



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA



2025 GRADUATE DESTINATIONS SURVEY

TOPLINE REPORT
NOVEMBER 2025

Introduction

The annual Graduate Destinations Survey reports on the types of employment, further study, voluntary work or job searching our graduates are involved in after completing their studies.

These statistics are of the destinations of respondents who graduated between **1 July 2024 and 30 June 2025**.

The 2025 iteration of the survey was opened on 23 September 2025 and remained open through to 19 October 2025.

4,837 recent graduates were emailed the survey and **1,481** responses were received. This is a **response rate of 31%** of all eligible graduated students invited to take part.

This Topline Report has been created as an overview of the data collected from the 2025 Graduate Destinations Survey. Throughout this report:

- Percentages may not add up to 100% due to rounding.
- Results based on small numbers of responses should be viewed with caution.
- A few questions allowed respondents to select more than one option, leading to a sum of responses greater than 100%.

For more detailed information, the PowerBI Dashboard provides all response data for the past four years, and offers filters to explore specific sub-groups. This is only available for staff to access.



Contents

	Page
Introduction	2
Key Findings	3
Graduate Destinations	4
Employment Status	7
Income	16
Graduate Profile Skills	24
Assessment of VUW	27
Further Study	30
Voluntary Work	34
Demographics	36
Methodology	40

Key Findings

Graduate Destinations

Almost two-thirds, 63%, of graduates responding were in full-time employment within one year. The percentage of graduates in full-time employment has decreased over the past two years, with a notable increase in those in part-time work and/or part-time study.

Employment Status

Of those who reported their employment status, 84% were in paid employment within one year. 12% were not in paid work. Over time we can see a significant reduction of those employed full-time since 2023 where it was 76%, down to 63% in 2025.

Income

63% of respondents working full-time reported salaries between \$40,001 and \$80,000. 87% of respondents working part-time reported salaries \$40,000 or less. For both full-time and part-time workers, males reported slightly higher wages than females on average. 33% of full-time working males earned \$80,001 or more, compared to 28% for females. 19% of part-time working males earned \$40,001 or more, compared to 11% for females.

Graduate Profile Skills

Respondents were most satisfied that their university education provided them with good critical thinking skills and intellectual integrity (88% and 87% satisfied respectively). They were least satisfied with the teamwork skills they obtained.

Only 58% were satisfied with these. And gaining an international perspective only had 67% of respondents reporting satisfaction. More than three-quarters of respondents agreed that they were using these skills in their employment.

Assessment of VUW

Most graduates were very satisfied with their experience at VUW, 86% were satisfied with their education and qualification. 86% of respondents thought their university experience was worthwhile and 80% would recommend VUW to peers. 61% were satisfied with the non-academic/non-teaching support and services and 62% thought that their study prepared them well for employment. Opinion was divided on how much the university had helped them understand the use of AI in their study and work.

Further Study

The majority (72%) of respondents did not enter further study after their graduation. Of the 1,480 respondents, only 28% are doing further study. One quarter doing part-time study and three quarters doing full-time study. Respondents who graduated with a Bachelors or an Honours degree were most likely to enter further study. Those who graduated with a Masters or PhD were least likely to enter further study.

voluntary Work

Of the 1,317 respondents, 13% are doing voluntary work. 24% of those doing voluntary work have more than one voluntary job. Part-time workers were most likely to be doing voluntary work (19%) and full-time workers least likely (10%).

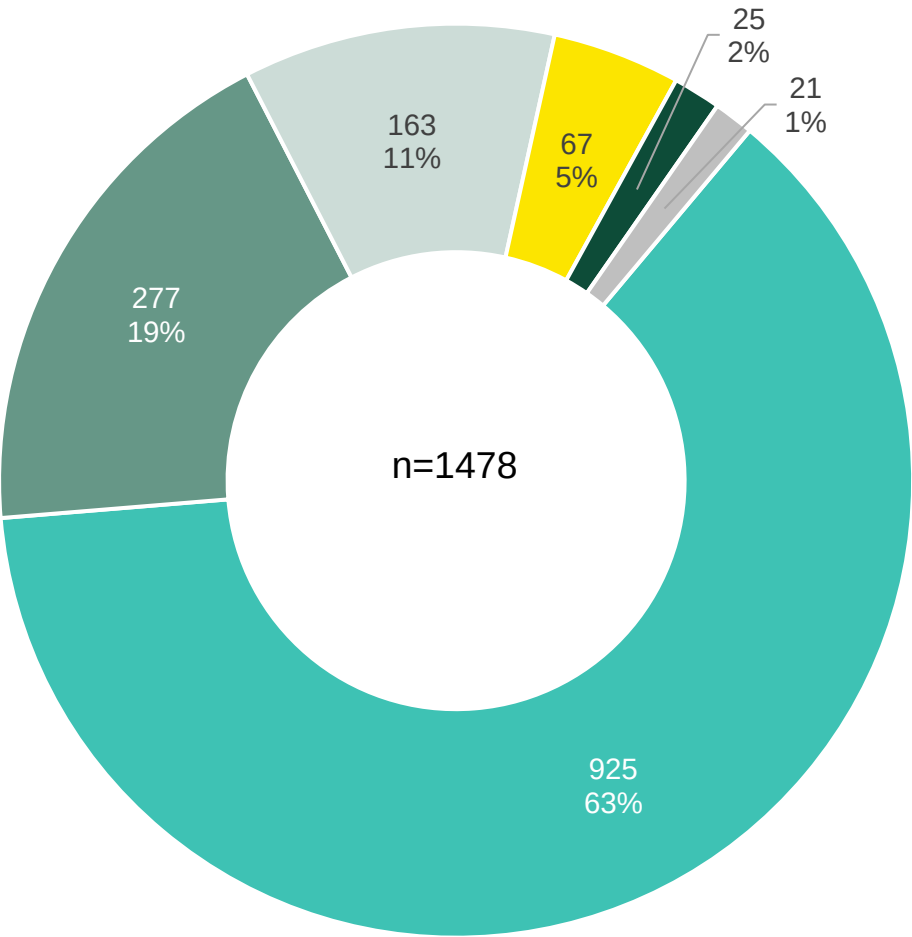
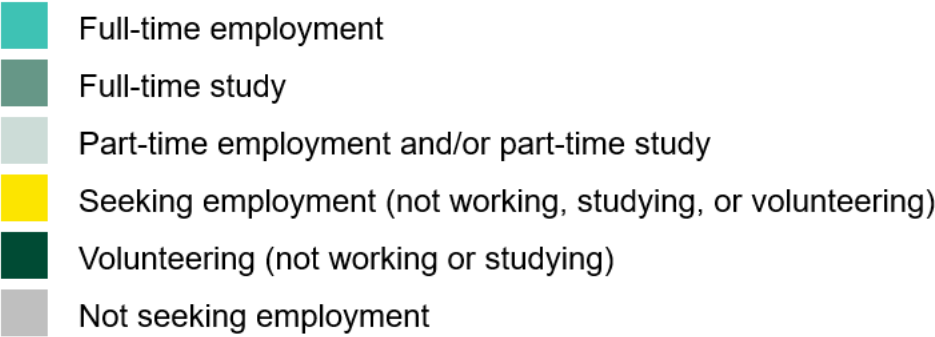


GRADUATE DESTINATIONS

Graduate Destinations

Almost two-thirds, 63%, of graduates responding to the survey in 2025 were in full-time employment within one year post-graduation.

Breakdown of graduate destination status, 2025



Notes

Full-time employment: respondents in this category reported working full-time but may also be in full- or part-time study and/or other part-time work and/or volunteering.

Full time study: respondents in this category reported studying full-time but may also be in part-time work and/or volunteering.

Part-time employment and/or part-time study: respondents in this category reported working or studying part-time while not being in full-time employment or study, they may also be volunteering.

Seeking employment (not working, studying, or volunteering): respondents in this category reported not being in paid work, studying, or volunteering, and seeking employment.

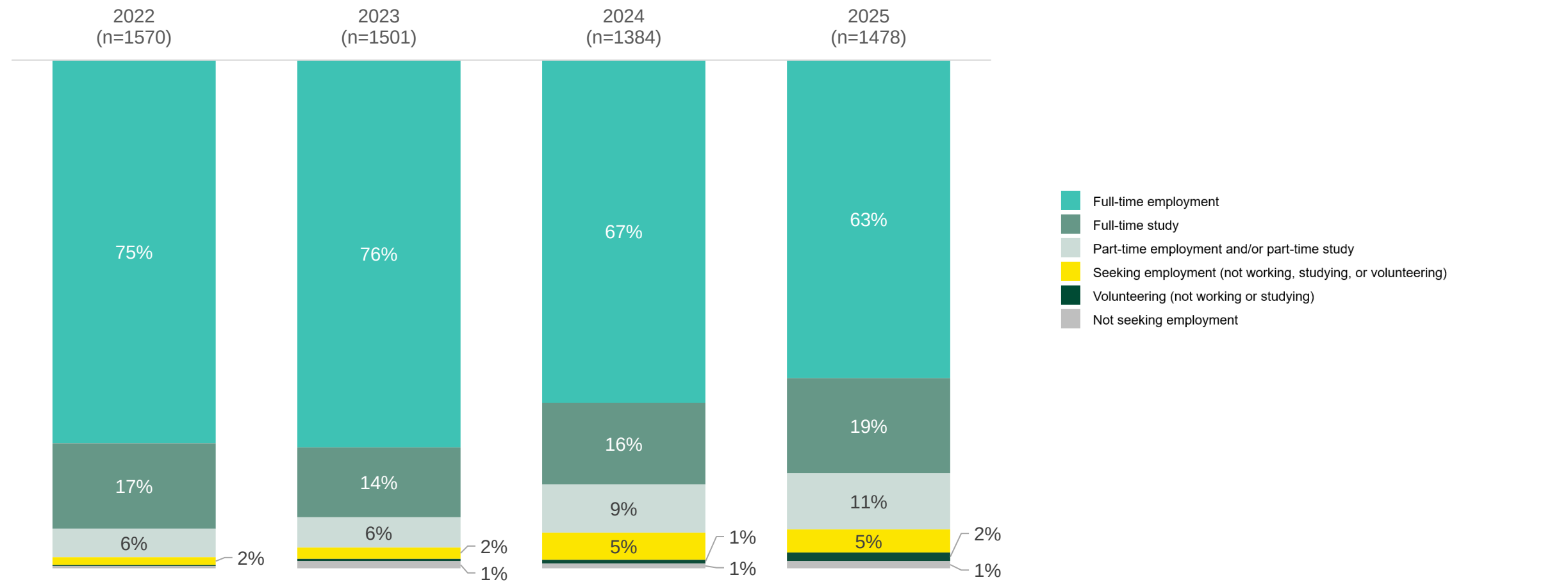
Volunteering (not working or studying): respondents in this category reported volunteering only, and not working or studying, but may be seeking employment.

Not seeking employment: respondents in this category reported not working, studying, or volunteering, and not seeking employment.

Graduate Destinations

The percentage of graduates in full-time employment has decreased over the past two years, with a notable increase in those in part-time work and/or part-time study. The percentage seeking employment more than doubled in 2024. There has also been an increase in those remaining in, or moving to, full-time study, over the last two years.

