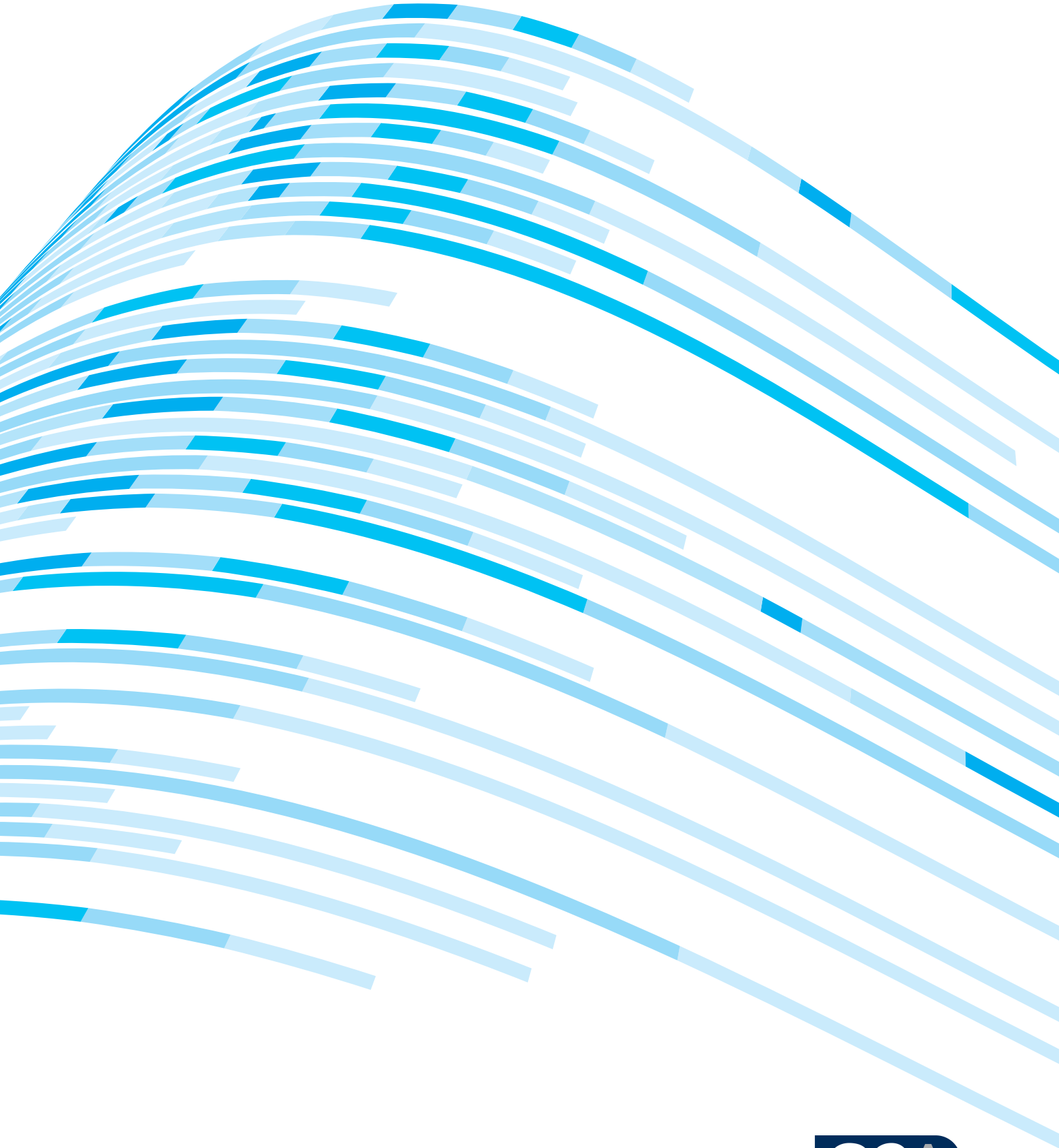
GRADUATE DESTINATIONS 2013

A report on the work and study outcomes
of recent higher education graduates



GCA
GraduateCareers
AUSTRALIA

Graduate Destinations 2013

A REPORT ON THE WORK AND STUDY OUTCOMES
OF RECENT HIGHER EDUCATION GRADUATES

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ACKNOWLEDGEMENTS

Bruce Guthrie was the principal author of this report. Dr Noel Edge (Executive Director, Graduate Careers Australia) is the Project Director of the Australian Graduate Survey.

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Graduate Careers Australia cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

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1.0
INTRODUCTION

> In the 2013 GDS, new graduates ... were surveyed ... regarding their major activities, including participation in further study, full- or part-time employment ...

The Graduate Destination Survey (GDS), conducted annually by Graduate Careers Australia (GCA) as a part of the Australian Graduate Survey (AGS), is a study of the activities of new higher education graduates. In the 2013 GDS, new graduates who completed the requirements for their qualifications in the calendar year 2012 were surveyed (about four months after course completion) regarding their major activities, including participation in further study, full- or part-time employment, whether they were seeking employment, or were unavailable for work or study.

Separate reports that address graduate earnings and postgraduate destinations, *Graduate Salaries, 2013* (GCA 2014a) and *Postgraduate Destinations, 2013* (GCA 2014b), are also available. The AGS also seeks information from graduates about their experience of higher education. Key findings from these data are presented in the reports *Graduate Course Experience, 2013* (GCA 2014c) and *Postgraduate Research Experience, 2013* (GCA 2014d).

In 2011 we introduced a new condensed format for our range of reports, featuring less detailed discussion and concentrating on tabular and graphical representations of the data. The full set of tables and figures featured in previous editions of all our reports have still been produced for the 2013 data and are available for download in Excel format from the Graduate Careers Australia website here. A number of these Tables and Figures are discussed but not presented in our reports, and some are not the subject of discussion but all are still available. Tables and Figures discussed but not appearing in this report can be downloaded directly via the link related to the Table or Figure mentioned in text.

For continuity, this report maintains the Table and Figure numbering from previous reports, and this means that while numbering is not always consecutive within the current report, it matches that from previous years to aid comparisons.

A supplementary report, Australian Graduate Survey, 2013 (GCA 2014e) is also available from here and this includes methodological information and a description of the survey population, response rates and data.

Most results discussed in a comparative manner in this report are statistically significant and noted as such. Statistically significant results are those unlikely to have occurred by chance. As such, a statistically significant difference observed in the AGS sample can be reliably inferred to exist in the overall target graduate population. This is discussed in more detail later in this report.

2.0
ALL GRADUATES

This section of the Graduate Destinations report examines the progress of new higher education graduates, from all levels of study, four months after course completion, comparing employment and further study outcomes.

Table 1 examines the broad outcomes of 2013 graduates by level of award. Outcomes include graduates available for full-time employment (those in full-time employment as well as those seeking full-time employment), those in full-time study, those graduates interested only in part-time or casual employment (whether in it, or looking for it), and those who are unavailable for full-time study or employment.

We see that two-thirds of higher education graduates (66.2 per cent, down from 67.3 in 2012[1]) were available for full-time employment at the time of the survey, a figure that has remained largely unchanged in recent years (fluctuating only between 66.2 and 71.0 per cent since 2003 – GCCA 2003–04; GCA 2005–13). The composition of this group of graduates is described in more detail in Table 1a and Figure 2.

> "We see that two-thirds of higher education graduates ... were available for full-time employment ..."

Table 1: Main activity of all survey respondents by level of award completed, 2013 (%)*

	Available for full-time employment (*see Table 1a*)	In full-time study	In part-time or casual employment, not seeking full-time employment	Not working, seeking part-time or casual employment	Unavailable for full-time study or full-time employment	Total %†	Total number
Higher Degrees							
Doctorate	78.4	1.8	11.5	0.9	7.3	100	3,289
Masters Research	54.6	17.4	18.0	0.6	9.5	100	634
Masters Coursework	79.3	4.2	10.2	0.9	5.6	100	17,928
Other Degree							
G/PG Diploma	67.2	9.0	16.7	1.4	5.7	100	8,816
Graduate Certificate	73.0	7.2	14.6	0.9	4.3	100	7,403
Bachelor Degree							
Graduate Entry	80.3	5.3	8.9	0.4	5.1	100	1,119
Honours	51.6	29.3	12.1	1.2	5.9	100	5,703
Pass	62.4	20.0	11.4	0.8	5.3	100	62,853
3yr UG Diploma	39.7	33.7	15.6	1.7	9.3	100	698
Other Level							
Assoc Deg/Dip	61.4	26.0	5.7	0.4	6.5	100	697
Other Award	55.1	24.5	14.3	2.0	4.1	100	49
Total %	**^66.2**	**15.5**	**11.9**	**0.9**	**5.5**	**100**	
Total Number	**72,276**	**16,973**	**12,975**	**991**	**5,974**		**109,189**

† Figures might not add exactly to 100.0 per cent due to rounding.
* Table based on Australian citizens and permanent residents only, all levels of award.
^ This figure is significantly different to that for the previous year (p. < .05).

1 Difference significant (p. < .05)

Table 1a: Graduates available for full-time employment, by level of qualification and employment status, 2013 (%)*

	In full-time employment	Seeking full-time employment – working part-time or casual	Seeking full-time employment – not working	Total seeking full-time employment	Total %†	Total number
Higher Degrees						
Doctorate	78.6	13.0	8.4	21.4	100	**2,580**
Masters Research	79.8	10.7	9.5	20.2	100	**346**
Masters Coursework	82.1	9.2	8.7	17.9	100	**14,208**
Other Degree						
G/PG Diploma	77.0	14.7	8.3	23.0	100	**5,923**
Graduate Certificate	92.8	4.1	3.1	7.2	100	**5,405**
Bachelor Degree						
Graduate Entry	90.1	6.1	3.8	9.9	100	**898**
Honours	66.6	19.1	14.3	33.4	100	**2,941**
Pass	71.1	18.3	10.5	28.9	100	**39,243**
3yr UG Diploma	84.1	10.1	5.8	15.9	100	**277**
Other Level						
Assoc Deg/Dip	91.8	3.5	4.7	8.2	100	**428**
Other Award	88.9	3.7	7.4	11.1	100	**27**
Total %	**^75.9**	**^14.7**	**^9.4**	**^24.1**	**100**	
Total Number	**54,876**	**10,633**	**6,767**	**17,400**		**72,276**

† Figures might not add exactly to 100.0 due to rounding.
* Table based on Australian citizens and permanent residents only, all levels of award.
^ These figures are significantly different to those for the previous year (p. < .05).

Just over 15 in 100 (15.5 per cent[1]) respondents went on to further full-time study (see Table 1 and Figure 1). Notable here in Figure 1 is the rise in the percentage going on to further full-time study, as this figure generally rises when the labour market becomes more difficult for those seeking full-time employment.
A comparison of Figures 1 and 2 for the years since 2009 suggest such a relationship.

Those with a three-year undergraduate diploma (33.7 per cent) or an honours bachelor degree (29.3 per cent) were most likely to continue their full-time education.

Table 1a examines the group of graduates available for (that is, in, or wanting to be in) full-time employment in more detail.
It shows that, of those available for full-time employment, 75.9 per cent (79.7 per cent in 2012[1]) had found it by the time of the 2013 GDS. This 2013 figure is down notably from 80.1 per cent in 2010[1] and 82.4 per cent in 2009[1] and represents a decline in employment outcomes for new graduates compared with recent years (see Figure 2).

