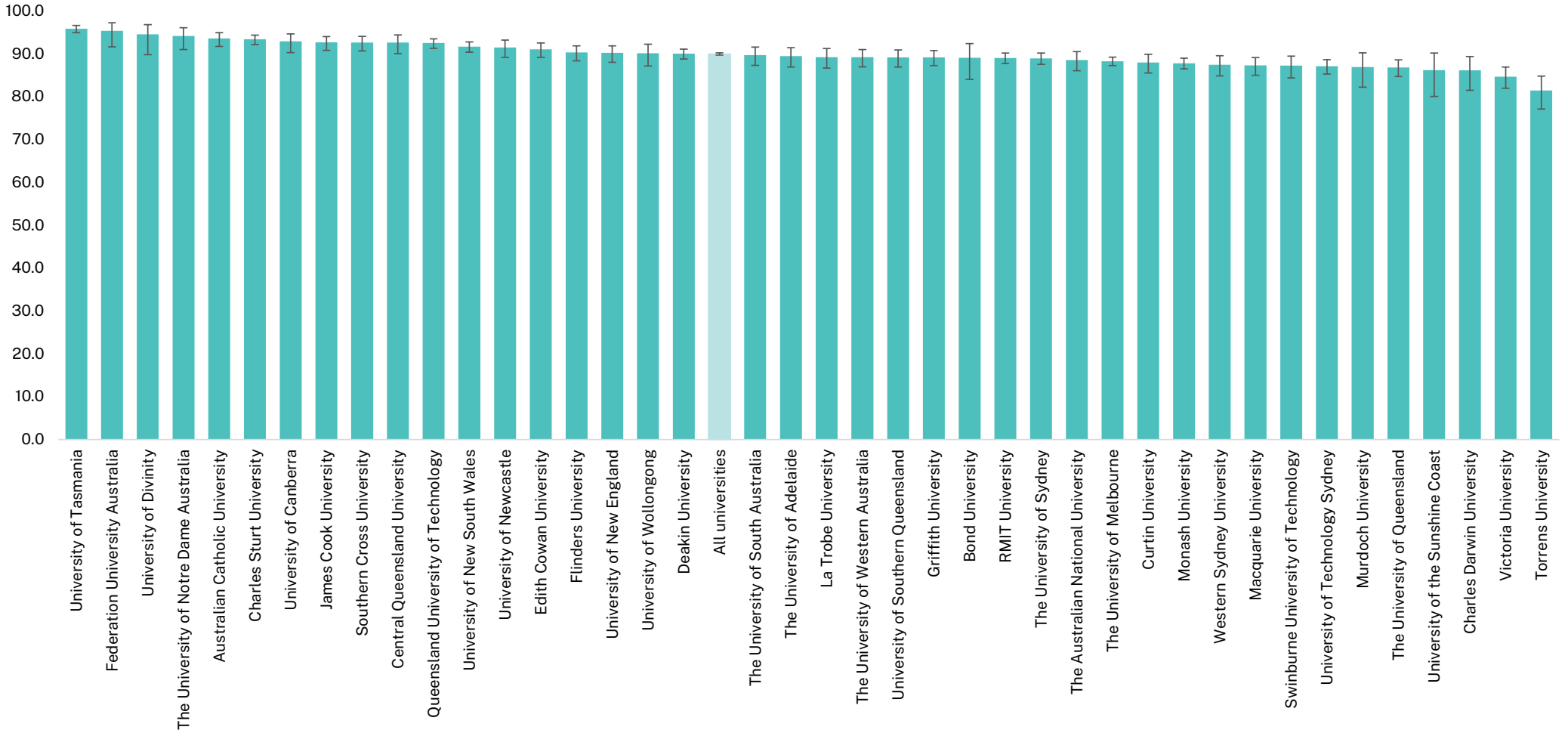


Table 9 / **Postgraduate coursework full-time employment and median full-time annual salary by university, 2023**

University	Full-time employment (%)	Median full-time salary ($)
Australian Catholic University	93.6 (91.7, 94.9)	94,400 (90,300, 98,500)
Avondale University	n/a	n/a
Bond University	89.1 (84.0, 92.4)	80,900 (78,400, 83,400)
Central Queensland University	92.6 (90.1, 94.4)	109,900 (103,800, 115,900)
Charles Darwin University	86.1 (81.5, 89.4)	90,700 (80,400, 100,900)
Charles Sturt University	93.4 (92.2, 94.4)	106,000 (103,000, 109,000)
Curtin University	87.9 (85.5, 89.9)	93,000 (87,300, 98,700)
Deakin University	90.0 (88.8, 91.1)	98,100 (95,300, 100,900)
Edith Cowan University	91.1 (89.2, 92.6)	97,000 (92,800, 101,200)
Federation University Australia	95.3 (91.6, 97.2)	94,500 (86,700, 102,200)
Flinders University	90.3 (88.3, 91.8)	93,900 (91,100, 96,700)
Griffith University	89.1 (87.2, 90.7)	95,000 (91,000, 99,000)
James Cook University	92.7 (90.8, 94.0)	108,100 (104,000, 112,300)
La Trobe University	89.2 (86.7, 91.2)	90,000 (85,100, 94,900)
Macquarie University	87.3 (85.0, 89.1)	95,000 (89,900, 100,100)
Monash University	87.8 (86.5, 89.0)	91,000 (88,500, 93,500)
Murdoch University	86.9 (82.2, 90.2)	98,200 (92,000, 104,400)

Table 9 / **Postgraduate coursework full-time employment and median full-time annual salary by university, 2023** (Continued)

University	Full-time employment (%)	Median full-time salary ($)
Queensland University of Technology	92.5 (91.3, 93.5)	105,000 (102,700, 107,300)
RMIT University	89.0 (87.7, 90.2)	98,000 (94,600, 101,500)
Southern Cross University	92.6 (90.6, 94.1)	110,000 (103,900, 116,100)
Swinburne University of Technology	87.2 (84.4, 89.5)	90,000 (84,200, 95,800)
The Australian National University	88.5 (86.0, 90.5)	96,400 (92,300, 100,500)
The University of Adelaide	89.5 (86.9, 91.4)	85,000 (79,700, 90,300)
The University of Melbourne	88.3 (87.2, 89.2)	88,000 (85,600, 90,400)
The University of Notre Dame Australia	94.1 (91.0, 96.1)	90,000 (83,000, 97,000)
The University of Queensland	86.8 (84.7, 88.6)	88,900 (85,100, 92,600)
The University of South Australia	89.7 (87.3, 91.6)	98,000 (93,600, 102,400)
The University of Sydney	89.0 (87.5, 90.2)	96,000 (92,400, 99,600)
The University of Western Australia	89.2 (87.0, 91.0)	86,900 (83,800, 90,000)
Torrens University	81.4 (77.1, 84.8)	100,000 (92,100, 107,900)
University of Canberra	92.9 (90.3, 94.6)	84,600 (82,200, 86,900)
University of Divinity	94.6 (89.8, 96.8)	85,000 (76,900, 93,100)
University of New England	90.2 (88.0, 91.9)	87,800 (81,800, 93,800)
University of New South Wales	91.7 (90.4, 92.7)	120,000 (117,900, 122,100)

Table 9 / **Postgraduate coursework full-time employment and median full-time annual salary by university, 2023** **(Continued)**

University	Full-time employment (%)	Median full-time salary ($)
University of Newcastle	91.5 (89.2, 93.2)	105,000 (100,700, 109,300)
University of Southern Queensland	89.2 (86.9, 90.9)	105,500 (100,300, 110,600)
University of Tasmania	95.9 (94.9, 96.6)	100,200 (98,700, 101,700)
University of Technology Sydney	87.1 (85.3, 88.7)	95,200 (91,200, 99,200)
University of the Sunshine Coast	86.2 (80.1, 90.2)	81,300 (69,000, 93,600)
University of Wollongong	90.1 (87.2, 92.2)	106,100 (100,800, 111,400)
Victoria University	84.7 (81.9, 86.9)	93,900 (89,800, 98,000)
Western Sydney University	87.4 (84.8, 89.5)	85,000 (78,600, 91,400)
All Universities	**90.0 (89.7, 90.3)**	**97,000 (96,000, 98,000)**
Standard deviation	3.4	9,400

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

2.5.3 NUHEIs

The GOS has included non-university higher education institutions (NUHEIs) since its inception in 2016 and the number of NUHEIs participating in the GOS has been increasing year on year, accounting for 84 of the 155 registered institutions that participated in the 2023 GOS. These institutions include 9 TAFE institutions, and a number of specialist international, creative arts and theological colleges.

NUHEIs represent approximately 7.6 per cent of 2023 GOS responses across all levels and including domestic and international graduates. In terms of domestic graduates, NUHEIs represent around 5.9 per cent of responses with 3.4 per cent of undergraduates, 10.6 per cent of postgraduate coursework students and 0.4 per cent of postgraduate research graduate responses. Domestic NUHEI responses are mostly clustered in the study areas of Business and Management, Law and paralegal studies, Humanities, culture and social sciences, Creative arts and Social work which represented almost 76 per cent of NUHEI responses.

Since the number of students enrolled in individual NUHEIs tends to be much smaller than at the university level, data for individual NUHEIs have been pooled across the 2021, 2022 and 2023 surveys to improve the robustness and validity of data, as presented on the ComparED website. Consequently, these results for NUHEIs are not directly comparable with those presented for universities above and they are less sensitive to the changes in results some NUHEIs have experienced since 2021.

Table 10 and **Table 11** show undergraduate and postgraduate coursework median full-time employment and median annual salaries for NUHEIs. The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

Table 10 / **Undergraduate full-time employment and median full-time annual salary by NUHEI*, pooled 2021-2023**

NUHEI	Full-time employment (%)	Median full-time salary ($)
Academy of Information Technology	61.1 (56.7, 65.3)	62,600 (58,700, 66,600)
Alphacrucis University College	71.6 (65.8, 76.7)	58,400 (52,400, 64,500)
Australasian College of Health and Wellness	81.6 (71.6, 88.3)	70,000 (62,200, 77,800)
Australian College of Applied Professions	69.4 (64.7, 73.7)	74,900 (71,900, 78,000)
Australian College of Theology Limited	82.1 (77.3, 86.0)	60,000 (55,900, 64,100)
Box Hill Institute	68.7 (59.7, 76.1)	73,900 (63,500, 84,300)
Christian Heritage College	78.6 (69.7, 84.8)	61,400 (50,400, 72,400)
Collarts (Australian College of the Arts)	51.9 (46.0, 57.7)	51,600 (46,800, 56,300)
Endeavour College of Natural Health	71.0 (66.5, 75.0)	60,000 (55,600, 64,400)
Engineering Institute of Technology	100.0^	n/a
Holmesglen Institute	76.2 (67.1, 83.1)	64,900 (60,400, 69,300)
Ikon Institute of Australia	42.6 (34.1, 51.8)	n/a
International College of Management, Sydney	73.1 (66.0, 79.0)	57,200 (53,200, 61,200)
ISN Psychology Pty Ltd	59.3 (44.4, 72.5)	n/a
LCI Melbourne	56.7 (43.9, 68.4)	n/a
Marcus Oldham College	98.1 (94.7, 99.1)	70,000 (64,900, 75,100)
Melbourne Institute of Technology	77.8 (68.7, 84.2)	68,900 (43,000, 94,900)

Table 10 / **Undergraduate full-time employment and median full-time annual salary by NUHEI*, pooled 2021-2023** (Continued)

NUHEI	Full-time employment (%)	Median full-time salary ($)
Melbourne Polytechnic	37.5 (27.0, 49.6)	n/a
Moore Theological College	90.4 (84.6, 93.6)	72,000 (65,000, 79,000)
SAE Institute	41.3 (38.4, 44.3)	54,300 (51,900, 56,700)
Sydney College of Divinity	64.0 (48.5, 76.8)	n/a
Tabor College of Higher Education	72.4 (63.2, 79.7)	73,400 (68,700, 78,000)
TAFE NSW	67.2 (62.3, 71.6)	67,700 (62,900, 72,500)
TAFE Queensland	87.8 (78.1, 92.9)	59,000 (52,300, 65,700)
The Australian College of Physical Education	72.2 (62.4, 79.9)	64,300 (58,900, 69,700)
The Australian Institute of Music	53.2 (45.0, 61.1)	49,600 (40,200, 59,000)
Think Education	61.1 (55.2, 66.4)	68,900 (61,300, 76,600)
UTS College	39.7 (31.4, 48.8)	n/a
Whitehouse Institute of Design, Australia	50.0 (40.5, 59.5)	n/a
William Angliss Institute	72.7 (59.8, 82.2)	n/a
All NUHEIs	**64.2 (63.0, 65.4)**	**62,600 (61,400, 63,800)**
Standard deviation	19.4	12,000

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

* Only institutions with sufficient data (ie. n>25) for full-time employment or median annual salary are presented in this table. For the complete table, refer to worksheet LF_UG NUHEI_3Y_CI in the 2023 GOS National Tables available on the QILT website.

^ Estimates and confidence intervals become unreliable for very small sample sizes and for proportions close to 0% and 100%. Such occurrences are flagged and confidence intervals are not shown. Caution should be exercised when reporting and comparing proportions for these cases.

Table 11 / **Postgraduate coursework full-time employment and median full-time annual salary by NUHEI*, pooled 2021-2023**

NUHEI	Full-time employment (%)	Median full-time salary ($)
Alphacrucis University College	86.9 (79.2, 91.5)	77,100 (68,100, 86,200)
Australian College of Applied Professions	72.3 (67.8, 76.4)	85,000 (79,800, 90,200)
Australian College of Nursing	91.5 (89.5, 93.0)	90,000 (88,300, 91,700)
Australian College of Theology Limited	90.6 (88.0, 92.5)	75,000 (71,500, 78,500)
Australian Institute of Business Pty Ltd	94.8 (93.8, 95.5)	119,000 (115,500, 122,400)
Australian Institute of Management Education & Training	93.4 (92.0, 94.5)	129,600 (125,400, 133,800)
BBI - The Australian Institute of Theological Education	91.4 (86.3, 94.5)	104,400 (99,100, 109,600)
Box Hill Institute	76.9 (66.8, 83.6)	n/a
Chisholm Institute	81.3 (70.6, 87.1)	n/a
Christian Heritage College	85.2 (78.2, 89.3)	90,500 (81,500, 99,400)
Engineering Institute of Technology	90.7 (86.4, 93.1)	100,000 (88,000, 112,000)
Excelsia College	77.9 (71.6, 82.7)	90,000 (84,000, 96,000)
Gestalt Therapy Brisbane	77.1 (71.1, 79.3)	n/a
Governance Institute of Australia	96.4 (93.7, 96.8)	169,300 (146,800, 191,800)
Health Education & Training Institute	96.6 (90.7, 98.3)	98,100 (90,800, 105,400)
HEPCO The Tax Institute Higher Education	100.0^	97,500 (79,500, 115,500)
ISN Psychology Pty Ltd	93.3 (82.0, 97.5)	n/a

Table 11 / **Postgraduate coursework full-time employment and median full-time annual salary by NUHEI*, pooled 2021-2023** (Continued)

NUHEI	Full-time employment (%)	Median full-time salary ($)
Kaplan Business School	94.9 (88.7, 97.2)	115,000 (93,300, 136,700)
Kaplan Higher Education Pty Ltd	96.7 (95.7, 97.5)	105,000 (99,600, 110,400)
Marcus Oldham College	100.0^	92,500 (82,300, 102,700)
Melbourne Institute of Technology	85.7 (83.1, 87.8)	96,000 (90,900, 101,100)
Morling College	88.9 (75.8, 94.9)	n/a
Sydney College of Divinity	94.1 (86.6, 97.2)	89,000 (80,800, 97,200)
Tabor College of Higher Education	77.8 (68.3, 84.6)	80,100 (70,200, 90,100)
The Cairnmillar Institute	86.5 (80.7, 90.5)	90,200 (83,700, 96,700)
The College of Law Limited	91.1 (90.4, 91.8)	76,000 (74,800, 77,200)
The Institute of Internal Auditors - Australia	87.5 (81.6, 87.5)	n/a
All NUHEIs	**90.0 (89.6, 90.4)**	**87,500 (86,400, 88,600)**
Standard deviation	19.1	24,800

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

* Only institutions with sufficient data (ie. n>25) for full-time employment or median annual salary are presented in this table. For the complete table, refer to worksheet LF_PGC_NUHEI_3Y_CI in the 2023 GOS National Tables available on the QILT website.

