

2021 Graduate Outcomes Survey - Longitudinal

Methodological Report

September 2021



Social
Research
Centre

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1. Introduction

1.1. About this report

This *Methodological Report* describes the sample preparation, data collection, data processing and reporting aspects of the 2021 Graduate Outcomes Survey – Longitudinal (GOS-L, ‘the survey’), conducted on behalf of the Australian Government Department of Education, Skills and Employment (‘the department’) by the Social Research Centre. This report is structured into the following sections:

- Section 1 introduces the background, objectives and provides a general overview.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase and provides an overview of changes from the previous iteration including institution specific items.
- Section 5 describes the data processing procedures.
- Section 6 documents the final dispositions and response rates.
- Section 7 presents an analysis of response.
- Section 8 summarises considerations for future iterations of the GOS-L.

1.2. Background

The GOS-L is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. In 2016, the GOS-L replaced the Beyond Graduation Survey (BGS), which was the longitudinal component of the Australian Graduate Survey (AGS) (superseded by the Graduate Outcomes Survey (GOS)) conducted between 2009 and 2015. Graduates who completed a course in 2017 and responded to the 2018 GOS were invited to participate in the 2021 GOS-L.

1.3. Objectives

The broad aim of the GOS-L is to measure the medium-term labour force outcomes of graduates approximately three years post completion of their undergraduate or postgraduate course. The development, collection and reporting of these measures provides reliable, valid and generalisable information on graduate outcomes to the Australian government and to higher education institutions. Specifically, the survey findings are used to:

- monitor graduates’ labour market and further study outcomes,
- better understand graduate attributes and preparation for the workforce, and
- identify specific areas that may positively impact graduates’ experiences with their higher education.

‘Higher education institutions’ refers to universities and non-university higher education institutions (NUHEI).

1.4. Overview

The Social Research Centre administered the GOS-L in February and March 2021 with the assistance of 104 participating institutions. In 2021, the scope of the GOS-L was extended to include all higher education institutions, including for the first time non-Higher Education Support Act (HESA) approved providers.

Table 1 provides an overview of key project statistics. In total, 86,641 graduates were approached with 76,861 identified as in-scope to participate. A 49.0 per cent response rate was achieved with a total of 37,650 completed surveys from graduates across all study levels, down from 50.0 per cent in 2020 and 55.9 per cent in 2019, but up from 43.3 per cent in 2018 and 42.2 per cent in 2017.

Table 1 Key project statistics

	University	NUHEI	Total
Participating institutions (n)	41	63	104
Total sample (n)	81,124	5,517	86,641
Final in-scope graduates (n)	72,127	4,734	76,861
Surveys completed (n)	35,609	2,041	37,650
Response rate ¹ (%)	49.4	43.1	49.0

¹ For the purpose of QILT projects, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.

The survey was fielded online in English only. Invitations and reminders were sent by email and SMS to sample members, while telephone reminders were deployed with selected non-respondents. Participating institutions could also commission additional SMS towards the end of main online fieldwork and reminder calls after the conclusion of the main online fieldwork period. Surveys completed as a result of reminder calls are included as completed surveys in this report.

1.5. Project milestones

Table 2 provides a summary of the key project milestones including tasks and dates for the 2021 GOS-L.

Table 2 Key project milestones

Milestone	2021 GOS-L
Start-up	
Sample preparation	15-Oct to 30-Oct 2020
Questionnaire development	01-Dec to 11-Dec 2020
Fieldwork	
Soft launch main online fieldwork (NUHEIs)	16-Feb 2021
Start main online fieldwork (Universities)	18-Feb 2021
In field reminder calls	04-Mar to 21-Mar 2021
Main online fieldwork closes*	28-Mar 2021
Post field reminder calls†	29-Mar to 09-Apr 2021
Fieldwork closes†	09-Apr 2021
Reporting	
Draft data and documentation to the department	30-Apr 2021
Draft <i>National Report</i> to the department	15-May 2021
Final data and documentation to the department	15-May 2021
<i>Methodological Report</i> to the department	31-May 2021
Institutional Tableau report and data files delivered	15-Jun 2021
Final <i>National Report</i> to the department	15-Jun 2021

* Institutions that did not opt for post field reminder calls.

† Institutions that opted for post field reminder calls.

2. Sample preparation

2.1. Target population

To qualify as part of the in-scope population for the 2021 GOS-L, graduates must have completed the 2018 GOS via the online survey and either:

- provided consent to being recontacted for future research or
- skipped (i.e. did not answer) the question about consent to being recontacted for future research.

Consent to be recontacted for future research is captured at the variable 'CONTACT' in the GOS.

Institutions were able to request inclusion of additional populations such as offshore graduates on a fee-for-service basis, however, these responses were excluded from national reporting and analysis. Like the in-scope population, these additional populations must have also completed the 2018 GOS and not explicitly declined future contact.

2.2. Institutional participation

In previous iterations of the GOS-L, non-HESA providers were excluded from all data presented in this report and the nationally reported figures. In 2021, the scope of the GOS-L was extended to include all higher education institutions, including for the first time non-HESA approved providers. In total, six non-HESA approved providers participated in the 2021 GOS-L.

Institutions were invited to participate in the GOS-L via the *Participation and Additional Services Form* (PASF, refer to Section 3.1.2). Invitations to complete the PASF were sent via email to all primary institutional contacts approximately four months prior to the commencement of online fieldwork. All institutions with in-scope sample were invited to complete the PASF.

A total of 104 institutions participated in the 2021 GOS-L, comprising 41 universities and 63 NUHEIs. Refer to Appendix 2 for a list of participating institutions.

2.3. Sample frame

Records meeting the target population definition from the 2018 GOS data file were identified, with relevant contact information appended, either as collected in the GOS questionnaire, else as provided in the GOS sample. Institutions were then required to update the scope status of the sample member, review faculty name and campus name, provide updated email contact details, and were encouraged to provide telephone contact details to facilitate survey execution as detailed below.

2.3.1. Additional populations

Institutions were provided with the opportunity to include out-of-scope graduates as additional populations in the GOS-L on a fee-for-service basis. GOS-L out-of-scope populations included graduates who completed the GOS as either of the following:

- out-of-scope populations or
- in-scope populations but who completed the GOS via telephone interview, that is, via a different mode to the predominantly online collection.

Three institutions included additional populations in the 2021 GOS-L. Additional populations were not included in the *2021 GOS-L National Report* and do not appear in results presented in this report.

2.4. Sampling preparation overview

Detailed information regarding the GOS-L sampling process was available to institutions in the *Collection and Sample Guide* (refer to Section 3.1.1). The guide was provided to institutions ahead of sample preparation and outlined the:

- data elements required,
- essential and optional fields, and
- steps to create the sample of in-scope graduates.

The sampling process for the GOS-L is summarised as follows:

1. Population file creation

The Social Research Centre prepared the population file based on the GOS data and distributed these files to institutions.

2. Population file review and update

Institutions then updated the following data elements in their population file:

○ Residential address

The address fields listed (i.e. variables E469, E470, E413 and E471) were used to determine time zone and location for survey execution and response maximisation initiatives.

○ Email addresses

Institutions were asked to provide at least one valid email address for each graduate in the file. Email 1 was the email address which institutions considered most likely to result in the email being opened by the intended recipient and the next best options were included at Email 2 and Email 3 if available.

Institutions were advised to record the graduate's personal email address (e.g. Hotmail, Gmail) as the best option (i.e. Email 1). Other options could include the email address issued by the institution while graduates were enrolled, or an alumni email address issued after graduation.

○ Telephone numbers

Telephone numbers were used for in field telephone reminder calls, SMS, and fee-for-service post main online fieldwork telephone reminder calls. Mobile numbers were preferred (where available) as they could be used for SMS reminders. Institutions were advised that providing a telephone number increased the chances of successfully making contact with the graduate and achieving a completed survey. If an institution did not wish the Social Research Centre to contact their graduates by telephone or SMS, they were advised to leave this field blank.

In addition, institutions were required to review and update, if necessary, the following information:

○ INSCOPE variable

The INSCOPE variable denoted whether the graduate was in-scope for the GOS-L. Each record was allocated one of the following codes:

0 = In-scope (graduate did not refuse future follow-up in 2018 GOS).

1 = Out-of-scope (graduate explicitly declined to be contacted for future follow-up).

2 = Out-of-scope (ineligible for the GOS-L).

3 = Not to be surveyed as instructed by institution (e.g. deceased or not to be contacted under any circumstances).

All records were pre-flagged in the sample file as code 0, 1 or 2 based on their responses in the GOS. Institutions were asked to review records that had been flagged as INSCOPE = 0 or 1 and update as appropriate. No action was required for records flagged as INSCOPE = 2.

- FACULTY and CAMPUS variables

The faculty and campus variables were pre-populated using information collected in the 2018 GOS. Faculty and campus information is useful for institutions to conduct their own internal analysis but this data is not used in the *National Report* or website content. Institutions were asked to review and update this information as required.

3. Sample review and selection

The Social Research Centre reviewed and verified the population file as part of selecting all cases where INSCOPE = 0.

2.4.1. Sample processing quality assurance

Upon receipt of an institution's returned sample file, the Social Research Centre undertook and logged quality assurance and validation checks to ensure the quality of the returned sample data. Issues identified within a returned sample file were documented, feedback was provided, and the institution was asked to submit a revised version of the sample file or template. This process continued for each file until all required validation checks were passed.

Sample data quality assurance checks were undertaken in several stages, as follows:

- Manual naming of the returned file to meet version control conventions.
- Archiving an original reference copy of each returned file version.
- A basic visual inspection of the file to ensure it aligns with the required format for automated checks.
- Processing the file through an automated sample checking script (the 'auto-checker'). The auto-checker generated a summary report of the sample file structure, adherence to variable standards (as described in Appendix 1), completeness of the returned sample data, record scoping and unit record logic checks.
- An extensive sample cleaning process on files validated by the auto-checker before being operationalised for fieldwork.

2.4.2. Sample cleaning

In addition to quality assurance and validation checks, the Social Research Centre also undertook an extensive sample cleaning process. The main components of sample file cleaning and manipulation were as follows:

- standardisation of sample return files – including compliance to a standard format,
- email address cleaning (e.g. correct domain formats, identification of non-personal emails, deduping),
- phone cleaning (e.g. leading zeros, country codes),
- name cleaning (e.g. correct capitalisation and salutations),
- address cleaning (e.g. standardisation of state), and
- various institution-specific corrections.

2.4.3. Exclusions

As part of sample processing the following exclusions were made:

- records without an email address,
- out-of-scope records based on the INSCOPE variable,
- respondents from the 2018 GOS who explicitly declined to be contacted for future follow-up, and
- duplicate records.

2.4.4. Coverage

The total target population was graduates who completed a course at an on-shore Australian higher education institution in 2017 and participated in the 2018 GOS. As described in Section 2.3, the operationalised sample excluded any GOS respondent who had explicitly declined to be contacted for future follow-up. Table 3 reiterates key concepts and information from Section 1.4 illustrating the coverage of the sample to the population.

Table 3 Coverage of population to sample

	University		NUHEI		Total	
	n	%	n	%	n	%
Completed the 2018 GOS (n)	115,794	100.0	7681	100.0	123475	100.0
Explicitly declined to be contacted for future follow-up (n) (A)	31,321	27.0	2042	26.6	33363	27.0
Consent to follow-up (n) (B)	68,967	59.6	4238	55.2	73205	59.3
Did not answer consent to follow-up (n) (C)	15,506	13.4	1401	18.2	16907	13.7
Total eligible sample for 2021 GOS-L (n) (B+C)	84,473	73.0	5639	73.4	90112	73.0
Institution removals and out-of-scope additional populations (n) (D)	3,349	2.9	122	1.6	3471	2.8
Sample available for 2021 GOS-L ¹ (n) (Total eligible sample - D)	81,124	70.1	5517	71.8	86641	70.2

¹ National in-scope population approached.

3. Survey design and procedures

3.1. Institutional engagement

To build institutional engagement, the Social Research Centre employed a strategy based on the principles of stakeholder need, transparency, knowledge sharing and responsiveness. A comprehensive range of activities were designed to actively engage institutions with the GOS-L. The Social Research Centre's institutional engagement strategy for the 2021 GOS-L is described in this section and included:

- planning resources such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*,
- communications inviting institution participation in the GOS-L,
- webinars and newsletters,
- regular communications with institutions' nominated survey contacts throughout fieldwork, and
- ad hoc assistance from the QILT research and administrative teams for institution contacts as required.

3.1.1. Collection and Sample Guide

A *Collection and Sample Guide* was made available to institutions via the QILT provider portal prior to the 2021 GOS-L. A notification email was sent to all institutions advising of the release. The *Collection and Sample Guide* provided a stand-alone source of information to introduce the GOS-L, provide timelines, outline the sample process, describe participation in the study, provide resources to assist in graduate engagement, outline response maximisation procedures and contact protocols, and document general conduct of the GOS-L. The *2021 GOS-L Collection and Sample Guide* is provided at Appendix 1.

3.1.2. Invitation to participate

As noted in Section 2.2, prior to the 2021 GOS-L the Social Research Centre sent an email to the key contact at each institution. The email asked recipients to confirm their institution's participation in the respective collection via the PASF. Institutions were also asked to nominate additional fee-for-service activities. The 2021 GOS-L included the following fee-for-service activities:

- inclusion of additional populations (refer to Section 2.3.1),
- inclusion of additional items in the GOS-L questionnaire (refer to Section 4.4),
- participation in an additional SMS (refer to Section 3.3.1.1), and
- participation in post field reminder calls (refer to Section 3.3.3).

3.1.3. Webinars and newsletters

As part of the institutional engagement strategy, the Social Research Centre provided institutions with a series of webinars and newsletters before and throughout fieldwork. Newsletters were sent monthly, covering information related to key QILT survey milestones. The newsletters were a regular point of contact with institution contacts who subscribed.

A series of webinars was presented to institutions on a near-monthly basis. Webinar topics were designed to guide institutions through key stages of the survey administration process and to share

technical and methodological insights. To ensure continued engagement with the webinar series, institutions were consulted to inform topics of interest for future sessions. Webinars relating directly to the 2021 GOS-L covered topics such as sample preparation, fee-for-service activities, graduate engagement and fieldwork progress.

3.1.4. Ongoing dialogue with institutions

An open dialogue with survey managers was maintained throughout the 2021 GOS-L collection to better understand institutions' experience of fieldwork. The following engagement activities were conducted to connect with institutions:

- **Program of institutional outreach**

Members of the QILT research team spoke to participating institutions during fieldwork via telephone to hear their experiences of administering the GOS-L and to identify opportunities for improvement. Discussions typically ran for five to ten minutes and were conducted as follows:

- Contact was attempted with all participating universities and selected NUHEIs. NUHEIs were selected on the basis of size and response rate performance, such that a large and underperforming NUHEI was prioritised for contact above a small and high performing NUHEI.
- The objective was to discuss with institutions how their response rate was progressing, what type of engagement activities they had planned or conducted, and suggestions (where appropriate) for how to improve their response rate.
- The impact of COVID-19 on institutions' resourcing of engagement activities was a key topic of discussion.

It should be noted that the continued work-from-home environment during fieldwork made it difficult to contact some survey managers for whom we only had landline office numbers. To remedy this, the QILT research team followed up phone contact with an email.

- **Respondent Engagement Survey (RES)**

This survey was designed to collect information about the graduate engagement activities undertaken by institutions for the 2021 GOS-L. The RES collected data to inform analysis of response rate maximisation activities and was an opportunity for institutions to provide more general feedback on their experience using the QILT graduate engagement materials.

The RES consisted of a short online survey, conducted with participating institutions at the completion of fieldwork. A total of 41 institutions completed the survey.

Key findings from the RES were communicated to institutions via a presentation uploaded on the QILT provider portal.

In addition to these activities, the QILT research team maintained regular communication with institutions to sustain high levels of engagement and momentum.

3.2. Graduate engagement

In addition to the *Collection and Sample Guide*, a *Marketing Pack* was provided to institutions to help increase graduate engagement and support the institutional administration of the GOS-L. Images used in the *Marketing Pack* matched images used as headers in the survey email invitation and reminders documented in Appendix 3. In 2021, social media tiles in two different dimensions were introduced to allow for easier use with Facebook and Instagram.

A *GOS-L Marketing Pack User Guide* was included with the *Marketing Pack* to provide information and examples of the intended use of the marketing materials. The *Collection and Sample Guide* for the 2021 GOS-L included further marketing information and an engagement activity plan. The engagement activity plan proposed a marketing campaign schedule that was aligned to the relevant GOS-L fieldwork period and paired engagement activities with the appropriate *Marketing Pack* resource.

The *Marketing Pack* was published on the QILT provider portal prior to the commencement of fieldwork and included materials that could be used before the survey commenced, during fieldwork and in the final week of fieldwork. The specific materials are summarised below:

- *GOS-L Marketing Pack User Guide*,
- email templates,
- web tiles,
- digital displays,
- social media tiles and suggested social media post content, and
- GOS-L and QILT brand logos.

All marketing materials referred graduates to either the QILT website, the Social Research Centre website, the GOS-L helpdesk email address or GOS-L helpdesk 1800 number for the purpose of contacting the Social Research Centre with any queries.

3.3. Contact protocol

The 2021 GOS-L employed an extensive protocol of contact attempts, including an email invitation and ten email reminders, as well as in field telephone reminder calls and SMS reminders. In each mode of contact there was provision to opt-out or unsubscribe from future contact. Table 4 shows the date of contact activity, as well the number of emails and SMS sent. SMS reminders included two SMS as part of the standard QILT survey methodology and one SMS conducted on a fee-for-service basis. Further information about email, telephone and SMS contacts is provided in Appendix 3.

Table 4 Invitation and reminder schedule

Round of activity	Date of send (2021)	Number sent ¹
Email invitation - NUHEIs	Tues 16 Feb	5517
Email invitation - Universities	Thu 18 Feb	81,122
Email reminder 1	Sat 20 Feb	76,819
Email reminder 2	Mon 22 Feb	71,034
Prize draw 1 close	Mon 22 Feb	N/A
Email reminder 3	Thu 25 Feb	66,476
Email reminder 4	Mon 1 Mar	63,409
SMS 1	Mon 1 Mar	51,420
Prize draw 2 closed	Mon 1 Mar	N/A
In field telephone reminder calls commenced	Thu 4 Mar	N/A
Email reminder 5	Fri 5 Mar	55,372
Email reminder 6	Mon 8 Mar	53,546
Prize draw 3 closed	Mon 8 Mar	N/A
Email reminder 7	Thu 11 Mar	51,375
Email reminder 8	Mon 15 Mar	49,713
SMS 2	Mon 15 Mar	32,337
Prize draw 4 closed	Mon 15 Mar	N/A
Email reminder 9	Thu 18 Mar	46,005
Email reminder 10	Mon 22 Mar	45,014
SMS 3	Mon 22 Mar	1,417
Prize draw 5 closed	Mon 22 Mar	N/A
Online fieldwork closed*	Sun 28 Mar	N/A
Post field telephone reminder calls commenced [†]	Mon 29 Mar	N/A
Fieldwork closed [†]	Mon 12 Apr	N/A



* Institutions that did not opt for post field reminder calls.

[†] Institutions that opted for post field reminder calls.

3.3.1. Email invitation and reminders

The Social Research Centre sent an email invite to all in-scope sample members, inviting them to complete the GOS-L. The invitation email advised of their selection in the GOS-L, summarised the survey objectives, outlined privacy provisions and communicated the value of participation. The invitation and reminder emails included a unique link that took the graduates directly into their survey. All emails referred to the QILT and GOS-L webpages for further information and contact details. Further, an unsubscribe link was included in the footer of each email if sample members no longer wanted to receive correspondence. Figure 1 and Figure 2 illustrate the appearance of the invitation for graduates on a large (e.g. desktop computer) and small (e.g. mobile phone) screen device. A copy of the invitation and all reminders is provided at Appendix 3.

Figure 1 Example GOS-L invitation email on a large screen device



Dear graduate,

Three years ago you completed the Graduate Outcomes Survey. We would like to hear where your studies have taken you since completing your qualification at your institution.

While we know things have been difficult in recent times, your views are more important than ever. By completing the survey, you will be providing important information to the Australian Government about the state of the labour market.

Please spend 10 minutes sharing your experiences.

To start the survey please click on the button below:

[Start survey now](#)

Complete the survey by Monday 22 February to be in the draw for \$1,000.

The Graduate Outcomes Survey - Longitudinal measures employment and study outcomes and gathers feedback that institutions can use to improve courses and outcomes for future graduates.

Once all survey responses have been compiled the National Report will be published on www.qilt.edu.au.

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.




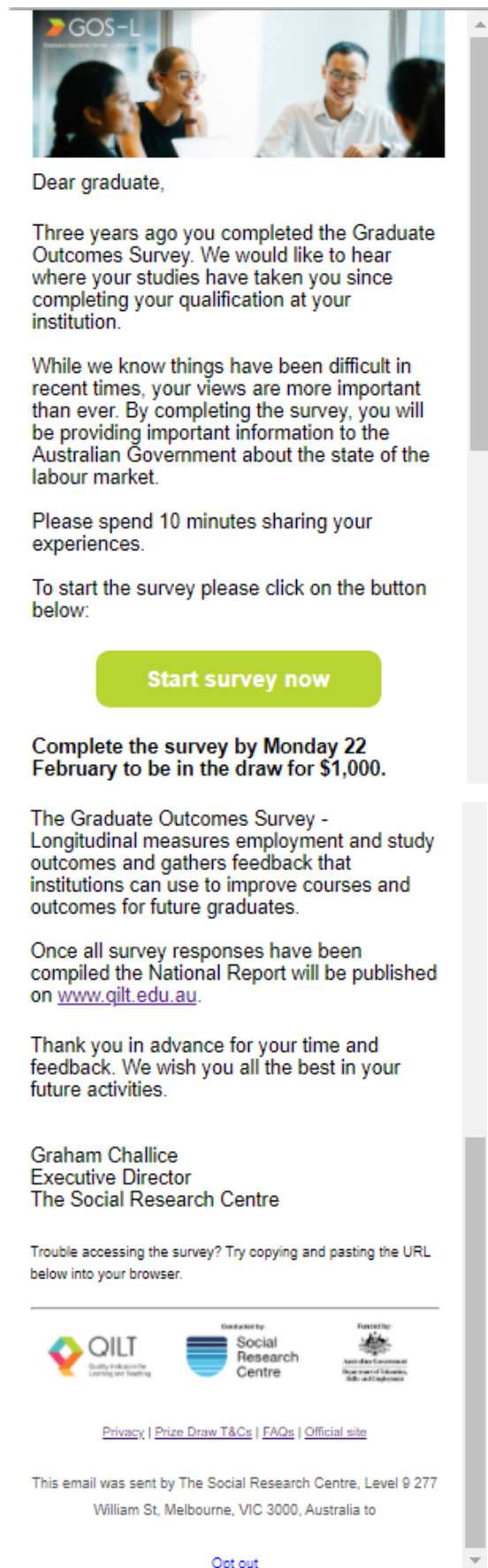
	<p>Conducted by:</p>  <p>Social Research Centre</p> <p>Privacy Prize Draw T&Cs FAQs Official site</p>	<p>Funded by:</p>  <p>Australian Government Department of Education, Skills and Employment</p>
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Figure 2 Example GOS-L invitation email on a small screen device



The invitation email was followed by up to ten email reminders. Sample members who had completed the survey or who had unsubscribed, were removed from the next scheduled email reminder.

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation. The following email send and bounce outcome protocol was used for 2021 GOS-L:

1. Invitation email sent to both the *Email 1* and *Email 2* fields:
 - a. If both addresses failed (i.e. hard bounce) and *Email 3* was available, then *Email 3* was used.
 - b. If *Email 3* failed and *Email 4* was available, then *Email 4* was used.

As a result, and provided that at least one of the email addresses available was valid, all sample members received at least one email invitation within the first 24 hours (approximately) of fieldwork commencing.

2. For sample members with a failed outcome for all available email addresses:
 - a. They would have received at least one form of contact if they were targeted for the in field reminder calls (refer to Section 3.3.3) or the SMS activity (refer to Section 3.3.1.1).

During any reminder call, the graduate had an opportunity to update their email address and receive access to the survey. When contacted by SMS, the graduate could have accessed the survey directly from the SMS if they were from the group eligible for an SMS with a unique survey link (refer to Section 3.3.2), alternatively they could contact the GOS-L helpdesk and update their email address to receive access to the survey.
 - b. They would not have received contact if they were not selected for the in field reminder calls or the SMS activity, though all in-scope graduates with a valid Australian mobile number were included in the first and second SMS.
3. From Reminder 6 onwards, graduates for whom *Email 1* or *Email 2* did not fail, emails were sent to the next available addresses (that is, *Email 3* and *Email 4*).

As a result, provided that all four addresses available were valid, sample members eligible for Reminder 6 received an email to each valid email address for each remaining round of activity.

To enhance the respondent experience, all emails and some SMS (depending on whether the respondent had updated their details in panel maintenance) included a direct survey link which enabled respondents to enter their unique survey automatically. Further, in line with the Australian Communications and Media Authority (ACMA) Spam Act, each email and SMS contained an 'unsubscribe' facility if graduates no longer wanted to receive contact for the 2021 GOS-L. Graduates could also 'opt-out' by contacting the GOS-L helpdesk.

All emails featured a customised text using a friendly tone and were as short as possible. The objective of the email plan was to appeal to a wide and diverse audience. While all emails mentioned the survey length, confidentiality provisions, and where relevant the prize draw, the content differed throughout the reminder program. The message intent for the GOS-L emails is summarised in Table 5.

Table 5 **Email plan message intent**

Round of activity	Message intent
Invitation	Awareness raising and invitation
Reminder 1	Your feedback is important and can help future graduates, first prize draw mention
Reminder 2	Grateful if you could spare the time
Reminder 3	Recognition of difficulty of past year, sharing unique views to help future students, second prize draw mention
Reminder 4	Grateful if you could spare the time
Reminder 5	Importance of completing the survey to assist institutions in understanding graduate outcomes, third prize draw mention
Reminder 6	Acknowledgment of frequency of contact, unsubscribe option emphasised, importance of hearing from as many graduates as possible to improve career resources
Reminder 7	Acknowledgement of COVID-19, chance to have your say, mention of penultimate prize draw
Reminder 8	Link to completing Graduate Outcomes Survey, grateful if you could spare the time, providing important information about employment outcomes and further study activities
Reminder 9	Survey closing soon, mention of course name, joining the largest study of graduate employment outcomes, mention of final prize draw
Reminder 10	Last appeal: Absolute last chance to complete, acknowledgement of difficulties of past year, importance of feedback

A breakdown of email send outcomes by round of activity is provided at Table 6.

Open rates and ‘clicked on link’ rates generally trended downwards with each successive reminder. However, this downward trend was less consistent than in previous collections, likely due to variability in inbox placement between sends. For example, Reminder 2, a prize draw themed message, had a relatively low open rate considering its position in the schedule. Indications from pre-send testing suggested that a proportion of emails sent did land in ‘Other’ or ‘Promotions’ sub-folders, and in some cases were flagged as spam. Although the open rate of Reminder 2 is relatively low, the ‘clicked on as a % of opened’ rate was the second highest in the schedule, suggesting that for graduates who saw and opened the reminder, the content itself was engaging. This example shows the importance of inbox placement and should be a continued focus for future collections.

Reminders later in the schedule generally had lower ‘clicked on link as a % of opened’ rates, yet Reminders 9 and 10 had a higher general open rate than the three preceding emails. Reminder 9 (*‘Share your feedback to help future graduates’*) featured an altruistic theme and was the lowest performing email in terms of ‘clicked on link as a percentage of opened’ rates. Not all emails with an altruistic theme performed poorly, with Reminder 1 (*‘10 minutes to help future graduates’*) performing better than other emails in the schedule on this metric. Conversely, Reminder 9 also had a higher open rate compared to other late-cycle emails, suggesting that the subject line may have caught respondents’ attention but didn’t incentivise them to click the link to complete the survey. Reminder 9 featured an experiment which displayed an in-language subject line to some Chinese and Indian graduates, and the uniqueness of this may have contributed to the relatively high open rate. The relative performance of emails by theme will be taken into consideration as part of preparing email content for the 2022 GOS-L.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) was high, particularly on the Invitation and again at Reminder 6, when messages were sent to email addresses 3 and 4 for the first time. Many of the emails that bounced had an institution domain name, likely due to the email address being deactivated at some point after the graduate completed their studies three years prior. A review of how email addresses are sourced and the process for checking validity of emails should be undertaken ahead of the 2022 GOS-L to minimise the number of emails bouncing, which can potentially harm future sends by damaging the sender's reputation.

Table 6 Email send outcomes by round of activity

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Total sent (n)	86,639	76,819	71,034	66,476	63,409	55,372	53,546	51,375	49,713	46,005	45,014
Opened (%)	42.4	41.6	28.9	35.2	34.6	30.2	22.1	21.3	18.7	25.8	29.7
<i>Clicked on link (%)</i>	16.7	9.7	7.3	5.2	7.0	3.9	3.8	2.6	3.3	2.3	3.3
<i>Opt-out from link (%)</i>	0.4	0.6	0.7	0.9	0.7	0.6	0.7	0.7	0.5	0.6	0.6
<i>Opened email (%)</i>	25.3	31.2	21.0	29.1	26.8	25.7	17.6	18.1	14.9	23.0	25.8
Unopened (%)	41.3	56.5	68.8	62.8	63.3	67.5	68.7	74.7	77.3	70.6	66.8
Soft bounce (%) ¹	1.8	1.8	2.2	2.0	2.1	2.3	3.7	3.9	4.0	3.5	3.4
Hard bounce (%) ²	14.5	0.1	0.1	0.0	0.0	0.0	5.4	0.0	0.1	0.0	0.0
<i>Clicked on link as % opened</i>	39.5	23.4	25.1	14.9	20.3	12.8	17.2	12.0	17.7	8.8	11.2

¹ A soft bounce occurs when an email could not be delivered because of a temporary issue, such as the recipient's mailbox being full or inactive.

