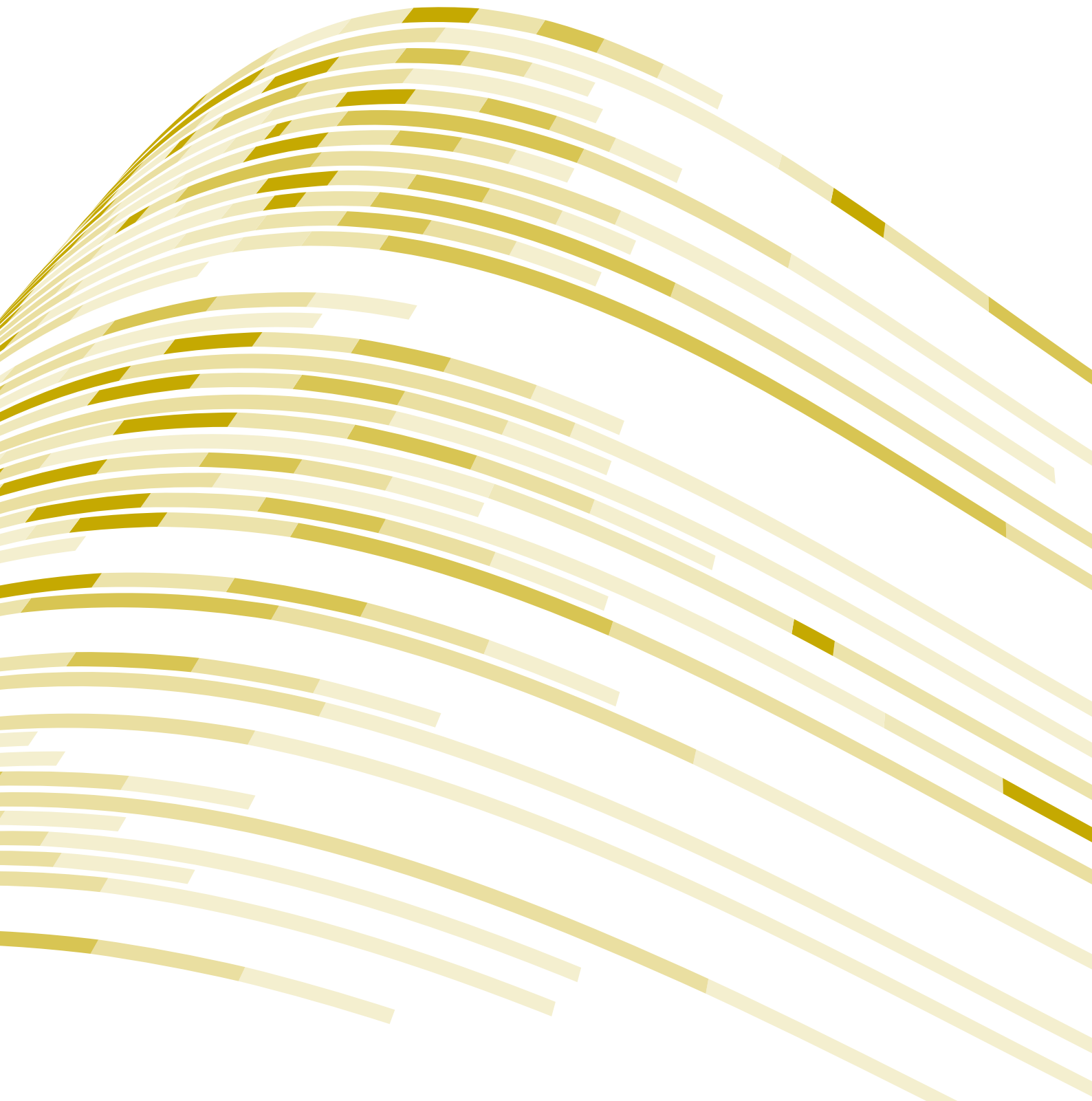


POSTGRADUATE DESTINATIONS 2013
A report on the work and study outcomes of recent
higher education postgraduates





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INTRODUCTION

Welcome to Postgraduate Destinations 2013, the 21st edition of the annual report published by Graduate Careers Australia (GCA). This series of reports examines the work and study activities of Australian citizens and permanent residents who have fulfilled the requirements for a postgraduate award from an Australian institution of higher education. The information presented complements the data and discussion in the GCA publication, *Graduate Destinations 2013* (GCA 2014a) which reports on the activities of recent bachelor degree graduates from the same Australian institutions.

Throughout this report on the destinations of postgraduates, the five main award levels for which data are collected in the GDS – graduate and postgraduate diploma, graduate certificate, coursework masters, research masters and PhD – have been aggregated into the following three levels of qualification/award:

- postgraduate diplomas and graduate certificates;
- coursework masters degrees; and
- research masters degrees and PhDs.

Previous experience suggests that graduates from these three groupings of postgraduate levels have notably differing employment histories before, during and after the completion of their award which makes comparisons of their post-graduation activities at this aggregated

level informative. For the purposes of further comparison, a fourth level of award (bachelor degree) is included in some tables. This group has been formed by aggregating the GDS responses from individuals who have completed pass bachelor degrees, honours bachelor degrees, graduate entry bachelor degrees, and three-year undergraduate diplomas.

Our new condensed format (introduced in 2010) is less text-heavy and retains only the most popular and relevant tables and figures from the original. The full set of tables and figures from previous editions of the Postgraduate Destinations reports are still available for 2013 via download in spreadsheet format from the Graduate Careers Australia website at www.graduatecareers.com.au/Research/ResearchReports/PostgraduateDestinations. A number of these tables and figures are discussed but not presented in this report. These supplementary tables and figures have been labelled accordingly within this report, and contain hyperlinks to the corresponding web page containing these tables and figures. A supplementary report (GCA 2014b) to *Postgraduate Destinations 2013* is also available from www.graduatecareers.com.au/Research/ResearchReports/agsm and this includes methodological information and a description of the AGS survey population, response rates and data.

Reporting data by the three postgraduate award levels used in this report can sometimes generate results based on a small number of cases, particularly when examining outcomes for separate fields of education. In general, small numbers have been retained in tables in this report as these may be the only figures of this kind available for particular fields. However, it is important to treat such figures with caution and to avoid drawing rigid conclusions from, or making inappropriate comparisons between, figures which are based on very few cases (GCA 2010). This report does not discuss aggregated data where the number of respondents within an aggregation is fewer than 10. Furthermore, no data on salaries have been provided in tables where there were fewer than 10 valid responses for a particular salary figure.

1.0

POSTGRADUATE OUTCOMES
BY LEVEL OF AWARD

While considerable variation can be found between the post-graduation outcomes of bachelor graduates and postgraduates, variations also exist within the levels of postgraduate award.

In 2013, coursework masters graduates were the most likely group to be available for full-time employment (79.3 per cent), followed by PhD graduates (78.4 per cent) and those with a graduate certificate (73.0 per cent) (see Table 1).

