

2022 Graduate Outcomes Survey

Methodological Report

February 2023



Social
Research
Centre

Report prepared for:

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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 2022 Graduate Outcomes Survey (GOS, 'the survey'), conducted on behalf of the Australian Government Department of Education ('the department') by the Social Research Centre. This report is organised into the following sections:

- Section 1 provides background information and 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 and non-response.
- Section 8 outlines key learnings and considerations for future iterations of the GOS.

1.2 Background

The GOS is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. The GOS replaced the Australian Graduate Survey (AGS) conducted between 2009 and 2014. For a more detailed history of the GOS and its predecessor instruments, refer to the *2017 GOS Methodological Report*.

1.3 Objectives

The broad aim of the GOS is to measure the short-term labour force outcomes achieved by graduates of Australian higher education institutions approximately four to six months post completion of their undergraduate or postgraduate award. 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 providers. Specific research objectives of the GOS are to measure recent higher education graduates':

- Employment and further study outcomes.
- Level of satisfaction with their higher education course.

The GOS survey instrument is also the mechanism for building sample for the Employer Satisfaction Survey (ESS). The ESS is the first national survey that directly links the experiences of graduates to the views of their direct supervisors. At the completion of the GOS proper, the ESS was introduced and GOS respondents who confirmed that they were in employment were asked to provide contact details for their work supervisor. The ESS collected the insights and perceptions of Australian employers to help monitor and better understand:

- The specific skills and attributes employers need in their business.
- How well higher education is equipping graduates for the workforce.

The ESS was positioned to employers as an opportunity for them to provide feedback about their perceptions of higher education, not as an assessment of the graduate. An ESS brochure was available to employers via the QILT website and is included at Appendix 8.

1.4 Overview

Graduates who completed a course from March 2021 through to February 2022 were invited to participate in the 2022 GOS. The 2022 GOS collection cycle was conducted over three distinct collection rounds (November 2021, February 2022, and May 2022). Additionally, due to the ongoing Tertiary Collection of Student Information (TCSI) project migration, a handful of institutions included January and February 2021 completions (which ordinarily would have been in-scope for the 2021 GOS May collection round) in the 2022 GOS November 2021 collection round.

Sample for the survey was mainly sourced from TCSI, whilst the participating higher education institutions provided information such as contact details. A *Collection and Sample Guide* (refer to Appendix 1) was provided to help institutions with their administration of the survey. Except for retired items and institution specific questions (refer to Section 4.3), the survey instrument deployed at each collection round in the 2022 GOS collection cycle was largely consistent with previous years.

The survey was fielded online in English only. Invitations were sent by email, with reminders sent by email and SMS. Reminder calls were also deployed with selected non-responding graduates. Participating institutions could also commission additional reminder calls or full interviews via Computer Assisted Telephone Interviewing (CATI) 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. No full CATI interviews were commissioned for the 2022 GOS.

A total of 131,311 surveys were completed (refer to Section 5.1 for a definition). This was made up of 119,989 graduates of 42 Australian universities and 11,322 graduates of 88 non-university higher education institutions (NUHEIs). Refer to Table 1 for further details of participation by collection round.

Response rate varied across each collection round, with the highest response rate achieved in the May collection round as compared to November and February. The final overall response rate for the 2022 GOS was 39.4 per cent, slightly lower than the response rate from the 2021 GOS (40.4 per cent). The final response rate for the 2022 GOS was slightly higher for universities (39.4 per cent) compared to NUHEIs (38.9 per cent).

Table 1 Key project statistics

	November 2021		February 2022		May 2022		Total	
	University	NUHEI	University	NUHEI	University	NUHEI	University	NUHEI
Participating institutions (n)	42	66	32	43	42	77	42	88
Total sample (n)	105,482	13,688	22,660	4,456	202,840	14,122	330,982	32,266
In-scope sample approached (n)	97,334	12,409	20,772	3,913	186,081	12,769	304,187	29,091
Surveys completed (n)	37,311	4,635	8,063	1,398	74,615	5,289	119,989	11,322
Response rate (%)	38.3	37.4	38.8	35.7	40.1	41.4	39.4	38.9

Note: For QILT projects, 'response rate' is defined as surveys completed as a proportion of in-scope sample approached, where in-scope sample approached 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.