² A hard bounce occurs when an email could not be delivered for permanent reasons, for example when the recipient's email address does not exist or the recipient's email server has blocked delivery.

Analysis was undertaken to compare sample characteristics of graduates who did not open any emails to help further understand the impact of email as a response maximisation activity (refer to Table 7).

Overall, 18.4 per cent of the total graduates approached did not open any emails. Graduates with the following characteristics were marginally less likely to have opened their emails:

- international graduates,
- those who speak a language other than English at home,
- those aged 30 years or under,
- indigenous graduates,
- graduates from an undergraduate degree, and
- females.

These findings will be used to inform message intent and tailoring of the contact strategy for future iterations. This will help ensure communications used during fieldwork are engaging for a diverse range of graduates to help maintain the representativeness of the achieved sample.

Table 7 Characteristics of graduates who did not open emails against the total in-scope sample

	Total sample approached	Unopened email sample	
	n	n	%
Base	86,641	15,982	18.4
Course type			
Undergraduate	49,449	9,557	19.3
Postgraduate coursework	32,542	5,786	17.8
Postgraduate research	4,650	639	13.7
Gender			
Male	33,618	5,927	17.6
Female	52,884	10,042	19.0
No information	139	13	9.4
Aboriginal and Torres Strait Islander			
Non-Indigenous	85,844	15,824	18.4
Indigenous	797	158	19.8
Disability			
No disability	82,061	15,210	18.5
Disability	4,494	766	17.0
No information	86	6	7.0
Age			
30 years or under	49,706	9,828	19.8
Over 30 years	36,907	6,150	16.7
No information	28	4	14.3
Mode of attendance			
Internal and mixed mode	72,271	13,387	18.5
External	13,773	2,502	18.2
No information	597	93	15.6
Type of attendance			

Full-time	59,702	11,023	18.5
Part-time	26,816	4,946	18.4
No information	123	13	10.6
Home language			
English	58,881	10,440	17.7
Language other than English	25,091	5,018	20.0
No information	2,669	524	19.6
Born in Australia			
Yes	51,101	9,244	18.1
No	30,388	5,757	18.9
Unknown	5,152	981	19.0
Citizenship indicator			
Domestic	66,260	11,824	17.8
International	20,317	4,156	20.1

3.3.1.1. Tailored email contact strategy for international graduates

A key objective of the 2021 GOS-L was to increase response from international graduates who have historically been under-represented among respondents in both the GOS and GOS-L. More details about this objective can be found in the *International Engagement Strategy* prepared by the Social Research Centre in 2020. One of the strategies deployed in 2021 was a tailored email contact strategy. Subtle changes were made to the language and messaging used in the communications to target international graduates, as well as use of tailored imagery. The intention was to send an international themed email for each round of email activity, however, analysis of completion rates by Reminder 4 suggested this was having an adverse impact on response and a decision was made to abort this experiment mid-field. An in-language subject line experiment targeting Chinese and Indian graduates was conducted at Reminder 9. This did not result in an increase in response from either of these sub-groups. For more details about these targeted emails, refer to Appendix 3.

3.3.2. SMS reminders

SMS reminders were used during fieldwork to compliment the email contact strategy. If an institution provided mobile numbers in their sample return, it was considered consent to contact graduates via SMS. Two SMS were sent during fieldwork as part of the standard QILT survey methodology. Both SMS were sent to all in-scope sample members with a mobile number who had yet to complete the survey. Those who had already completed the survey or unsubscribed from email activity were washed out of the SMS sends.

For sample members who had updated or confirmed their mobile phone number during 2019 GOS-L panel maintenance activity, the SMS included a direct link to access the online survey, bypassing the need to access the survey via an email. This was the first time that a direct survey link was included in a SMS for GOS-L and approximately 20 per cent of the in-scope sample were eligible. Sample members that did not participate in panel maintenance activity received an SMS with content aimed at driving graduates to email reminders.

In compliance with the Australian Privacy Principles and the ACMA Spam Act, all SMS messages identified the Social Research Centre as the sender, noted the study the SMS was referring to and had the functionality for recipients to unsubscribe. A copy of the first SMS message is provided in Figure 3 below. Sample members who replied 'STOP' to the SMS were opted-out of future communications. SMS content for all rounds is provided in Appendix 3.

Figure 3 Example SMS content

Hi Blair, a note from the Social Research Centre on behalf of the Dept of Education inviting you to give feedback in the GOS-L. By completing the survey you'll enter the draw to win \$1000. <http://src.is/5456239804> For more info call [1800 055 818](tel:1800055818)
Reply STOP to opt out

3.3.2.1. Additional SMS

In 2021, institutions were offered the opportunity to opt-in to an additional third SMS ('SMS 3') on a fee-for-service basis. The SMS was sent on the day of the final prize draw and featured an abbreviated version of the institution's name (refer to Figure 4). Institutions could choose to send the message to either all survey non-respondents with a valid mobile number, or a specific sub-group of their sample that they wished to target within a set budget. In total, five institutions opted-in to SMS 3.

Figure 4 Additional SMS content

Hi Blair, a reminder from the Social Research Centre to complete the GOS-L by tonight for a final chance to win \$1000! Share your experiences as a graduate of Bond. <http://src.is/5456239804> For more info call [1800 055 818](tel:1800055818)
Reply STOP to opt out

A breakdown of SMS send outcomes by round of activity is provided at Table 8. Of note is the relatively strong performance, in terms of open rate, of SMS 2. This may be due to the fact that approximately 10 per cent of messages sent in SMS 1 bounced and were subsequently excluded from SMS 2 resulting in a cleaner list of valid mobile numbers and therefore a higher proportion of graduates receiving and opening the message. A review of mobile phone number cleaning processes will be undertaken ahead of the 2022 GOS-L collection to reduce the number of messages sent to deactivated mobile numbers.

Table 8 SMS based follow-up activity outcomes

Contact activity	n	%
SMS 1		
Sent	51,420	100.0
Opened	42,082	81.8
Unopened	7,737	15.0
Unsubscribed	1,601	3.1
SMS 2		
Sent	32,337	100.0
Opened	29,240	90.4
Unopened	1,490	4.6
Unsubscribed	1,607	5.0
SMS 3		
Sent	1,417	100.0
Opened	1,143	80.7
Unopened	205	14.5
Unsubscribed	69	4.9

3.3.3. Reminder calls

Reminder calls were undertaken in field and post field as part of a ‘push to web’ response maximisation strategy. Reminder calls involved attempting to contact graduates who had not completed or opted out of the online survey. Upon contact, updated email address details were collected, with a survey invitation automatically emailed within 30 minutes of the reminder call. Up to two call attempts were made and a voicemail left where possible. Calls were placed over different days of the week and times of day.

Reminder calls used ‘contacts’ as the sample outcome metric. Contacts included outcomes such as consent to complete, refusal, request to remove number from list, claims to have already completed and away for the duration of the study. Once a contact was achieved, no more calls were placed to the sample record.

3.3.3.1. In field telephone reminder calls

In field telephone reminder calls were undertaken from 4 to 21 March 2021. To qualify for the in field telephone reminder calls, a graduate had to meet the following criteria:

- phone number available in the sample,
- not completed the survey,
- not opted-out of the 2021 GOS-L (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS-L helpdesk), and
- not received an SMS reminder in the previous 48 hours.

In field reminder call activity was attempted for 32.3 per cent of the total in-scope sample for the 2021 GOS-L. As part of an effort to boost response from international graduates, all eligible international graduates were prioritised in the reminder activity, with remaining budget used to follow up eligible domestic graduates. This strategy formed part of the *International Engagement Strategy* developed in 2020. Further analysis of the effectiveness of boosting response from international graduates through

targeting during the in field reminder call phase will be undertaken as part of a review of the *International Engagement Strategy* in 2021.

Table 9 provides a summary of in field telephone reminder outcomes. Of note is the high proportion of unusable sample. This is due to the fact that international graduates were prioritised and there is a greater likelihood that these phone numbers were no longer active if graduates had returned to their home countries since completing their studies. As mentioned in regards to SMS in Section 3.3.1.1, a review of phone number collection and cleaning methods should be undertaken ahead of the 2022 GOS-L to reduce the number of deactivated phone numbers in the sample and maximise the use of budget allocated for these response boosting activities.

Of the 5,140 graduates whose emails were collected or confirmed, 1,436 or 27.9 percent completed the survey from a direct link in the in field reminder email. There may also be an unreported indirect effect on response from in field reminder calls that has been attributed to another source of response (refer to Section 7.3). For example, a graduate may have been prompted to complete the GOS-L via a prior email invitation or SMS link after speaking with an interviewer, listening to a voicemail, or receiving a missed call.

The proportion of contacts achieved continued to decline in the 2021 collection, down from 33.7 per cent in 2019, 25.0 per cent in 2020 to 21.2 in 2021. Contact rates will continue to be closely monitored and consideration given to other methods of boosting response if this trend continues.

Table 9 In field telephone reminder outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	14,690	100.0	13,296	100.0	27,986	100.0
Unusable sample ¹	1,830	12.5	1,892	14.2	3,722	13.3
No contact	9,816	66.8	8,517	64.1	18,333	65.5
Total contact	3,044	20.7	2,887	21.7	5,931	21.2
Collected graduate’s email	2,650	18.0	2,490	18.7	5,140	18.4
Other call outcome	394	2.7	397	3.0	791	2.8

¹ Unusable sample includes wrong numbers, disconnected numbers, not a residential number, fax lines, incoming call restrictions and respondent unreliable.

3.3.3.2. Post field telephone reminder calls

Post field reminder calls were a fee-for-service option to enable institutions to ‘top-up’ response rates for reporting purposes and their own internal analysis. Four institutions opted for post field reminder calls.

Post field reminder calls were conducted following the close of the main online fieldwork, with the online survey remaining open for a two week period (refer to Table 2) to allow for graduates of participating post field institutions to respond following telephone contact. Online survey completions resulting from post field reminder calls were included in national reporting and analysis, as the mode of completion was consistent with online surveys completed as part of the main field period.

To qualify for the post field reminder calls, a graduate was required to meet the following criteria:

- phone number available in the sample,
- not completed the survey,

- not have a ‘contact’ outcome from in field reminder calls, and
- not opted-out of the 2021 GOS-L (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS-L helpdesk).

As with in field reminder calls, the purpose of post field reminder call activity was to confirm or update the best contact email address for graduates and ask graduates to complete the survey online. Interviewers would note the extension of the fieldwork period for the graduate’s specific institution if queried by the graduate. Table 10 provides a summary of post field reminder call outcomes. Email addresses were confirmed or updated for a third of cases (32.9 per cent). Contact rates were higher for post field reminder calls than in field reminder calls. Contact rates may have been higher because the call cycle deployed was customised to the institutions’ budget and quoted target but could also be due to the fact that international graduates were prioritised during in field reminder activity and as discussed above, resulted in high rates of unusable sample.

Around one in five graduates (21.4 per cent) completed the survey directly from the reminder email sent after the email address was collected during a post field reminder call. Similar to in field reminder calls, there are likely survey completions unattributed to post field reminder calls that were influenced by the attempted post field contact.

Table 10 Post field telephone reminder outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	2,196	100.0	1,392	100.0	3,588	100.0
Unusable sample	43	2.0	47	3.4	90	2.5
No contact	1,398	63.7	861	61.9	2,259	63.0
Total contact	755	34.4	484	34.8	1,239	34.5
Collected graduate’s email	712	32.4	467	33.5	1,179	32.9
Other call outcome	43	2.0	17	1.2	60	1.7

3.3.4. Interviewer briefing

All interviewers selected to work on the 2021 GOS-L in field and post field reminder calls attended a briefing session delivered by the Social Research Centre project management team. The interviewer briefing covered:

- Project background,
- Reminder call survey procedures (i.e. sample management protocols, response maximisation procedures),
- privacy and confidentiality issues,
- targeted refusal aversion techniques,
- strategies to maintain co-operation, and
- comprehensive practice interviewing, role play and group discussion of example call recordings.

The briefing slides are provided at Appendix 4.

3.3.5. Quality control

The in field quality monitoring techniques applied to the telephone components of the GOS-L included:

- Listening-in validations conducted in accordance with existing ISO 20252 procedures.
- Field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to data quality, consistency of interview administration, or project performance.
- Maintenance of an 'interviewer handout' document addressing any respondent liaison or data quality issues.
- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Maintenance of a question and answer log on the Social Research Centre's intranet to assist interviewers with responses to queries.

3.3.6. Social media

A social media advertising campaign was conducted to support the broader GOS-L response maximisation strategy. A content calendar was created to plan and schedule posts in advance. Multiple platforms were used, with paid ads appearing on Facebook and Instagram alongside organic posts on the QILT Facebook (<https://www.facebook.com/QILT1>) and Instagram (@qilt_src) pages. Organic posts matched the themes of the email reminder plan, highlighting prize draw dates and survey open and close dates. A range of relevant hashtags were included in each post to strengthen the QILT brand across the platform. The purchased ads were also designed to coincide with key fieldwork dates. The audience for the ads (23-40 years old with higher education experience) was selected based on prior research undertaken by the Social Research Centre to ensure the ads were as effective as possible. An example of an advertisement for Facebook is shown in Figure 5.

Figure 5 Example social media advertisement – Facebook mobile news feed



Campaign outcomes for the 2021 GOS-L are shown in Table 11. This table presents data for ‘impressions’, that is, the number of times the ad was on screen; ‘reach’, that is, the number of people who saw the ad at least once and ‘link clicks’, that is, the number of people who clicked on the link included in the ads (<http://www.gos.edu.au/l>)¹. Males were generally more likely to see the ad (*impressions*) and click on the link (*link clicks*) compared to females.

Across paid ads displayed on Instagram, the most common placement was on the Explore page. This allows for people who might not regularly interact with QILT social media posts to discover specific QILT content. The Instagram ads displayed in the last week of fieldwork were the most wide-reaching, with 14,264 impressions and 3 unique link clicks for posts shown on the Explore page.

Table 11 Facebook campaign outcomes by gender

Audience	Impressions		Reach		Link clicks	
	n	%	n	%	n	%
Female	71,178	37.6	43,839	40.5	41	41.4
Male	115,797	61.2	62,975	58.2	58	58.6
Unknown	2,292	1.2	1472	1.4	N/A	N/A
Total	189,267	100.0	108,286	100.0	99	100.0

¹ <https://www.facebook.com/business/help/447834205249495>

3.4. Data collection

3.4.1. Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, or by clicking the link in the SMS (for selected graduates only, refer Section 3.3.1.1).

Online survey presentation was informed by web content accessibility guidelines and other relevant resources, with standard features including:

- optimisation for small screen devices (refer to Appendix 7),
- consistent presentation and placement of “Next” and “Previous” buttons,
- input controls and internal logic/validation checks,
- tailoring error messages as appropriate,
- splitting long statement batteries over several screens to reduce the number of items that require vertical scrolling on a desktop,
- sizing the panels for free text responses commensurate with the level of detail required in the response,
- automatically ‘saving’ with progression to the next screen, and
- the capacity to save and return to finish off at another time, resuming at the last question viewed.

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the GOS-L logo and colour scheme. This ensured consistency with email communications, advertisements placed on social media and the QILT website. Refer to Figure 6 and Figure 7 for examples of the online survey look and feel on desktop and small screen device. A copy of the questionnaire is included at Appendix 5 with screenshots of the online survey included in Appendix 6.

Figure 6 Presentation of the GOS-L online survey in desktop view



Figure 7 Presentation of the GOS-L online survey on a small screen device

The screenshot displays the GOS-L logo at the top left. Below it is a progress bar showing 14% completion. The main content area contains the question: "Thinking about your **job**, do you work for an employer, or in your own business?". There are three radio button options: "Employer" (which is selected), "Own business", and "Other or uncertain". At the bottom of the form, there are three buttons: "Next" (highlighted in green), "Previous", and "Save".

3.4.1.1. Progress bar

Historically, a percentage based progress bar has been displayed to respondents as they progress through the online survey, as shown in Figure 7. In 2021, an experiment was conducted whereby a third of respondents were presented with the progress bar, a third of respondents were presented with a modularised progress bar that displayed the names of section themes (e.g. 'employment history', 'further study') and the remainder were not presented with any form of progress bar. None of the three experimental conditions performed better than the others, in terms of increased completion rates. For the 2022 GOS-L, no progress bar will be displayed, a decision based on results of the same experiment conducted in the 2020 Student Experience Survey (SES).

3.4.2. Survey testing

Standard operational checks of the online survey were conducted pre-fieldwork to ensure implementation aligned with the intended questionnaire design.

Institutions with additional items (refer to Section 4.4) were sent a range of test links to enable their review of these additional questionnaire items. Institutions were asked to conduct final testing on the items and provide sign off prior to field launch.

The survey was soft launched with a small component of the total population. Data was checked following the soft launch to ensure all survey sequencing was functioning as intended. No issues were identified during the soft launch data checks and the main survey launch proceeded as scheduled. To further ensure the survey data quality, checks were repeated on the data following the main launch.

3.4.3. Quality assurance and applicable standards

All aspects of the GOS-L were undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014,

the Research Society's Code of Professional Behaviour, and ISO 20252 standards. All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role, and the Social Research Centre is also a member of the Australian Data and Insights Association. All sensitive or personally identifiable information such as sample and data were transferred using the QILT secure file exchange.

3.4.4. Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions outlining the response rate that had been achieved and how the individual institution compared to the overall response rate, their cohort (University or NUHEI) average, and the previous year's results. The department was provided with weekly updates covering survey launches, in field milestones and the response rate of institutions overall. For the purpose of the fieldwork updates, week one was calculated as survey launch to midnight the following Sunday. Each week after was calculated as Monday to Sunday inclusive.

3.4.5. Live online Reporting Module

In addition to weekly updates, the department was provided with access to a specially designed 'live' online reporting module which provided an overview of response rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included counts of completes, out-of-scopes and opt-outs for each institution.

Institutions were also able to monitor their progress through a subset of the same live reporting module made available to the department. Each institution was provided with their own login which allowed institutions to track their own responses and instantly view a summary of their progress information.

The standard reporting module also allowed survey managers at institutions to track responses across the following variables:

- course level,
- gender,
- domestic / international student flag,
- offshore international student flag,
- faculty name,
- campus name,
- survey entry / exit type,
- study area,
- course of study type code,
- additional populations if applicable.

Raw data could also be downloaded from the reporting module, which displayed the response status for each graduate. The reporting module enabled monitoring of response rates and the early identification of poor-performing study areas.

3.5. Graduate support

The Social Research Centre established a GOS-L 1800 helpdesk to provide graduates an avenue to establish contact with the GOS-L team. This number was also available to international graduates (with

an international dialling code) and remained operational for the duration of the overall fieldwork period. The helpdesk was staffed between 9am and 8:30pm on weekdays and between 11am and 5pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

In addition to the 1800 helpdesk, a GOS-L inbox and QILT inbox were also available for graduates to email with any queries throughout the fieldwork period. The GOS-L inbox was managed by the GOS-L helpdesk team and staffed for the same hours as the 1800 helpdesk. The QILT inbox was managed by the QILT administration team and staffed between 9am and 5pm on weekdays.

The GOS-L helpdesk team was briefed on the GOS-L background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up sample member information and survey links, as well as providing a method for logging helpdesk activities and outcomes.

A summary of graduate enquires to the GOS-L helpdesk is provided at Table 12. The helpdesk responded to 119 phone calls with the majority of these being a specific survey query (n=80). The helpdesk fielded 267 email queries with the most common types of enquiries being a specific survey query (n=108), graduates wanting to opt-out of the survey (n=70) or update their contact details (n=43).

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

Table 12 Graduate enquiries to the GOS-L helpdesk

Type of enquiry	1800 Number	GOS-L Inbox	Total
Total	119	267	386
Survey query	80	108	188
Opt-out	17	70	87
General query	9	24	33
Out-of-scope	1	4	5
Change of contact details	8	43	51
Follow-up call	1	13	14
Other query	3	5	8

3.6. Prize draw

All completing respondents were entered into a five-week rolling prize draw, designed to encourage early survey completion by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first week the graduate would be entered into all five prize draws). The terms and conditions of the prize draw were available on the Social Research Centre’s website and provided in all email communications sent to sample members.

There were five prize draws in total, with one \$1,000, two \$500 and five \$100 prepaid Visa gift cards to be won each week. The total prize pool was valued at \$12,500.

Table 13 provides the schedule of prize draws across the fieldwork period.

Table 13 Prize draw schedule

Activity	Date (2021)
Prize draw period opens / Fieldwork starts	Tue 16 Feb
Prize draw 1 close	Mon 22 Feb
Prize draw conducted	Wed 24 Feb
Prize draw 2 close	Mon 1 Mar
Prize draw conducted	Wed 3 Mar
Prize draw 3 close	Mon 8 Mar
Prize draw conducted	Wed 10 Mar
Prize draw 4 close	Mon 15 Mar
Prize draw conducted	Wed 17 Mar
Prize draw 5 close	Mon 22 Mar
Prize draw conducted	Wed 24 Mar
Fieldwork closes	Sun 28 Mar

In compliance with state and territory gaming and lottery legislation, prize draw winners were notified by phone, in writing and published and on the QILT Facebook and Instagram accounts. Winners were published on the QILT Facebook and Instagram accounts on the same day as the prize draw was conducted. Prepaid VISA e-gift cards were sent to the winners' confirmed email addresses. The Social Research Centre was responsible for all aspects of prize draw administration, including securing permits, drawing prizes, contacting winners, and advertising winners.

4. Questionnaire

4.1. Development

The 2021 GOS-L questionnaire was based on the 2020 instrument. Standard operational updates were made to align the questionnaire with current reference periods.

A new item plus a number of new response options for specific questions were added to the core questionnaire to capture insights into the effect of COVID-19 on the respondent's employment situation. Two items related to the respondent's employment details were reordered within the questionnaire to allow for prefilling and automatic coding of responses.

In addition to the core questionnaire changes, institutions were able to add, modify or remove their specific items (refer to Section 4.4).

4.2. Overview

Table 14 outlines the thematic areas of the eight main modules in the questionnaire. The core design of the GOS-L was modular and longitudinal so that information collected in the GOS could be followed up on. A copy of the generic survey instrument (i.e., excluding any institution-specific items) is included at Appendix 5 with screen shots of the online survey at Appendix 6.

Table 14 GOS-L module themes

Module	Themes
Module A	Screening and confirmation
Module B	Labour force
Module H	Employment history
Module C	Further study
Module D	Graduate attributes
Module E	Graduate preparation
Module F	Additional items
Module G	Contact details

4.3. Changes from 2020

The main changes to the core questionnaire were as follows:

- Added an acknowledgment of the impact of COVID-19 on employment situations at the Labour Force module introduction and reiterated that the Australian Government was still interested in understanding current employment situations.
- Added instructional text at *AWAYWORK* (away from work) for respondents who were stood down from their job due to COVID-19, advising them that they should select 'Yes' to the item.
- Added new item, *STARTWKFU*, to gain more insight from respondents who answered 'No' at the previous item ("If you had found a job, could you have started last week?").
- Mapped occupation to industries commonly associated with that occupation, so that for a given response to *OCC* (current occupation), appropriate response options were displayed at *INDUSTRY* (industry of employer/business), with an option to capture industry as free text, where the respondent's industry was not displayed. The association of industries to

occupations was developed from historical coded QILT data and is reviewed after each round of data collection.

- Implemented a searchable list of common responses at *EMPLOYER* (name of employer/business) to reduce respondent burden and improve consistency of collected employer data. If an employer was not listed, the employer name was collected as free text. *EMPLOYER* was mapped to industry, as appropriate. *EMPLOYER* was also repositioned to be asked before *INDUSTRY*, to allow auto-filling of *INDUSTRY*.
- If a response to *OCC* did not map to *INDUSTRY*, and a response from *EMPLOYER* mapped to a specific industry, the response from *EMPLOYER* was used to auto-fill *INDUSTRY*. When *INDUSTRY* was auto-filled, the *INDUSTRY* item was not shown in the survey.
- If *INDUSTRY* was not pre-filled with mapping from *OCC* or auto-filled with mapping from *EMPLOYER*, a free text response was collected.
- Altered the codes displayed at *RSOVRQ* (reason working in job that does not utilise skills/education), *RSNOMORE* (reason not looking for more hours), and *RSMORE* (reason working current number of hours). New codes were added to each item to address the impact of COVID-19 on employment situations. Other codes were removed, and new ones added, based on a review of the frequency of responses to these items in the 2020 GOS-L.
- Added free text response item *CATCH* to collect any additional contextual information.

4.4. Additional items

A total of ten institutions (nine universities and one NUHEI) included institution-specific items in the 2021 GOS-L. Institution-specific items can be the same or a variation on questions included in prior rounds of GOS-L, or new questions entirely. Some of the content covered by institution-specific items included questions relating to work preparedness, small business ownership, volunteering, current employment and lifestyle.

These institution-specific items were only presented to graduates after they had completed the core questionnaire, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <INSTITUTION NAME> to gather feedback from graduates on issues important to their institution.”

5. Data preparation

5.1. Definition of the analytic unit

The analytic unit for the GOS-L was the graduate. The data file contained one record for each respondent to the survey.

In the 2021 GOS-L data set, a record was considered complete and valid if the graduate had:

- completed the 2018 GOS, and
- provided a response as to whether they had worked in the last week, or
- responded that they were in further study.

5.2. Data cleaning and preparation

Data preparation occurred on the raw data file exported from the data collection platform, with derivations, re-coding and cleaning routines applied, including:

- derivation of labour force status, salary and other reporting outcome variables based on ABS standards (derivations are documented in the *2021 GOS-L Data Dictionary*, made available to institutions on the QILT provider portal),
- re-coding value labels where required,
- re-coding of 'no answers' to the missing values conventions, and
- cleaning of employer name and coding of occupation, industry, further study field of education and other free text answers.

5.3. Coding and processing of free text responses

Spell checking and light cleaning of free text responses were applied, seeking to remove identifiers and expletives. Code frames were developed in conjunction with, and approved by the department, and remained largely unchanged in 2021 (except for the COVID-19 codes noted in Section 4.3). Table 15 summarises those items which were coded using an external code frame as a source.

Table 15 Items coded and source for coding decisions

Item coded	Source
Occupation	Occupation was coded using the Australian and New Zealand Standard Classification of Occupations (ANZSCO, Version 1.3, 2013, ABS catalogue number 1220.0)
Industry	Industry was coded using the Australia and New Zealand Standard Classification of Occupations (ANZSIC, 2006 Revision 2.0, ABS catalogue number 1292.0)
Country employer/business is based	For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).
Further study field of education	Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the single digit level.
Overseas country location	For graduates living overseas, country of residence was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).

5.4. Data deliverables

The Social Research Centre provided institutions and the department the following data deliverables at the completion of the 2021 GOS-L cycle:

- institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format,
- department national data file in SAS format,
- data dictionary and data map,
- files in Tableau packaged workbook format at the national (department), institution, Universities Australia (UA) and Independent Higher Education Australia (IHEA) level,
- an institution fieldwork summary and data package summary in MS Word format,
- files of free text responses to open-ended questions in MS Excel, at the national (department) and institution level, and
- *GOS-L National Report Tables*.

5.5. Weighting

As was the case for previous surveys in the series, no weights were applied to the GOS-L data. Refer to Section 7.2.3 for analysis related to the decision not to weight the data.

6. Final dispositions and response rates

Table 16 shows the final survey outcomes for the 2021 GOS-L.

For the purpose of the QILT suite of surveys, 'response rate' is defined as completed surveys (as described in Section 5.1) as a proportion of final sample, where final sample excludes unusable sample (e.g. no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation (see American Association for Public Opinion Research 2016 for standard definitions of response rates).

The final response rate for the 2021 GOS-L was 49.0 per cent, with the response rate higher for universities (49.4 per cent) relative to NUHEIs (43.1 per cent).

When reviewing response rate by course type, postgraduate research had the highest response rate (61.0 per cent) followed by postgraduate coursework (48.9 per cent) and undergraduate (47.9 per cent).

Final response rates by institution are provided at Appendix 8.

Table 16 Final survey outcomes

Institution	Sample approached ¹	Unusable sample	Out-of-scope	Opted-out	Final sample	Surveys completed	Response rate (%)
Total	86,641	356	27	9,397	76,861	37,650	49.0
Universities	81,124	305	25	8,667	72,127	35,609	49.4
NUHEIs	5,517	51	2	730	4,734	2,041	43.1
Course type							
Undergraduate	49,449	169	15	5,656	43,609	20,886	47.9
Postgraduate	37,192	187	12	3,741	33,252	16,764	50.4
Postgraduate coursework	32,542	158	9	3,396	28,979	14,157	48.9
Postgraduate research	4,650	29	3	345	4,273	2,607	61.0

¹ National in-scope population approached.