Of the remaining graduates who were available for full-time employment, a further 14.7 per cent (12.8 per cent in 2012[1]) were working on a part-time or casual basis while seeking full-time employment and 9.4 per cent (7.6 per cent in 2012[1]) were not working while seeking a full-time position (see Table 1a). Both figures are up notably since 2009 (see Figure 2).

These figures indicate that the labour market prospects of new graduates, which fell in the 2009 AGS as a result of the global financial crisis and did not change notably between 2010 and 2012, have again fallen, suggesting that the recruiters of graduates remain cautious in their hiring plans.

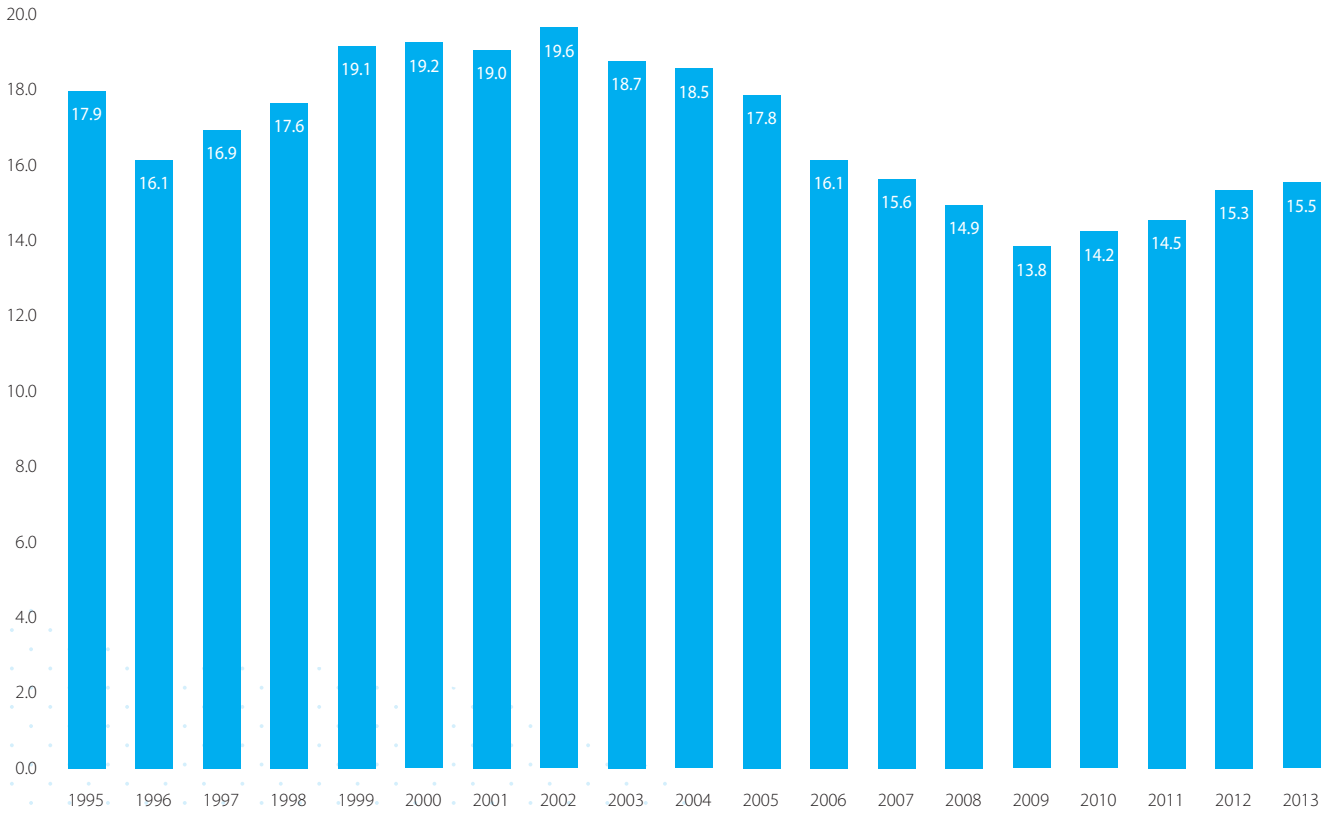

Figure 1: New graduates who proceeded to further full-time study, 1995-2013, Australian citizens and permanent residents, all levels of award (%).

1 Difference significant (p. < .05)

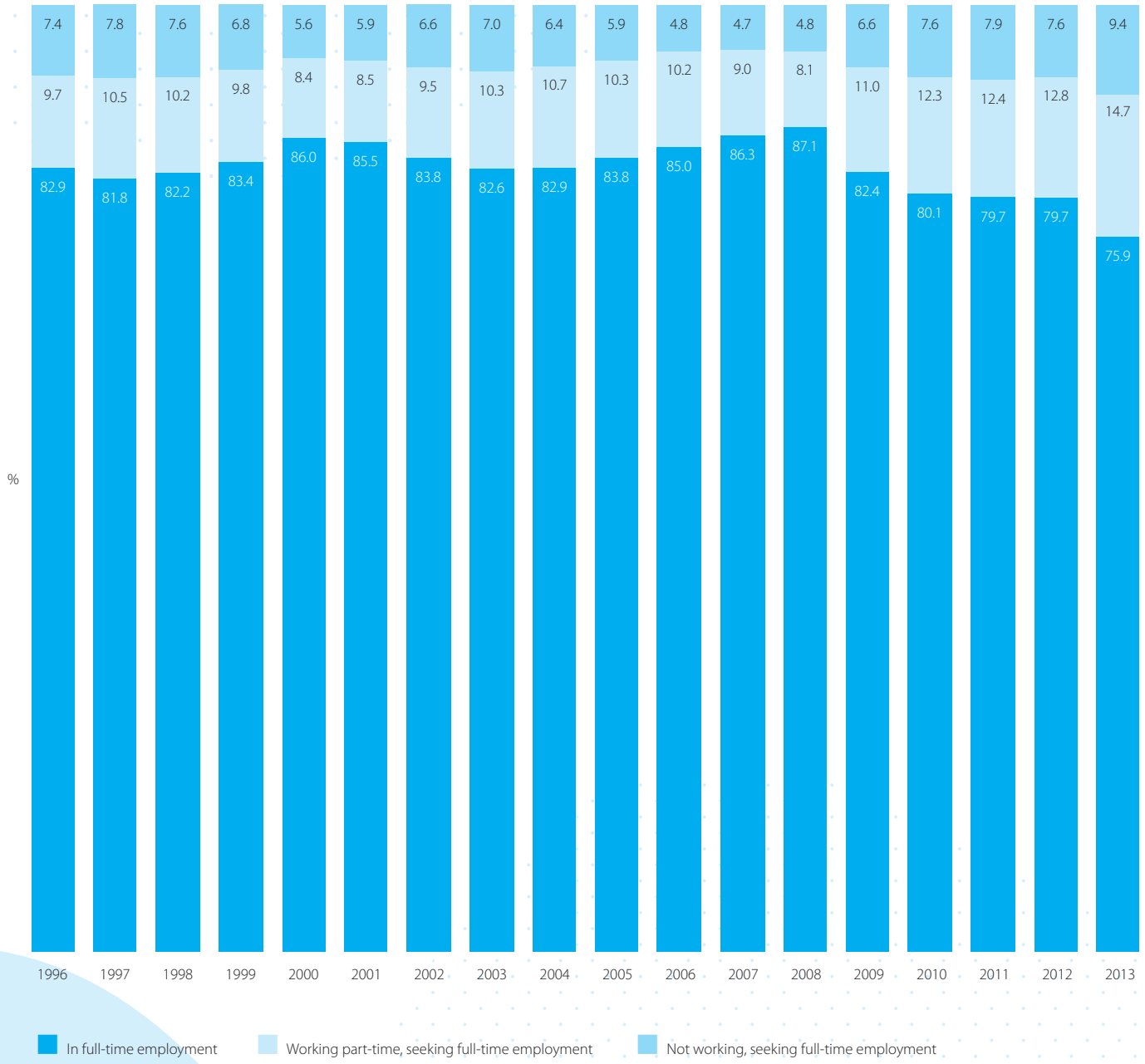

Figure 2: New graduates available for full-time employment, broken down into those in full-time employment, those seeking full-time employment while not working, and those seeking full-time employment while working on a part-time or casual basis, 1996-2013, Australian citizens and permanent residents, all levels of award (%).

Table 2: Main activity of bachelor degree graduates, by sex, 2004-13 (%)*

	Available for full-time employment (*see Table 2a*)	In full-time study	In part-time or casual employment, not seeking full-time employment	Not working, seeking part-time or casual employment	Unavailable for full-time study or full-time employment	Total %†	Total number
Males							
2004	68.3	24.6	3.5	0.4	3.2	100	24,267
2005	69.8	23.6	3.8	0.4	2.4	100	24,659
2006	68.7	21.1	5.5	0.3	4.3	100	24,904
2007	69.3	21.1	5.1	0.3	4.2	100	24,145
2008	68.6	20.5	5.7	0.3	4.9	100	24,035
2009	68.9	18.3	7.4	0.6	4.8	100	23,929
2010	67.1	19.8	7.3	0.4	5.4	100	24,438
2011	^67.7	^19.8	^7.2	^0.5	^~4.8	100	26,112
2012	^~66.0	^~21.5	^7.5	^0.6	^4.5	100	25,875
2013	^~65.0	^21.3	^~8.0	^0.6	^~5.1	100	26,688
Females							
2004	65.1	22.7	7.6	0.8	3.8	100	40,687
2005	66.1	21.8	8.0	0.8	3.4	100	41,056
2006	65.0	19.8	10.0	0.6	4.6	100	41,780
2007	65.5	19.3	9.8	0.6	4.8	100	40,876
2008	64.9	19.0	10.1	0.5	5.5	100	40,538
2009	64.2	18.2	11.7	0.7	5.1	100	39,516
2010	63.3	18.6	11.8	0.7	5.7	100	40,519
2011	^63.0	^19.1	^11.7	^0.8	^5.5	100	42,027
2012	^~60.9	^~20.4	^~12.5	^0.9	^5.2	100	41,738
2013	^~59.6	^20.3	^~13.6	^1.0	^~5.6	100	43,676
Persons#							
2004	66.4	23.4	6.1	0.6	3.5	100	64,965
2005	67.4	22.5	6.4	0.6	3.1	100	65,738
2006	66.4	20.3	8.3	0.5	4.5	100	66,702
2007	66.9	20.0	8.1	0.5	4.5	100	65,110
2008	66.2	19.6	8.4	0.5	5.3	100	64,648
2009	66.0	18.3	10.1	0.7	5.0	100	63,492
2010	64.7	19.0	10.1	0.6	5.6	100	65,045
2011	64.8	19.4	10.0	~0.7	~5.2	100	68,205
2012	~62.9	~20.8	~10.6	0.7	5.0	100	67,626
2013	~61.6	20.7	~11.5	~0.9	~5.4	100	70,373
Total Number (2013)	43,359	14,540	8,061	607	3,806		70,373

† Figures might not add exactly to 100.0 due to rounding.
* Table based on Australian citizens and permanent residents only.
# Figures for males and females might not add exactly to persons total due to missing data.
~ This figure is significantly different to that for the previous year (p. < .05).
^ Figures marked thus indicate a significant difference for males and females in the same year (p. < .05).