Breakdown of graduate destination status by Year, 2022 to 2025

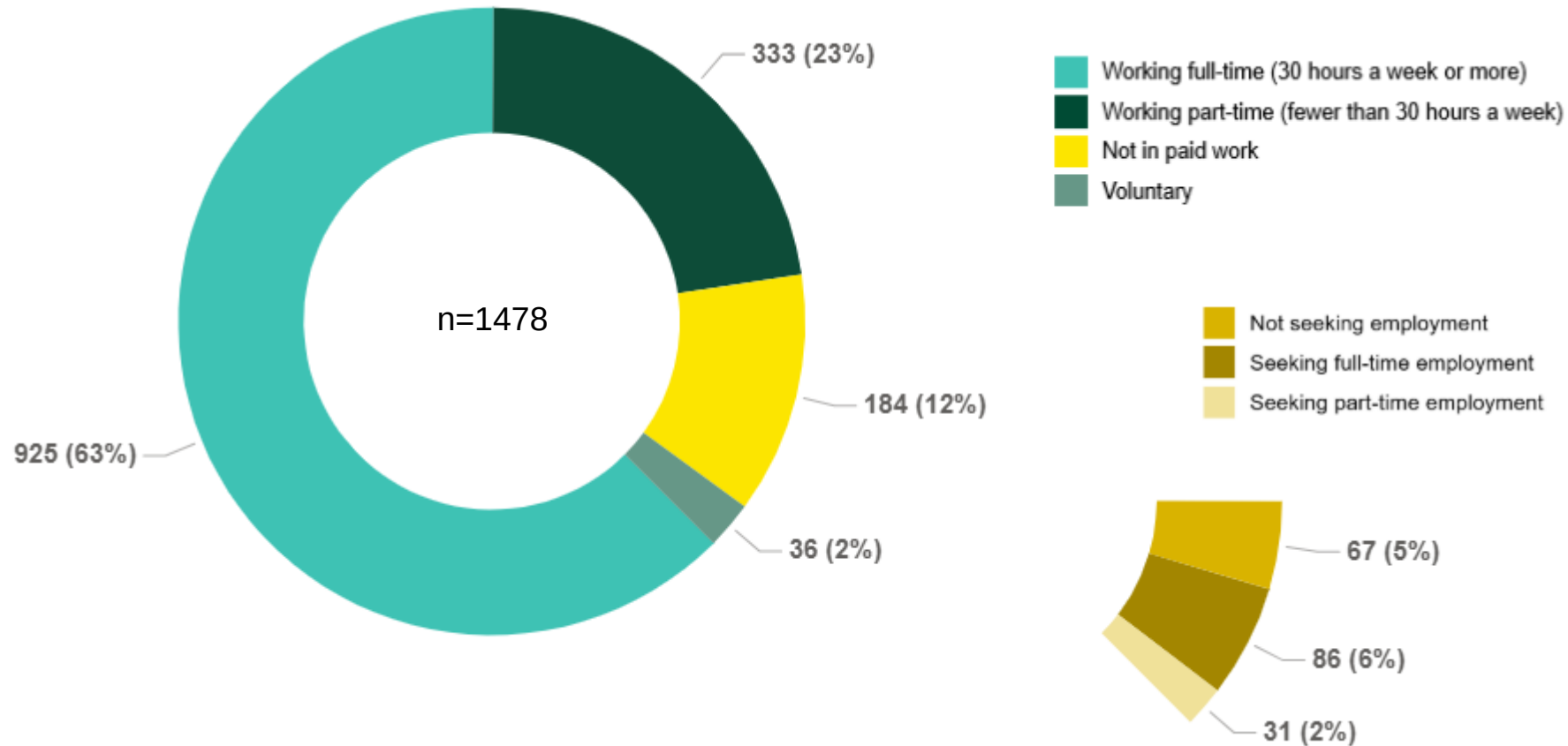




EMPLOYMENT STATUS

Employment Status

Breakdown of graduate employment status

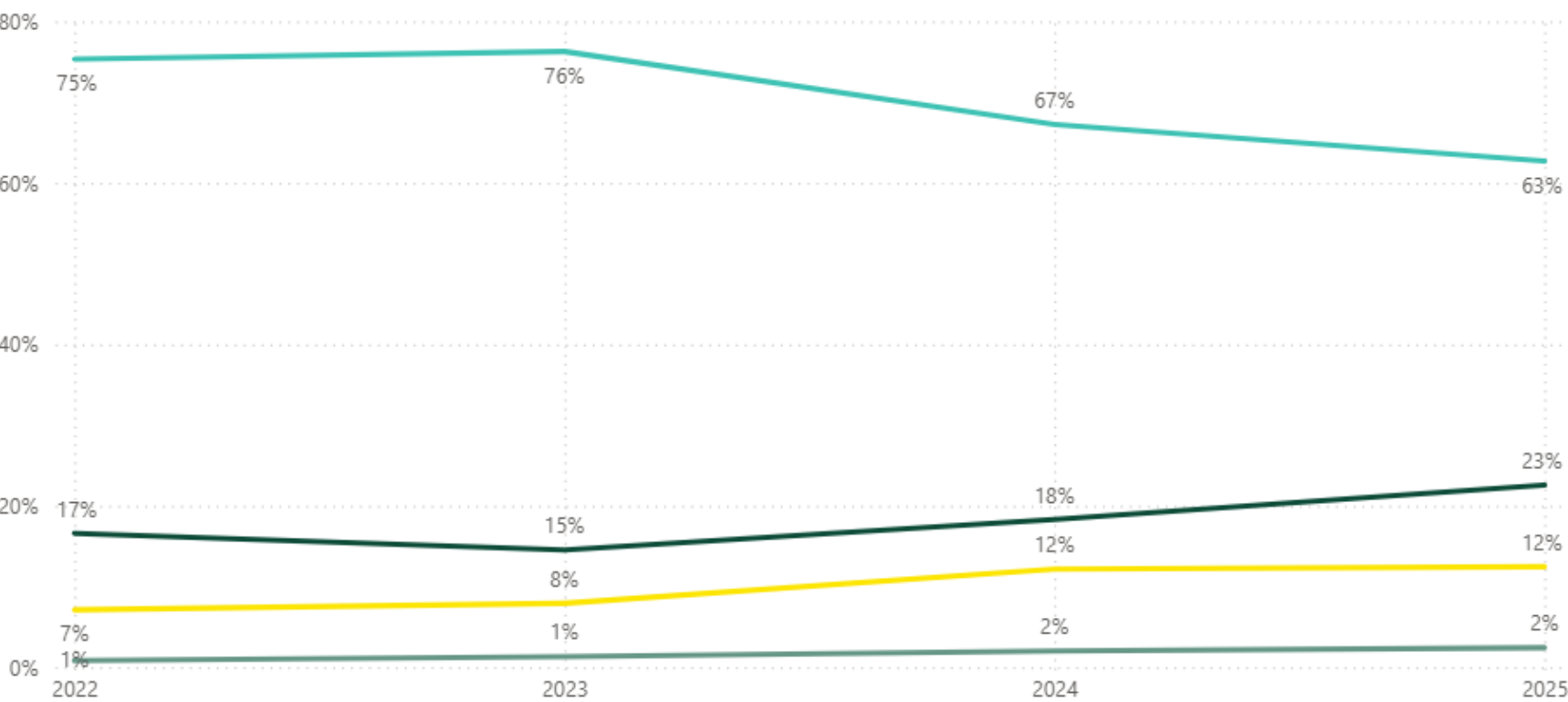


Insights

- Of those who reported their employment status, 84% were in paid employment within one year post-graduation.
- 12% were not in paid work.
- 8% reported not being in paid employment but seeking employment.
- 43% of graduates in this group are in further study.

Employment Status

Breakdown of graduate employment status by Year, 2022 to 2025



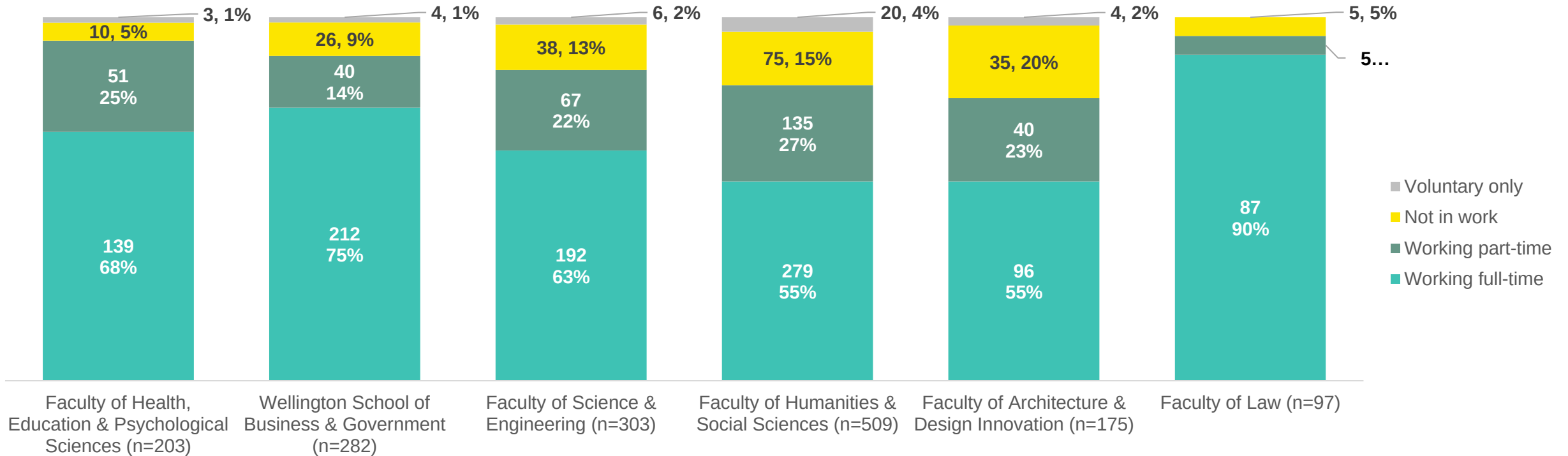
Insights

- Looking at the breakdown of graduate employment status over time we can see the significant reduction of those employed full-time since 2023 where it was 76%, down to 63% in 2025.
- There has been a large increase in those working part-time over this period (15% to 23%), and a smaller increase in those not in paid work (8% to 12%).

	2022	2023	2024	2025
Not in paid work	112	119	169	184
Voluntary	13	20	28	36
Working full-time	1184	1144	933	925
Working part-time	261	218	254	333

Employment Status

Employment status by Faculty



Insights

- The Faculty of Law had the highest proportion of respondents in full-time work (90%).
- The Faculties of Humanities and Social Sciences and Architecture and Design Innovation had the lowest proportion in full-time work (55%).
- The Faculty of Architecture and Design Innovation had the highest proportion not in work (20%).
- Most Faculties had around a quarter of respondents in part-time work, apart from the Wellington School of Business and Government (14%) and the Faculty of Law (5%).

Note: Some respondents may be in more than one Faculty if they have more than one degree.

Employment Intentions

Employment intentions of respondents in paid work

Employed	Working full-time	Working part-time	Total
Not seeking new/additional employment	712	126	838
Seeking full-time employment	178	140	318
Seeking part-time employment	35	63	98
Total	925	329	1254

Employed	Working full-time	Working part-time	Total
Not seeking new/additional employment	77%	38%	67%
Seeking full-time employment	19%	43%	25%
Seeking part-time employment	4%	19%	8%

Insights

- 33% of respondents in paid work were seeking either full-time or part-time employment.
- 43% of part-time workers were seeking full-time work.
- Those who were employed full-time were less likely to seek employment than those working part-time.
- 77% of respondents who worked full-time reported not to be seeking further employment, compared to only 38% of part-time workers.

More than One Job

Full-time employees who had more than one job since graduating

Faculty	No	Yes	Total	No	Yes
Faculty of Architecture & Design Innovation	63	33	96	66%	34%
Faculty of Health, Education & Psychological Sciences	100	39	139	72%	28%
Faculty of Humanities & Social Sciences	171	108	279	61%	39%
Faculty of Law	63	24	87	72%	28%
Faculty of Science & Engineering	130	61	191	68%	32%
Wellington School of Business & Government	150	62	212	71%	29%
Total	619	305	924	67%	33%

Part-time employees who had more than one job since graduating

Faculty	No	Yes	Total	No	Yes
Faculty of Architecture & Design Innovation	22	17	39	56%	44%
Faculty of Health, Education & Psychological Sciences	30	21	51	59%	41%
Faculty of Humanities & Social Sciences	64	68	132	48%	52%
Faculty of Law	2	3	5	40%	60%
Faculty of Science & Engineering	39	28	67	58%	42%
Wellington School of Business & Government	24	16	40	60%	40%
Total	180	148	328	55%	45%

Insights

- All Faculties had between 28% and 39% of respondents in full-time work who had had more than one job since graduating.
- Part-time employees were more likely to have had more than one job since graduating, compared to full-time employees (45% versus 33%).

Note: Some respondents may be in more than one Faculty if they have more than one degree.

Number of Jobs Since Graduating

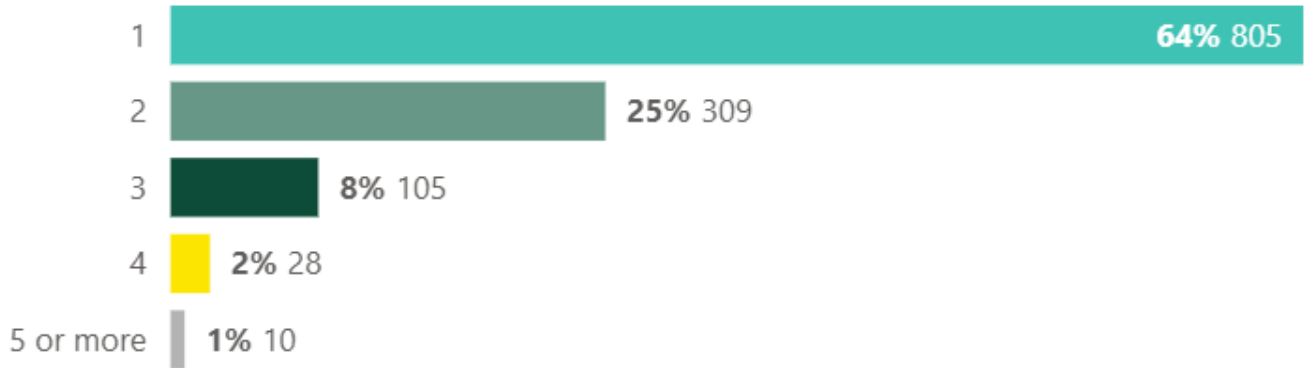
Faculty	1	2	3	4	5 or more	Total
Faculty of Architecture & Design Innovation	86	32	14	3	1	136
Faculty of Health, Education & Psychological Sciences	130	40	14	5	1	190
Faculty of Humanities & Social Sciences	238	114	42	12	8	414
Faculty of Law	66	23	3			92
Faculty of Science & Engineering	170	63	19	6	1	259
Wellington School of Business & Government	175	57	17	3		252
Total	805	309	105	28	10	1257

Faculty	1	2	3	4	5 or more
Faculty of Architecture & Design Innovation	63%	24%	10%	2%	1%
Faculty of Health, Education & Psychological Sciences	68%	21%	7%	3%	1%
Faculty of Humanities & Social Sciences	57%	28%	10%	3%	2%
Faculty of Law	72%	25%	3%		
Faculty of Science & Engineering	66%	24%	7%	2%	0%
Wellington School of Business & Government	69%	23%	7%	1%	
Total	64%	25%	8%	2%	1%

Insights

- 64% of graduates responding have held only one job since completing their qualification.
- Graduates from the Faculty of Law were least likely to have held more than one job since graduating.
- Graduates from the Faculty of Humanities and Social Sciences were most likely to have had more than one job since graduating.