^ Estimates and confidence intervals become unreliable for very small sample sizes and for proportions close to 0% and 100%. Such occurrences are flagged and confidence intervals are not shown. Caution should be exercised when reporting and comparing proportions for these cases.

3. Domestic graduate skills utilisation

The GOS includes 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 such as the proportion of graduates employed in managerial and professional occupations, the proportion of graduates stating they believed their current job does not fully utilise their skills or education and how well their qualification has prepared them for their current job. These provide benchmarks of the underutilisation of skills, and as such, it is important to monitor changes in these measures over time. However, there are a range of factors which may influence occupational outcomes including the proportion of graduates undertaking further full-time study, registration or professional accreditation timelines and graduate choice.

3.1 Occupation type

The proportion of undergraduates working in managerial and professional occupations is one measure of skills utilisation. The classification of occupations[6] used by the ABS suggests that most managerial and professional occupations have a skill level that is commensurate with qualifications at the bachelor level or higher.

As seen in **Table 12,** 69.2 per cent of undergraduates employed full-time were working in managerial or professional occupations in 2023, compared to 85.5 per cent of postgraduate coursework graduates. This difference may be related to postgraduate coursework graduates being more likely to be attached to the labour market prior to undertaking their studies, compared to undergraduates. This is evidenced by postgraduate coursework graduates being, on average, older and more likely to be studying externally. Postgraduate research graduates had the highest rate of graduates employed full-time in managerial and professional occupations, with 90.6 per cent.

Table 12 / **Domestic graduates employed in managerial and professional occupations by employment type and study level, 2023 (% of those employed)**

	Undergraduate	Postgraduate coursework	Postgraduate research
Full-time employment	69.2	85.5	90.6
Overall employment	59.4	83.3	89.5

[6] The Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

3.1.1 Occupations by study area

The proportion of graduates employed in professional or managerial occupations varied markedly between study areas in 2023. For example, undergraduates employed full-time working in managerial or professional occupations ranged from a high of 98.6 per cent for those who had completed Rehabilitation qualifications to a low of 40.0 per cent of those with qualifications in Law and paralegal studies.

Postgraduate coursework graduates employed full-time were more likely to be employed in managerial or professional occupations than undergraduates, ranging from 100 per cent of Veterinary science graduates to 59.5 per cent for those who had completed qualifications in Architecture and built environment. It should be noted that differences in the profile of those undertaking postgraduate qualifications varies across study areas, with some areas more likely to have graduates who have recently completed undergraduate qualifications and are continuing their education and those who are returning to study after a period in the workforce.

The proportion of postgraduate research graduates working full-time who are engaged in managerial or professional occupations is also very high overall, with a variation that ranges from 100 per cent for those who had completed Computing and information systems research qualifications to 75.3 per cent of those who had completed Creative arts research qualifications.

In general, graduates employed full-time are more likely to be employed in managerial or professional occupations than those employed overall, which includes graduates in part-time or casual employment.

Table 13 / **Domestic graduates employed in managerial and professional occupations by study area and study level, 2023 (% of those employed full-time)**

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Science and mathematics	61.1	84.0	90.0
Computing and information systems	84.4	86.2	100.0
Engineering	87.5	83.2	94.2
Architecture and built environment	51.4	59.5	100.0
Agriculture and environmental studies	61.2	78.8	83.1
Health services and support	60.5	82.2	91.1
Medicine	68.6	96.7	94.4
Nursing	88.5	97.2	95.0
Pharmacy	86.0	97.8	87.5

Table 13 / **Domestic graduates employed in managerial and professional occupations by study area and study level, 2023 (% of those employed full-time)** (Continued)

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Dentistry	47.3	80.0	100.0
Veterinary science	67.7	100	88.9
Rehabilitation	98.6	98.7	100.0
Teacher education	91.1	95.1	93.6
Business and management	69.9	84.4	90.9
Humanities, culture and social sciences	55.2	76.5	85.5
Social work	65.2	82.3	92.3
Psychology	55.3	84.0	96.0
Law and paralegal studies	40.0	73.4	90.9
Creative arts	54.7	72.6	75.3
Communications	62.8	77.6	83.3
Tourism, hospitality, personal services, sport and recreation	45.8	50.0	100.0
Total	**69.2**	**85.5**	**90.6**

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

3.2 Perceived overqualification

Graduates were also asked to indicate whether they believed they were working in a job which was not fully utilising their skills or education. These questions are used to generate the Scale of Perceived Overqualification (SPOQ) score (see **Appendix A1.6 Core Instrument** for item details). This scale is sometimes seen as a proxy indicator for the "relevance" of graduate employment to graduates' study area.

In 2023, 38.0 per cent of all employed undergraduates indicated that they were working in jobs which were not fully utilising their skills and education, compared to 30.5 per cent and 30.0 per cent of those who had completed a postgraduate coursework qualification and postgraduate by research qualification respectively.

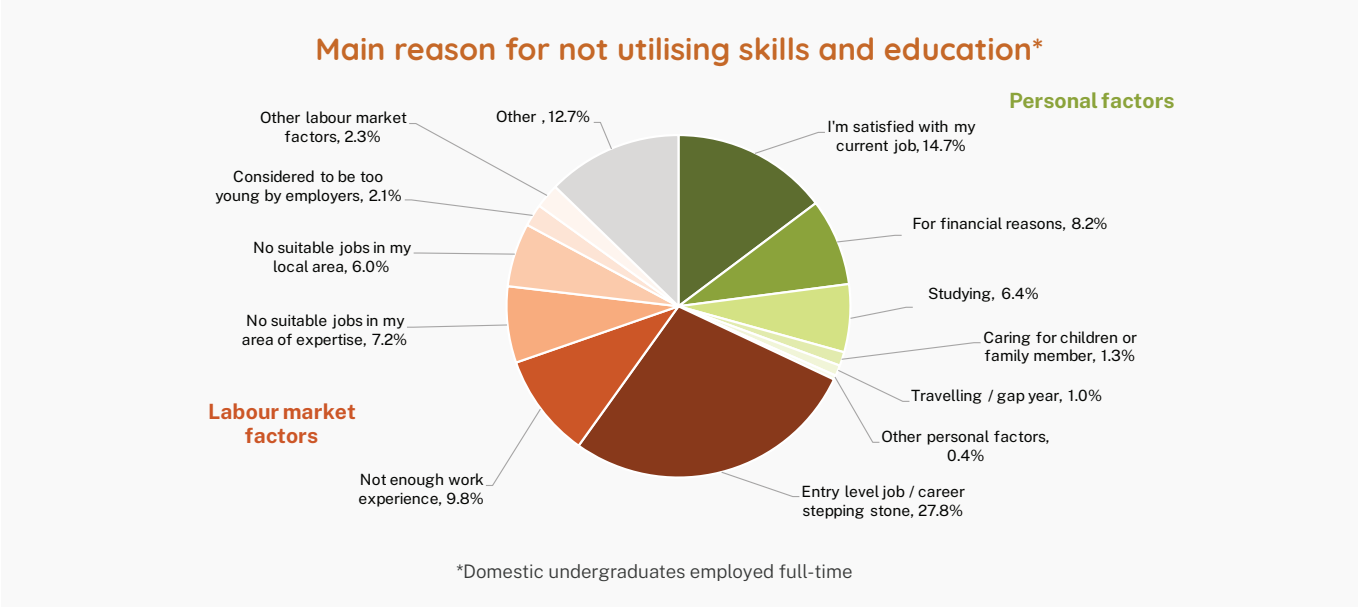
However, the differences between study levels is much narrower for those employed full-time with 27.8 per cent of undergraduates indicating that they were working in a job that did not allow them to fully use their skills or education, compared with 28.9 per cent and 27.8 per cent of those who had completed a postgraduate coursework qualification and a postgraduate research qualification respectively.

More than one quarter (27.8 per cent) of full-time employed undergraduates who reported they were not fully utilising their skills or education in 2023, stated that this was because of personal factors, whilst more than half (55.1 per cent) indicated it was due to labour market factors (see **Table 15**). The main reason reported by full-time employed undergraduates for working in a job not fully utilising their skills or education was that they are currently in an entry level job/career stepping stone (27.8 per cent). This was followed by being satisfied with current job (14.7 per cent), not enough work experience (9.8 per cent), and for financial reasons (8.2 per cent).

Table 14 / **Extent to which skills and education are not fully utilised by employment type and study level, all occupation levels, 2023 (% of those employed)**

	Undergraduate	Postgraduate coursework	Postgraduate research
Full-time employment	27.8	28.9	27.8
Overall employment	38.0	30.5	30.0

Overall, 20.7 per cent of all employed undergraduates said they did not use their skills or education in their current job because they were engaging in further study, compared to 6.4 per cent of undergraduates in full-time employment, indicating a difference between graduates in full-time and part-time or casual employment. Reasons given by postgraduate coursework and postgraduate research graduates for working in jobs which do not fully utilise their skills and education are generally similar to those given by undergraduates. However, it should be noted that the proportion of postgraduate graduates undertaking further full-time study is much lower than for undergraduates. Postgraduate coursework and postgraduate research graduate results are available in supplementary tables available on the QILT website[7].



[7] Refer to the RSOVRQ_PGC_ALL_1Y and RSOVRQ_PGR_ALL_1Y worksheets in the 2023 GOS National Report Tables available on the QILT website.

Table 15 / **Undergraduates' main reason for working in job that does not fully use skills and education, by employment outcomes, 2023 (%)**

	Full-time employment	Overall employment
Studying	6.4	20.7
I'm satisfied with my current job	14.7	10.9
For financial reasons	8.2	5.5
Caring for children or family member	1.3	1.7
Travelling / gap year	1.0	1.3
Other personal factors	0.4	0.4
Subtotal – Personal factors	**32.0**	**40.5**
No suitable jobs in my area of expertise	7.2	8.5
No suitable jobs in my local area	6.0	6.7
Considered to be too young by employers	2.1	1.3
Considered to be too old by employers	0.5	0.4
Not enough work experience	9.8	9.9
No jobs with a suitable number of hours	0.6	1.1
Entry level job / career stepping stone	27.8	18.3
Other labour market factors	1.2	1.2
Subtotal - Labour market factors	**55.2**	**47.4**
Other	12.7	12.1
Total	**100.0**	**100.0**

3.2.1 Perceived overqualification by study area

Ratings of perceived overqualification vary quite markedly by study area. For undergraduates, the higher rates of perceived overqualification include 47.0 per cent for graduates who had completed Psychology qualifications and 44.8 per cent for those who had completed Creative Arts. Those who had completed Humanities, culture and social sciences qualifications and those who had completed Science and mathematics qualifications also had high rates of perceived overqualification, 39.8 per cent and 39.5 per cent respectively. However, it should be noted that Science and mathematics, Psychology, and Humanities, culture and social sciences also had the highest rates of further full-time study after completing their undergraduate qualification (as seen in **Figure 11**) and below average proportions of undergraduates working in managerial or professional occupations (as seen in **Table 13**).

Areas with lower rates of perceived overqualification include Rehabilitation, Dentistry and Pharmacy with Nursing, Veterinary science and Teacher education graduates. These study areas are more targeted to specific occupations, have high employment rates (including at managerial and professional levels), and low rates of further full-time study after their undergraduate qualification.

Table 16 / **Domestic graduates reporting that they were not fully utilising their skills and education in their current job by study area and study level, all occupation levels, 2023 (% of those employed full-time)**

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Science and mathematics	39.5	35.6	23.5
Computing and information systems	27.8	41.0	32.7
Engineering	20.9	32.7	36.8
Architecture and built environment	20.8	23.6	n/a
Agriculture and environmental studies	33.5	37.8	16.9
Health services and support	26.8	25.5	22.2
Medicine	19.4	8.1	17.6
Nursing	9.8	15.8	23.1
Pharmacy	5.8	15.3	n/a
Dentistry	5.2	3.8	
Veterinary science	10.0	0.0	n/a

Table 16 / **Domestic graduates reporting that they were not fully utilising their skills and education in their current job by study area and study level, all occupation levels, 2023 (% of those employed full-time)** (Continued)

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Rehabilitation	4.1	11.2	n/a
Teacher education	10.8	24.3	46.3
Business and management	31.9	36.7	36.4
Humanities, culture and social sciences	39.8	37.1	33.3
Social work	24.9	28.9	n/a
Psychology	47.0	30.9	17.8
Law and paralegal studies	32.0	28.1	31.1
Creative arts	44.8	40.2	36.6
Communications	37.8	44.9	n/a
Tourism, hospitality, personal services, sport and recreation	36.4	n/a	n/a
Total	**27.8**	**28.9**	**27.8**

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

3.3 Graduate preparedness

Another measure of skills utilisation is how well the qualification prepared graduates for their current job. In 2023, 74.6 per cent of undergraduates in full-time employment reported that their course had prepared them well or very well for their current job, which was similar to postgraduate coursework graduates, at 76.1 per cent. Postgraduate research graduates reported the highest levels of preparedness at 82.5 per cent (see **Table 17**). These results were consistent with 2022.