7. Response analysis

7.1. Response by time

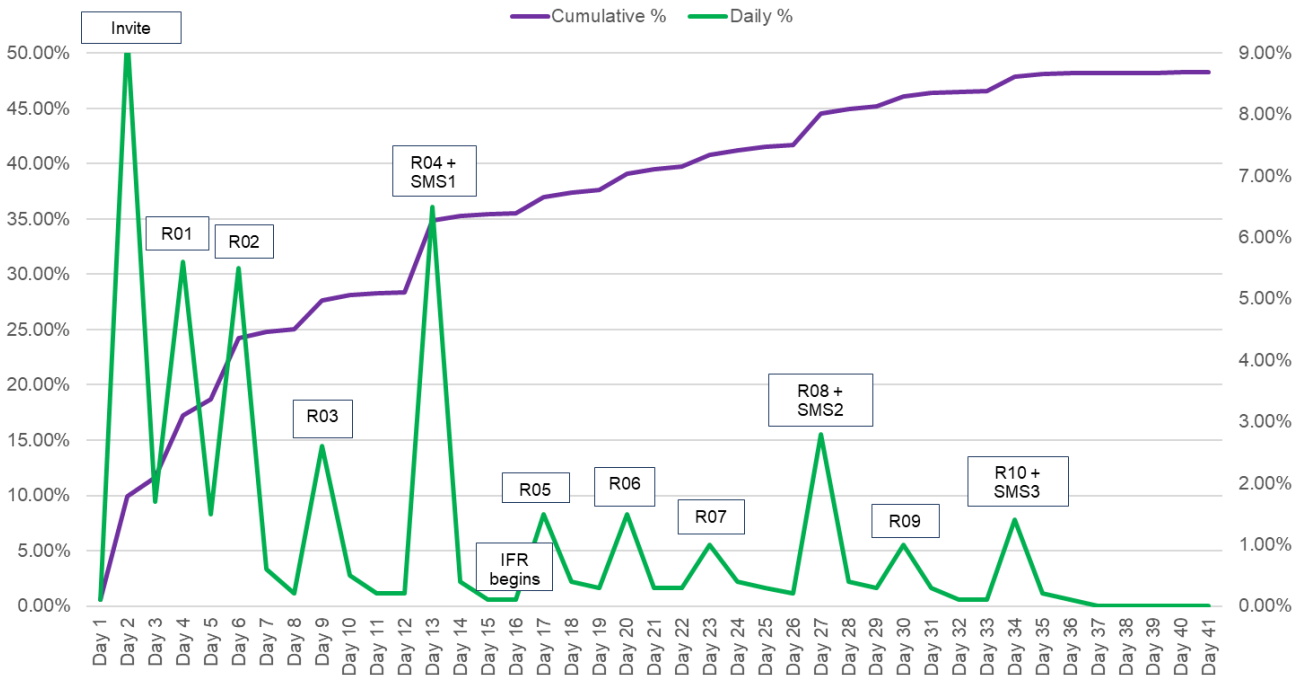
Figure 8 shows the daily and cumulative response rate by day, overlaid with each successive component of the contract strategy (i.e. email invitation and reminders, SMS reminders and in field reminder calls).

As expected, the first element of the contract strategy (Invitation) received a particularly strong response and was the best performing email in terms of generating online survey completes. The success of the invitation could be due to the fact that it is the first email that respondents see about the survey, with successive reminders arriving in their inbox potentially causing a sense of fatigue or burden.

Each reminder activity resulted in a clear and consistent 'lift' in response rates, but the impact of reminders in the middle of the schedule (Reminder 5, Reminder 6 and Reminder 7) was low compared to emails sent at the beginning of the collection and where an SMS was sent the same day as an email reminder. Further review of the content of these messages may be needed to find new ways of encouraging sample members to open emails and complete the survey.

All SMS performed relatively well in terms of generating additional online completes on the day of the send, with SMS1 a particular standout. The volume of SMS sent in the 2021 GOS-L collection was a significant increase over the year prior, where only approximately 20 per cent of sample members received an SMS. In 2021, all eligible sample members received both SMS 1 and SMS 2. This performance provides a strong basis for increasing the use of SMS as a contact strategy and potentially replacing in field telephone reminders in future GOS-L collections, especially for sub-groups that respond well to SMS.

Figure 8 Response rates by day



7.2. Non-response analysis

This section examines response propensity, supplementary measures such as R-indicators, characteristics associated with non-response and the implications for key GOS-L measures.

7.2.1 Characteristics associated with propensity to respond

For a number of waves, the GOS-L has made use of predicted response rates to target sub-groups of graduates for response maximisation activities. Response propensity is defined as the modelled expected likelihood of a graduate responding to the survey, conditional on their characteristic

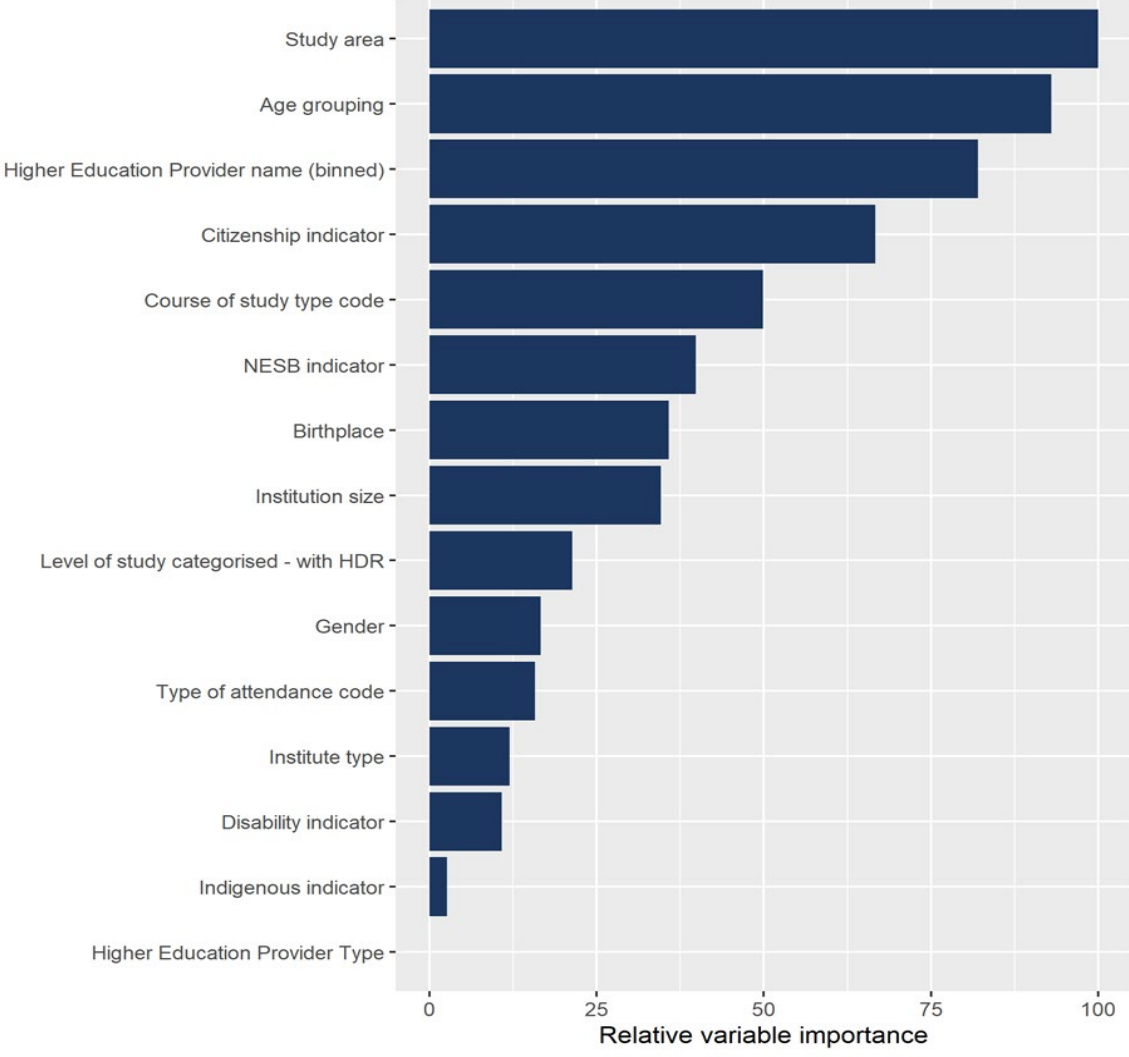
Response propensity is calculated by predicting survey completion conditional upon the characteristics available for both respondents and non-respondents, including:

- study area,
- age,
- higher education provider,
- higher education provider type (Group of 8, Other university or NUHEI),
- institution size,
- course of study type,
- type of attendance,
- citizenship,
- language spoken at home (NESB indicator),
- country of birth,
- course level,
- gender,
- Aboriginal or Torres Strait Islander status, and
- disability.

Using a random forest model (Breiman, 2001; Valliant, Dever and Kreuter, 2013) we are able to predict the response propensity for all sample members. The variable importance plot shown in Figure 9 summarises the relative importance of these characteristics in predicting non-response to the surveys, where a longer bar indicates higher importance. To simplify interpretation, we have replaced the original scale (the Gini index) with one where the most important predictor is set to 100 per cent and the least to 0 per cent.

The variables that were consistently the most important predictors of non-response were study area, age, provider and citizenship indicator. This information will be considered in the refinement of the contact strategy for future iterations.

Figure 9 Relative importance of graduate characteristics in predicting survey response in 2021



7.2.2 Supplementing response rates with indicators of representativeness

Response rate is the most commonly used measure for describing how well a survey performs, since it is simple to calculate and offers a useful indicator of overall survey quality. It has well known limitations, however (see, for example, Shlomo, Skinner and Schouten 2012), since it does not account for the composition of respondents relative to the population and the subsequent impact of non-response error.

Non-response error occurs when the responding population is considerably different from the in-scope population and there is a substantial degree of non-response, resulting in estimates that do not accurately represent the overall population (Groves et al. 2009). This is caused by the fact that, despite ideally everyone having an equal probability of responding, this is not what is observed.

To supplement the use of response rates, indicators of the representativeness of respondents (R-indicators) have been developed (Schouten, Cobben and Bethlehem 2009; Schouten, Shlomo and Skinner 2011). These indicators use modelled probabilities of response to construct an overall measure of how well the responding population represents the in-scope population. There are numerous R-indicators. The one used in the analysis in this section is expressed as follows:

$$R_p = 1 - SD_p$$

where SD_p is the standard deviation of the predicted response propensities:

$$SD_p = \sqrt{\frac{1}{N-1} \sum_i (p_i - \bar{p})^2}$$

Here, N is the number of in-scope graduates, p_i is the response propensity for graduate i and \bar{p} is the mean response propensity. The R-indicator can assume any value in the range 0-1, where a value of 1 indicates the most representative response and a value of 0 indicates the least. Values for R are only directly comparable if they are derived using the same model.

For the GOS-L, response propensities were predicted using a random forest model as described above. From there, the above formulae were used to calculate the R-indicator for the survey overall.

Table 17 shows the response rate and the R-indicator over the last three years of the GOS-L. As can be seen, the change in the R-indicator is smaller than the change in response rate. In 2021, the R-indicator was steady, relative to 2020, despite a one percentage point drop in the response rate.

Table 17 Comparison of representativeness over past three GOS-L rounds

Year	Response rate (%)	R-indicator (%)
2019	55.9	74.64
2020	50.0	71.04
2021	49.0	71.19

For context, R-indicator values for the other surveys in the QILT suite will be calculated and presented in future methodological reports.

7.2.3 Characteristics associated with non-response

Further to the response propensity analysis at Section 7.2.1, an alternative method of checking whether there is any systematic pattern of non-response is to compare the profile of respondents with that of non-respondents. The presence of extensive differences between the two groups may suggest that some adjustments (weighting) may be necessary.

Table 18 compares the distribution of respondents with the distribution of non-respondents for selected characteristics. A positive difference indicates that the relative incidence of the specified category was lower among respondents than among non-respondents and a negative difference indicates that the relative incidence of the category was lower among non-respondents.

Given the number of cases involved, the notion of ‘statistically significant differences’ is generally not helpful for the GOS-L. Standard statistical tests will typically declare significance for all but the most minute of differences between estimates. Instead, the well-known concept of ‘effect sizes’ (Cohen 1988, 1992) is used to identify sub-groups where the differences may be of practical importance, classified into ‘small’, ‘medium’ or ‘large’². Results without a stated effect size were ‘so small as to be trivial’ (Cohen 1992).

As an example, persons in the 25 to 29 year old age group made up 35.96 per cent of respondents and 45.14 per cent of non-respondents. The difference of 9.19 per cent indicates that this sub-group

² These are based on the magnitude of the difference between responding and non-responding proportions, standardized by the pooled standard deviation, with Cohen (1992) assigning qualitative labels of “small”, “medium” and “large”, with thresholds of 0.2, 0.5 and 0.8, respectively. He states that his “intent was that medium ES [effect size] represents an effect likely to be visible to the naked eye of a careful observer ... I set small ES to be noticeably smaller than medium but not so small as to be trivial, and I set large ES to be the same distance above medium as small was below it.”

was under-represented among respondents compared to non-respondents, but the effect size (0.19) was negligible.

Table 18 Comparison between respondents and non-respondents for selected characteristics

Characteristic	Respondents (%)	Non-respondents (%)	Difference (%)	Cohen's effect size	
Age grouping					
15-19 years old	0.00	0.00	0.00	0.01	
20-24 years old	11.56	12.68	1.12	0.03	
25-29 years old	35.95	45.14	9.19	0.19	
30-34 years old	15.96	16.97	1.01	0.03	
35-39 years old	10.67	9.31	-1.37	0.05	
40-44 years old	7.61	5.88	-1.73	0.07	
45-49 years old	6.36	4.13	-2.23	0.10	
50-54 years old	5.05	2.74	-2.32	0.12	
55+ years old	6.82	3.15	-3.67	0.17	
Unable to establish	0.01	0.01	-0.01	0.01	
Study area					
Science and mathematics	9.24	7.22	-2.02	0.07	
Dentistry	0.32	0.36	0.04	0.01	
Veterinary science	0.56	0.43	-0.13	0.02	
Rehabilitation	1.76	1.39	-0.36	0.03	
Teacher education	10.16	8.42	-1.74	0.06	
Business and management	17.20	25.93	8.72	0.21	Small
Humanities, culture and social sciences	10.36	7.81	-2.55	0.09	
Social work	2.90	1.91	-1.00	0.07	
Psychology	5.45	3.66	-1.79	0.09	
Law and paralegal studies	4.65	4.36	-0.29	0.01	
Creative arts	3.53	3.70	0.17	0.01	
Computing and information Systems	3.66	5.06	1.40	0.07	
Communications	3.30	3.08	-0.22	0.01	
Tourism, Hospitality, Personal Services, Sport and recreation	0.30	0.38	0.08	0.01	
Engineering	5.40	7.20	1.80	0.07	
Architecture and built environment	1.90	2.41	0.50	0.03	
Agriculture and environmental studies	1.99	1.56	-0.44	0.03	
Health services and support	7.39	5.98	-1.42	0.06	
Medicine	2.34	1.67	-0.67	0.05	
Nursing	7.00	6.94	-0.06	0.00	
Pharmacy	0.57	0.55	-0.02	0.00	
Birthplace					
Australia	66.63	51.63	-15.00	0.31	Small
Other	33.37	48.37	15.00	0.31	Small
Level of study					
Undergraduate	55.66	58.07	2.41	0.05	
Postgraduate (Coursework)	37.33	37.62	0.28	0.01	
Postgraduate (Research)	7.01	4.32	-2.69	0.12	

Gender					
Female	63.61	59.23	-4.38	0.09	
Male	36.39	40.77	4.38	0.09	
Type of attendance					
Open Universities	0.00	0.00	0.00	0.01	
Full-time	66.98	71.25	4.27	0.09	
Part-time	33.01	28.75	-4.26	0.09	
Indigenous indicator					
Non indigenous	98.99	99.15	0.17	0.02	
Indigenous	1.01	0.85	-0.17	0.02	
NESB indicator					
English speaking background	88.05	75.58	-12.47	0.33	Small
Non-English speaking background	11.95	24.42	12.47	0.33	Small
Citizenship indicator					
Domestic	84.25	68.84	-15.41	0.37	Small
International	15.75	31.16	15.41	0.37	Small
Disability indicator					
No disability	93.81	95.55	1.74	0.08	
Disability	6.19	4.45	-1.74	0.08	
Higher Education Provider Type					
University (Table A-B)	95.61	94.41	-1.20	0.06	
NUHEI (Private)	4.39	5.59	1.20	0.06	
Institution size					
1-1000 records	10.18	11.54	1.36	0.04	
1001-1500 records	22.07	20.18	-1.89	0.05	
1501-3000 records	29.55	31.30	1.75	0.04	
3001-4000 records	18.96	20.51	1.54	0.04	
4001+ records	19.25	16.48	-2.77	0.07	
Institute type					
Group of 8	31.96	30.43	-1.53	0.03	
NUHEI	4.39	5.59	1.20	0.06	
Other university	63.64	63.98	0.33	0.01	

Based on Table 18, citizenship, NESB indicator (language spoken at home), birthplace (arguably each measuring broadly similar concepts), and study area were the only characteristics for which there were notable differences between respondents and non-respondents at the overall level, with the effect categorised as 'small'.

Although not shown here, there were no notable differences between respondents and non-respondents for course of study type or higher education provider.

7.2.4 Characteristics associated with outcomes

An important consideration when assessing representation is the extent to which unit characteristics are also associated with survey outcomes (Peytchev, Presser and Zhang 2018). For example, if a particular sub-group of the population is under-represented among respondents, any non-response error may be compounded if the sub-group also gives notably different responses to survey outcomes compared to other groups. In such a situation, estimates made from the survey would potentially be biased.

Using a similar approach to that outlined at Section 7.2.1, characteristics with strong associations with outcome variables were determined. First, a random forest model was run to predict the outcome measures from respondent characteristics at the overall level.

The relative importance of variables was largely consistent across key survey outcome measures in 2021 and is shown in Table 20.

Table 19 Relative importance of graduate characteristics in predicting survey outcomes in 2021

Demographic Variable Label	Scale of Perceived Over-qualification (SPOQ) indicator	GAS-G(C) Collaborative skills indicator	GAS-G(A) Adaptive skills indicator	GAS-G(F) Foundation skills indicator	General employment indicator	Part-time employment indicator	Full-time employment indicator
Study area	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Higher Education Provider name (binned)	66.11	85.15	85.99	88.70	73.10	68.66	65.35
Age grouping	56.05	79.08	78.70	75.06	73.66	65.35	75.78
Course of study type code	39.66	49.12	50.80	53.11	52.79	45.33	48.46
Institution size	27.68	35.76	36.11	38.28	31.29	28.23	26.99
Level of study categorised - with HDR	11.27	18.79	12.30	13.75	14.68	11.17	13.28
Birthplace	11.18	14.45	14.63	14.34	11.95	13.70	9.34
Gender	9.88	17.98	14.13	17.38	16.42	29.95	19.14
Type of attendance code	8.92	27.67	17.34	11.60	13.23	14.13	12.16
Institute type	6.77	9.36	9.64	9.48	8.78	6.88	7.61
Disability indicator	6.55	10.07	11.27	11.38	17.42	9.73	12.58
Citizenship indicator	6.28	22.75	6.41	5.26	8.44	6.94	7.04
NESB indicator	5.43	10.23	6.31	4.86	7.28	6.70	4.93
Indigenous indicator	0.96	1.90	2.44	1.30	1.05	1.35	0.14
Higher Education Provider Type	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Note: 100 = most important.

It is noted that citizenship, language spoken at home, and country of birth, which had notable differences between the responding and non-responding sample, are not strongly associated with core outcomes.

7.3 Sources of responses

Table 22 summarises the breakdown of online survey completion methods and includes sources of response by gender, age and citizenship indicator due to the variation in methods of accessing the survey within these groups. Only minimal differences were observed when reviewing source of response by institution type, study mode or course level, so these groups are not displayed.

The majority of respondents completed via the direct link in email communications, accounting for 93.2 per cent of the total surveys completed. Completing via in field reminder calls was the second highest method for completing the survey, accounting for 3.8 per cent, followed by the direct link in the SMS which accounted for 2.2 percent of total surveys completed.

Table 20 Sources of response

	Gender			Age		Citizenship indicator	
	Total (%)	Female (%)	Male (%)	30 and under (%)	Over 30 (%)	Domestic (%)	International (%)
<i>Final response rate</i>	49.0	50.7	46.2	44.0	55.5	54.1	32.7
Survey completion method breakdown							
Type in	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Survey link (email)	93.2	93.6	92.6	92.7	93.7	93.8	90.3
Survey link (SMS)	2.2	2.5	1.8	2.1	2.4	2.4	1.4
In field reminder calls	3.8	3.2	4.9	4.3	3.3	3.1	7.7
Post field reminder calls	0.7	0.7	0.6	0.8	0.5	0.7	0.6

Survey completion via a link from an email communication was most popular for all sub-groups. As discussed at Section 3.3.3, as part of an effort to boost response from international graduates in the 2021 GOS-L, this cohort were prioritised in the in field reminder call activity which is why response from an in field reminder call is much higher for this group than any other sub-group.

Direct survey links were introduced in SMS communications for the first time in this year's GOS-L collection, as discussed in Section 3.3.1.1. Survey completions via this method for international graduates was much lower than for other groups, 1.4 per cent compared to 2.2 for the total. However, international graduates were less likely to be eligible to complete the survey via a survey link in SMS than domestic graduates, 14.9 per cent compared to 20.7 per cent, respectively.

It should be noted that only completed surveys directly attributable to the in field and post field reminder email are recorded as such in Table 22. It is possible, for example, that reminder call activity may prompt a sample member to click on the survey link in an email they had previously received. Similarly, only 19.4 per cent of eligible sample members received an SMS with a unique survey, the remainder received an SMS asking them to check their email. In this context, the analysis presented should be considered indicative.

8. Considerations for future surveys

8.1. International graduate engagement

Despite employing a number of strategies outlined in the *International Engagement Strategy*, including tailored email communications and increased targeting in field reminder calls, the international graduate cohort continued to be underrepresented in the 2021 GOS-L (refer to Section 7.2.1). The various strategies attempted during the 2021 GOS-L will be reviewed and refined ahead of the 2022 iteration. In addition to this, consultations with the sector and graduates through focus groups should be undertaken to better understand reasons for non-response and to gain more insight into what types of messages may resonate with this cohort, as well as the best channels for communicating. Boosting response from international graduates would also help improve representativeness among the Business and management study area cohort, of which close to half (44.7 per cent) of the in scope population in 2021 were international graduates.

8.2. Panel maintenance activity

A review of panel maintenance activity, including timing and communications should be undertaken. This is a particularly important opportunity to collect up to date contact information from international graduates who may be more mobile or transient, which would increase the likelihood of engaging with this cohort. By collecting updated emails and phone numbers from graduates, the high number of email and SMS bounces seen in the 2021 GOS-L collection could also be reduced. In addition, the collection of more mobile phone numbers at this stage would allow for more unique survey links to be included in SMS to graduates, providing an easily accessible way to complete the survey.

A formal plan for how to best proceed with panel maintenance activity will be prepared ahead of the 2022 GOS-L.

8.3. Sample contact information

Contact information, including emails and phone numbers, are collected from a number of different sources. Some of this information can be quite dated if sourced from GOS population files, or if institutions have not collected updated contact information when graduates complete their studies. In the 2021 GOS-L collection, high bounce rates were recorded on the invitation email which can potentially harm the sender's reputation. If a sender's reputation is damaged early in fieldwork, it may negatively impact successive reminders, resulting in messages being flagged as promotional or spam. To minimise this risk, a review of where emails are sourced from and the order these are prioritised in the sends needs to be undertaken. In addition to this, options to test the validity of email addresses should also be explored.

Similarly, a review of the cleaning and testing of mobile phone numbers in the sample prior to sending SMS or attempting to call during in field reminder calls should also be undertaken. Removing deactivated phone numbers from the sample will allow for more active numbers to be contacted in each of these activities.

8.4. Email deliverability

The 2021 GOS-L collection faced both new and existing challenges related to email deliverability. These challenges included the inbox filtering behaviours of email providers such as Gmail and Outlook, and the increasingly sophisticated spam filters used by these providers.

Various strategies to address email deliverability issues were enacted during the 2021 GOS-L and going forward email deliverability should continue to be treated as an issue of great importance for achieving or improving the expected level of response.

The Social Research Centre has recently employed the expertise of an organisation specialising in monitoring and assessing bulk email deliverability metrics. However, it is clear that further analysis in this space is continually needed in order to inform bulk email process improvement and understanding of best practice.

List of abbreviations and terms

ABS	Australian Bureau of Statistics
AGS	Australian Graduate Survey
AMSRs	Australian Market and Social Research Society
AMSRO	Association of Market and Social Research Organisations
ANZSIC	Australian New Zealand Standard Industrial Classification
ANZSCO	Australian New Zealand Standard Classification of Occupations
BGS	Beyond Graduation Survey
CATI	Computer Assisted Telephone Interviewing
GCA	Graduate Careers Australia
GCAID	Graduate Careers Australia Identifier
GOS	Graduate Outcomes Survey
GOS-L	Graduate Outcomes Survey - Longitudinal
HEIMS	Higher Education Information Management System
ISO	International Standards Organisation
NUHEI	Non University Higher Education Institution
QILT	Quality Indicators for Learning and Teaching

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Appendix 1 Collection and Sample Guide



Graduate Outcomes Survey – Longitudinal

Collection Guide and Sample Guide

2021 GOS-L Collection



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Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	5 October 2020	Original version released

Please note:

- Complete the Participation and Additional Services form sent separately to you. The first step is to confirm your institution's participation in the research using the Participation and Additional Services form – this is your centralised place to confirm participation, nominate additional services and update key institution contacts.
- **The first date is to confirm your institution's participation by 12 October 2020.** We have strived to separate out correspondence and deadlines between the GOS-February and the GOS-Longitudinal (GOS-L) as much as possible. In response to institution feedback, we have brought forward sample preparation for GOS-L.
- Guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer 'Section 2 Target audience and sample provision').
- Updated guidance has also been prepared to assist with populating the sample file (refer 'Section 3 Populating the sample file template').
- Keeping to timelines for return of the sample means the project can go to field on time – otherwise one institution's delay impacts all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project.
- We have fast tracked sample extraction and provision for 15 October. This has been done to separate sample preparation for GOS-L from GOS-February. This approach was taken last year which helped reduce confusion and the additional burden of preparing sample for both surveys concurrently. **It is critical that institutions return their sample to us by 30 October 2020.**
 - **Data collection must be ready to commence when the survey opens on 16 February 2020.** The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with '
 - Table 1 2021 GOS-L summary timeline'.
- If your institution chooses to provide telephone numbers for graduates it is considered that your institution consents to graduates receiving SMS and in field telephone reminder calls during the main online fieldwork period. These generally commence from the second week of fieldwork.
- Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens – please work with your Alumni area for this. This institution led contact adds a sense of legitimacy so when graduates get an email or SMS they will not

think the GOS-L is spam. Contact with graduates should be advised to the Social Research Centre (refer 'Section 5 Response maximisation').

- We ask that qilt@srcentre.com.au is included in the send list for the engagement letter and emails. This enables us to effectively track supporting activities' impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.
- Please update us with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.

Checklist

Please note and ensure the following are completed:

- Confirmed participation and nominated additional fee-for-service activities.
- Sent pre-survey awareness raising correspondence to graduates and liaised with Alumni for promotion.
- Prepared social media, newsletters, etc and liaised with Alumni for promotion.
- Completed sample returned by institutions to the Social Research Centre by the due date of 30 October.
- Ensure all contact details and course details are correct for the sample member, that is, the email, phone number and other details align with correct name. A simple way to check is manually review a selection of records at the top, in the middle and at the bottom of your sample.
- Liaised with your IT team to ensure whitelisting is in place. Note if this is not done the delivery of the survey invitation and reminder emails to your graduates may be impacted.
- Minimised respondent burden by considering other potentially conflicting surveys of the graduate population.
- Advised the Social Research Centre of any possible contextual issues that should be considered as part of survey deployment.

1. Introduction and overview

1.1. Background and objectives

The focus of the Graduate Outcomes Survey - Longitudinal (GOS-L) is to provide reliable, valid and generalisable information on medium term labour force graduate outcomes to the Australian government and to higher education providers. The GOS-L is conducted approximately three years post completion of higher education studies.

Since 2016, the GOS-L has replaced the Beyond Graduation Survey (BGS) and is undertaken with both Table A and Table B universities, and non-university higher education institutions (NUHEIs).

Specific research objectives of the GOS-L are to measure higher education graduates’:

- employment and graduate outcomes, and
- level of satisfaction with their higher education course.

The GOS-L is an attempted census of all in-scope graduates (refer ‘Section 2.1 In-scope audience and reference period’) and is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Government Department of Education, Skills and Employment (the department). The Social Research Centre is working with higher education providers and key stakeholders to administer the GOS-L.

The sample of graduates is provided from the 2018 Graduate Outcomes Survey (GOS).

1.2. Summary timeline

The schedule for the 2021 GOS-L collection is shown at Table 1. Dates may change due to operational requirements, methodological learnings and circumstances beyond our control such as decisions from the department on release dates. The Social Research Centre will endeavour to keep institutions updated and maintain the timeline in this document.