Note: Some respondents may be in more than one Faculty if they have more than one degree.



Number of Current Jobs

Faculty	1	2	3	Total
Faculty of Architecture & Design Innovation	118	14	2	134
Faculty of Health, Education & Psychological Sciences	168	19	3	190
Faculty of Humanities & Social Sciences	333	59	17	409
Faculty of Law	83	9		92
Faculty of Science & Engineering	221	30	7	258
Wellington School of Business & Government	220	28	4	252
Total	1069	149	31	1249

Faculty	1	2	3
Faculty of Architecture & Design Innovation	88%	10%	1%
Faculty of Health, Education & Psychological Sciences	88%	10%	2%
Faculty of Humanities & Social Sciences	81%	14%	4%
Faculty of Law	90%	10%	
Faculty of Science & Engineering	86%	12%	3%
Wellington School of Business & Government	87%	11%	2%
Total	86%	12%	2%

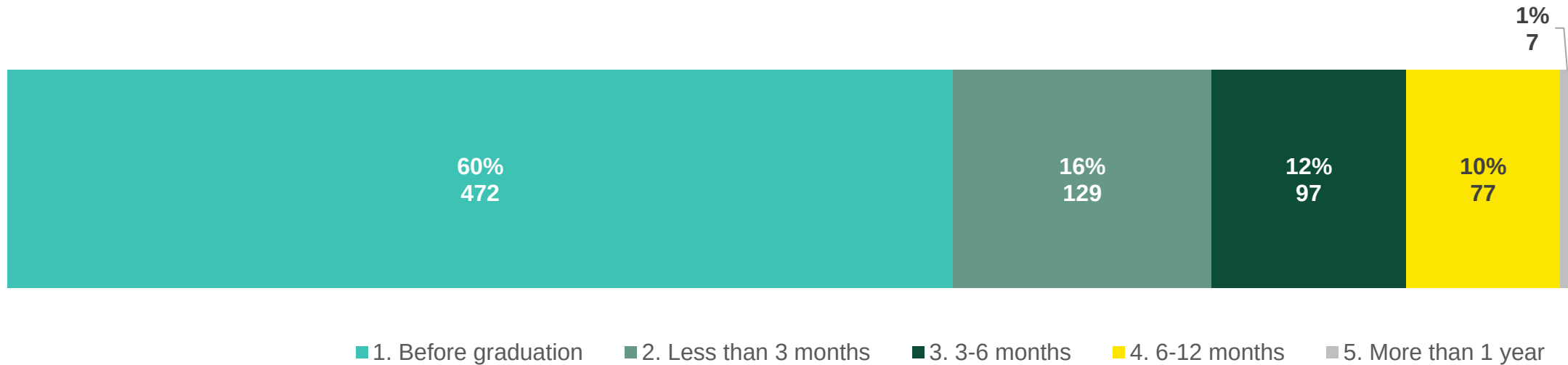
Insights

- The majority of graduates hold only one job (86%).

Note: Some respondents may be in more than one Faculty if they have more than one degree.



Time Between Graduation and Employment



Insights

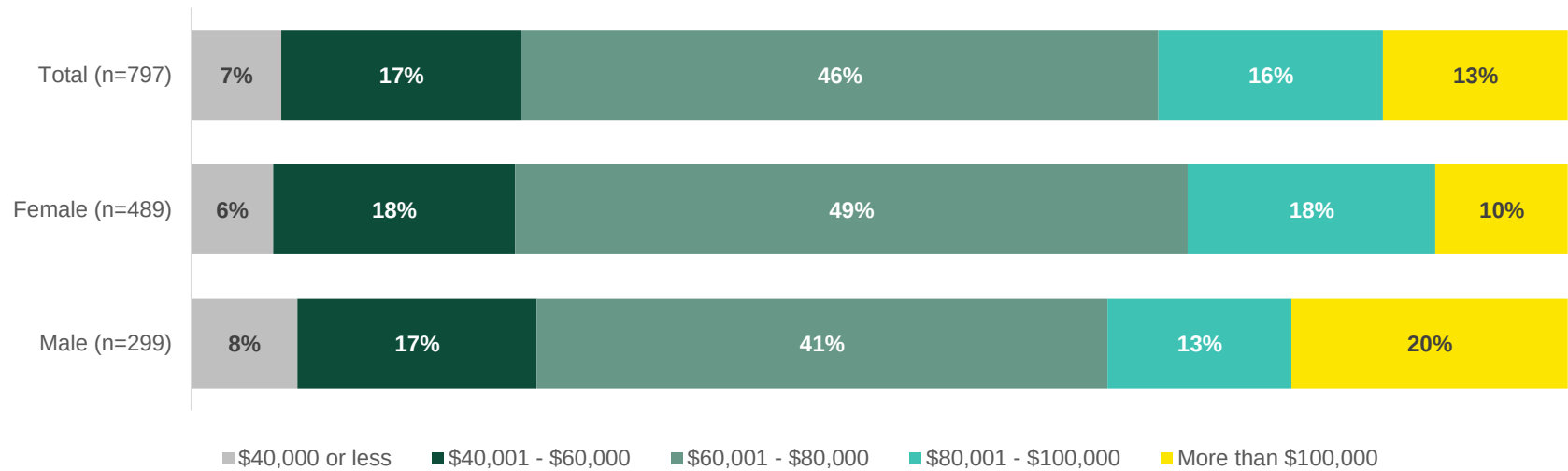
- Of graduates who responded that they are currently working full-time, 88% were employed prior to or within 6 months of, degree completion.
- 60% were employed full-time before they graduated.



INCOME

Income

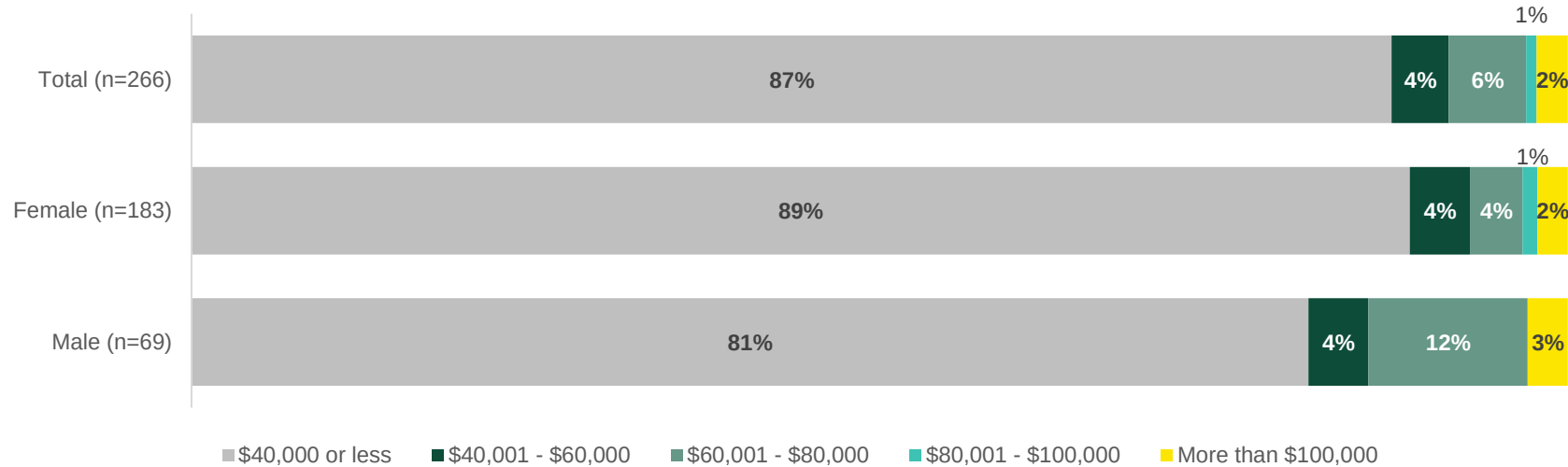
Full-time earnings: Total and by Gender



Insights

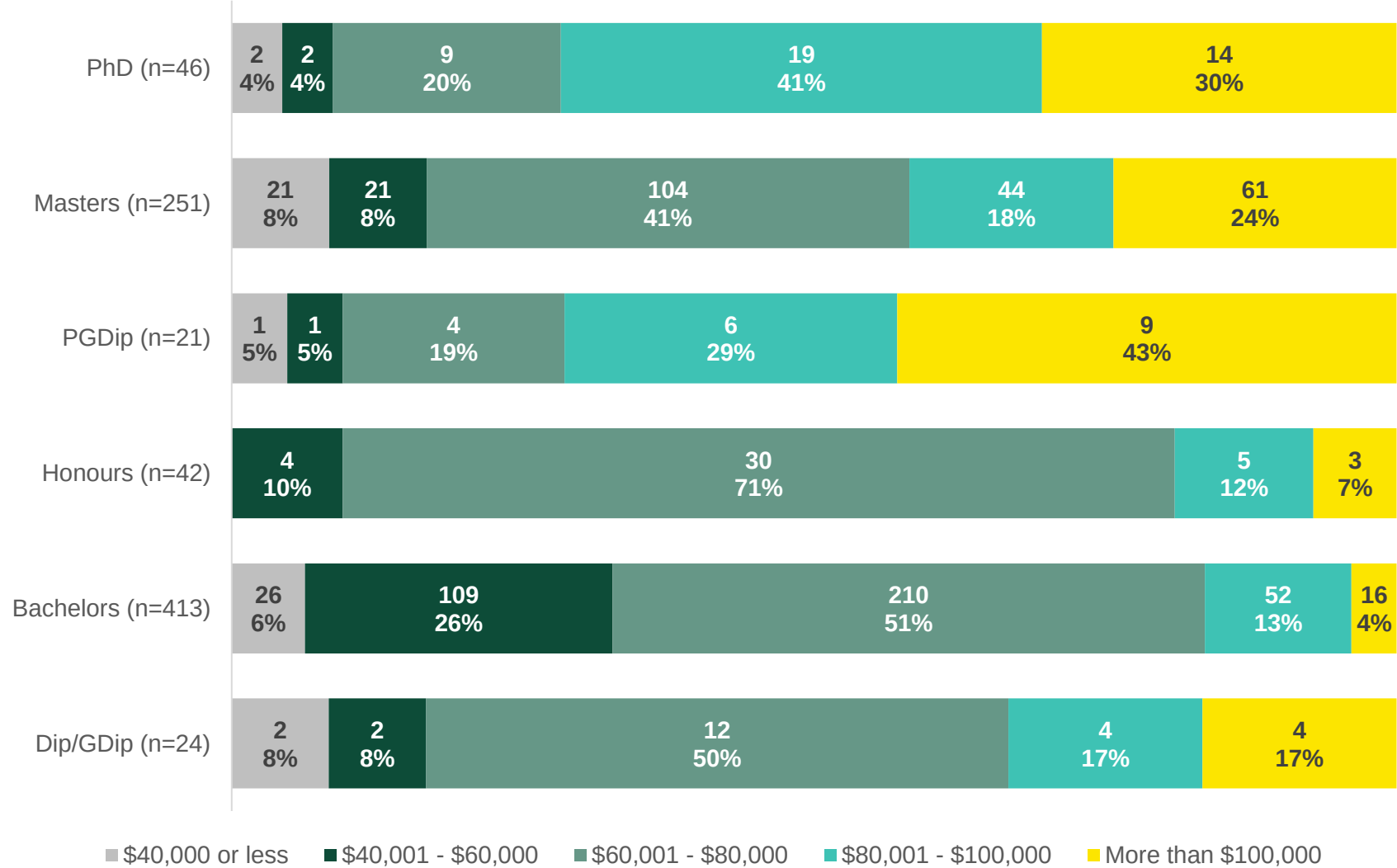
- 63% of respondents working full-time reported salaries between \$40,001 and \$80,000.
- 87% of respondents working part-time reported salaries \$40,000 or less.
- For both full-time and part-time workers, males reported slightly higher wages than females on average.
- 33% of full-time working males earnt \$80,001 or more, compared to 28% for females.
- 19% of part-time working males earnt \$40,001 or more, compared to 11% for females.