Table 2a:Bachelor degree graduates available for full-time employment, by sex and employment status, 2004-13 (%)*

	In full-time employment	Seeking full-time employment – not working	Seeking full-time employment – working part-time or casual	Total seeking full-time employment	Total %†	Total number
Males						
2004	79.8	8.9	11.4	20.2	100	16,584
2005	81.4	8.2	10.4	18.6	100	17,214
2006	83.0	6.4	10.6	17.0	100	17,119
2007	85.6	5.8	8.6	14.4	100	16,736
2008	85.5	6.0	8.5	14.5	100	16,490
2009	79.4	8.7	11.9	20.6	100	16,487
2010	75.4	10.6	13.9	24.5	100	16,399
2011	^75.8	^10.4	^13.8	^24.2	100	17,671
2012	76.0	^10.3	^13.9	24.0	100	17,082
2013	~71.3	^~12.4	^~16.3	~28.7	100	17,344
Females						
2004	79.7	6.4	13.9	20.3	100	26,510
2005	80.5	6.1	13.4	19.5	100	27,121
2006	81.9	4.9	13.2	18.1	100	27,154
2007	83.9	4.6	11.6	16.2	100	26,773
2008	85.0	4.7	10.3	15.0	100	26,292
2009	79.0	6.6	14.4	21.0	100	25,372
2010	76.8	7.3	15.9	23.2	100	25,646
2011	^76.7	^7.6	^15.7	^ 23.3	100	26,459
2012	76.1	^7.6	^16.3	23.9	100	25,436
2013	~71.3	^~9.4	^~19.3	~28.7	100	26,010
Persons#						
2004	79.7	7.4	12.9	20.3	100	43,102
2005	80.9	6.9	12.3	19.1	100	44,347
2006	82.4	5.5	12.2	17.7	100	44,286
2007	84.5	5.0	10.5	15.5	100	43,549
2008	85.2	5.2	9.6	14.8	100	42,811
2009	79.2	7.4	13.4	20.8	100	41,877
2010	76.2	8.6	15.1	23.8	100	42,081
2011	76.3	8.7	14.9	23.7	100	44,176
2012	76.1	8.6	15.3	23.9	100	42,523
2013	~71.3	~10.6	~18.1	~28.7	100	43,359
Total Number (2013)	30,917	4,598	7,844	12,442		43,359

† Figures might not add exactly to 100.0 due to rounding.
* Table based on Australian citizens and permanent residents only.
# Figures for males and females might not add exactly to persons total due to missing data.
~ This figure is significantly different to that for the previous year (p. < .05).
^ Figures marked thus indicate a significant difference for males and females in the same year (p. < .05).

3.0 BACHELOR DEGREE GRADUATES

The remainder of this report focuses on the destinations of pass and honours bachelor degree graduates, graduate entry bachelors and three-year diplomates (hereafter referred to collectively as 'bachelor degree graduates' or simply 'graduates') who are Australian citizens or permanent residents.

Except where noted, all figures discussed in this report concern these graduates, which is by far the largest group of respondents (representing 64.5 per cent of domestic 2013 AGS responses[2]). This focus on domestic bachelor degree respondents in reporting allows the basic analyses presented in this report to consider a set of responses from a group of graduates that is more cohesive through having similar levels of award and a higher response rate than for all graduates.

In the 2013 GDS, 61.6 per cent of bachelor degree graduates were available for (that is, in, or wanting to find) full-time employment (see Table 2). This represents a change of note from 62.9 per cent in 2012[3], 64.8 per cent in 2011[3] and well down on 67.4 per cent in 2005[3].

Of those available for full-time employment, 71.3 per cent were in full-time employment within four months of completing requirements for their qualifications (see Table 2a), 4.8 percentage points down from 76.1 per cent in 2012[3].

Figure 3 allows the results from 2013 to be compared over a longer period. This extended time series lets us see that while the global financial crisis in 2008–09 did not have the immediate impact on graduate employment rates of the recession of the early 1990s, its effects on the graduate labour market in the years since have been as marked but longer-lasting. And while the employment figures for 2010-12 plateaued, the 2013 figure shows another fall.

> "… while the employment figures for 2010-12 plateaued, the 2013 figure shows another fall."

Of those bachelor degree graduates available for full-time employment in 2013, 10.6 per cent were not working and still looking for full-time employment at the time of the survey (up from 8.6 per cent in 2012[3]). While this 2013 figure is higher than at any time since 1994, it remains lower than the high point of 14.1 per cent recorded in 1992 (see Figure 3).

For bachelor degree graduates, part-time or casual work can be both an important and necessary interim destination while they seek full-time employment. In 2013, 18.1 per cent were working on a part-time or casual basis while continuing to seek full-time employment (up from 15.3 per cent in 2012[3] – see Table 2a and Figure 3), and the highest point this figure has reached since 1990 (see Figure 3). Figure 3 also shows that the size of this group has been consistently greater than the group that was not working and seeking full-time employment in all but one year (1991) since 1990.

Of note in the current economic climate, Figure 3 demonstrates the effects of the recession of the early 1990s. Employment fell sharply between 1990 and 1992 and took until 1995 to grow back towards the 80 per cent mark. In these years, the importance of part-time or casual work as a buffer against unemployment is notable. The current economic downturn has again shown the same broad profile. If full-time positions are hard to find, graduates tend to accept part-time work while continuing to seek full-time employment.

2 This figure is based on Table 2 in GCA 2014e which is available for download from here

3 Difference significant (p. < .05)

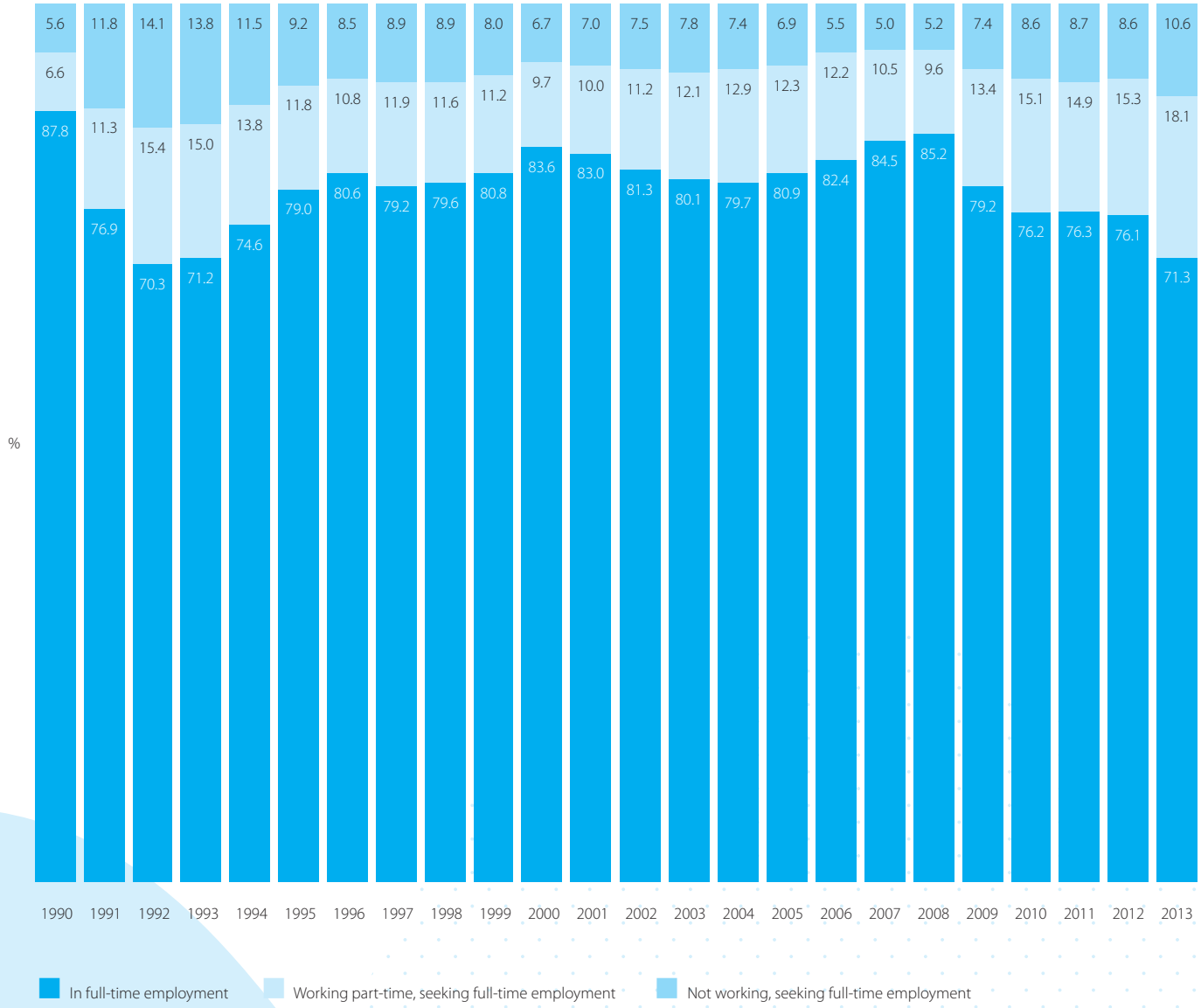

Figure 3: New bachelor degree graduates available for full-time employment, broken down into those in full-time employment, those seeking full-time employment while not working, and those seeking full-time employment while working on a part-time or casual basis, 1990-2013, Australian citizens and permanent residents (%)

Previous Graduate Destinations reports show that high proportions of respondents in part-time or casual positions either were working professionally, or were in highly skilled work (see GCA 2009 and GCA 2010, for example).

Male bachelor degree graduates (65.0 per cent) were more likely to be available for full-time employment than their female counterparts (59.6 per cent – see Table 2) at the time of the 2013 GDS[4], and they were also more likely to undertake further full-time study (21.3 per cent *cf.* 20.3 per cent[4]).

- Males (71.3 per cent) were as likely as females (also 71.3 per cent, no sig. diff.) to be in full-time employment (see Table 2a).
- Males were more likely to be without work while seeking full-time employment (12.4 per cent) than females (9.4 per cent[4]).
- Females were more likely than males to be in part-time or casual work while seeking full-time employment (19.3 per cent compared with 16.3 per cent[4]).

As found in previous years, the majority of males in full-time employment at the time of the 2013 GDS were employed in the private sector (66.8 per cent – see Figure 6), followed by health, government, and education (11.2 per cent, 9.1 per cent and 7.4 per cent respectively). Females showed a slightly different employment profile. While they were also most likely to be employed in the private sector (45.1 per cent), they were found in employment in health (23.7 per cent) and education (16.2 per cent) notably more often than males.

Table 3 shows these figures for the years 2003-13, illustrating a number of changes in terms of graduate employment. Most notable is the fall off in government employment for new graduates, with males dropping from 22.0 per cent to 9.1 per cent between 2003 and 2013 and females dropping from 15.0 per cent to 6.9 per cent in the same period. Between 2003 and 2013, the percentage of females employed in the private sector rose from 36.9 to 45.1, with the figure for males increasing from 53.5 to 66.8. On the other hand, figures for health have remained relatively stable.

In terms of the size of the employer, males and females had very similar destinations on a national basis (see Figure 7) with almost two-thirds of full-time employed graduates working for large organisations (100 employees and more). In terms of graduates working for small (defined as employing between 2 and 19 people) and medium organisations (employing between 20 and 99 people), the overall figures were 15.6 per cent and 15.3 per cent respectively.