1.5 Project milestones

Table 2 provides a summary of the key project milestones for each collection round in the 2022 GOS.

Table 2 Key project milestones

Task	November 2021	February 2022	May 2022
Establishment			
Core questionnaire development*	6-Sep-21 to 8-Oct-21	-	-
Sample preparation	23-Aug-21 to 13-Oct-21	25-Oct-21 to 10-Dec-21	21-Feb-22 to 8-Apr-22
Fieldwork			
Soft launch main online fieldwork period (NUHEIs)	26-Oct-21	1-Feb-22	26-Apr-22
Start main online fieldwork (Universities)	28-Oct-21	3-Feb-22	28-Apr-22
In field reminder calls	4-Nov-21 to 25-Nov-21	10-Feb-22 to 3-Mar-22	5-May-22 to 26-May-22
Main online fieldwork closes**	28-Nov-21	6-Mar-22	29-May-22
Post field reminder calls†	29-Nov-21	07-Mar-22	30-May-22
Fieldwork closes†	14-Dec-21	22-Mar-22	14-Jun-22
Reporting			
Draft data and documentation to the department	-	-	15-Jul-22
Draft National Report to the department	-	-	31-Jul-22
Final data and documentation to the department	-	-	31-Jul-22
Methodology Report to the department	-	-	15-Aug-22
Institutional Tableau report and data files delivered	-	-	31-Aug-22
Final National Report to the department			31-Aug-22

*February and May dates not shown as only minor changes made to the questionnaire for these collection rounds.

** 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

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2021 and February 2022. This included domestic and international graduates living outside Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey.

All graduates meeting these criteria were selected for inclusion in the survey. In this way, the 2022 GOS was an attempted census of all in-scope higher education graduates, thereby ensuring as full coverage as possible.

2.2 Institutional participation

All institutions that previously participated in the QILT surveys, along with institutions newly registered with QILT, were invited to participate in the GOS 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 registered institutional contacts approximately two months prior to the commencement of online fieldwork for each collection round.

In 2021, department funding of QILT participation was extended to non-Higher Education Support Act (HESA) institutions for the first time. Non-HESA institutions continued to be able to participate free of charge in the 2022 GOS collection cycle.

A total of 155 institutions (42 universities and 113 NUHEIs) were invited to participate in the 2022 GOS. Like previous collection cycles, institutional participation in the 2022 GOS was optional. Of those invited, all universities participated, whilst 25 NUHEIs chose not to participate. The main reasons cited by NUHEIs for non-participation included not having any student completions in one of the three reference periods for each respective GOS collection round, or in some cases, not having the administrative resources required. Of the 88 NUHEIs that agreed to participate in the 2022 GOS, 20 were non-HESA institutions. This is an increase from the 12 non-HESA providers who participated in the 2021 GOS, demonstrating a commitment to making the QILT surveys as accessible as possible for all Australian higher education institutions.

Most universities participated in all three collection rounds. Whilst more NUHEIs still elected to participate in May and November respectively, participation in the February collection round continued to increase (43 NUHEIs participated in February 2022 compared to 40 in February 2021). The November and May collection rounds had higher levels of institutional participation as the in-scope reference period for graduates aligned with the more common course completion dates in the middle or end of the year. For a list of participating institutions and sample size by collection round, refer to Appendix 2.

2.3 Course majors

The default methodology for the GOS is to survey at the course / qualification level. However, institutions also have the option to survey their graduates at the majors level. Prior to providing sample for the 2022 GOS, institutions were asked to confirm whether they wanted their graduates surveyed at the majors level. For consistency of data, institutions were required to take a uniform approach to surveying at the course level or majors level across the entire 2022 GOS collection cycle.

As majors data is not included in the TCSI project, the option of surveying using majors was only recommended for institutions with generic course offerings (i.e., Bachelor of Arts, Bachelor of Science, Doctor of Philosophy) that also had accurate administrative majors data available for populating sample. Institutions that elected to survey using majors were asked to complete or update a concordance of majors to courses for their institution and provide data for each graduate's major(s) in the returned sample files.

As recommended in the *2021 GOS Methodological Report*, due to the Course Experience Questionnaire (CEQ) being retired as a core item, a review of surveying using majors was conducted ahead of the 2022 GOS sample preparation period. The aim was to analyse institutions' continued practice of surveying using majors. Following this review, one institution opted to change to surveying using course.