At the research masters level only 54.6 per cent of graduates were available for full-time employment while 17.4 per cent of the group continued in full-time study. This is in contrast to the pattern for PhD graduates, where 78.4 per cent of graduates were available for full-time employment, with only 1.8 per cent continuing with further study. These figures are consistent with those from previous years and reflect the nature of these two research degrees, with many masters by research graduates using their qualification as a stepping stone to PhD entry.

“... considerable variation can be found ... within the levels of postgraduate award.”

Table 1: Activities (broad) of graduates by detailed level of award, 2013 (% , n)*

	Available for full-time employment (see Table 2)	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 (n)
Postgraduate Diploma/Certificate							
Postgraduate Diploma	67.2	9.0	16.7	1.4	5.7	100	8,398
Graduate Certificate	73.0	7.2	14.6	0.9	4.3	100	7,520
Total	69.8	8.2	15.7	1.2	5.1	100	15,918
Coursework Masters							
Coursework Masters	79.3	4.2	10.2	0.9	5.6	100	17,816
Total	79.3	4.2	10.2	0.9	5.6	100	17,816
Research Masters/PhD							
PhD	78.4	1.8	11.5	0.9	7.3	100	3,216
Research Masters	54.6	17.4	18.0	0.6	9.5	100	611
Total	74.6	4.3	12.6	0.9	7.6	100	3,827
Postgraduate Award Totals							
Total	74.8	5.9	12.8	1.0	5.6	100	
Total (n)	28,462	2,240	4,867	380	2,121		38,070
Bachelor Degree Totals							
Total	61.6	20.7	11.5	0.9	5.4	100	
Total (n)	43,359	14,540	8,061	607	3,806		70,373

† Percentages might not add exactly to 100.0 due to rounding.

* Table based on Australian citizens and permanent residents.

Table 2: Activities of graduates available for full-time employment, by detailed level of award, 2013 (% , n)*

	In full-time employment	Not working, seeking full-time employment	Working part-time or casual, seeking full-time employment	Total seeking full-time employment	Total available for full-time employment†	Total available for full-time employment (n)
Postgraduate Diploma/Certificate						
Postgraduate Diploma	77.0	8.3	14.7	23.0	100	5,923
Graduate Certificate	92.8	3.1	4.1	7.2	100	5,405
Total	84.5	5.9	9.6	15.5	100	11,328
Coursework Masters						
Coursework Masters	82.1	8.7	9.2	17.9	100	14,208
Total	82.1	8.7	9.2	17.9	100	14,208
Research Masters/PhD						
PhD	78.6	8.4	13.0	21.4	100	2,580
Research Masters	79.8	9.5	10.7	20.2	100	346
Total	78.7	8.6	12.7	21.3	100	2,926
Postgraduate Award Totals						
Total %	82.7	7.5	9.7	17.3	100	
Total Number	23,542	2,147	2,773	4,920		28,462
Bachelor Degree Totals						
Total %	71.3	10.6	18.1	28.7	100	
Total Number	30,917	4,598	7,844	12,442		43,359

† Percentages might not add exactly to 100.0 due to rounding.

* Table based on Australian citizens and permanent residents.

Table 3: Level of further study, if in full-time study, by detailed level of award, 2013 (% , n)

Level of Postgraduate Award	Level of further full-time study							Total†	Total (n)†
	Bachelor Degree	Undergraduate, other	Graduate Certificate	Postgraduate Diploma	Coursework Masters	Research Masters	PhD		
Graduate Certificate	10.2	2.8	5.5	16.5	39.8	3.8	21.4	100	528
Postgraduate Diploma	20.1	2.6	1.7	16.4	46.0	5.8	7.5	100	782
Coursework Masters	11.4	6.1	2.1	13.1	32.7	7.7	26.9	100	725
Research Masters	2.8	2.8	0.0	1.9	9.3	4.7	78.5	100	107
PhD	21.1	7.0	1.8	8.8	28.1	0.0	33.3	100	57
Postgraduate Total	14.1	3.9	2.6	14.4	37.9	5.7	21.4	100	2,199

† The total number of graduates in this table may not match those in other areas of this report due to non-response to particular questions on the AGS.

* Percentages might not add exactly to 100.0 due to rounding.

In 2013, as in previous years, postgraduates were more likely to be available¹ for full-time employment (74.8 per cent in total) than bachelor degree graduates (61.6 per cent). This appears to be, in part, attributable to a much higher proportion of bachelor degree graduates pursuing further full-time study (20.7 per cent) than postgraduates (5.9 per cent) as seen in Table 1.

Overall, bachelor degree graduates were over three times as likely as postgraduates to continue in full-time study, but this gap is not surprising. It is likely that a sizeable proportion of bachelor degree graduates continued in further full-time study after graduation in order to enhance their prospects of employment or to gain necessary professional accreditation.

Of postgraduates available for full-time employment in 2013, 82.7 per cent had found full-time work at the time of the GDS (see Table 2). This figure was 84.5 per cent in 2012 (GCA 2013). By way of comparison, in 2013, 71.3 per cent of bachelor degree graduates were in full-time employment (GCA 2014a).

Within each postgraduate level of award, large majorities were working on a full-time basis at the time of the survey (see Table 2) with the caveat that many postgraduate students study on a part-time basis while in full-time employment. Most notably, for those with a graduate certificate, this figure was 92.8 per cent, with 82.1 per cent for coursework masters.

In 2013, postgraduate diplomates (whether unemployed or working in a part-time position) were most likely to have been seeking full-time work at the time of the survey (23.0 per cent) followed by PhDs (21.4 per cent) and research masters graduates (20.2 per cent). For those with a graduate certificate, this figure was only 7.2 per cent.

Overall, only 17.3 per cent of postgraduates available for full-time work were still seeking a full-time position at the time of the survey, compared with 28.7 per cent of bachelor degree graduates.

Of graduates available for full-time work, a notably smaller proportion of postgraduates than bachelor degree graduates were

working on a part-time or casual basis while seeking full-time work (9.7 per cent compared with 18.1 per cent).

Research masters graduates were the most likely to be in full-time study (17.4 per cent, and for the reasons discussed previously), followed by postgraduate diplomates (9.0 per cent) and those with a graduate certificate on 7.2 per cent (see Table 1).

Of the small group of PhD graduates who continued in full-time study, 21.1 per cent commenced a bachelor degree while 33.3 per cent commenced another PhD or higher doctorate (see Table 3). In terms of research masters graduates, 78.5 per cent of those who continued in full-time study started a PhD (as did 26.9 per cent of coursework masters graduates). An additional 32.7 per cent of coursework masters graduates started another coursework masters degree.

The proportion of females available for full-time employment in 2013 was notably less than the corresponding proportion for males at all postgraduate levels (see Table D1 in the companion spreadsheet file *Postgraduate Destinations 2013 Tables and Figures*). This disparity was mirrored in the considerably higher proportions of females, compared to males, working part-time and not looking for full-time work, as well as higher proportions of females either not available for full-time work or study, or not working and seeking only part-time or casual employment.