Part-time earnings: Total and by Gender



Income

Income of full-time earners by highest qualification completed

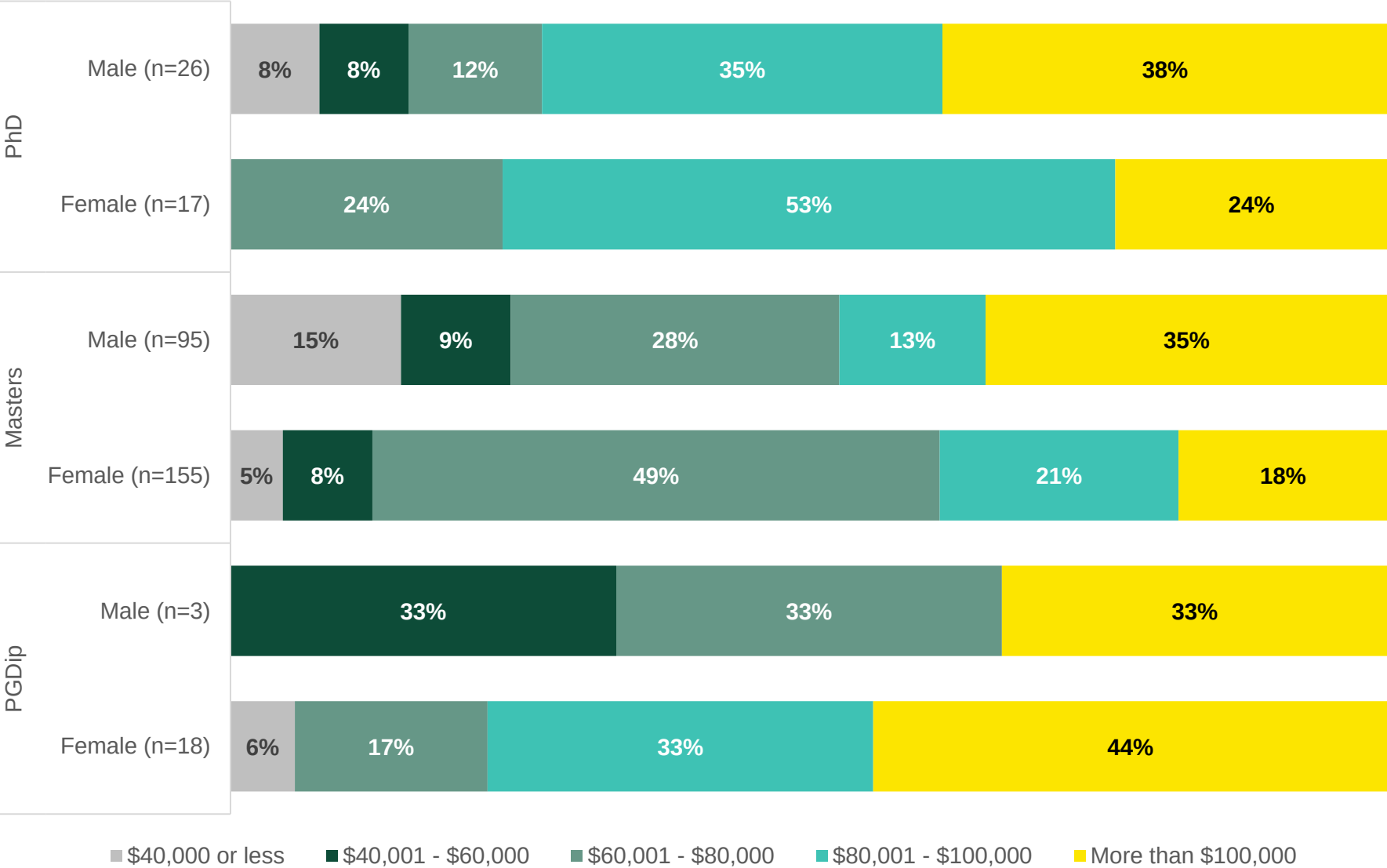


Insights

- Those achieving an Honours or a Bachelors were most likely to report earning \$80,000 or less (81% and 83% respectively).
- Those achieving a PGDip or PhD were most likely to report earning \$80,001 or more (72% and 71% respectively).
- 42% of respondents achieving a Masters reported earning \$80,001 or more).

Income

Income of male and female full-time earners by highest qualification completed – Postgrad (PhD, Masters and PGDip)

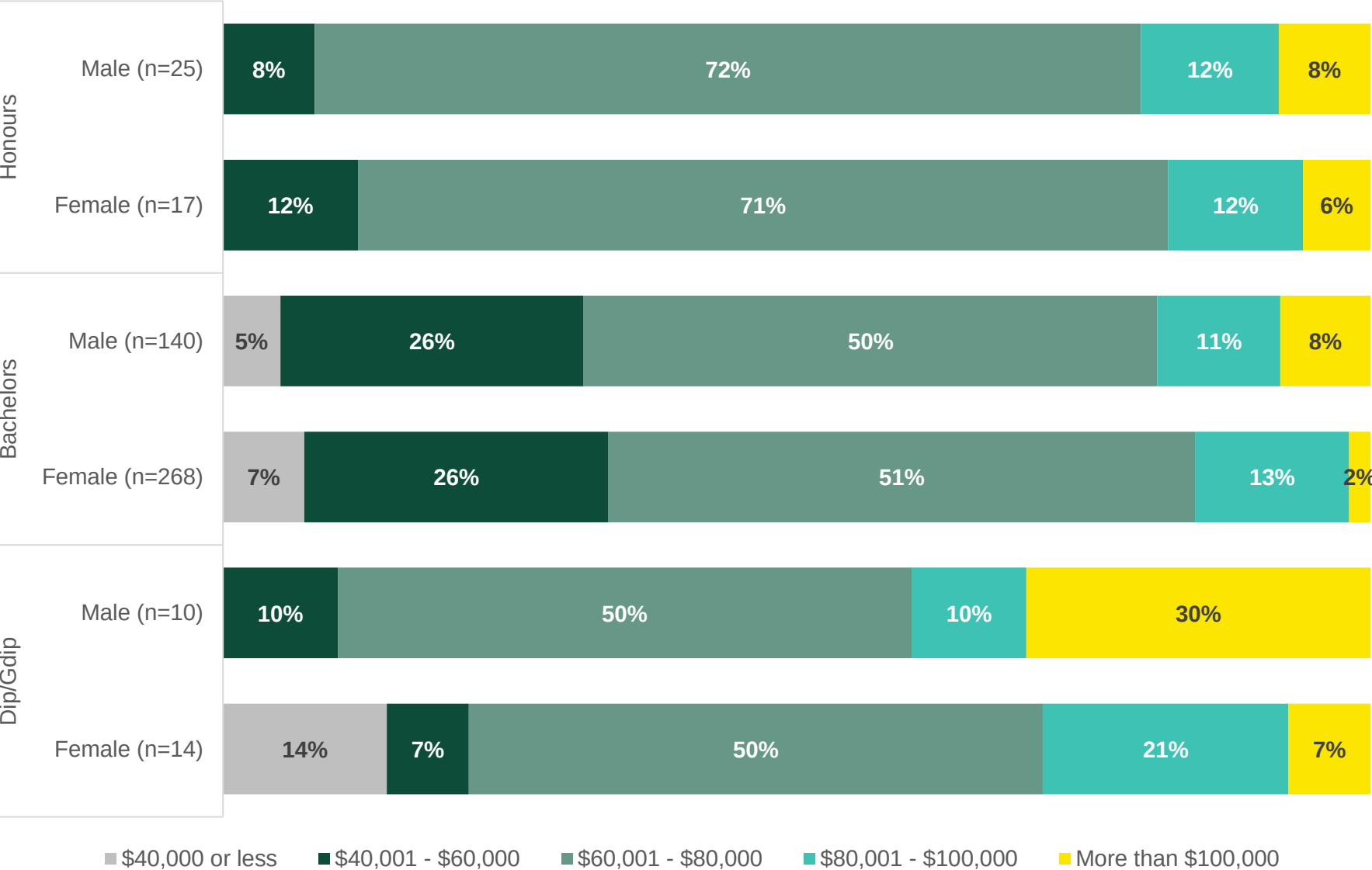


Insights

- 77% of female PhD graduate respondents reported earning \$80,001 or more, compared to 75% of male graduates.
- But 38% of male PhD graduates reported earning more than \$100,000 compared to 24% of female PhD graduates.
- 48% of male Masters graduate respondents reported earning \$80,001 or more, compared to 39% of females.
- The numbers are too small to make meaningful comparisons for PGDip graduates.

Income

Income of male and female full-time earners by highest qualification completed – Undergrad (Honours, Bachelors and Dip/GDip)



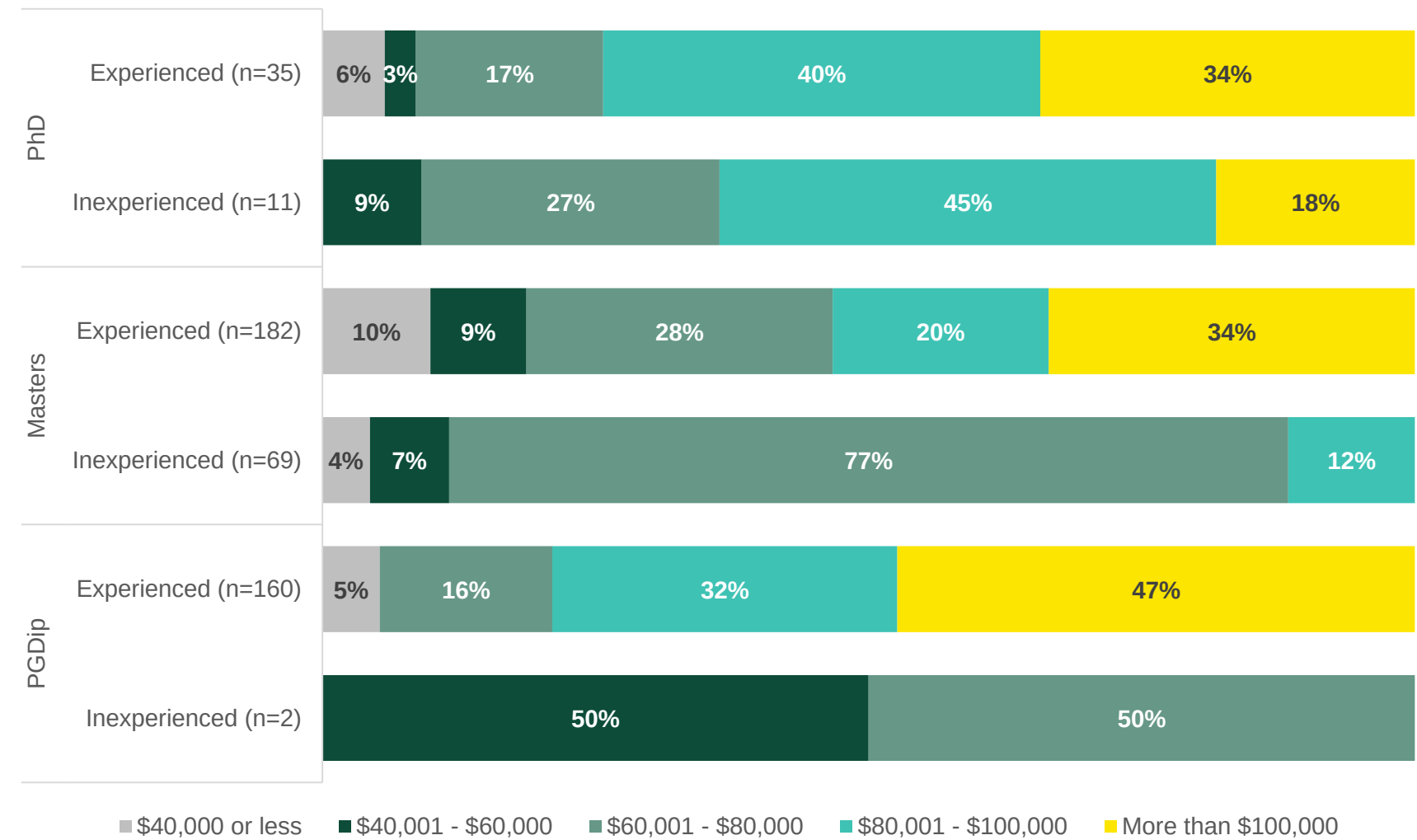
- Insights**
- There was little difference on reported earnings comparing males and females who graduated with Honours or Bachelor degrees, but males reported slightly higher earnings on average.
 - The figures are too small for Dip/Gdip graduates to make meaningful comparisons.

Income

Income by experience and highest qualification completed – Postgrad (PhD, Masters and PGDip)

Experienced = Respondent had worked in full-time paid employment prior to beginning this qualification.

Inexperienced = Respondent had not worked in full-time paid employment prior to beginning this qualification.



