

2016 Graduate Outcomes Survey – Longitudinal (GOS-L)

Medium term graduate outcomes

APRIL 2017 (SECOND EDITION)

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The 2016 GOS-L was led by Sonia Whiteley and the project team consisted of Natalie Ryan, Eric Skuja, Lisa Bolton, Daniela Iarossi, Jayde Grisdale, Gimwah Sng and Charles Dove.

For more information on the conduct and results of the QILT survey program see the Quality Indicators for Learning and Teaching (QILT) website. The QILT team can be contacted by email at qilt@srcentre.com.au



Executive summary

The 2016 Graduate Outcomes Survey – Longitudinal (GOS-L) measures the medium-term outcomes of higher education graduates based on a cohort analysis of graduates who responded to the 2013 Australian Graduate Survey (AGS). The GOS-L replaces the Beyond Graduation Survey (BGS) from 2016. The GOS-L is part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

Participation in the GOS-L was open to any higher education institution which participated in the 2013 AGS. 51 institutions chose to participate, including 37 universities and 14 non-university higher education institutions (NUHEIs). The GOS-L achieved a 34.2% response rate, representing 16,233 completed surveys.

Basic national results

The 2016 GOS-L confirms the findings from previous BGS reports that, since the Global Financial Crisis (GFC), it has taken graduates a little longer to successfully establish themselves in their careers. In 2013, 70.9 per cent of graduates were in full-time employment, four months after completing their course. However, three years later in 2016, the proportion of the same cohort of graduates in full-time employment had risen to 88.4 per cent.

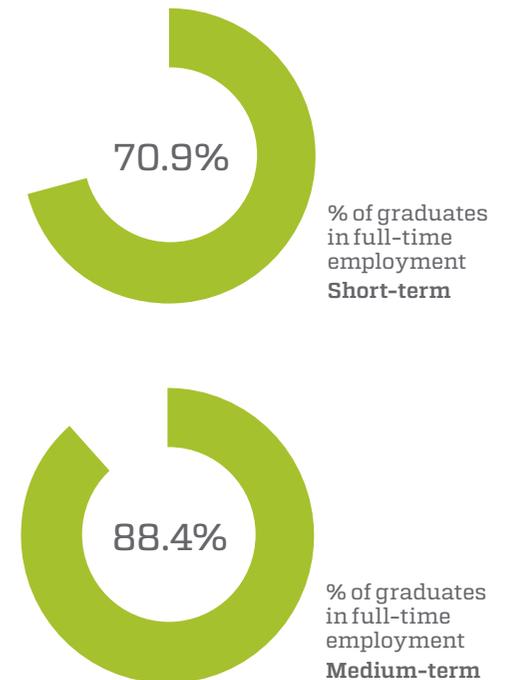
Table 1 Short and medium-term full-time employment rate for all 2007 to 2013 graduates

Short-term outcome		Medium-term outcome		Number of participating institutions
Year	Rate (%)	Year	Rate (%)	
2007 ⁱ	83.6	2010 ⁱ	92.6	31
2008 ⁱ	83.2	2011 ⁱ	92.8	34
2009 ⁱ	79.3	2012 ⁱ	92.2	39
2010 ⁱ	76.3	2013 ⁱ	90.2	36
2011 ⁱ	76.0	2014 ⁱ	89.2	40
2012 ⁱ	76.2	2015 ⁱ	88.5	19
2013 ⁱⁱ	70.9	2016 ⁱⁱ	88.4	51

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

NB Results from the GOS-L are consistent with standard ABS labour force definitions unlike previous results presented in the BGS. Using the previous methodology from the BGS, the full-time employment rate in 2013 immediately upon graduation was 71.3 per cent in comparison with 70.9 per cent using the ABS/GOS-L methodology as shown above.

Figure 1 Short and medium-term outcomes



The proportion of graduates in employment four months after completing their course in 2013 was 90.2 per cent, but three years later, 91.8 per cent of the same cohort of graduates had secured employment. The labour force participation rate measures the proportion of all graduates entering the labour force. The labour force participation rate of graduates immediately upon graduation was 89.7 per cent which increased over the medium-term to 91.4 per cent. Three years out the median salary level among graduates in full-time employment had increased from \$55,000 to \$67,000, an increase of 22 per cent.

Table 2 Short and medium term outcomes for all 2013 graduates

	Short-term outcome	Medium-term outcome
In full-time employment (as a percentage of those available for full-time work)	70.9	88.4
Overall employed (as a percentage of those available for any work)	90.2	91.8
Labour force participation rate (as a percentage of all graduates)	89.7	91.4
Median salary (of those employed full-time)	\$55,000	\$67,000

Results by study area

In 2013, the proportion of graduates in full-time employment across study areas ranged from 95.2 per cent for Pharmacy and Medicine to 49.2 per cent for Creative arts. By 2016, this range had contracted to 17.0 percentage points with a full-time employment rate of 97.1 per cent for Medicine down to 80.1 per cent for those who completed courses in Creative arts and Agriculture and environmental studies. This demonstrates an important point that while graduates from some fields of education, in particular those with generalist degrees such as Science and mathematics and Humanities, culture and social sciences, have weaker employment outcomes immediately upon graduation, the gap in employment outcomes across field of education tends to narrow over time.

Between 2013 and 2016 median salaries improved for graduates employed full-time from every study area. In comparison with overall growth in median full-time graduate salaries of 22 per cent, Tourism, hospitality, professional services, sport and recreation graduates and Science and mathematics graduates experienced the slowest growth in salaries of 14 per cent, \$6,000 and 15 percent, \$8,000, respectively, while Pharmacy graduates received the largest increase in salaries, 93 per cent, \$36,100.

While employment outcomes for graduates converge over time, that is, graduates from poorer performing fields of education catch up with their counterparts, the narrowing of employment outcomes appears to be replaced with greater dispersion in salary levels across fields of education over time.

88.4%
medium-term in full-time employment

91.8%
medium-term overall employed

91.4%
medium-term labour force participation rate

Results by gender

High level graduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn significantly less than male graduates. In 2013, the gender gap in graduate median salaries was \$5,500 or 10 per cent. In 2016, for the same cohort of graduates three years later, the gender gap in graduate median salaries had risen to \$6,400 or 10 per cent.

The gender gap in graduate salaries is explained, in part, by the fact that females are more likely to graduate from fields of education which receive lower levels of remuneration. However, it is also the case that female graduates still earn less than their male counterparts within fields of education or study areas both immediately upon graduation and three years following graduation. There are a few exceptions to this general rule, for example three years after graduation, females earned more than males for those with Pharmacy and Social Work and Creative arts degrees. This demonstrates that beyond subject choice, the gender gap in median graduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors and possible inequalities within workplaces.

Transitions

The GOS-L demonstrates the dynamic and fluid nature of the graduate labour market as graduates move in and out of jobs. For example, more than half of graduates employed part-time or unemployed immediately upon graduation were successful in securing full-time jobs three years later, 56.3 per cent and 52.0 per cent respectively. In addition, over a third, 37.9 per cent, of persons not in the labour force upon graduation had moved into full-time employment three years later.

Skills utilisation

As the number of graduates increases under the demand driven system, issues arise such as whether there are too many graduates and whether they are fully utilising their skills. Over time, many more graduates find work in managerial and professional occupations. These are occupations defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

74.6 per cent of graduates were working full-time in managerial and professional occupations upon graduation, rising to 82.3 per cent three years later. Similarly, 58.4 per cent of all employed graduates were working in professional and managerial occupations rising to 77.3 per cent three years later.

Study areas showing large gains in the proportion of graduates employed in managerial or professional occupations after three years included Tourism, Psychology, Humanities and Architecture.

Around seventy per cent of graduates employed full time and 66.3 per cent of all employed graduates in 2016 felt that their qualification was 'very important' or 'important' for their current employment. Similarly, eighty per cent of graduates employed full-time and 76.9 per cent of all employed graduates stated they were 'very well' or 'well' prepared for employment.

Of those who were employed full-time in 2016, 23.2 per cent felt that they were not fully utilising their skills or education in their current positions. Over a quarter of respondents employed in 2016, 28.1 per cent of all employed graduates, stated they felt they were not fully utilising their skills or education. These measures provide a benchmark of the underutilisation of skills, and as such, it will be important to monitor changes in these measures over time. 29.1 per cent of all employed respondents said that they were not fully utilising their skills or education because there were no suitable jobs in their area of expertise and a further 15.7 per cent stated there were no suitable jobs in their local area. Other employed respondents gave personal reasons for working in jobs that did not fully utilise their skills or education such as the 15.9 per cent who were engaged in further study.

Agriculture and environmental studies and Science and mathematics graduates were most likely to report that they were not fully utilising their skills or education in their current job, 42.4 per cent and 40.8 per cent respectively. 40.7 and 35.1 per cent respectively of persons in these study areas said that the main reason this was the case was because there were no suitable jobs in their area of expertise.

Further study

Around a quarter, or 23.0 per cent, of respondents were engaged in further study immediately following graduation. Fewer students, 13.0 per cent, were engaged in study three years following graduation. Society and Culture and, Natural and Physical Sciences were the most popular fields of education for subsequent study immediately following graduation, attracting 35.6 per cent and 26.1 per cent respectively. Of 2012 graduates who were studying in 2016, the most popular field of education was in Health with 33.6 per cent of respondents engaged in study.

Eighty per cent of graduates employed full-time and 76.9 per cent of all employed graduates stated they were 'very well' or 'well' prepared for employment

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1 Overview of the 2016 GOS-L

Since the Global Financial Crisis (GFC) it has taken graduates a little longer to successfully establish themselves in the labour market. The previous Beyond Graduation Survey (BGS) conducted by Graduate Careers Australia has shown that while initial graduate employment outcomes, that is four months after completing their course, have deteriorated since the GFC, nevertheless a few years later many more graduates were successful in finding jobs.