In 2013:

- The proportion of male postgraduate diploma/certificate graduates available for, and in, full-time employment was 3.5 percentage points higher than the equivalent figure for females (86.7 per cent compared with 83.2 per cent² – see Table D2 in *Postgraduate Destinations 2013 Tables and Figures*).
- For coursework masters graduates the difference was slightly greater at 3.7 percentage points between males (84.1 per cent) and females (80.4 per cent)².
- The difference between the figures for male and female research masters/PhD graduates in full-time employment was 2.5 percentage points (80.0 per cent *cf.* 77.5 per cent)².

Table 4, exploring employment characteristics by level of award and sex, shows that postgraduates, as well as being more likely than bachelor degree graduates to be in full-time employment at the time of the GDS (82.7 per cent compared with 71.3 per cent of bachelor degree graduates), were also more likely to be in permanent or long-term employment (83.0 per cent compared with 69.1 per cent).

A substantial but unsurprising difference between postgraduates and bachelor degree graduates in the proportion working in their first full-time position was also revealed. A little more than one-fifth of postgraduates employed full-time were in their first full-time position (22.9 per cent compared with 56.4 per cent of bachelor degree graduates).

This is indicative of the different ages and employment histories of the two groups of respondents. Typically, bachelor degree graduates tend to be younger (by 11 years in 2013, see Table N in *Postgraduate Destinations 2013 Tables and Figures*) and, as noted above regarding first full-time jobs, less likely to have had previous full-time employment.

¹ This refers to the group of graduates who entered the full-time labour force after graduation and includes those both in and seeking full-time employment.

² This difference was significantly different (p. <.05).

Table 4: Employment characteristics of graduates in full-time employment, by level of award and sex, 2013 (%)

	If available for full-time employment: % in full-time employment at time of GDS	If working full-time: % in first full-time employment	If working full-time: % in permanent or long-term employment*	If working full-time: % employed overseas
Postgraduate Diploma/Certificate				
Males	86.7	18.6	87.0	2.6
Females	83.2	23.6	79.6	1.8
Total	84.5	21.6	82.5	2.1
Coursework Masters				
Males	84.1	20.8	89.7	5.4
Females	80.4	23.9	80.6	3.7
Total	82.1	22.4	84.9	4.5
Research Masters/PhD				
Males	80.0	30.6	79.2	13.4
Females	77.5	30.7	70.7	12.3
Total	78.7	30.6	74.9	12.9
Postgraduate Total	82.7	22.9	83.0	4.3
Bachelor Total	71.3	56.4	69.1	1.6

* Includes permanent or open-ended contracts and fixed-term contracts longer than 12 months.

2.0

POSTGRADUATE
OUTCOMES OVER TIME

When the broad activities for all postgraduate award levels are considered together over the past ten years (2004-13, refer to Supplementary Table E1 in *Postgraduate Destinations 2013 Tables and Figures*), it can be observed that:

- The proportion of postgraduates available for full-time employment over the past decade has been generally stable in the range 75-79 per cent.
- For the period covered, the proportion of postgraduates continuing in full-time study was at a high point of 7.7 per cent in 2004 and a low point of 5.0 in 2010.
- The proportion of postgraduates in part-time or casual employment and not seeking full-time employment has averaged 11.7 per cent over the period, but has been above that average since 2008, reaching a high point of 12.9 per cent in 2012.
- The proportion of postgraduates not working and seeking part-time work has been comparatively steady, ranging only from 0.6 per cent to 1.0 per cent and averaging 0.8.

Looking further at the postgraduates available for full-time employment over the past 10 years (see Table E1a in *Postgraduate Destinations 2013 Tables and Figures*):

- The proportion in full-time employment ranged from a high of 89.9 per cent in 2006 and 2008 to a low of 82.7 per cent in 2013, well below the 10 year average of 87.2 per cent.
- The proportion of postgraduates seeking full-time employment reached 17.3 per cent in 2013, above the 10 year average of 12.8 per cent.

“The proportion of postgraduates available for full-time employment over the past decade has been generally stable in the range 75-79 per cent.”

3.0

POSTGRADUATE OUTCOMES BY FIELD OF EDUCATION

“Availability for full-time employment varied across fields of education.”

The following section looks in more detail at respondents' broad work and study activities by level of award and by aggregated field of education³.

POSTGRADUATE DIPLOMA AND GRADUATE CERTIFICATE GRADUATES

Overall, 69.8 per cent of postgraduate diploma/certificate graduates were available for full-time employment in 2013 (see Table 5).

Availability for full-time employment varied across fields of education. While notably fewer than half of respondents from psychology and languages were available for full-time employment, they were also amongst those fields (along with visual and performing arts and chemistry) most likely to have undertaken further full-time study.

- Graduates from the fields of mining engineering (100.0 per cent) and mechanical engineering (92.8 per cent) were the most likely to have been available for full-time employment.
- At the time of the GDS, 84.5 per cent of postgraduate diploma/certificate graduates available for full-time employment were employed in full-time positions, with 15.5 per cent still seeking full-time employment (see Table 5a).

Of all postgraduate diploma/certificate graduates available for full-time employment (with 10 or more respondents), 100.0 per cent of graduates from electrical, mechanical and mining engineering were in full-time employment along with more than 95 per cent of graduates from medicine, nursing (basic), and rehabilitation studies.

At the other end of the scale, those from the fields of visual and performing arts, education – initial, and aeronautical and chemical engineering were the most likely to be seeking full-time employment (all above 28 per cent).

COURSEWORK MASTERS GRADUATES

Looking at the broad work and study activities of coursework masters degree graduates (see Table 6), 79.3 per cent of graduates were available for full-time employment.

Fields with the highest percentages in full-time employment included pharmacy and aeronautical engineering (96.7 per cent and 95.7 per cent respectively – see Table 6a).

Looking at the proportions of coursework masters degree graduates continuing with further full-time study, responses ranged from those from building, surveying, mining and chemical engineering and dentistry where no respondents reported undertaking further studies to physical sciences of whom almost a third reported that they were continuing their studies on a full-time basis.

Table 6a shows that, overall, 17.9 per cent of coursework masters graduates available for full-time employment were still seeking full-time employment at the time of the GDS. This overall total comprises 8.7 per cent not working and 9.2 per cent in part-time or casual work while seeking a full-time position.

Over 30 per cent of coursework masters graduates from chemical engineering, visual and performing arts, architecture and chemistry were still seeking full-time employment at the time of the survey.

³ Within Tables 5, 5a, 6, 6a, 7 and 7a there are several fields of education included with fewer than ten respondents (those shaded). In such cases, caution must be exercised when interpreting the associated figures. These data are retained here as they are the only data of their kind available. However, for the reasons outlined in the introductory section of this report, the discussion that follows does not include small fields such as these. It also avoids year to year comparisons where the number of cases in a particular field was fewer than ten in the previous year.