Insights

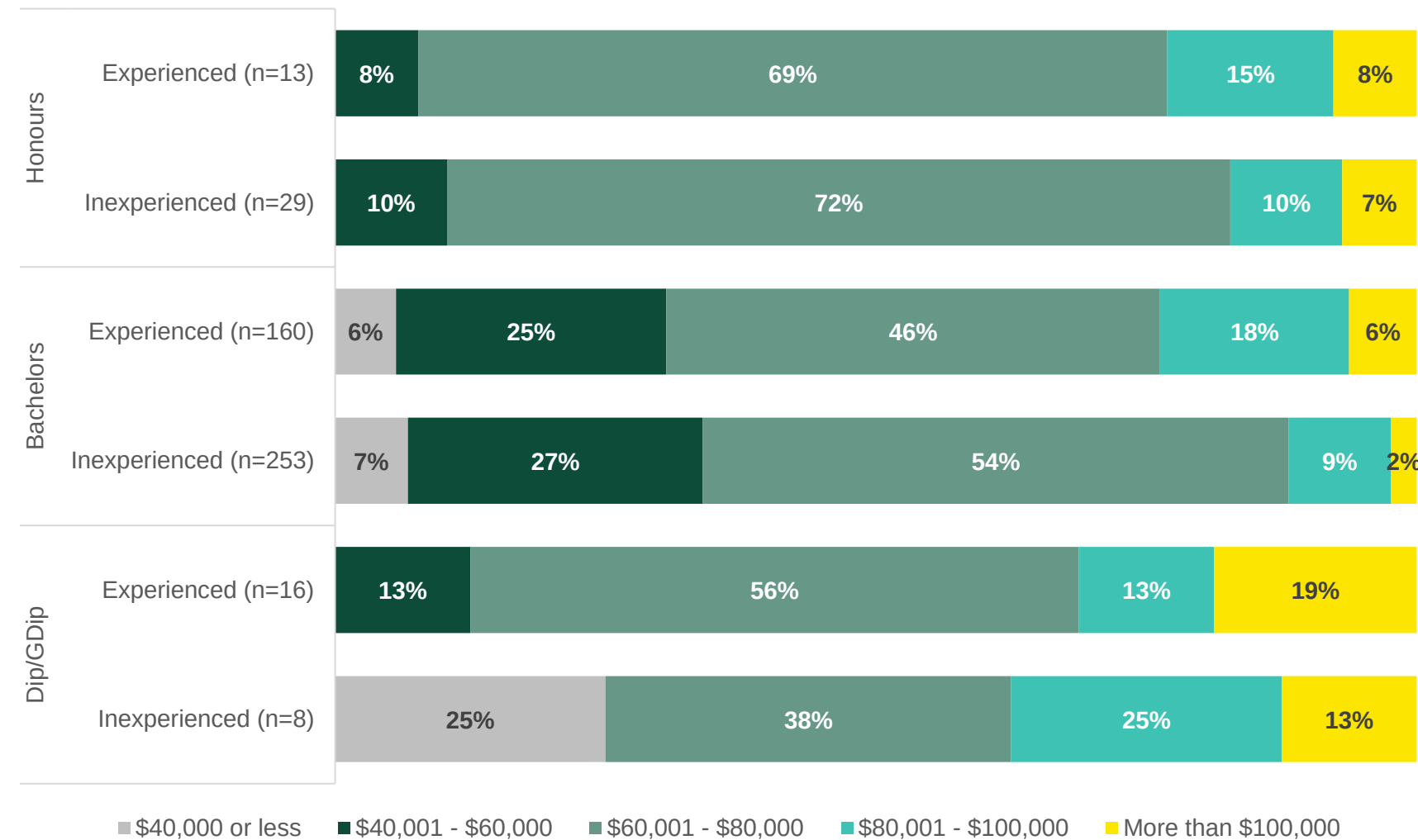
- Most respondents who completed postgraduate qualifications had worked in full-time paid employment prior to beginning their latest qualification.
- Experienced graduates reported higher earnings on average.

Income

Income by experience and highest qualification completed – Undergrad (Honours, Bachelors and Dip/GDip)

Experienced = Respondent had worked in full-time paid employment prior to beginning this qualification.

Inexperienced = Respondent had not worked in full-time paid employment prior to beginning this qualification.

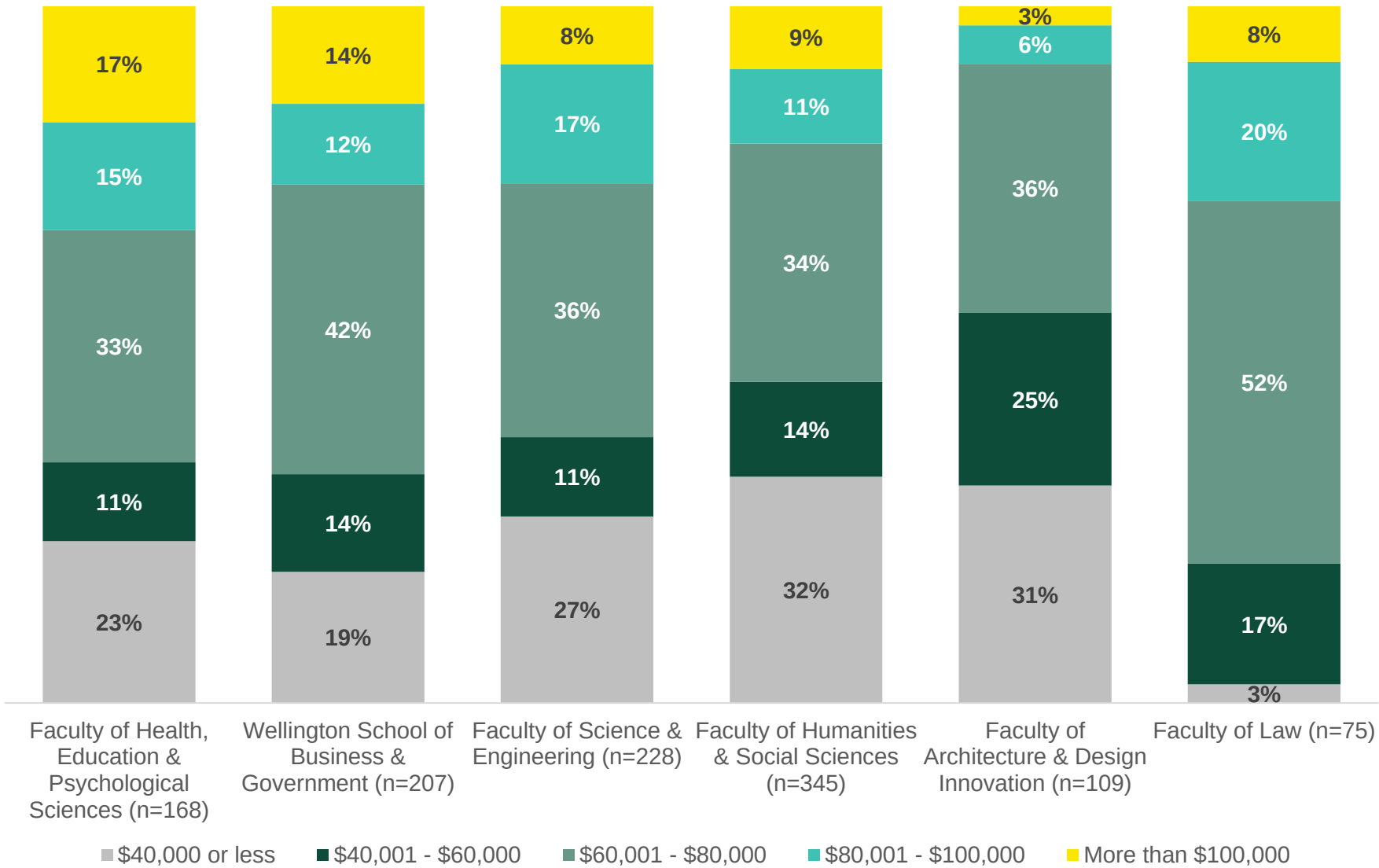


Insights

- Most respondents who completed undergraduate qualifications had not worked in full-time paid employment prior to beginning their qualification.
- Experienced graduates reported slightly higher earnings on average.
- For respondents graduating with a Bachelors, 24% of 'experienced' graduates reported earning \$80,001 or more, compared to only 11% of 'inexperienced' graduates earning above the same amount.

Income

Income (full-time and part-time) by Faculty



Insights

- The Faculty of Law had the highest percentage of respondents reporting earnings of \$80,001 or more, 28%. And the highest percentage reporting earnings of \$60,001 or more, 80%.
- The Faculty of Health, Education and Psychological Sciences had the highest percentage of respondents reporting earning more than \$100,000, 17%.

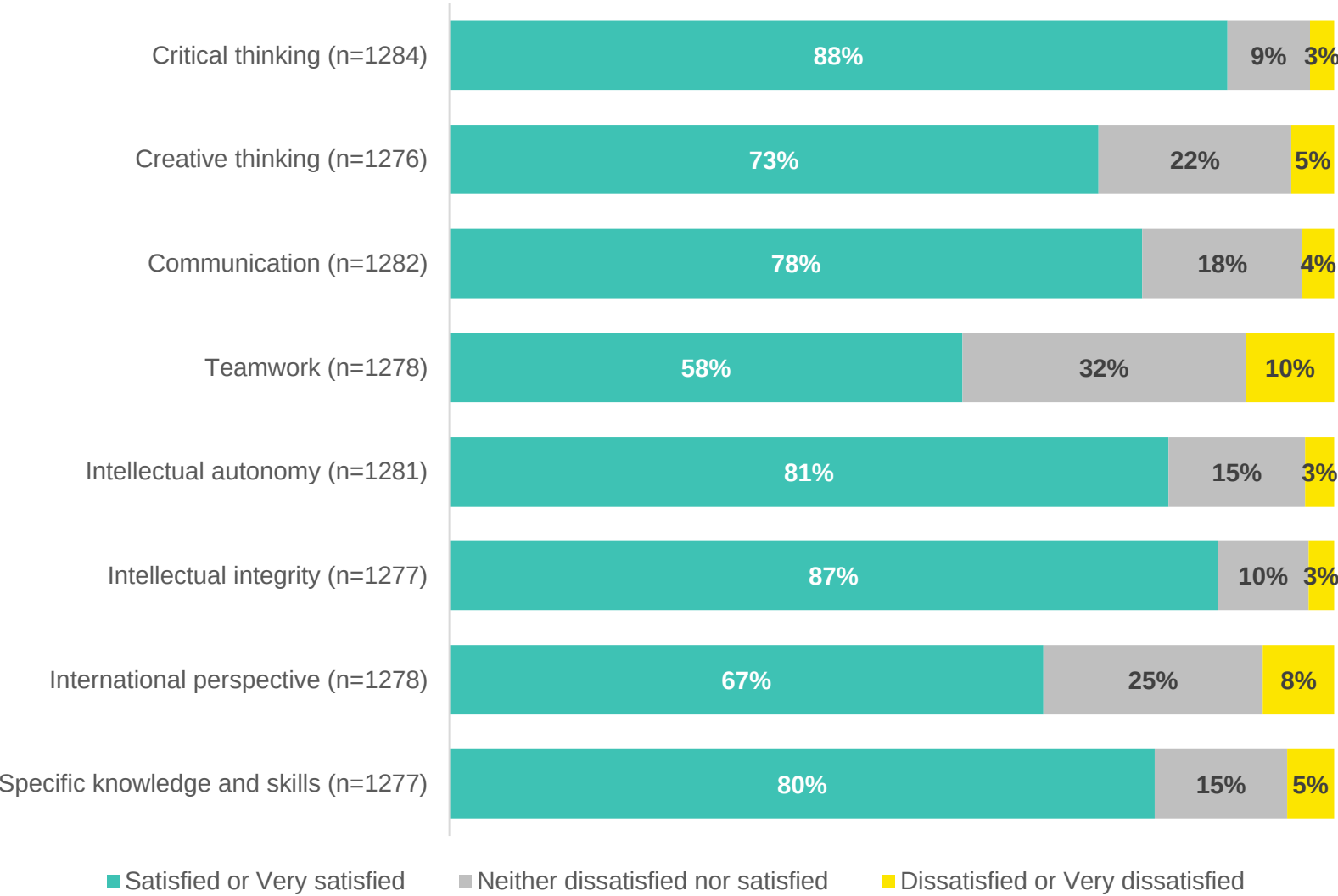
Note: Some respondents may be in more than one Faculty if they have more than one degree.



GRADUATE PROFILE SKILLS

Graduate Profile Skills

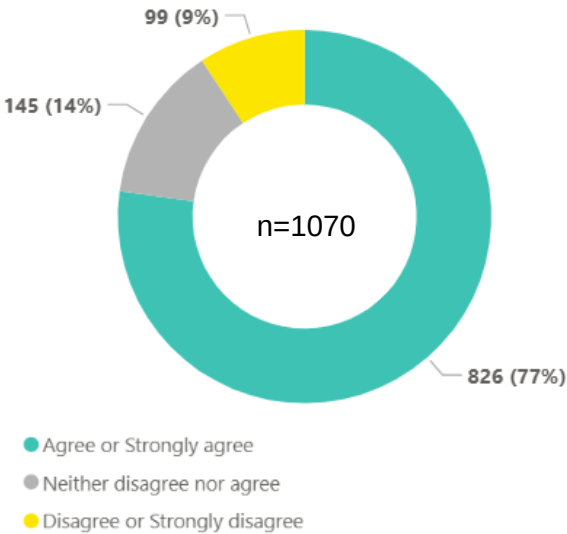
Reported satisfaction that university education equipped them with the graduate profile skills listed below



Insights

- Respondents were most satisfied that their university education provided them with good critical thinking skills and intellectual integrity (88% and 87% satisfied respectively).
- They were least satisfied with the teamwork skills they obtained. Only 58% were satisfied with these. And gaining an international perspective only had 67% of respondents reporting satisfaction.
- More than three-quarters of respondents agreed that they were using these skills in their employment.

Overall, I am using some or all of the graduate profile skills in my employment



Feedback on Graduate Profile Skills

Survey respondents had an opportunity to provide comments about the use of graduate profile skills in their employment. These comments provide useful insights to what has been valued by graduates and where improvements could be made. The main insights from these comments are provided below:

Value of Transferable Skills

- Graduates consistently highlighted the importance of transferable skills such as critical thinking, communication, problem-solving, teamwork, and organizational skills. These skills were seen as universally applicable and beneficial across a wide range of employment contexts, even when the job was not directly related to their field of study.
- Many noted that soft skills (e.g., communication, teamwork, adaptability) were more frequently used and valued in the workplace than specific technical or discipline-based knowledge.

Mismatch Between Degree and Employment

- Some graduates reported working in roles unrelated to their degree, resulting in limited direct application of their graduate profile skills. However, they often found that the skills developed during their studies (especially soft skills) were still useful in their current jobs.
- Some graduates expressed frustration at not being able to secure employment in their field, citing a tough job market, lack of opportunities, or the need to take jobs for financial reasons.