The Graduate Outcomes Survey – Longitudinal (GOS-L), providing information on the medium-term outcomes of higher education graduates, has been included as part of the Quality Indicators for Learning and Teaching (QILT) survey suite. The GOS-L replaces the BGS from 2016.

Participation in the 2016 GOS-L was open to any higher education institution that took part in the 2013 Australian Graduate Survey (AGS) (see Appendix 1). In all, 37 out of 40 invited universities and 14 out of 16 invited non-university higher education institutions chose to participate in the 2016 survey.

The findings in this report are based on a cohort analysis of graduates who responded to the 2013 Australian Graduate Survey (AGS) and the 2016 GOS-L. Graduates who completed the 2013 AGS had received a qualification from an Australian higher education institution in 2012.

The Social Research Centre administered the GOS-L in February 2016 with the assistance of all 51 participating institutions. A 34.2 per cent response rate was achieved, with a total of 16,233 surveys completed. The research approach used was consistent with other QILT surveys, the Student Experience Survey (SES) and the Graduate Outcomes Survey (GOS). The national online survey

was undertaken over a four week data collection period in February 2016 and supported by a proven response maximisation strategy. After an initial email invitation, seven reminder emails were sent to non-responders via a combination of personal and institutional email addresses. All respondents were eligible to enter a rolling prize draw (see Appendix 3 for a summary of the GOS-L methodology).

The demographic profile of survey respondents generally reflected the graduate population with respect to gender, age and study area. As such, unweighted data is analysed in this report.

While the GOS-L questionnaire primarily captures data on labour force outcomes and job history in the three years after graduation, additional items investigate further study activity and provide the opportunity for feedback on the graduate's original higher education course in the context of their current employment.

This report describes the medium-term labour force outcomes for GOS-L respondents who completed an undergraduate course in 2012. Definitions of terms and acronyms used in the report are listed in Appendix 2.

2 Graduates in the labour force in 2016

In recent decades, some of the more noted trends in the labour market have been the growth of female and part-time employment, not unrelated events. These trends are also evident in the graduate labour market. Previous reporting of graduate employment has focused on the ability of graduates to secure full-time employment. While full-time employment enables graduates to gain significant benefit from their qualifications, nevertheless a pre-eminent focus on full-time employment to the exclusion of other outcomes is to ignore the flexibility and dynamism of the graduate labour market.

In the following sections, this report shows measures of the proportion of graduates in full-time employment, overall employment and their labour force participation rate, consistent with Australian Bureau of Statistics (ABS) labour force definitions.

Full-time employment refers to those graduates who worked 35 hours or more, or usually work 35 hours or more, in the week prior to the survey. The full-time employment rate refers to those graduates employed full-time, as a proportion of those available for full-time work.

Overall employment refers to graduates employed in any capacity, either full-time or part-time. The overall employment rate refers to those graduates in any kind of employment as a proportion of those available for employment.

A key feature of the graduate labour market is the propensity of graduates to engage in further study. Since further study may constrain a graduate's ability to participate in the labour market, another key labour market indicator presented in this report is the graduate labour force participation rate. The labour force participation rate is the proportion of all graduates who responded to the survey who are employed or actively seeking work.

This report also shows the median salary of graduates in full-time employment. The distribution of salaries is very different for graduates employed full-time and part-time, with the former skewed to higher salary levels and the latter to lower salary levels. Therefore, examining the median salary of all graduates could be misleading. Instead, in the interests of parsimony, this report focuses on the median salary of graduates in full-time employment.

The following section examines high level medium-term graduate outcomes three years post-graduation, in the context of the short-term outcomes that were achieved approximately four months after the completion of a higher education qualification. Differences in outcomes by gender, field of education and demographic characteristics are also explored.

2.1 Medium-term employment outcomes

The 2016 GOS-L confirms the findings from previous BGS reports that, since the GFC, it has taken graduates a little longer to successfully establish themselves in their careers. In 2013, 70.9 per cent of graduates available for full-time work were in full-time employment, four months after completing their course. However, three years later in 2016, the proportion of the same cohort of graduates in full-time employment had risen to 88.4 per cent.

Likewise, Table 4 shows that the proportion of graduates in employment, either full-time or part-time, four months after completing their course in 2013 was 91.8 per cent, but three years later.

The labour force participation rate, showing the proportion of graduates in the workforce, increased from 89.7 per cent four months after completing their course in 2013 to 91.4 per cent three years later for the same cohort of graduates in 2016.

Three years out, not only are graduates more successful in finding employment, but they also achieve significant growth in salary levels. In 2013, among graduates in full-time employment four months after their course, their median salary level was \$55,000. Three years later in 2016, the median salary level of the same cohort of graduates in full-time employment had risen 22 per cent to \$67,000.

22%
rise in median salary 2013–2016

Table 3 Short and medium-term full-time employment rate for all 2007 to 2013 graduates

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

Sources: *Beyond Graduation Survey, 2010 to 2015* and *Graduate Outcomes Survey 2016*.

NB Results from the Graduate Outcomes Survey are consistent with standard ABS labour force definitions unlike previous results presented in the Beyond Graduation Survey. Using the previous methodology from the BGS, the full-time employment rate in 2013 immediately upon graduation was 71.3 per cent in comparison with 70.9 per cent using the ABS/GOS-L methodology as shown above.

Table 4 also shows that high level graduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn considerably less than male graduates. In 2013, the gender gap in graduate median salaries was \$5,500 or 10 per cent. In 2016, for the same cohort of graduates three years later, the gender gap in graduate median salaries was \$6,400 or 10 per cent. Previous research suggests that one of the key factors contributing to the gender gap in graduate median salaries is that females tend to graduate from fields of education that achieve lower salaries e.g. Humanities, whereas males tend to graduate from more highly remunerated fields e.g. Engineering.¹ However, female graduates often earn less than their male graduates within the same field of education and this issue is explored below.

¹ Graduate Careers Australia (2014), *An analysis of the gender wage gap in the Australian graduate labour market, 2013*

2.2 Employment outcomes by study area

In 2013, the proportion of graduates in full-time employment across each of the study areas ranged from 95.2 per cent for Pharmacy and Medicine to 49.2 per cent for Creative arts. By 2016, this range between the study areas with the highest and the lowest proportion of graduates in full-time employment had contracted to 17.0 percentage points with a full-time employment rate of 97.1 per cent for Medicine graduates and 80.1 per cent for those who completed courses in Creative arts and Agriculture and environmental studies. This demonstrates an important point that while graduates from some fields of education, for example, those with generalist degrees such as Science and mathematics and Humanities, culture and social sciences, have weaker employment outcomes immediately upon graduation, the gap in employment outcomes across fields of education does tend to narrow over time. This is shown by the reduction in the standard deviation of full-time employment outcomes across study areas from 12.0 percentage points in 2013 to 5.2 percentage points for the same cohort of graduates three years later in 2016.

This demonstrates that while graduates from some fields of education have weaker employment outcomes immediately upon graduation, they do tend to catch up over time

Table 4 Short and medium term outcomes for all 2013 graduates by gender

	Short-term outcome 2013			Medium-term outcome 2016		
	Male	Female	Total	Male	Female	Total
Full-time employment (as a percentage of the full-time labour force i.e. those available for full-time work)	70.9	70.9	70.9	89.0	88.0	88.4
Overall employment (as a percentage of the labour force i.e. those available for any work)	88.1	91.2	90.2	91.4	92.0	91.8
Labour force participation rate (as a percentage of all graduates)	89.4	89.8	89.7	91.0	91.6	91.4
Median salary (of those employed full-time)	\$59,500	\$54,000	\$55,000	\$71,400	\$65,000	\$67,000

Table 5 Short (2013) and medium-term (2016) outcomes for 2013 graduates by study area

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
	2013	2016	2013	2016	2013	2016	2013	2016
Science and mathematics	53.5	82.0	87.5	86.4	78.5	77.2	55,000	63,000
Computing and information systems	74.8	90.5	84.9	91.6	93.9	93.7	57,800	72,400
Engineering	80.1	92.3	89.2	93.4	93.8	94.9	65,000	79,300
Architecture and built environment	70.7	89.3	88.0	93.5	92.5	95.1	51,000	61,800
Agriculture and environmental studies	63.6	80.1	85.3	85.0	84.9	90.8	51,000	62,000
Health services and support	66.6	88.3	91.5	93.6	90.3	93.4	55,800	65,200
Medicine	95.2	97.1	96.1	95.5	93.8	93.5	60,100	97,000
Nursing	81.7	90.0	95.7	95.6	95.9	94.1	53,000	67,100
Pharmacy	95.2	95.6	97.1	96.2	90.3	86.4	39,000	75,100
Dentistry	77.6	95.3	97.6	98.8	94.4	94.4	82,500	121,000
Veterinary science	76.5	86.8	87.6	87.6	76.6	94.2	46,200	60,000
Rehabilitation	82.8	95.9	95.3	97.5	96.9	92.7	56,000	70,400
Teacher education	73.7	89.5	94.8	92.2	95.5	94.2	57,000	67,000
Business and management	74.8	93.5	90.2	95.1	94.4	96.5	52,000	70,000
Humanities, culture and social sciences	58.9	83.4	87.2	88.4	83.8	88.9	53,800	63,000
Social work	69.7	85.6	87.6	93.0	95.8	94.5	56,000	65,300
Psychology	59.8	82.7	90.5	87.1	84.2	88.9	52,000	64,200
Law and paralegal studies	74.5	90.8	89.2	93.0	93.5	95.4	56,000	70,000
Creative arts	49.2	80.1	86.0	89.3	85.0	92.4	40,000	52,000
Communications	59.3	85.2	88.8	91.8	94.0	95.1	45,000	60,000
Tourism, Hospitality, Personal services, Sport and recreation	68.0	88.1	92.0	90.7	90.9	98.2	49,800	56,800
All study areas	70.9	88.4	90.2	91.8	89.7	91.4	55,000	67,000
Standard deviation	12.0	5.2	4.0	3.8	5.9	4.4	9,000	14,900

In terms of overall employment, short-term outcomes were weakest for graduates from Computing and Information Systems courses with an employment rate of 84.9 per cent in 2013. Three years later Agriculture and environmental studies had the weakest outcomes with 85.0 per cent in employment in 2016. Graduates in Dentistry had the highest overall employment rate of 97.6 per cent in the short-term and again in the medium-term having the highest overall employment rate at 98.8 per cent three years after graduation. Once again, the gap in outcomes across study areas measured in terms of overall employment, full-time and part-time, does narrow with the study areas with the weakest employment outcomes initially upon graduation increasing at a faster rate over time. The standard deviation in total employment across study areas declined slightly from 4.0 percentage points in 2013 to 3.8 percentage points in 2016.