> “Males ... were as likely as females ... to be in full-time employment ...”

4 Difference significant (p. < .05)

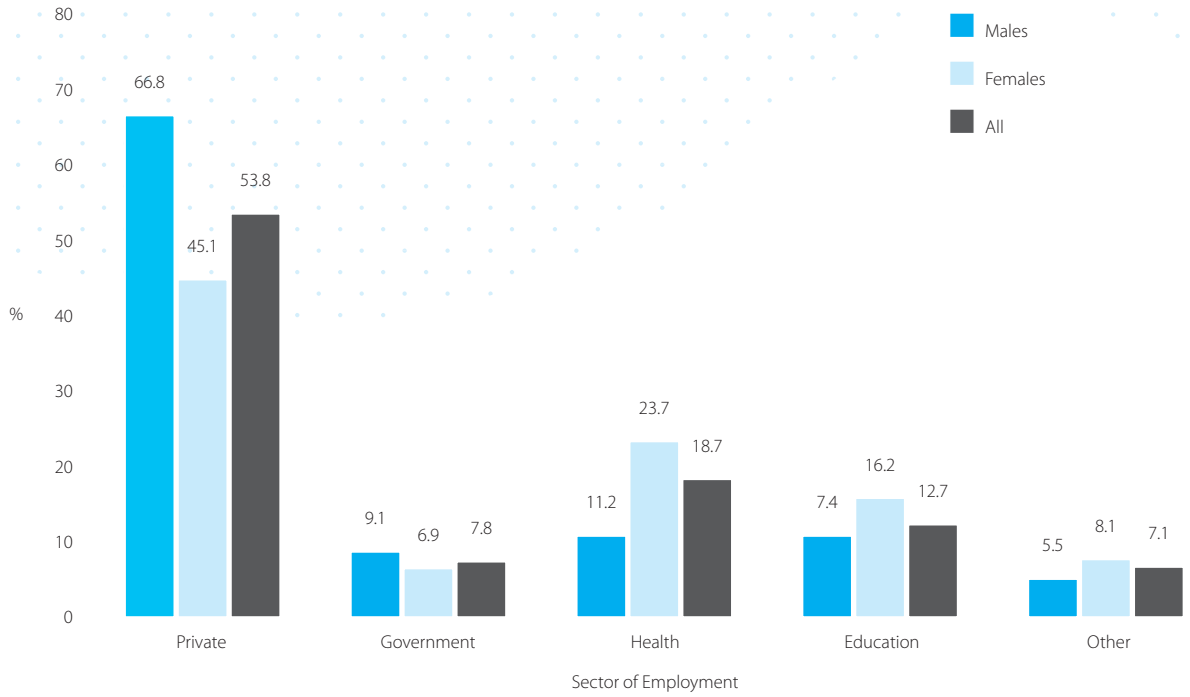

Figure 6: Employing sectors, bachelor degree graduates in full-time employment, 2013 (%)

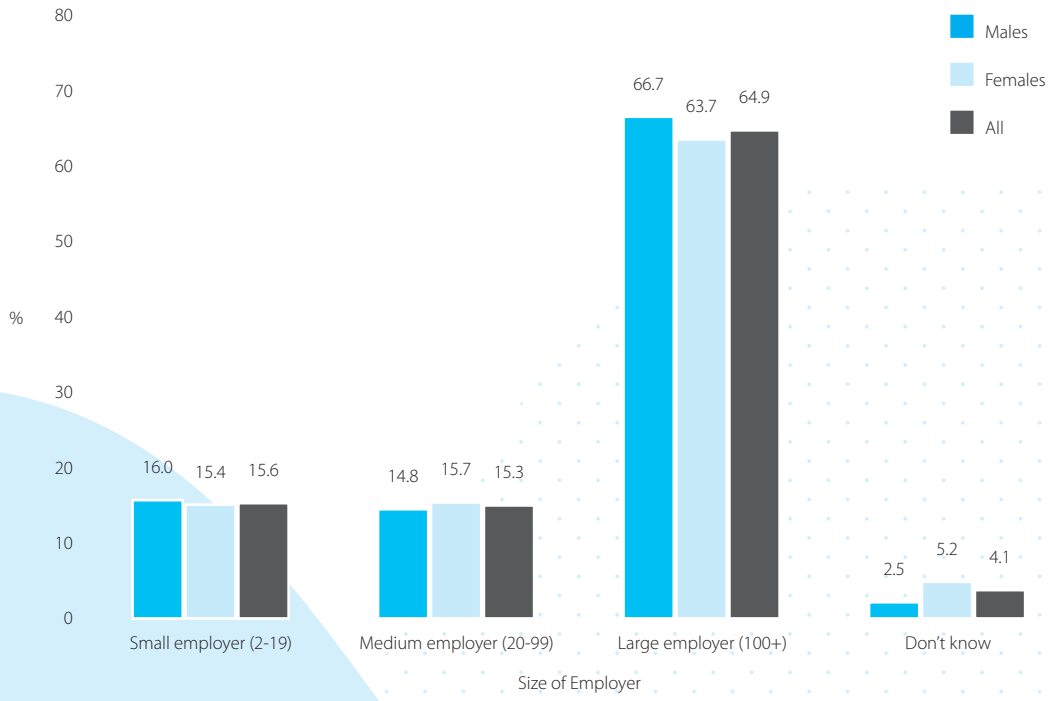

Figure 7: Size of employer, bachelor degree graduates in full-time employment, by sex, 2013 (%)

4.0

AGGREGATED FIELD OF EDUCATION

Tables 4 and 4a look in greater detail at the key graduate destinations (further full-time study and work force participation) for bachelor degree graduates, examining them by aggregated field of education and allowing for an investigation into differences that may be related to course choices.

The numbers in Table 4 illustrate that there can be marked differences in postgraduation activities between graduates from different fields of education. As shown, the percentage of graduates from each field who are available for full-time employment, or in further full-time study, can differ greatly. As the figures presented are percentages of responding graduates from the whole field of education, the differing propensity of graduates of some fields to continue in further full-time study will impact on the percentages available for full-time employment, and vice versa. This means that the greater the percentage of graduates going on to further full-time study in a field of education, the smaller the percentage that can be available for full-time employment (and other destinations) for that field. Thus, the direct comparison of outcomes, in particular the proportions who are available for full-time employment between fields of education in Table 4, can potentially lead to misinterpretation of the survey results.

It should also be noted that while the field of education labels used in this report aggregate similar and related but smaller and more detailed fields (the aggregations can be seen in Appendix A of GCA 2014e), there can be a degree of variation in terms of the survey results amongst those more detailed fields. The full-time study and employment estimates shown here need to be read with that caveat in mind and will be discussed further below.

> "... there can be marked differences in postgraduation activities between graduates from different fields of education."

Table 3: Bachelor degree graduates in full-time employment, by sector and sex, 2003-13 (%)*

Sector	Sex	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Private	Males	53.5	59.7	60.3	63.5	63.8	67.4	63.7	64.7	66.6	68.0	66.8
	Females	36.9	38.8	39.0	41.5	43.6	44.2	41.3	42.1	44.0	44.7	45.1
Govt	Males	22.0	14.9	15.0	9.3	11.1	9.9	10.3	9.9	9.0	8.8	9.1
	Females	15.0	11.9	11.7	7.7	8.6	8.7	8.5	7.4	7.1	7.5	6.9
Health~	Males	10.4	10.6	9.6	10.0	9.2	8.1	9.8	10.3	10.5	10.6	11.2
	Females	23.7	23.9	24.3	22.7	22.2	22.0	23.4	24.8	24.0	23.9	23.7
Education~	Males	10.4	10.9	10.9	9.3	9.8	9.3	9.9	9.1	8.1	7.2	7.4
	Females	20.5	20.7	20.3	18.3	17.3	17.4	18.8	17.5	16.8	16.0	16.2
Other	Males	3.6	3.9	4.2	7.9	6.1	5.3	6.4	6.0	5.8	5.4	5.5
	Females	3.9	4.6	4.7	9.7	8.2	7.6	8.0	8.2	8.1	7.8	8.1

"* Table based on Australian citizens and permanent residents only.
~ Health and Education sectors include public and private employers."

Table 4: Activity of bachelor degree graduates, by aggregated field of education, 2013 (%)*

	Available for full-time employment *(see Table 4a)*	In full-time study	In part-time or casual employment, not seeking full-time employment	Not working, seeking part-time or casual employment only	Unavailable for full-time study or full-time employment	Total %†	Total number
Agriculture	63.2	20.2	11.0	0.4	5.3	100	798
Architecture	45.8	36.6	10.1	1.1	6.5	100	924
Building	74.6	12.2	8.2	0.1	4.8	100	785
Urban & Regional Planning	78.5	11.3	7.3	0.7	2.2	100	274
Humanities	49.8	29.6	12.6	1.3	6.7	100	8,100
Languages	40.4	36.9	12.6	1.5	8.6	100	1,291
Visual/Performing Arts	44.5	27.0	19.0	1.8	7.7	100	3,640
Social Sciences	42.5	34.0	14.3	1.3	7.9	100	909
Psychology	39.3	38.6	14.7	1.2	6.2	100	3,538
Social Work	64.1	10.3	17.2	2.6	5.8	100	1,334
Business Studies	74.7	10.9	8.5	0.6	5.3	100	9,009
Accounting	77.5	9.6	7.2	0.4	5.3	100	3,427
Economics	62.2	24.9	6.4	0.1	6.4	100	739
Education – Initial	72.6	6.6	14.9	0.9	5.0	100	6,253
Education – Post/Other	56.0	24.0	16.0	0.0	4.0	100	25
Aeronautical Engineering	76.3	12.1	4.3	0.4	7.0	100	257
Chemical Engineering	81.9	13.6	1.4	0.0	3.1	100	287
Civil Engineering	85.8	7.2	2.6	0.2	4.2	100	1,204
Electrical Engineering	83.4	8.8	4.6	0.0	3.2	100	410
Electronic/Computer Engineering	84.6	8.1	2.7	0.4	4.2	100	260
Mechanical Engineering	82.2	9.3	3.7	0.3	4.5	100	774
Mining Engineering	89.4	5.0	1.4	0.0	4.3	100	141
Other Engineering	81.8	10.5	3.9	0.0	3.8	100	798
Surveying	86.0	7.8	3.1	0.8	2.3	100	129
Dentistry	61.1	18.5	17.0	0.4	3.0	100	265
Health, Other	53.8	28.7	10.9	1.1	5.6	100	3,762
Nursing, Initial	70.1	4.1	20.9	0.7	4.3	100	4,651
Nursing, Post-initial	59.8	4.7	31.9	1.0	2.6	100	574
Pharmacy	78.8	12.9	4.9	0.5	3.0	100	575
Medicine	82.6	11.2	2.4	0.2	3.6	100	1,819
Rehabilitation	72.2	11.9	11.8	0.4	3.7	100	1,410
Law	64.7	22.3	7.5	0.5	5.0	100	1,754
Law, Other	67.3	18.6	9.7	0.8	3.6	100	730
Computer Science	76.7	10.5	6.5	0.8	5.4	100	1,758
Life Sciences	37.7	45.7	10.8	0.9	5.0	100	5,679
Mathematics	41.6	43.7	9.0	0.4	5.3	100	490
Chemistry	37.7	50.5	7.2	1.0	3.6	100	414
Physical Sciences	40.7	46.6	6.1	0.5	6.1	100	442
Geology	60.7	29.7	4.4	0.3	4.9	100	384
Veterinary Science	62.8	29.7	3.6	0.3	3.6	100	360
Total	61.6	20.7	11.5	0.9	5.4	100	
Total Number	**43,359**	**14,540**	**8,061**	**607**	**3,806**		**70,373**

† Figures might not add exactly to 100.0 due to rounding.
* Table based on Australian citizens and permanent residents only.