Need for More Practical Experience

- Some comments called for more hands-on experience, internships, placements, and practical assignments during their studies. Graduates felt that real-world experience would

have better prepared them for employment and made their skills more relevant and marketable.

- There was a desire for assignments and courses to be more closely aligned with current industry practices, technologies, and expectations.

Challenges in Transitioning to Employment

- International students and others noted difficulties in finding suitable roles after graduation, and expressed a need for stronger institutional support and clearer pathways to employment.
- Some graduates felt underprepared for the realities of their profession, especially in fields like teaching, law, and design, where the transition from academic learning to workplace expectations was challenging.

Role of University in Skill Development

- Graduates credited university experiences, such as group projects, clubs, and extracurricular activities, with helping them develop key skills. However, some felt that these skills were gained more from work experience or activities outside their formal degree program.
- There were mixed views on the effectiveness of university courses in developing graduate profile skills, with some calling for more explicit teaching and assessment of these skills.

Technical and Industry-Specific Skills

- Several comments highlighted gaps in technical or industry-specific skills, such as programming languages, software proficiency, and practical knowledge relevant to their chosen field. Graduates suggested that curricula should be updated to reflect current industry needs and trends.

Impact of External Factors

- The influence of AI and technology was mentioned, with some graduates noting that automation had reduced the need for certain skills.
- The state of the job market, government funding decisions, and other external factors were cited as barriers to employment and skill utilization.

Personal Growth and Professional Identity

- Many graduates described how their university experience contributed to their personal growth, confidence, and ability to take initiative, even if not directly related to their current job.
- The credibility and reputation of the university were seen as helpful in gaining trust and opportunities in the workplace.



ASSESSMENT OF VUW

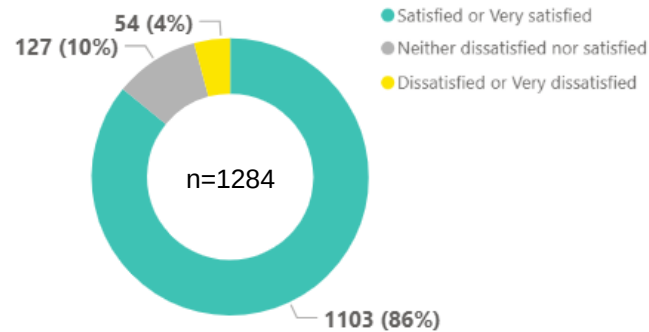
← CyberCommons
↑ Lecture Theatre LT01 
← Lecture Theatre LT03 
↑ Library 
← Seminar Room G25
→ Seminar Room G10
←   
 Mezzanine Level
Seminar Rooms (MZ01–MZ06 & MZ20)
Student Services  
Te Pu Umanga & Tabu
Te Pōtahi Atawhai

Assessment of VUW

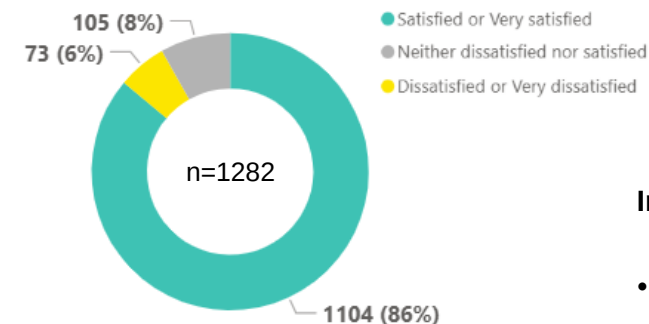
Assessment of experience at VUW

Overall satisfaction with...

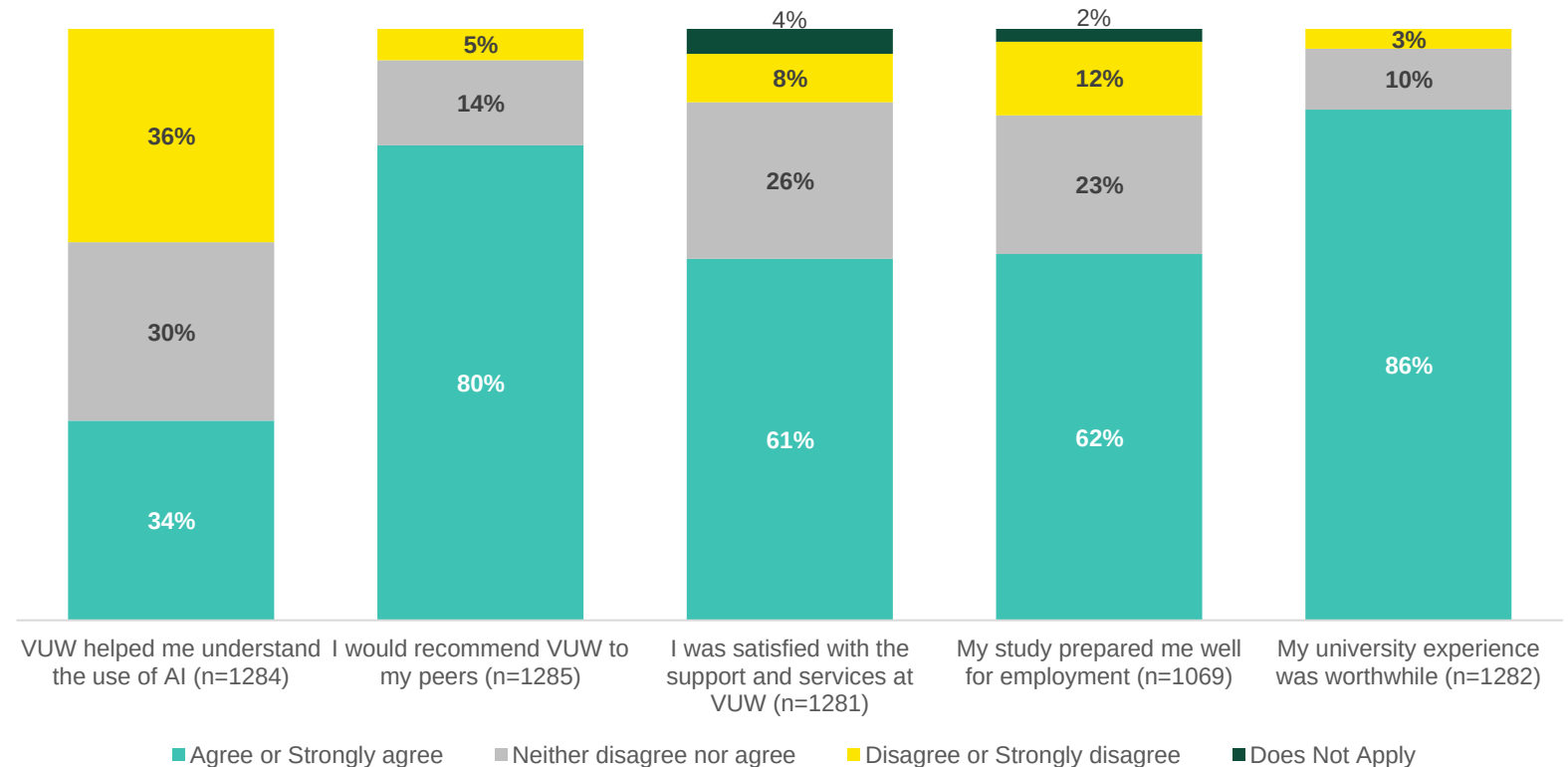
...the quality of your qualification



...the quality of your university education



Level of agreement with statements below



Insights

- Most graduates were very satisfied with their experience at VUW, 86% were satisfied with their education and qualification.
- 86% of respondents thought their university experience was worthwhile and 80% would recommend VUW to peers.
- 61% were satisfied with the non-academic/non-teaching support and services and 62% thought that their study prepared them well for employment.
- Opinion was divided on how much the university had helped them understand the use of AI in their study and work.

General Feedback

Survey respondents had an opportunity to provide any general comments about their experiences at university and post-university. These provide valuable insights about student/graduate experiences and offer suggestions for improvement. The main insights from these comments are provided below:

Positive Reflections and Gratitude

- Many graduates expressed appreciation for their time at Victoria University of Wellington (VUW), highlighting personal growth, supportive staff, and memorable experiences. Specific lecturers and support staff were often mentioned with gratitude.
- Graduates valued the sense of community, inclusion, and opportunities for personal development, sometimes regardless of direct career outcomes.

Need for Practical Experience and Career Support

- A strong theme was the desire for more practical, hands-on experience, such as internships, placements, and industry connections. Graduates felt these would better prepare them for employment and make their qualifications more relevant.
- Several comments called for improved support in transitioning to employment, including clearer pathways, networking opportunities, and tailored career advice, especially for international students and those in competitive or niche fields.

Challenges in the Job Market

- Many graduates described difficulties finding work in their field, citing a tough job market, lack of entry-level roles, and economic challenges. Some felt their degree did not guarantee employment or a return on investment.
- International students and those in STEM or creative fields

noted particular barriers, including visa issues, lack of local networks, and limited opportunities.

Curriculum and Teaching Feedback

- Graduates provided feedback on course content, teaching methods, and assessment styles. There were calls for more practical, industry-relevant learning, less emphasis on theory, and better integration of teamwork and oral skills.
- Some expressed dissatisfaction with course management, restructuring, and perceived lack of diversity of thought or support for certain disciplines.

Support Services and University Administration

- Comments highlighted the importance of accessible and responsive support services, including disability services, student advisors, and mental health support. Some graduates felt let down by these services or by university administration decisions (e.g., staff cuts, course closures).
- Suggestions included better advertising of services, more tailored support for distant and mature students, and improved communication between university and government agencies.

Financial Concerns

- The cost of study, especially for international and postgraduate students, was a recurring concern. Graduates called for more scholarships, affordable fees, and financial support to make university more accessible.

- Some felt the financial investment in their degree was not matched by employment outcomes.

Impact of COVID-19

- Several comments referenced the impact of COVID-19 on their university experience, including isolation, online learning, and missed opportunities for connection and engagement.

Views on Artificial Intelligence (AI)

- Graduates expressed mixed views on the role of AI in education, with some calling for more education on AI and its ethical implications, while others felt AI was a threat to critical thinking and academic integrity.

Suggestions for Improvement

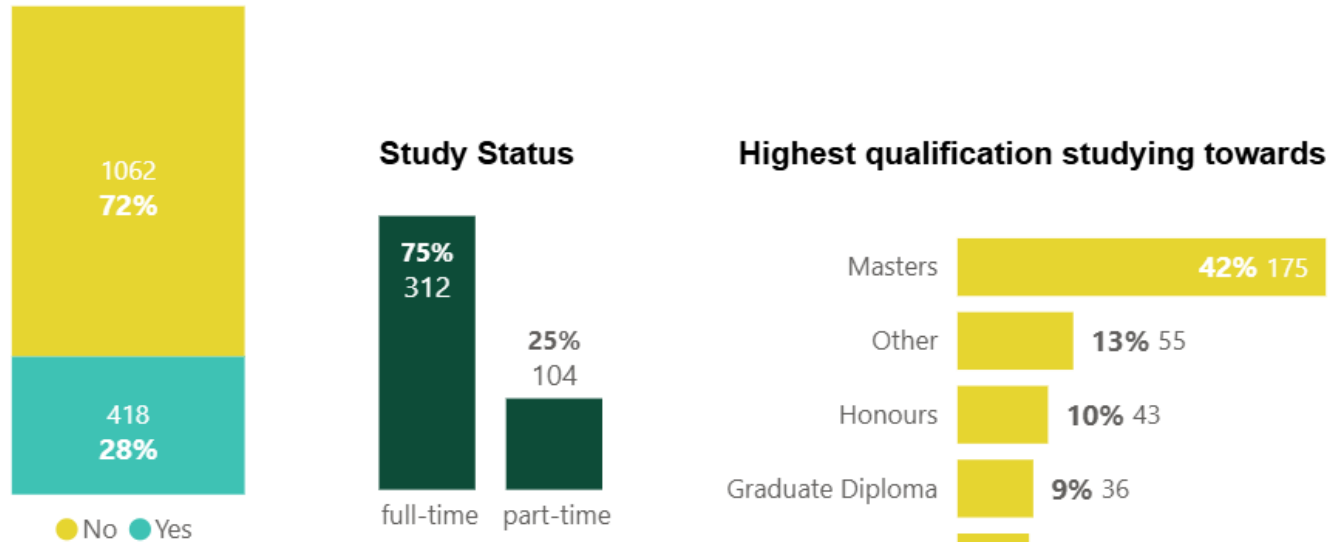
- Graduates offered constructive suggestions, such as more industry partnerships, differentiated law degrees, better course-specific feedback, and opportunities for alumni to mentor current students.
- There were calls for the university to value staff and disciplines beyond financial considerations, and to foster a more collaborative and inclusive environment.