In the short-term, the labour force participation rate, those employed or seeking work as a proportion of all graduates, was highest for those who completed courses in the Rehabilitation study area, 96.9 per cent, and lowest for graduates of Veterinary Science, 76.6 per cent. After three years, labour force participation was lowest for Science and Mathematics graduates, 77.2 per cent, and highest for graduates in Tourism, hospitality, personal services, sport and recreation with 98.2 per cent and Business and management with 96.5 per cent. The gap in labour force participation rates across study areas also declined over time with the standard deviation declining from 5.9 percentage points to 4.4 percentage points.

Between 2013 and 2016 median salaries improved for graduates employed full-time from every study area. In comparison with overall growth in median full-time graduate salaries of 22 per cent, Tourism, hospitality, personal services, sport and recreation and Science and Mathematics graduates experienced the slowest

growth in salaries of 14 per cent (\$6,000) and 15 per cent (\$8,000) respectively while Pharmacy graduates received the largest increase in salaries, 93 per cent (\$36,100).

While employment outcomes for graduates converge over time, this appears to be replaced with greater dispersion in salary levels over time. The standard deviation in median full-time graduate salaries across study areas increased from \$9,000 immediately upon graduation to \$14,900 for the same cohort of graduates three years later. That is, the labour market appears to be making a judgement about graduates from different fields of education and this is reflected in employment outcomes immediately upon graduation. However, a few years later when most graduates have settled into a career path, the variation in employment outcomes is instead reflected in a growing dispersion in salary levels among graduates from different fields of education.

Short and medium-term labour force outcomes are reported by gender in Table 4.1 in Appendix 4. Notwithstanding that females tend to graduate from fields of education with lower salary levels, female graduates within fields of education or study areas still earn less than their male counterparts both immediately upon graduation and three years following graduation. There are a few exceptions to this general rule, immediately upon graduation females in Pharmacy, Veterinary Science, Rehabilitation and Social Work earned more than their male counterparts. Similarly, three years after graduation, females earned more than males for those with Pharmacy, Social Work and Creative arts degrees. This demonstrates that beyond subject choice, the gender gap in median graduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors and possible inequalities within workplaces.²

² Graduate Careers Australia (2014), *An analysis of the gender wage gap in the Australian graduate labour market, 2013*

98.8%

medium-term highest overall employment rate – Dentistry

76.6%

short-term lowest labour force participation rate – Veterinary science

2.3 Employment outcomes by demographic group

Short-term and medium-term outcomes relating to full-time employment, overall employment and labour force participation were generally higher for graduates aged 30 and under, than those who were over 30, as shown in Table 6. The only exception being that older graduates had higher full-time employment in the short-term in 2013. Median salaries were initially higher for older graduates, \$60,000, in comparison with \$55,000 for younger graduates and this gap persisted in the medium-term

Indigenous graduates, in general, have positive short and medium-term labour force outcomes. The exceptions being Indigenous graduates had lower full-time employment in the medium-term in 2016 and lower overall employment in the short-term in 2013. Indigenous graduates consistently earned higher median salaries than non-Indigenous graduates both just after graduation and three years later.

2013 graduates who spoke a language other than English at home were less likely to be in full-time employment, any type of employment and had lower rates of labour force participation in the short-term, than English speakers. By the medium-term, the gap had narrowed in relation to all labour market metrics but was still present three years after graduation.

Graduates who reported a disability experienced lower rates of employment and labour force participation both in the short-term or the medium-term. External/distance graduates had more favourable labour market outcomes than internal/multi-mode graduates, confirming previous findings. This is likely to be the result of external graduates maintaining links with previous employers and jobs while studying, giving them a head-start in the labour market upon graduation.

Table 6 Short and medium term outcomes by demographic group

		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
		2013	2016	2013	2016	2013	2016	2013	2016
Age	30 years or under	70.3	89.1	90.3	92.1	89.9	91.7	55,000	66,000
	Over 30 years	73.5	84.8	89.4	90.2	88.6	90.0	60,000	72,000
Indigenous	Indigenous	79.4	86.7	86.9	93.1	92.5	95.3	57,100	71,000
	Non Indigenous	70.6	88.3	90.2	91.7	89.7	91.4	55,000	67,000
Home language	English	71.7	88.6	91.2	92.1	90.1	91.6	55,000	67,200
	Language other than English	63.0	86.2	82.2	88.7	86.8	89.6	55,000	66,800
Disability	Reported disability	57.9	72.6	78.4	82.9	78.3	81.8	55,000	65,000
	No disability	71.2	88.8	90.5	92.0	90.1	91.7	55,000	67,100
Study mode	Internal/mixed	69.6	88.3	90.0	91.6	89.6	91.3	55,000	66,800
	External/distance	83.5	88.9	91.9	93.1	91.3	92.9	60,000	73,100

3 Employment pathways, 2013 to 2016

One of the key benefits of undertaking a longitudinal survey of graduates is that it permits the tracking of the progress of individual graduates through the labour market over time. As such, it is able to demonstrate the dynamic and fluid nature of the graduate labour market as graduates move in and out of jobs and between different labour market states in the three years following graduation.

Table 7 shows that there were some significant changes in the labour market status of graduates in the three years following their graduation. Of those in full-time employment in 2013, three years later the overwhelming majority, 82.3 per cent, remained in full-time employment. A further 9.4 per cent had moved into part-time employment, 4.3 per cent had left the labour force while only 4.0 per cent were unemployed.

Among the largest changes in the labour market status of graduates were those who were previously employed part-time or unemployed who were able to make a successful transition to full-time employment. More than half of graduates employed part-time or unemployed immediately upon graduation were successful in securing full-time jobs three years later, 56.3 per cent and 52.0 per cent respectively. Around a quarter, 27.4 per cent, of part-time employees remained working part-time. On the other hand, among graduates who were unemployed in 2013, three years later 21.8 per cent had found part-time work while 16.8 per cent remained unemployed and 9.4 per cent had dropped out of the labour force.

The labour force status of graduates not in the labour force upon graduation was more varied. Three years later just over a third, 37.9 per cent, were in full-time employment while 27.5 per cent remained out of the labour force. 20.1 per cent moved into part-time employment while 14.5 per cent had commenced looking for work, but were unemployed.

Table 7 Labour force transitions of graduates between 2013 and 2016, as a percentage of labour market category in 2013

2013 labour market status	2016 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Employed full-time	82.3	9.4	4.0	4.3	100
Employed part-time	56.3	27.4	7.8	8.4	100
Unemployed	52.0	21.8	16.8	9.4	100
Not in the labour force	37.9	20.1	14.5	27.5	100

Labour market flows data indicates there is greater dynamism and flexibility in the female labour market and this is confirmed for the graduate labour market. Another finding, that males have greater attachment to full-time work, is corroborated for the graduate labour market. For example, Table 8 shows that male graduates employed full-time four months after graduation, were more likely to remain in full-time employment three years later, 88.0 per cent for male graduates in comparison with 79.1 per cent

for female graduates. Similarly, male graduates were more likely to remain unemployed, 18.8 per cent as against 15.5 per cent for female graduates and to remain not in the labour force, 31.3 per cent in comparison with 25.5 per cent. The only exception being that female graduates had a far greater attachment to part-time employment with 30.1 per cent of female graduates remaining in part-time jobs after graduation and three years later in comparison with 20.7 per cent of male graduates.

Labour market flows data indicates there is greater dynamism and flexibility in the female labour market

Table 8 Labour force transitions of graduates by gender between 2013 and 2016, as percentage of labour market category in 2013

2013 labour market status	2016 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Males					
Employed full-time	88.0	4.4	3.9	3.7	100
Employed part-time	61.7	20.7	8.2	9.4	100
Unemployed	54.2	16.7	18.8	10.3	100
Not in the labour force	37.7	17.0	14.0	31.3	100
Females					
Employed full-time	79.1	12.2	4.0	4.7	100
Employed part-time	54.2	30.1	7.7	8.0	100
Unemployed	50.5	25.3	15.5	8.7	100
Not in the labour force	38.0	21.7	14.8	25.5	100

Table 9 summarises the main features of the medium term employment history of graduates who were in the labour market in 2016. More than 40 per cent of graduates who were working in the medium term had changed jobs in the past three years. Around 27 per cent of graduates reported that they had only worked for their current employer for less than 12 months.

Around 40 per cent of employed graduates indicated that they had changed occupations within the same business, including promotions.

Median salaries increased for both full-time employed and all employed graduates between 2013 and 2016, by \$12,000 and \$18,000 respectively. Overall, this pattern of results suggests that many graduates are in a state of transition immediately upon graduation, where over time they move to occupations and jobs that are potentially more closely aligned with their new qualification.

Table 9 Employment history of graduates in the labour market in 2016

	Full-time employment	Overall employment
% changed job (2013–2016)	42.9	44.3
% worked for employer < 12 months	27.3	27.7
% changed roles within same business – including promotions (2013–2016)	46.1	41.7
% changed occupation level (2013–2016)	40.6	40.1
Median salary 2013	\$55,000	\$45,000
Median salary 2016	\$67,000	\$63,000

44.3%
of overall employed changed job
(2013–2016)

40.1%
of overall employed changed
occupation level (2013–2016)

4 Skills formation and utilisation

Table 10 shows the proportion of graduates employed full-time and in overall employment working in managerial or professional occupations in both the short-term and the medium-term. Managerial and professional occupations, at Skill Level 1 in the ANZSCO classification, have a level of skill commensurate with a bachelor degree or higher.¹ In 2013, four months after graduation, 74.6 per cent of graduates employed full-time were working in managerial or professional occupations. Graduates employed part-time were less likely to be employed in managerial and professional occupations as 58.4 per cent of all employed graduates were working in these occupations four months after graduation.