Table 1 2021 GOS-L summary timeline

Key milestones	Responsible	Date
Participation and Additional Services form distributed to institutions	SRC	05-Oct-20
Collection and Sample Guide distributed to institutions	SRC	05-Oct-20
Marketing Pack distributed to institutions	SRC	05-Oct-20
Institutions to confirm participation in the GOS-L	Institutions	12-Oct-20
Send out sample to institutions	SRC	15-Oct-20
Institution sample preparation undertaken	Institutions	15-30 Oct-20
Extra populations nominated by institutions	Institutions	19-Oct-20
Completed sample to be returned by institutions	Institutions	30-Oct-20
All sample checked, followed up with institutions as required	SRC	30-Oct-20
Sample absolutely finalised (queries resolved and QA undertaken)	SRC	06-Nov-20
Additional questions nominated by institutions	Institutions	18-Jan-21
Additional questions (MS Word) approved by institutions	Institutions	29-Jan-21
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	01-Feb-21
Additional questions scripted and online survey test link provided to institutions for testing	SRC	05-Feb-21
Additional questions survey test link approved	Institutions	12-Feb-21
Soft launch – Main online fieldwork period	SRC	16-Feb-21
Main launch – Main online fieldwork period	SRC	18-Feb-21
Telephone follow up nominated by institutions	Institutions	09-Mar-21
Additional SMS nominated by institutions	Institutions	09-Mar-21
Final institutional reports and data outputs		
Institutional files	SRC	15-Jun-21
National reports	SRC	TBA

1.3. Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society's Code of Professional Practice, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research¹. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. The Deed of Confidentiality can be located on the QILT portal (www.qilt.edu.au/login) under QILT Resources > Deed of Confidentiality QILT.

¹ National Health and Medical Research Council and Universities Australia, 2007, <https://www.nhmrc.gov.au/guidelines-publications/r41>

1.4. Institutional support

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre's QILT team. The team can be contacted on (03) 9236 8500 or by emailing qilt@srcentre.com.au. We will endeavour to get back to you by the next working day – even if only to acknowledge receipt of your communication.

The QILT provider portal (through the QILT website) also contains a range of factsheets and other resources to assist institutions in administration of the QILT suite of surveys – log in to the Provider Portal, and click on QILT Resources.

The 'qilt@srcentre.com.au' email is for institutions only. We make available a separate 'gosl@srcentre.com.au' email for graduates.

2. Target audience and sample provision

2.1. In-scope audience and reference period

Graduates are in-scope for the 2021 GOS-L collection if they participated in the 2018 GOS and did not explicitly refuse to be contacted for future research participation, that is, they did not respond 'No' at the variable CONTACT.

In-scope graduates who completed the 2018 GOS via Computer Assisted Telephone Interviewing (CATI), will be provided the opportunity to participate in the GOS-L (as appropriate to the above points) as an 'additional population'. Costs for completed online surveys, verbatim cleaning and coding of open-ended responses will be passed on in a fee-for-service capacity for additional populations.

Out-of-scope populations from the 2018 GOS can also be included in the 2021 GOS-L as an 'additional population' on a fee-for-service basis (this is discussed further at Section 4.1).

Both of these populations were excluded from the 2018 GOS National Report and will be excluded from the 2021 GOS-L National Report.

Respondents in the 2018 GOS that explicitly refused to be contacted for future research participation, that is, responded 'No' at the variable CONTACT, are included in the sample provided to institutions and flagged as INSCOPE = 1 (graduate declined future follow up in GOS 2018). We provide this information to institutions for transparency. While we will not approach these graduates in the GOS-L, institutions may wish to initiate contact with them during the sample preparation period to promote the GOS-L and encourage them to participate. If institutions wish to proactively contact these graduates and are able to confirm their willingness to participate, the sample should be edited to indicate the record is now 'in-scope' to contact by revising the record to INSCOPE = 0. This is discussed further at Section 3.2.1. We stress it is up to the institutions to make decisions around this activity.

3. Populating the sample file template

3.1. Preamble

The 2021 GOS-L population consists of all graduates who completed a course of study at an Australian higher education institution in 2017 and is present in the 2018 GOS data file.

While the Social Research Centre can source most of the information for the sample population frame directly from the 2018 GOS, we need help from institutions to update a small amount of information for each graduate to facilitate survey execution.

3.2. What you need to do

One GOS-L sample population file will be uploaded to your QILT SFX as per ‘

Table 1 2021 GOS-L summary timeline’. The file will include all respondents from GOS 2018 for your institution regardless of whether they were used for national reporting or not.

Table 2 lists the variables that will be included in the file.

Please update as instructed in Section 3.2.1 and return your sample population file to the Social Research Centre via the QILT SFX no later than **30 October 2020**.

While 30 October 2020 is the final deadline for the return of the population file, earlier returns will be much appreciated.

Table 2 Data map for the 2021 GOS Longitudinal (GOS-L)

Position	Variable	Variable Label	Format	Status
1	GOSID	GOS Identifier	F13	Pre-pop
2	E306	Higher Education Provider code	F4	Pre-pop
3	E306C	Higher Education Provider name	A72	Pre-pop
4	E307	Course code	A10	Pre-pop
5	E308A	Course name for qualification 1	A75	Pre-pop
6	E308B	Course name for qualification 2	A60	Pre-pop
7	E313	Student identification code	A10	Pre-pop
8	EXTQUOTA	Extra quota group flag	F1	Pre-pop
9	SURVEY	Mode of completion	F1	Pre-pop
10	INSCOPE	Flag denoting graduate is in-scope for the GOS-L	F1	Pre-pop (update if req)
11	E402	Student surname	A35	Pre-pop (update if req)
12	E403	Student given name - first	A30	Pre-pop (update if req)
13	FACULTY	Faculty name	A100	Pre-pop (update if req)
14	CAMPUS	Campus name	A100	Pre-pop (update if req)
15	E469	Residential address - suburb or town	A27	Essential
16	E470	Residential address - state	A3	Essential
17	E413	Address of permanent home residence - postcode	A4	Essential
18	E471	Residential address - country name	A20	Essential
19	EMAIL1	Primary email	A50	Essential
20	EMAIL2	Secondary email	A50	If available

21	EMAIL3	Tertiary email	A50	If available
22	PHONE1	Best number to call	A20	Optional
23	PHONE2	Alternate number (if available)	A20	Optional
24	PHONE3	Alternate number (if available)	A20	Optional

3.2.1. Data elements to be updated by institutions

INSCOPE (optional update)

The INSCOPE flag denotes whether the graduate is in-scope for GOS-L 2021.

0 = In-scope (graduate did not refuse future followed up in GOS 2018)

Includes records that completed the establishment GOS and did not decline future follow up. If your institution has advised the Social Research Centre that you would like to include additional population(s) in the GOS-L on a fee-for-services basis, the additional population(s) will also be included in your sample file as INSCOPE = 0. Only records in this category will be surveyed in the GOS-L.

1 = Out-of-scope (graduate declined future follow up in GOS 2018)

Includes records that completed the establishment GOS but declined future follow up. Institutions are free to try and convert these records to INSCOPE = 0 as stipulated in section 2.1.

2 = Out-of-scope (ineligible for GOS-L)

Includes either secondary records or records that did not have sufficient information. These are included to provide transparency between the final establishment GOS data file and GOS-L. No action is required for records in this category.

3 = Not to be surveyed as instructed by institution (e.g. deceased or not to be contacted under any circumstances)

Institutions are to reclassify INSCOPE = 0 records to this category where graduates have since become deceased or have made it clear they do not want to be contacted.

4 = Additional population that will not be surveyed in the GOS-L

These are records of Additional Population in the 2018 GOS. These are provided in the GOS-L sample file for transparency. If your institution is not including additional populations in the GOS-L, these records will remain as INSCOPE = 4 and no further action is required.

Notes:

All records have been pre-flagged in the sample file as code 0, 1, 2 or 4 based on their responses in the GOS 2018. Institutions are asked to review records that have been flagged as INSCOPE = 0 or 1 and update (as per section 2.1) as applicable. Similarly, records that have been pre-flagged as INSCOPE = 0 may be moved to INSCOPE = 3 if the graduate should not be contacted.

No action is required for records pre-flagged as INSCOPE = 2 or 4.

Please **do not** change an In-scope graduate (INSCOPE = 0) to Out-of-scope (INSCOPE = 2) or Not to be surveyed (INSCOPE = 3) simply because your institution does not have an email address for the graduate. The Social Research Centre collects long-term contact details from graduates when confirming future follow up in the GOS.

Residential address

The address fields listed (E469, E470, E413 and E471) are used for data analysis and to determine time zone and location for survey execution and response maximisation initiatives.

Email addresses

As much as possible, please provide at least one valid email address for each graduate in the sample file.

Email 1 should be the email address which you feel is most likely to find the graduate and the next best options in email2 and email3 if available.

The graduate's personal email address (hotmail, gmail, etc.) is the best way to reach the graduate. Other options may include the email address issued by the institution while they were enrolled, or an alumni email address issued after graduation. Please double check the format of the email addresses you provide in the return file. They should contain an @ symbol and do not end with a full stop.

Please take extra care when appending email addresses to the file to ensure the email addresses are not mis-sorted within the file. Mis-sorted email address can lead to a breach of privacy when the survey link is opened by a fellow graduate. It will also lead to a significant delay in the field work for your institution when the Social Research Centre have to deactivate the survey links to fix the sample. Institutions will be charged a fee to cover the hours that the Social Research Centre takes to remedy mis-sorted emails addresses in the sample after the survey has been launched.

If you do not have a valid email for the graduate, please leave the email address fields blank and **do not** change the graduate to out-of-scope. The Social Research Centre collects long-term contact details from graduates when confirming future follow up in the GOS.

Phone numbers

Phone numbers are used for in field telephone reminder calls, SMS, or fee-for-service post field telephone follow ups. Mobile numbers are preferred (where available) as they can be used for SMS reminders. Providing a main number and alternate number increases our chances of getting through to the graduate and achieving a completed interview.

Similar to email addresses, please take extra care when appending phone numbers to the file to ensure the phone numbers are not mis-sorted within the file. It is difficult for the Social Research Centre to identify mis-sorted phone numbers in the sample file prior to using as part of reminders calls and SMS. Any remedial action to realign the sample file and the partially completed data is very time consuming. Institutions will be charged a fee to cover the hours the Social Research Centre takes to remedy mis-sorted phone numbers in the sample after the survey has been launched.

Please leave the phone number fields blank if you do not have this information in your system or if you do not wish the Social Research Centre to contact your graduates by telephone or SMS.

E402 and E403 (optional update)

The surname and first name fields have been pre-populated using information collected in GOS 2018. These fields will be used in communications to the graduate. Institutions are asked to review and update this information as required as it is possible for graduates to undergo name changes in the three-year period between GOS and GOS-L.

Faculty and Campus (optional update)

The Faculty and Campus fields have been pre-populated using information collected in GOS 2018. Faculty and campus information is very useful to institutions when it comes to analysing the data from the survey. The information is not used in national or website reporting. Institutions are asked to review and update this information as required. Updates should be provided as text values.

Please ensure that your Faculty and Campus information is formatted and worded consistently. For example, if you have a mix of display, such as

- Business and Management
- Business and management
- business and management
- business & management

in the sample file, they will be presented as different faculties in your institution's output data file.

3.2.2. Data elements that require no further action from institutions

The following data elements are sourced from the GOS 2018 data: **GOSID, E306, E306C, E313, E307, E308A, E308B, EXTQUOTA and SURVEY**. These are provided for information and require no update from institutions.

Please note that if sample preparation involves an excessive number of iterations as part of resolving the same or similar issue, we may need to discuss a fee-for-service arrangement.

4. Data collection

4.1. The standard GOS-L instrument

The standard GOS-L instrument focuses on measuring:

- labour force status
- further study
- graduate attributes, and
- graduate preparation.

The items and definitions used in the GOS-L questionnaire are consistent with those in the GOS. A fully scripted version of the instrument is available on request.

4.2. Adding additional questions

Institutions can include non-standard, institutional specific questions towards the end of the instrument on a fee-for-service arrangement. All questions need to be reviewed for wording and conceptual overlap with existing items. The fee is calculated on an individual basis depending on the questions and requirements of the institution – arrangements are outlined in the '[Additional Questions](#)' fact sheet on the QILT website – log in to the Provider Portal, and click on QILT Resources. We will work with you to develop the questions and response frames and document these in a MS Word document for your approval prior to programming into the online survey format.

Refer to ‘

Table 1 2021 GOS-L summary timeline’ for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your Participation and Additional Services Form to register for additional questions. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.

4.3. Survey testing

The Social Research Centre will program the questions in the online survey format and provide you an online survey test link for testing. We require testing and sign off on additional questions from relevant institutions – if we are unable to contact you or do not hear back from you by the due date we will presume the questions are approved as provided.

Refer to ‘

Table 1 2021 GOS-L summary timeline’ for dates from which the programmed additional questions will be available to test and when sign-off on the online survey test link is required.

4.4. Including additional populations

Institutions can include out-of-scope populations surveyed as part of the GOS 2018 collection. This includes additional populations in GOS 2018 (e.g. graduates who studied at an off-shore campus) and / or in-scope graduates who completed the 2018 GOS via CATI. Further information and fees are presented in the '[Additional Populations](#)' fact sheet on the QILT website – log in to the Provider Portal, and click on QILT Resources.

Refer to ‘

Table 1 2021 GOS-L summary timeline’ for the final date to nominate additional populations and to approve the population composition and number to approach. Remember to use your Participation and Additional Services form to register for additional populations. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.

5. Response maximisation

5.1. Basic principles

The core QILT methodology has been designed to ensure a robust approach to data collection and to maximise the response for institutions and the overall project. A centralised and consistent methodology is important for ensuring the integrity of results and standard response maximisation activities include in field telephone reminder emails and SMS. These are not customisable features of the approach lest the research methodology become inconsistent.

Institution led awareness raising and engagement undertakings such as marketing materials, media campaigns and incentives heavily support the core response maximisation activities. Supporting materials for the range of graduate engagement initiatives outlined in this section are available to survey managers through the Marketing Pack.

Some basic guidelines apply:

- Awareness raising and engagement
 - Institutions should send a pre-survey awareness raising letter or email (available in the Marketing Pack). This may involve liaison and coordination of activities with your Alumni. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.
 - **Institutions should not send actual survey links in any correspondence** except through their Learning Management System (which is not applicable for the GOS-L).
 - Any direct correspondence with in-scope graduates during the main online fieldwork period should be discussed with the Social Research Centre and the materials provided.
- Prize draws
 - Refer 'Section 5.6.5 Incentivisation' for the core prize draw process.
 - Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.
 - No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in-scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.
- Social media
 - Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:

- pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important.
- in field phase as part of thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.
- end of survey phase to thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.

5.2. Institutional engagement

5.2.1. Guide to marketing the GOS-L

This section is focussed on the effective and appropriate usage of GOS-L branded marketing materials. The objective is to raise awareness of the GOS-L and facilitate survey participation.

Based on our experiences with survey administration we aim to use a set of established strategies that are proven to support solid response rates from students and graduates including emails and an appropriate incentive program. These strategies are best when supported by institution-based promotion as well as an innovative social media campaign. Refer 'Section 5.3 Engagement activity plan', which outlines key dates and materials to use throughout the fieldwork period.

There are three distinct periods that dictate the use of assets and promotional activities:

- Pre-survey awareness Monday 8 February;
- GOS-L now open messaging, Thursday 18 February; and
- Last chance to complete the GOS-L, Monday 22 March (be mindful not to say last chance to win, this should be done the week before, as the last prize draw closes 22 March).

The **Marketing Pack** will be distributed to institutions and will include:

- The **GOS-L Marketing Pack user guide**, which provides useful guidance to institutions on how to best use the engagement materials.
- **Logos:** GOS-L and QILT logos, both horizontal and vertical in various colours (EPS and PNG format).
- **Digital flyers:** There are a total of sixteen digital flyers, eight with the option to be co-branded (with your institution's logo) and each containing messaging appropriate to use prior to or during survey period and during prize draw period.
- **Social media tiles:** artwork and suggested captions to be shared on institutional pages as relevant. There are ten different social media tiles you can use, each with a suggested timeframe and caption. Please also refer and share updates (and prize draw announcements!) from the QILT Facebook (www.facebook.com/QILT1).
- **Web tiles:** These can be included on institutions' websites to raise awareness and provide a generic link to the GOS-L webpage. There are four images, all to be used during the prize draw period, in multiple sizes of web tiles (mRec, leaderboard and skyscraper formats) featuring GOS-L branding and messaging.

- **Emails:** email templates to be used prior to the survey to raise awareness among the graduates and to be used during field work to ensure continued engagement. The template can also be adapted to be used for letters as appropriate.

5.2.2. Pre-field awareness raising institution-branded email

It is expected that institutions send an early awareness raising email to assure graduates of the legitimacy of the survey. Most institutions should have the facilities to conduct this in-house and it is recommended that institutions begin to organise this early. Signatories such as the Vice-Chancellor (VC) or Faculty Head have the biggest impact. This particular activity is exceptional in that it is an engagement activity that can be institution-branded (i.e., institutional logo with QILT logos). Institutions are asked to notify us of the content and date of delivery of the email.

5.3. Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during several iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the GOS-L Engagement activity plan are only permitted upon agreement with the Social Research Centre. Refer to ‘

Table 1 2021 GOS-L summary
 timeline’ for the final date to propose variations to the engagement activity plan.

Any additional efforts on the part of your institution is **voluntary** and **optional**. If you wish to conduct any additional engagement with graduates through alumni services, or similar, and would like advice from the QILT team, please feel free to get in touch. All materials mentioned below are included in the Marketing Pack.

Table 3 Standard GOS-L Engagement Activity Plan

The Social Research Centre	How institutions can help
In the lead-up to the launch: Monday 8 February – Awareness Campaign	
	<ul style="list-style-type: none"> Send pre-field awareness raising institution-branded email or letter from the Vice-Chancellor or Faculty Head to all in-scope graduates advising of the GOS-L, with the aim of this correspondence being received during the week of 15 February (Refer to GOS-L Awareness pre-field awareness raising email in the GOS-L Marketing Pack). Advertise the GOS-L in alumni newsletters (or similar). Ensure whitelisting strategies are in place.
Online survey launch: Week commencing Monday 15 February – Open Campaign	
<p>Thursday 18 February: Email invitation will be sent to all graduates sampled for inclusion in the GOS-L</p> <p>Saturday 20 February: The Social Research Centre Reminder email #1</p>	<ul style="list-style-type: none"> Use your institution’s social media platforms to promote the survey (e.g. Facebook, Instagram, Twitter), raising awareness, explaining the purpose and why the research is so important. Send an email to staff alerting to GOS-L participation Create a web presence for GOS-L (or update a previous GOS-L information page) on institutional website under ‘current surveys’ or similar (Refer to the web tiles in the Marketing Pack). Upload digital flyers to your institution’s alumni page or website for the duration of the fieldwork period (Refer to the digital flyers in the Marketing Pack).
Week commencing Monday 22 February – Open Campaign	
<p>Monday 22 February: The Social Research Centre Reminder email #2</p> <p>Thursday 25 February: The Social Research Centre Reminder email #3</p>	<ul style="list-style-type: none"> Post a reminder on your institution’s alumni page or website. Use your institution’s social media platforms to promote the survey (e.g. Facebook, Instagram, Twitter), raising awareness, explaining the purpose and why the research is so important. Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (www.facebook.com/QILT1/).
Week commencing Monday 1 March – Open Campaign	
<p>Monday 1 March: The Social Research Centre Reminder email #4</p> <p>Friday 5 March: The Social Research Centre Reminder email #5</p>	<ul style="list-style-type: none"> Use your institution’s social media platforms to promote the survey (e.g. Facebook, Instagram, Twitter), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contacts have the opportunity for recipients to opt-out. Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (www.facebook.com/QILT1/). Send out a mid-field email from the Vice-Chancellor / Faculty Head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to GOS-L Awareness mid-survey email in the GOS-L Marketing Pack).
Week commencing Monday 8 March – Open Campaign	

Monday 8 March: The Social Research Centre Reminder email #6	<ul style="list-style-type: none"> Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, Twitter). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (www.facebook.com/QILT1/).
Thursday 11 March: The Social Research Centre Reminder email #7	<ul style="list-style-type: none"> If you have not already, send out a mid-field email from the Vice Chancellor/ Faculty Head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to GOS-L Awareness mid-survey email in the GOS-L Marketing Pack).
Week commencing Monday 15 March – Closing Campaign	
Monday 15 March: The Social Research Centre Reminder email #8	<ul style="list-style-type: none"> Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.
Thursday 18 March: The Social Research Centre Reminder email #9	<ul style="list-style-type: none"> Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (www.facebook.com/QILT1/). Post a reminder on your alumni page or website.
Week commencing Monday 22 March – End of campaign	
Monday 22 March: The Social Research Centre Reminder email #10	<ul style="list-style-type: none"> Use your institution's social media platforms to promote the survey (e.g. Facebook, Instagram, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website. Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (www.facebook.com/QILT1/). Post a reminder on your alumni page or website.

5.4. Social media campaign

Social media campaigns will be conducted through the QILT Twitter, Instagram and Facebook accounts and will be managed by the Social Research Centre. Survey Managers are encouraged to share QILT posts and tweets, if possible. Where possible, using alumni social media channels is also recommended.

Due to the targeted nature of GOS-L, the social media presence will be more 'low-key' than it is for the other QILT surveys.

5.5. Institutional web presence

The Social Research Centre recommends creating or updating a web presence for the GOS-L to assure graduates of the legitimacy of the survey, as well as provide a reference point for graduates to access general information about the GOS-L. Please use the logo provided in the Communications Pack. For general information please include a link to <http://www.qilt.edu.au/surveys/gos-l> on your website.

5.6. Standard QILT response maximisation activities

5.6.1. Email invitations and reminders

All institutions will follow the same fieldwork period for the GOS-L (noting that a soft launch with the NUHEI population will occur two days earlier); as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove graduates who have completed the survey or opted-out of further follow up from email communications.

The reminder schedule is based on sound operational experience and has been used across various QILT surveys with success. Given that centralisation of data collection for the GOS-L is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated unless there are especially unique circumstances and will involve an approval process with the department. The email schedule is outlined in

Table 4. The prize draw close dates are repeated for context. In compliance with the Australian Privacy Principles and the SPAM Act, all communications have the functionality for recipients to unsubscribe.

Table 4 2021 GOS-L Response Maximisation Activities

Activity	Date (2021)
Main online fieldwork period starts / email invite sent - NUHEI	Tuesday 16 February
Main online fieldwork period starts / email invite sent - University	Thursday 18 February
Email reminder 1 preparation and sending (Email 1 and Email 2)	Saturday 20 February
Email reminder 2 preparation and sending	Monday 22 February
PRIZE DRAW 1 CLOSE	Monday 22 February (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 24 February
Email reminder 3 preparation and sending	Thursday 25 February
Email reminder 4 preparation and sending + SMS 1	Monday 1 March
PRIZE DRAW 2 CLOSE	Monday 1 March (11:59pm)
In field telephone reminders start	Tuesday 2 March
PRIZE DRAW 2 CONDUCTED	Wednesday 3 March
Email reminder 5 preparation and sending	Friday 5 March
Email reminder 6 preparation and sending + SMS 2	Monday 8 March
Open up email reminders to Email 3 and Email 4 if available	Monday 8 March
PRIZE DRAW 3 CLOSE	Monday 8 March (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 10 March
Email reminder 7 preparation and sending	Thursday 11 March
Email reminder 8 preparation and sending	Monday 15 March
PRIZE DRAW 4 CLOSE	Monday 15 March (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 17 March
Email reminder 9 preparation and sending (if required)	Thursday 18 March
Email reminder 10 preparation and sending (if required)	Monday 22 March
PRIZE DRAW 5 CLOSE	Monday 22 March (11:59pm)
PRIZE DRAW 5 CONDUCTED	Wednesday 24 March
Main online fieldwork period closes	Sunday 28 March

5.6.2. Whitelisting and spam mitigation

All conduct related to email contact and follow up with graduates will be carried out by the Social Research Centre using an internal email platform. To ensure that all email correspondence has the best possible chance of being received by graduates, the Social Research Centre is advising all institutions to follow whitelisting processes outlined below (or else survey invitation and reminder emails may not be received by graduates):

- 'Whitelist' emails from the following domain: srcentre.com.au

- The return-path is 'research.srcentre.com.au'
- It can also help to whitelist the actual email address: gos-l@srcentre.com.au
- Whitelist server name that email originates from. Hostname ending in 'emdbms.com'

Other useful information:

- IP address ranges that the GOS-L emails will be sent from:
 - 103.69.164.0/22
 - 118.127.20.128/25
- For Office 365 administrators, please direct the emails to "Focused" Inbox tab instead of "Other": <https://support.office.com/en-us/article/Configure-Focused-Inbox-for-everyone-in-your-organization-613a845c-4b71-41de-b331-acdcf5b6625d?ui=en-US&rs=en-US&ad=US>

Examples of relevant mail headers:

- Return-Path: ca0a847.a83403.16000191.1@research.srcentre.com.au
- Received: from mail164-229.au164.emdbms.com (103.69.164.229) by ...
- (envelope-from <ca0a847.a83403.16000191.1@research.srcentre.com.au>).
- From: "The QILT team" gos-l@srcentre.com.au.

Email subject headings (indicative text below)²:

- Invitation: Graduate Outcomes Survey Longitudinal - Where are you now?
- Reminder 1: Graduate Outcomes Survey Longitudinal - 10 minutes to help future graduates
- Reminder 2: Graduate Outcomes Survey Longitudinal - Prize draw tonight
- Reminder 3: Graduate Outcomes Survey Longitudinal - Help others by sharing your journey
- Reminder 4: Graduate Outcomes Survey Longitudinal - You could win \$1,000 for your feedback
- Reminder 5: Graduate Outcomes Survey Longitudinal - 10 mins of your insights so future graduates benefit
- Reminder 6: Graduate Outcomes Survey Longitudinal - We know you've received several emails
- Reminder 7: Graduate Outcomes Survey Longitudinal - Help future students
- Reminder 8: Graduate Outcomes Survey Longitudinal - Closing soon
- Reminder 9: Graduate Outcomes Survey Longitudinal - Final prize draw tonight
- Reminder 10: Graduate Outcomes Survey Longitudinal - Final week

² The Social Research Centre may vary subject headings depending on needs arising during fieldwork.

5.6.3. SMS

The Social Research Centre uses SMS during fieldwork to target underperforming areas. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the graduates receiving SMS. We expect to send between one and three SMS' across the main online fieldwork period. As part of best practice compliance with the Australian Privacy Principles and the SPAM Act, all SMS' identify us as from the Social Research Centre, what study the SMS is referring to and have the functionality for recipients to unsubscribe.

5.6.4. In field telephone reminder calls

In-scope graduates who have not responded by either completing or opting out of the GOS-L may receive a telephone reminder call from the Social Research Centre during the main online fieldwork period. Typically calls would commence approximately one to two weeks into field depending on methodological and operational learnings and requirements. Telephone reminder calls are short calls to graduates reminding them to go online and complete the survey and confirming or updating the best email address to send the survey link to. These reminder calls will be targeting graduates in demographics or institutions that traditionally perform poorly. The provision of updated telephone numbers (preferably mobile) will greatly increase the effectiveness of these telephone reminder calls. Additional online completes as a result of a telephone reminder call will be reported nationally and on the QILT website. If your institution chooses to provide telephone numbers, it is considered that your institution consents to graduates receiving telephone reminder calls.

5.6.5. Incentivisation

All completing graduates will be entered into a rolling prize draw in the GOS-L. The prize pool will total \$12,500, comprised of five weekly prize pools of \$2,500. Each weekly prize pool will be made up of one \$1,000, two \$500 and five \$100 prepaid VISA gift cards. The prize pool is designed to encourage early completion, as early completers are entered into all remaining prize draws from the date of their survey submission.

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at <http://www.srcentre.com.au/gosltcs> (this link remains the same each collection and is updated by SRC before fieldwork). The link to the terms and conditions will be inserted into email activity sent to graduates and can be included on a webpage presence. The key prize draw dates are included at

Table 4.

Refer to ‘

Table 1 2021 GOS-L summary timeline’ for the final date to nominate post main online fieldwork telephone activity.

5.7. Fee-for-service response boosting activities

The GOS-L offers optional non-response follow up via SMS and post field reminder calls using the Social Research Centre’s in-house call centre. The fee-for-service SMS will be in addition to the two SMS' sent as part of the standard response maximisation activities and will be sent in the last week of fieldwork. Post field reminder calls take place after main online fieldwork period has closed.

5.7.1. Additional SMS

Institutions can nominate for an additional SMS to be sent in the last week of fieldwork. The additional SMS will be sent on the day of the final prize draw and will be tailored to include the name of your institution. Institutions can elect to send the message to all non-responders or provide a fixed budget to cap the number of messages to be sent. Where there is a fixed budget in place, the Social Research Centre will discuss any priority cohorts to be targeted prior to the send.

5.7.2. Post field reminder calls

The Social Research Centre is offering one type of fee-for-service telephone follow up – telephone reminder calls. The telephone reminder call is designed to drive graduates to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website.

The Social Research Centre can provide a quote for telephone reminder calls on request. We are only able to accommodate definite bookings, as there are specific sample preparation and scripting processes that start prior to the main online fieldwork period to enable the survey for telephone activity. Due to the set-up required, if telephone reminder calls are booked and then cancelled there will be a cancellation fee to cover these costs.

Refer to ‘

Table 1 2021 GOS-L summary
timeline’ for the final date to nominate additional SMS and post field reminder calls. Remember to use your Participation and Additional Services form to register for these activities. If you need this form sent to you again please contact the Social Research Centre at gilt@srcentre.com.au.

6. Fieldwork monitoring

6.1. Liaison

Throughout the GOS-L, the Social Research Centre team will aim for a transparent and collaborative process. Communications will be delivered on a one-on-one basis, weekly institutional fieldwork updates and via the QILT newsletter, depending upon individual needs.