FURTHER FULL-TIME STUDY

Nationally, 20.7 per cent of bachelor degree graduates went on to further full-time study in 2013 (see Table 4). Reviewed by aggregated field of education, large differences were evident in terms of the percentages of new graduates electing to undertake further full-time study. For some fields, an honours year, graduate diploma or higher degree are pre-requisites for a professional career. In areas such as the sciences, humanities, and psychology, many students proceed directly to further full-time study, including to an honours year or to the second half of a combined degree program.

For example, in 2013 more than a third of graduates in the fields of social sciences, architecture, languages, psychology, mathematics, life sciences, physical sciences and chemistry continued into further full-time study.

For other fields, proportions going immediately on to further full-time study are low and it is likely that for the graduates in many of these fields, initial employment pre-requisites are met by the training they receive in their first qualification. Proportions going on to further full-time study from the fields of nursing, teaching and engineering were generally low in 2013.

As noted previously, even within the field of education aggregations used in Table 4, there can be notable variation in terms of the proportions going on to further full-time study at the detailed field of education level and these can be seen in the file *2013 AGS detailed Table A AREA by Maj1.xls* which is available for download via the related link.

For example, while overall, 45.7 per cent of (aggregated) life sciences graduates went on to further full-time study, this figure varied as widely as being around one-in-five for environmental studies graduates, almost half from human movement, 31.2 per cent for marine science respondents, 58.2 per cent for genetics graduates and 59.6 per cent for pharmacology respondents. Readers with a preference or need for finer-tuned estimates should be aware that these are available and should consult the table named above which is available for download.

Figure 4 shows the employment status of bachelor degree graduates who were in full-time study at the time of the 2013 GDS and Figure 5 shows the employment status of bachelor degree graduates who were in part-time study.

> "... there can be notable variation in terms of the proportions going on to further full-time study at the detailed field of education level ..."

Table 4a: Bachelor degree graduates available for full-time employment, by aggregated field of education and employment status, 2013 (%)*

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total %†	Total number	Had full-time employment before May in final year of study and still with that employer at time of GDS~
Agriculture	70.6	13.5	15.9	29.4	100	504	19.7
Architecture	60.0	16.5	23.4	40.0	100	423	12.2
Building	77.8	11.3	10.9	22.2	100	586	35.1
Urban & Regional Planning	67.9	13.5	18.6	32.1	100	215	23.3
Humanities	59.0	13.9	27.1	41.0	100	4,033	21.5
Languages	62.2	14.2	23.6	37.8	100	521	17.0
Visual/Performing Arts	48.3	19.3	32.5	51.7	100	1,620	10.2
Social Sciences	55.7	18.9	25.4	44.3	100	386	19.5
Psychology	56.1	15.8	28.1	43.9	100	1,389	19.0
Social Work	69.9	11.9	18.1	30.1	100	855	28.1
Business Studies	71.8	10.1	18.1	28.2	100	6,731	23.4
Accounting	77.4	12.2	10.4	22.6	100	2,656	27.4
Economics	76.3	9.3	14.3	23.7	100	460	15.4
Education – Initial	70.8	5.1	24.1	29.2	100	4,541	10.1
Education – Post/Other	71.4	7.1	21.4	28.6	100	14	40.0
Aeronautical Engineering	69.9	17.3	12.8	30.1	100	196	13.1
Chemical Engineering	73.6	11.9	14.5	26.4	100	235	6.4
Civil Engineering	85.4	9.2	5.4	14.6	100	1,033	16.4
Electrical Engineering	86.0	9.1	5.0	14.0	100	342	17.3
Electronic/Computer Engineering	80.9	11.4	7.7	19.1	100	220	27.5
Mechanical Engineering	82.4	10.8	6.8	17.6	100	636	15.8
Mining Engineering	96.0	4.0	0.0	4.0	100	126	17.4
Other Engineering	81.9	11.5	6.6	18.1	100	653	10.1
Surveying	86.5	3.6	9.9	13.5	100	111	27.1
Dentistry	83.3	6.8	9.9	16.7	100	162	0.7
Health, Other	69.7	10.2	20.0	30.3	100	2,023	13.2
Nursing, Initial	83.1	5.0	11.9	16.9	100	3,259	5.4
Nursing, Post-initial	71.4	8.7	19.8	28.6	100	343	9.8
Pharmacy	97.6	1.1	1.3	2.4	100	453	0.9
Medicine	96.9	1.4	1.7	3.1	100	1,503	0.7
Rehabilitation	81.5	6.5	12.0	18.5	100	1,018	0.7
Law	78.5	9.3	12.3	21.5	100	1,134	21.6
Law Other	70.5	12.2	17.3	29.5	100	491	44.2
Computer Science	70.3	15.7	14.0	29.7	100	1,349	25.5
Life Sciences	52.4	15.9	31.7	47.6	100	2,139	13.9
Mathematics	67.2	12.7	20.1	32.8	100	204	12.4
Chemistry	66.0	17.9	16.0	34.0	100	156	12.6
Physical Sciences	60.6	18.9	20.6	39.4	100	180	24.8
Geology	69.5	15.5	15.0	30.5	100	233	13.0
Veterinary Science	78.8	14.6	6.6	21.2	100	226	0.0
Total	71.3	10.6	18.1	28.7	**100**		**16.3**
Total Number	**30,917**	**4,598**	**7,844**	**12,442**		**43,359**	**5,035**

† Figures might not add to 100.0 due to rounding.
* Table based on Australian citizens and permanent residents only.
~ Base figure is group in full-time employment.

FULL-TIME LABOUR FORCE

If we restrict our analysis to only those bachelor degree graduates who were available for full-time employment (either working full-time or seeking full-time work, including those who were working on a part-time or casual basis while seeking full-time employment) it is possible to assess how readily graduates gained full-time work in 2013.

It is worth noting at this point that there are some differences between these figures and those produced by the Australian Bureau of Statistics (ABS), which limit comparisons because:

- the GDS employment figures separate individuals who were working part-time and seeking full-time work – the ABS figures would count both groups together as employed.
- many of the individuals covered in the GDS are entering the labour market for the first time, whereas ABS statistics relate to all persons.

An overall assessment of graduate employment outcomes (including both new and existing graduates) can be gained from the ABS Education and Work (ABS 2013) survey. Their figures show that the graduate unemployment rate is well below the unemployment rate for non-graduates.

Looking at the wider population, Australian Bureau of Statistics (ABS) figures for May 2013 show that, in the general labour force (aged 15-64), 3.4 per cent of bachelor degree graduates were unemployed (2.7 per cent in 2012). The comparative figure for those with a postgraduate degree was 3.5 per cent, and for those with a graduate or postgraduate diploma it was 2.6 per cent.

For the total population (with or without non-school qualifications), the unemployment rate was 5.7 per cent and 7.8 per cent for persons with no post-secondary qualifications. GDS employment figures differ from ABS figures in that the GDS separates those in part-time employment from those in full-time employment while the ABS includes those with any work at all in the 'employed' category. However, these figures do indicate that the longer-term prospects for those with higher education qualifications remain very positive.

Table 4a gives a breakdown of the graduates described as being 'available for full-time employment' (as defined earlier) in Table 4. It should be noted that factors specific to some fields (and their related labour markets) can affect the proportions in employment.

Table 4a also demonstrates that graduates in some fields were more likely than those of other fields to have had their postgraduation full-time employment in their final year of study (that is, to have been already working with their current employer while in their final year of study). Most commonly, it is students studying on a part-time basis who are also in concurrent full-time employment. Some students might be studying in order to improve their position with a current employer or simply working full-time to support their study. Alternatively, when graduates of a particular field are in strong demand, it might be possible for students to find degree-related work during their later study years.

In 2013, 16.3 per cent of graduates in full-time employment already had that same job before May[5] in their final year of study[6]. Differences in these figures across fields of education may relate to recruitment practices and job search behaviour specific to industries or occupations, or to study attendance patterns and options (full-time or part-time, internal or external, for example) relating to the institution type, which can affect the way in which employment is sought and found. So examining these differences can help to contextualise the percentages of graduates in full-time employment, but not always in ways that might be expected, as they can be influenced by other external factors.

For example, some fields with very small proportions of graduates in their post-graduation full-time position in their final year of study had very high employment figures at the time of the survey (Table 4a), indicating that they had been absorbed into the labour market very quickly. Conversely, other fields had high proportions in their full-time position in their final year of study but had relatively low employment figures. This further illustrates the point that graduates in different fields can face differing labour markets in terms of supply and demand, and different methods of recruitment, and these differences can be reflected in the GDS figures.

5 We use the May cut-off to differentiate between graduates who were working during their study years, and cases where graduates who may have been made employment offers in their final year of study for roles beginning post-graduation. This analysis filters out respondents who were hired after May in their final year of study.

6 The 2013 figure was significantly different from the comparable figure in the 2012 AGS, p. < .05

Table 4b: Bachelor degree graduates available for full-time employment by work status in their final year of study, 2013 (%)*

Work status in final year of study (at any time)	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total %†	Total number
Had full-time work in final year of study	94.5	3.2	2.3	5.5	100	8,709
Had part-time work in final year of study	68.0	6.7	25.3	32.0	100	26,638
Had any work in final year of study~	74.5	5.9	19.6	25.5	100	35,491
No work in final year of study	55.3	33.5	11.3	44.7	100	7,465
All graduates	**71.3**	**10.6**	**18.1**	**28.7**	**100**	**43,359**

† Figures might not add to 100.0 due to rounding.
* Table based on Australian citizens and permanent residents only.
~ Includes cases where respondent did not nominate the full- or part-time nature of the work.

Table 4c: Breakdown of bachelor degree graduates available for full-time employment, by various cohorts, 2013 (%)*

	In full-time employment	Seeking full-time employment, not working	Seeking full-time employment, working part-time or casual	Total seeking full-time employment	Total %†	Total number
Total	**71.3**	**10.6**	**18.1**	**28.7**	**100**	**43,359**
Aged less than 25	68.6	10.9	20.5	31.4	100	27,544
Graduates with a disability	69.3	12.5	18.3	30.7	100	2,060
Graduates with an Aboriginal or Torres Strait Islander background	82.7	8.2	9.1	17.3	100	342
Graduates from a non-English speaking background	62.3	18.8	18.9	37.7	100	6,298
Studied mainly full-time	69.7	11.2	19.1	30.3	100	36,783
Studied mainly part-time	80.5	7.2	12.3	19.5	100	6,496
Studied mainly internally (on-campus)	69.8	11.2	19.1	30.2	100	35,143
Studied mainly externally (distance)	82.5	7.3	10.2	17.5	100	4,013
Mixed mode (internal and distance)	73.5	9.0	17.4	26.5	100	4,144
October round	68.7	11.9	19.4	31.3	100	9,256
April round	72.0	10.2	17.8	28.0	100	33,735
Double/combined degree	75.2	8.3	16.6	24.8	100	4,779
Single degree	70.8	10.9	18.3	29.2	100	38,580
Regional resident	74.0	9.6	16.4	26.0	100	10,733
Capital city resident	70.0	11.0	19.0	30.0	100	31,230

† Figures might not add to 100.0 due to rounding.
* Table based on Australian citizens and permanent residents only. Cases with missing data excluded.