Table 5: Activities (broad) of postgraduate diploma/certificate graduates by aggregated field of education, 2013 (% , n)

	Available for full-time employment (see Table 5a)	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 (n)
Agriculture							
Agriculture	79.2	5.2	11.5	2.1	2.1	100	96
Architecture							
Architecture	53.1	12.5	21.9	0.0	12.5	100	32
Building	87.5	4.2	4.2	4.2	0.0	100	24
Urban/Regional Planning	73.4	10.1	12.7	0.0	3.8	100	79
Humanities, Social Sciences							
Humanities	60.0	11.2	16.8	2.2	9.8	100	1,254
Languages	40.3	19.3	25.2	1.7	13.4	100	119
Visual/Performing Arts	49.8	20.6	18.5	1.7	9.4	100	233
Social Science	63.8	11.3	20.0	0.0	5.0	100	80
Psychology	42.4	30.4	15.9	1.9	9.4	100	753
Social Work	60.3	7.1	24.7	2.1	5.9	100	478
Business Studies							
Business Studies	80.5	9.4	5.7	0.7	3.7	100	2,158
Accounting	80.6	4.9	7.5	0.4	6.7	100	268
Economics	85.5	3.6	8.4	0.0	2.4	100	83
Education							
Education - initial	69.7	5.4	18.3	1.7	5.0	100	3,975
Education - post/other	71.2	3.9	19.1	1.9	3.9	100	674
Engineering							
Aeronautical	82.4	0.0	11.8	0.0	5.9	100	17
Chemical	87.5	12.5	0.0	0.0	0.0	100	16
Civil	88.3	5.2	2.6	0.0	3.9	100	77
Electrical	88.0	2.0	8.0	0.0	2.0	100	50
Electronic/Computing	75.0	12.5	6.3	0.0	6.3	100	16
Mechanical	92.8	5.8	0.0	1.4	0.0	100	69
Mining	100.0	0.0	0.0	0.0	0.0	100	27
Other Engineering	86.1	7.6	2.1	0.0	4.2	100	144
Surveying	86.7	2.2	11.1	0.0	0.0	100	45
Health							
Dentistry	78.0	3.4	8.5	0.0	10.2	100	59
Health - other	78.1	6.9	10.4	0.8	3.8	100	1,198
Nursing - basic	61.5	6.0	28.6	0.0	3.9	100	517
Nursing - post	58.4	2.3	35.3	0.8	3.2	100	1,317
Pharmacy	79.1	8.1	11.6	0.0	1.2	100	86
Medicine	73.8	9.0	14.8	1.0	1.4	100	210
Rehabilitation	61.7	12.0	20.6	0.6	5.1	100	175
Law							
Law	82.5	8.0	4.7	0.2	4.5	100	424
Law - other	85.3	5.4	4.7	0.5	4.1	100	634
Science							
Computer Science	89.4	4.8	2.2	0.4	3.1	100	227
Life Sciences	62.8	12.3	18.5	0.8	5.8	100	400
Mathematics	77.3	10.1	7.6	0.8	4.2	100	119
Chemistry	50.0	33.3	0.0	0.0	16.7	100	12
Physical Sciences	77.6	8.6	6.9	0.0	6.9	100	58
Geology	100.0	0.0	0.0	0.0	0.0	100	9
Veterinary Science	57.1	0.0	28.6	0.0	14.3	100	7
Total	69.8	8.2	15.7	1.2	5.1	100	
Total (n)	11,328	1,326	2,554	189	822		16,219

Note: Figures in shaded fields should be interpreted with caution as they are based on a group of fewer than 10 respondents.

[†] Percentages may not add exactly to 100.0 due to rounding.

Table 5a: Activities of postgraduate diploma/certificate graduates available for full-time employment, by aggregated field of education, 2013 (% , n)

	In full-time employment	Not working, seeking full-time employment	Working part-time or casual, seeking full-time employment	Total seeking full-time employment	Total available for full-time employment [†]	Total available for full-time employment (n)
Agriculture						
Agriculture	85.5	11.8	2.6	14.5	100	76
Architecture						
Architecture	88.2	0.0	11.8	11.8	100	17
Building	90.5	4.8	4.8	9.5	100	21
Urban/Regional Planning	93.1	5.2	1.7	6.9	100	58
Humanities & Social Sciences						
Humanities	79.9	9.3	10.8	20.1	100	752
Languages	83.3	4.2	12.5	16.7	100	48
Visual/Performing Arts	60.3	16.4	23.3	39.7	100	116
Social Science	88.2	3.9	7.8	11.8	100	51
Psychology	79.6	7.5	12.9	20.4	100	319
Social Work	88.5	3.5	8.0	11.5	100	288
Business Studies						
Business Studies	92.2	4.9	2.9	7.8	100	1,737
Accounting	88.0	8.8	3.2	12.0	100	216
Economics	91.5	5.6	2.8	8.5	100	71
Education						
Education - initial	70.9	8.0	21.1	29.1	100	2,771
Education - post	88.3	3.8	7.9	11.7	100	480
Engineering						
Aeronautical	71.4	14.3	14.3	28.6	100	14
Chemical	71.4	7.1	21.4	28.6	100	14
Civil	94.1	0.0	5.9	5.9	100	68
Electrical	100.0	0.0	0.0	0.0	100	44
Electronic/Computing	75.0	8.3	16.7	25.0	100	12
Mechanical	100.0	0.0	0.0	0.0	100	64
Mining	100.0	0.0	0.0	0.0	100	27
Other Engineering	91.1	7.3	1.6	8.9	100	124
Surveying	74.4	17.9	7.7	25.6	100	39
Health						
Dentistry	93.5	4.3	2.2	6.5	100	46
Health - other	90.1	4.2	5.8	9.9	100	936
Nursing - basic	95.9	1.9	2.2	4.1	100	318
Nursing - post	94.1	0.9	4.9	5.9	100	769
Pharmacy	94.1	0.0	5.9	5.9	100	68
Medicine	96.8	1.3	1.9	3.2	100	155
Rehabilitation	95.4	0.9	3.7	4.6	100	108
Law						
Law	88.9	7.1	4.0	11.1	100	350
Law - other	87.4	7.4	5.2	12.6	100	541
Science						
Computer Science	88.2	7.9	3.9	11.8	100	203
Life Sciences	83.3	4.4	12.4	16.7	100	251
Mathematics	91.3	4.3	4.3	8.7	100	92
Chemistry	100.0	0.0	0.0	0.0	100	6
Physical Sciences	82.2	4.4	13.3	17.8	100	45
Geology	88.9	11.1	0.0	11.1	100	9
Veterinary Science	100.0	0.0	0.0	0.0	100	4
Total	84.5	5.9	9.6	15.5	100	
Total (n)	9,575	663	1,090	1,753	11,328	

Note: Figures in shaded fields should be interpreted with caution as they are based on a group of fewer than 10 respondents.

[†] Percentages may not add exactly to 100.0 due to rounding.