6.2. Real-time reporting

The Social Research Centre offers participating institutions real-time status reporting for the GOS-L via the QILT Reporting Module (<https://data.srcentre.com.au/>). Once fieldwork commences, institutions can monitor the progress of data collection, and readily engage in a discussion with the Social Research Centre project management team regarding targeted non-response follow up activities, as appropriate.

The standard reporting link for the online survey features:

- A summary of progress, in table format, by key variables – for the GOS-L, this includes study area, gender, undergraduate/postgraduate and domestic/international status.
- The capacity to download a csv file of survey progress for each graduate and analyse by course code, Field of Education, study area and gender, providing the flexibility to create tables or charts in Excel.
- The capacity to monitor completion status (completes, partial completes, disqualified).

Previously issued logins can be used to access the QILT Reporting Module. If your institution is new to QILT for the 2021 GOS-L collection, a login will be assigned to your institution when fieldwork starts.

7. Deliverables

The following deliverables will be provided to institutions at the end of data processing for the 2021 GOS-L collection.

7.1. Institution data file

Participating institutions in the GOS-L will receive an institutional report. This file contains records and data items specific to the institution, which includes fully completed surveys, partially completed surveys and the fee-for-service items, where applicable, namely:

- data items surveyed at the request of the institution;
- additional populations surveyed at the request of the institution; and
- surveys completed via CATI.

All institutions that participated in the survey will receive an institutional data file unless there was no respondent.

7.2. Benchmarking data file

7.2.1. Universities Australia

These are data files distributed to institutions according to the data sharing agreement between universities that has been coordinated by Universities Australia (UA). These files contain respondent level data from all universities that signed up to the data sharing agreement. The files do not contain data from NUHEIs and universities that are not UA members, and therefore will not sum to the data published in the GOS-L National Report. The files also do not include institution specific fee-for-service items. Only 'members' of Universities Australia receive a copy of the UA data file. To receive these data files, an institutional representative is required to apply for access to the file by completing the Department's standard data request form which is available from the QILT website. Data releases are compliant with the privacy requirements of the Higher Education Support Act 2003 (HESA). Please note that that release date of the UA data files and the UA Tableau file described below is set at the discretion of the Department.

7.2.2. Independent Higher Education Australia

Members of Independent Higher Education Australia (IHEA) data sharing agreement receive a Tableau file containing their own data and deidentified data of all other IHEA member institutions that signed up to the agreement. The Tableau workbooks contain data from 2019 onwards. Similar to the UA files, the release date of the IHEA Tableau packaged workbooks is set at the discretion of the Department.

7.3. Tableau packaged workbooks

The Social Research Centre also provides Tableau packaged workbooks to enable institutions to interrogate the data more easily. The Tableau packaged workbook incorporates the report and underlying data in one package and allows institutions to easily 'copy' and 'export' charts and tables for local reporting. Institutions need a copy of the Tableau Reader to view the packaged workbook. The Tableau Reader can be downloaded free of charge from the Tableau website (<http://www.tableau.com/products/reader>).

The Tableau packaged workbooks containing institutional data are released at the same time as the institution specific data files; the Tableau packaged workbooks containing UA data are released at the same time as the UA data files. Additional population completed survey data can be viewed from the Tableau packaged workbooks by selecting the appropriate filters.

7.4. Verbatim files

Verbatim responses are provided as a separate file to the GOS-L data set. The standalone file contains the appropriate IDs to link cases between the data and verbatim files. The verbatim file contains all other verbatim responses collected in the GOS-L survey for that year. All institutions participated in the survey receive a verbatim file unless there was no respondent.

7.5 Student Contact file (Alumni)

The Student Contact file contains the email and postal addresses of graduates who gave consent in the GOS-L for the information to be passed on to their institution's Alumni services.

Appendix 2 Participating institutions

Participating institutions

Universities

Australian Catholic University

Bond University

Central Queensland University

Charles Darwin University

Charles Sturt University

Curtin University

Deakin University

Edith Cowan University

Federation University Australia

Flinders University

Griffith University

James Cook University

La Trobe University

Macquarie University

Monash University

Murdoch University

Queensland University of Technology

RMIT University

Southern Cross University

Swinburne University of Technology

The Australian National University

The University of Adelaide

The University of Melbourne

The University of Notre Dame Australia

The University of Queensland

The University of South Australia

The University of Sydney

The University of Western Australia

Torrens University

University of Canberra

University of Divinity

University of New England

University of New South Wales

University of Newcastle

University of Southern Queensland

University of Tasmania

University of Technology Sydney

University of the Sunshine Coast

University of Wollongong

Victoria University

Western Sydney University

NUHEIs

Academies Australasia Polytechnic Pty Limited

Academy of Information Technology

ACAP and NCPS

Adelaide Central School of Art

Adelaide College of Divinity

Alphacrucis College

Asia Pacific International College

Australian Academy of Music and Performing Arts

Australian College of Theology Limited

Australian Institute of Business Pty Ltd

Australian Institute of Higher Education

Australian Institute of Professional Counsellors

Avondale University College

Box Hill Institute

Campion College Australia

Canberra Institute of Technology

Christian Heritage College

CIC Higher Education

Collarts (Australian College of the Arts)

Eastern College Australia

Elite Education Institute

Endeavour College of Natural Health

Excelsia College

Health Education & Training Institute

Holmes Institute

Holmesglen Institute

International College of Hotel Management

International College of Management, Sydney

Jazz Music Institute

Kaplan Business School

Kaplan Higher Education Pty Ltd

King's Own Institute

LCI Melbourne

Le Cordon Bleu Australia

Macleay College

Marcus Oldham College

Melbourne Institute of Technology

Melbourne Polytechnic

Montessori World Educational Institute (Australia)

Moore Theological College

Morling College

Nan Tien Institute

National Art School

Perth Bible College

	Photography Studies College (Melbourne)
	SAE Institute
	Stott's College
	Study Group Australia Pty Limited
	Sydney College of Divinity
	Tabor College of Higher Education
	TAFE NSW
	TAFE Queensland
	TAFE South Australia
	The Australian College of Physical Education
	The Australian Institute of Music
	The Cairnmillar Institute
	The College of Law Limited
	The MIECAT Institute
	Think Education
	UOW College
	UTS College
	Whitehouse Institute of Design, Australia
	William Angliss Institute

Appendix 3 Survey invitations and reminders

2021 Graduate Outcomes Survey - Longitudinal (GOS-L)

Email and SMS Plan: Invitation and reminder text

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1. Footer



[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#) | www.qos.edu.au/



- QILT Logo – (www.qilt.edu.au)
- Social Research Centre Logo – (www.srcentre.com.au)
- Department of Education, Skills and Employment Logo – (www.education.gov.au)
- Privacy – (<https://srcentre.com.au/research-participants#privacy>)
- Prize Draw T&Cs – (<https://www.srcentre.com.au/gostcs>)
- FAQs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal>)
- Official Site – (<https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal>)

2. Invitation and reminder emails

2.1 INVITATION (Tuesday 16 / Thursday 18 February)



IMAGE: A

Graduate Outcomes Survey Longitudinal - Where are you now?

Dear %%E403**graduate%%,

Three years ago you completed the Graduate Outcomes Survey. We would like to hear where your studies have taken you since completing your %%QUALNAME**qualification%% at %%E306CTXT**your institution%%.

While we know things have been difficult in recent times, your views are more important than ever. By completing the survey, please spend %%IntLength**10%% minutes sharing your experiences.

To start the survey please click on the button below:

START SURVEY NOW(%%srylink%%)

Complete the survey by Monday 22 February to be in the draw for \$1,000.

The Graduate Outcomes Survey - Longitudinal measures employment and study outcomes and gathers feedback that %%PROVIDERTYPE_NAME**institutions%% can use to improve %%Course**course%%s and outcomes for future graduates. Once all survey responses have been compiled the National Report will be published on www.qilt.edu.au.

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.2 REMINDER 1 (Saturday 20 February)

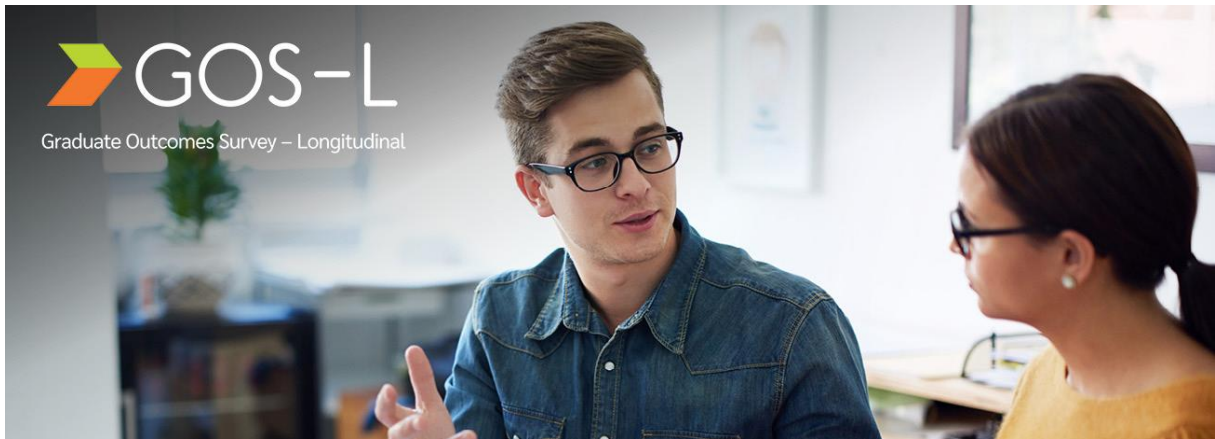


IMAGE: D

Graduate Outcomes Survey Longitudinal - 10 minutes to help future graduates

Dear %E403**graduate%%,

Earlier this week we invited you to provide feedback about your experiences of your %QUALNAME**qualification%% at %E306CXT**your institution%%, through the Graduate Outcomes Survey - Longitudinal, **the largest Australian longitudinal study of graduates.**

I know we only sent this invitation a few days ago and you may have other things on your mind, but your feedback is very important and will contribute directly to the experience of current and future students. If you could spare %IntLength**10%% minutes we'd really appreciate it.

To complete the survey, please click the button below:

START SURVEY NOW(%%srylink%%)

Complete the survey by Monday 22 February to have five chances to win \$1,000.

Thank you in advance for being part of the Graduate Outcomes Survey - Longitudinal. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.3 REMINDER 2 (Monday 22 February)

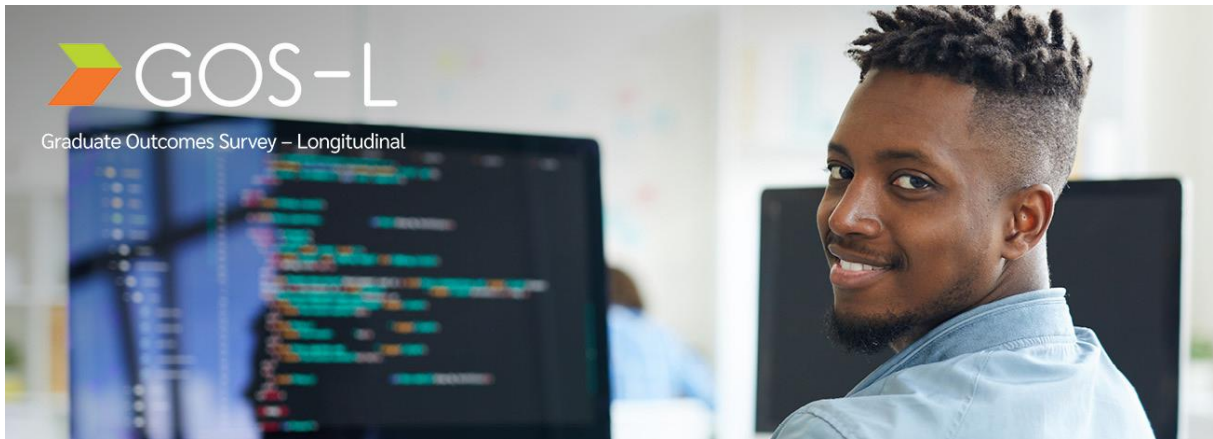


IMAGE: B

Graduate Outcomes Survey Longitudinal - Prize draw tonight

Dear %%E403**graduate%%,

Over three years have passed since you graduated from %%E306CTXT**your institution%% and we would be very grateful if you could spare %%IntLength**10%% minutes out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal. The survey helps %%PROVIDERTYPE_NAME**institutions%% improve their %%Course**course%%s for students and helps meet the needs of Australian workplaces.

Remember, complete the survey by tonight, Monday 22 February, to have five chances to win \$1,000.

START SURVEY NOW(%%srvylink%%)

Thank you in advance for being part of the survey. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.4 REMINDER 3 (Thursday 25 February)



IMAGE: I

Graduate Outcomes Survey Longitudinal - Help others by sharing your journey

Dear %%E403**graduate%%,

While we understand these have been difficult times, we would really appreciate if you could complete the Graduate Outcomes Survey - Longitudinal since you are from a unique group of graduates who studied the %%QualName**qualification%% at %%E306CTXT**your institution%%.

In the past, %%providertype_name**institutions%% have used Graduate Outcomes Survey - Longitudinal data to improve services that prepare students for work and life after studying. Sharing your experiences can help improve outcomes for graduates and inform the choices future students make on their higher education journey.

To complete the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

Complete the survey by Monday 1 March to have four chances to win \$1,000.

Thank you in advance for being part of the Graduate Outcomes Survey - Longitudinal. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.5 REMINDER 4 (Monday 1 March)

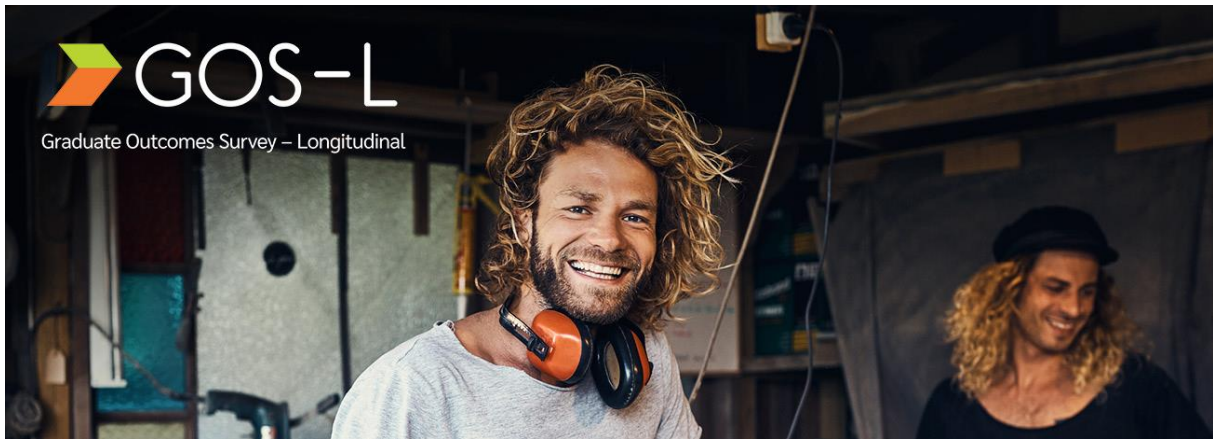


IMAGE: G

Graduate Outcomes Survey Longitudinal - Win \$1,000 for your feedback

Dear %E403**graduate%%,

We would be very grateful if you could take %IntLength**10%% minutes to provide feedback on your %%Course**course%% in the Graduate Outcomes Survey – Longitudinal. Sharing your experiences since you graduated from %%E306TXT**your institution%% can help give future graduates the best possible start to work and life beyond studying.

Remember, complete the survey by tonight, Monday 1 March, to have four chances to win \$1,000.

To complete the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

Thank you in advance for being part of the Graduate Outcomes Survey – Longitudinal. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.6 SMS 1 (205 characters) (Monday 1 March)

Hi %%E403**graduate%%, a note from the Social Research Centre on behalf of the Dept of Education to complete the GOS-L by tonight for a chance to win \$1000. Join the largest national study of graduates. %%SMS1_TXT%% For more info call 1800 055 818

2.7 REMINDER 5 (Friday 5 March)



IMAGE: F

Graduate Outcomes Survey Longitudinal - It's not too late to give your feedback

Dear %%E403**graduate%%,

It is important that more graduates from the %%QualName**qualification%% at %%E306TXT**your institution%% complete the Graduate Outcomes Survey - Longitudinal.

Telling us about your %%Course**course%% experience and employment situation, even if you're not currently working, will help %%PROVIDERTYPE_NAME**institutions%% better understand outcomes of graduates.

START SURVEY NOW(%%svylink%%)

Complete the survey by Monday 8 March to have three chances to win \$1,000.

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.8 REMINDER 6 (Monday 8 March)

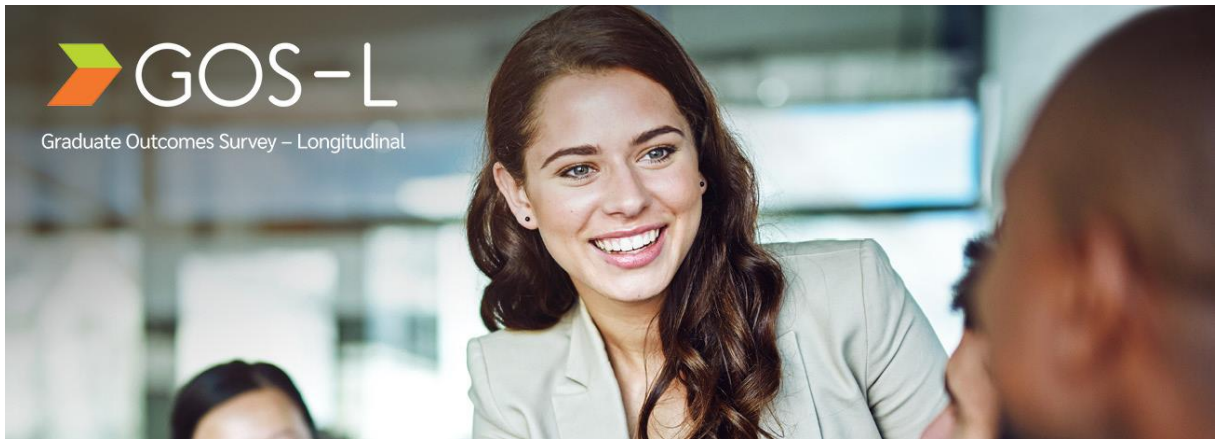


IMAGE: H

Graduate Outcomes Survey Longitudinal - We know you've received several emails

Dear **E403** graduate,

The reason for the emails is that it's important for the Australian Government to hear the experiences of as many graduates as possible so that higher education can best reflect graduate and employer needs.

Each year **PROVIDERTYPE_NAME** institutions have been able to improve career resources and develop students' work readiness based on feedback from the Graduate Outcomes Survey - Longitudinal.

Remember, complete the survey by tonight, Monday 8 March, to have three chances to win \$1,000.

To complete the survey, please click the button below:

START SURVEY NOW ([%srvylink%](#))

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

Thank you in advance for being part of the survey. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%SRVYLINK%](#)

2.9 REMINDER 7 (Thursday 11 March)



IMAGE: E

Australian Government wants to hear from you in the Graduate Outcomes Survey Longitudinal

Dear %E403**graduate%,

We appreciate that you may have been impacted by the coronavirus (COVID-19) situation, but the Australian Government still wants to hear from you to better understand employment and further study outcomes of graduates.

Have your say and join other graduates in Australia's largest study of higher education.

Complete the survey by Monday 15 March to be part of the final two prize draws to win \$1,000.

START SURVEY NOW(%svylink%)

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

Once all survey responses have been compiled the National Report will be published on www.qilt.edu.au.

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

[%SRVYLINK%](#)

2.10 REMINDER 8 (Monday 15 March)

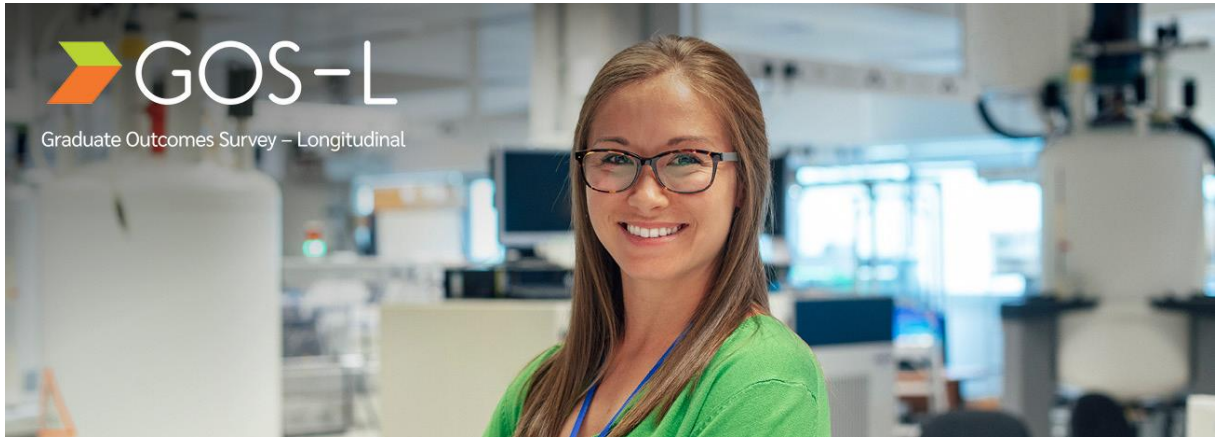


IMAGE: J

Prize draw closes tonight

Dear %%E403**graduate%%,

We last heard from you in %%COLYEAR**2018%% when you participated in the Graduate Outcomes Survey. We would be very grateful if you could spare %%IntLength**10%% minutes of your time completing the Graduate Outcomes Survey – Longitudinal. By joining the survey, you will be providing important information to %%PROVIDERTYPE_NAME**institutions%% and the Australian Government about the employment status and further study activities of graduates.

Over the past five years, %%PROVIDERTYPE_NAME**institutions%% have used the findings to help improve %%Course**course%%s and student services - all thanks to feedback from graduates like you.

Remember, complete the survey by tonight, Monday 15 March, to have two chances to win \$1,000.

To complete the survey, please click the button below:

START SURVEY NOW(%%srylink%%)

**BUTTON:*

Text: START SURVEY NOW

Link: %%SRVYLINK%%

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

Thank you in advance for being part of the Graduate Outcomes Survey - Longitudinal. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.12 SMS 2 (301 characters) (Monday 15 March)

Hi %%E403**graduate%%, a note from the Social Research Centre on behalf of the Dept of Education inviting you to give feedback in the GOS-L. By completing the survey you'll enter the draw to win \$1000. %%SMS1_TXT%% For more info call 1800 055 818 Reply STOP to opt out

2.13 REMINDER 9 (Thursday 18 March)



IMAGE: Q

Share your feedback to help future graduates

Dear %%E403**graduate%%,

The Graduate Outcomes Survey – Longitudinal is closing soon and we would still like to hear from more graduates like you, who studied a %%QUALNAME**qualification%%

This survey is the largest source of national data on graduate employment outcomes and further study in Australia. By contributing your views and experiences, you can help improve outcomes for graduates and inform the choices future students make on their higher education journey.

Complete the survey by Monday 22 March to be part of the final prize draw to win \$1,000.

To complete the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email.

Thank you in advance for your time and feedback. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.14 REMINDER 10 (Monday 22 March)



IMAGE: N

Last chance to win

Dear %%E403**graduate%%,

This is the very last email we will send you about the Graduate Outcomes Survey - Longitudinal. Whilst we understand it's been a difficult time for many graduates, your feedback is more important than ever. This research is one of the main ways the Australian Government can better understand how employment and further study outcomes for graduates have been impacted by COVID-19.

If you spend %%IntLength**10%% minutes sharing your experience, you will help %%E306CTXT**your institution%% respond to the needs of their students and graduates.

Remember, complete the survey by tonight, Monday 22 March, to be part of the final prize draw to win \$1,000.

To complete the survey, please click the button below:

TAKE THE SURVEY(%%srvylink%%)

Thank you for your time and we wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.15 SMS 3 (265 characters) (Monday 22 March)

Hi %E403**graduate%, a reminder from the Social Research Centre to complete the GOS-L by tonight for a final chance to win \$1000! Share your experiences as a graduate of %E306C_SMS%. %%SMS3_TXT%% For more info call 1800 055 818
Reply STOP to opt out

2.16 CATI Reminder (in-field)



IMAGE: I

Graduate Outcomes Survey Longitudinal - Invitation to complete online

Dear %%E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey - Longitudinal and providing feedback about your experiences of your %%QUALNAME**qualification%% at %%E306CTXT**your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

START SURVEY NOW(%%srvylink%%)

The Graduate Outcomes Survey - Longitudinal is the only source of national data on graduate employment outcomes three years on. By sharing your thoughts and experiences you can help improve %%Course**course%%s for students in the future.

As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of \$1,000. Prize draws close each Monday from 22 February to 22 March - there is a total prize pool of \$12,500! The earlier you submit your survey the more chances you have of winning the weekly prize.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

2.17 CATI Wants to complete online / CATI Reminder (post-field)



IMAGE: C

Graduate Outcomes Survey Longitudinal - Invitation to complete online

Dear %%E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey - Longitudinal and providing feedback about your experiences of your %%QUALNAME**qualification%% at %%E306TXT**your institution%%.

Thank you for agreeing to take part. It should only take approximately %%IntLength**10%% minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

START SURVEY NOW(%%svylink%%)

The Graduate Outcomes Survey - Longitudinal is the only source of national data on graduate employment outcomes three years on. By sharing your thoughts and experiences you can help improve %%Course**course%%s for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<%%SRVYLINK%%>

Appendix 4 Briefing slides for telephone follow-up activities

GOS-L 21 Reminder Call Briefing slides



Quality Indicators for Learning and Teaching (QILT)

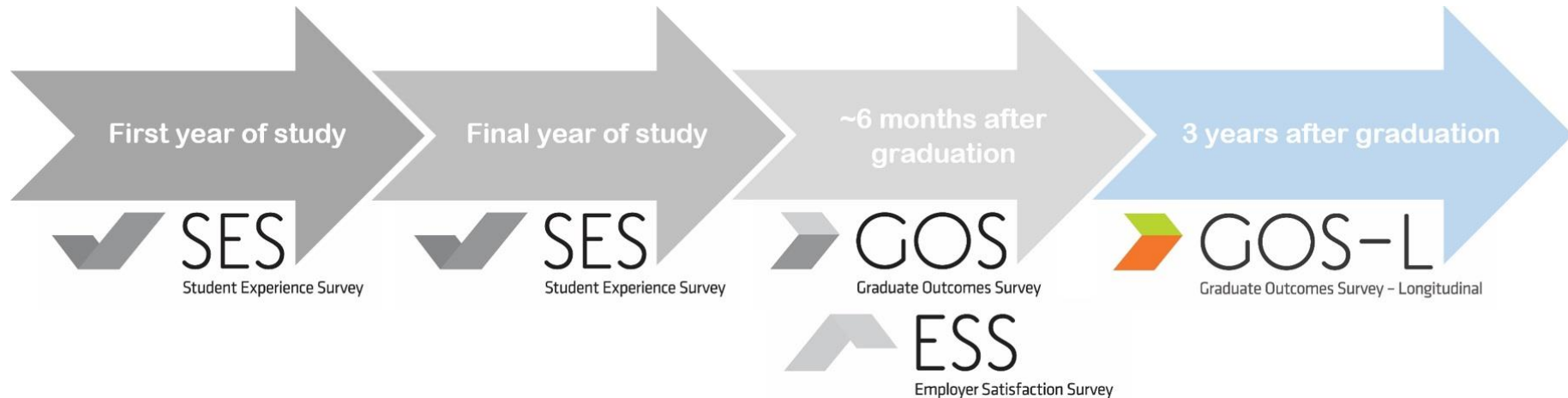
Briefing overview

- **GOS-L**
 - Project background
 - Privacy and confidentiality
- **Reminder calls**
 - Project overview
 - Ops performance
 - Survey procedures
 - Engagement techniques

Project background

- The Graduate Outcomes Survey – Longitudinal (GOS-L) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment.
- The GOS-L falls within the Quality Indicators for Learning and Teaching (QILT) suite of surveys.

The QILT journey



- The QILT suite of surveys take snapshots of students in their first and final years of study; 6 months after they graduate; and 3 years after graduation.
- The GOS-L is at the end of that journey. We will be calling people who completed the GOS in 2018.

Project background

- The survey measures the medium-term employment outcomes of higher education graduates, approximately three years after they have completed their course.
- There are 87,600~ graduates from 104 institutions invited to participate in this year's collection.
- Outcomes from GOS-L are reported at www.qilt.edu.au

Privacy and confidentiality

- Graduate contact details in the GOS-L are collated from a mix of sources, including the graduate's institution via the Department or by the graduate themselves upon completing the GOS three years prior.
- The Social Research Centre complies with the Australian Privacy Principles (<https://www.oaic.gov.au/privacy/australian-privacy-principles/read-the-australian-privacy-principles/>)
- All personal contact information such as name, email and phone number is removed from the final data. Only aggregated data is used in the research findings published on the QILT and ComparEd websites.
- Please contact the Project Coordinator (Alex) if you have any queries or concerns about privacy and confidentiality.
- The SRC's GOS-L page provides answers to commonly asked questions from respondents: <https://srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal>

Reminder calls



Project overview

- Reminder calls are conducted at two time points for the GOS-L:
 1. **In-field** (open to all institutions who provide phone numbers in their sample)
 2. **Post-field** (an additional fee-for-service activity on an opt-in basis)
- The job is different to others at SRC in that no actual interviewing will be done.
- Instead, the **purpose of the reminder call is to collect a current email from the QR** so we can send them an email invitation to complete the survey.