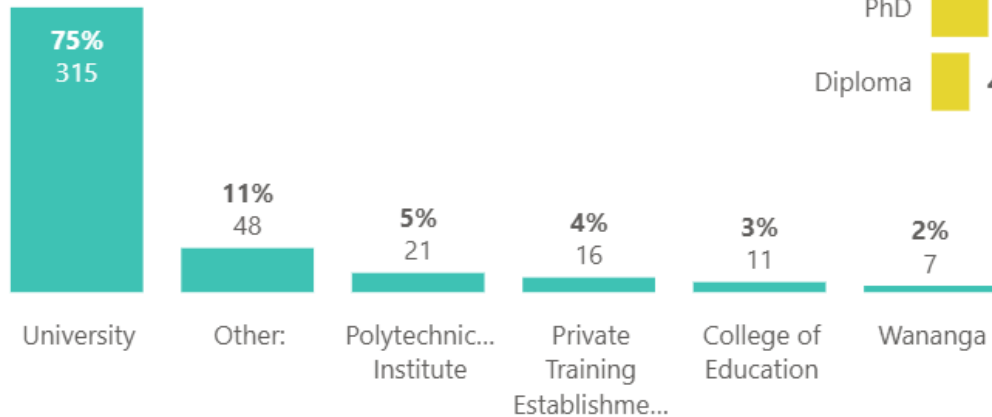
FURTHER STUDY

Study Destinations

Since graduation, have you been engaged in further study?



Type of institution enrolled in

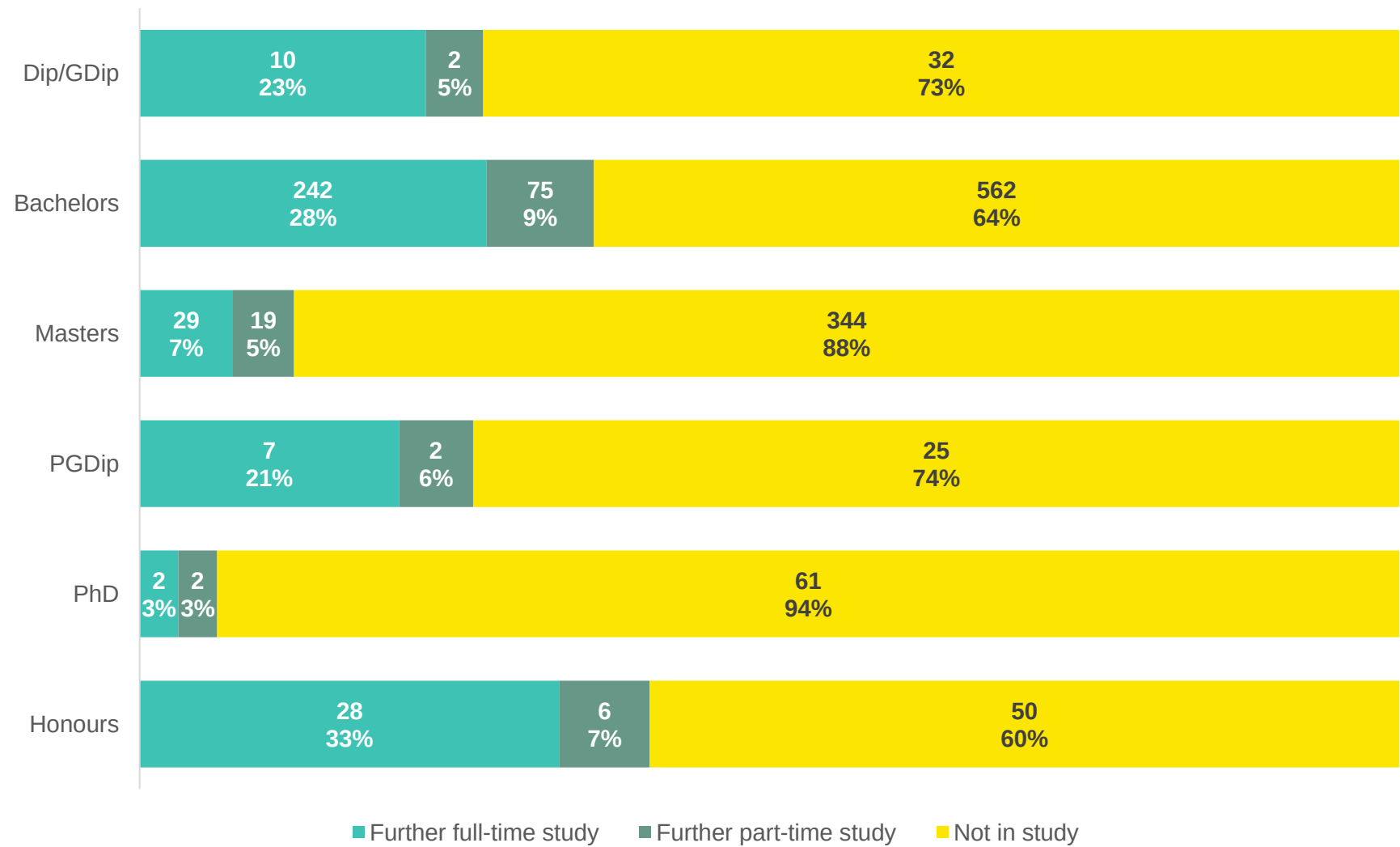


Insights

- The majority (72%) of respondents did not enter further study after their graduation. Of the 1,480 respondents, only 28% are doing further study.
- One quarter doing part-time study and three quarters doing full-time study.
- Three quarters are enrolled for study at a university.
- 42% are studying for a Masters.

Study Destinations

Study Destinations by completed qualification



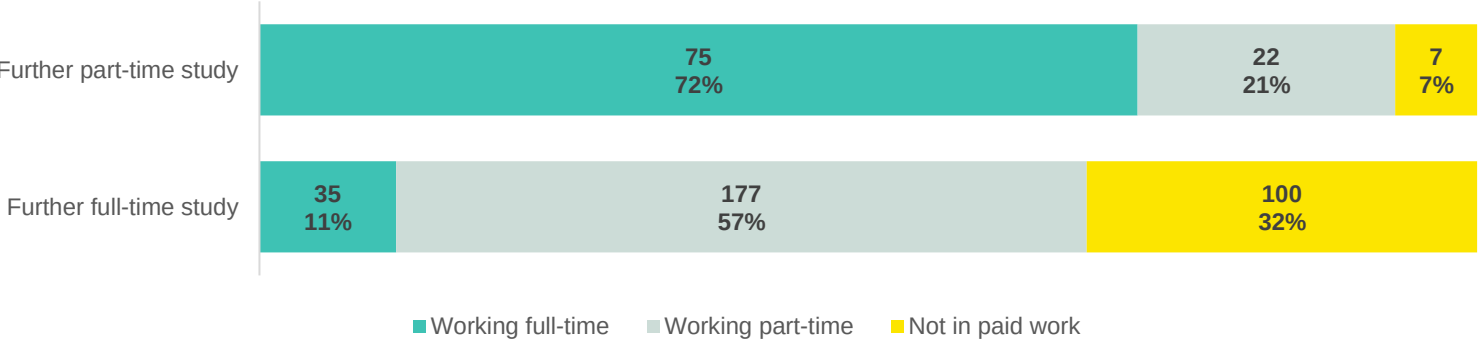
Insights

- Respondents who graduated with a Bachelors or an Honours degree were most likely to enter further study.
- Those who graduated with a Masters or PhD were least likely to enter further study.

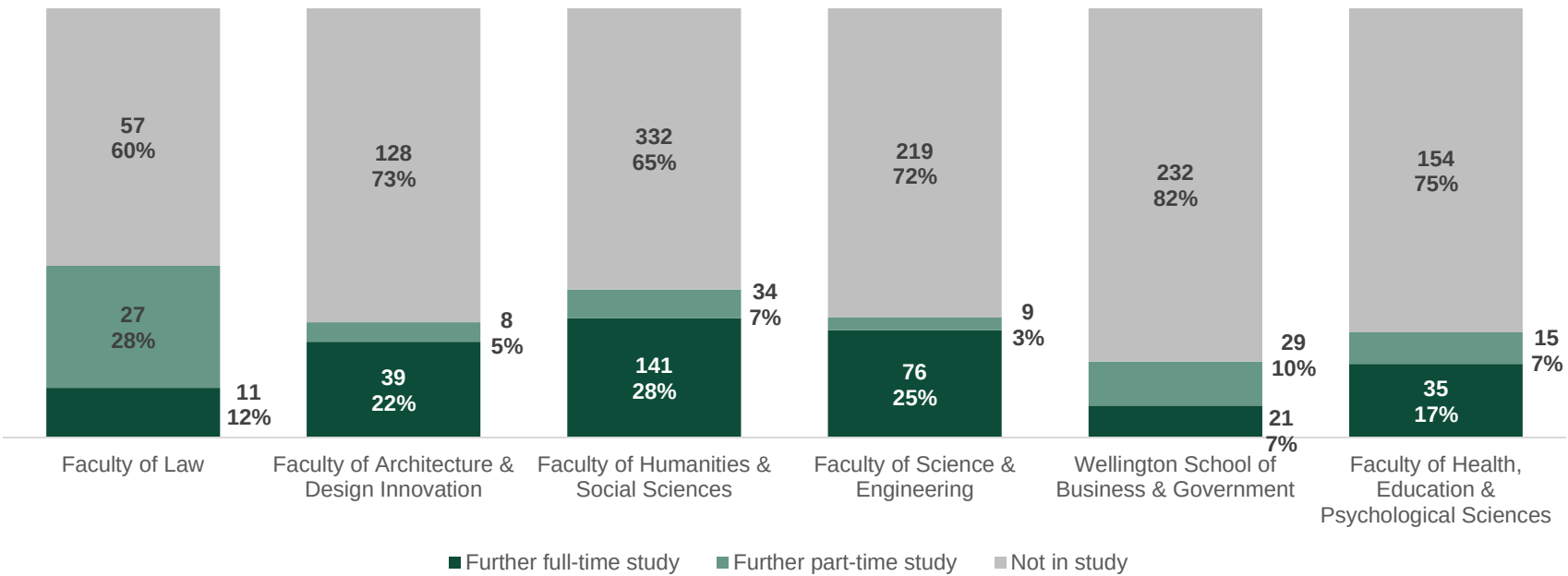
Note: Some respondents will be counted more than once if they have completed more than one degree.

Study Destinations

Study Destinations by employment status



Study Destinations by Faculty



Insights

- 68% of respondents in full-time study also worked either full-time or part-time.
- 11% of those in full-time study are also in full-time work.
- Respondents in the Faculties of Humanities and Social Sciences, Science and Engineering and Architecture and Design Innovation were most likely to be in further full-time study.
- Respondents from the Faculty of Law were most likely to be in part-time study.
- Respondents from the Wellington School of Business and Government were the least likely to be in further study.

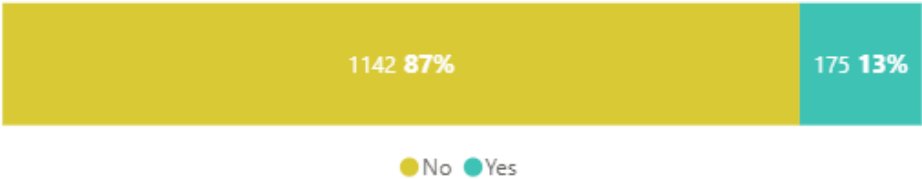
Note: Some respondents may be in more than one Faculty if they have more than one degree.



VOLUNTARY WORK

Voluntary Work

Are you currently in voluntary work?



Number of voluntary jobs

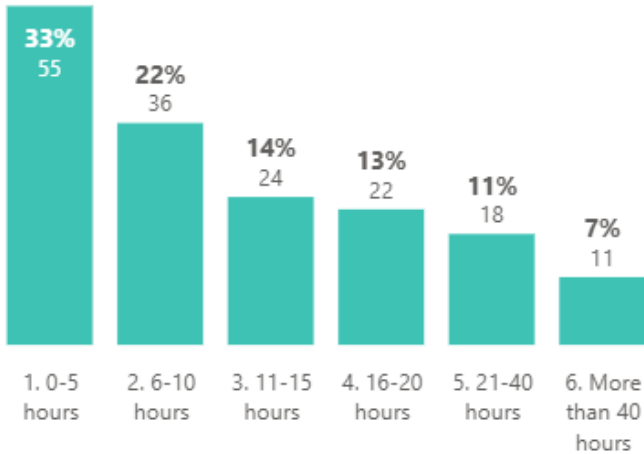


Employment status and voluntary work

Volunteer Work	Not in paid work	Working full-time	Working part-time	Total
No	184	735	222	1141
Yes	36	86	53	175
Total	220	821	275	1316

Volunteer Work	Not in paid work	Working full-time	Working part-time
No	84%	90%	81%
Yes	16%	10%	19%

Average number of hours volunteered per month



Insights

- Of the 1,317 respondents, 13% are doing voluntary work.
- 24% of those doing voluntary work have more than one voluntary job.
- Part-time workers were most likely to be doing voluntary work (19%) and full-time workers least likely (10%).
- 36 respondents were doing voluntary work and not in paid work, that's 3% of all responders.