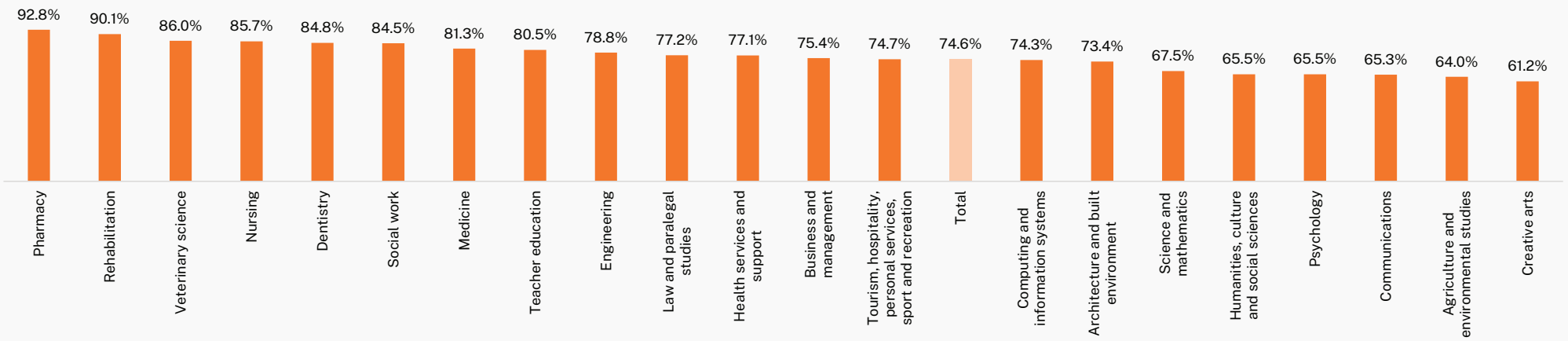
It should be noted that this item is only presented to graduates who are currently employed. Several factors are likely to influence ratings of preparedness, including the "quality" of the job (such as occupational level or perceived overqualification), or the stage of the graduate's educational journey (such as those who are enrolled in further full-time study).

Table 17 / **Qualification prepared graduate well or very well for current job, by employment type and study level, all occupations, 2022-2023 (% of those employed)**

	Undergraduate	Postgraduate coursework	Postgraduate research
Full-time employment	74.6	76.1	82.5
Overall employment	67.2	74.9	80.4

More than 90 per cent of Pharmacy and Rehabilitation undergraduates reported that their course prepared them well or very well for their current job

Domestic undergraduate 'prepardeness' by study area



3.3.1 Preparedness for current job by study area

While the "quality" of the graduate's employment may have an influence on graduate perceptions of how well their completed course has prepared them for their current role, a marked variation exists in the levels of graduate preparedness by study area. This may be related to some study areas being more targeted to specific occupations. For example, ratings of levels of preparedness for undergraduates employed full-time ranged from over 90 per cent for those who have completed Pharmacy or Rehabilitation qualifications, to 61.2 per cent for those with Creative arts qualifications.

A similar pattern exists for postgraduate coursework graduates where graduates from areas such as Dentistry, Pharmacy, Rehabilitation and Veterinary Science rated their levels of preparedness very highly compared to those who have completed courses in the areas of Computing and information systems, Science and mathematics, Humanities culture and social science, Psychology, Agriculture and environmental studies.

Across study areas, postgraduate research graduates tend to rate their level of preparedness more highly than either undergraduate or postgraduate coursework graduates. However, postgraduate research graduates from the areas of Nursing and Veterinary science report lower levels of preparedness. This may be related to the higher propensity of this group to be engaged in managerial or professional occupations and less likely to be enrolled in further full-time study than undergraduates, as seen in **Table 13** and **Table 22**.

Table 18 / **Domestic graduates reporting that their course prepared them well or very well for their current job by study area and study level, all occupation levels, 2023 (% of those employed full-time)**

Study area	Undergraduate	Postgraduate coursework	Postgraduate research
Science and mathematics	67.5	67.0	88.8
Computing and information systems	74.3	62.8	77.8
Engineering	78.8	74.4	86.3
Architecture and built environment	73.4	73.3	n/a
Agriculture and environmental studies	64.0	67.9	88.4
Health services and support	77.1	75.6	80.7
Medicine	81.3	83.7	80.1
Nursing	85.7	83.8	78.9
Pharmacy	92.8	88.1	n/a

Table 18 / **Domestic graduates reporting that their course prepared them well or very well for their current job by study area and study level, all occupation levels, 2023 (% of those employed full-time)** (Continued)

Study area	Undergraduate	Postgraduate coursework	Postgraduate research
Dentistry	84.8	88.7	
Veterinary science	86.0	86.4	n/a
Rehabilitation	90.1	86.6	n/a
Teacher education	80.5	81.2	77.9
Business and management	75.4	78.0	78.1
Humanities, culture and social sciences	65.5	67.7	75.1
Social work	84.5	79.8	n/a
Psychology	65.5	69.7	90.8
Law and paralegal studies	77.2	68.9	76.7
Creative arts	61.2	70.6	74.7
Communications	65.3	68.4	n/a
Tourism, hospitality, personal services, sport and recreation	74.7	n/a	n/a
Total	**74.6**	**76.1**	**82.5**

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

3.3.2 Preparedness for graduates working in managerial or professional occupations by study area

In general, the skills or education obtained by graduates may better align with employment in professional or managerial occupations, as these occupations are more likely to require a skill level that is commensurate with qualifications at the bachelor level or higher. Assessing graduate preparedness from this perspective may provide a better basis for evaluating how well the graduates were prepared for work. Overall, graduates employed full-time in managerial or professional occupations are more likely to positively report on their preparedness for their current occupation compared to ratings associated with graduates employed across all occupations. **Table 19** shows notably higher undergraduate ratings in areas such as Creative arts, Dentistry, Science and mathematics and Communications which may support the contention that graduates ratings of preparedness are at least partly dependent on the occupational level of the work they are undertaking.

Table 19 / **Domestic graduates reporting that their course prepared them well or very well for their current job by study area and study level, in managerial or professional occupations, 2023 (% of those employed full-time)**

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Science and mathematics	77.8	70.1	90.9
Computing and information systems	79.0	65.7	77.8
Engineering	81.1	76.0	87.4
Architecture and built environment	78.4	75.3	n/a
Agriculture and environmental studies	68.6	71.2	92.9
Health services and support	85.8	77.0	81.9
Medicine	88.1	83.9	79.3
Nursing	87.3	83.9	77.8
Pharmacy	93.8	88.5	n/a
Dentistry	95.3	88.1	
Veterinary science	90.6	86.4	n/a
Rehabilitation	90.3	87.4	n/a

Table 19 / **Domestic graduates reporting that their course prepared them well or very well for their current job by study area and study level, in managerial or professional occupations, 2023 (% of those employed full-time)** (Continued)

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Teacher education	82.6	82.4	77.9
Business and management	79.1	79.3	78.3
Humanities, culture and social sciences	74.2	71.3	77.1
Social work	88.1	81.2	n/a
Psychology	71.0	73.8	91.1
Law and paralegal studies	78.4	70.2	76.3
Creative arts	74.7	76.3	78.7
Communications	75.1	71.6	n/a
Tourism, hospitality, personal services, sport and recreation	80.5	n/a	n/a
Total	**80.4**	**78.0**	**83.9**

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

4. Domestic graduates in further full-time study

In 2023, 18.0 per cent of undergraduates were engaged in further full-time study four to six months after course completion, which was a slight decrease from 2022. This result was expected as fewer students typically proceed to further study and more enter employment when the labour market improves.

The proportions of postgraduate coursework and postgraduate research graduates in further full-time study in 2023 was comparatively lower at 7.1 per cent and 6.9 per cent respectively. These proportions are within the same ranges as previous years.

Study areas with the highest proportion of undergraduates proceeding to full-time study in 2023 included Science and mathematics (35.7 per cent), Psychology (31.6 per cent), and Humanities, culture and social sciences (24.5 per cent). Undergraduates who completed degrees in study areas more targeted to specific occupations tended to be less likely to proceed to further full-time study. These included Rehabilitation (3.1 per cent), Nursing (5.4 per cent), and Teacher education (9.4 per cent).

Figure 10 / **Proportion of domestic graduates in further full-time study, 2016-2023**

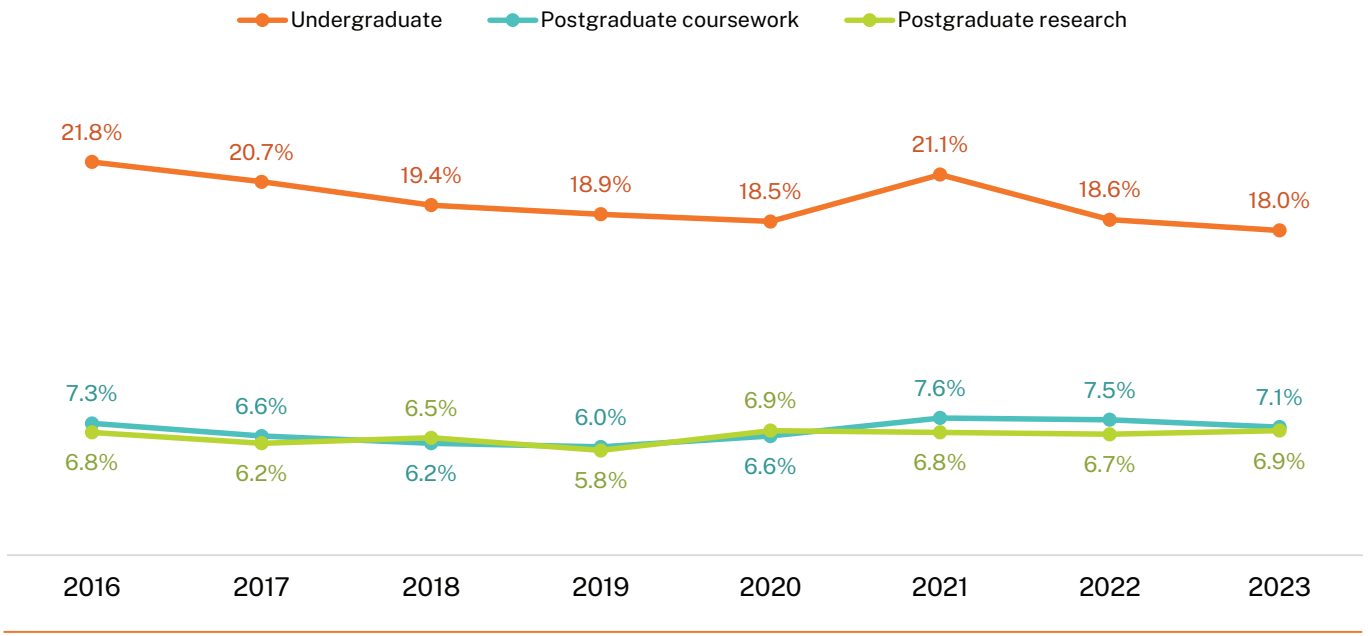
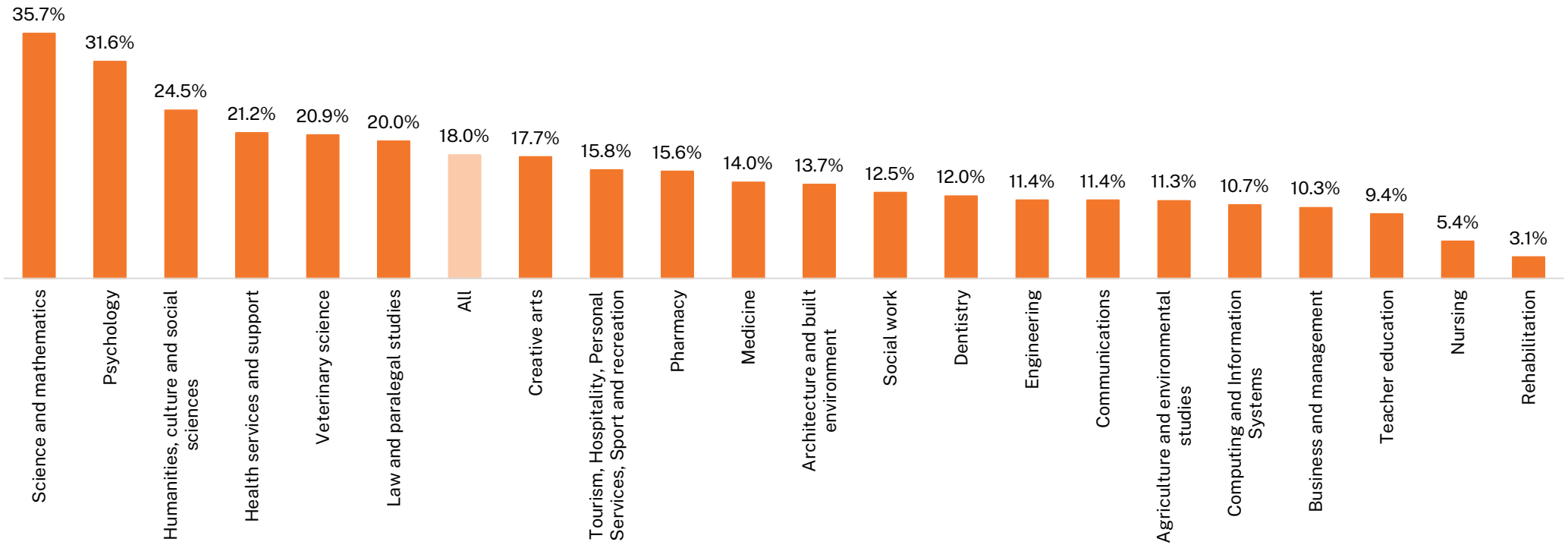


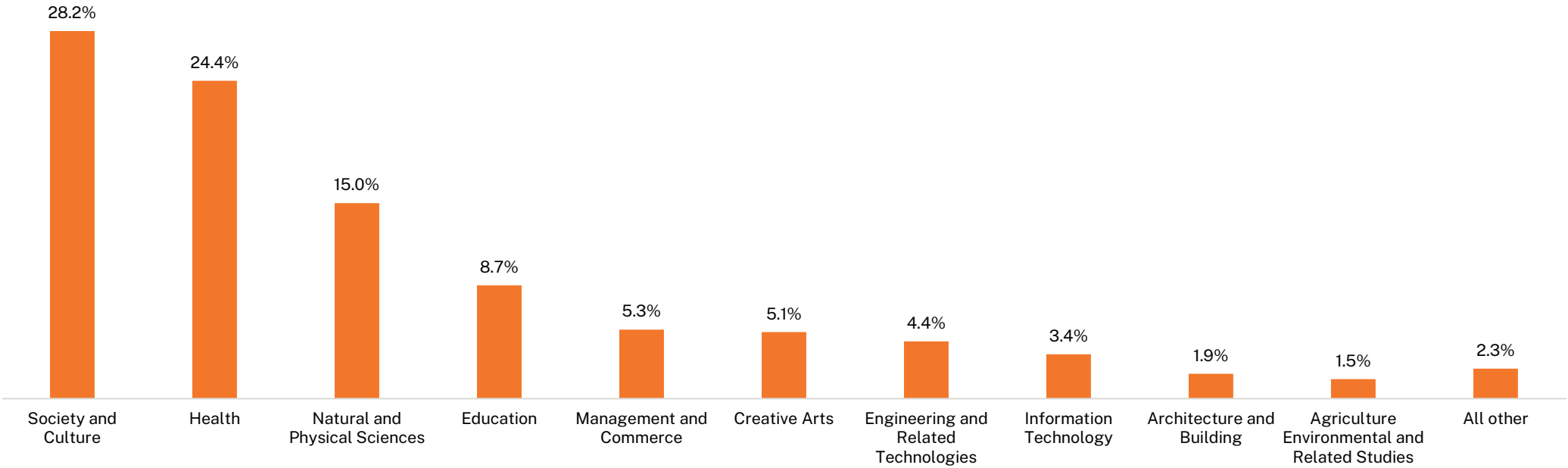
Figure 11 / **Undergraduate further full-time study status by original study area[8] , 2023**



[8] Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Graduates were also asked to indicate the level and broad field of education (rather than study area) of their further study. In 2023, Society and culture was the most common field of education destination chosen by undergraduates undertaking further full-time study, with 28.2 per cent enrolled in this destination. This was followed by Health (24.4 per cent), Natural and physical sciences (15.0 per cent), and Education (8.7 per cent). There has been a marked increase in the proportion of undergraduates undertaking further full-time study in the area of Society and culture (up 1.4 percentage points), and Health (up 0.6 percentage points). On the other hand, Architecture and building decreased 1 percentage point between 2022 and 2023. Undergraduates from Science and mathematics courses main areas of further full-time study were in the Natural and physical sciences and Health. Those with qualifications in Psychology moved mainly into courses in Society and culture and graduates who had completed courses in Humanities, culture and social science who proceeded to further full-time study were also mainly studying in Society and culture courses.