Three years after graduation, the proportion of graduates employed full-time and working in managerial or professional occupations had increased by 7.7 percentage points to 82.3 per cent. More graduates working part-time had secured work in managerial or professional occupations as the proportion of all employed graduates working in those occupations had increased by 18.9 percentage points to 77.3 per cent.

The proportion of male and female graduates working full-time in managerial or professional occupations is broadly similar in the short-term and shows similar growth rates over the medium-term.

Table 11 shows the proportion of graduates employed by occupational group over the short-term and medium-term by study area. Four months after graduation, over 80 per cent of Engineering, Medicine, Nursing, Pharmacy, Rehabilitation and Teacher education graduates were working in managerial or professional occupations.

On the other hand, only 21.8 per cent of employed Tourism graduates, 36.8 per cent of Humanities, cultural and social science, 37.3 per cent of Psychology, and 39.7 per cent of employed Science and mathematics graduates were working in managerial or professional occupations. Study areas that showed large gains in the proportion of graduates employed in managerial or professional occupations after three years were Tourism, Psychology, Humanities and Architecture, up 37.4, 34.7, 30.4 and 30.1 percentage points respectively.

¹ Occupations at Skill Level 1 have a level of skill commensurate with a bachelor degree or higher qualification. At least five years of relevant experience may substitute for the formal qualification. In some instances relevant experience and/or on-the-job training may be required in addition to the formal qualification. ABS, 1220.0, Australian and New Zealand Standard Classification of Occupations (ANZSCO) 2013.

Table 10 Proportion of employed graduates working in managerial or professional occupation, 2013 and 2016 (%)

Occupation	Full-time employment (%)		Overall employment (%)	
	2013	2016	2013	2016
Occupation all graduates				
Managers	5.6	11.4	4.4	10.0
Professionals	69.0	70.9	54.0	67.3
Technicians & trades workers	3.3	2.8	3.4	3.0
Community & personal service workers	6.2	4.6	11.9	6.3
Clerical & administrative workers	11.5	7.7	12.2	8.6
All other occupations	4.4	2.7	14.1	4.8
Total	100.0	100.0	100.0	100.0
Occupation males				
Managers	6.4	13.8	5.4	12.5
Professionals	68.3	69.6	54.7	66.3
Technicians & trades workers	4.4	3.7	4.6	3.9
Community & personal service workers	6.1	4.0	10.3	5.5
Clerical & administrative workers	9.3	5.3	9.6	6.1
All other occupations	5.6	3.6	15.4	5.7
Total	100.0	100.0	100.0	100.0
Occupation females				
Managers	5.1	10.1	4.0	8.7
Professionals	69.3	71.6	53.7	67.9
Technicians & trades workers	2.7	2.3	2.8	2.6
Community & personal service workers	6.4	4.8	12.7	6.6
Clerical & administrative workers	12.8	9.0	13.5	9.9
All other occupations	3.7	2.1	13.4	4.3
Total	100.0	100.0	100.0	100.0

Figure 2 Graduates working in managerial or professional occupation



Overall employment 2016

- Managers
- Professionals
- Technicians & trades workers
- Community & personal service workers
- Clerical & administrative workers
- All other occupations

Table 11 Proportion of employed graduates working in occupational groups, 2013 and 2016, by study area (%)

Study area	Managers		Professionals		Technicians & trade		Community & personal service		Clerical & administrative		All other occupations		All employed	
	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016
Science and mathematics	2.5	6.2	37.2	57.4	9.0	9.7	14.5	7.2	10.3	9.3	26.3	10.3	100.0	100.0
Computing and Information Systems	6.4	11.1	69.0	74.0	8.3	7.2	1.9	0.9	6.1	3.9	8.3	3.0	100.0	100.0
Engineering	3.0	15.0	77.4	74.3	6.0	4.2	2.8	1.5	3.5	2.2	7.3	2.7	100.0	100.0
Architecture and built environment	7.4	15.5	35.9	57.9	13.8	11.0	5.4	2.4	17.4	8.2	20.1	4.9	100.0	100.0
Agriculture and environmental studies	5.1	6.7	38.3	46.2	13.8	15.9	11.7	8.2	10.2	11.1	20.9	12.0	100.0	100.0
Health services and support	3.2	6.3	43.5	64.4	2.8	1.7	25.1	17.3	8.3	6.3	17.1	3.9	100.0	100.0
Medicine	0.4	1.1	89.2	94.3	1.6	1.1	2.0	1.4	1.8	1.4	4.9	0.7	100.0	100.0
Nursing	0.5	1.5	84.8	92.2	0.6	0.1	10.5	4.8	1.6	0.9	2.1	0.5	100.0	100.0
Pharmacy	0.7	6.3	84.3	89.7	11.9	0.0	0.0	0.0	0.7	1.6	2.2	2.4	100.0	100.0
Dentistry	0.0	0.0	73.5	71.4	0.0	0.0	25.3	26.2	1.2	2.4	0.0	0.0	100.0	100.0
Veterinary science	1.1	0.9	68.5	87.6	6.5	4.4	6.5	0.9	5.4	2.7	12.0	3.5	100.0	100.0
Rehabilitation	0.8	2.1	86.7	92.8	0.0	1.3	7.9	0.9	2.5	1.7	2.1	1.3	100.0	100.0
Teacher education	2.9	6.8	81.5	85.4	0.4	0.5	7.4	4.0	2.2	2.2	5.7	1.1	100.0	100.0
Business and management	10.0	20.3	49.5	57.3	0.9	1.0	6.7	3.2	19.7	13.5	13.2	4.8	100.0	100.0
Humanities, culture and social sciences	5.5	9.0	31.3	58.2	2.0	1.9	16.7	7.8	23.6	16.2	20.9	6.9	100.0	100.0
Social work	4.1	8.2	49.2	67.1	1.3	1.5	30.9	15.7	6.9	5.7	7.6	1.8	100.0	100.0
Psychology	3.2	8.6	34.1	63.4	2.7	1.9	20.2	9.1	18.2	11.2	21.5	5.7	100.0	100.0
Law and paralegal studies	4.3	7.8	41.1	64.7	1.4	1.3	16.0	11.0	29.9	13.2	7.3	1.9	100.0	100.0
Creative arts	3.8	8.4	40.6	59.7	3.6	4.1	14.5	7.6	11.5	11.0	26.0	9.2	100.0	100.0
Communications	5.0	14.8	42.7	55.1	3.3	3.0	13.0	6.0	17.6	12.2	18.4	8.8	100.0	100.0
Tourism, Hospitality, Personal Services, Sport and recreation	10.9	18.4	10.9	40.8	4.3	2.0	32.6	20.4	15.2	12.2	26.1	6.1	100.0	100.0
All fields	4.4	10.0	54.0	67.3	3.4	3.0	11.9	6.3	12.2	8.6	14.1	4.8	100.0	100.0

Almost seventy per cent of graduates completing their course in 2013 who were employed full time in 2016 felt that their qualification was 'very important' or 'important' for their current employment (see Table 12). Part-time graduates were less likely to report that their qualification was 'very important' or 'important' for their current employment as only 66.3 per cent of all employed graduates reported this was the case.

Table 13 details the extent to which the qualification completed by the graduate in 2013 prepared them for their current employment. Graduates who were employed full-time were more likely than graduates employed part-time to report that they were 'very well' or 'well' prepared for employment. Eighty per cent of graduates employed full-time stated they were prepared for employment in comparison with 76.9 per cent of all employed graduates.

Figure 3 Importance of qualification for current employment



Overall employment 2016

- Very important
- Important
- Fairly important
- Not that important
- Not at all important

Table 12 Importance of qualification for current employment in 2016 (%)

	Full-time employment	Overall employment
Very important	52.0	49.9
Important	17.4	16.4
Fairly important	14.6	14.1
Not that important	9.9	10.5
Not at all important	6.1	9.1
Total	100.0	100.0

Table 13 Extent to which qualification prepared graduate for employment in 2016 (%)

	Full-time employment	Overall employment
Very well	28.2	27.7
Well	51.7	49.2
Not well	11.2	11.2
Not at all	4.4	6.2
Unsure	4.5	5.8
Total	100.0	100.0

Graduates were asked about the generic work-related skills they had acquired as part of their original undergraduate qualification. These include foundation skills such as general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge. They also include adaptive skills such as the ability to innovate, adapt and apply skills/ knowledge and work independently. Graduates were also asked whether they had acquired collaborative skills such as teamwork and interpersonal skills. Table 14 shows that the ratings of these generic work-related skills were positive and almost identical for graduates who were employed full-time and those who were working part-time. This suggests that even if graduates are not yet working in their area of content specialisation, they acquired core skills as part of their university qualification that were relevant to an effective transition to the workplace.

Graduates were also asked to indicate whether or not they believed that they were working in an occupation that allowed them to fully use their skills or education. This measure provides a benchmark of the underutilisation of skills, and as such, it will be important to monitor changes in this measure over time. Of those who were employed full-time in 2016, 23.2 per cent felt that they were not fully using their skills or education in their current positions. Graduates working part-time were more likely to report that they were not fully using their skills or education given that 28.1 per cent of graduates in total employment reported that their skills and education were not fully utilised.

Table 15 lists the main reason provided by graduates for working in a job in which they considered they did not fully use their skills or education. Reasons are grouped according to whether they could

be considered a personal factor or labour market factor. The most commonly cited reason for working in a job that did not fully use their skills or education was that there were no suitable jobs in their area of expertise with 29.1 per cent of all employed graduates stating this was the case. Graduates employed part-time were more likely to state that they did not use their skills or education in their current job because they were engaging in further study. 15.9 per cent of all employed graduates stated this reason in comparison with 6.0 per cent of graduates employed full-time.