Table 6: Activities (broad) of coursework masters graduates by aggregated field of education, 2013 (% , n)

	Available for full-time employment (see Table 6a)	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 (n)
Agriculture							
Agriculture	79.5	2.6	11.5	1.9	4.5	100	156
Architecture							
Architecture	80.6	4.5	8.0	0.4	6.5	100	489
Building	95.5	0.0	2.3	0.0	2.3	100	44
Urban/Regional Planning	82.9	5.3	5.3	0.0	6.5	100	170
Humanities, Social Sciences							
Humanities	71.4	6.3	11.6	1.4	9.3	100	1,690
Languages	65.0	9.6	16.9	1.1	7.3	100	177
Visual/Performing Arts	59.1	7.9	18.5	3.2	11.2	100	340
Social Science	81.2	3.0	12.9	0.0	3.0	100	101
Psychology	69.0	2.9	21.0	1.7	5.5	100	420
Social Work	69.1	3.0	17.4	3.2	7.3	100	534
Business Studies							
Business Studies	89.1	2.2	4.0	0.2	4.5	100	4,016
Accounting	80.2	3.2	7.4	0.6	8.6	100	474
Economics	81.9	6.9	5.2	0.0	6.0	100	116
Education							
Education - initial	76.4	2.3	14.0	1.4	5.9	100	2,217
Education - post	77.8	2.2	14.3	1.5	4.3	100	680
Engineering							
Aeronautical	90.2	5.9	2.0	0.0	2.0	100	51
Chemical	78.6	0.0	14.3	0.0	7.1	100	14
Civil	90.7	3.9	0.8	0.0	4.7	100	129
Electrical	92.1	4.0	1.0	0.0	3.0	100	101
Electronic/Computing	88.7	3.2	3.2	0.0	4.8	100	62
Mechanical	92.6	1.9	1.9	0.0	3.7	100	54
Mining	94.4	0.0	0.0	2.8	2.8	100	36
Other Engineering	90.5	3.0	1.7	0.0	4.8	100	231
Surveying	95.0	0.0	0.0	0.0	5.0	100	20
Health							
Dentistry,	91.7	0.0	8.3	0.0	0.0	100	12
Health - other	74.6	6.3	12.8	1.2	5.2	100	1,392
Nursing - basic	76.5	2.6	17.3	0.6	3.0	100	532
Nursing - post	67.1	2.3	27.4	0.0	3.3	100	398
Pharmacy	82.8	6.2	4.8	0.0	6.2	100	145
Medicine	82.4	3.4	10.8	0.7	2.7	100	148
Rehabilitation	76.1	2.4	17.1	0.7	3.7	100	674
Law							
Law	80.9	10.4	5.1	0.1	3.5	100	690
Law - other	81.4	5.8	6.3	0.5	6.1	100	413
Science							
Computer Science	87.4	2.6	3.3	0.4	6.3	100	541
Life Sciences	74.2	10.4	9.5	0.8	5.1	100	473
Mathematics	73.1	16.7	3.8	1.3	5.1	100	78
Chemistry	75.0	18.8	0.0	0.0	6.3	100	16
Physical Sciences	54.8	32.3	3.2	0.0	9.7	100	31
Geology	80.5	4.9	4.9	2.4	7.3	100	41
Veterinary Science	81.8	4.5	4.5	0.0	9.1	100	22
Total	79.3	4.2	10.2	0.9	5.6	100	
Total (n)	14,208	745	1,820	156	999	17,928	

Note: Figures in shaded fields should be interpreted with caution as they are based on a group of fewer than 10 respondents.

† Percentages may not add exactly to 100.0 due to rounding.

Table 6a: Activities of coursework masters graduates available for full-time employment, by aggregated field of education, 2013 (% , n)

	In full-time employment	Not working, seeking full-time employment	Working part-time or casual, seeking full-time employment	Total seeking full-time employment	Total available for full-time employment [†]	Total available for full-time employment (n)
Agriculture						
Agriculture	71.8	14.5	13.7	28.2	100	124
Architecture						
Architecture	64.0	16.8	19.3	36.0	100	394
Building	85.7	4.8	9.5	14.3	100	42
Urban/Regional Planning	76.6	14.9	8.5	23.4	100	141
Humanities & Social Sciences						
Humanities	78.0	10.4	11.5	22.0	100	1,206
Languages	73.0	10.4	16.5	27.0	100	115
Visual/Performing Arts	61.2	14.4	24.4	38.8	100	201
Social Science	74.4	13.4	12.2	25.6	100	82
Psychology	80.3	6.2	13.4	19.7	100	290
Social Work	80.2	9.5	10.3	19.8	100	369
Business Studies						
Business Studies	87.3	8.1	4.6	12.7	100	3,580
Accounting	72.6	18.4	8.9	27.4	100	380
Economics	83.2	12.6	4.2	16.8	100	95
Education						
Education - initial	75.2	5.4	19.4	24.8	100	1,693
Education - post	86.8	5.3	7.9	13.2	100	529
Engineering						
Aeronautical	95.7	2.2	2.2	4.3	100	46
Chemical	54.5	27.3	18.2	45.5	100	11
Civil	84.6	11.1	4.3	15.4	100	117
Electrical	87.1	7.5	5.4	12.9	100	93
Electronic/Computing	78.2	16.4	5.5	21.8	100	55
Mechanical	70.0	20.0	10.0	30.0	100	50
Mining	88.2	8.8	2.9	11.8	100	34
Other Engineering	86.6	8.6	4.8	13.4	100	209
Surveying	89.5	10.5	0.0	10.5	100	19
Health						
Dentistry	90.9	0.0	9.1	9.1	100	11
Health - other	85.4	6.1	8.6	14.6	100	1,038
Nursing - basic	92.9	1.7	5.4	7.1	100	407
Nursing - post	94.8	1.1	4.1	5.2	100	267
Pharmacy	96.7	1.7	1.7	3.3	100	120
Medicine	93.4	4.9	1.6	6.6	100	122
Rehabilitation	81.5	9.4	9.2	18.5	100	513
Law						
Law	85.1	9.1	5.7	14.9	100	558
Law - other	88.7	8.0	3.3	11.3	100	336
Science						
Computer Science	79.5	14.6	5.9	20.5	100	473
Life Sciences	74.6	11.4	14.0	25.4	100	351
Mathematics	78.9	14.0	7.0	21.1	100	57
Chemistry	66.7	25.0	8.3	33.3	100	12
Physical Sciences	88.2	11.8	0.0	11.8	100	17
Geology	75.8	24.2	0.0	24.2	100	33
Veterinary Science	83.3	0.0	16.7	16.7	100	18
Total	82.1	8.7	9.2	17.9	100	
Total (n)	11,664	1,233	1,311	2,544	14,208	

Note: Figures in shaded fields should be interpreted with caution as they are based on a group of fewer than 10 respondents.

[†] Percentages may not add exactly to 100.0 due to rounding.

RESEARCH MASTERS AND PHD GRADUATES

At the research masters degree and PhD graduate level, 74.6 per cent were available for full-time employment at the time of the survey (see Table 7).