Figure 12 / **Broad field of education destinations of undergraduates undertaking further full-time study, 2023**



5. Graduate course experience

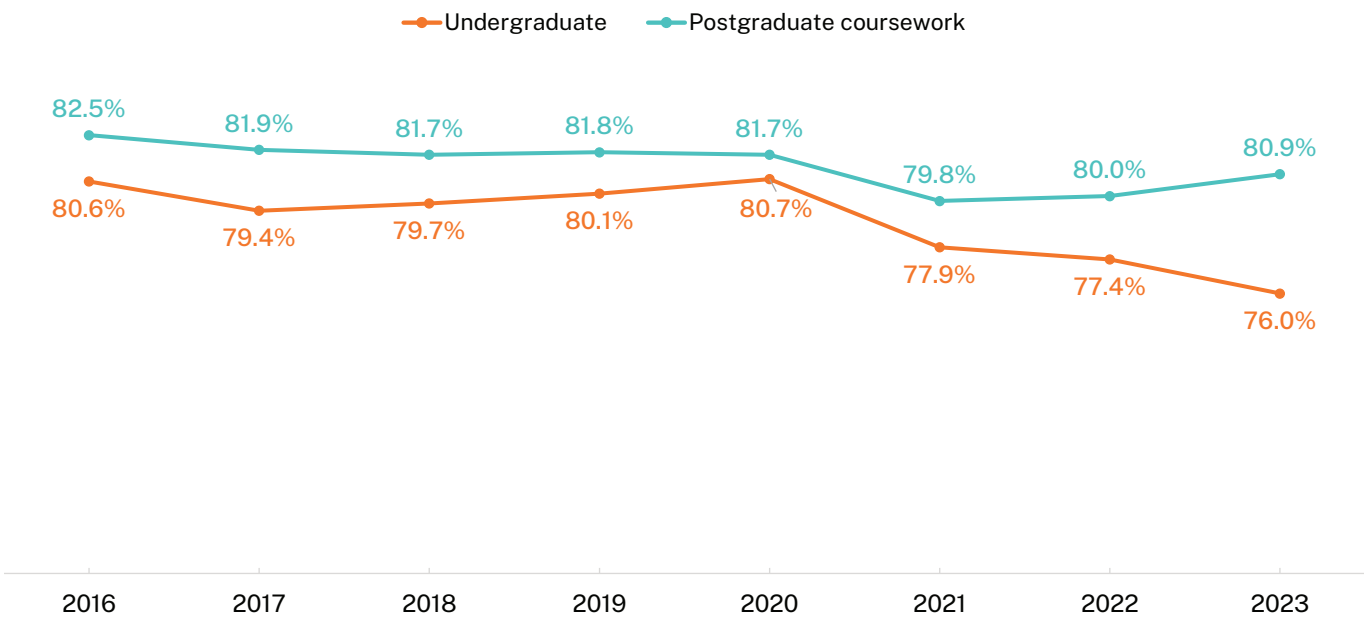
5.1 Undergraduate and postgraduate coursework satisfaction

The Course Experience Questionnaire (CEQ) invites undergraduate and postgraduate coursework graduates to express agreement or disagreement on a five-point scale related to their overall satisfaction with their completed course, four to six months after completing their course. Please note, CEQ results are based on responses from both domestic and international graduates.

Undergraduate ratings for Overall satisfaction with their completed course were broadly steady from 2016 to 2020, as seen in **Figure 13**. However, Overall satisfaction among undergraduates has declined year on year since 2020 falling to a low of 76.0 per cent in 2023. As in previous years, postgraduate coursework graduates rated Overall satisfaction with their course higher than undergraduates. Postgraduate coursework graduates' Overall satisfaction was also broadly steady up until 2020 before declining in 2021. Since 2021, Overall satisfaction at the postgraduate coursework level has increased marginally year on year, but remains below the 2021 level.

Trends in Overall satisfaction in the 2023 GOS refer to graduates whose last year of study was in 2022. As such, the fall in Overall undergraduate satisfaction observed in the 2023 GOS may continue to reflect the disruption to graduates' previous educational experience related to measures taken in response to the COVID-19 pandemic. Further information related to the student educational experience is available through the QILT Student Experience Survey available from the QILT website.

Figure 13 / **Undergraduate and postgraduate coursework graduates, Overall satisfaction, 2016-2023 (% agreement)**



One of the key factors influencing CEQ scores is study area. **Table 20** shows Overall satisfaction by study area for undergraduates and postgraduate coursework graduates. In 2023, Overall satisfaction among undergraduates ranged from 86.4 per cent for Agriculture and environmental studies, to 60.7 per cent for Dentistry; a difference of 25.7 percentage points.

For postgraduate coursework graduates, Overall satisfaction ranged from 87.0 per cent in Humanities, culture and social sciences to 66.7 per cent in Dentistry; a difference of 20.3 percentage points. The variation in satisfaction across study areas for both undergraduates and postgraduate coursework graduates indicates there is scope for improvement in the educational experience provided to students.

Table 20 / **Overall satisfaction by course level and study area, 2023 (% agreement)**

Study area	Undergraduate	Postgraduate coursework
Science and mathematics	79.9	78.7
Computing and information systems	72.3	74.7
Engineering	72.3	77.6
Architecture and built environment	70.3	74.0
Agriculture and environmental studies	86.4	85.2
Health services and support	74.6	82.7
Medicine	83.5	75.0
Nursing	70.5	82.4
Pharmacy	81.3	85.6
Dentistry	60.7	66.7
Veterinary science	72.0	62.7
Rehabilitation	79.0	71.4
Teacher education	72.1	80.3
Business and management	75.3	83.3
Humanities, culture and social sciences	80.3	87.0
Social work	81.9	82.5
Psychology	79.8	82.8

Table 20 / **Overall satisfaction by course level and study area, 2023 (% agreement)** (Continued)

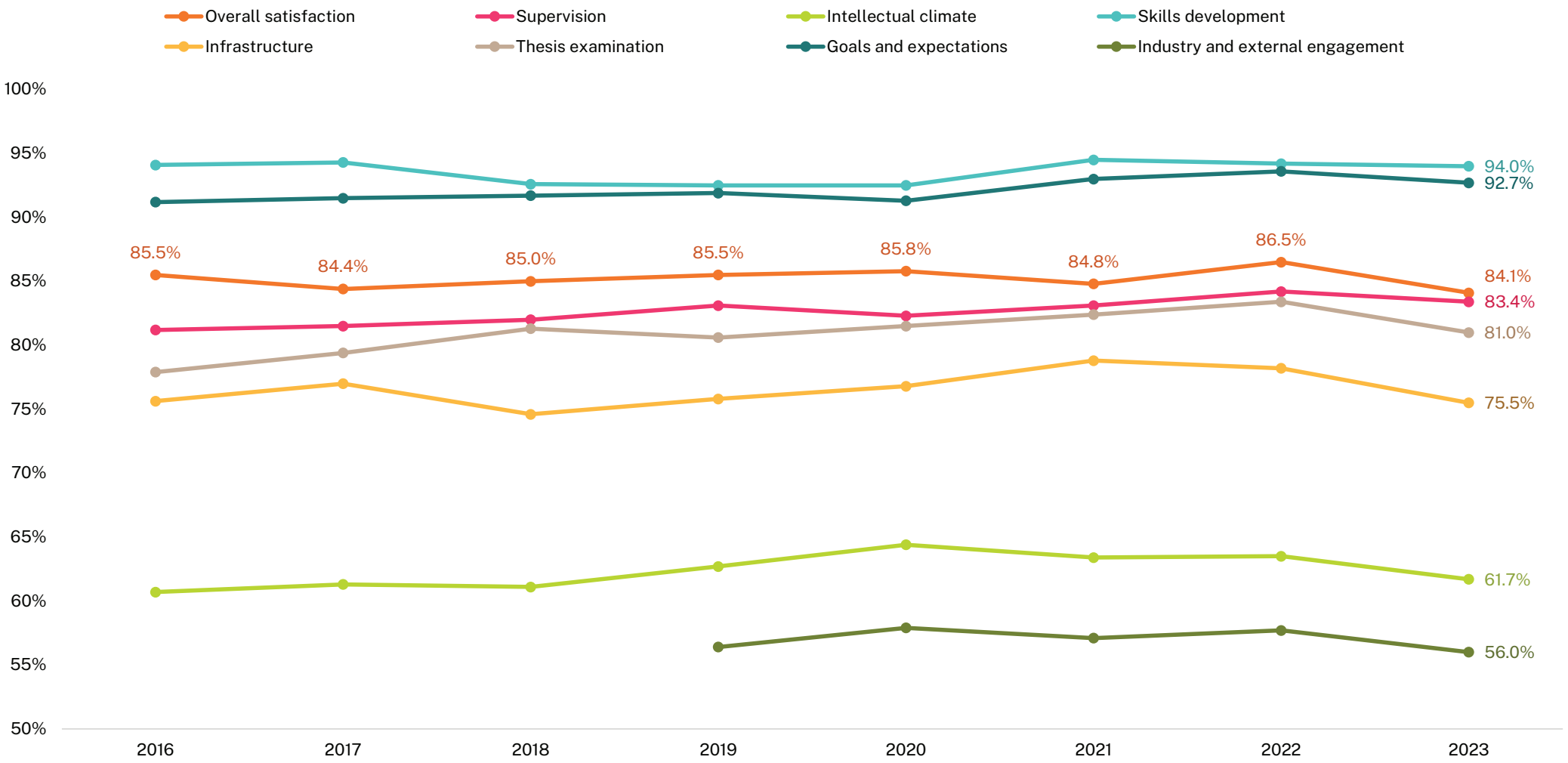
Study area	Undergraduate	Postgraduate coursework
Law and paralegal studies	82.1	75.5
Creative arts	72.7	81.7
Communications	73.4	86.7
Tourism, hospitality, personal services, sport and recreation	78.6	77.4
All study areas	**76.0**	**80.9**
Standard deviation	5.9	6.5

5.2 Postgraduate research experience

The Postgraduate Research Experience Questionnaire (PREQ) invites postgraduate research graduates to express agreement or disagreement on a five-point response frame with statements about various aspects of their degree, four to six months after completing their degree. The PREQ reports on Overall satisfaction and other items are grouped thematically into the following scales: Supervision, Intellectual climate, Skills development, Infrastructure, Thesis examination, Goals and expectations and Industry and external engagement. Scale scores can be dependent on the number and type of items included in each scale. Refer to **Appendix 3** for more information about the scales. While the absolute level of each scale should be considered with a view to improvement, so too should trends and changes in relativities over time, as shown by **Figure 14**.

Please note, PREQ results are based on responses from both domestic and international graduates.
Overall satisfaction among postgraduate research graduates decreased by 2.4 percentage points to 84.1 per cent in 2023, the lowest rating since the PREQ was first administered as part of the GOS in 2016. Agreement with most other aspects of the postgraduate research experience, as measured by the PREQ scales, also decreased in 2023. The largest decreases were in the areas of Infrastructure and Thesis examination, which declined by 2.7 and 2.4 percentage points respectively. All other aspects of the postgraduate research experience also declined between 2022 and 2023. Note that **Figure 14** only includes data labels for Overall satisfaction; see table **SAT_PGR_ALL_2Y** in the 2023 GOS National Tables available on the QILT website.