Project overview – in-field reminders

- Fieldwork dates
 - **In-field:** 4th March – 21st March (starts during third week of online fieldwork).
 - Sample selections
 - **In-field:** All international students with a valid Aus mobile number (this is new for GOS-L so we are keen for feedback) and domestic students most likely to respond based on sample characteristics.
- **Online fieldwork for GOS-L runs from 16th February – 28th March**
- **Online survey remains open until 9th April for institutions who have opted in to post-field telephone activity**

Project overview – post-field reminders

- Fieldwork dates
 - **Post-field:** 29th March – 9th April (Fieldwork extended for two weeks beyond the standard online fieldwork period)
 - Sample selections
 - **Post-field:** Institutions opt-in on a fee-for-service basis. Typically all non-completers with valid telephone contact information.
- **Online fieldwork for GOS-L ran from 16th February – 28th March**
- **Online survey remains open until 9th April for institutions who have opted in to post-field telephone activity**

Introductions – who we are

- It is important we are clear with graduates about where we are calling from and how we received their contact information.
- Mentioning ANU can also make things more confusing for graduates, this is not scripted and as such should not be mentioned unless pressed.
- We should never mention that we are calling *from* the institution – i.e. ‘I’m calling from University of Melbourne’
- Some example text for how to handle further queries about who we are and where we are calling from:
 - ‘We’re calling from the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment. Your contact information was provided to us by <INSTITUTION NAME> for the explicit purpose of conducting this research. Your personal information and any information you provide during the survey is only used for the purposes of conducting the Graduate Outcomes Survey - Longitudinal’

Engagement techniques – In-field

- Emphasise the prize draw to entice respondents to go online and complete ASAP.
- Emphasise the importance of providing feedback to help contribute to a better understanding of the Australian higher education system.
- Make sure to listen and respond to respondent questions or concerns.

More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout.

Survey procedures

- We will be leaving a short pre-recorded answering machine message.
- No LOTES.
- Be mindful of time zones when calling as some sample will have international numbers.
- **True measure of success is how many reminder calls translate into completes.**

Survey procedures

- Vital that we address any graduate queries/concerns and collect a current and accurate email address – please read the email back and confirm spelling where necessary.
- Errors will be picked up by our email validation software and you will see a warning like this. Make sure to double check the addresss with the QR, don't just push it though:

We will send you an email with a link to complete the online survey.

INTERVIEWER NOTE: COLLECT EMAIL ADDRESS AND CONFIRM SPELLING

test@srcentre.com.au

(1) Email address above correct
(2) Email is...

Answer 'blair.johnston@gmail' is not valid.

Survey procedures - Appointments

Completing the call on the first contact is ideal and should be attempted in all cases. Appointments should only be made when absolutely necessary due to the nature of this project.

- **Why do we need to avoid appointments?**
 - Reminder calls are very quick, less than two minutes.
 - Introductions, probing out the best time to call back and writing the appointment note is likely to take as long as completing the reminder.
 - Reminders have a very short call cycle (**most records get 1 call attempt**). Soft appointments may never get called.
 - The reminder projects require a high volume of calls per hour to meet budget.
- **Tips to reduce appointments**
 - When a qualifying respondent (QR) requests an appointment, make it clear that we only need a minute to confirm their contact details. We aren't looking to do a phone survey.

Post-field: challenges

- Convincing respondents that they completed their course or attended their institution.
 - The 2021 GOS-L sample is comprised of 2018 GOS completers.
 - Some graduates may have difficulty recalling the course or institution they attended. They also may have gone on to further study, so it might take them a moment to recall the particular course we are talking about.

Post-field: challenges

- Respondents who have received the GOS-L invite email, but ignored it.
 - They might tell us that they don't need another email, that they'll do the survey, or that we don't need to confirm a current address. It is important to be respectful to the respondent. They have already received a lot of our communications. Take your time in explaining the importance of the study, at this point in time we are more interested in quality than quantity.

Engagement techniques – Post-field

- Emphasise the fact that survey is closing soon.
- This is the last chance for graduates to have their say.
- We're only calling because their institution still needs feedback from graduates like them.
- No prize draw (so don't mention it).
- Make sure to listen and respond to respondent questions or concerns.
- Respondents are likely to have had a lot of contact from SRC by post-field, some refusals are expected. Make an attempt to avert refusals, but respect the respondent and *do not reappoint refusals*.

More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout

Survey procedures

- Vital that we collect a current and accurate email address – important to read the email back and confirm spelling where needed.
 - We will be conducting reviews on email bounces by interviewer to monitor accuracy of collection.
- Very important that we provide enough support and information to graduates to leave them positively predisposed to completing the online survey.
 - A copy of the questionnaire and email communications will be on the Hub for context (i.e. invitation and reminder emails).
- We would prefer you to spend a minute or two longer on the phone to reassure graduates if they have concerns than leave them dissatisfied with the call.
- **True measure of success is how many reminder calls translate into completes.**

Call outcomes

Please ensure you are correctly coding all call outcomes in CATI as budgeting is based on these outcomes.

There are different call outcomes for this job:

- Midway termination
- Hard appointment
- No answer
- Answering machine - no message left
- Engaged
- Incoming call restrictions
- Fax
- Number disconnected
- Away for duration
- LOTE - no follow up
- Soft appointment
- Named person/organisation not known
- Too old / frail / ill-health
- Unreliable respondent / drunk
- Claims to have done survey
- Remove number from list
- Deceased
- Not a graduate of institution
- Claims to not have completed GOS

Speak to a Call Centre Leader or Project Administrator if you're unsure of any of these outcomes.

Project information

2533r GOS-L 2021	
Project Coordinator	Alessandra Chinsen
	qilt@srcentre.com.au
QILT Research Team	Lauren Spencer, Senior Research Consultant: lauren.spencer@srcentre.com.au Blair Johnston, Project Manager: blair.johnston@srcentre.com.au
General QILT/GOS-L websites	<ul style="list-style-type: none">• www.qilt.edu.au• www.gos.edu.au/• https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal• www.compared.edu.au
Prize draw and T&Cs	www.srcentre.com.au/gostcsb
Privacy policy	https://www.srcentre.com.au/research-participants/privacy

Project information

2616 GOS-L 2021

Project Coordinator	Alessandra Chinsen
QILT Research Team	<p>qilt@srcentre.com.au</p> <p>Lauren Spencer, Senior Research Consultant: lauren.spencer@srcentre.com.au</p> <p>Blair Johnston, Project Manager: blair.johnston@srcentre.com.au</p>
General QILT/GOS-L websites	<ul style="list-style-type: none">• www.qilt.edu.au• www.gos.edu.au/• https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal• www.compared.edu.au
Privacy policy	https://www.srcentre.com.au/research-participants/privacy



Social
Research
Centre

Thank you

Any questions?



PO Box 13328
Law Courts Victoria 8010



03 9236 8500



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www.srcentre.com.au

Appendix 5 Core questionnaire

2533 GOS-L21 questionnaire

SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
YEAR	Year of establishment	For example, for 2021 GOS-L, the year of establishment is 2018.	Throughout survey
COLYEAR	Survey completion year	GOS Survey completion year	Use over YEAR if wording talks about time survey was completed
GRADYR	Year course completed	The year graduate completed their course	Throughout survey
E306CTXT	Institution name	Institution name	Throughout survey
COURSE	Mention 'course' or 'program' as defined by institution	course / program	Throughout survey
QUALNAME	Concatenation of course name A and B	Course name A / Course name B	Throughout survey
E308A	Course name A	Course name for qualification 1	Throughout survey
E308B	Course name B	Course name for qualification 2	Throughout survey
E913	Age	Identification of 65+ respondents *where Age is blank show all response frames for WORKED, WWOPAY, AWAYWORK, LOOKFTWK, LOOKPTWK	Module B: Labour Force, WORKED, WWOPAY, AWAYWORK, LOOKFTWK, LOOKPTWK
ADDFLAG	Address provided	ADDFlag=1, address provided ADDFlag=0, no address provided	Module G: Contact Details
<ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY>	Address details	Address provided in sample	Module G: Contact Details
Email1	Email	Primary email provided in sample	Module G: Contact Details
GENEMP	Employment status in 2018	Examine carefully as genemp differs to working	Throughout questionnaire (value=0/1/2/3)
VOCC	Occupation in 2018		Module A: Screening and confirmation
VEMPLOYR	Employer in 2018		Module A: Screening and confirmation
PERIODTXT	Time of completing GOS in 2018	Whether respondent completed GOS in first or second half of 2018	Module A: Screening and confirmation
PARTIALCOMP	Status	0 = not started 1 = started	Introduction
SECTIONFLAG	What section paused at	What section respondent stopped when completing online	Introduction

MINUTESLEFT	How many minutes left if partial=1	Module A=13 minutes Module B=11 minutes Module H=6 minutes Module C=4-5 minutes Module D=3-4 minutes Module E=2 minutes Module F=1 minute Module G=1 minute	Introduction
TRANSFERDATE	Date of transfer to web		INTRO2
FULLNAME	Full name	E403 + E402	
CATITYPE	CATI type	Reminder/Full	
NOCALL	Refusals	0=OK to call 1=Not to be called	
FFTJOB_DIM	First full time job in establishment	1=Yes 2=No	FFTJOB
SURVEYYEAR	Year of survey	1=2021	
ENTRYMODE	Mode of survey entry	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field reminder call 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder call	START
FINISHMODE	Mode of survey exit	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field reminder call 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder call	END
INTLENGTH	Interview length	10	Introduction
E943	Disability indicator	0=No disability 1=Disability	Module F: AVON items
ADDITEMFLAG	Institutions with additional items	Flag for sample records to see ADDITEMINT 1=Yes 2=No	Module F

DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
GRADYR2/YEAR_2	Year of establishment less two years	For example, for 2021 GOS-L, the year of establishment is 2018 less two years would be 2016.	Throughout survey
<daystart>	Start of week day		Module B: Labour Force
<datestart>	Start of week date		Module B: Labour Force

<dayend>	End of week day		Module B: Labour Force
<dateend>	End of week date		Module B: Labour Force
<FinalcourseA/B>	Respondent course name	Respondent correct course name	Throughout survey
<newqual>	New qualification	Completed new qualification since 2018 GOS	Module C: Further study
<FinalWorking/FI NETWORK>	Employment status	Respondent corrected employment status	Throughout survey
EarlyComplete	Early completion flag	Survey technically complete prior to submission	

ADDITIONAL ITEMS

GENERAL PROGRAMMING NOTES

- Text if 'SAVE' is pressed should read 'Thanks for your time so far. You can come back to complete your survey at any time before March 28th.'

*PROGRAMMER NOTE: SHOW 'SAVE' DATE AS APRIL 13th ONCE MARCH 28th HAS PASSED.

*SRC LOGO AND GOS-L LOGO

*GOS-L COLOUR SCHEME (RGB: 183, 212, 50)

*(TS 0)

START SURVEY PAGE TEXT

*(BEFORE SURVEY OPENS)

The GOS-L opens on Tuesday 16 February 2021.

If you have any queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or gos-l@srcentre.com.au.

*(DURING FIELDWORK)

To access the survey directly, please open one of the invitation emails we've sent you and click on the personal link provided.

You can also request your personal link and login details by contacting the Social Research Centre on 1800 055 818 (from inside Australia) or +61 3 8327 1951 (from outside Australia) or gos-l@srcentre.com.au.

*(AFTER SURVEY IS CLOSED)

The GOS-L is now closed. If you have any queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or gos-l@srcentre.com.au.

You can also visit our website at <https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal>.

MODULE A: SCREENING AND CONFIRMATION

*(IF CATI)

*(ALL)

WELCOME SCREEN

Agreed to complete online date: 12:00:00 AM**Minutes left: <MINUTESLEFT>**

Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education, Skills and Employment from the Social Research Centre.

May I please speak to <E403> <E402>?

*(TRANSFERDATE=BLANK, NO TRANSFER TO WEB DATE)

INTRO RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education, Skills and Employment from the Social Research Centre.

I'm calling to follow up on an email that we recently sent inviting you to participate in an online survey about the <course> you completed three years ago at <E306CTXT>.

*(DISPLAY IF PARTIAL=0) We are seeking feedback about what you are doing now as it's been some time since you completed your studies at <E306CTXT>.

This survey is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your <course/program>.

Your feedback is very important and we would appreciate your participation.

*(DISPLAY IF PARTIAL=0) This interview should only take about <INTLENGTH> minutes and all information you give to us will be strictly confidential.

*(DISPLAY IF PARTIAL=1) The survey usually takes about <INTLENGTH> minutes, but it looks like you have already started so we can continue from where you left off.

Do you have some time now?

IF NEEDED: All information will be used for research purposes only and will remain completely confidential.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306CTXT> and will be used only for this research.

1. Continue
2. Wants to complete online
3. Household refusal
4. Respondent refusal
5. Language difficulty

*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL)

INTRO2 RE-INTRODUCE IF NECESSARY: Good morning/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education, Skills and Employment from the Social Research Centre.

We spoke to you on <TransferDate> and you said you would like to complete the survey online yourself. It doesn't look like it's been completed yet so we were calling back to see if you'd like to finish it off over the phone?

*(DISPLAY IF PARTIALCOMP=1) It looks like you have already started, so we can continue from where you left off.

Participation in this study is voluntary and you can stop the interview at any time. Do you have time now to complete the survey?

IF NEEDED: All information will be used for research purposes only and will remain completely confidential.

IF NECESSARY: Your telephone number was provided to us under strict provisions by <E306CTXT> and will be used only for this research.

1. Continue (GO TO MOB) *PROGRAMMER NOTE: CLEAR TRANSFERDATE IN SAMPLE
2. Wants email again *PROGRAMMER NOTE: SUPPRESS
3. Household refusal
4. Respondent refusal
5. Language difficulty

*(INTRO=2, RESPONDENT WANTS TO COMPLETE SURVEY ONLINE)

EM1 I can send you an email with the link to the survey. Can I please confirm your email address?

Email address <email1>

1. Email address shown is correct
2. Email address: <email text box>

*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER_TO_WEB

*(INTRO OR INTRO2=5, RESPONDENT EXPERIENCES LANGUAGE DIFFICULTIES)

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
7. Lebanese
8. Turkish
9. Other language [VERBATIM TEXT BOX]
10. Language not identified / unable to establish language

*(ALL)
MOB

DO NOT ASK

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

*(IF-MOB=1, CALLING MOBILE)

SAFE May I just check whether or not it is safe for you to take this call at the moment?

1. Safe to take call
2. Not safe to take call (MAKE APPOINTMENT)

*(IF-SAFE=2, RESPONDENT NOT SAFE TO CALL AT THE MOMENT)

SAFE1 **DO NOT ASK**

1. Returning from appointment (GO TO INTRO)

*(ALL)

MON This call may be monitored or recorded for quality assurance purposes. Please tell me if you don't want this to happen.

1. Monitoring and recording allowed
2. Monitoring and recording NOT permitted

*(IF-ONLINE)

CONFIRMO Thank you for agreeing to take part in the Graduate Outcomes Survey – Longitudinal (GOS-L). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment.

The survey aims to get a better understanding of the longer-term outcomes of graduates and gives you the opportunity to express your views on the <course> you completed three years ago at <E306CTXT>. The GOS-L is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your <course>.

Most people take approximately <INTLENGTH> minutes to complete all the questions.

If you need to take a break you can press the 'Save' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

Please **do not** use the browser 'Back' button to go back to a previous question.

Please press the 'Next' button to continue below.

*(GENEMP=1 AND VOCC AND VEMPLOYR ≠ BLANK, EMPLOYED LAST GOS AND VALID VOCC/VEMPLOYR)

SAMEEMP In <COLYEAR>, you told us your occupation was '<VOCC>' and your employer was '<VEMPLOYR>'.

Which one of the following statements best describes your current situation?

1. Yes, I am still at <VEMPLOYR> as <VOCC>
2. I am still at <VEMPLOYR> but in a different occupation
3. '<VOCC>' is still my occupation but I have changed employer
4. No, I am neither at <VEMPLOYR> nor working as <VOCC>

*(TS 1 MODULE A)

MODULE B: LABOUR FORCE

*(ALL)

The last time we heard from you was as part of the <YEAR> Graduate Outcomes Survey. We are really interested to learn what you've been doing since you completed your <course> at <E306CTXT> in <GRADYR>, and your experiences of the leap from study to work and life beyond studying.

We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations.

*(DISPLAY IF GENEMP=1, EMPLOYED LAST GOS AND VALID VOCC/VEPLOYR) We would like to hear about what you are currently doing.

*(GENEMP=0, CLASSIFIED AS UNEMPLOYED LAST GOS)

BETWEENWRK

(DISPLAY FIRST LINE IF, WORKED≠1 AND WWOPAY≠1 AND AWAYWORK≠1) In <COLYEAR>, following on from the completion of your <QUALNAME >, you told us you were not working. At any time in the last three years, did you do any work at all in a job, business or farm?

1. Yes
5. No
6. Permanently unable to work
7. *(DISPLAY IF E913>64) Permanently not intending to work

*(BETWEENWRK =1, DID WORK IN LAST THREE YEARS AT SOME POINT)

FIRSTWRK Following on from the completion of your <QUALNAME>, in what year did you first obtain employment?

1. <SURVEYYEAR-3 YEARS>
2. <SURVEYYEAR-2 YEARS>
3. <SURVEYYEAR-1 YEAR>
4. <SURVEYYEAR>
5. I have not obtained employment

*(ALL)

*PROGRAMMER NOTE: DO NOT PROMPT QUESTION IF BETWEENWRK=6,7. AUTO-CODE ACCORDINGLY INSTEAD

WORKED Thinking about **last week**, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.

Last week, did you do any work **at all** in a job, business or farm?

*(DISPLAY IF BETWEENWRK=1, 5) Can you confirm whether in the **last week**, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>, you did any work **at all** in a job, business or farm?

1. Yes
5. No
6. Permanently unable to work *PROGRAMMER NOTE: auto-code based on BETWEENWRK response
7. *(DISPLAY IF E913>64) Permanently not intending to work *PROGRAMMER NOTE: auto-code based BETWEENWRK response

*(WORKED=5, NOT WORKING)

WWOPAY Last week, did you do any work without pay in a family business?

1. Yes
5. No
6. *(DISPLAY IF E913>64) Permanently not intending to work

*(WWOPAY=5, NOT WORKING WITHOUT PAY)
AWAYWORK

Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?

*(DISPLAY IF ONLINE) *Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'*

1. Yes
5. No
6. *(DISPLAY IF E913>64) Permanently not intending to work

*(WORKED NE 6 OR 7 OR WWOPAY NE 6 OR AWAYWORK NE 6, WORKING OR INTENDING TO WORK)

LOOKFTWK At any time during the last 4 weeks have you been looking for full-time work?

1. Yes
5. No
6. *(DISPLAY IF E913>64) Permanently not intending to work

*(LOOKFTWK=1 OR 5, INTENDING TO WORK AT SOME POINT)

LOOKPTWK Have you been looking for part-time work at any time during the last 4 weeks?

1. Yes
5. No
6. *(DISPLAY IF E913>64) Permanently not intending to work

*((LOOKFTWK =1 OR LOOKPTWK=1) AND (WORKED=1 OR WWOPAY=1 OR AWAYWORK =1), WORKING AND LOOKING FOR WORK)

BEGNLOOK When did you begin looking for work?

1. Enter **month** <dropdown list>
2. Enter **year** (NUMERIC RANGE 1960 – <SURVEYYEAR>)

*(LOOKFTWK=1 OR LOOKPTWK=1, LOOKING FOR FULL-TIME OR PART-TIME WORK)

STARTWK If you had found a job, could you have started last week?

1. Yes
5. No

*(STARTWK=5, COULD NOT HAVE STARTED JOB LAST WEEK)

STARTWKFU Why do you say you couldn't have started last week?

1. Because of the current situation with COVID-19
5. Some other reason

*(LOOKFTWK=5 AND LOOKPTWK=5, NOT LOOKING FOR FULL-TIME OR PART-TIME WORK)

WAITWORK You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start **work you had already obtained**?

(INTERVIEWER NOTE: 'work you had already obtained' = 'This refers to new types of work that you have acquired but not yet commenced.')

*PROGRAMMER NOTE: POP UP 'WORK YOU HAD ALREADY OBTAINED' = 'THIS REFERS TO **NEW TYPES** OF WORK THAT YOU HAVE ACQUIRED BUT NOT YET COMMENCED.'

1. Yes
5. No

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
 MORE1JOB Did you have **more than 1 job or business last week?**

(INTERVIEWER NOTE: 'more than 1 job or business' = 'This includes jobs or businesses that you had even if you didn't work at one or more of those jobs or business last week.')

*PROGRAMMER NOTE: POP UP 'MORE THAN 1 JOB OR BUSINESS' = 'THIS INCLUDES JOBS OR BUSINESSES THAT YOU HAD EVEN IF YOU DIDN'T WORK AT ONE OR MORE OF THOSE JOBS OR BUSINESS LAST WEEK.'

1. Yes
5. No

*(MORE1JOB=1 OR AWAYWORK=1, HAVE MORE THAN ONE JOB OR AWAY FROM JOB)
 INTROSELFEMPii

The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**.

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
 INTROSELFEMPiii

The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**.

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

SELFEMP Do you work for an employer, or in your own business?

1. Employer
2. Own business (GO TO ACTLHRSM)
3. Other or uncertain

*(SELFEMP=1, WORKING FOR AN EMPLOYER)

PAYMENT Are you paid a wage or salary, or some other form of payment?

1. Wage or salary
5. Other or uncertain

*(SELFEMP=3 OR PAYMENT=5, OTHER WORK ARRANGEMENTS)

PAYARRNG What are your <working/payment> arrangements?

*(CATI: DISPLAY READ OUT)

*PROGRAMMER NOTE: 'IF SELFEMP = 3 THEN PAYARRNGTEXT = "WORKING". IF PAYMENT = 5 THEN PAYARRNGTEXT = "PAYMENT".'

10. Unpaid voluntary work
11. Unpaid trainee or work placement
12. Contractor or subcontractor
13. Own business or partnership
14. Commission only
15. Commission with retainer
16. In a family business without pay
17. Payment in kind
18. Paid by the piece or item produced
19. Wage or salary earner
20. Other

*PROGRAMMER NOTE: CODES FOR TEXT SUBSTITUTION

IF MORE1JOB=1: <MAIN JOB>

IF MORE1JOB=5: <JOB>

IF SELFEMP=2 OR PAYARRNG=12, 13: <BUSINESS>
 IF SELFEMP=1 OR PAYARRNG=10, 11, 14-20: <EMPLOYER AT THE PLACE YOU
 WORK> OR <EMPLOYER>
 IF SELFEMP=BLANK AND PAYARRNG=BLANK: <JOB>

*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B EXCEPT FOR
 CURCOUNTRY, CURPCODE, CURSTATE AND OSCOUNTRY WILL ALSO EXCLUDE
 PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE H

*(MORE1JOB=1 AND WORKED=1 OR WWOPAY=1, MORE THAN ONE JOB OR BUSINESS AND
 WORKING, NOT AWAY FROM WORK)

ACTLHRSM How many hours did you **actually** work in your **main job** last week less **time off** but
 counting any **extra hours** worked?

(INTERVIEWER NOTE: 'time off' = 'This includes hours lost due to illness, vacation or
 holidays, personal or family responsibilities, or job strike.'

(INTERVIEWER NOTE: 'extra hours' = 'These include any hours worked during the
 reference week over and above the standard or scheduled paid hours whether at penalty
 or award pay rates.')

*PROGRAMMER NOTE: POP UP 'TIME OFF' = 'THIS INCLUDES HOURS LOST DUE
 TO ILLNESS, VACATION OR HOLIDAYS, PERSONAL OR FAMILY
 RESPONSIBILITIES, OR JOB STRIKE.'

*PROGRAMMER NOTE: POP UP 'EXTRA HOURS' = 'THESE INCLUDE ANY HOURS
 WORKED DURING THE REFERENCE WEEK OVER AND ABOVE THE STANDARD
 OR SCHEDULED PAID HOURS WHETHER AT PENALTY OR AWARD PAY RATES.'

1. Enter hours (NUMERIC, RANGE 0-168)

*(MORE1JOB=1, MORE THAN ONE JOB)

USLHRSM How many hours do you **usually** work each week in your **main job**?

1. Enter hours (NUMERIC, RANGE 0-168)

*(WORKED=1 OR WWOPAY=1, WORKING OR WORKING WITHOUT PAY)

ACTLHRS How many hours did you **actually** work last week less **time off** but counting any **extra
 hours** worked *(DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all jobs**?

1. Enter hours (NUMERIC, RANGE 0-168)

*PROGRAMMER NOTE: POP UP 'TIME OFF' = "INCLUDES HOURS LOST DUE TO
 ILLNESS, VACATION OR HOLIDAYS, PERSONAL OR FAMILY RESPONSIBILITIES,
 OR JOB STRIKE"

*PROGRAMMER NOTE: POP UP 'EXTRA HOURS' = "ANY HOURS WORKED DURING
 THE REFERENCE WEEK OVER AND ABOVE THE STANDARD OR SCHEDULED
 PAID HOURS WHETHER AT PENALTY OR AWARD PAY RATES"

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

USLHRS How many hours do you **usually** work each week (*DISPLAY IF MORE1JOB=1, MORE
 THAN ONE JOB) **in all your jobs**?

1. Enter hours (NUMERIC, RANGE 0-168)

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

PREFMHRS Would you prefer to work more hours than you usually work *(DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all your jobs?**

1. Yes
5. No
6. Don't know

*(PREFMHRS=1, PREFER WORK MORE HOURS)

PREFHRS How many hours a week would you like to work?

1. Enter hours (NUMERIC, RANGE 0-168)

*PROGRAMMER NOTE: IF HOURS ENTERED LESS THAN USLHRS INSERT ERROR MESSAGE 'Preferred working hours are less than hours usually worked.'

*(PREFMHRS=1, PREFER WORK MORE HOURS)

AVLMHRS Last week, were you available to work more hours than you usually work?

1. Yes
2. No

*(TS 2 PARTIAL MODULE B)

*(SAMEEMP=1, 2 OR 3, SAME OCCUPATION AND/OR EMPLOYER)

Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current <main job/job>.

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1), (WORKING OR AWAY FROM JOB OR WAITING TO START WORK))

OCC What is your occupation in your <main job/job/business>? *(CATI) INTERVIEWER NOTE: **Please type at least 3 letters**

*PROGRAMMER NOTE: SHOW INTERVIEWER NOTE TEXT FOR CATI ONLY, SHOW PLEASE TYPE AT LEAST 3 LETTERS FOR BOTH MODES

1. Enter occupation: <text box>

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1), (WORKING OR AWAY FROM JOB OR WAITING TO START WORK))

DUTIES What are your main tasks and duties?

1. Enter main tasks and duties: <text box>

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1), (WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

EMPLOYER What is the **name of your <employer/business>?**

(INTERVIEWER NOTE: 'business or service' = 'This refers to the industry your work falls under; for example, retail, construction, education.')

*PROGRAMMER NOTE: POP UP NAME OF YOUR <EMPLOYER/BUSINESS> = 'REFERS TO THE NAME OF THE COMPANY OR BUSINESS THAT YOU WORK FOR'

1. Enter employer/business name: <text box>

*PROGRAMMER NOTE: TWO INDUSTRY CHECKS NEED TO BE UNDERTAKEN PRIOR TO DISPLAY OF INDUSTRY. THESE CHECKS SHOULD BE RUN IN THE STATED ORDER AND INDCHECK2 SHOULD BE SKIPPED IF THERE IS A PRE-CODED INDUSTRY ASSOCIATED WITH OCCUPATION AT INDCHECK1:

- INDCHECK1 IF THE PRE-CODED OCCUPATION SELECTED AT OCC IS ASSOCIATED WITH A PRE-CODED INDUSTRY IN LOOKUP LIST [HERE](#), DISPLAY ASSOCIATED PRE-CODED INDUSTRIES AT INDUSTRY, WITH A SPECIFIED OTHER OPTION.
- INDCHECK2 IF THE EMPLOYER CAPTURED AT EMPLOYER IS ON THE LOOKUP LIST [HERE](#) (I.E. MAPPED TO ANZSIC) AUTOFILL INDUSTRY AND DO NOT ASK INDUSTRY

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, (WORKING OR AWAY FROM JOB OR WAITING TO START WORK))
 INDUSTRY What kind of **business or service** is carried out by your <employer at the place where you work/business>?

(INTERVIEWER NOTE: 'business or service' = 'This refers to the industry your work falls under. For example, retail, construction, education.')

*PROGRAMMER NOTE: POP UP 'BUSINESS OR SERVICE' = 'THIS REFERS TO THE INDUSTRY YOUR WORK FALLS UNDER; FOR EXAMPLE, RETAIL, CONSTRUCTION, EDUCATION.'

*PROGRAMMER NOTE: FOR OCCUPATIONS WITH ASSOCIATED ANZSIC CODE SHOW RADIO BUTTONS WITH MATCHED INDUSTRIES TO ANZSCO FROM LOOKUP LIST [HERE](#) WITH CODE FOR OTHER SPECIFY. FOR OCCUPATIONS NOT ASSOCIATED WITH PRE-CODED INDUSTRY AND WHERE EMPLOYER IS NOT ASSOCIATED WITH INDUSTRY, COLLECT INDUSTRY IN LEGACY WAY.