In the 2022 GOS there were 13 institutions (all universities) that opted to survey using majors. All other institutions chose to survey their graduates at the course level.

2.4 Sample frame

The GOS used a centralised approach to sampling based on data extracted from the TCSI project to create sample files for individual institutions. This ensured the sampling methodology was robust, consistent and transparent across all institutions. The TCSI project replaced the Higher Education Information Management Systems (HEIMS) as the authoritative source of information regarding higher education in Australia in mid-2021.

Institutions are able to enter course completion data to TCSI on a continual basis. For the purpose of extracting the GOS sample, an agreed cut-off date for all completion data to be entered into TCSI was communicated to institutions. This date was usually one week prior to the delivery of institution sample files in each collection round.

Institutions that had not yet migrated to TCSI or had missing course completion data in TCSI were offered a Full template to provide all or part of their sample. The Full template enabled institutions to submit TCSI-consistent data elements for survey execution and reporting.

2.4.1. Additional populations

Institutions were also provided with the opportunity to include out-of-scope graduates as additional populations in the GOS on a fee-for-service basis. The sample return process allowed institutions to provide additional populations in their returned sample files.

GOS additional populations can include groups such as offshore graduates who completed the requirements for an Australian award during the relevant GOS data collection reference period, or out of cycle graduates (graduates in-scope for a previous collection round but not approached). Five institutions (one university, four NUHEIs) opted to survey additional populations in the 2022 GOS. These included offshore graduates and out of cycle graduates. Additional populations are not included in the *National Report* and do not appear in results presented in this report.

2.5 Sample preparation overview

Detailed information regarding the GOS sampling process was available to institutions in the *Collection and Sample Guide* (refer to Section 3.1.1). The guide was provided to institutions prior to each GOS collection round and outlined the:

- timeline for sample provision,
- options for submission of sample information,

- data elements that were pre-populated, essential, or optional,
- processes for inclusion of additional populations and majors data,
- data elements important for response maximisation, and
- steps for flagging the in-scope population.

The department provided an extract of all TCSI submissions from institutions to the Social Research Centre. The Social Research Centre then reviewed this extract to identify records eligible to participate in the GOS. Sample counts by institution were checked against historical submissions to ensure all expected TCSI submissions were included in the extract. Following this, individual sample files were distributed to institutions for verification, contact information updates and review of the in-scope status of all sample records, to ensure graduates who should not be surveyed were correctly flagged by institutions.

Some institutions were still in the process of migrating to TCSI or did not have all their course completion data submitted to TCSI. To ensure all in-scope records were submitted, these institutions were provided with a Full template to record submissions not present in the TCSI extract.

Institutions were asked to complete the templates as per the instructions in the *Collection and Sample Guide* and return the sample to the Social Research Centre for verification.

2.5.1. Sample processing quality assurance

Upon receipt of an institution's returned sample file, the Social Research Centre undertook a range of validation checks to ensure the quality of returned sample files. 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.

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.
- 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, record scoping and unit record logic checks.
- An extensive sample cleaning process on files validated by the auto-checker before being operationalised for fieldwork.
- Cross-checking data within, and merging of, data for institutions with multiple sample files.

2.5.2. Sample cleaning

The 2022 GOS validation process included the following sample quality requirements, cleaning checks and operationalisation tasks:

- Comparison of sample against the institution's historical sample to identify inconsistencies in the in-scope population.
- All essential data elements provided for all in-scope records.

- Personal email addresses (non-institution) supplied where possible.
- Email address information was cleaned and validated.
- Phone numbers supplied where possible, a log of institutions that did not or could not provide phone numbers was maintained for reference.
- *E592* (previously *CompletionDate*) is in-scope and within the collection round's expected reference period.
- Version control checks for institution files that require multiple submissions to pass validation.
- Data for all TCSI data elements adhere to specified formats.
- Sample course information validated in TCSI aligns with course information provided in the interim TCSI extract.
- Identify and flag additional populations for inclusion (refer to Section 2.4.1).
- Check for duplication of records for the same individual against GOS collections and multiple files within a collection.