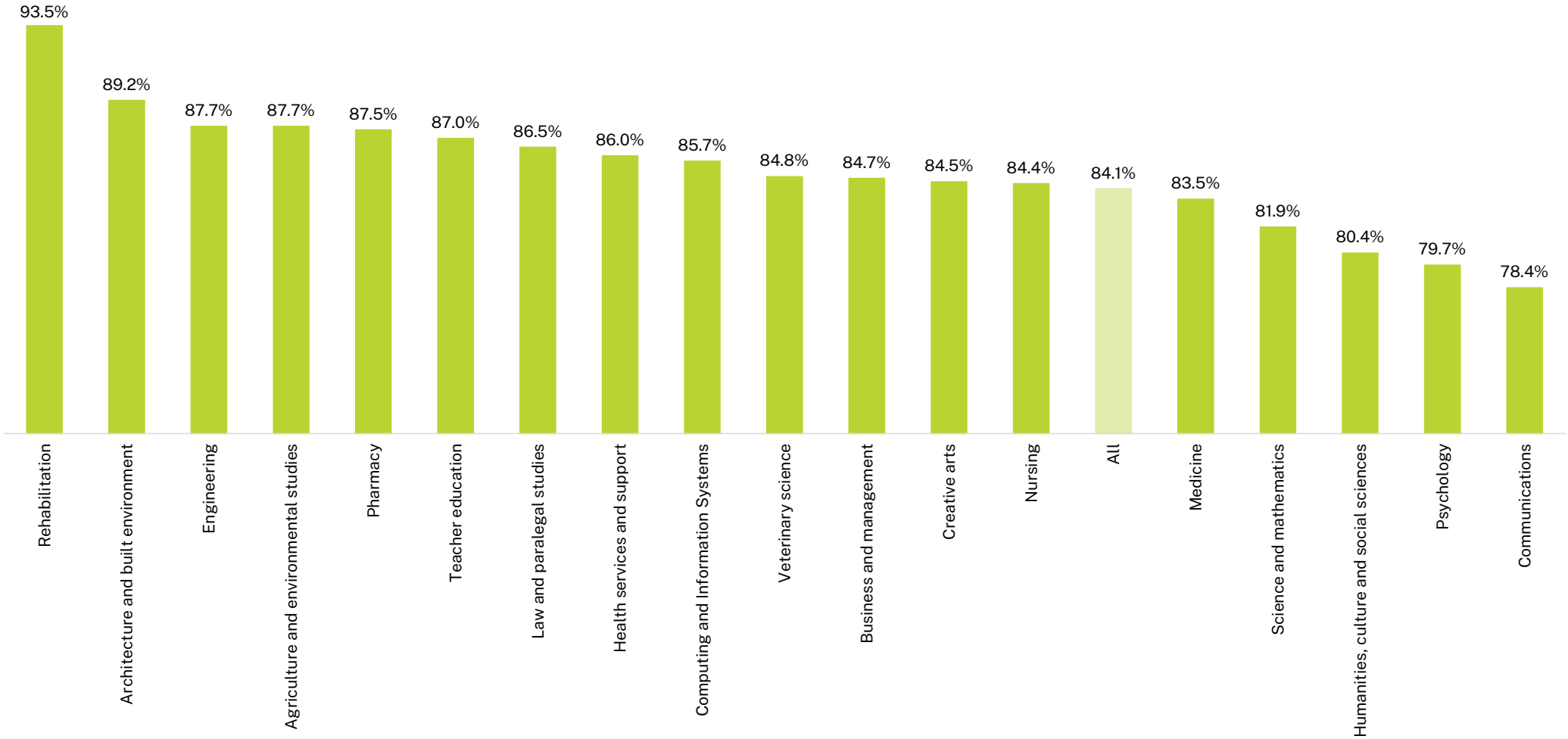
Figure 14 / **Postgraduate research satisfaction, 2016-2023 (% agreement)**



Note: Historical data labels are only shown for Overall satisfaction.

Overall satisfaction among postgraduate research graduates varied by study area, as shown in **Figure 15**. In 2023, 93.5 per cent of postgraduate research graduates from the Rehabilitation study area agreed that they were satisfied with their overall experience. Communications (78.4 per cent) and Psychology (79.7 per cent) had the lowest rates of Overall satisfaction among postgraduate research graduates.

Figure 15 / **Postgraduate research graduates' overall satisfaction with course by study area*, 2023 (% agreement)**



* Only study areas with sufficient dra (i.e. n>25) are presented in this figure.

Appendix 1: Methodology summary

A1.1 Overview

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2022 and February 2023. This included domestic and international graduates living outside Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey. Due to the COVID-19 restrictions and related delays in visa processing affecting the in-scope population, an allowance was made for the 2023 GOS to include international graduates who had originally intended to complete their study onshore but completed their studies online while residing in their home country.

Table 21 provides a summary of the 2023 GOS. A total of 363,248 graduates from 130 institutions, including all 42 universities and 88 NUHEIs, were approached to participate. From a final in-scope sample of 300,088 graduates, responses were received from a total of 116,250 graduates. This represents an overall response rate for the 2023 GOS of 38.7 per cent, lower than previous years (39.4 per cent in 2022, 40.4 per cent in 2021 and 42.3 per cent in 2020). For the QILT suite of surveys, '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 rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 21 / **2023 GOS operational overview**

	2022 November			2023 February			2023 May			2023 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Number of participating institutions	42	64	106	33	45	78	42	71	113	42	84	126
Number of graduates approached	99,152	11,976	111,128	21,691	5,169	26,860	182,534	8,954	191,488	303,377	26,099	329,476
Final 'in-scope' sample	90,403	10,638	101,041	19,901	4,564	24,465	166,641	7,941	174,582	276,945	23,143	300,088
Number of completed surveys	33,202	3,766	36,968	8,042	1,619	9,661	66,206	3,415	69,621	107,450	8,800	116,250
Overall response rate	36.7%	35.4%	36.6%	40.4%	35.5%	39.5%	39.7%	43.0%	39.9%	38.8%	38.0%	38.7%

Table 21 / **2023 GOS operational overview** **(Continued)**

Analytic unit	Graduate
Mode of data collection	Online

Note: In-scope sample excludes any approached graduates who unsubscribed, refused, had unusable contact information, or were identified as out of scope during fieldwork.

A1.2 Data collection

The main collection periods were November, February, and May. The February collection is undertaken to accommodate institutions with August to October 2022 completions. The survey was fielded primarily online, in English only.

All completing respondents were entered into a four-week rolling prize draw in each period of the 2023 GOS collection cycle. The prize pool totalled $27,000 in the November period, $6,000 in February, and $37,000 in May. The total prize pools for each collection period aimed to reflect the proportion of sample in each.

A broad range of promotional materials were provided to institutions to raise awareness of the GOS and encourage participation amongst the target population. The contact strategy for the 2023 GOS 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. Several institutions also commissioned post-fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions approximately two weeks post main collection.

Refer to the **2023 GOS Methodological Report** for further information on target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis.

A copy of the generic survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2023 GOS Methodological Report available on the QILT website and a summary of items is available in **Appendix 3** of this report.

A1.3 Response rate by course level

Table 22 provides the final response rate by course level and institution for each period of the 2022 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 65.4 per cent, followed by undergraduates with 38.7 per cent and postgraduate coursework graduates with 38.6 per cent. Some variation by institution type for each course level can be seen, with the largest differences noted for postgraduate research graduates.

Table 22 / **2023 GOS response rate by course level (%)**

	2022 November			2023 February			2023 May			2023 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Undergraduate	34.4	32.7	34.3	37.3	36.9	37.2	39.5	41.6	39.5	37.9	37.0	37.9
Postgraduate coursework	36.6	37.2	36.7	38.0	34.6	37.2	38.6	44.4	39.0	37.8	38.8	37.9
Postgraduate research	63.4	33.3	63.3	65.9	40.0	65.7	66.5	61.9	66.5	65.0	47.2	64.9

A1.4 Response rate by institution

Table 23 and **Table 24** show the final response rate by institution for each period of the 2022 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 39.4 per cent for universities and 38.9 per cent for NUHEIs. At an individual institution level within provider type, the total collection response rate ranged from 61.4 per cent to 25.7 per cent for universities, and 100.0 per cent to 9.1 per cent for NUHEIs.

Table 23 / **2023 GOS university response rates, all study levels (%)**

	2022 November	2023 February	2023 May	2023 Total collection
Australian Catholic University	40.7	37.1	40.9	40.7
Avondale University	50.0	58.3	37.6	40.2
Bond University	32.0	36.7	38.0	35.8
Central Queensland University	41.8	42.6	47.2	44.7
Charles Darwin University	47.1	49.4	51.5	49.8
Charles Sturt University	39.9	26.6	45.0	42.3
Curtin University	30.1		37.1	34.9
Deakin University	44.9	55.2	41.3	43.1
Edith Cowan University	46.7	39.6	44.2	44.4
Federation University Australia	36.8	37.2	43.0	40.6
Flinders University	47.8	46.5	44.8	45.6
Griffith University	32.1		32.2	32.2
James Cook University	46.5	51.3	46.0	46.9
La Trobe University	32.6	37.2	38.7	36.9
Macquarie University	36.0	42.0	43.5	40.8

Table 23 / **2023 GOS university response rates, all study levels (%)** **(Continued)**

	2022 November	2023 February	2023 May	2023 Total collection
Monash University	34.1	47.9	38.2	37.3
Murdoch University	39.6	37.2	42.1	40.7
Queensland University of Technology	38.7	47.8	44.1	42.5
RMIT University	37.2	50.3	38.5	38.7
Southern Cross University	42.2	41.9	42.4	42.2
Swinburne University of Technology	36.4		39.1	38.1
The Australian National University	33.8	40.9	36.4	35.6
The University of Adelaide	39.1	50.8	44.5	43.1
The University of Melbourne	37.7	52.2	42.0	41.4
The University of Notre Dame Australia	36.5	37.6	40.6	39.5
The University of Queensland	25.5	58.9	35.0	31.8
The University of South Australia	33.3		42.8	40.2
The University of Sydney	36.7	45.4	39.8	39.3
The University of Western Australia	30.7	38.3	38.5	35.9
Torrens University	43.5	43.8	47.4	44.9
University of Canberra	41.1		45.9	44.5
University of Divinity	53.3	53.1	53.2	53.2
University of New England	52.7	57.1	53.5	54.5

Table 23 / **2023 GOS university response rates, all study levels (%)** **(Continued)**

	2022 November	2023 February	2023 May	2023 Total collection
University of New South Wales	27.4	21.1	25.0	24.6
University of Newcastle	35.5		32.0	32.8
University of Southern Queensland	50.3		53.4	52.4
University of Tasmania	43.6	52.6	45.0	44.8
University of Technology Sydney	27.6	38.7	33.9	31.9
University of the Sunshine Coast	44.4	45.4	49.2	47.4
University of Wollongong	34.8		33.3	33.7
Victoria University	37.1	43.8	40.1	39.3
Western Sydney University	38.6		38.9	38.8
All universities	**36.7**	**40.4**	**39.7**	**38.8**

Note: A blank cell indicates institution did not participate in that collection period and n/a indicates a suppressed value (n<25).

Table 24 / **2023 GOS NUHEI response rates, all study levels (%)**

	2022 November	2023 February	2023 May	2023 Total collection
Academies Australasia Polytechnic Pty Limited	24.0	36.2	75.0	34.9
Academy of Information Technology	36.8	40.2	46.4	39.9
Adelaide Central School of Art			59.4	59.4
Adelaide Institute of Higher Education		n/a		n/a
Alphacrucis University College	29.3		35.4	31.9
Asia Pacific International College	38.8	33.3	38.1	36.7
Australasian College of Health and Wellness	45.8	26.1	50.0	44.3
Australia Advance Education Group Pty Ltd	33.3			33.3
Australian Academy of Music and Performing Arts	23.1		31.8	27.1
Australian College of Applied Professions	42.1	47.2		43.6
Australian College of Nursing	40.2	43.9	n/a	40.5
Australian College of Theology Limited	48.9	43.9	57.3	53.3
Australian Institute of Business Pty Ltd	46.5	43.0	51.0	46.6
Australian Institute of Higher Education	30.6	41.2		34.9
Australian Institute of Management Education & Training	50.2	48.4	57.8	52.4
Australian Institute of Professional Counsellors		40.0		40.0
BBI - The Australian Institute of Theological Education	50.0	31.7	37.5	38.6
Box Hill Institute	37.9	33.3	50.6	46.5

Table 24 / **2023 GOS NUHEI response rates, all study levels (%)** **(Continued)**

	2022 November	2023 February	2023 May	2023 Total collection
Campion College Australia			39.7	39.7
Canberra Institute of Technology			58.3	58.3
Chisholm Institute	35.7	n/a	62.5	50.0
Christian Heritage College	46.2		42.3	44.1
CIC Higher Education	31.7	36.4	43.8	34.7
Collarts (Australian College of the Arts)			38.3	38.3
Crown Institute of Higher Education Pty Ltd			57.1	57.1
Eastern College Australia			51.7	51.7
Endeavour College of Natural Health			39.0	39.0
Engineering Institute of Technology	43.5	35.0	43.2	39.9
Equals International			53.8	53.8
Excelsia College	36.8	41.7	48.7	46.3
Gestalt Therapy Brisbane			69.4	69.4
Governance Institute of Australia	48.4		51.5	50.0
Health Education & Training Institute	40.0		44.6	44.3
HEPCO The Tax Institute Higher Education	66.7	62.5	54.5	62.2
Holmes Institute	32.3	n/a	37.7	33.2
Holmesglen Institute	20.1	12.5	44.2	32.9

Table 24 / **2023 GOS NUHEI response rates, all study levels (%)** **(Continued)**

	2022 November	2023 February	2023 May	2023 Total collection
ICHM	28.1	n/a	53.8	34.8
Ikon Institute of Australia	33.3	48.3	56.3	49.0
Institute of Health & Management Pty Ltd	37.9	54.5	60.0	52.6
International College of Management, Sydney	28.3	29.7	40.6	34.0
ISN Psychology Pty Ltd	45.8	25.0	40.7	39.7
Jazz Music Institute			35.7	35.7
Kaplan Business School	33.8	33.6	45.5	37.0
Kaplan Higher Education Pty Ltd	31.8	29.0	40.6	34.8
Kent Institute Australia	42.3	n/a	39.1	40.8
King's Own Institute	35.4	43.5		37.8
LCI Melbourne	43.8			43.8
Le Cordon Bleu Australia	30.4	14.3	28.0	25.8
Leaders Institute	84.0			84.0
Marcus Oldham College			48.3	48.3
Melbourne Institute of Technology	27.8		26.4	27.4
Melbourne Polytechnic	26.9	n/a	44.7	36.0
Moore Theological College	54.5		65.7	64.1
Morling College	<5		57.7	57.1

Table 24 / **2023 GOS NUHEI response rates, all study levels (%)** **(Continued)**

	2022 November	2023 February	2023 May	2023 Total collection
Nan Tien Institute	78.6	40.0		68.4
National Institute of Organisation Dynamics Australia			83.3	83.3
Performing Arts Education	40.0		30.8	33.3
Perth Bible College	<5		71.4	63.6
Photography Studies College (Melbourne)			44.4	44.4
Polytechnic Institute Australia Pty Ltd	16.4	45.0		23.0
SAE Institute	34.4	36.2	37.9	36.2
Sheridan Institute Australia Pty Ltd	20.0		66.7	50.0
SP Jain School of Management	57.2			57.2
Stanley College		n/a	60.0	59.1
Stott's College	36.5	32.7		34.8
Sydney College of Divinity		39.2	48.4	40.6
Tabor College of Higher Education	41.7	76.9	67.8	64.5
TAFE NSW	36.7		40.4	38.8
TAFE Queensland	41.7		38.9	40.0
TAFE South Australia	32.1	75.0	22.7	34.5
The Australian College of Physical Education	56.3		29.8	35.6
The Australian Institute of Music	46.2	53.6	50.0	50.4

Table 24 / **2023 GOS NUHEI response rates, all study levels (%)** **(Continued)**

	2022 November	2023 February	2023 May	2023 Total collection
The Cairnmillar Institute	44.4		46.2	45.7
The College of Law Limited	28.6	29.1	31.0	29.4
The Institute of Creative Arts and Technology		16.0	n/a	15.4
The Institute of Internal Auditors - Australia	66.7		66.7	66.7
The MIECAT Institute			40.0	40.0
Think Education	59.1			59.1
UOW College	39.1		30.6	33.9
UTS College	15.4	33.3	32.2	26.3
VIT (Victorian Institute of Technology)	57.1		75.0	62.4
Wentworth Institute of Higher Education	30.0	n/a	25.7	28.2
Whitehouse Institute of Design, Australia			38.5	38.5
William Angliss Institute	13.4		46.8	29.5
All NUHEIs	**35.4**	**35.5**	**43.0**	**38.0**

Note: A blank cell indicates institution did not participate in that collection period and n/a indicates a suppressed value (n<25).