1. Enter business or service: <text box>
90. Other (Please specify)

**EMPLOYER MOVED BEFORE INDUSTRY

*PROGRAMMER NOTE: IF INDUSTRY CODE IS EQUAL TO ANZSIC 7510, 7520 OR 7530 AUTOFILL SECTOR TO 1. PUBLIC OR GOVERNMENT AND DO NOT DISPLAY SECTOR.

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
 SECTOR In what sector are you wholly or mainly employed?

*(CATI: DISPLAY READ OUT)

1. Public or government
2. Private
3. Not-for-profit

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
 INAUST Are you working in Australia?

1. Yes
2. No
3. Not sure

*((INAUST=1, WORKING IN AUSTRALIA)
 EMPSTATE In which state or territory is your <employer/business> currently located?

1. NSW
2. VIC

3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

*(INAUST=1, WORKING IN AUSTRALIA)

LOCATION And what is the postcode or suburb of your <employer/business>?

1. Enter postcode or suburb *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(INAUST=2, WORKING OR AWAY FROM JOB AND WORKING OUTSIDE AUSTRALIA)

COUNTRYX In which country is your <employer/business> based?

1. Country list (SACC)
90. Other (please specify)

***RESEARCHER NOTE: CURCOUNTRY

*(ALL)

CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you usually live?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURPCODE What is the postcode or suburb where you usually live?

1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

EMP12 Have you worked <for your employer/in your business> for 12 months or more?

1. Yes, more than 12 months

5. No, less than 12 months

*(EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)
EMPMTHS How many months have you worked <for your employer/in your business>?

1. Enter number of months (NUMERIC - NUMERIC, RANGE 1-12)

*(EMP12=1, WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)
EMPYRS How many years have you worked <for your employer/in your business>?

1. Enter number of years (NUMERIC, RANGE 1-49)

*((SELFEMP=1 OR PAYARRNG=14, 15, 17-20) AND EMP12=5 AND (USLHRS>=35 OR ACTLHRS>=35) AND FFTJOB_DIM#1 OR 2, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED AND NOT ALREADY ANSWERED IN ESTABLISHMENT GOS)
FFTJOB Is this your first full-time job?

1. Yes
2. No

*PROGRAMMER NOTE: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1, WITH SALARYB AND SALARYD APPEARING AS DROP-DOWN QUESTIONS WHEN THE FILTER IS MET

*PROGRAMMER NOTE: ERROR MESSAGE TO REPLACE '(ITEM SKIPPED)' (9) CANNOT BE COMBINED WITH OTHER ANSWERS = 'PLEASE ALSO SELECT THE BUTTON AGAINST THE AMOUNT ENTERED'

*PROGRAMMER NOTE: IF USLHRS IS BLANK AND SALARYA CODE 1 IS WITHIN RANGE, GO TO SALARYB

*(INAUST=1, WORKING IN AUSTRALIA)
SALARYA In **Australian dollars**, how much do you usually earn in <this job/all your jobs>, before tax or anything else is taken out? *Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

(INTERVIEWER NOTE: 'all your jobs' = 'This refers to the combined income received from all jobs.')

*PROGRAMMER NOTE: POP UP 'ALL YOUR JOBS' = 'THIS REFERS TO THE COMBINED INCOME RECEIVED FROM ALL JOBS.'

*PROGRAMMER NOTE: SHOW LIVE CALCULATION OF ANNUAL SALARY IN BOLD WITH ANNUAL SALARY: BEFORE IT – THIS SHOULD UPDATE AS SOMEONE TYPES INTO CODES 1 THRU 6 BELOW

(SINGLE RESPONSE)

1. Amount per **hour** (please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per **day** (please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (please specify) (NUMERIC, RANGE 1-4,000)
4. Amount each **fortnight** (please specify) (NUMERIC, RANGE: 1-8,000)
5. Amount each **month** (please specify) (NUMERIC, RANGE: 1-17,500)
6. Amount each **year** (please specify) (NUMERIC, RANGE: 1-250K)
7. No earnings
98. Don't know

*(INAUST=1 AND SALARYA=1 THRU 6 BUT NOT IN RANGE, WORKING IN AUSTRALIA AND OUT OF RANGE SALARY ENTERED)

SALARYB *(DISPLAY IF ONLINE) Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in <*(DISPLAY IF MORE1JOB=5) this job/*(DISPLAY IF MORE1JOB=1) **all your jobs**>, per annum before tax or anything else was taken out?

*(CATI: DISPLAY READ OUT)

*(DISPLAY IF CATI) Sorry but the salary you entered doesn't fit within our range.

I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

(INTERVIEWER NOTE: 'all your jobs' = 'This refers to the combined income received from all jobs.')

*PROGRAMMER NOTE: ALLOW RESPONSES TO BE ENTERED OUTSIDE OF RANGE

*PROGRAMMER NOTE: SALARYB NEEDS TO ONLY SHOW WHEN SALARYA=BELOW OR ABOVE RANGE ALLOWED OR USLHRS=BLANK AND SALARYA=1

*PROGRAMMER NOTE: POP UP 'ALL YOUR JOBS' = 'THIS REFERS TO THE COMBINED INCOME RECEIVED FROM ALL JOBS.'

(SINGLE RESPONSE)

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999
5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
98. Don't know

*(INAUST=1 AND MORE1JOB=1 OR 99, WORKING IN AUSTRALIA MORE THAN ONE JOB)

SALARYC And in **Australian dollars**, how much do you usually earn in your **main job** before tax or anything else is taken out? *Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

(INTERVIEWER NOTE: 'main job' = 'This refers to the job that you work the most hours.')

*PROGRAMMER NOTE: POP UP 'MAIN JOB' = 'THIS REFERS TO THE JOB THAT YOU WORK THE MOST HOURS.'

*PROGRAMMER NOTE: ALLOW RESPONSES TO BE ENTERED OUTSIDE OF RANGE

*PROGRAMMER NOTE: IF USLHRSM IS BLANK AND SALARYC CODE 1 IS WITHIN RANGE, GO TO SALARYD

*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

*PROGRAMMER NOTE: SHOW LIVE CALCULATION OF ANNUAL SALARY IN BOLD WITH ANNUAL SALARY: BEFORE IT – THIS SHOULD UPDATE AS SOMEONE TYPES INTO CODES 1 THRU 6 BELOW

(SINGLE RESPONSE)

1. Amount per **hour** (please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per **day** (please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (please specify) (NUMERIC, RANGE 1-4,000)
4. Amount each **fortnight** (please specify) (NUMERIC, RANGE: 1-8,000)
5. Amount each **month** (please specify) (NUMERIC, RANGE: 1-17,500)
6. Amount each **year** (please specify) (NUMERIC, RANGE: 1-250K)
7. No earnings
98. Don't know

*((SALARYC=BELOW OR ABOVE RANGE ALLOWED) OR (USLHRS=BLANK AND SALARYC=1), MORE THAN ONE JOB AND OUT OF RANGE SALARY ENTERED)

SALARYD *(DISPLAY IF ONLINE) Sorry but the salary you entered doesn't fit with our range. Please select the best option for how much you would usually earn in your **main job**, per annum before tax or anything else was taken out?

*(CATI: DISPLAY READ OUT)

*(DISPLAY IF CATI) Sorry but the salary you entered doesn't fit within our range.

I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

(INTERVIEWER NOTE: 'main job' = 'This refers to the job that you work the most hours.')

*PROGRAMMER NOTE: POP UP 'MAIN JOB' = 'THIS REFERS TO THE JOB THAT YOU WORK THE MOST HOURS.'

*PROGRAMMER NOTE: SALARY LOGIC CALCULATION IF MORE1JOB=1

(SINGLE RESPONSE)

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999
5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
98. Don't know

1. IF RESPONDED TO BOTH SALARYA AND SALARYB, OR SALARYC AND SALARYD TAKE SALARYB OR SALARYD FOR THIS CALCULATION
2. CALCULATE ANNUAL SALARY FOR SALARY A AND SALARYC. SAS CALCULATION:

IF SALARYA =1 THEN SALARYA = USLHRS*365.25/7;
 ELSE IF SALARYC =1 THEN SALARYC= USLHRSM*365.25/7;
 ELSE IF SALARYA OR SALARYC =2 THEN SALARYA/SALARYC= 5*365.25/7;
 ELSE IF SALARYA OR SALARYC =3 THEN SALARYA/SALARYC=365.25/7;
 ELSE IF SALARYA OR SALARYC =4 THEN SALARYA/SALARYC=365.25/14;
 ELSE IF SALARYA OR SALARYC =5 THEN SALARYA/SALARYC=*12;

ELSE IF SALARYA OR SALARYC =6 THEN SALARYA/SALARYC=6
 ELSE IF SALARYA OR SALARYC =7 THEN SALARYA/SALARYC=0;

3. TAKE LOWEST VALUE IN THE RANGE SELECTED AT SALARYB AND SALARYD
4. CALCULATE:
 - A. IF SALARYC > SALARYA GO TO SALCONF1
 - B. IF SALARYD MINIMUM > SALARYA GO TO SALCONF1
 - C. IF SALARYC > SALARYB MAXIMUM GO TO SALCONF1
 - D. IF SALARYD MINIMUM > SALARYB MINIMUM GO TO SALCONF1

*PROGRAMMER NOTE: SHOW SALCONF1 AND SALCONF2 ON THE SAME PAGE

PROGRAMMER NOTE: IF SALCONF1 > SALCONF2 SHOW ERROR MESSAGE:
 'PLEASE ENSURE YOUR EARNINGS FOR ALL YOUR JOBS IS HIGHER THAN YOUR SALARY FOR YOUR MAIN JOB'.

*PROGRAMMER NOTE: ERROR MESSAGE TO REPLACE '(ITEM SKIPPED)' (9)
 CANNOT BE ENTERED WITH OTHER ANSWERS = 'PLEASE ALSO SELECT THE BUTTON AGAINST THE AMOUNT ENTERED'

*((SALARYC OR SALARYD)>(SALARYA OR SALARYB), SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF1 Sorry but the salary you entered for you **main job** is higher than the salary you entered for **all your jobs**. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out.

*PROGRAMMER NOTE: POP UP 'main job' = 'This refers to the job that you work the most hours.'

'all your jobs' = 'This refers to the combined income received from all jobs.'

*PROGRAMMER NOTE: POP UP 'main job' = 'This refers to the job that you work the most hours.'

'all your jobs' = 'This refers to the combined income received from all jobs.'

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999
5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
98. Don't know

*((SALARYC OR SALARYD)>(SALARYA OR SALARYB), SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF2 And which of the following would you usually earn in **all your jobs**, per annum before tax or anything else was taken out?

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999

5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
98. Don't know

*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

SALARYOS What is your gross (that is pre-tax) annual salary? You can estimate if necessary.

Please select currency <currency drop down list> *(DISPLAY LIST OF CURRENCIES IN ACCOMPANYING EXCEL SHEET)

1. Enter gross annual salary <text box> (NUMERIC)

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(SALARYOS=OTHER SPECIFY, OTHER CURRENCY)

SALARYOS_OTH Please specify the currency you referred to.

1. <verbatim text box>

*(EMP12=5 AND (SELFEMP=1 OR PAYARRNG=12, 14, 15, 17-20), WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

FINDJOB How did you first find out about this job?

*(CATI: DISPLAY READ OUT)

1. University of college careers service
2. Careers fair of information session
3. Other university of college source (such as faculties or lecturers or student society)
4. Advertisement in a newspaper or other print media
5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)
6. Via resume posted on the internet
7. Family of friends
8. Approached employer directly
9. Approached by an employer
10. Employment agency
11. Work contacts or networks
12. Social media (e.g. LinkedIn)
13. An employer promotional event
14. Graduate program / internship / work placement
90. Other (please specify) <text box>

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

SPOQ The following statements are about your skills, abilities and education.

Please indicate the extent to which you agree or disagree with each of these statements.

(STATEMENTS)

*(DISPLAY FULL GRID)

- a) My job requires less education than I have
- b) I have more job skills than are required for this job
- c) Someone with less education than myself could perform well on my job
- d) My previous training is being fully utilised on this job
- e) I have more knowledge than I need in order to do my job
- f) My education level is above the level required to do my job

- g) Someone with less work experience than myself could do my job just as well
 h) I have more abilities than I need in order to do my job

(RESPONSE FRAME)

*(CATI: DISPLAY READ OUT)

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

*PROGRAMMER NOTE: SPOQ CALCULATION IF 6 VALID RESPONSES AT SPOQ OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. NOTE: SCORES FOR F38A/SPOQD. IS REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5

EXAMPLE: AVERAGE = $(3 + 4 + 4 + 4 + 4 + 2 + 2 + 4) / 8 = 27 / 8 = 3.375$

WE CALCULATE AN AVERAGE FOR EACH VALID RESPONSE, SO IF THEY SKIP AN ITEM (DK/REF/NO ANSWER) WE EXCLUDE THAT FROM THE AVERAGE.

*(SPOQCL ≥ 3.5 , PERCEIVED OVER QUALIFIED FOR CURRENT JOB)

RSOVRQ Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the **main reason** you are working in a job that doesn't use all of your skills or education?

Please select only one answer.

*(CATI: DISPLAY READ OUT)

1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
14. Not enough work experience
4. Considered to be too young by employers
5. Considered to be too old by employers
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
11. I'm satisfied with my current job
23. For financial reasons
27. I had to change jobs due to COVID-19
90. Other (please specify)

*(USLHRS<35 AND PREFMHRS=5, USUALLY WORKING LESS THAN 35 HOURS AND NOT LOOKING FOR MORE HOURS)

RSNOMORE

You mentioned that you are **not** looking to work more hours. What is the **main reason** you work the numbers of hours you are currently working?

Please select only one answer.

*(CATI: DISPLAY READ OUT)

1. No suitable job in my local area
5. Considered to be too old by employers
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children

- 13. Lifestyle choice / work-life balance
- 16. Pursuing other interests / commitments in spare time
- 10. Studying
- 11. I'm satisfied with the number of hours I work
- 12. No more hours available in current position
- 19. Work has been reduced/shutdown due to COVID-19
- 90. Other (Please specify)

*(USLHRS<35 AND PREFMHRS=1, WORKING LESS THAN 35 HOURS AND LOOKING FOR MORE HOURS)

RSMORE You mentioned that you are looking to work more hours. What is the **main reason** you work the number of hours you are currently working?
Please select only one answer.

*(CATI: DISPLAY READ OUT)

- 1. No suitable job in my local area
- 2. No job with a suitable number of hours
- 3. No suitable job in my area of expertise
- 5. Considered to be too old by employers
- 6. Short-term illness or injury
- 7. Long-term health condition or disability
- 8. Caring for family member with a health condition or disability
- 9. Caring for children
- 10. Studying
- 13. Due to other commitments outside of main job
- 11. No more hours available in current position
- 18. Work has been reduced/shutdown due to COVID-19
- 90 Other (Please specify) <text box>

*PROGRAMMER NOTE: SPOQSCL CALCULATION IF 6 VALID RESPONSES OTHERWISE SKIP. CALCULATE THE AVERAGE RATING ACROSS ALL OF THE ITEMS SOMEONE ANSWERS – RANGE 1 TO 5 AS PER CODEFRAME.

*PROGRAMMER NOTE: SCORES FOR SPOQ4 ARE REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5.

EXAMPLE: AVERAGE=(3+4+4+4+4+2+2+4)/8=27/8=3.375

WE CALCULATE AN AVERAGE FOR EACH VALID RESPONSE, SO IF THEY SKIP AN ITEM (DK/REF/NO ANSWER) WE EXCLUDE THAT FROM THE AVERAGE

*(TS 3 MODULE B)

*PROGRAMMER NOTE: CREATE <EarlyComplete> VARIABLE

*((WORKED AND WWOPAY AND AWAYWORK AND LOOKFTWK AND LOOKPTWK AND WAITWORK) = (5 OR BLANK), (NOT WORKING OR INTENDING TO WORK OR LOOKING FOR WORK OR WAITING TO START WORK OR WORKING STATUS UNKNOWN))

UNEMP What is the main reason you are currently not working or looking for work?

- 1. <text box>

MODULE H: EMPLOYMENT HISTORY

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=0))

OR

((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=1) AND (SAMEEMP=1),

((CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND (PREVIOUSLY NOT WORKING)

OR

(CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND (PREVIOUSLY WORKING) AND (SAME OCCUPATION AND EMPLOYER))

OTHWORKi Aside from your current role(s) have you worked anywhere else since <YEAR>?

*((WORKED AND WWOPAY AND AWAYWORK≠1) AND (GENEMP=1), (NOT CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND (PREVIOUSLY WORKING))

OTHWORKii

Aside from your <VOCC> role at <VEMPLOYR>(IF VEMPLOYR=BLANK,'your <COLYEAR> employer'), have you worked anywhere else since <YEAR>?

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=1) AND (SAMEEMP≠1), (CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND ((PREVIOUSLY WORKING) AND (NOT SAME OCCUPATION AND EMPLOYER))

OTHWORKiii

Aside from your <VOCC> role at <VEMPLOYR> and your current occupation(s), have you worked anywhere else since <YEAR>?

(INTERVIEWER NOTE: 'occupation' = 'This refers to any permanent, contract, casual or self-employed occupation in which you were paid a wage, salary, commission or any payment in kind.')

*PROGRAMMER NOTE: POP UP 'occupation' = 'This refers to any permanent, contract, casual or self-employed occupation in which you were paid a wage, salary, commission or any payment on kind.'

1. Yes
2. No

*(OTHWORKi/ii/iii=2, NOT WORKED ANYWHERE ELSE)

OTHOCC Have you changed occupations within the same business since <YEAR>?

An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.

1. Yes
2. No

*(OTHWORKi/ii/iii=1 OR EH9/OTHOCC=1, WORKED ELSEWHERE OR CHANGED OCCUPATION)

NUMOCC How many other occupations *(IF WORKING SHOW: excluding your current occupation) have you performed since <YEAR>? If you changed occupations within the same business, please include each occupation separately.

An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.

1. Enter number of occupations (NUMERIC, RANGE 0-30)

*(TS 4 MODULE H)

MODULE C: FURTHER STUDY

*(ALL)

FQUALi The next few questions are about qualifications you may have completed between <YEAR> and now.

Since you completed your <QUALNAME> have you completed another **qualification**?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Yes – full-time
2. Yes – part-time
5. No

*(FQUALi=1, 2, STUDIED)

FQLOC Where did you complete this **qualification**?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Australia
2. Overseas

*(FQUALi=1, 2, STUDIED)

VFQUAL

What is the full title of the most recent **qualification** you completed?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Qualification title <text box>

*(FQUALi=1, 2, STUDIED)

FQFOE What was your major field of education for this **qualification**?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

*(CATI: DISPLAY READ OUT)

1. Natural and Physical Sciences
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health
7. Education
8. Management and Commerce
9. Society and Culture
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
90. Other (please specify)

*(FQUALi=1,2, STUDIED)

FQLEV

What was the level of this qualification?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

*(CATI: DISPLAY READ OUT)

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV
16. Other (*DISPLAY IF FS7/FQLOC=2)

*(FQUALi=1, 2, STUDIED)

VFQINST

And the institution where you completed this qualification?

*(CATI) INTERVIEWER NOTE: **Please type at least 3 letters**

*PROGRAMMER NOTE: SHOW INTERVIEWER NOTE TEXT FOR CATI ONLY, SHOW PLEASE TYPE AT LEAST 3 LETTERS FOR BOTH MODES

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Enter name of the institution <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST

*(ALL)

FURSTUD The following questions are about qualifications you are currently studying.

Are you currently a full-time or part-time student at a TAFE, university or other education institution?

1. Yes – full-time
2. Yes – part-time
5. No

*(ALL)

TECHCOMP Technical complete calculation

IF WORKED IS NOT MISSING OR FURSTUD IN (1:2) THEN FLAG AS TECHNICAL COMPLETE

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

FURLOC Where are you completing this **qualification**?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you are currently studying.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

1. Australia
2. Overseas

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

VFURQUAL What is the full title of the **qualification** you are currently studying?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you are currently studying.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

1. Enter qualification title <text box>

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

FURFOE What is your major field of education for this **qualification**?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you are currently studying.')

*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

*(CATI: DISPLAY READ OUT)

1. Natural and Physical Sciences
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health
7. Education
8. Management and Commerce
9. Society and Culture
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
90. Other (please specify)

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

FURLEV What is the level of this qualification?

*(CATI: DISPLAY READ OUT)

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree

- 10. Advanced Diploma
- 17. Associate Degree
- 11. Diploma
- 12. Non-award course
- 13. Bridging and Enabling course
- 14. Certificate I-IV
- 15. Other (*DISPLAY IF FS7/FQLOC2=2)

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

VFURINST And the institution where you are currently studying?

*(CATI) INTERVIEWER NOTE: **Please type at least 3 letters**

*PROGRAMMER NOTE: SHOW INTERVIEWER NOTE TEXT FOR CATI ONLY, SHOW PLEASE TYPE AT LEAST 3 LETTERS FOR BOTH MODES

1. Enter name of the institution <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST

*(TS 5 MODULE C)

MODULE D: GRADUATE ATTRIBUTES

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

GAS *(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

*(DISPLAY IF CATI) I'm now going to read some skills or attributes, if the skill is not required in your role, you can answer 'Not applicable'.

For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for this job?

*PROGRAMMER NOTE: RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS. REPEAT ITEM ON EACH PAGE

(STATEMENTS)

Foundation skills

FOUNDATION1/GFOUND1	Oral communication skills
FOUNDATION2/GFOUND2	Written communication skills
FOUNDATION3/GFOUND3	Numeracy skills
FOUNDATION4/GFOUND4	Ability to develop relevant knowledge
FOUNDATION5/GFOUND5	Ability to develop relevant skills
FOUNDATION6/GFOUND6	Ability to solve problems
FOUNDATION7/GFOUND7	Ability to integrate knowledge
FOUNDATION8/GFOUND8	Ability to think independently about problems

Adaptive skills and attributes

ADAPTIVE1/GADAPT1	Broad general knowledge
ADAPTIVE2/GADAPT2	Ability to develop innovative ideas
ADAPTIVE3/GADAPT3	Ability to identify new opportunities
ADAPTIVE4/GADAPT4	Ability to adapt knowledge in different contexts
ADAPTIVE5/GADAPT5	Ability to apply skills in different contexts
ADAPTIVE6/GADAPT6	Capacity to work independently

Teamwork and interpersonal skills

COLLAB1/GCOLLAB1	Working well in a team
COLLAB2/GCOLLAB2	Getting on well with others in the workplace
COLLAB3/GCOLLAB3	Working collaboratively with colleagues to complete

tasks
 COLLAB4/GCOLLAB4
 COLLAB5/GCOLLAB5
 multicultural backgrounds

Understanding of different points of view
 Ability to interact with co-workers from different or

(RESPONSE FRAME)

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree
6. Not applicable

*(TS 6 MODULE D)

MODULE E: GRADUATE PREPARATION

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
 FORMREQ Is a <QUALNAME> or similar qualification a formal requirement for you to do your current
 <main job/job>?

(INTERVIEWER NOTE: 'main job' = 'This refers to the job that you work the most hours.')

*PROGRAMMER NOTE: POP UP 'main job' = 'This refers to the job that you work the most hours.'

1. Yes
2. No

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
 QUALIMP To what extent is it important for you to have a <QUALNAME>, to be able to do your
 <main job/job>?

*(CATI: DISPLAY READ OUT)

1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
 CRSPREP Overall, how well did your <QUALNAME> prepare you for your <main job/job>?

*(CATI: DISPLAY READ OUT)

1. Not at all
2. Not well
3. Well
4. Very well
5. Don't know / Unsure

*PROGRAMMER NOTE: DISPLAY BESTPREP/VPREP AND IMPROVEPREP/VBETTER ON THE SAME PAGE

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
 VPREP What are the main ways that <E306CTXT> prepared you for employment in your
 organisation?

1. <text box>

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

VBETTER What are the main ways <E306CTXT> could have better prepared you for employment in your organisation?

1. <text box>

*(ALL)

STCHOICE Thinking about your original decision to complete your <QUALNAME> between <GRADYR2/YEAR_2> and early <YEAR>, if you had to make this choice again, would you study...

Please select one answer.

*(CATI: DISPLAY READ OUT)

1. The same qualification at the same institution
2. The same qualification at a different institution
3. The same subject area(s) at the same institution
4. The same subject area(s) at a different institution
5. Something completely different at the same institution
6. Something completely different at a different institution
7. I wouldn't study at all

*(STCHOICE≠1, IF NOT 1 AT STCHOICE)

VCHOICE What is the main reason you say that?

1. <text box>

*(TS 7 MODULE E)

MODULE F: ADDITIONAL ITEMS

MODULE G: CONTACT DETAILS

*(ALL)

CONTACT It would be great to stay in touch to see how your career develops in the coming years. Do you consent to being contacted to participate in future research to improve higher education?

1. Yes
2. No

*(ALL)

ALUMNI Do you consent to your details being passed on to your Alumni services to your institution for them to update your details?

1. Yes
2. No

*(CONTACT=1 OR ALUMNI=1, CONSENT TO FURTHER RESEARCH)

EMAIL We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: <email>

1. Permanent email address is as above
2. Enter new permanent email address [email box] *PROGRAMMER NOTE: Kickbox validation required
3. Don't have a permanent email address

4. Do not wish to be re-contacted by email

*((CONTACT=1 OR ALUMNI=1) AND ADDFLAG=1, CONSENT TO FURTHER RESEARCH AND ADDRESS IN SAMPLE FILE)

ADDRESS The postal address we have for you is:

<add1> <add2> <add3>
<suburb> <state> <pcode>
<country>

Is this correct?

*PROGRAMMER NOTE: DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY

1. Yes
2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY)
3. Do not wish to be contacted by post

*((CONTACT=1 OR ALUMNI=1) ADDFLAG=0, CONSENT TO FURTHER RESEARCH AND ADDRESS MISSING)

ADDRESS2

We do not have any postal information provided for you. Would you like to update your postal details?

1. Yes
2. No
3. Do not wish to be contacted by post

*(TS 11 MODULE G)

*(ALL)

NOTIFY Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

*((CONTACT=2 AND ALUMNI=2) AND NOTIFY=1, DECLINED FURTHER RESEARCH AND ALUMNI AND CONSENT TO RECEIVE RESULTS)

NTFEMAIL What is the best email address to send the notification to?

<email>

1. Address as above
2. Enter new email address

*(ALL)

CATCH *(DISPLAY IF ONLINE) If you would like to provide any additional information relating to your current situation please use the space below.

1. <FULL VERBATIM>

*(ALL)
END

*(DISPLAY IF ONLINE)

Thank you for your responses.

Please click '**Submit**' to finalise your survey and be redirected to our homepage.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

*(IF CATI) We appreciate your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. I can give you the details of some websites if you would like further information:

www.gos.edu.au/ – The survey home page with links to key information.

www.srcentre.com.au/gosl – A list of GOS-L FAQs with detailed information.

www.compared.edu.au – The ComparEd website helps you compare official study experience and employment outcomes data from Australian higher education institutions.

IF NEEDED: Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

Thank you for your time. Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education, Skills and Employment.

*(CATI ONLY)

INT **DO NOT ASK, INTERVIEWER PLEASE RECORD**

Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

SUBMIT

*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:

<https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal/thank-you>

*(INTRO=3, 4 OR INTRO2=3, 4, HOUSEHOLD OR RESPONDENT REFUSAL)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Don't trust surveys / government
8. Never do surveys
9. Survey is too long
10. Get too many calls for surveys / telemarketing
11. Silent number

12. Other (Please specify)

*(INTRO=3, 4 OR INTRO2=3, 4, HOUSEHOLD OR RESPONDENT REFUSAL)
RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back *(GO TO TERM2)
2. Possible conversion *(GO TO TERM2)

*(EM1=1 OR 2, WANTS TO COMPLETE ONLINE AND PROVIDED EMAIL)

TERM1 Thank you so much for being willing to take part in the survey, you will receive the survey via email in the next hour or so. Your feedback plays a significant role in enhancing Australian higher education.

*(INTRO=3,4,5 OR INTRO2=3,4,5, LANGUAGE DIFFICULTY OR HOUSEHOLD REFUSAL OR RESPONDENT REFUSAL)

TERM2 No worries, thanks very much for your help anyway.

*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	INTRO=3 OR INTRO2=3	Household refusal	Refusal
3	INTRO=4 OR INTRO2=4	Respondent refusal	Refusal
4	INTRO=5 OR INTRO2=5	Language difficulty	Other contacts
5	EM1=1 OR 2	Agreed to complete online	Other contacts
6	QET	Terminated midway	Refusal

Appendix 6 Survey screenshots

Questionnaire screenshots



Save

Thank you for agreeing to take part in the Graduate Outcomes Survey – Longitudinal (GOS-L). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment.

The survey aims to get a better understanding of the longer-term outcomes of graduates and gives you the opportunity to express your views on the course you completed three years ago at the University of Western Australia. The GOS-L is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your course.

Most people take approximately 10 minutes to complete all the questions.

If you need to take a break you can press the 'Save' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

Please **do not** use the browser 'Back' button to go back to a previous question.

Please press the 'Next' button to continue below.

Next



Save

In 2018, you told us your occupation was 'Sales Assistant' and your employer was 'Myer'. Which one of the following statements best describes your current situation?