2.5.3. Exclusions

After application of the exclusion rules listed below, 139,657 records were removed from the sample. This is substantially higher than the 2021 exclusions count (n=82,369). This was a result of the TCSI extracts received by the Social Research Centre in 2022 containing all records in the TCSI database; in previous years, the extracts were received already filtered to the GOS in-scope reference period.

Exclusion rules included:

- duplicate sample records,
- out-of-scope sample records based on the *GraduateStatus* variable (reasons include not being a graduate, graduate should not be contacted, graduate has been surveyed in a prior collection round or other reasons as determined by the institution), and
- sample records with course information insufficient for the administration of the GOS instrument.

2.5.4. Sample file quality issues

Issues identified throughout the sample return quality assurance process were communicated to institution contacts via email and guidance in resolving issues was provided as necessary by the research team. The project schedule allowed time for the resolution of all sample quality issues prior to the commencement of fieldwork.

The main data quality issues observed during the 2022 GOS were as follows:

- Information essential for survey operationalisation or analysis (i.e., *E592*, *GraduateStatus*, *TCSI variables*, etc) not being provided, or not provided in the specified format.
- Conflicting scoping information (i.e., *Exclusions* flagged as in-scope, *E592* outside the reference period flagged as in-scope).
- Non-allowable values being provided for variables that changed during the transition to TCSI (i.e., *E327*, *E615*).
- Insufficient, limited, or unclear contact information (i.e., phone number, email).

- Formatting issues such as altering of templates, use of special characters or duplication of unique records/identifiers.
- Incorrect course codes being provided or course codes not being up to date in the master course list.
- Incorrect assignment of majors or missing majors data.

Sample preparation documentation (refer to Appendix 1) was reviewed ahead of each collection round to incorporate learnings related to sample file quality issues.

3. Survey design and procedures

3.1 Institutional engagement

To build institutional engagement with the GOS, the Social Research Centre employed a strategy based on the principles of stakeholder need, transparency, knowledge sharing, and responsiveness. The Social Research Centre's institutional engagement strategy for the 2022 GOS is described in this section and included:

- Planning resources such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*.
- Communications inviting institutions to participate in the GOS.
- Webinars and newsletters.
- An ongoing dialog with survey managers to build rapport, including the offer of support during field.
- Supporting institutions to undertake response maximisation activity, such as awareness emails, social media posts and advertisement at graduations, through the *Collection and Sample Guide* and *Marketing Pack* (refer to Section 3.2).

3.1.1. Planning resources

The Social Research Centre provided planning resources to participating institutions to support the ease of institution participation, allow forward planning of institution resources and ensure project milestones were delivered to schedule.

The *QILT Key Dates Calendar* (refer to Section 1.5) was accessible via the QILT provider portal and contained an overview of the 2022 GOS project milestones along with timelines for the entire QILT suite of surveys. The calendar was kept up to date year-round with any project schedule adjustments.

A *Collection and Sample Guide* was made available for each collection round. A notification email was sent to all institutions advising of each new release and the guides were accessible via the QILT provider portal. The *Collection and Sample Guide* provided a stand-alone source of information to introduce the GOS, 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, describe institution deliverables and document general conduct of the GOS. The 2022 GOS May *Collection and Sample Guide* is provided at Appendix 1.

3.1.2. Invitation to participate

As noted in Section 2.2, prior to each collection round in the 2022 GOS collection cycle, the Social Research Centre sent an email to all registered survey contacts at each institution. The email asked recipients to confirm their institution's participation in the respective collection round and provide up to date contact information via the PASF. Further, for each collection round, institutions were asked to nominate additional fee-for-service activities via the PASF. The 2022 GOS offered the following fee-for-service activities:

- Inclusion of additional populations (refer to Section 2.4.1).
- Inclusion of additional items in the GOS questionnaire (refer to Section 4.3.1).
- Participation in an additional SMS reminder (refer to Section 3.3.3).

- Participation in post field reminder calls (refer to Section 3.3.4) or full CATI surveys (refer to Section 3.3.5).

3.1.3. Webinars and newsletters

As part of the institutional engagement strategy, a series of webinars and newsletters was provided to institutions throughout the 2022 GOS collection cycle. Newsletters were sent monthly covering information related to key QILT survey milestones, acting as a regular point of contact with institution contacts who subscribed. Webinars were presented for institutions on a near monthly basis. Webinar topics were designed to guide institutions through key stages of the survey administration process, share technical and methodological insights and present analysis on topics of relevance to the higher education sector. To ensure continued engagement and relevance, institutions were consulted to inform topics of interest for future webinars. Webinars relating directly to the 2022 GOS collection cycle covered topics such as analysis of prior year survey results, sample preparation, questionnaire changes, response maximisation, survey methodology and fieldwork progress.