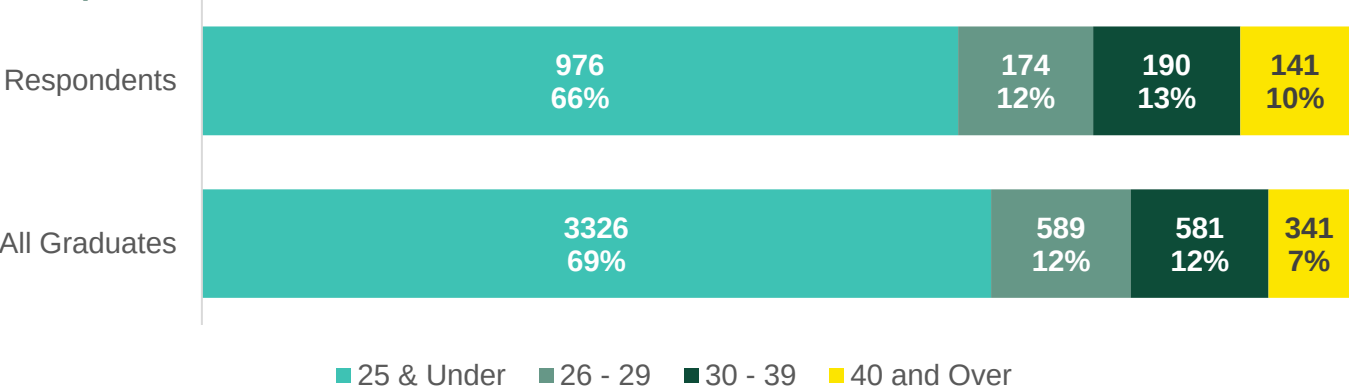
▼
DEMOGRAPHICS

Graduate Demographics

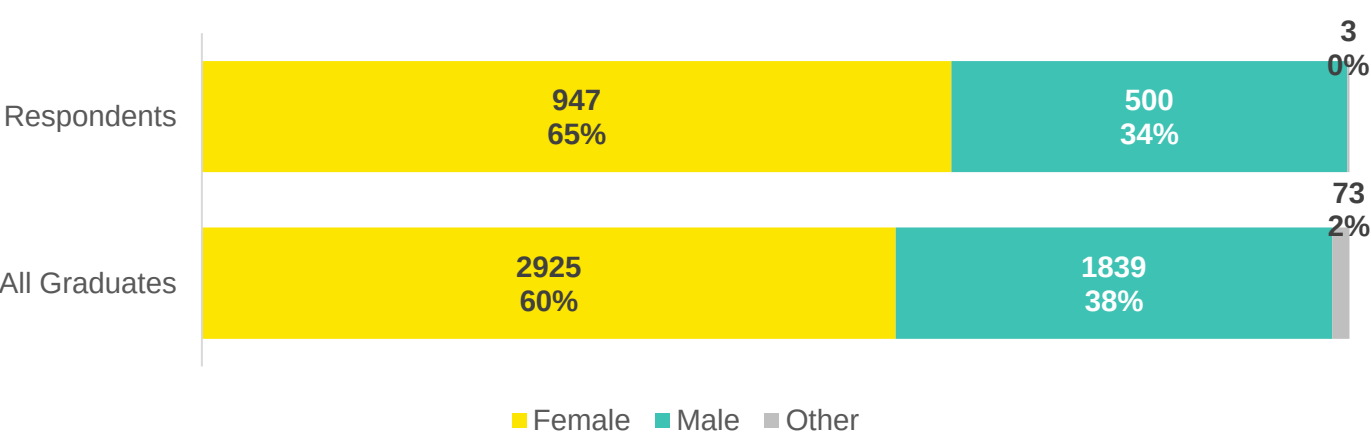
This section compares the demographics of the full graduate population eligible to take part in the Graduate Destinations Survey 2025 ('All Graduates'), with the demographics of the survey respondents ('Respondents').

- All Graduates = 4,837
- Respondents = 1,481 = **31% response rate.**

Age Group



Gender

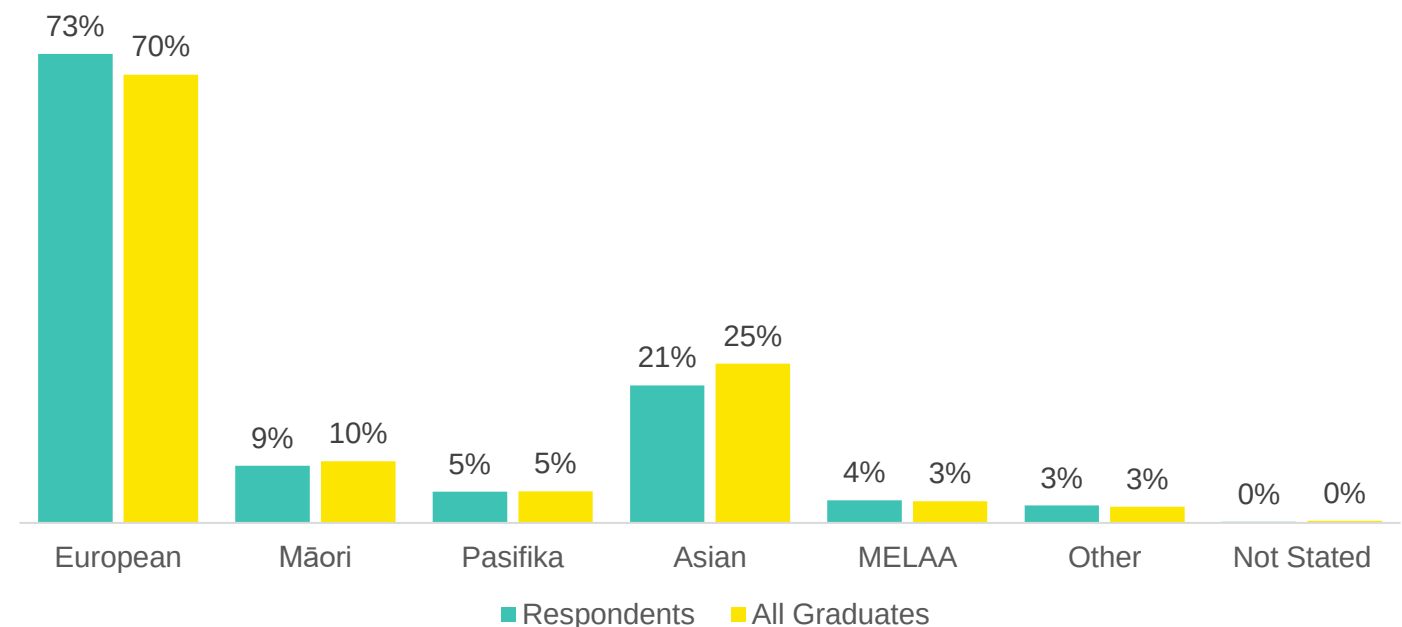


Insights

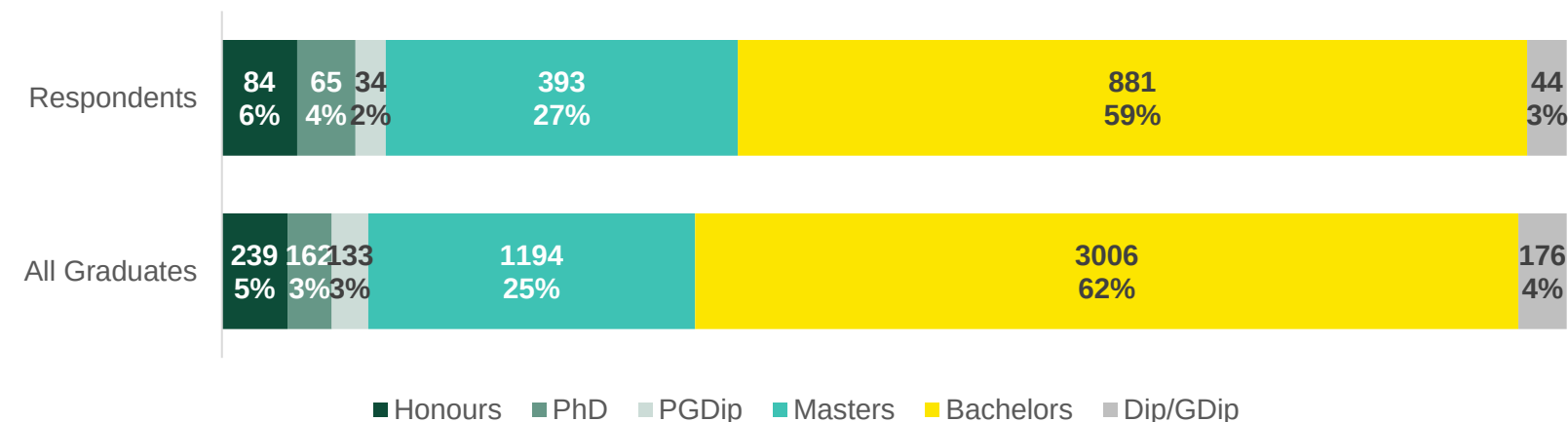
- Overall, the respondents were relatively representative of the full graduate population in terms of age group and gender.
- 69% of all graduates were 25 and under, while 66% of respondents were. So, older graduates were slightly more likely to respond.
- 60% of all graduates were female, while 65% of respondents were. So, female graduates were slightly more likely to respond.

Graduate Demographics

Ethnicity



Qualification



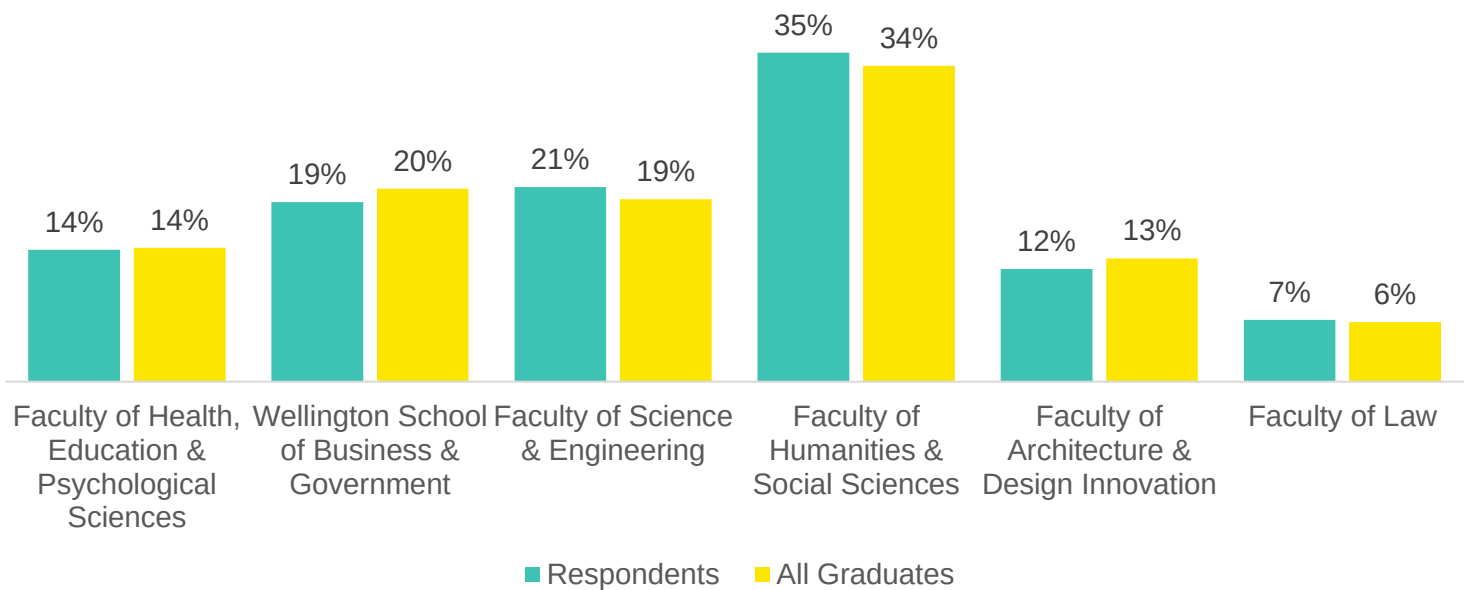
Insights

- Overall, the respondents were relatively representative of the full graduate population in terms of ethnicity and qualification.
- 70% of all graduates identified as European, while 73% of respondents did. So, graduates identifying as European were slightly more likely to respond. Graduates who identified as Asian were also slightly less likely to respond.
- Those graduating with a Masters degree were slightly more likely to respond and those graduating with a Bachelors were slightly less likely to respond.

Note: The percentages for 'Ethnicity' will not total 100% as multiple ethnicities could be selected. Some respondents will also be counted more than once under 'Qualification' if they have completed more than one degree.

Graduate Demographics

Faculty



International Status



Insights

- Overall, the respondents were relatively representative of the full graduate population in terms of Faculty and international status.
- Respondents were very representative by Faculty. Graduates from the Faculty of Science and Engineering were slightly more likely to respond.
- International students were slightly less likely to respond compared to domestic students. 15% of all graduates were international students, but they only made up 12% of the respondents.

Note: The percentages for 'Faculty' will not total 100% as some students could be in multiple faculties if they have more than one degree.



METHODOLOGY

Methodology

The survey was run using the Qualtrics online survey platform.

It was sent to all students who graduated between 1 July 2024 and 30 June 2025, a total of 4,837 graduates. An email invite was sent to their preferred contact email address.

The survey was open for 4 weeks.

An incentive was used to encourage participation, this took the form of three cash prizes of \$150 and one grand prize of \$500. Various communication channels were used to promote the survey.

Survey logic was used throughout the survey. This reduces the number of questions asked of students by only displaying appropriate questions or responses for them and skipping questions that were not applicable to them. Branching questions based on survey responses and metadata helps to reduce respondent burden and improves data quality.

The open-text comments provided by respondents were analysed manually and by Copilot to pull-out the main themes and summarise the core insights.