5.0
FULL-TIME EMPLOYMENT

Table 4a also shows the breakdown of bachelor degree graduates available for full-time employment by field of education, taking its focus from the 'available for full-time employment' group in Table 4. Labour market factors that are peculiar to some fields of education can affect the proportions in and seeking employment, especially in a survey such as this, which takes place around four months after the completion of degree requirements.

For example, medical graduates, of whom 96.9 per cent were in full-time employment, always have high proportions in this category due to the requirement that they serve an internship in a public hospital for a period after graduation. Similarly, pharmacy graduates (97.6 per cent in full-time employment) are required to undertake a 12 month period of supervised employment as pharmacists in order to gain professional registration.

Another field with high proportions in full-time employment at the time of the survey was mining engineering (96.0 per cent). However, there is then an almost 10 percentage point drop to the next highest field, surveying (86.5 per cent – see Table 4a).

Respondents in chemistry, languages, physical sciences, architecture, humanities, psychology, social sciences, life sciences, and visual/performing arts were the most likely to have been seeking full-time employment at the time of the GDS (all with more than one-in-three doing so).

This does not mean that these graduates cannot find work, but simply that the graduates of some fields of education can take longer to find full-time employment than those from other fields, and this slower labour market uptake of the graduates of such fields reflects more on the state of the labour market and not on the quality of the graduates or their study choices.

Additionally, not all employment reported by graduates will necessarily be in the area in which the graduate trained. Employment opportunities in the occupations for which some graduates have trained can be limited and it might be the case that some prefer to work on a part-time basis or not at all while seeking relevant employment.

Importantly, within the field of education aggregations used in Table 4a, there can be notable variation in terms of the proportions in and seeking full-time employment at the detailed field of education level and these can be seen in the file *2013 AGS detailed Table B AREA by Maj1.xls* which is available for download as a supplementary table via the related link.

For example, while the proportion of agriculture graduates in full-time employment is 70.6 per cent in Table 4a, an examination of the table that breaks the 'agriculture' group down into its more detailed constituent field of education codes (see *2013 AGS detailed Table B AREA by Maj1.xls* which is available for download as a supplementary table) shows that those who studied agricultural science had an employment figure of 89.8 per cent, and those who had studied farm management and agribusiness had a figure of 94.4 per cent.

> "… graduates of some fields of education can take longer to find full-time employment than those from other fields …"

There are numerous examples of such differences when these aggregated figures are broken down and an examination of the file *2013 AGS detailed Table B AREA by Maj1.xls* (which is available for download as a supplementary table) is recommended for readers wanting more detailed field of education employment figures.

Table 4b shows these employment figures from a different perspective, highlighting the advantage (in terms of the post-graduation job search) of having employment during the study years.

Of the graduates who had full-time employment in their final year of study, 94.5 per cent were in full-time employment at the time of the GDS, leaving only 5.5 per cent seeking full-time employment. Of those who had part-time work at any time in their final year of study, 68.0 per cent had found a full-time position at the time of the GDS. While this was a few percentage points lower than the figure for all graduates (71.3 per cent), this group was the most likely to have had a part-time job while seeking a full-time position (25.3 per cent, well above the national total of 18.1 per cent) with 6.7 per cent not working and seeking full-time employment (compared with 10.6 per cent nationally).

Of those who did not work in their final year of study, only 55.3 per cent had found full-time employment at the time of the GDS with 44.7 per cent seeking full-time employment. This group was also by far the most likely to have been seeking full-time work and not working (11.3 per cent).

Table 4b demonstrates the obvious: those who had full-time employment before they completed their degrees are more likely to have had full-time employment at the time of the GDS (94.5 per cent) compared to those who had no work (55.3 per cent). Graduates who had part-time work in their final year of study were also advantaged in their full-time job search compared with those who had no work in their final year.

However, as noted previously, these figures are based on a national average and can be influenced by other external factors, not least of which is the field of education studied itself. Additionally, there are a number of fields of education that had relatively few graduates in full-time employment in their final year of study but strong employment figures at the time of the GDS (see Table 4a).

Table 4c examines these employment figures in greater detail for various bachelor degree sub-groups. Of note:

- Aboriginal and Torres Strait Islander graduates report notably strong employment prospects (82.7 per cent in full-time employment compared with 71.3 per cent of all graduates)
- graduates from a non-English speaking background had lower full-time employment figures four months after graduation (62.3 per cent in full-time employment), compared with the total group of graduates
- graduates who reported having a disability also had low full-time employment figures (69.3 per cent).

Graduates who had studied on a mainly part-time basis were more likely to have been in full-time employment at the time of the survey (80.5 per cent) than those who had studied mainly full-time (69.7 per cent).

However, part-time students often already have full-time employment which continues after graduation and this gives them an artificial 'advantage' in terms of such unadjusted employment figures.

Graduates who studied mainly externally (or by distance – often part-time students) have seemingly better full-time employment figures than those who studied mainly internally (82.5 per cent *cf.* 69.8 per cent). But again, many of these graduates may have had full-time employment while they studied externally. Also of note in Table 4c:

- graduates with a combined or double degree have stronger employment figures (75.2 per cent) than those with a single degree (70.8 per cent)
- graduates who resided in regional areas at the time of the GDS were more likely to be in full-time employment (74.0 per cent) than those who lived in a capital city (70.0 per cent).

Table 5 shows the percentage of graduates in each field of education in full-time employment at the time of the GDS (approximately four months after course completion) as a proportion of those available for full-time employment for the years 1982 to 2013. Those available for full-time employment include respondents working on a full-time basis, those working on a part-time or casual basis while seeking full-time employment, and those not working and seeking full-time employment.

Differences in GDS employment figures (in Table 5) for the various fields of education might be seen as variations in the 'take-up rate' for those graduates. So, for instance, the take-up rate of humanities graduates (with a lower percentage in employment at the time of the GDS) is slower than that for medical graduates (with a higher percentage in employment at the time of the GDS).

And again, the caveat must be noted that within these higher level field of education aggregations there can be notable variation in take-up rates at the detailed field of education level.

Beyond Graduation Survey (BGS) data gathered via three and five year follow-ups of the GDS (GCA, 2014f) show that employment prospects for new graduates improve markedly in the first few years following course completion. These follow-up figures supply vital context to the employment figures contained in this report.

For example, for the BGS cohort that participated in the 2010 GDS, the reported full-time employment figure in 2010 was 76.3 per cent. By 2013, this had risen to 90.2 per cent. Additionally, the level of occupation in which graduates were employed also improved over the same period with the 74.9 per cent originally employed in management and professional roles growing to 84.2 per cent in 2013 (GCA, 2014f).

From 1990, Table 5 shows figures for Australian citizens and permanent residents only. Prior to that, it shows figures for all bachelor degree graduates (including overseas graduates). A previous GDS report (GCCA 1997) showed that, in the great majority of fields of education, there is less than half a percentage point difference between these two groups.

The final column of Table 5 shows an average of the employment figures for each field of education for the period that data were available (this is either 1982–2013, or for some fields 1998–2013). Of the 40 aggregated fields of education listed, only one (mining engineering) had its 2013 employment figure substantially higher (3.0 percentage points) than its long-term average (93.0 per cent). Differences between these recent figures and long-term averages might be evidence of longer-term labour market changes seen over the years covered in Table 5.

For the remaining 39 fields of education, only two (chemistry and mining engineering) reported a 2013 employment figure 2.0 percentage points or more higher than the respective 2012 figure. Many fields reported 2013 figures substantially lower than their 2012 equivalents.

> "Aboriginal and Torres Strait Islander graduates report notably strong employment prospects ..."

Table 5: Bachelor degree graduates working full-time as a proportion of those available for full-time employment, by aggregated field of education, 1982-2013 (%)[#†]