Employed graduates who had completed Agriculture and environmental studies, 42.4 per cent, or Science and mathematics, 40.8 per cent, courses were most likely to indicate that their skills and education were not fully utilised in their current job.

Agriculture and environmental studies, 36.9 per cent, and Tourism, hospitality, personal services, sport and recreation, 35.1 per cent, graduates working full time were most likely to indicate that their skills and education were not fully utilised in their current position, compared with less than ten per cent for Veterinary science, Dentistry, Medicine, Pharmacy, Nursing, Rehabilitation and Teacher education.

Of those employed who indicated that their skills and education were not fully utilised, 40.7 per cent of Agriculture and environmental studies graduates and 35.1 per cent of Science and mathematics graduates were most likely to cite 'no jobs in (their) area of expertise' as the main reason. This pattern was also true for those employed full time with 40.4 per cent and 45.1 per cent respectively. Interestingly, no graduates from Pharmacy, Dentistry or Veterinary science graduates cited this reason for their skills and education not being fully utilised.

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

Table 14 Graduates average ratings of their attributes (%)

	Full-time employment	Overall employment
Foundation skills	84.0	83.6
Adaptive skills	79.8	79.7
Collaborative skills	74.1	73.8

83.6%

graduates average ratings of their attributes – foundation skills

Table 15 Main reason for working in job in 2016 that doesn't fully use skills and education (%)

	Full-time employment	Overall employment
Studying	6.0	15.9
I'm satisfied with my current job	7.0	6.0
I have skills that are not required in my current job	3.9	3.2
Changing jobs/careers	4.5	3.5
Entry level job/career stepping stone	3.6	2.6
Caring for children or family member	1.7	2.7
Sub total – personal factors	26.6	33.9
No suitable jobs in my area of expertise	30.9	29.1
No suitable jobs in my local area	17.6	15.7
Considered to be too young by employers	8.7	6.1
Not enough work experience	4.8	4.0
No jobs with a suitable number of hours	2.4	2.9
Cannot find a job	0.3	0.3
My job is temporary/casual	0.6	0.6
Sub total – labour market factors	65.2	58.9
Other	8.2	7.2
Total	100.0	100.0

79.7%

graduates average ratings of their attributes – adaptive skills

73.8%

graduates average ratings of their attributes – collaborative skills

Table 16 Extent to which skills and education not fully utilised and main reason being no suitable jobs in my area of expertise by study area (%)

Study area	Extent to which skills and education not fully utilised %		Main reason – no suitable jobs in my area of expertise %	
	Full-time employment	Overall employment	Full-time employment	Overall employment
Science and mathematics	29.5	40.8	45.1	35.1
Computing and information systems	23.8	25.6	22.4	22.5
Engineering	24.5	27.0	35.2	34.5
Architecture and built environment	16.7	22.0	23.4	27.9
Agriculture and environmental studies	36.9	42.4	40.4	40.7
Health services and support	20.6	25.7	34.7	32.8
Medicine	5.1	8.5	25.0	19.4
Nursing	7.1	7.8	15.0	18.7
Pharmacy	7.1	11.2	0.0	0.0
Dentistry	5.0	4.8	0.0	0.0
Veterinary science	4.9	8.1	0.0	0.0
Rehabilitation	8.7	11.6	18.8	12.5
Teacher education	9.4	12.0	22.1	23.4
Business and management	27.1	29.8	24.6	22.8
Humanities, culture and social sciences	30.6	39.2	35.5	32.1
Social work	23.5	28.9	25.5	25.8
Psychology	32.8	38.9	26.6	21.5
Law and paralegal studies	29.0	30.9	32.5	29.6
Creative arts	30.6	37.3	32.3	33.2
Communications	30.5	38.5	32.5	36.2
Tourism, Hospitality, Personal services, Sport and recreation	35.1	38.8	23.1	23.5
Total	23.2	28.1	30.9	29.1

5 Graduates in further full-time study

The following section examines the short-term and medium-term outcomes of graduates who were engaged in further full-time study, both at the time of the original survey in 2013 and in 2016. In 2013, four months after graduation, 23.0 per cent of graduates were engaged in further full-time study. In 2016, three years later for the same cohort of graduates, the proportion in further study had fallen to 13.0 per cent.

Graduates proceeding to further full-time study were less likely to be in full-time employment, as shown by Table 17. The full-time employment rate for those engaging in further full-time study in 2013 was 46.7 per cent in comparison with 72.4 per cent for those not engaging in further full-time study. In 2016, the proportion of those in full time study who were also employed full time had risen to 73.4 per cent. The gap in median salaries between those in full time study and full time employment grows from \$5,000 in the short term to \$12,500 in the medium term which may indicate that those who are not engaged in full time study are more established in the workforce.

Generally, graduates proceeding to further full-time study had a lower overall employment rate, labour force participation rate and median full-time salary than their counterparts in both the short term and medium term.

Table 18 shows the demographic profile of graduates who have undertaken further full-time study in 2013 and 2016 is broadly similar. The only exceptions are that younger graduates, those aged 30 years or under, and internal graduates are more likely to engage in further full-time study. Graduates who studied internally also tend to be younger.

Table 19 profiles the broad field of education (BFOE) that short term and medium term graduates had moved into after their initial course. In the short term, most graduates had moved into courses in the Society and Culture, 31.7 per cent, Health, 20.0 per cent and Natural and Physical Sciences, 16.7 per cent, broad fields of education. However, three years later, Health, 33.6 per cent, was the most popular area of study among 2012 graduates.

Table 17 Labour market outcomes of graduates, by full-time study status

	In full-time study		Not in full-time study	
	2013	2016	2013	2016
In full time employment	46.7	73.4	72.4	89.8
Total employed	88.6	80.5	90.5	93.9
Total in labour force	71.4	72.0	95.4	96.5
Median salary (full-time employment)	\$50,000	\$55,000	\$55,000	\$67,500

Table 18 Demographic profile of graduates in further full-time study (%)

		2013	2016
Gender	Female	22.3	12.9
	Male	24.2	13.3
Age	30 years or under	25.3	14.4
	Over 30 years	12.5	7.0
Indigenous	Indigenous	25.0	17.1
	Non Indigenous	23.0	13.1
Home language	English	22.7	13.1
	Language other than English	25.1	13.3
Disability	Reported disability	25.8	15.7
	No disability	22.9	12.9
Study mode	Internal	24.0	13.6
	External/distance	11.8	6.6

Figure 4 Graduates in further full-time study

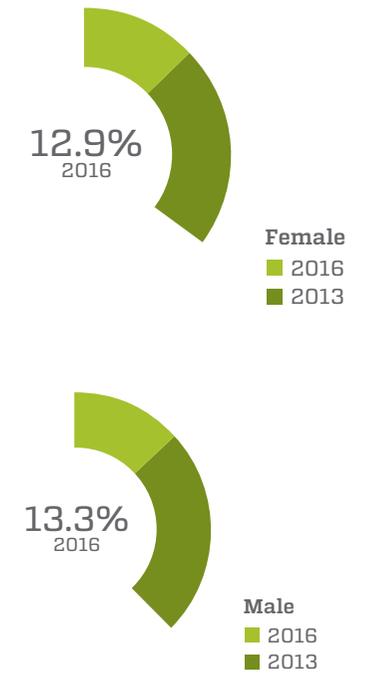


Table 19 Broad field of education (BFOE) destinations of graduates undertaking further full-time study (%)

Study area	Current study 2013*	Current study 2016
Natural and physical sciences	16.7	12.0
Information technology	1.3	2.0
Engineering and related technologies	3.3	2.5
Architecture and building	2.9	1.3
Agriculture, environmental and related studies	1.5	2.1
Health	20.0	33.6
Education	9.5	8.3
Management and commerce	6.6	4.4
Society and culture	31.7	9.8
Creative arts	6.4	5.8
Food, hospitality and personal services	0.0	0.2
Mixed field programmes	0.1	1.7
Other (please specify)	0.0	16.4
All fields	100.0	100.0
Number of students	3,584	1,424

*Updated for the second edition of the report

Three years later,
Health, 33.6 per cent,
was the most popular
area of study

The employment history of graduates in full-time study in 2016 three years after completing their degree was compared to those who were not in full-time study in 2016 (see Table 20). Graduates in full-time study in 2016 were more likely to have changed jobs, 52.6 per cent in comparison with 43.4 per cent for those not in full-time study. On the other hand, full-time study appears to have diminished mobility prospects within organisations as only 26.7 per cent of those in full-time study had changed roles in the

previous three years in comparison with 41.7 per cent of those not engaged in further study. 29.4 per cent of graduates who were in full time study in 2016, had worked for their current employer for less than twelve months which is slightly higher than the 27.4 per cent who were not in further study.

Graduates in full-time study three years after graduation reported much lower median salary outcomes, \$31,300 in comparison with \$65,000 earned by those not engaged in further study.

Table 20 Employment history of graduates, by full-time study status in 2016

	In full-time study	Not in full-time study
% changed job (2013–2016)	52.6	43.4
% worked for employer < 12 months	29.4	27.4
% changed roles within same business – including promotions (2013–2016)	26.7	41.7
% changed occupation level (2013–2016)	44.4	39.6
Median salary 2013	\$25,000	\$46,500
Median salary 2016	\$31,300	\$65,000

Appendix 1

Participating institutions and response characteristics

Participation in the GOS-L was open to any higher education institution which participated in the 2013 AGS. 51 institutions chose to participate, including

37 universities and 14 non-university higher education institutions (NUHEIs). The GOS-L achieved a 34.2% response rate, representing 16,233 completed surveys.