3.1.4. Ongoing dialogue with institutions

An open dialogue with survey managers was maintained throughout the 2022 GOS collection cycle to build rapport, offer support, discuss fieldwork performance, and better understand key issues that could impact the GOS. The following engagement activities were conducted to connect with institutions:

- **Institutional outreach:** telephone contact was attempted with all participating universities and selected NUHEIs during fieldwork for the 2022 GOS. A follow up email was sent when contact with an institution could not be made by telephone (e.g., following a voicemail). To assist with response maximisation, priority was given to contacting larger institutions and institutions with particularly low or high response rates.
- **Respondent Engagement Survey (RES):** a brief survey was sent to institution contacts after the May fieldwork period. A total of 62 institutions participated in the 2022 GOS RES. The RES collected data to inform analysis on response rate maximisation and was an opportunity for institutions to provide more general feedback on their experience with using the *Marketing Pack*.

In addition to these activities, the QILT research, administration and consulting teams were in regular contact with institutions to maintain a high level of institutional engagement.

3.2 Graduate engagement

In addition to the *Collection and Sample Guide*, a *Marketing Pack* was published ahead of each collection round on the QILT provider portal to assist institutions with graduate engagement activities. Feedback from survey managers via the RES and other channels was reviewed to ensure materials best met institutional needs. All marketing materials referred graduates to either the QILT website, the Social Research Centre website, the GOS helpdesk email address or GOS helpdesk 1800 number for the purpose of contacting the Social Research Centre with any queries.

The *Collection and Sample Guide* for each collection round of the 2022 GOS included an 'Engagement activity plan'. The plan proposed a marketing campaign schedule that was aligned to the relevant GOS fieldwork period and paired engagement activities with the appropriate *Marketing Pack* resource. A *Marketing Pack User Guide* was included with the *Marketing Pack* to assist institutional survey managers with survey promotion by outlining suggested dates and captions for social media posts and other resources. The *Collection and Sample Guide* is included at Appendix 1.

3.3 Contact protocol

The 2022 GOS employed an extensive protocol of contact attempts, including an email invitation and nine email reminders, three SMS reminders, and telephone reminder call activity. As an extension to this protocol, an additional SMS and post field reminder calls could be commissioned by institutions on a fee-for-service basis. Each contact mode included provision to opt-out or unsubscribe from future contact, in alignment with obligations under the Australian Communications and Media Authority (ACMA) Spam Act. Graduates could also opt-out by contacting the GOS helpdesk.

Table 3 shows the date of contact activity, as well the number of emails and SMS sent. A copy of the email invitations and reminders and SMS for the May collection round is provided at Appendix 3.