Overall, 4.3 per cent of graduates from research masters/PhD courses were continuing in further full-time study. As noted previously, a higher proportion of research masters graduates continued with further full-time study compared to PhD graduates (17.4 per cent and 1.8 per cent respectively – see Table 1). This can influence the combined figures shown in Table 7.

Of research masters/PhD graduates available for full-time employment, 78.7 per cent were in a full-time position at the time of the GDS (see Table 7a). All graduates from mining engineering were in full-time employment, as were 93.3 per cent of rehabilitation studies graduates and 93.0 per cent of nursing – basic graduates.

Over 30 per cent of graduates from the fields of humanities, chemical engineering, law – other, visual and performing arts, and languages were seeking full-time employment at the time of the survey.

FULL-TIME EMPLOYMENT AND FULL-TIME OR PART-TIME ATTENDANCE

Overall, postgraduates who attended their course on a part-time basis were more likely to be in full-time employment at the time of the GDS than those who had attended their course on a full-time basis, across all levels of award (see supplementary Table F in *Postgraduate Destinations 2013 Tables and Figures*). This has been the case in every year since this table was first produced in 2003, suggesting that this figure is influenced by part-time students already engaged in full-time employment while studying, many of whom would have continued with this employment after graduation.

It should be noted that while the difference in the rate of full-time employment for part-time and full-time attendees was clear at the overall award level, there was some variation in the figures at an aggregated field of education level. Some of this variation should be treated with caution as a number of the breakdowns contain relatively small numbers of respondents and consequently are subject to fluctuation. This is particularly the case for engineering and science specialisations, where the circumstances of a handful of graduates may have a substantial impact on the figures for that field from year to year. The figures at the total award levels however, are relatively stable.

Table 7: Activities (broad) of research masters/PhD graduates by aggregated field of education, 2013 (% , n)

	Available for full-time employment (see Table 7a)	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 (n)
Agriculture							
Agriculture	82.4	1.0	6.9	2.0	7.8	100	102
Architecture							
Architecture	72.0	4.0	8.0	4.0	12.0	100	25
Building	75.0	0.0	25.0	0.0	0.0	100	4
Urban/Regional Planning	71.4	0.0	14.3	0.0	14.3	100	7
Humanities, Social Sciences							
Humanities	64.8	3.9	14.8	2.1	14.3	100	512
Languages	60.4	7.5	17.0	1.9	13.2	100	53
Visual/Performing Arts	57.5	5.9	24.7	0.9	11.0	100	219
Social Science	72.1	0.0	19.1	0.0	8.8	100	68
Psychology	72.6	2.1	22.0	0.4	2.9	100	241
Social Work	75.9	3.4	13.8	0.0	6.9	100	29
Business Studies							
Business Studies	81.3	2.3	10.2	0.3	5.9	100	304
Accounting	90.0	0.0	10.0	0.0	0.0	100	20
Economics	85.0	2.5	7.5	0.0	5.0	100	40
Education							
Education - initial	71.6	4.1	15.3	2.3	6.8	100	222
Education - post	80.0	2.0	6.0	0.0	12.0	100	50
Engineering							
Aeronautical	83.3	8.3	0.0	0.0	8.3	100	12
Chemical	83.3	1.9	1.9	1.9	11.1	100	54
Civil	72.9	8.5	11.9	0.0	6.8	100	59
Electrical	85.2	5.6	5.6	0.0	3.7	100	54
Electronic/Computing	93.3	2.2	2.2	0.0	2.2	100	45
Mechanical	88.9	3.7	1.9	0.0	5.6	100	54
Mining	100.0	0.0	0.0	0.0	0.0	100	9
Other Engineering	83.2	6.3	4.2	0.0	6.3	100	95
Surveying	88.9	0.0	11.1	0.0	0.0	100	9
Health							
Dentistry	52.2	8.7	39.1	0.0	0.0	100	23
Health - other	67.4	6.2	19.4	0.0	7.0	100	258
Nursing - basic	67.4	11.6	14.0	2.3	4.7	100	43
Nursing - post	73.3	13.3	13.3	0.0	0.0	100	15
Pharmacy	71.0	6.5	12.9	3.2	6.5	100	31
Medicine	73.3	5.9	15.0	0.5	5.3	100	187
Rehabilitation	62.5	4.2	27.8	0.0	5.6	100	72
Law							
Law	82.5	5.0	10.0	0.0	2.5	100	40
Law - other	78.9	0.0	21.1	0.0	0.0	100	19
Science							
Computer Science	76.9	5.8	4.1	1.7	11.6	100	121
Life Sciences	81.1	4.1	6.8	0.6	7.4	100	512
Mathematics	75.4	9.8	6.6	1.6	6.6	100	61
Chemistry	87.1	3.4	4.3	0.9	4.3	100	116
Physical Sciences	89.5	5.3	2.1	0.0	3.2	100	95
Geology	82.1	3.6	10.7	0.0	3.6	100	28
Veterinary Science	73.3	0.0	6.7	0.0	20.0	100	15
Total	74.6	4.3	12.6	0.9	7.6	100	
Total (n)	2,926	169	493	35	300	3,923	

Note: Figures in shaded fields should be interpreted with caution as they are based on a group of fewer than 10 respondents.

† Percentages may not add exactly to 100.0 due to rounding.

Table 7a: Activities of research masters/PhD graduates available for full-time employment, by aggregated field of education, 2013 (% , n)

	In full-time employment	Not working, seeking full-time employment	Working part-time or casual, seeking full-time employment	Total seeking full-time employment	Total available for full-time employment [†]	Total available for full-time employment (n)
Agriculture						
Agriculture	78.6	11.9	9.5	21.4	100	84
Architecture						
Architecture	77.8	11.1	11.1	22.2	100	18
Building	66.7	0.0	33.3	33.3	100	3
Urban/Regional Planning	80.0	20.0	0.0	20.0	100	5
Humanities & Social Sciences						
Humanities	68.1	9.6	22.3	31.9	100	332
Languages	56.3	12.5	31.3	43.8	100	32
Visual/Performing Arts	65.9	9.5	24.6	34.1	100	126
Social Science	73.5	8.2	18.4	26.5	100	49
Psychology	85.1	3.4	11.4	14.9	100	175
Social Work	86.4	4.5	9.1	13.6	100	22
Business Studies						
Business Studies	75.3	10.1	14.6	24.7	100	247
Accounting	88.9	11.1	0.0	11.1	100	18
Economics	79.4	11.8	8.8	20.6	100	34
Education						
Education - initial	86.8	3.1	10.1	13.2	100	159
Education - post	92.5	0.0	7.5	7.5	100	40
Engineering						
Aeronautical	90.0	0.0	10.0	10.0	100	10
Chemical	66.7	13.3	20.0	33.3	100	45
Civil	76.7	16.3	7.0	23.3	100	43
Electrical	91.3	6.5	2.2	8.7	100	46
Electronic/Computing	90.5	4.8	4.8	9.5	100	42
Mechanical	79.2	14.6	6.3	20.8	100	48
Mining	100.0	0.0	0.0	0.0	100	9
Other Engineering	79.7	11.4	8.9	20.3	100	79
Surveying	87.5	0.0	12.5	12.5	100	8
Health						
Dentistry	91.7	0.0	8.3	8.3	100	12
Health - other	88.5	4.6	6.9	11.5	100	174
Nursing - basic	93.1	0.0	6.9	6.9	100	29
Nursing - post	90.9	0.0	9.1	9.1	100	11
Pharmacy	86.4	9.1	4.5	13.6	100	22
Medicine	90.5	4.4	5.1	9.5	100	137
Rehabilitation	93.3	2.2	4.4	6.7	100	45
Law						
Law	81.8	9.1	9.1	18.2	100	33
Law - other	66.7	26.7	6.7	33.3	100	15
Science						
Computer Science	72.0	12.9	15.1	28.0	100	93
Life Sciences	75.2	10.8	14.0	24.8	100	415
Mathematics	80.4	6.5	13.0	19.6	100	46
Chemistry	76.2	12.9	10.9	23.8	100	101
Physical Sciences	77.6	11.8	10.6	22.4	100	85
Geology	82.6	8.7	8.7	17.4	100	23
Veterinary Science	100.0	0.0	0.0	0.0	100	11
Total	78.7	8.6	12.7	21.3	100	
Total (n)	2,303	251	372	623	2,926	