University	2012 graduates	Completed	Response rate (%)
Australian Catholic University	1,601	322	20.1
Bond University	408	123	30.1
Central Queensland University	366	115	31.4
Charles Sturt University	925	453	49.0
Curtin University of Technology	953	531	55.7
Deakin University	1,841	675	36.7
Edith Cowan University	1,228	625	50.9
Federation University Australia	337	83	24.6
Flinders University	1,049	491	46.8
Griffith University	2,449	694	28.3
James Cook University	614	198	32.2
La Trobe University	294	93	31.6
Macquarie University	1,099	371	33.8
Monash University	3,529	1,461	41.4
Murdoch University	575	276	48.0
Queensland University of Technology	2,277	744	32.7
RMIT University	827	440	53.2
Southern Cross University	407	146	35.9
Swinburne University of Technology	1,061	352	33.2

University	2012 graduates	Completed	Response rate (%)
The Australian National University	1,020	454	44.5
The University of Adelaide	1,630	592	36.3
The University of Melbourne	2,805	1,295	46.2
The University of New England	89	38	42.7
The University of Newcastle	1,852	400	21.6
The University of Notre Dame Australia	271	92	33.9
The University of Queensland	2,511	1,002	39.9
The University of Western Australia	1,137	382	33.6
University of Canberra	343	129	37.6
University of Divinity	11	5	45.5
University of South Australia	2,522	649	25.7
University of Southern Queensland	644	148	23.0
University of Sydney	1,652	628	38.0
University of Tasmania	595	207	34.8
University of Technology Sydney	2,706	817	30.2
University of the Sunshine Coast	603	198	32.8
Victoria University	542	177	32.7
Western Sydney University	2,417	634	26.2

NUHEI	2012 graduates	Completed	Response rate (%)
Academy of Design Australia	23	10	43.5
Australian College of Applied Psychology	82	29	35.4
Australian College of Theology	62	28	45.2
Avondale College of Higher Education	39	22	56.4
Christian Heritage College	38	11	28.9
Endeavour College of Natural Health	147	28	19.0
Holmesglen Institute of TAFE	36	14	38.9
International College of Management, Sydney	15	8	53.3
Melbourne Institute of Technology	2	1	50.0
Melbourne Polytechnic	17	7	41.2
Sydney College of Divinity	10	2	20.0
Tabor Adelaide	28	16	57.1
Tabor College Victoria	4	2	50.0
The Australian College of Physical Education	88	15	17.0

2016 GOS-L Participating Institutions (combined list)

Academy of Design Australia Limited	RMIT University
Australian Catholic University	Southern Cross University
Australian College of Applied Psychology	Swinburne University of Technology
Australian College of Theology	Sydney College of Divinity
Avondale College of Higher Education	Tabor Adelaide
Bond University	Tabor College Victoria Inc
Central Queensland University	The Australian College of Physical Education
Charles Sturt University	The Australian National University
Christian Heritage College	The University of Adelaide
Curtin University of Technology	The University of Melbourne
Deakin University	The University of New England
Edith Cowan University	The University of Newcastle
Endeavour College of Natural Health	The University of Notre Dame Australia
Federation University Australia	The University of Queensland
Flinders University	The University of Western Australia
Griffith University	University of Canberra
Holmesglen Institute of TAFE	University of Divinity
International College of Management, Sydney	University of South Australia
James Cook University	University of Southern Queensland
La Trobe University	University of Sydney
Macquarie University	University of Tasmania
Melbourne Institute of Technology	University of Technology Sydney
Melbourne Polytechnic	University of the Sunshine Coast
Monash University	Victoria University
Murdoch University	Western Sydney University
Queensland University of Technology	

Using a Total Survey Error approach, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS-L are representative of the in-scope population respondent characteristics are presented alongside population parameters in the table below. The population parameters for the GOS-L were respondents to the 2013 AGS where valid contact details were provided.

In general, most sample parameters closely match the respondent profile. There are a number of characteristics where there is a divergence of several percentage points. Consistent with the GOS and SES, males are under-represented in the GOS-L compared

with female respondents. This gender difference of 4 percentage points is slightly more pronounced than in the GOS, 3.5 percentage points, but substantially lower than the SES with a difference of 8.8 percentage points.

In general, the sample closely matches the in-scope survey population in terms of study area. Consistent with the SES and GOS, the largest difference between the sample and population was in the Business and Management study area, where the sample was underrepresented by 3.5 percentage points, followed by Science and mathematics, where the sample was overrepresented by 2 percentage points.

2016 GOS-L sample characteristics

	Sample	%	Respondents	%
Base	47,409		16,233	
Undergraduate	47,409		16,233	100
Gender				
Female	29,434	62	10,777	66
Male	17,972	38	5,455	34
Combined course of study indicator				
Combined/double degree	4,656	10	1,691	10
Single degree	42,753	90	14,542	90
Aboriginal and Torres Strait Islander				
Non-Indigenous	46,607	99	15,968	98
Indigenous	355	1	107	1
Mode of attendance				
Internal	39,272	83	13,343	82
External	3,768	8	1,374	8
Multi-modal	4,308	9	1,500	9
Type of attendance				
Full-time	41,020	87	14,008	86
Part-time	6,290	13	2,201	14
Main language spoken at home				
English	39,996	84	14,150	87
Language other than English	6,794	14	1,903	12
Citizen/resident indicator				
Domestic	47,409	100	16,233	100

2016 GOS-L combined student response characteristics and population parameters by study area

Study area	GOS-L respondents: n	GOS-L respondents: %	In-scope population: n	In-scope population: %
Science and mathematics	1,910	11.8	4,664	9.8
Computing and information systems	394	2.4	1,142	2.4
Engineering	992	6.1	2,939	6.2
Architecture and built environment	371	2.3	1,371	2.9
Agriculture and environmental studies	272	1.7	701	1.5
Health services and support	875	5.4	2,670	5.6
Medicine	496	3.1	1,132	2.4
Nursing	1,185	7.3	3,470	7.3
Pharmacy	154	0.9	398	0.8
Dentistry	90	0.6	261	0.6
Veterinary science	137	0.8	307	0.6
Rehabilitation	261	1.6	689	1.5
Teacher education	1,190	7.3	3,931	8.3
Business and management	2,540	15.6	9,044	19.1
Humanities, culture and social sciences	1,923	11.8	4,891	10.3
Social work	380	2.3	923	1.9
Psychology	1,028	6.3	2,450	5.2
Law and paralegal studies	526	3.2	1,648	3.5
Creative arts	654	4.0	1,991	4.2
Communications	55	0.3	196	0.4
Tourism, Hospitality, Personal services, Sport and recreation	800	4.9	2,591	5.5
Total	16,233	100	47,409	100

Appendix 2

Definitions

Labour force definitions

The following definitions of labour market indicators have been used for the 2016 Graduate Outcomes Survey - Longitudinal (GOS-L).

Employed

Graduates who were usually or actually in paid employment for one or more hours in the week before the survey.

Employed full-time

Graduates who were usually or actually in paid employment for at least 35 hours per week.

Available for employment

Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey.

Available for full-time employment

Graduates who were employed full-time or looking for full-time employment in the week prior to the survey.

Overall employment rate

Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment.

Full-time employment rate

Graduates employed full-time, as a proportion of those available for full-time work.

Labour market participation rate

Graduates available for employment, as a proportion of all graduates.

Median salary

The median salary of graduates employed full-time, after removing records with salaries of the less than \$20,000 per year and the top one per cent of recorded salaries. No reference is made to a graduate's age or previous work experience.

Full-time study rate

Graduates who reported being in full-time study, as a proportion of all graduates. Note that participation in full time study is not taken into account for any other indicator.

The GOS-L, like the GOS, conforms to the conceptual framework of the standard labour force statistics model used by the Australian Bureau of Statistics (ABS).

Other definitions

QILT – Quality Indicators for Learning and Teaching

GOS – Graduate Outcomes Survey

SES – Student Experience Survey

AGS – Australian Graduate Survey

GCA – Graduate Careers Australia

NUHEI – Non-University Higher Education Institution

CATI – Computer Assisted Interviewing

ANZIC – Australian and New Zealand Standard Industrial Classification

ANZSCO – Australian and New Zealand Standard Classification of Occupations

Appendix 3

GOS-L 2016

methodological summary

Operational summary

Project element	2016 collection	
	Number of participating institutions	37 Universities
Number of graduates approached	46,774	630
Data collection period	February 2016 – March 2016	
Data collection mode	Online	
Overall response rate	35.5%	31.7%
Number of completed surveys	16,040	193
Analytic unit	Graduate	

Methodology overview

The online survey could be accessed by clicking on the link in the email invitation or email reminders, or via the **GOS-L landing page**, where after selecting the 'Start Survey' button, graduates were taken to a login page to enter the username and password provided on email and non-response letters.

Online survey presentation was informed by Australian Bureau of Statistics standards, accessibility guidelines and other relevant resources, with standard features including:

- mobile device optimisation;
- sequencing controls;
- input controls and internal logic checks;
- use of a progress bar;
- tailored error messages, as appropriate;
- no vertical scrolling required, with long statement batteries split over several screens, as necessary;

- recording panels for free text responses commensurate with level of detail required in the response;
- 'saving' with progression to the next screen; and
- capacity to save and return to finish off at another time, resuming at the last question completed.

A copy of the generic survey instrument (i.e. excluding any institution specific items) and screenshots of the survey are included in the full methodology report.

Selected institutions utilised telephone non-response for a fee for service, which involved calling graduates who had not completed nor opted out of the online survey and was timed to begin shortly after the online collection period had finished. Telephone non-response reminder calls were conducted between February 29 and March 13.

The reminder calls were purely email details collections and involved confirming the email on file was best to use or collecting an alternative personal email for a graduate, with another survey invitation emailed the next day. If the graduate had still not responded one week after the initial reminder email invitation had been sent then one last reminder email was sent.