Table 3 Invitation and reminder schedule

Contact activity	November 2021		February 2022		May 2022	
	Day of send	Number sent	Day of send	Number sent	Day of send	Number sent
Email invitation (NUHEI)	Tue, 26 Oct	119,012	Tue, 1 Feb	26,972	Tue, 26 Apr	216,664
Email invitation (University)	Thu, 28 Oct		Thu, 3 Feb		Thu, 28 Apr	
Email reminder 1	Sat, 30 Oct	111,478	Sat, 5 Feb	25,093	Sat, 30 Apr	203,060
Email reminder 2	Mon, 1 Nov	106,351	Mon, 7 Feb	23,783	Mon, 2 May	192,662
Prize draw 1 closed	Mon, 1 Nov	N/A	Mon, 7 Feb	N/A	Mon, 2 May	N/A
Email reminder 3 and in field reminder calls commenced	Thu, 4 Nov	101,046	Thu, 10 Feb	22,465	Thu, 5 May	182,484
Email reminder 4	Mon, 8 Nov	96,899	Mon, 14 Feb	21,581	Mon, 9 May	175,435
SMS 1	Mon, 8 Nov	75,511	Mon, 14 Feb	15,324	Mon, 9 May	140,167
Prize draw 2 closed	Mon, 8 Nov	N/A	Mon, 14 Feb	N/A	Mon, 9 May	N/A
Email reminder 5	Wed, 10 Nov	89,892	Wed, 16 Feb	20,196	Wed, 11 May	162,908
Open email reminders to Email 3 and Email 4 if available	Mon, 15 Nov	N/A	Mon, 21 Feb	N/A	Mon, 16 May	N/A
Email reminder 6	Mon, 15 Nov	86,344	Mon, 21 Feb	19,518	Mon, 16 May	155,861
SMS 2	Mon, 15 Nov	62,595	Mon, 21 Feb	13,107	Mon, 16 May	116,442
Prize draw 3 closed	Mon, 15 Nov	N/A	Mon, 21 Feb	N/A	Mon, 16 May	N/A
Email reminder 7	Fri, 19 Nov	80,848	Fri, 25 Feb	18,297	Fri, 20 May	146,184
Email reminder 8	Mon, 22 Nov	79,385	Mon, 28 Feb	17,971	Mon, 23 May	142,747
SMS fee-for-service	Mon, 22 Nov	-	Mon, 28 Feb	-	Mon, 23 May	-
Prize draw 4 closed	Mon, 22 Nov	N/A	Mon, 28 Feb	N/A	Mon, 23 May	N/A
Email reminder 9	Thu, 25 Nov	77,363	Thu, 3 Mar	17,413	Thu, 26 May	138,220
SMS 3	Thu, 25 Nov	9,611	Thu, 3 Mar	2,705	Thu, 26 May	93,963
Online fieldwork closes*	Sun, 28 Nov	N/A	Sun, 6 Mar	N/A	Sun, 29 May	N/A
Post field reminder calls commenced†	Mon, 29 Nov	N/A	Mon, 7 Mar	N/A	Mon, 30 May	N/A
Fieldwork closes†	Tue, 14 Dec	N/A	Tue, 22 Mar	N/A	Tue, 14 Jun	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

At the beginning of each round within the 2022 GOS collection cycle, the Social Research Centre sent an email survey invitation to all in-scope graduates to advise of their selection in the GOS, and communicate the survey objectives, privacy provisions and the value of participation. The invitation and reminders included a unique link that took the graduates directly into their survey. All emails also

referred graduates to the Social Research Centre and QILT webpages for further information about the GOS, privacy provisions and prize draw terms. Further, an unsubscribe link was included in the footer of each email if sample members no longer wanted to receive correspondence.

In the email template design, consideration was given to the display of emails on different devices and how this could alter communication of message intent. Core message themes were communicated in subject lines and above the 'start survey' button, whilst content supplementary to the core theme was placed in the lower half of the email body. This made the 'start survey' button visible without the graduate having to scroll down, enhancing user experience. Figure 1 and Figure 2 (on the following pages) illustrate the appearance of the invitation on screen for graduates on desktop and mobile devices.