A1.5 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 are representative of the in-scope population, respondent characteristics are presented alongside population parameters in **Table 25** below.

Some groups in the achieved sample are represented broadly in-line with their sample proportion, with combined course of study indicator and Aboriginal and Torres Strait Islander status particularly well-matched.

As with prior years, groups with strong representation in the 2023 GOS achieved sample include postgraduate research graduates, females, external / distance education graduates, those attending part-time, those who mainly speak English at home, domestic residents, and graduates from regional areas.

Males, those who speak a language other than English at home and international graduates are the most under-represented in the GOS. Response from males is under-represented by 4.0 per cent in comparison to females, though this is comparable to prior years of the GOS. Engagement activities for future collection cycles could explore strategies to increase response among males.

International graduates and those who speak a language other than English at home are under-represented by 5.5 and 3.4 percentage points respectively. Tailoring of communications as part of the International Engagement Strategy should be continued in future collections, to try and increase response among these groups.

Table 25 / **2023 GOS population parameters by subgroup and response characteristics**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Base[9]	300,088	100.0	116,250	100.0
Level				
Undergraduate	169,334	56.4	63,883	55.0
Postgraduate coursework	118,753	39.6	45,015	38.7
Postgraduate research	9,611	3.2	6,237	5.4
Gender				
Male	122,023	40.7	42,515	36.7
Female	177,565	59.3	73,468	63.3

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

Table 25 / **2023 GOS population parameters by subgroup and response characteristics** **(Continued)**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Combined course of study indicator				
Combined/double degree	17,190	5.7	7,000	6.0
Single degree	282,898	94.3	109,250	94.0
Indigenous				
Indigenous	3,192	1.1	1,457	1.3
Non-Indigenous	296,896	98.9	114,793	98.7
Study mode*				
Internal/Multi Mode	218,338	74.7	82,087	72.5
External study mode	74,104	25.3	31,144	27.5
Type of attendance code				
Full-time	211,072	71.4	77,990	68.1
Part-time	84,450	28.6	36,485	31.9
Home language				
English	240,339	80.1	97,058	83.5
Other	59,749	19.9	19,192	16.5
Citizen/resident indicator				
Domestic	211,054	70.3	88,163	75.8
International	89,025	29.7	28,081	24.2

Table 25 / **2023 GOS population parameters by subgroup and response characteristics** **(Continued)**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
First in family status**				
First in family	88,909	40.9	35,950	42.6
Not first in family	128,520	59.1	48,360	57.4
Socio-economic status***				
High	63,507	36.5	25,934	35.8
Medium	85,220	49.0	35,320	48.8
Low	25,195	14.5	11,128	15.4
Location* †**				
Metropolitan	140,541	81.1	57,006	79.1
Regional/remote	32,665	18.9	15,090	20.9

* 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.

As was the case with the 2022 GOS, the achieved respondent profile in 2023 closely matches the in-scope survey population in terms of study area, as shown in **Table 26** below.

Study areas with the strongest representation in the 2023 GOS were Humanities, culture and social sciences, Science and mathematics, and Health services and support. Business and management continue 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 at the faculty level prior to graduation.

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 data presented in this report is unweighted. For further information, refer to the GOS Methodological Report published on the QILT website.

Table 26 / **2023 GOS population parameters by study area and response characteristics**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Science and mathematics	24,187	8.1	10,643	9.2
Computing and Information Systems	20,906	7.0	7,615	6.6
Engineering	17,006	5.7	6,612	5.7
Architecture and built environment	8,196	2.7	2,856	2.5
Agriculture and environmental studies	4,052	1.4	2,053	1.8
Health services and support	20,398	6.8	8,762	7.5
Medicine	5,942	2.0	2,179	1.9
Nursing	26,288	8.8	10,547	9.1
Pharmacy	1,911	0.6	686	0.6
Dentistry	1,084	0.4	389	0.3
Veterinary science	1,048	0.3	437	0.4
Rehabilitation	4,205	1.4	1,492	1.3
Teacher education	25,236	8.4	10,458	9.0

Table 26 / **2023 GOS population parameters by study area and response characteristics** **(Continued)**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Business and management	67,237	22.4	20,838	17.9
Humanities, culture and social sciences	20,998	7.0	9,649	8.3
Social work	7,246	2.4	3,574	3.1
Psychology	11,480	3.8	5,289	4.5
Law and paralegal studies	15,321	5.1	5,710	4.9
Creative arts	9,357	3.1	3,569	3.1
Communications	7,145	2.4	2,645	2.3
Tourism, hospitality, personal services, sport and recreation	845	0.3	247	0.2
Total	**300,088**	**100.0**	**116,250**	**100.0**

Appendix 2: Labour market and graduate satisfaction definitions

The 2023 GOS uses labour force indicator definitions informed by the standard labour force statistics model used by the ABS. Definitions for indicators used throughout this report are presented in **Table 27** below.

Table 27 / **Indicator definitions**

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

Table 27 / **Indicator definitions** **(Continued)**

Indicator/element	In-scope sample (n)
Undergraduate and Postgraduate satisfaction – Overall satisfaction indicator	The proportion of graduates who 'agreed' or 'strongly agreed' that they were satisfied with the overall quality of their course.
Postgraduate research graduate satisfaction, overall satisfaction indicator as well as scales on Intellectual climate, Infrastructure, Goals and expectations, Supervision, Skills development, Thesis examination and industry and External engagement	Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each scale.

A2.1 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 usual 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, overall employed and the labour force participation rate. Bryan's salary is not counted towards the median salary figure. Bryan is not considered "underemployed".

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 questionnaire

A3.1 Core instrument

A summary of all items included in the 2023 GOS core instrument are provided in **Table 28** below. A copy of the core survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2023 GOS Methodological Report.

Table 28 / **Questionnaire item summary**

Question ID	Question	Response frame
Module A: Screening and confirmation		
Module B: Labour Force		
PREWORKED	Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics. We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations.	
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?	1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work *(DISPLAY IF AGE>64)
WWOPAY	Last week, did you do any work without pay in a family business?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
AWAYWORK	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason? Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)

Table 28 / **Questionnaire item summary** **(Continued)**

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

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work *(GO TO MODULE C) 11. Unpaid trainee or work placement *(GO TO MODULE C) 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay *(GO TO MODULE C) 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other (Specify)
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 IF MORE1JOB=1:<in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0 to 168)
USLHRS	How many hours do you usually work each week 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 *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 5. No

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
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? *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 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 the number of hours I work 13. No more hours available in current position 14. Work has been reduced/shutdown due to COVID-19 15. Due to contract restrictions 16. Pursuing other interests/commitments in spare time 17. Waiting for accreditation/registration 11. Other (Please specify)
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 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 the number of hours I work 13. No more hours available in current position 14. Work has been reduced/shutdown due to COVID-19 15. Due to contract restrictions 16. Pursuing other interests/commitments in spare time 17. Waiting for accreditation/registration 11. Other (Please specify)
OCC	What is your occupation in your **<main job/job/business>**? Please start typing the name of your occupation in the text box and select the correct one, or enter in full.	1. (Predictive verbatim text box) *PROGRAMMER NOTE: USE OCCUPATION LOOKUP LIST LOCATED HERE
DUTIES	What are your main tasks and duties?	1. (verbatim text box)

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
EMPLOYER	What is the name of your <employer/business>? Please start typing the name of your employer in the text box and select the correct one, or enter in full.	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. (verbatim text box) 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. (Predictive verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED HERE 2. Not sure
COUNTRYx	In which country is your <employer/business> mainly based?	1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
CURSTATE	In which state or territory do you usually live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
CURPCODE	What is the postcode or suburb where you usually live?	1. (verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED HERE 2. Not sure
OSCOUNTRY	In which country do you currently live? Please start typing the country name in the text box and select the correct one, or enter in full.	1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49
FFTJOB	Is this your first full-time job?	1. Yes 2. No
SALARYA	In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: 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 ($).	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

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
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?	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
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.	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?	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

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
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

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary.	1. “AUD - Australian Dollar” 2. “BDT - Bangladeshi Taka” 3. “BWP - Botswana Pula” 4. “CNY - Chinese yuan” 5. “EUR - Euro” 6. “GBP - British Pound” 7. “HKD - Hong Kong Dollar” 8. “IDR - Indonesian Rupiah” 9. “INR - Indian Rupee” 10. “KES - Kenyan Shilling” 11. “LKR - Sri Lankan Rupee” 12. “MUR - Mauritian Rupee” 13. “MYR - Malaysian Ringgit” 14. “PKR - Pakistani Rupee” 15. “SGD - Singapore Dollar” 16. “USD - US Dollar” 17. “ZAR - South African Rand” 18. “ZMK - Zambian Kwacha” 19. “ZWD - Zimbabwean Dollar” 20. “NZD - New Zealand Dollar”, 21. “CAD - Canadian Dollar”, 22. “JPY - Japanese Yen”, 23. “KRW - South Korean Won”, 24. “VND - Vietnamese Dong”, 25. “SEK - Swedish Krona”, 26. “THB - Thai Baht” 27. Other (Please specify)

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
FINDJOB	How did you first find out about this job?	1. University or college careers service 2. Careers fair or information session 3. Other university or college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet (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/Recruitment agency 11. Work contacts or networks 12. Social media 17. An employer promotional event 14. Graduate program / internship / work placement 13. Other (Please specify)
SPOQ	The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements. (STATEMENTS) a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
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? *Please select only one answer.*	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 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. I'm satisfied with my current job 13. I had to change jobs due to COVID-19 14. Not enough work experience 15. Entry level job/career stepping stone 16. Changing jobs/Careers 17. Do not have permanent residency 18. For financial reasons 11. Other (Please specify)
Module C: Further study		
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURNEW	Are you **currently studying in a new course** after completing your <E308>?	1. Yes 2. No
FURINST	What is the name of the **institution** where you are currently studying?	1. <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST
FURQUAL	What is the full title of the **qualification** you are currently studying?	1. (verbatim text box)

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
FURFOE	What is your **main field of education** for this qualification?	1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science) 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health (incl. Nursing, Veterinary, Pharmacy) 7. Education 8. Management and Commerce (incl. Accounting, Business, Finance, Marketing) 9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences) 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13.Other (Please specify)
FURLEV	What is the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
Module D2: OVERALL SATISFACTION/PREQ		
CEQ	Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the following statement. (STATEMENTS) ceq149 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree
CEQB	Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree the following statement. (STATEMENTS) ceq249 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree
PREQ	Please tell us about your postgraduate research experience. If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors. Please interpret 'thesis' and other research-related terms in the context of your own field of education. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements. (STATEMENTS) preq01 Supervision was available when I needed it preq02 The thesis examination process was fair preq03 I had access to a suitable working space preq04 I developed an understanding of the standard of work expected preq29 I am confident that I can apply my skills outside the university sector preq05 The department provided opportunities for social contact with other postgraduate students preq30 I improved my ability to design and implement projects effectively preq06 My research further developed my problem solving skills preq07 My supervisor(s) made a real effort to understand difficulties I faced preq08 I had good access to the technical support I needed	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
	preq09 I was integrated into the department's community preq10 I improved my ability to communicate information effectively to diverse audiences preq11 I understood the required standard for the thesis preq31 I had opportunities to develop professional connections outside the university sector preq12 I was able to organise good access to necessary equipment preq13 My supervisor(s) provided additional information relevant to my topic preq14 I developed my skills in critical analysis and evaluation preq15 I was satisfied with the thesis examination process preq16 The department provided opportunities for me to become involved in the broader research culture preq17 I was given good guidance in topic selection and refinement preq18 I had good access to computing facilities and services preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector preq19 I understood the requirements of thesis examination preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others) preq20 I improved my ability to plan and manage my time effectively preq21 My supervisor(s) provided helpful feedback on my progress preq22 A good seminar program for postgraduate students was provided preq23 The research environment in the department or faculty stimulated my work preq24 I received good guidance in my literature search preq34 I gained confidence in leading and influencing others preq25 The examination of my thesis was completed in a reasonable time preq26 As a result of my research, I feel confident about tackling unfamiliar problems preq27 There was appropriate financial support for research activities preq28 Overall, I was satisfied with the quality of my higher degree research experience	
INTROB	Now, a couple of general questions about your <course>...	
BESTASP	What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.	1. (verbatim text box)
IMPROVE	What aspects of your <course> were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments.	1. (verbatim text box)

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
Module E Graduate Preparation		
FORMREQ	Is a **<FinalCourseA/FinalCourseB>** or similar qualification a formal requirement for you to do your current job?	1. Yes 2. No
QUALIMP	To what extent is it important for you to have a **<FinalCourseA/FinalCourseB>**, to be able to do your job?	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
CRSPREP	Overall, how well did your **<FinalCourseA/FinalCourseB>** prepare you for your job?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / Unsure
BESTPREP	What are the main ways that < E306C > prepared you for employment in your organisation?	1. (verbatim text box)
IMPPREP	What are the main ways <E306C> could have better prepared you for employment in your organisation?	1. (verbatim text box)
FSBEPREP	What are the main ways that < E306C > prepared you for further study?	1. (verbatim text box)
FSIMPREP	What are the main ways <E306C> could have better prepared you for further study?	1. (verbatim text box)
Module F: Additional Items		
Intlintroa	And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)	
OSSTUDY	Did you undertake any overseas study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?)	1. Yes 2. No 3. Not applicable

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
INTERN	Did your <FinalCourseA/FinalCourseB> include an internship component?	1. Yes 2. No 3. Don't know
INTLEARN	Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?	1. Yes 2. No 3. Not applicable
TRAINING	Did your <FinalCourseA/FinalCourseB> include training in.... (STATEMENTS) Pgreslink101/IPA Intellectual property awareness Pgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship	1. Yes 2. No 3. Don't know
COFUND	Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.	1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No *(EXCLUSIVE) 4/DKJSCF. Don't know *(EXCLUSIVE)
Module G: Contact details		
CONTACT	In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed. Do you consent to being invited to participate in this important future research? For further information on the survey please click here (link to: https://www.qilt.edu.au/survey-participants/gos-l-participants).	1. Yes 2. No
ALUMNI	Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?	1. Yes 2. No
Email/EMAIL	We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?	1. Permanent email address is as above 2. Enter new permanent email address (verbatim text box) 3. Don't have a permanent email address 4. Do not wish to be re-contacted by email

Table 28 / **Questionnaire item summary** **(Continued)**

Question ID	Question	Response frame
ADDRESS	The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country> Is this correct?	1. Yes 2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY) 3. Do not wish to be contacted by post
ADDRESS2	We do not have any postal information provided for you. Would you like to update your postal details?	1. Yes 2. No 3. Do not wish to be contacted by post
C4	Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No
NTFEMAIL	What is the best email address to send the notification to?	1. Address as above 2. Enter new email address

A3.2 Additional items

A total of 16 institutions (14 universities and 2 NUHEIs) included institution specific items in the 2022 GOS. Institution specific items can be the same or a variation on questions included in prior years, or new questions entirely. Some of the content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, time spent in internships, volunteering and other co-curricular activities, and likelihood of recommending the course or institution to others. These institution-specific items were presented to graduates after the core instrument. A statement (The following items have been included by <E306CTXT> to gather feedback from recent graduates on issues important to their institution) was added before the items to further emphasise a clear distinction between the core instrument and any additional items.