Sampling

Graduates were considered to be in-scope for the GOS-L if they completed the 2013 Australian Graduate Survey. GCA provided The Social Research Centre with a file of all graduates that had completed the AGS in 2013. Institutions were given the option to either exclude themselves from GOS-L, take part in GOS-L but not update any details of the graduates in the file (i.e. graduate name, graduate email address etc.) or to take part in GOS-L and update graduate details where they could. Of the 51 institutions that opted to participate, 29 institutions opted to update graduate details and 22 opted to leave the graduate details as supplied in the GCA file.

Survey programming

The GOS instrument was programmed into SPSS Dimensions in order to improve the ease of data capture, as well as facilitate the seamless use of follow up Computer Assisted Telephone Interviewing (CATI).

1800 and email helpdesk

The Social Research Centre established a GOS-L 1800 helpdesk to provide graduates an avenue to establish contact with the GOS-L team. This number was also available to international students (with an international dialling code), and remained operational for the duration of the fieldwork period. The helpdesk was staffed between 9am and 8:30pm on weekdays and between 11am and 5pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

The GOS-L helpdesk team was briefed on the GOS-L background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up caller information and survey links, as well as providing a method for logging all contacts. The helpdesk received 117 phone calls with the majority of the calls making an appointment time for CATI follow-up (48 calls), 20 change of details, 16 opt outs, 14 problems with URL/login details and the remainder already completed, information requests or asking for a survey reset. The helpdesk fielded 222 email queries, with the majority (69 emails) being opt outs, 62 problems with URL/login details, 23 change of details, 22 general information requests and the remainder the graduate letting us know they have already completed, feedback about the survey, privacy concern or prize draw information.

All refusals and out of scopes were removed from the reminder email sample on a regular basis to avoid future reminders being sent to these sample members. Sample contact details were also updated before each reminder email for those requesting an update to their details.

Members of the GOS-L team were responsible for monitoring the GOS-L inbox and responded as appropriate to queries. The helpdesk 1800 number and email were provided in all written communications to graduates.

Response maximisation activities

As we were speaking to graduates that completed their qualification in 2013 and so are now less engaged with their institution, we did not ask institutions to try and contact respondents regarding GOS-L via email or social media. There was no social media campaign created for GOS-L as due to privacy standards we were unable to provide a list of respondent details to external parties (i.e. Linked In), something that would have been required to target respondents in any sort of social media or advertising campaign.

- With these limitations in mind the Social Research Centre used a response maximisation strategy which included:
- Incentives;
- Generic, partial, and targeted email reminders; and
- A hard copy letter follow-up for graduates who did not respond to email invitations.

Incentivisation strategy

The prize draw was designed as a four week rolling prize draw to maximise early response rates by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first prize draw then the graduate would be entered into all four draws). There were four prize draws in total with one \$1,000 prepaid Visa gift card, two \$500 prepaid Visa gift cards and five \$250 prepaid Visa gift cards to be won each week. The total prize pool was valued at \$10,000.

Invitation and follow-up reminder strategy

A multi-pronged approach was used in the GOS-L response maximisation effort; utilising email, hardcopy letter and SMS as methods of approaching and following up with graduates. Institutions that chose to update their graduate details had the option to include mobile phone numbers in the sample allowing SMS reminder activity to be used on an as-needed basis.

Email activity and SMS

The Social Research Centre sent one email invitation, one non-response letter, seven email reminders and one SMS over the course of the survey.



Appendix 4

Supplementary tables

Table A4.1 Short and medium term outcomes for all 2013 graduates by study area and gender

Study area	Full time employment (%)				Total employment (%)				Labour force participation (%)				Median salaries (\$)			
	Male		Female		Male		Female		Male		Female		Male		Female	
	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016
Science and mathematics	54.9	82.5	52.6	81.6	85.9	85.3	88.6	87.0	76.9	74.9	79.5	78.7	57,000	65,000	52,300	62,000
Computing and information systems	75.0	91.4	74.0	86.4	85.2	92.2	83.3	88.5	94.5	93.9	90.9	92.4	59,000	73,500	55,000	69,500
Engineering	79.1	92.4	84.2	92.0	88.3	93.4	92.9	93.5	93.8	95.1	93.4	93.9	65,000	80,000	64,500	73,100
Architecture and built environment	74.8	89.8	66.4	88.8	89.0	92.7	87.1	94.3	93.0	96.2	91.9	94.1	60,000	67,800	48,000	58,000
Agriculture and environmental studies	66.7	80.0	61.9	80.2	83.1	85.4	86.5	84.8	86.5	92.7	84.1	89.8	53,500	65,500	50,000	59,100
Health services and support	66.0	90.0	66.8	87.7	91.2	93.0	91.6	93.9	90.7	93.0	90.2	93.5	61,000	69,500	55,000	64,700
Medicine	95.1	97.0	95.2	97.2	94.4	96.1	97.2	95.1	93.2	94.3	94.1	93.1	62,500	100,000	60,000	93,900
Nursing	83.9	91.4	81.5	89.8	95.3	93.1	95.7	95.9	99.1	93.5	95.5	94.2	55,000	71,200	53,000	66,800
Pharmacy	91.4	96.7	96.7	95.2	97.5	94.4	97.0	96.9	81.6	73.5	94.3	92.4	38,000	73,400	39,200	75,100
Dentistry	95.0	100.0	68.4	93.0	100.0	100.0	96.7	98.3	89.3	92.9	96.8	95.2	95,000	160,000	72,000	99,100
Veterinary science	100.0	87.5	72.6	86.7	93.3	87.5	86.7	87.6	83.3	88.9	75.6	95.0	46,000	62,000	46,600	60,000
Rehabilitation	84.4	100.0	82.5	95.3	91.4	100.0	95.9	97.1	94.6	86.5	97.3	93.8	54,000	77,200	56,000	68,000
Teacher education	79.5	92.6	72.5	88.9	93.3	92.9	95.1	92.1	92.3	94.8	96.2	94.1	58,000	70,000	57,000	65,200
Business and management	72.3	93.2	76.6	93.7	89.1	94.7	91.0	95.4	93.5	96.6	95.0	96.4	55,000	72,000	50,000	66,800
Humanities, culture and social sciences	55.3	82.1	60.5	83.9	83.6	86.8	88.6	89.1	83.4	88.2	83.9	89.2	56,000	64,700	52,300	63,000
Social work	69.0	93.9	69.8	84.7	87.2	97.3	87.7	92.5	100.0	94.9	95.6	94.4	54,900	64,000	56,000	66,000
Psychology	57.8	77.9	60.2	83.7	88.1	81.9	91.0	88.1	84.1	87.6	84.3	89.2	52,000	65,000	51,800	64,000
Law and paralegal studies	75.2	95.1	74.1	88.4	91.2	96.4	88.2	91.3	94.4	93.9	93.1	96.2	61,500	74,000	55,000	69,400
Creative arts	50.0	74.9	48.8	82.7	83.6	89.6	87.2	89.2	85.9	90.6	84.6	93.2	45,000	52,000	40,000	52,100
Communications	48.1	80.0	63.9	87.3	85.0	88.0	90.3	93.4	94.7	96.8	93.8	94.4	50,000	60,000	43,900	60,000
Tourism, Hospitality, Personal services, Sport and recreation	71.4	81.8	66.7	90.3	93.3	94.1	91.4	89.2	88.2	100.0	92.1	97.4	54,000	72,500	48,000	54,800
All fields	70.9	89.0	70.9	88.0	88.1	91.4	91.2	92.0	89.4	91.0	89.8	91.6	59,500	71,400	54,000	65,000
Standard deviation	15.0	7.4	12.2	4.7	4.8	4.9	4.1	3.8	6.0	6.6	6.1	3.9	10,800	21,700	7,500	11,300

Appendix 5

2016 GOS-L

item summary

Item label	Response scale	Base
Screening and confirmation		
Labour force		
Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.		
Last week, did you do any work at all in a job, business or farm?	Yes/No/Permanently unable to work/ Permanently not intending to work (65+)	(All)
Last week, did you do any work without pay in a family business?	Yes/No/Permanently not intending to work (65+)	(Not working)
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	Yes/No/Permanently not intending to work (65+)	(Not working without pay)
At any time during the last 4 weeks have you been looking for full-time work?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
Have you been looking for part-time work at any time during the last 4 weeks?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
If you had found a job, could you have started last week?	Yes/No	(Looking for full-time or part time work)
You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?	Yes/No	(Not looking for work)
Did you have more than 1 job or business last week?	Yes/No	(Working or away from job)
The next few questions are about the job or business in which you usually work the most hours, that is, your main job. The next few questions are about the job or business in which you usually work the most hours		
Did you work for an employer, or in your own business?	Employer/Own business/ Other or Uncertain	(Working or working without pay, or on leave or sick)
Are you paid a wage or salary, or some other form of payment?	Wage or Salary/Other or Uncertain	(Working for an employer)

Item label	Response scale	Base
What are your <working/payment> arrangements?	<ul style="list-style-type: none"> • Unpaid voluntary work • Unpaid trainee or work placement • Contractor or Subcontractor • Own business or Partnership • Commission only • Commission with retainer • In a family business without pay • Payment in kind • Paid by the piece or item produced • Wage or salary earner • Other 	(Other work arrangements)
How many hours did you actually work in your main job last week less <u>time off</u> but counting any <u>extra hours</u> worked]?	Enter hours	(More than one job or business)
How many hours do you usually work each week in your main job ?	Enter hours	(More than one job or business)
How many hours did you actually work in all your jobs last week less <u>time off</u> but counting any <u>extra hours</u> worked (or): <in all your jobs>?	Enter hours	(Working or away from job or more than one job or business)
How many hours do you usually work each week (or): <in all your jobs>?	Enter hours	(Working in more than one job or business)
Would you prefer to work more hours than you usually work (or): <in all your jobs>?	Yes/No/Don't know	(Working or away from job)
How many hours a week would you like to work?	Enter hours	(Prefer to work more hours)
Last week, were you available to work more hours than you usually work?	Yes/No	(Prefer to work more hours)
What is your occupation in your <main job/job/business>?	Enter occupation	(Working or away from job or waiting to start work)
What are your main tasks and duties?	Enter main tasks and duties	(Working or away from job or waiting to start work)
What kind of business or service is carried out by your <employer at the place where you work/business>?	Enter business or service	(Working or away from job or waiting to start work)
What is the name of your <employer/business>?	Enter employer/business name	(Working or away from job or waiting to start work)
In what sector are you wholly or mainly employed?	Public or government/Private/Not-for-profit	(Working or away from job or waiting to start work)
Are you working in Australia?	Yes/No/Not sure	(Working or away from job)
And what is the postcode of your <employer/business>?	Enter postcode/suburb/Not sure	(Working or away from job) and (working in Australia)