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Agriculture	81.8	68.1	79.4	77.5	81.4	81.1	87.2	89.5	85.7	73.9	69.6	74.3	77.8	81.8
Architecture	90.3	68.4	88.9	94.1	95.7	91.9	94.9	95.1	85.9	68.1	63.6	65.7	78.4	79.8
Building	95.5	80.5	87.9	89.5	96.3	96.4	100.0	97.2	86.9	71.5	70.6	73.1	77.5	86.4
Urban & Regional Planning	86.1	73.2	75.6	86.1	84.5	88.2	88.6	97.3	90.8	72.5	77.2	62.6	62.9	72.2
Humanities	77.3	71.7	75.1	79.2	83.3	80.1	77.6	81.5	77.5	63.5	57.8	55.9	60.0	65.1
Languages	~	65.3	71.0	74.2	80.8	76.3	74.7	84.9	75.4	57.6	50.9	58.8	57.6	64.9
Visual/Performing Arts	61.2	55.8	64.7	68.5	71.4	68.6	67.5	73.4	62.1	43.7	41.6	46.0	43.7	49.8
Social Sciences	76.7	71.4	80.5	76.0	83.9	79.7	72.7	83.7	74.5	65.3	61.9	57.5	61.1	62.4
Psychology	74.9	67.4	75.8	78.0	82.1	80.3	75.8	85.0	77.1	64.6	63.7	58.0	54.1	64.5
Social Work	70.3	69.8	79.2	87.9	89.9	89.6	88.0	93.2	88.1	79.3	74.9	73.0	80.1	77.6
Business Studies	91.6	89.2	91.4	93.8	94.4	92.4	90.2	95.1	90.3	80.5	72.6	77.5	78.0	80.5
Accounting	96.6	93.4	86.4	90.1	92.8	97.7	97.2	97.7	93.8	84.8	74.1	77.0	83.4	85.2
Economics	90.0	82.2	92.8	95.8	98.2	91.5	90.2	91.5	88.3	77.0	69.9	68.9	73.8	80.3
Education – Initial~	~74.9	~78.5	~80.2	~83.9	~89.7	~84.5	83.4	87.5	82.4	66.6	58.5	63.3	63.1	74.6
Education – Post/Other	~	~	~	~	~	~	92.8	95.3	92.3	86.4	85.6	84.1	85.8	84.8
Aeronautical Engineering	84.4	59.5	71.9	64.0	73.5	79.5	86.7	100.0	85.4	45.9	79.5	70.5	62.8	67.2
Chemical Engineering	91.6	68.4	79.4	79.1	91.9	90.3	92.9	96.8	95.6	83.6	71.9	80.3	80.0	84.6
Civil Engineering	94.8	80.2	86.7	90.6	92.0	87.8	91.6	97.0	94.6	70.9	69.0	77.8	84.0	88.2
Electrical Engineering	95.2	85.0	83.9	88.6	95.5	85.2	90.7	96.2	94.1	83.3	77.2	70.1	78.1	84.5
Electronic/Computer Engineering	93.5	86.5	89.3	84.0	92.5	94.8	86.8	96.6	95.2	78.6	71.2	75.9	77.3	82.8
Mechanical Engineering	95.0	79.4	83.3	88.2	93.0	91.9	95.0	93.9	92.7	74.6	67.2	76.5	78.2	85.7
Mining Engineering	90.7	86.2	85.2	86.2	90.1	92.0	97.8	94.4	100.0	93.7	89.7	83.7	93.4	97.0
Other Engineering	90.4	85.2	88.9	100.0	98.4	96.4	93.6	93.0	92.0	80.0	74.7	78.6	79.7	85.6
Surveying	~	~	~	~	~	~	93.4	96.7	98.8	79.0	83.3	80.3	85.5	87.3
Dentistry	84.5	74.8	81.1	94.6	97.7	97.2	93.1	97.6	92.4	93.5	87.6	91.0	96.4	99.3
Health, Other	89.5	82.4	89.3	88.3	92.9	93.2	91.8	94.9	94.3	88.9	86.6	86.2	88.0	87.5
Nursing, Initial	96.3	96.7	94.8	97.3	97.7	96.7	97.0	97.8	95.9	91.6	71.3	73.3	79.6	87.4
Nursing, Post-initial	~	~	~	~	~	~	96.9	94.9	95.9	95.0	93.0	84.7	91.1	94.9
Pharmacy	97.8	97.6	93.4	94.1	97.6	98.0	98.6	98.6	97.6	94.2	94.0	96.9	96.0	96.0
Medicine	100.0	99.4	100.0	99.5	99.7	99.2	99.8	100.0	100.0	99.7	99.5	99.9	99.9	99.6
Rehabilitation	97.3	95.1	95.7	96.4	96.4	97.3	96.8	83.2	97.2	94.2	90.0	91.9	85.6	88.7
Law	91.7	89.8	92.6	95.6	96.3	97.0	96.0	96.6	96.8	95.1	96.3	91.6	91.6	91.0
Law, Other	~	~	~	~	~	~	72.5	81.3	84.7	81.8	62.2	67.7	76.8	80.0
Computer Science	92.5	86.2	91.1	97.1	95.2	96.3	94.7	95.2	92.4	75.6	68.0	70.2	71.9	81.8
Life Sciences	73.7	65.4	67.6	73.8	80.5	78.6	80.9	85.2	79.3	62.4	56.3	55.4	58.6	61.6
Mathematics	86.7	80.4	82.3	88.1	89.6	90.7	88.0	87.2	85.7	72.5	60.3	59.7	59.3	64.7
Chemistry	78.3	66.8	73.9	80.4	89.8	85.4	84.6	90.5	82.9	68.9	69.9	62.2	74.9	72.7
Physical Sciences	77.6	66.7	67.4	84.2	83.5	81.3	86.6	85.5	79.5	75.0	40.0	51.8	51.4	72.2
Geology	87.0	74.3	81.1	78.8	87.0	89.0	91.8	87.9	77.5	70.3	71.7	74.0	72.3	85.6
Veterinary Science	85.2	71.7	82.1	89.2	92.6	98.7	97.1	98.0	97.5	88.6	85.1	79.9	89.0	88.2
All Graduates %	**83.5**	**80.1**	**83.5**	**86.5**	**90.5**	**88.8**	**88.6**	**91.3**	**87.8**	**76.8**	**70.6**	**71.1**	**74.5**	**78.9**
All Graduates n	**23,488**	**24,207**	**23,407**	**23,112**	**22,220**	**23,886**	**24,988**	**26,315**	**28,580**	**32,079**	**33,788**	**33,155**	**35,397**	**41,504**
Graduates seeking full-time employment	16.5	19.9	16.5	13.5	9.5	11.2	11.4	8.7	12.2	23.2	29.4	28.9	25.5	21.0

"~ A different coding scheme for fields of education used until 1987 means that some fields are impossible to disaggregate from others. Initial and post-initial education figures are combined for the years 1982 to 1987.

Figures for years before 1990 are based on all graduates, and not just Australian citizens and permanent residents. Figures from 1990 on are based on Australian citizens and permanent residents only. Figures prior to 1995 might not match those from previous reports due to being recalculated on Australian citizens and permanent resident responses only."

1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Average
78.5	75.8	79.5	83.6	79.1	79.5	74.4	73.5	75.3	80.3	75.9	78.5	82.2	77.0	69.3	70.0	72.6	70.6	**77.6**
84.1	79.5	79.3	82.4	86.4	83.3	84.5	85.4	90.9	86.7	89.6	94.3	92.2	75.3	75.8	68.5	63.9	60.0	**82.0**
83.8	88.3	83.0	88.8	89.7	85.2	87.6	83.4	89.3	91.0	92.9	91.2	91.6	83.2	84.3	81.8	83.1	77.8	**86.4**
84.1	73.6	78.5	84.0	85.0	87.1	93.8	93.2	92.3	91.0	90.4	93.6	93.3	88.7	81.8	84.1	74.8	67.9	**83.0**
68.3	65.6	66.0	69.2	76.0	74.1	67.1	67.3	67.0	70.7	72.3	75.1	75.3	67.3	66.0	64.5	65.3	59.0	**70.1**
66.5	64.2	64.9	69.0	71.2	77.8	71.3	73.1	71.7	74.9	72.3	75.9	77.0	75.3	66.8	65.3	65.5	62.2	**69.6**
52.9	53.6	53.3	57.9	62.8	60.1	56.9	54.2	56.0	60.3	62.2	66.3	66.9	51.6	53.3	52.5	53.9	48.3	**57.5**
67.0	64.5	60.9	65.2	71.6	70.8	71.2	69.3	68.5	67.2	70.3	73.9	77.2	65.0	63.2	63.7	61.9	55.7	**69.2**
65.9	60.9	60.5	68.6	71.9	70.4	65.4	67.3	70.3	70.5	72.1	78.9	77.3	71.3	65.7	63.7	63.1	56.1	**69.4**
81.7	74.2	76.2	74.8	79.3	83.5	77.2	79.5	77.9	80.2	81.1	88.2	86.4	81.6	77.7	77.3	75.3	69.9	**80.1**
79.5	78.7	79.2	80.3	83.9	82.7	78.9	76.9	80.1	81.1	82.9	85.1	84.8	76.8	75.1	76.2	74.5	71.8	**82.7**
87.7	84.2	87.0	88.9	91.9	93.4	90.7	87.5	87.1	86.9	85.9	86.4	88.6	85.1	79.1	78.3	79.9	77.4	**87.4**
78.8	78.3	80.2	83.2	86.1	86.1	86.7	81.8	85.1	86.1	87.1	87.5	87.4	77.4	72.9	77.0	76.8	76.3	**83.3**
78.8	78.7	78.1	81.6	82.4	84.2	83.2	82.7	79.6	77.9	79.1	80.2	82.9	78.1	74.8	74.3	74.9	70.8	**77.0**
87.8	84.3	85.9	87.4	86.8	85.2	82.3	75.9	91.1	84.3	88.2	89.3	77.5	90.5	83.3	53.8	58.8	71.4	**83.5**
75.4	76.3	87.5	91.3	95.0	77.3	82.9	83.9	76.3	89.1	88.4	92.1	89.5	78.4	73.9	74.7	81.4	69.9	**78.6**
81.9	82.0	75.0	82.4	88.5	84.3	89.2	87.6	84.2	83.1	83.2	86.2	90.6	82.8	67.7	71.7	77.5	73.6	**83.1**
89.6	89.3	88.3	90.6	92.9	92.4	91.1	94.3	96.5	95.7	95.4	97.8	97.3	94.4	92.5	89.1	90.5	85.4	**89.6**
88.7	86.4	88.4	90.2	93.9	91.4	83.3	82.1	80.7	87.3	92.0	89.9	91.9	84.5	76.9	85.9	88.0	86.0	**86.7**
84.9	81.8	84.2	85.2	91.9	89.1	74.7	73.5	77.7	78.3	86.4	86.9	89.1	78.3	76.9	82.2	79.5	80.9	**84.0**
83.4	86.1	86.5	78.4	86.0	85.9	81.5	87.2	85.4	89.5	89.9	91.7	93.9	86.2	80.5	87.1	88.4	82.4	**85.8**
98.1	96.4	93.8	89.0	84.9	85.9	90.9	94.1	96.6	98.8	100.0	98.7	100.0	92.3	90.5	97.3	93.9	96.0	**93.0**
84.8	85.7	80.1	84.6	83.1	80.4	83.5	86.4	85.8	86.9	92.5	91.8	92.4	88.9	84.9	82.3	85.4	81.9	**86.8**
89.8	90.7	88.8	94.3	97.6	85.7	92.6	93.4	93.0	95.4	93.1	94.2	94.2	92.0	93.1	92.9	93.0	86.5	**91.0**
93.2	88.4	90.9	93.4	95.9	94.2	97.5	94.2	97.0	95.0	97.3	95.3	93.2	93.8	93.6	93.9	83.6	83.3	**92.3**
88.1	84.8	86.0	83.6	86.1	84.3	78.9	79.7	79.3	81.9	83.0	85.0	87.4	79.6	74.4	77.0	73.3	69.7	**84.9**
90.6	92.2	93.9	93.9	95.1	96.3	97.4	97.5	95.9	96.2	96.7	97.4	96.7	96.3	92.9	92.0	92.2	83.1	**92.8**
93.6	92.6	95.5	95.1	94.9	94.6	97.2	97.1	95.9	94.0	97.3	98.0	96.1	97.4	89.9	84.9	86.1	71.4	**93.0**
96.4	96.0	98.5	96.8	97.6	99.6	100.0	99.5	99.1	98.7	99.4	99.4	97.9	97.6	97.7	97.3	98.1	97.6	**97.4**
99.9	99.8	99.9	99.9	100.0	100.0	98.6	98.0	98.3	98.3	98.2	98.2	97.6	96.9	97.3	97.9	98.1	96.9	**99.1**
91.5	92.2	89.5	87.1	88.7	90.0	92.4	91.6	91.0	90.0	92.0	93.9	93.8	89.9	88.8	87.5	87.0	81.5	**91.4**
91.6	91.4	93.9	92.9	92.9	95.8	92.7	88.6	87.4	88.4	90.2	91.8	91.0	87.7	82.1	82.7	83.0	78.5	**91.3**
84.9	81.5	84.9	85.3	85.6	91.2	95.5	94.6	85.6	84.6	84.6	87.1	88.6	81.9	77.3	77.0	69.9	70.5	**81.4**
82.7	83.1	84.7	86.8	88.2	81.0	70.5	68.1	70.5	73.7	78.8	83.0	84.2	80.0	73.3	77.8	74.7	70.3	**81.9**
61.5	63.6	62.0	65.5	68.0	70.2	69.6	68.6	69.0	71.3	74.2	72.7	74.6	64.0	61.0	61.5	60.5	52.4	**67.8**
67.0	67.5	73.9	76.2	83.5	80.6	72.6	67.7	64.4	72.6	85.7	80.8	85.5	73.3	66.8	71.9	66.0	67.2	**75.6**
70.2	66.7	69.8	67.0	73.7	77.3	77.0	75.7	78.7	84.7	83.7	83.0	79.6	77.7	68.8	61.7	63.2	66.0	**75.2**
67.0	71.7	71.7	66.1	78.8	77.8	59.8	66.7	69.0	78.9	73.3	78.1	77.1	76.1	76.9	70.2	74.6	60.6	**71.8**
85.2	86.7	77.2	73.6	77.6	75.0	75.3	80.1	79.3	87.4	87.7	86.0	90.4	77.3	72.9	84.0	83.7	69.5	**80.5**
94.4	94.5	96.1	95.1	93.6	92.4	96.7	92.5	98.0	94.0	94.7	94.0	91.8	92.1	90.7	88.4	80.8	78.8	**90.7**
80.6	**79.2**	**79.6**	**80.9**	**83.6**	**83.0**	**81.3**	**80.1**	**79.7**	**80.9**	**82.4**	**84.5**	**85.2**	**79.2**	**76.2**	**76.3**	**76.1**	**71.3**	**81.0**
44,286	39,759	41,093	39,433	37,138	38,794	39,018	34,999	34,360	35,858	36,470	36,805	36,481	33,164	32,084	33,725	32,339	30,917	32,902
19.3	20.8	20.4	19.2	16.4	17.0	18.7	19.9	20.3	19.1	17.7	15.5	14.8	20.8	23.8	23.6	23.9	28.7	19.0

ADDITIONAL TABLES AND FIGURES

As noted in the introduction to this document, while this new condensed format report does not include or discuss all tables and figures produced in previous years, all have been updated for 2013. All Tables and Figures used in this report and the additional ones listed below are available for download from here.