The CEQ (excluding from overall satisfaction) and the Graduate Attributes Scale (GAS) became institution opt-in from the 2021 GOS. A total of 40 institutions (19 universities and 21 NUHEIs) included the CEQ, and 37 institutions (22 universities and 15 NUHEIs) included the GAS.

Stakeholders including the Australian Association of Graduate Employers (AAGE), Australian Collaborative Education Network Limited (ACEN), and Optometry Council of Australia and New Zealand (OCANZ) included items in the 2022 GOS. Content covered by the stakeholder items included employment pathways, work integrated learning and preparedness of optometry graduates. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

Appendix 4: Postgraduate Research Experience Questionnaire (PREQ)

The PREQ was developed in 1999 to collect information on core aspects of the higher degree by research (HDR) experience and is currently administered as part of the GOS. Data is collected on the quality of the higher research environment for PhD and master research graduates.

The survey instrument was revised in 2018 following a review conducted by the Australian Council for Educational Research (ACER) on behalf of the Australian Government Department of Education. A summary of this review is available on the QILT website.

The PREQ asks HDR graduates to rate their level of agreement with a series of 32 items on a five-point scale. These items are used to compute seven scales and include a single-item overall satisfaction indicator. A description of each of these scales is given in **Table 29** and the items are listed in **Table 30**.

Scores for each scale are computed as the mean of the constituent item scores. A scale score is only computed for respondents who have a valid item score for at least four Supervision items, four Intellectual climate items, six Skill development items, four Infrastructure items, two Thesis examination items, two Goals and expectations items and two Industry engagement items, respectively.

The reporting metric for the PREQ scales is the percentage of graduates in agreement with the aspect of the experience. Therefore, calculated variables must be created for each scale. The percentage of graduates in agreement with each aspect of the postgraduate research experience reflects the percentage of graduates who achieved a threshold scale score of 3.5 or greater. At the individual response level, an agreement response is represented by a binary variable whereby a score of 100 is assigned to an overall mean of 3.5 or above and is deemed 'in agreement' or a score of zero is assigned to all other cases where valid data is present which is deemed 'not in agreement'.

To construct the Overall satisfaction item in percentage terms, respondents with a satisfaction rating of 4 or 5 on item PREQ28 were assigned a score of 100. Those with a rating of 1, 2 or 3 were assigned a score of zero.

Further information including the SPSS syntax for generating the score for each scale in the PREQ can be found in the GOS Data Dictionary.

Table 29 / **Description of PREQ scales**

Scale	Description	Number of items
Supervision	Quality of research supervision, including availability, support, advice and feedback	6
Intellectual climate	Sense of learning community in the department	5
Skill development	Development of research skills and other generic skills	6
Infrastructure	Quality of research infrastructure	5
Thesis examination	Satisfaction with the thesis examination process	3
Goals and expectations	Clarity of the standard of work and thesis requirements	3
Industry engagement	Application of skills outside the university sector	3
Overall satisfaction	Overall satisfaction with the quality of HDR training	1

Table 30 / **PREQ items and scales**

Scale	#	Item	Response options
Supervision	PREQ01	Supervision was available when I needed it	'Strongly agree' 'Agree' 'Neither agree nor disagree' 'Disagree' 'Strongly disagree'
	PREQ07	My supervisor(s) made a real effort to understand difficulties I faced	
	PREQ13	My supervisor(s) provided additional information relevant to my topic	
	PREQ17	I was given good guidance in topic selection and refinement	
	PREQ21	My supervisor(s) provided helpful feedback on my progress	
	PREQ24	I received good guidance in my literature search	
Intellectual climate	PREQ05	The department provided opportunities for social contact with other postgraduate students	
	PREQ09	I was integrated into the department's community	
	PREQ16	The department provided opportunities for me to become involved in the broader research culture	
	PREQ22	A good seminar program for postgraduate students was provided	
	PREQ23	The research environment in the department or faculty stimulated my work	
Skill development	PREQ06	My research further developed my problem-solving skills	
	PREQ10	I learned to develop my ideas and present them in my written work	
	PREQ14	My research sharpened my analytical skills	
	PREQ20	Doing my research helped me to develop my ability to plan my own work	
	PREQ26	As a result of my research, I feel confident about tackling unfamiliar problems	
	PREQ30	I improved my ability to design and implement projects effectively	

Table 30 / **PREQ items and scales** **(Continued)**

Scale	#	Item	Response options
Infrastructure	PREQ03	I had access to a suitable working space	
	PREQ08	I had good access to the technical support I needed	
	PREQ12	I was able to organise good access to necessary equipment	
	PREQ18	I had good access to computing facilities and services	
	PREQ27	There was appropriate financial support for research activities	
Thesis examination	PREQ02	The thesis examination process was fair	
	PREQ15	I was satisfied with the thesis examination process	
	PREQ25	The examination of my thesis was completed in a reasonable time	
Goals and expectations	PREQ04	I developed an understanding of the standard of work expected	
	PREQ11	I understood the required standard for the thesis	
	PREQ19	I understood the requirements of thesis examination	
Industry engagement	PREQ29	I am confident that I can apply my skills outside the university sector	
	PREQ31	I had opportunities to develop professional connections outside the university sector	
	PREQ32	I had opportunities to work on research problems with businesses, governments, communities or organisations outside the university sector	
Overall satisfaction	PREQ28	Overall, I was satisfied with the quality of my higher degree research experience	

Appendix 5: Construction of confidence intervals

The 90 percent confidence intervals presented in this report have been approximated using the method described by Agresti and Coull (1998)[10]. This is an adjusted version of the previously used Wald method to accommodate a wider range of sample sizes and to produce intervals that more consistently reflect the desired level of confidence.

The Wald method is given by the well-known expression $p \pm z\sqrt{(p(1-p)/n)}$, where p is the ratio of the number of positive responses for the measure of interest $(n1)$ to the total number of valid responses (n) and z is the quantile of the standard normal distribution (1.645 for a 90 per cent level of confidence).

The Agresti-Coull method involves increasing the total number of responses to yield an adjusted proportion, given respectively by $\tilde{n} = n + z^2$ and $\tilde{p} = 1/\tilde{n}\ (n1 + z^2/2)$. The adjusted confidence interval then becomes $\tilde{p} \pm z\sqrt{(\tilde{p}(1-\tilde{p})/\tilde{n}}$.

It is common to deflate the confidence interval for situations where the responding sample is relatively large compared to the population, as is the case for the Graduate Outcomes Survey (GOS). This is done by multiplying the term to the right of the ± symbol by a finite population correction factor, given as $(1 - n/N)$ where N is the population size.

Note that the adjusted confidence interval is around the adjusted proportion $(\tilde{p})$ but the proportions presented in the report are the raw, unadjusted values (p). Like other approximations for confidence intervals, this method can give unreliable results for values of p very close to 0 per cent and 100 per cent. In this report, such occurrences are flagged, and the confidence intervals are not shown.

[10] Agresti, A., & Coull, B. A. (1998). Approximate Is Better than "Exact" for Interval Estimation of Binomial Proportions. The American Statistician, 52(2), 119–126. https://doi.org/10.2307/2685469.

Appendix 6: Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally 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 in **Table 31**. Details of the fields of education are available from the ABS website.

Table 31 / **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

Table 31 / **Study area concordance** **(Continued)**

Study Area		Study Area 45		Field of Education
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

Table 31 / **Study area concordance** **(Continued)**

Study Area		Study Area 45		Field of Education
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

Table 31 / **Study area concordance** **(Continued)**

Study Area		Study Area 45		Field of Education
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	Law and paralegal studies	38	Law	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		39	Justice Studies and Policing	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 7: Additional tables and figures

This report is accompanied by additional benchmarking tables and figures which may be used alongside this report and data visualisation to support institutional benchmarking and analysis.

Listed below are tables and figures related to specific concepts relevant to the GOS, as well as a listing of tables that can be used to explore additional themes related to the GOS.

A7.1 GOS results

A7.1.1 Labour force outcomes

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

Table 32 / **Tables and figures associated with labour force outcomes**

Report table	Sheet name	Table title
Table 07/Figure 02-Figure 05	OVERALL_ALL_ALL_2Y_HEPTYPE	Graduate employment and study outcomes, by study level, 2022 and 2023
Table 05	EMP_UG_ALL_2Y_AREA	Undergraduate employment outcomes by study area, 2022 and 2023 (%)
	EMP_PGC_ALL_2Y_AREA	Postgraduate coursework employment outcomes by study area, 2022 and 2023 (%)
	EMP_PGR_ALL_2Y_AREA	Postgraduate research employment outcomes by study area, 2022 and 2023 (%)
	EMP_UG_ALL_2Y_E315	Undergraduate employment outcomes, 2022 and 2023 (%)
	EMP_PG_ALL_2Y_E315	Postgraduate employment outcomes, 2022 and 2023 (%)
Table 04	EMP_UG_ALL_2Y_DG	Undergraduate employment outcomes by demographic group, 2022 and 2023 (%)
	EMP_PGC_ALL_2Y_DG	Postgraduate coursework employment outcomes by demographic group, 2022 and 2023 (%)

Table 32 / **Tables and figures associated with labour force outcomes** **(Continued)**

Report table	Sheet name	Table title
	EMP_PGR_ALL_2Y_DG	Postgraduate research employment outcomes by demographic group, 2022 and 2023 (%)
	EMP_UG_ALL_2Y_AREA45	Undergraduate employment outcomes by 45 study areas, 2022 and 2023 (%)
	EMP_PGC_ALL_2Y_AREA45	Postgraduate coursework employment outcomes by 45 study areas, 2022 and 2023 (%)
	EMP_PGR_ALL_2Y_AREA45	Postgraduate research employment outcomes by 45 study areas, 2022 and 2023 (%)
	EMP_UG_UNI_2Y_AREA	Undergraduate employment outcomes by study area, universities only, 2022 and 2023 (%)
	EMP_UG_NUHEI_2Y_AREA	Undergraduate employment outcomes by study area, NUHEIs only, 2022 and 2023 (%)
	EMP_UG_UNI_2Y_DG	Undergraduate employment outcomes by demographic group, universities only, 2022 and 2023 (%)
	EMP_UG_NUHEI_2Y_DG	Undergraduate employment outcomes by demographic group, NUHEIs only, 2022 and 2023 (%)
	EMP_UG_ALL_3Y_PERIOD	Undergraduate employment rates by survey round, 2021-2023 (%)
Table 01/Figure 01	EMP_PGC_ALL_3Y_PERIOD	Postgraduate coursework employment rates by survey round, 2021-2023 (%)
	EMP_PGR_ALL_3Y_PERIOD	Postgraduate research employment rates by survey round, 2021-2023 (%)
Table 06/Figure 07	SAL_UG_ALL_2Y_AREA_E315	Undergraduate median full-time salaries by study area and gender, 2022 and 2023 ($)
Figure 07	SAL_PGC_ALL_2Y_AREA_E315	Postgraduate coursework median full-time salaries by study area and gender, 2022 and 2023 ($)
Figure 07	SAL_PGR_ALL_2Y_AREA_E315	Postgraduate research median full-time salaries by study area and gender, 2022 and 2023 ($)
Table 04	SAL_UG_ALL_2Y_DG	Undergraduate median full-time salaries by demographic group, 2022 and 2023 ($)
	SAL_PGC_ALL_2Y_DG	Postgraduate coursework median full-time salaries by demographic group, 2022 and 2023 ($)
	SAL_PGR_ALL_2Y_DG	Postgraduate research median full-time salaries by demographic group, 2022 and 2023 ($)

Table 32 / **Tables and figures associated with labour force outcomes** **(Continued)**

Report table	Sheet name	Table title
	SAL_UG_ALL_2Y_AREA45_E315	Undergraduate median full-time salaries by 45 study areas and gender, 2022 and 2023 ($)
	SAL_PGC_ALL_2Y_AREA45_E315	Postgraduate coursework median full-time salaries by 45 study areas and gender, 2022 and 2023 ($)
	SAL_PGR_ALL_2Y_AREA45_E315	Postgraduate research median full-time salaries by 45 study areas and gender, 2022 and 2023 ($)
	LF_UG_UNI_1Y_CI	Labour force indicators 2023, undergraduates (universities only)
	LF_UG_UNI_3Y_CI	Labour force indicators 2021-2023, undergraduates (universities only)
	LF_PGC_UNI_1Y_CI	Labour force indicators 2023, postgraduate coursework (universities only)
	LF_PGC_UNI_3Y_CI	Labour force indicators 2021-2023, postgraduate coursework (universities only)
	LF_PGR_UNI_3Y_CI	Labour force indicators 2021-2023, postgraduate research (universities only)
	LF_UG_NUHEI_3Y_CI	Labour force indicators 2021-2023, undergraduates (NUHEIs only)
	LF_PGC_NUHEI_3Y_CI	Labour force indicators 2021-2023, postgraduate coursework (NUHEIs only)
	LF_UG_UNI_2Y	Undergraduate labour force indicators, universities only, 2022 and 2023
	LF_UG_NUHEI_2Y	Undergraduate labour force indicators, NUHEIs only, 2022 and 2023
Figure 06	PREFMHRS_UG_ALL_1Y_E315	Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2023 (%)
Figure 06	PREFMHRS_PGC_ALL_1Y_E315	Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2023 (%)
Figure 06	PREFMHRS_PGR_ALL_1Y_E315	Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2023 (%)
	PARTEMP_UG_ALL_1Y_AREA_E315	Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2023 (%)
Table 08/Figure 08	FTE_UG_UNI_1Y_FIG	Undergraduate full-time employment rate by university, 2023 (%)

Table 32 / **Tables and figures associated with labour force outcomes** **(Continued)**

Report table	Sheet name	Table title
	FTE_UG_UNI_3Y_FIG	Undergraduate full-time employment rate by university, 2021-2023 (%)
Table 08	SAL_UG_UNI_1Y_FIG	Undergraduate median full-time salaries by university, 2023 ($)
	SAL_UG_UNI_3Y_FIG	Undergraduate median full-time salaries by university, 2021-2023 ($)
Table 10	FTE_UG_NUHEI_3Y_FIG	Undergraduate full-time employment rate by NUHEI, 2021-2023 (%)
Table 10	SAL_UG_NUHEI_3Y_FIG	Undergraduate median full-time salaries by NUHEI, 2021-2023 ($)
Table 09/Figure 09	FTE_PGC_UNI_1Y_FIG	Postgraduate coursework full-time employment rate by university, 2023 (%)
	FTE_PGC_UNI_3Y_FIG	Postgraduate coursework full-time employment rate by university, 2021-2023 (%)
Table 11	FTE_PGC_NUHEI_3Y_FIG	Postgraduate coursework full-time employment rate by NUHEI, 2021-2023 (%)
Table 09	SAL_PGC_UNI_1Y_FIG	Postgraduate coursework median full-time salaries by university, 2023 ($)
	SAL_PGC_UNI_3Y_FIG	Postgraduate coursework median full-time salaries by university, 2021-2023 ($)
Table 11	SAL_PGC_NUHEI_1Y_FIG	Postgraduate coursework median full-time salaries by NUHEI, 2021-2023 ($)
	FTE_PGR_UNI_3Y_FIG	Postgraduate research full-time employment rate by university, 2021-2023 (%)
	SAL_PGR_UNI_3Y_FIG	Postgraduate research median full-time salaries by university, 2021-2023 ($)
	EMP_UG_ALL_1Y_HEPTYPE	Undergraduate employment outcomes by institution type, 2023 (%)
	EMP_PGC_ALL_1Y_HEPTYPE	Postgraduate coursework employment outcomes by institution type, 2023 (%)
	EMP_PGR_ALL_1Y_HEPTYPE	Postgraduate research employment outcomes by institution type, 2023 (%)

A7.1.2 Hours worked

This group of tables explores the median hours actually worked in the week prior to completing the survey of graduates in the short-term, approximately four to six months after completing their course.