Item label	Response scale	Base
In which country is your <employer/business> based?	Country list (SACC)/Other (specify)	(Working or away from job) and (working outside Australia)
Have you worked <for your employer/in your business> for 12 months or more?	Yes, more than 12 months/No, less than 12 months	(Working or away from job)
How many months have you worked <for your employer/in your business>?	Enter number of months	(Worked for employer for less than 12 months)
How many years have you worked <for your employer/in your business>?	Enter number of years	(Worked for employer for more than 12 months)
Is this your first full-time job?	Yes/No	(Usually working 35 hours or more and worked for employer for less than 12 months and not self employed)
In Australian dollars , how much do you usually earn in <this job/all your jobs>, before tax or anything else was taken out?	<ul style="list-style-type: none"> • Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • Don't know 	(Working in Australia)
Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in <this job/all your jobs>, per annum before tax or anything else was taken out?	<ul style="list-style-type: none"> • \$1 – \$9,999 • \$10,000 – \$19,999 • \$20,000 – \$29,999 • \$30,000 – \$39,999 • \$40,000 – \$49,999 • \$50,000 – \$59,999 • \$60,000 – \$79,999 • \$80,000 – \$99,999 • \$100,000 – \$124,999 • \$125,000 – \$149,999 • \$150,000 or more • Don't know 	(Working in Australia and out of range salary entered)

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

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

Item label	Response scale	Base
Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education?	<ul style="list-style-type: none"> • No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (please specify ___) 	(Perceived overqualification for current job)
When did you begin looking for work?	Enter month and enter year	(Looking for work)
What is the main reason you are currently not working or looking for work?	Text	*(Not working and not looking for work)
Employment history		
Aside from your current occupation (s), have you worked anywhere else since <refyear>?	Yes/No	*(Not previously working but currently working – not in same occupation)
Aside from your occupation as an <OCC/PRVOCC> working for <EMPNAME>, have you worked anywhere else since <refyear>?	Yes/No	*(Previously working but not currently working)
Aside from your job as an <OCC/PRVOCC> working for <EMPNAME> and your current occupation(s), have you worked anywhere else since <refyear>?	Yes/No	*(Currently and previously working – not in same occupation)
Have you changed occupations within the same business since <refyear>?	Yes/No	*(Not worked anywhere else)
How many other occupations have you performed since <refyear>? If you changed occupations within the same business, please include each occupation separately.	Enter number of occupations	*(Worked elsewhere or changed occupation)
EH2 Excluding your current job, please list the names of the businesses and the title of your occupation(s) you have held since completing your qualification in <gradyear>. What was the name of your employer/business? What was your occupation at that employer or business?	(Allow for up to 10 employer names/occupations via text)	*(Worked elsewhere or changed occupation)
Can you please tell us more information about when you were a/an [EH2Occupation] at [EH2BusinessName] Can you please tell us more information about when you were a/an [EH2Occupation] Can you please tell us more information about when you were at [EH2BusinessName]		

Item label	Response scale	Base
What were your main tasks/duties?	Text	*(Worked elsewhere or changed occupation)
How many hours did you usually work each week?		*(Worked elsewhere or changed occupation)
Were you working in Australia?	<ul style="list-style-type: none"> • Yes [Enter postcode] • No 	*(Worked elsewhere or changed occupation)
If not in Australia, which country was your employer or business based?	Country list (SACC)/Other specify	*(Worked elsewhere or changed occupation)
What month and year did you finish the occupation listed above?	<ul style="list-style-type: none"> • Dropdown month and year • I am still working in that occupation with the same employer or business 	*(Worked elsewhere or changed occupation)
You said your employer was based in a country not on our list, in what country was your employer or business based?	Enter country	*(Worked outside Australia in 'other' country)
<p>And in Australian dollars, how much were you usually earning as a [EH2Occupation] at [EH2BusinessName], before tax or anything else was taken out?</p> <p>And in Australian dollars, how much were you usually earning as a [EH2Occupation] before tax or anything else was taken out?</p> <p>And in Australian dollars, how much were you usually earning at [EH2BusinessName]] before tax or anything else was taken out?</p>	<ul style="list-style-type: none"> • Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • (Don't know) 	*(Worked elsewhere in Australia)
<p>Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you were usually earning as a [EH2Occupation] at [EH2BusinessName] per annum before tax or anything else was taken out?</p> <p>Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you were usually earning as a [EH2Occupation] per annum before tax or anything else was taken out?</p> <p>Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you were usually earning at [EH2BusinessName] per annum before tax or anything else was taken out?</p>	<ul style="list-style-type: none"> • \$1 – \$9,999 • \$10,000 – \$19,999 • \$20,000 – \$29,999 • \$30,000 – \$39,999 • \$40,000 – \$49,999 • \$50,000 – \$59,999 • \$60,000 – \$79,999 • \$80,000 – \$99,999 • \$100,000 – \$124,999 • \$125,000 – \$149,999 • \$150,000 or more • Don't know 	*(Worked elsewhere in Australia)

Item label	Response scale	Base
<p>When you were working as a [EH2Occupation] at [EH2BusinessName] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.</p> <p>When you were working as a [EH2Occupation] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.</p> <p>When you were working at [EH2BusinessName] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.</p>	Enter salary	*(Worked elsewhere in Australia)
Repeat employment history module for each occupation/employer at EH2		
Further study		
Since you completed your <FinalCourseA/FinalCourseB> between <GRADYR-2> and early <GRADYR> have you completed another qualification?	<ul style="list-style-type: none"> • Yes – full-time • Yes – part-time • No 	(Not completed another qualification since AGS)
Since you completed your <newqual> have you completed another qualification?	<ul style="list-style-type: none"> • Yes – full-time • Yes – part-time • No 	(Completed another qualification since AGS)
What is the full title of the most recent qualification you completed?	Enter qualification title	*(Completed another qualification)
What was your major field of education for this qualification?	<ul style="list-style-type: none"> • Natural and physical sciences • Information technology • Engineering and related technologies • Architecture and building • Agriculture environmental and related studies • Health • Education • Management and commerce • Society and culture • Creative arts • Food, hospitality and personal services • Mixed field qualification • Other (please specify_____) 	*(Completed another qualification)

Item label	Response scale	Base
What was the level of this qualification?	<ul style="list-style-type: none"> • Higher doctorate • Doctorate by research • Doctorate by coursework • Master degree by research • Master degree by coursework • Graduate diploma • Graduate certificate • Bachelor (Honours) degree • Bachelor (Pass) degree • Advanced diploma • Associate degree • Diploma • Non-award course • Bridging and enabling course 	*(Completed another qualification)
And the institution where you completed the qualification?	Enter institution	*(Completed another qualification)
Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	Yes – full-time/Yes – part-time/No	(All)
What is the full title of the qualification you are currently studying?	Qualification title	(Currently studying)
What is your major field of education for this qualification?	<ul style="list-style-type: none"> • Natural and physical sciences • Information technology • Engineering and related technologies • Architecture and building • Agriculture environmental and related studies • Health • Education • Management and commerce • Society and culture • Creative arts • Food, hospitality and personal services • Mixed field qualification • Other (please specify_____) 	(Currently studying)

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

Item label	Response scale	Base
Graduate attributes		
<p>For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourse> from <Institution> prepared you for this job? If the skill is not required in your role, you can answer 'Not applicable'.</p> <p>Statements</p> <p>Foundation skills</p> <ul style="list-style-type: none"> • Oral communication skills • Written communication skills • Numeracy skills • Ability to develop relevant knowledge • Ability to develop relevant skills • Ability to solve problems • Ability to integrate knowledge • Ability to think independently about problems <p>Adaptive skills and attributes</p> <ul style="list-style-type: none"> • Broad general knowledge • Ability to develop innovative ideas • Ability to identify new opportunities • Ability to adapt knowledge in different contexts • Ability to apply skills in different contexts • Capacity to work independently <p>Teamwork and interpersonal skills</p> <ul style="list-style-type: none"> • Working well in a team • Getting on well with others in the workplace • Working collaboratively with colleagues to complete tasks • Understanding of different points of view • Ability to interact with co-workers from different or multicultural backgrounds 	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable 	(Working or away from job)
Graduate preparation		
Is a <FinalCourse> or similar qualification a formal requirement for you to do your current job?	Yes No	(Working or away from job and working for employer for less than 12 months)
To what extent is it important for you to have a <FinalCourse>, or similar qualification, to be able to do your job?	Not at all important Not that important Fairly important Important Very important	(Working or away from job and working for employer for less than 12 months)

Item label	Response scale	Base
Overall, how well did your <FinalCourse> prepare you for your job?	Not at all Not well Well Very well Don't know/Unsure	(Working or away from job and working for employer for less than 12 months)
What are the main ways that <Institution> prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
What are the main ways <Institution> could have better prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
Thinking about your original decision to complete this higher education course between <GRADYR-2> and <gradyr>, if you had to make this choice again, would you study..	<ul style="list-style-type: none"> • The same qualification at the same institution • The same qualification at a different institution • The same subject area(s) at the same institution • The same subject area(s) at a different institution • Something completely different at the same institution • Something completely different at a different institution • I wouldn't study at all 	(All)
What is the main reason you say that?	Text	(If not the same qualification at the same institution)
Additional questions		
Contact details		



Erratum

Table 19 on page 20 was updated for the second edition of this report to reflect updated broad field of education categories.