Note: Figures in shaded fields should be interpreted with caution as they are based on a group of fewer than 10 respondents.

[†] Percentages may not add exactly to 100.0 due to rounding.

4.0

POSTGRADUATE OUTCOMES BY EMPLOYMENT SECTOR AND OCCUPATION

... the majority of graduates at each level of award ... are employed in a professional occupation ...

Looking at the proportion of postgraduates employed in the various employment sectors, we can see that over one-third of postgraduates (36.6 per cent) were employed in the private sector (see Table 8), with:

- just over one-quarter working in the education sector (26.8 per cent);
- 15.8 per cent employed in the health sector; and
- 12.8 per cent employed in government positions.

In contrast, 53.8 per cent of bachelor degree graduates were employed in the private sector and only 12.7 per cent were employed in the education sector.

The proportions of postgraduates employed in each sector varied substantially by level of award:

- Postgraduate diploma/certificate graduates were most likely to be employed in the private sector

(31.0 per cent) followed closely by the education sector (29.1 per cent).

- The private sector was clearly the major source of full-time employment for coursework masters graduates, accounting for 43.6 per cent of respondents in full-time employment.
- In contrast, the education sector was the major source of full-time employment for research masters and PhD graduates (50.5 per cent) with higher education employing 40.9 per cent and 'other education', 9.6 per cent.

Looking at the broad occupational categories⁴ of those working full time, we see that the majority of graduates at each level of award, including bachelor degree graduates, are employed in a professional occupation (68.8 per cent) followed by managers (11.4 per cent) and clerical and administrative workers (9.1 per cent – see supplementary Table K in *Postgraduate Destinations 2013 Tables and Figures*).

Table 8: Employment sector of graduates, if working full time, by level of award, 2013 (% , n)

	Postgraduate Diploma/Certificate	Coursework Masters	Research Masters/PhD	Postgraduate TOTAL %	Bachelor Degree
Government	13.1	13.5	8.0	12.8	7.8
Education [~]					
Higher education	5.1	3.8	40.9	8.0	1.6
Other education	24.0	16.5	9.6	18.9	11.1
Total education	29.1	20.4	50.5	26.8	12.7
Health	19.7	13.9	8.9	15.8	18.7
Private					
Private practice	7.4	10.7	4.7	8.8	13.5
Other business/industry	23.6	32.9	20.1	27.9	40.3
Total private	31.0	43.6	24.8	36.6	53.8
Other N.E.I.[‡]	7.1	8.6	7.9	7.9	7.1
Total[†]	100	100	100	100	100
Total (n)[§]	9,575	11,664	2,303	23,542	30,917

[~] Includes government and private sector education.

[‡] Not elsewhere indicated.

[†] Percentages may not add exactly to 100.0 due to rounding.

[§] The total number of graduates in this table may not match those in other areas of this report due to non response to particular questions on the AGS.

4 Occupational categories are based on the Australian and New Zealand Standard Classifications of Occupations (ANZSCO - ABS 2006).

5.0

POSTGRADUATE SALARIES

Due to the small proportion of postgraduates in their first full-time employment, it is not appropriate to limit the discussion of salaries data to ‘starting’ salaries (salaries of graduates entering the full-time workforce for the first time). Accordingly, this section focuses on median salaries for all postgraduates in full-time employment, regardless of age or whether this was their first full-time position.

In 2013, the median salary for postgraduates in full-time employment was \$79,000 (up from \$75,000 in 2012, \$73,000 in 2011, \$70,000 in 2010 and \$68,600 in 2009) (GCA 2013 and Table 9).

- In the breakdown by broad employment sectors in Table 9, postgraduate salaries are shown to be higher than the equivalent salaries for bachelor degree graduates in every employment sector.
- The highest overall median salary for all postgraduates by sector was \$85,400, recorded for the government sector, followed closely by the private sector (\$80,000).
- The highest overall median salary, at any award level and for any sector, was received by coursework masters graduates in the government sector (\$91,000), as has been the case for the last few years.
- Research masters/PhD graduates in all major sectors, along with coursework masters graduates employed in the private and health sectors and postgraduate diploma/certificate graduates in the government and private sectors all reported a median salary of \$80,000 or more.
- At the other end of the scale, the lowest median salary figure for any sector and award level was \$64,000 for postgraduate diploma/certificate graduates in the education sector. This has been the case for the last few years.

“ In 2013, the median salary for postgraduates in full-time employment was \$79,000 (up from \$75,000 in 2012 ...)

Table 9: Median salaries for graduates in full-time employment by level of award, sex and employment sector (broad), 2013 (\$,000)[§]

	Postgraduate Diploma/Certificate			Coursework Masters			Research Masters/PhD			All Postgraduates			Bachelor Degree		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government	87.0	75.0	80.0	100.0	86.0	91.0	89.0	76.9	82.0	92.0	80.0	85.4	63.0	60.0	60.3
Private	92.0	69.0	80.0	95.0	70.0	85.0	82.5	74.7	80.0	93.3	70.0	80.0	55.3	50.0	52.0
Education	66.0	63.3	64.0	84.0	74.0	78.0	80.0	80.0	80.0	78.0	70.0	72.0	58.0	57.0	57.0
Health	85.0	70.0	75.0	90.0	76.0	80.0	89.5	83.0	85.0	86.0	75.0	76.0	60.0	55.0	55.6
Other	70.0	65.0	68.5	80.0	65.0	70.0	71.5	71.0	71.0	75.0	66.0	70.0	54.0	50.0	51.0
Total (2013)	82.0	69.0	72.0	90.0	75.0	80.0	80.0	78.3	80.0	85.0	72.0	79.0	58.0	54.0	55.0
Total (2012)	80.0	67.0	70.0	87.0	71.0	79.0	79.0	75.0	76.0	82.0	70.0	75.0	56.0	52.0	54.0

[§] The salary figures in this table may not match those in other areas of this report to non-response to particular questions on the AGS

Note: Salaries for bachelor degree graduates differ from those reported in the Graduate Starting Salaries series since the data reported here are not limited to graduates in their first full-time employment.