Figure 1 Example GOS survey invitation - desktop

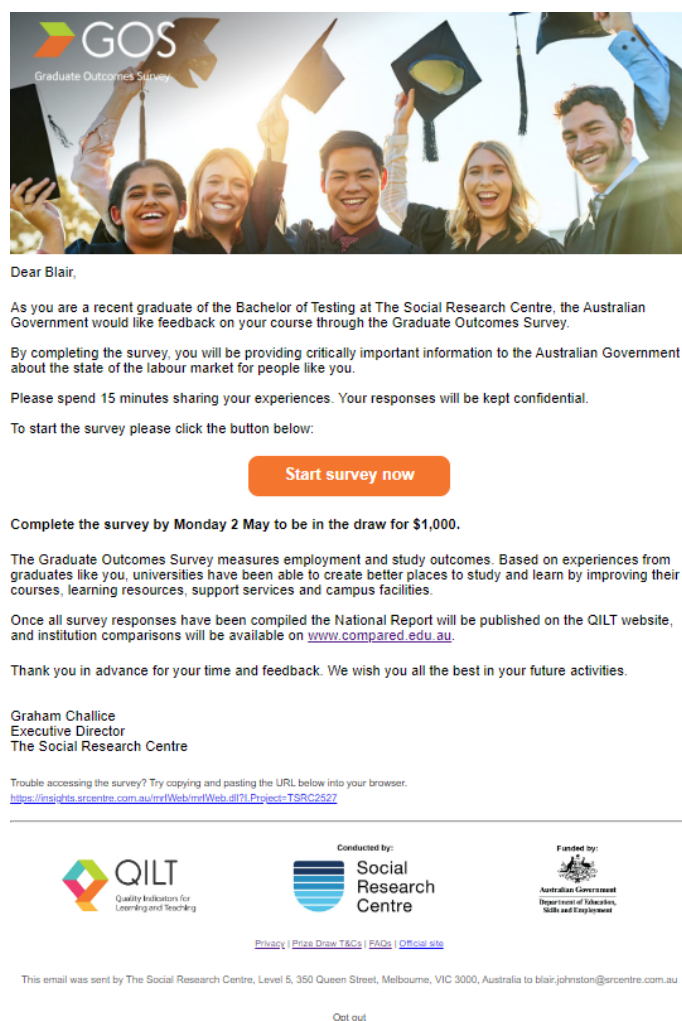
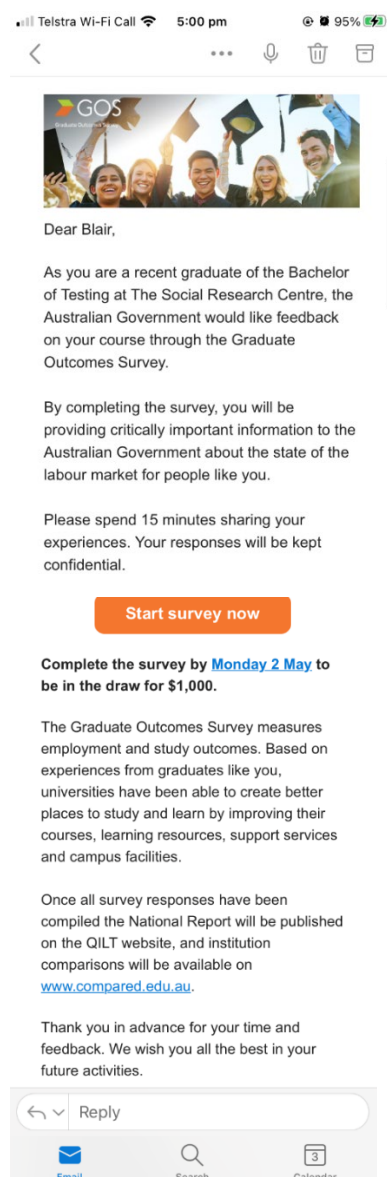


Figure 2 Example GOS survey invitation - mobile



The email schedule was comprised of an invitation followed by up to nine email reminders. Graduates who had completed the survey, those who were disqualified from participating (i.e., screened out because they were not eligible) or who had unsubscribed, were removed from the next scheduled email.

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation. To enhance the respondent experience, all emails and SMS included a unique survey link which enabled respondents to enter their survey directly.

The following email send, and bounce outcome protocol was used for the 2022 GOS:

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.

Provided at least one of the email addresses available was valid, all graduates would have been sent an email invitation.

2. For graduates with a failed outcome for all available email addresses:

- a. The survey remained accessible throughout field by logging in or 'authenticating' via the GOS landing page on the QILT website.
- b. They would have received at least one form of contact if a mobile number was available for them (i.e., they were included in SMS activity as described in Section 3.3.3) or they were targeted for the in field reminder calls (refer to Section 3.3.4).

When contacted by SMS, the graduate could access the survey directly via the unique link provided within the SMS. When contacted via a reminder call, graduates were provided the option of receiving an email containing a unique survey link.

- c. They would not have received contact if a mobile number was not available for them or if they were not selected for the in field reminder calls.

3. From reminder six onwards, graduates for whom *Email 1* or *Email 2* did not fail, emails were also sent to *Email 3* and *Email 4* if available.

The general objective of the email plan was to appeal to a wide and diverse audience and so the theme, length and tone of each email varied. All emails featured text customised to the graduate and the content differed throughout the reminder program. For example, a sense of urgency was created by appealing to a prize-draw closing that day. To minimise the risk of complaints due to contact fatigue, emphasis was placed on the unsubscribe mechanism for Reminder 6 onwards. The message intent for the GOS May emails is summarised in Table 4.