TABLES

Graduate Destinations

Table 3: Bachelor degree graduates in full-time employment, by sector and sex, 2003–13 (%)

Table 6: Bachelor degree course completions (domestic), 1990–2012 (%)

Table 7a: Bachelor degree graduates available for full-time employment, and percentage in full-time study, by State or Territory of institution in which award was completed, 2013 (%)

Table 7b: Bachelor degree graduates in full-time employment, by State or Territory of institution in which award was completed and State or Territory of employment, 2013 (%)

Overseas Graduates

Table 8: Activities of bachelor degree graduates, overseas and Australian graduates, by sex, 2013 (%)

Table 8a: Graduates available for full-time employment, overseas and Australian graduates, by sex, 2012–13 (%)

Table 9a: Overseas graduates available for full-time employment in Australia or overseas, by country of origin, 2013 (%)

Table 9b: Overseas graduates available for full-time employment overseas, by country of origin, 2013 (%)

Graduates in Part-time Employment

Table 10: Comparison of respondents working on a part-time or casual basis and either seeking or not seeking full-time employment, with those in full-time employment and by sex, 2013 (%)

Job Search Methods

Table 11: Job search activity in the labour market, bachelor degree graduates, 2013

Table 12: All methods used to look for employment: bachelor degree graduates who had actively sought employment in the year prior to the GDS (multiple responses), 2013

Table 12a: All methods used to look for employment: bachelor degree graduates who had actively sought employment in the year prior to the GDS and who were in full-time employment at the time of the GDS, compared with all those who sought employment in the year prior to the GDS (multiple responses), 2013

Table 13: How graduates first found out about their current employment: bachelor degree graduates who actively sought and found employment in the year prior to the GDS (single response), 2013

Table 13a: How graduates in full-time employment first found out about their employment: bachelor degree graduates who had actively sought employment in the year prior to the GDS, and who were in full-time employment at the time of the GDS, compared with all those in any employment (single response), 2013

Table 14: Methods used to look for employment: bachelor degree graduates working part-time or casual and seeking full-time employment (multiple responses), 2013

Table 15: Methods used to look for employment: bachelor degree graduates not working and seeking full-time employment (multiple responses), 2013

Table 16: All methods used to look for employment: bachelor degree graduates from humanities and health sciences who had actively sought employment in the year prior to the GDS, and who were in full-time employment at the time of the GDS (multiple responses), 2013

University Groups

Table 17: Bachelor degree graduate characteristics, by grouped institution, 2013 (%)

Table 18: Activities of bachelor degree graduates, by grouped institution, 2013 (%)

Table 18a: Breakdown of bachelor degree graduates available for full-time employment, by grouped institution, 2013 (%)

Double Degree Graduates

Table 19: Bachelor degree graduates undertaking a combined/double degree by aggregated field of education, 2013 (%)

Table 20: Activity of bachelor degree graduates, with and without combined/double degree, 2002, 2008–13 (%)

Table 21: Bachelor degree graduates available for full-time employment with and without combined/double degree, 2002, 2008–13 (%)

Broad Type of Work and Employer

Table 22: Broad level of occupation by broad field of education, bachelor degree graduates in full-time employment, 2013, sorted by 'Professional' column (%)

Table 23a: Employment in broad areas most related to training, by broad field of education, bachelor degree graduates in full-time employment, 2013 (%)

Table 23b: Most frequently reported area of occupation, by broad field of education, bachelor degree graduates in full-time employment, 2013 (%)

Note re Tables 23a and 23b: Table 23 has now been split into two parts to improve the clarity of presentation. Fields of education that have more specific or identifiable occupational outcomes are included in Table 23a with the percentage of respondents reporting being employed in those broad areas noted. Humanities and Law have more generalised occupational outcomes and the most frequently reported occupations are listed for these fields in Table 23b. These tables are formed by producing frequency tables of occupational codes and manually summing the frequencies for relevant occupations.

Table 24: Size of full-time employer, bachelor degree graduates, by aggregated field of education, 2013 (%)

The Relationship Between Study and Work

Table 25: Relationship between qualification and full-time employment, bachelor degree graduates, by aggregated field of education, 2013 (%)

Table 26: Relationship between field of education and full-time employment, bachelor degree graduates, by aggregated field of education, 2013 (%)

Table 27: Relationship between skills and knowledge and full-time employment, bachelor degree graduates, by aggregated field of education, 2013 (%)

ADDITIONAL TABLES AND FIGURES

OTHER TABLES

Table A: GDS responses, 2013, Australian and overseas respondents combined

Table B: GDS responses, 2013, Australian respondents only

Table A1: Response rates for all levels of qualification for all graduates, including number of survey respondents in current year, by participating institution, 1993–2013 (%)

Table A2: Response rates for all levels of qualification for graduates who are Australian citizens and permanent residents only, including number of survey respondents in current year, by participating institution, 1996–2013 (%)

FIGURES

Figure 4: Employment status of bachelor degree graduates in full-time study at time of the 2013 GDS (%)

Figure 5: Employment status of bachelor degree graduates in part-time study at time of the 2013 GDS (%)

Statistical significance

This report incorporates statistical significance tests for differences between survey results for some groups of interest. A statistically significant difference simply means that there is adequate statistical evidence to conclude that a difference actually exists in the overall graduate population and is not a chance occurrence.

Put simply, if a difference between groups in the GDS sample is identified as being statistically significant, this indicates with a high degree of certainty that this difference also exists in the overall graduate population and is not merely a result of sampling error.

It is important to note that a statistically significant difference does not necessarily mean that a difference is practically significant (i.e., whether it is meaningful). When examining any differences between groups, the nominal difference should be examined, in addition to whether it is statistically significant, to understand the scale of the difference in practical terms.

This report flags differences which are statistically significant at the five per cent level. Being statistically significant at the five per cent level means that there is a less than one-in-twenty chance that a difference observed between groups in the GDS sample does not also occur in the overall graduate population.

If a difference observed between groups in the GDS sample is not statistically significant, this basically means that there is inadequate statistical evidence to conclude that this difference actually occurs in the overall graduate population. It should be noted that the choice of significance levels is largely arbitrary. Five per cent significance levels have been used in this report as a matter of convention.

Statistical significance should not be confused with the common meaning of significance (i.e. important; notable). Being statistically significant does not necessarily make a difference important or notable or, as suggested above, meaningful. It simply means that any such difference can be reliably inferred to exist in the overall graduate population – that the difference is real.

Consequently, when interpreting the findings contained within this report, the nominal difference between groups in the GDS sample and whether any such difference is statistically significant should both be considered in order to gain a robust understanding of the differences between groups of interest in the overall graduate population.

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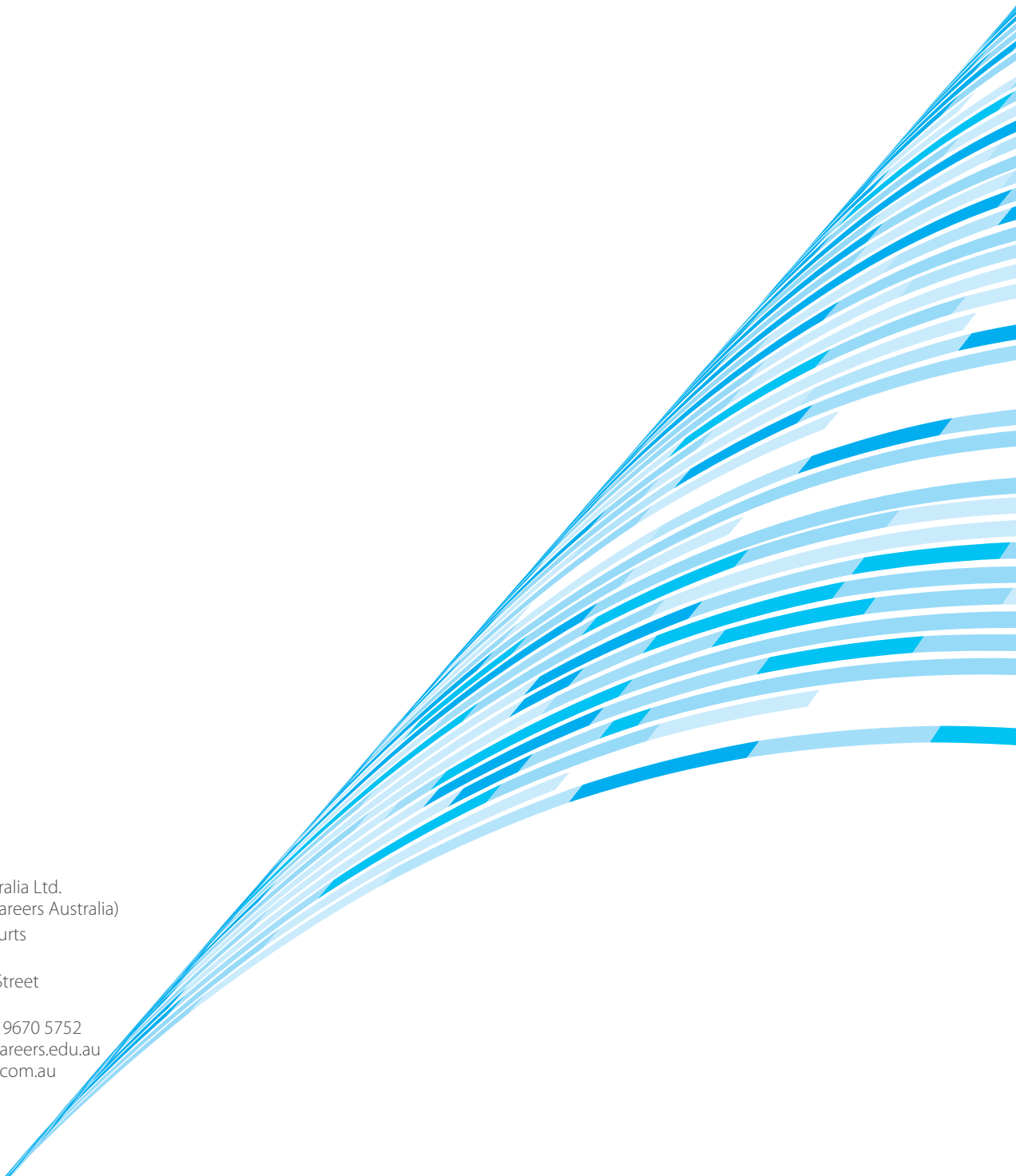

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