Table 33 / **Tables associated with median usual hours and median actual hours worked**

Report table	Sheet name	Table title
	HOURS_UG_ALL_3Y	Average hours worked per week for employed undergraduates by full-time/part-time status, 2021-2023
	HOURS_PGC_ALL_3Y	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2021-2023
	HOURS_PGR_ALL_3Y	Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2021-2023
	HOURS_UG_ALL_3Y_PERIOD	Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2021-2023
	HOURS_PGC_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2021-2023
	HOURS_PGR_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2021-2023

A7.1.3 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 34 / **Tables associated with the percentage of employed graduates away from work**

Report table	Sheet name	Table title
	AWAYWORK_UG_ALL_3Y	Proportion of employed undergraduates who were away from work by full-time/part-time status, 2021-2023 (%)
	AWAYWORK_PGC_ALL_3Y	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2021-2023 (%)
	AWAYWORK_PGR_ALL_3Y	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2021-2023 (%)
	AWAYWORK_UG_ALL_3Y_PERIOD	Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2021-2023 (%)
	AWAYWORK_PGC_ALL_3Y_PERIOD	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2021-2023 (%)
	AWAYWORK_PGR_ALL_3Y_PERIOD	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2021-2023 (%)

A7.1.4 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations. 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 35 / **Tables associated with occupation types of employed graduates**

Report table	Sheet name	Table title
Table 12	OCC_UG_ALL_1Y_EMPTYPE	Undergraduate occupation level, by employment type, 2023 (%)
Table 12	OCC_PG_ALL_1Y_EMPTYPE	Postgraduate occupation level, by employment type, 2023 (%)
	OCCO_UG_ALL_1Y_AREA45	Undergraduate occupation level, total employed, by 45 study areas, 2023 (%)
	OCC_UG_UNI_1Y_EMPTYPE	Undergraduate occupation level, by employment type, universities only, 2023 (%)
	OCC_UG_NUHEI_1Y_EMPTYPE	Undergraduate occupation level, by employment type, NUHEIs only, 2023 (%)
	OCCO_UG_UNI_1Y_AREA	Undergraduate occupation level, total employed, by study area, universities only, 2023 (%)
	BROADOCC_UG_ALL_1Y_EMPTYPE	Undergraduate occupation level, total employed, by study area, 2023 (%)
	OCCF_UG_ALL_1Y_BFOE	Undergraduate occupation level, full-time employed, by broad field of education, 2023 (%)
	OCCF_PGC_ALL_1Y_BFOE	Postgraduate coursework occupation level, full-time employed, by broad field of education, 2023 (%)
	OCCF_PGR_ALL_1Y_BFOE	Postgraduate research occupation level, full-time employed, by broad field of education, 2023 (%)
	OCCO_UG_ALL_1Y_BFOE	Undergraduate occupation level, total employed, by broad field of education, 2023 (%)
	OCCO_PGC_ALL_1Y_BFOE	Postgraduate coursework occupation level, total employed, by broad field of education, 2023 (%)
	OCCO_PGR_ALL_1Y_BFOE	Postgraduate research occupation level, total employed, by broad field of education, 2023 (%)

Table 35 / **Tables associated with occupation types of employed graduates** **(Continued)**

Report table	Sheet name	Table title
Table 13	OCCF_UG_ALL_1Y_AREA	Undergraduate occupation level, full-time employed, by study area, 2023 (%)
Table 13	OCCF_PGC_ALL_1Y_AREA	Postgraduate coursework occupation level, full-time employed, by study area, 2023 (%)
Table 13	OCCF_PGR_ALL_1Y_AREA	Postgraduate research occupation level, full-time employed, by study area, 2023 (%)
	OCCO_UG_ALL_1Y_AREA	Undergraduate occupation level, total employed, by study area, 2023 (%)
	OCCO_PGC_ALL_1Y_AREA	Postgraduate coursework occupation level, total employed, by study area, 2023 (%)
	OCCO_PGR_ALL_1Y_AREA	Postgraduate research occupation level, total employed, by study area, 2023 (%)

A7.1.5 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.

Table 36 / **Tables associated with the extent to which graduates considered their qualification important**

Report table	Sheet name	Table title
	QUALIMP_UG_ALL_1Y	Importance of qualification for undergraduates' current employment, 2023 (%)
	QUALIMP_PG_ALL_1Y	Importance of qualification for postgraduates' current employment, 2023 (%)

A7.1.6 Extent to which qualification prepared graduates

This group of tables present information on how well the qualification prepared graduates for their current job. 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 37 / **Tables associated with the extent to which the qualification prepared graduates for their current job**

Report table	Sheet name	Table title
Table 17	CRSPREP_UG_ALL_1Y	Extent to which qualification prepared undergraduate level graduates for employment, 2023 (%)
Table 17	CRSPREP_PG_ALL_1Y	Extent to which qualification prepared postgraduate level graduates for employment, 2023 (%)
Table 18	CRSPREP_UG_ALL_1Y_AREA	Undergraduates reporting course prepared them well or very well for current job, by study area, 2023 (%)
Table 18	CRSPREP_PGC_ALL_1Y_AREA	Postgraduate coursework graduates reporting course prepared them well or very well for current job, by study area, 2023 (%)
Table 18	CRSPREP_PGR_ALL_1Y_AREA	Postgraduate research graduates reporting course prepared them well or very well for current job, by study area, 2023 (%)
Table 19	CRSPREP_UG_ALL_1Y_AREA_OCCF	Undergraduates reporting course prepared them well or very well for current job, by study area, in managerial or professional occupations 2023 (%)
Table 19	CRSPREP_PGC_ALL_1Y_AREA_OCCF	Postgraduate coursework graduates reporting course prepared them well or very well for current job, by study area, in managerial or professional occupations 2023 (%)
Table 19	CRSPREP_PGR_ALL_1Y_AREA_OCCF	Postgraduate research graduates reporting course prepared them well or very well for current job, by study area, in managerial or professional occupations 2023 (%)

A7.1.7 Skills utilisation

This group of tables present data exploring underutilisation of skills among graduates four to six months after completion of their course, and reasons for not working more hours. Results can be viewed by preference for more hours, gender, and study area.

Table 38 / **Tables associated with reasons for underutilisation of skills and education**

Report table	Sheet name	Table title
Table 02	RSNOMORE_UG_ALL_1Y_E315	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2023 (%)
	RSNOMORE_PGC_ALL_1Y_E315	Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2023 (%)
	RSNOMORE_PGR_ALL_1Y_E315	Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2023 (%)
Table 15	RSOVRQ_UG_ALL_1Y	Main reason for working in job in 2023 that doesn't fully use skills and education, 2023 (%)
	RSOVRQ_PGC_ALL_1Y	Main reason for working in job in 2023 that doesn't fully use skills and education, postgraduate coursework level graduates, 2023 (%)
	RSOVRQ_PGR_ALL_1Y	Main reason for working in job in 2023 that doesn't fully use skills and education, postgraduate research level graduates, 2023 (%)
	RSOVRQ_UG_ALL_1Y_AREA	Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2023 (%)
	RSOVRQ_PGC_ALL_1Y_AREA	Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2023 (%)
	RSOVRQ_PGR_ALL_1Y_AREA	Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2023 (%)
Table 14	SPOQSCL_UG_ALL_1Y	Undergraduate level graduates reporting occupation does not fully use skills or education, 2023 (%)
Table 14	SPOQSCL_PG_ALL_1Y	Postgraduate level graduates reporting occupation does not fully use skills or education, 2023 (%)

Table 38 / **Tables associated with reasons for underutilisation of skills and education** **(Continued)**

Report table	Sheet name	Table title
Table 16	SPOQSCL_UG_ALL_1Y_AREA	Undergraduates reporting occupation does not fully use skills or education, by study area 2023 (%)
Table 16	SPOQSCL_PGC_ALL_1Y_AREA	Postgraduate coursework graduates reporting occupation does not fully use skills or education, by study area 2023 (%)
Table 16	SPOQSCL_PGR_ALL_1Y_AREA	Postgraduate research graduates reporting occupation does not fully use skills or education, by study area 2023 (%)

A7.1.8 Further study

This group of tables present the proportion of graduates engaged in further full-time study four to six months after completing their course.

Table 39 / **Tables associated with graduate undertaking further full-time study**

Report table	Sheet name	Table title
	EMP_UG_ALL_1Y_FURSTUD	Labour market outcomes of undergraduate graduates, by full-time study status, 2023
	EMP_PG_ALL_1Y_FURSTUD	Labour market outcomes of postgraduate graduates, by full-time study status, 2023
Figure 10/Figure 11	FURSTUD_UG_ALL_1Y_AREA	Undergraduate graduates in further full-time study, by original field of study (%)
Figure 10	FURSTUD_PGC_ALL_1Y_AREA	Postgraduate coursework graduates in further full-time study, by original field of study (%)
Figure 10	FURSTUD_PGR_ALL_1Y_AREA	Postgraduate research graduates in further full-time study, by original field of study (%)
Figure 12	FURSTUD_UG_ALL_1Y_FOE	Study area of undergraduate graduates in further full-time study (%)
	FURSTUD_PGC_ALL_1Y_FOE	Study area of postgraduate coursework graduates in further full-time study (%)

Table 39 / **Tables associated with graduate undertaking further full-time study** **(Continued)**

Report table	Sheet name	Table title
	FURSTUD_PGR_ALL_1Y_FOE	Study area of postgraduate research graduates in further full-time study (%)
	FURSTUD_UG_ALL_1Y_DG	Further full-time study status for initial undergraduates, by demographic profile (%)
	FURSTUD_PG_ALL_1Y_DG	Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2023 (%)

A7.1.9 Satisfaction

This group of tables present level of graduate satisfaction with their course. Results can be viewed by study level, institution type and demographic group.

Table 40 / **Tables associated with graduate satisfaction**

Report table	Sheet name	Table title
Figure 13	SAT_UG_ALL_2Y	Satisfaction of undergraduate level graduates, 2022 and 2023 (% agreement)
Figure 13	SAT_PGC_ALL_2Y	Satisfaction of postgraduate coursework level graduates, 2022 and 2023 (% agreement)
	SAT_PGR_ALL_2Y	Satisfaction of postgraduate research level graduates, 2022 and 2023 (% agreement)
Table 20	SAT_UG_ALL_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2022 and 2023 (% agreement)
Table 20	SAT_PGC_ALL_2Y_AREA	Satisfaction of postgraduate coursework level graduates, by study area, 2022 and 2023 (% agreement)
Figure 14/Figure 15	SAT_PGR_ALL_2Y_AREA	Satisfaction of postgraduate research level graduates, by study area, 2022 and 2023 (% agreement)
	SAT_UG_ALL_1Y_DG	Satisfaction of undergraduate level graduates, by demographic group, 2023 (% agreement)
	SAT_PGC_ALL_1Y_DG	Satisfaction of postgraduate coursework level graduates, by demographic group, 2023 (% agreement)

Table 40 / **Tables associated with graduate satisfaction**

Report table	Sheet name	Table title
	SAT_PGR_ALL_1Y_DG	Satisfaction of postgraduate research level graduates, by demographic group, 2023 (% agreement)
	SAT_UG_UNI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2022 and 2023 (% agreement) (Unis only)
	SAT_UG_NUHEI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2022 and 2023 (% agreement) (NUHEIs only)

A7.2 Methodological tables

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

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

Table 41 / **Tables associated with key project elements and response rates by institution**

Report table	Sheet name	Table title
Table 21	SUMMARY_ALL_ALL_1Y	GOS 2023 Collection Summary
	SUMMARY_ALL_ALL_1Y_1P	GOS 2022 Collection Summary
	SUMMARY_ALL_ALL_1Y_2P	GOS 2021 Collection summary
	SUMMARY_ALL_ALL_1Y_3P	GOS 2020 Collection summary
Table 23	RR_ALL_UNI_1Y	GOS 2023 response rates by institution (universities only), Nov 2022, Feb and May 2023 collections (%)
Table 24	RR_ALL_NUHEI_1Y	GOS 2023 response rates by institution (NUHEIs only), Nov 2022, Feb and May 2023 collections (%)

Table 41 / **Tables associated with key project elements and response rates by institution** **(Continued)**

Report table	Sheet name	Table title
Table 22	RR_UG_ALL_1Y	GOS 2023 undergraduate response rates by institution type, Nov 2022, Feb and May 2023 collections (%)
Table 22	RR_PGC_ALL_1Y	GOS 2023 postgraduate (coursework) response rates by institution type, Nov 2022, Feb and May 2023 collections (%)
Table 22	RR_PGR_ALL_1Y	GOS 2023 postgraduate (research) response rates by institution type, Nov 2022, Feb and May 2023 collections (%)

Table 42 / **Tables associated with response characteristics and representativeness**

Report table	Sheet name	Table title
Table 25	RR_ALL_ALL_1Y_TYPE	GOS 2023 sample and response characteristics, by respondent type
Table 26	RR_ALL_ALL_1Y_AREA	GOS 2023 sample and response characteristics, by study area

Published 2024

For more information on the conduct and results of the 2023 GOS 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.

SES
Student Experience Survey

GOS
Graduate Outcomes Survey

GOS–L
Graduate Outcomes Survey – Longitudinal

ESS
Employer Satisfaction Survey

QILT
Quality Indicators for Learning and Teaching