In terms of the male/female salary differential, males were paid more than similarly qualified females in most employment sectors for each level of award. While in some of these cases, the difference was \$1,000 or less, in most, the difference was \$10,000 or more. Differences in salaries paid to male and female bachelor degree graduates were generally far less.

Male median salaries were \$13,000 higher than female median salaries at the postgraduate diploma/certificate level, \$15,000 higher overall at coursework masters level and \$1,800 higher overall at the research masters/PhD level (see Table 9).

It is not possible to account for the differences between male and female postgraduate salaries in simple terms. The groupings used for this analysis are very broad and postgraduates can have very different employment experiences both before and during their courses of study or research. Each field of education offers a range of course or research options and different courses may have different enrolment profiles for males and females which may themselves lead to different employment outcomes. Unfortunately, while the GDS brings this salary disparity to light, it does not produce sufficient information to provide for a more complete examination.

As noted earlier (see Table 4), of postgraduates in full-time employment, only 22.9 per cent were in their first full-time position, leaving 77.1 per cent who had previously been employed. The figures in Table 10 indicate that, in most cases, postgraduates in their first full-time employment received salaries lower than those salaries shown for all postgraduates. The biggest overall difference was for masters coursework graduates, where those without previous full-time employment experience earned \$17,000 less.

Table 10: Median salaries for graduates in full-time employment and graduates in first full-time employment, by level of award and detailed occupation, 2013 (\$,000, n) [§]

	Postgraduates in any full-time employment						Postgraduates in first full-time employment					
	Postgraduate Diploma/Certificate		Coursework Masters		Research Masters/PhD		Postgraduate Diploma/Certificate		Coursework Masters		Research Masters/PhD	
	\$,000	n	\$,000	n	\$,000	n	\$,000	n	\$,000	n	\$,000	n
Managers	100.0	1,123	110.0	1,975	93.3	152	90.0	97	100.0	207	80.0	27
Arts/Media Professionals	58.5	82	63.5	98	71.0	69	49.0	22	47.5	20	70.0	24
Business/HR/Marketing Professionals	75.0	843	80.0	1,465	79.0	142	64.4	167	62.0	309	71.0	49
Design/Eng./Sci./Transport Professionals	85.0	403	80.0	809	75.0	453	66.5	72	61.5	242	74.0	192
Education Professionals	61.0	1,870	72.0	1,331	83.0	448	58.0	519	64.5	338	82.0	91
Health Professionals	75.0	1,651	75.0	1,416	95.0	119	70.0	414	60.0	415	80.0	25
ICT Professionals	85.0	141	85.0	351	80.0	54	90.0	17	68.0	68	74.5	20
Legal/Social/Welfare Professionals	65.0	537	70.0	675	78.0	141	60.0	133	65.0	169	71.6	42
Technicians & Trade Workers	80.0	192	65.0	168	70.0	45	70.0	33	50.0	52	70.5	14
Community and Personal Service Workers	70.0	292	72.0	242	65.0	10	63.0	63	70.0	57	*	*
Clerical and Administrative Workers	65.0	557	69.5	600	69.0	63	56.0	109	55.6	137	60.0	22
Sales Workers	60.0	61	65.0	83	*	*	50.0	13	43.0	21	*	*
Machinery Operators, Drivers & Labourers	55.0	43	60.0	33	*	*	45.0	11	51.0	10	*	*
Total[†]	72.0	7,795	80.0	9,246	80.0	1,712	62.5	1,670	63.0	2,045	74.9	512

* Fewer than 10 valid responses in these cells.

[†] Totals may be greater than the sum of the columns because they include cells in which there were fewer than 10 respondents.

[§] The salary figures in this table may not match those in other areas of this report to non-response to particular questions on the AGS.

6.0

RELATIONSHIP BETWEEN
POSTGRADUATE
QUALIFICATIONS AND
EMPLOYMENT

The GDS attempts to broadly gauge graduates' perceptions regarding the importance of their qualifications, the major fields of education they studied and 'other skills and knowledge acquired during their course', in relation to their main employment. In terms of their current employment, respondents were asked to assess these three aspects of educational attainment as to whether they were a;

- Formal requirement
- Important
- Somewhat important
- Not important
- Don't know

As noted in the previous sections, in order to avoid generalisations based on very small numbers of graduates, the tables and discussion in this section do not include

percentages where the number of relevant responses for a particular figure was fewer than 10. All data in the tables and discussion that follow only concern graduates who were in full-time employment.

The summary of results on the relationship between qualification, field of education, 'other skills and knowledge acquired during a course' and full-time employment for all postgraduates are provided in Table 11. Overall, 61.2 per cent of all postgraduates indicated that their qualification was either a formal requirement or 'important', while 70.2 per cent said their major field of education was either a formal requirement or 'important' and 68.2 per cent said 'other skills and knowledge acquired' during their studies were either a formal requirement or 'important' for their work.

“ The GDS attempts to broadly gauge graduates' perceptions regarding the importance of their qualifications, the major fields of education they studied and 'other skills and knowledge acquired during their course' ...

Table 11: Relationship between qualification, field of education, 'other skills and knowledge acquired during a course' and full-time employment of all postgraduates, 2013

	Formal requirement	Important	Formal requirement + important	Somewhat important	Not important	Total [†]
Qualification	26.8	34.3	61.2	23.7	15.2	100
Major Field of Education	25.7	44.6	70.2	19.6	10.2	100
Other skills and knowledge acquired	12.0	56.2	68.2	23.6	8.2	100

[†] Figures might not add exactly to 100.0 due to rounding.

Supplementary Tables V, W and X (*see Postgraduate Destinations 2013 Tables and Figures*) analyse the relationship between qualification, field of education and 'other skills and knowledge acquired' in the workplace. These results highlight the differences found at the field of education level. At their broadest however they show that at the research masters/ PhD level, qualifications were most likely to be a formal requirement (41.8 per cent, see Table V), while the other two aspects in the question (i.e. field of education – see Table W – and 'other skills and knowledge acquired during a course' – see Table X) were more likely to be viewed as 'important'.

At the coursework masters level, qualifications were less likely to be a formal

requirement, but viewed as 'important' (35.7 per cent). The same is also true for 'field of education' (47.2 per cent) and 'other skills and knowledge acquired during a course' (57.3 per cent).

At the postgraduate diploma/certificate level, qualifications were viewed as 'important' (32.0 per cent), and the field of education and 'other skills and knowledge acquired during a course' were most likely to be viewed as 'important', as found in the other award levels.

Across all levels of award, the proportions of graduates who indicated that their qualification, field of education and other skills and knowledge acquired during a course were 'not important' were all smallest at the research masters/PhD level.



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