- Yes, I am still at Myer as Sales Assistant
- I am still at Myer but in a different occupation
- Sales Assistant is still my occupation but I have changed employer
- No, I am neither at Myer nor working as Sales Assistant

Previous

Next



Save

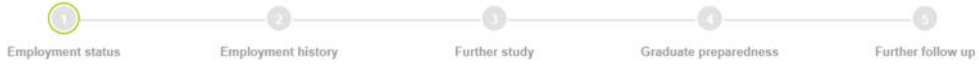
The last time we heard from you was as part of the 2018 Graduate Outcomes Survey. We are really interested to learn what you've been doing since you completed your course at the University of Western Australia in 2017, and your experiences of the leap from study to work and life beyond studying.

We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations.

We would like to hear about what you are currently doing...

Previous

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Save

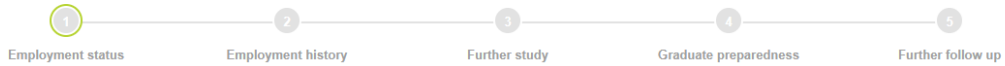
Thinking about **last week**, the week starting Monday, 12/04/2021 and ending last Sunday, 18/04/2021.

Last week, did you do any work **at all** in a job, business or farm?

- Yes
- No
- Permanently unable to work

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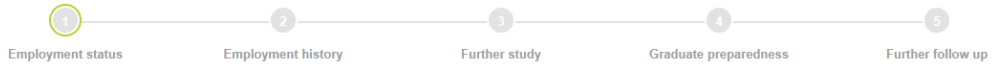
Save

Last week, did you do any work without pay in a family business?

- Yes
- No

Previous

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Save

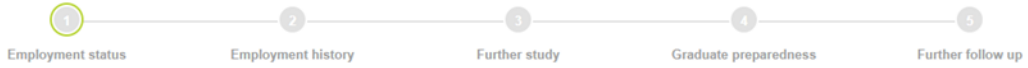
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?

Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'

- Yes
- No

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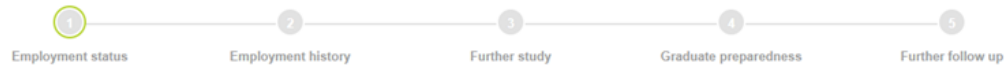
Save

At any time during the last 4 weeks have you been looking for full-time work?

- Yes
- No

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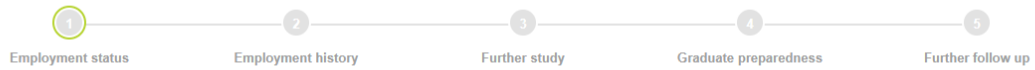
Save

Have you been looking for part-time work at any time during the last 4 weeks?

- Yes
- No

Previous

Next



Save

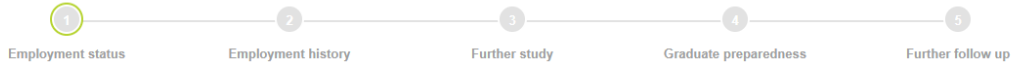
When did you begin looking for work?

Enter month

Enter year

Previous

Next



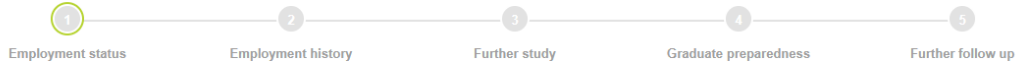
Save

If you had found a job, could you have started last week?

- Yes
- No

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Save

Why do you say you couldn't have started last week?

- Because of the current situation with COVID-19
- Some other reason

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Next



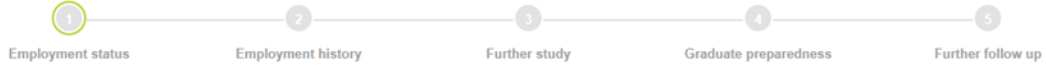
Save

You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start **work you had already obtained**?

- Yes
- No

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Save

Did you have **more than 1 job or business last week?**

- Yes
- No

Previous

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Save

The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**.

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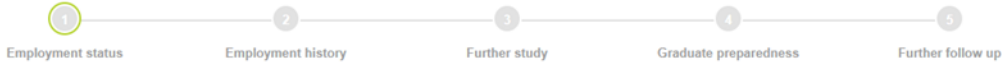
Save

Do you work for an employer, or in your own business?

- Employer
- Own business
- Other or uncertain

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Next



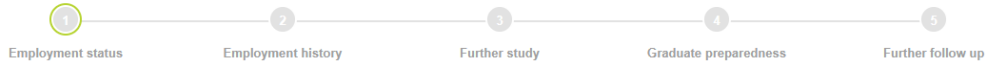
Save

Are you paid a wage or salary, or some other form of payment?

- Wage or salary
- Other or uncertain

Previous

Next



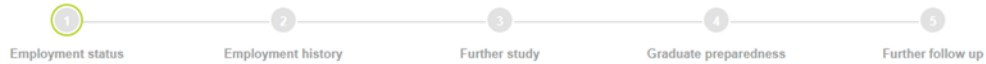
Save

What are your working arrangements?

- Unpaid voluntary work
- Unpaid trainee or work placement
- Contractor or subcontractor
- Own business or partnership
- Commission only
- Commission with retainer
- In a family business without pay
- Payment in kind
- Paid by the piece or item produced
- Wage or salary earner
- Other

Previous

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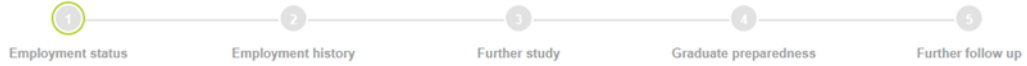
Save

How many hours did you **actually** work last week less **time off** but counting any **extra hours** worked?

Enter hours

Previous

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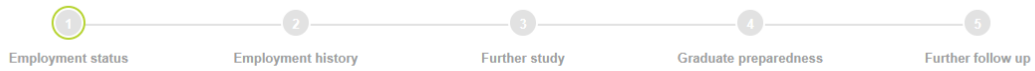
Save

How many hours do you **usually** work each week?

Enter hours

Previous

Next



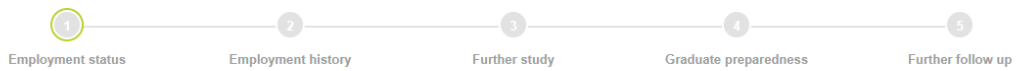
Save

Would you prefer to work more hours than you usually work?

- Yes
- No
- Don't know

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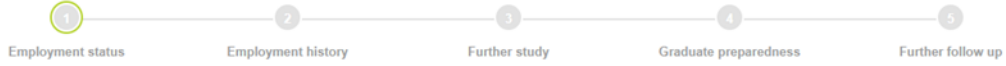
Save

How many hours a week would you like to work?

Enter hours

Previous

Next

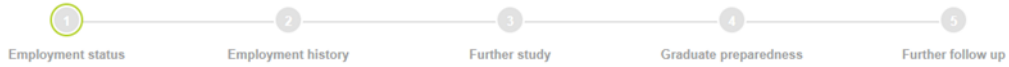


Save

Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current **job**.

Previous

Next



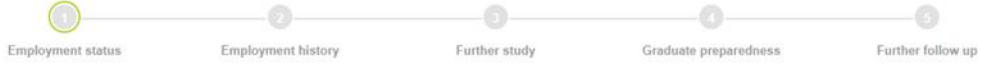
Save

What is your occupation in your **job**?

Please type at least 3 letters.

Previous

Next



Save

What are your main tasks and duties?

Previous

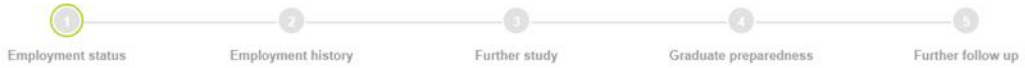
Next

Save

What is the **name of your employer**?

Previous

Next

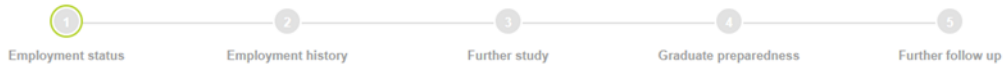


Save

What kind of **business or service** is carried out by your employer at the place you work?

Previous

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Save

In what sector are you wholly or mainly employed?

- Public or government
- Private
- Not-for-profit

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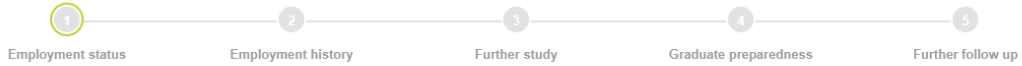
Save

Are you working in Australia?

- Yes
- No
- Not sure

Previous

Next



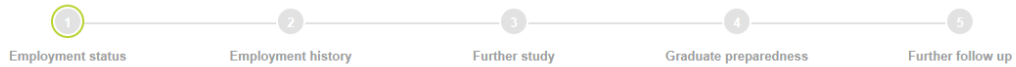
Save

In which state or territory is your business or employer currently located?

- NSW
- VIC
- QLD
- SA
- WA
- TAS
- NT
- ACT
- Don't know

Previous

Next



Save

And what is the postcode or suburb of your business or employer?

Not sure

Previous

Next



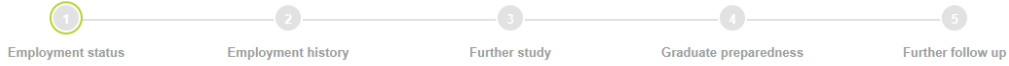
Save

Do you currently live in Australia or overseas?

- Australia
- Overseas

Previous

Next



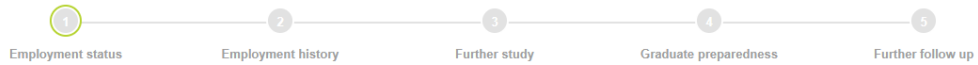
Save

In which state or territory do you usually live?

- NSW
- VIC
- QLD
- SA
- WA
- TAS
- NT
- ACT
- Don't know

Previous

Next



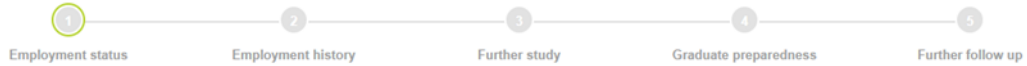
Save

What is the postcode or suburb where you usually live?

- Not sure

Previous

Next



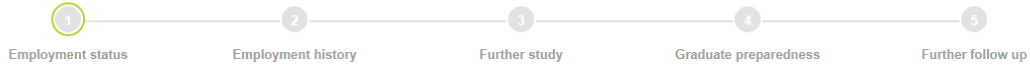
Save

Have you worked for your employer for 12 months or more?

- Yes, more than 12 months
- No, less than 12 months

Previous

Next



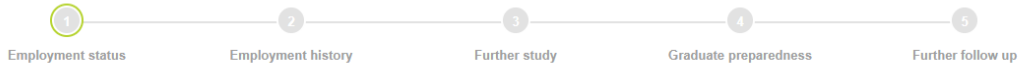
Save

How many years have you worked in your business or for your employer?

Enter number of years

Previous

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Save

In **Australian dollars**, how much do you usually earn in this job, before tax or anything else is taken out?

Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).

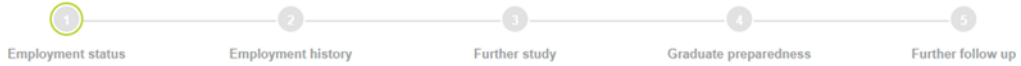
Annual income: \$0

- Amount per **hour** (please specify)
- Amount per **day** (please specify)
- Amount each **week** (please specify)
- Amount each **fortnight** (please specify)
- Amount each **month** (please specify)
- Amount each **year** (please specify)

- No earnings
- Don't know

Previous

Next



Save

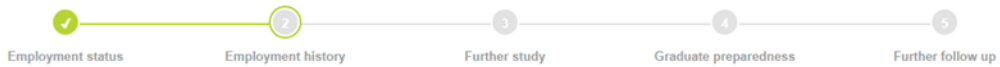
The following statements are about your skills, abilities and education.

Please indicate the extent to which you agree or disagree with each of these statements.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My job requires less education than I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more job skills than are required for this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less education than myself could perform well on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My previous training is being fully utilised on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more knowledge than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My education level is above the level required to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less work experience than myself could do my job just as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more abilities than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

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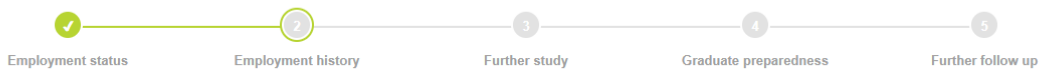
Save

Aside from your current role(s) have you worked anywhere else since 2018?

- Yes
- No

Previous

Next



Save

How many other occupations (excluding your current occupation) have you performed since 2018? If you changed occupations within the same business, please include each occupation separately.

An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.

Enter number of occupations:

Previous

Next



Save

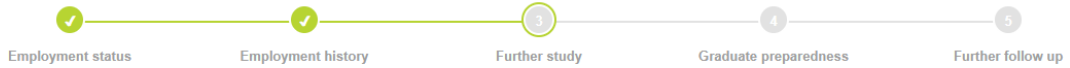
The next few questions are about qualifications you may have completed between 2018 and now.

Since you completed your Bachelor of Commerce have you completed another **qualification**?

- Yes – full-time
- Yes – part-time
- No

Previous

Next



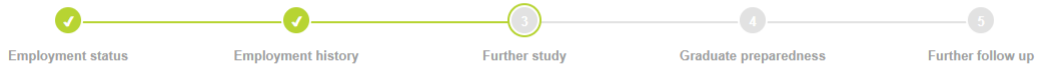
Save

Where did you complete this **qualification**?

- Australia
- Overseas

Previous

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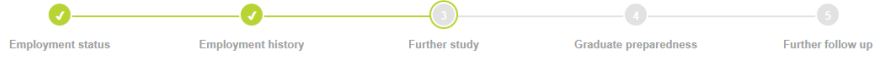
Save

What is the full title of the most recent **qualification** you completed?

Qualification title:

Previous

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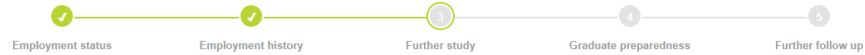
Save

What was your major field of education for this **qualification**?

- Natural and Physical Sciences
- Information Technology
- Engineering and Related Technologies
- Architecture and Building
- Agriculture Environmental and Related Studies
- Health
- Education
- Management and Commerce
- Society and Culture
- Creative Arts
- Food, Hospitality and Personal Services
- Mixed field qualification
- Other (please specify)

Previous

Next



Save

What was the level of this **qualification**?

- Higher Doctorate
- Doctorate by Research
- Doctorate by Coursework
- Master Degree by Research
- Master Degree by Coursework
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) Degree
- Bachelor (Pass) Degree
- Advanced Diploma
- Associate Degree
- Diploma
- Non-award course
- Bridging and Enabling course
- Certificate I-IV

Previous

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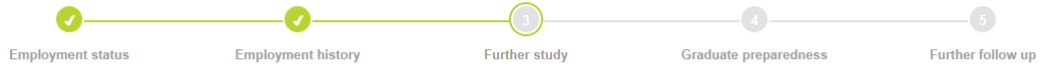
Save

And the institution where you completed the **qualification**?

Please type at least 3 letters.

Previous

Next



Save

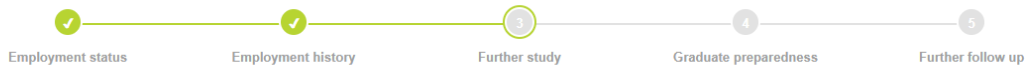
The following questions are about qualifications you are currently studying.

Are you currently a full-time or part-time student at a TAFE, university or other education institution?

- Yes – full-time
- Yes – part-time
- No

Previous

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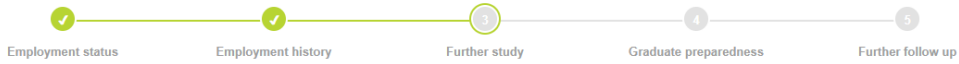
Save

Where are you completing this **qualification**?

- Australia
- Overseas

Previous

Next



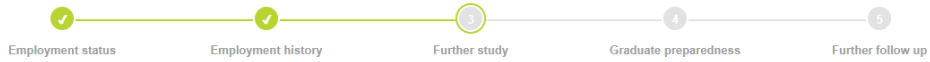
Save

What is the full title of the **qualification** you are currently studying?

Qualification title:

Previous

Next



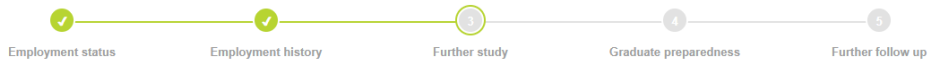
Save

What is your major field of education for this **qualification**?

- Natural and Physical Sciences
- Information Technology
- Engineering and Related Technologies
- Architecture and Building
- Agriculture Environmental and Related Studies
- Health
- Education
- Management and Commerce
- Society and Culture
- Creative Arts
- Food, Hospitality and Personal Services
- Mixed field qualification
- Other (please specify)

Previous

Next



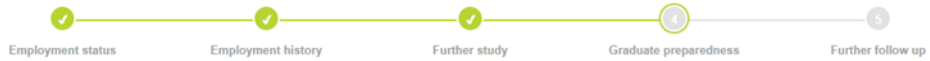
Save

What is the level of this **qualification**?

- Higher Doctorate
- Doctorate by Research
- Doctorate by Coursework
- Master Degree by Research
- Master Degree by Coursework
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) Degree
- Bachelor (Pass) Degree
- Advanced Diploma
- Associate Degree
- Diploma
- Non-award course
- Bridging and Enabling course
- Certificate I-IV
- Other

Previous

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Save

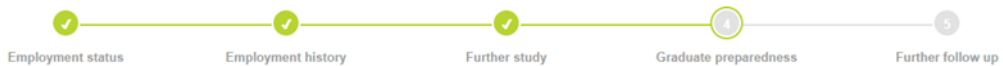
For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Commerce from the University of Western Australia prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think independently about problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to integrate knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



Save

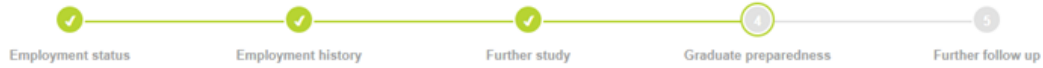
For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Commerce from the University of Western Australia prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Ability to adapt knowledge in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify new opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop innovative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply skills in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broad general knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Save

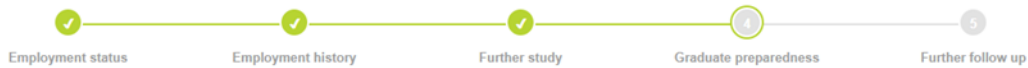
For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Commerce from the University of Western Australia prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Understanding of different points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interact with co-workers from different or multicultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting on well with others in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with colleagues to complete tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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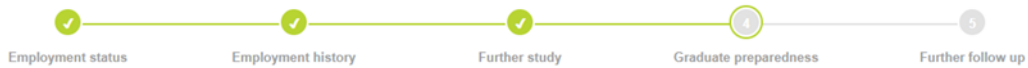
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Is a Bachelor of Commerce or similar qualification a formal requirement for you to do your current job?

- Yes
- No

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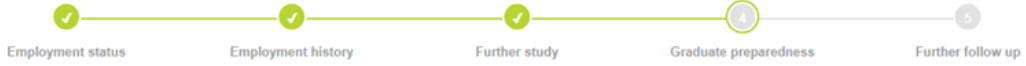
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To what extent is it important for you to have a Bachelor of Commerce, to be able to do your job?

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

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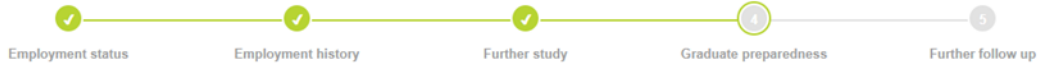
Save

Overall, how well did your Bachelor of Commerce prepare you for your **job**?

- Not at all
- Not well
- Well
- Very well
- Don't know / Unsure

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What are the main ways that the University of Western Australia prepared you for employment in your organisation?

What are the main ways the University of Western Australia could have better prepared you for employment in your organisation?

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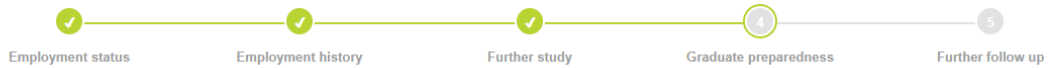
Thinking about your original decision to complete your Bachelor of Commerce between 2015 and early 2017, if you had to make this choice again, would you study...

Please select one answer

- The same qualification at the same institution
- The same qualification at a different institution
- The same subject area(s) at the same institution
- The same subject area(s) at a different institution
- Something completely different at the same institution
- Something completely different at a different institution
- I wouldn't study at all

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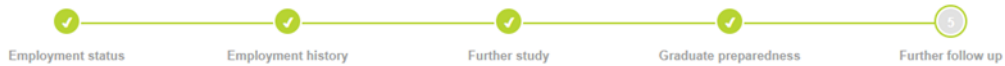


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What is the main reason you say that?

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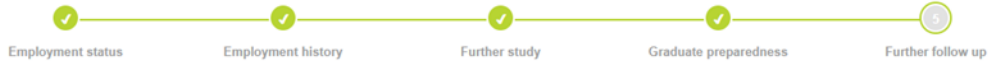
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It would be great to stay in touch to see how your career develops in the coming years. Do you consent to being contacted to participate in future research to improve higher education?

- Yes
- No

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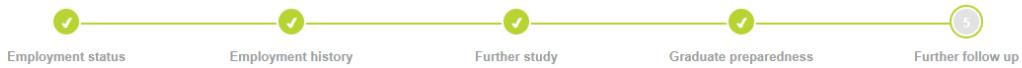
Save

Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

- Yes
- No

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Save

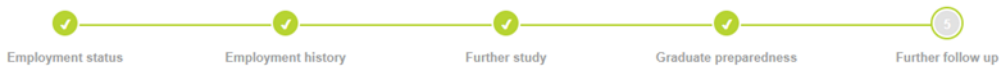
We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: **test@srcentre.com.au**

- Permanent email address is as above
- Enter new permanent email address
- Don't have a permanent email address
- Do not wish to be re-contacted by email

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Save

Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

- Yes
- No

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Save

If you would like to provide any additional information relating to your current situation please use the space below.

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Thank you for your responses.

Please click '**Submit**' to finalise your survey and be redirected to our home page.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14

Submit

Appendix 7 Small screen optimisation

Small screen optimisation

This appendix outlines key design decisions relating to the presentation of the online survey for the 2021 GOS-L and the QILT suite of surveys more broadly. Online survey presentation was informed by the literature and accessibility guidelines.

Small screen optimisation principles

Some of the device effects associated with completing online surveys via small screen devices, as reported in Callegaro et al. (2015), include longer questionnaire completion times, but quicker response times, higher break off rates, shorter answers to open ended questions, increased primacy effects and increased use of responses that appear on the screen without the need for vertical or horizontal scrolling. Small screen optimisation is the term used to try and mitigate some of these potential device effects. For the QILT suite of surveys, the Social Research Centre had sought to ensure that the surveys were optimised for small screen devices. Based on Callegaro, et al., (2015), the Social Research Centre adopted a set of basic guidelines for designing online surveys for completion on small screen devices. These included:

- Keeping the subject, content and survey link short in the email invitation, as long subject lines will create multiple lines of text requiring the respondent to scroll.
- Removing or reducing all non-essential, non-question content in question pages as these take longer to load. Information such as the Social Research Centre's privacy statement, and survey frequently asked questions, were made available as links at the bottom of email invitations and reminders and were not presented on screen by default.
- Minimising the use of grid / table format for questions as tables require respondents to zoom and scroll horizontally just to read the text. The current iteration of the survey had all grid statements presented as a set of items on small screen devices, so respondents only had to scroll vertically and were not required to zoom or scroll horizontally.
- Optimising the size and orientation of the navigation (Previous and Next) and Save buttons for small screen devices. The small screen layout stacked the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons were also increased to assist with selection and reduce the need for scrolling.
- Drag and drop format questions (as often used for ranking) may not work well on a small screen device and are best avoided. There were no drag and drop format questions in the 2021 GOS-L questionnaire, but this is a consideration for the future.
- Consider splitting long bipolar scales into two questions, first the two main options (satisfied or dissatisfied) and then the level within each option (e.g. extremely, very, somewhat), particularly for scales with 7 or more points (this was not applied to items used for the QILT suite of surveys indicators to date).
- Continuing to avoid videos and large pictures wherever possible as they can be problematic and take a long time to load.

Optimisation within the GOS-L

Small screen users were classified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type.

Several elements of the online survey were changed for small screen users. The size of pictures (such as the GOS-L logo) were scaled for optimal display on small screens and grid items were optimised to ensure response options on the right-hand side of the grid do not fall off-screen, leading to response error. The size and orientation of the navigation (Previous and Next) and Save buttons was also changed for small screen devices. The small screen layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the small screen view.

Font types and sizes were customised for small screen display and there were subtle differences in the user interface between touchscreen and non-touch enabled devices. For touchscreen devices proportionally larger buttons were used to reduce margin of error for selecting a response option, with the software being able to determine which response option was intended to be selected where a user had touched near, but not perfectly on the response option.

Grid (also known as table or matrix) items were reconfigured to display over multiple screens (navigated by vertical scrolling) on a small screen device. See Figure 1 and Figure 2 for comparison of small screen and desktop grid item display.

Figure 1 Grid item display on small screen device

GOS-L
Graduate Outcomes Survey - Longitudinal

63%

For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Social Research from the Social Research Centre prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

Ability to develop relevant knowledge

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Numeracy skills

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Ability to think independently about problems

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Ability to solve problems

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Ability to develop relevant skills

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Written communication skills

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Ability to integrate knowledge

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Oral communication skills

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Next

Previous

Save

Figure 2 Grid item display on desktop device

GOS-L
Graduate Outcomes Survey - Longitudinal

Progress bar: Employment status, Employment history, Further study, Graduate preparedness, Further follow up

Save

For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Commerce from the University of Western Australia prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think independently about problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to integrate knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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References

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Los Angeles: SAGE.

Appendix 8 Response by institution

Response rate by institution

Universities Institution name	Response Rate (%)
Australian Catholic University	53.5
Bond University	47.3
Central Queensland University	49.4
Charles Darwin University	50.6
Charles Sturt University	49.5
Curtin University	47.7
Deakin University	55.0
Edith Cowan University	60.3
Federation University Australia	43.3
Flinders University	46.8
Griffith University	49.5
James Cook University	56.3
La Trobe University	49.9
Macquarie University	43.0
Monash University	50.3
Murdoch University	49.2
Queensland University of Technology	55.8
RMIT University	44.1
Southern Cross University	48.7
Swinburne University of Technology	45.3
The Australian National University	54.9
The University of Adelaide	50.2
The University of Melbourne	52.5
The University of Notre Dame Australia	48.5
The University of Queensland	56.6
The University of South Australia	46.3
The University of Sydney	47.8
The University of Western Australia	49.9
Torrens University	37.6
University of Canberra	52.6
University of Divinity	53.4
University of New England	56.6
University of New South Wales	36.9
University of Newcastle	48.4
University of Southern Queensland	53.6
University of Tasmania	49.7
University of Technology Sydney	42.7
University of the Sunshine Coast	54.7
University of Wollongong	41.6
Victoria University	47.1
Western Sydney University	39.7
All Universities	49.4

Non-university Higher Education Providers	Response Rate (%)
Institution name	
Academies Australasia Polytechnic Pty Limited	50.0
Academy of Information Technology	37.2
ACAP and NCPS	54.5
Adelaide Central School of Art	38.5
Adelaide College of Divinity	88.9
Alphacrucis College	52.0
Asia Pacific International College	28.8
Australian Academy of Music and Performing Arts	50.0
Australian College of Theology Limited	63.5
Australian Institute of Business Pty Ltd	49.4
Australian Institute of Higher Education	22.2
Australian Institute of Professional Counsellors	40.0
Avondale University College	58.3
Box Hill Institute	46.4
Campion College Australia	50.0
Canberra Institute of Technology	20.0
Christian Heritage College	50.0
CIC Higher Education	20.6
Collarts (Australian College of the Arts)	40.0
Eastern College Australia	76.9
Elite Education Institute	25.0
Endeavour College of Natural Health	48.1
Excelsia College	25.0
Health Education & Training Institute	65.5
Holmes Institute	28.7
Holmesglen Institute	47.3
International College of Hotel Management	53.3
International College of Management, Sydney	29.4
Jazz Music Institute	50.0
Kaplan Business School	34.3
Kaplan Higher Education Pty Ltd	36.3
King's Own Institute	31.3
LCI Melbourne	23.1
Le Cordon Bleu Australia	42.1
Macleay College	42.9
Marcus Oldham College	57.1
Melbourne Institute of Technology	29.5
Melbourne Polytechnic	31.8
Montessori World Educational Institute (Australia)	42.9
Moore Theological College	89.1
Morling College	66.7
Nan Tien Institute	50.0
National Art School	43.2
Perth Bible College	50.0
Photography Studies College (Melbourne)	41.7
SAE Institute	44.6
Stott's College	33.3

Study Group Australia Pty Limited	20.0
Sydney College of Divinity	53.2
Tabor College of Higher Education	54.5
TAFE NSW	45.6
TAFE Queensland	66.7
TAFE South Australia	40.0
The Australian College of Physical Education	30.4
The Australian Institute of Music	45.4
The Cairnmillar Institute	65.4
The College of Law Limited	49.5
The MIECAT Institute	73.1
Think Education	43.9
UOW College	22.2
UTS College	18.7
Whitehouse Institute of Design, Australia	38.5
William Angliss Institute	35.0
All NUHEIs	43.1