Table 4 Email plan message intent

Activity	Message intent
Invitation	Awareness raising and invitation
Reminder 1	Your feedback is important and will contribute to the experience of current and future students
Reminder 2	Encourage early completion with prize incentive, and grateful if you could spare the time
Reminder 3	Help government understand graduate employment and further study outcomes, acknowledge graduate may be busy, soft mention of prize
Reminder 4	Grateful if you could spare the time to give feedback to benefit future students, soft mention of prize
Reminder 5	More feedback needed from graduates, important to give feedback even if not working, soft mention of prize
Reminder 6	Empathetic tone, acknowledge frequency of contact, attention drawn to unsubscribe option and prize draw closing tonight, improve career resources at institution
Reminder 7	Recognise uniqueness of graduate, help improve outcomes for graduates, soft mention of prize
Reminder 8	Final prize draw closes tonight, still need to hear from more graduates from your course
Reminder 9	Last appeal: final email and chance to complete, help government understand how COVID-19 has affected graduate employment

A breakdown of email send outcomes by round of activity is provided at Table 5, Table 6, and Table 7. When interpreting results, it should be noted that the sample frame for February was smaller and included fewer institutions relative to the November and May collection rounds.

During the 2022 GOS collection cycle, major companies including Apple introduced new email security measures that prevented email senders from using tracking pixels to measure open rates. This change rendered traditional email Key Performance Indicators (KPIs), such as open rates, as increasingly flawed metrics and made monitoring these KPIs more difficult. Due to these changes, 'clicked on link' provides an alternative effectiveness measure. The invitation remained the most effective email in the schedule with the highest 'clicked on link' rates across the schedule – 17.5 per cent in February, 13.3 per cent in May and 12.3 per cent in November. As could be expected, 'clicked on link' rates generally trended down with each subsequent reminder. Exceptions to this usually coincided with email reminders timed to align with prize draw close dates (Reminder 2, Reminder 4, Reminder 6, Reminder 8). To accurately analyse 'clicked on link' rates in future rounds of the GOS, consideration should be made towards implementing a more sophisticated effectiveness measure.

Notwithstanding the changed reliability of open rate metrics, the email invitation open rate was relatively equal between February (65.9 per cent) and May (65.3 per cent), compared to November (60.2 per cent). It should be noted that automatic link-scanning software operated by institutional email domains led to a slightly inflated open rate in the May collection round. Open rates for the remaining emails in the schedule per collection round also remained relatively stable, with the most variation seen at Reminder 9 (52.3 per cent in May, 47.1 per cent in February and 40.7 per cent in November). It should be noted, however, that email deliverability can be inconsistent, and it is often difficult to establish cause and effect even with an array of deliverability tools.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2022 GOS collection cycle was low. This indicates that at the national level, the quality of contact details in the approached sample was good and email cleaning processes were effective. Opt-outs were less than one per cent at each email, suggesting the nature of the survey and the timing of sends were not a concern for graduates.

Table 5 Email send outcomes by round of activity November 2021

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	119,012	111,478	106,351	101,046	96,899	89,892	86,344	80,848	79,385	77,363
Opened (%)	60.2	52.7	50.4	47.2	46.9	44.5	44.8	45.2	41.1	40.7
Clicked on link (%)	12.3	6.9	6.3	5.6	6.3	4.8	5.1	3.3	3.6	3.2
Opt-out from link (%)	0.5	0.6	0.7	0.7	0.7	0.7	0.9	0.6	0.5	0.4
Opened email (%)	47.3	45.2	43.4	40.8	39.9	39.0	38.8	41.3	37.1	37.0
Unopened (%)	39.3	47.1	49.3	52.6	52.8	55.2	54.9	54.5	58.6	59.0
Soft bounce (%)	0.1	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.4
Hard bounce (%)	0.3	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

Table 6 Email send outcomes by round of activity February 2022

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	26,972	25,093	23,783	22,465	21,581	20,196	19,518	18,297	17,971	17,413
Opened (%)	65.9	58.4	55.2	50.7	49.2	48.7	49.7	48.0	44.4	47.1
Clicked on link (%)	17.5	7.2	7.2	5.1	5.0	4.1	4.3	2.6	3.0	3.1
Opt-out from link (%)	0.5	0.7	0.8	0.8	0.8	0.7	0.9	0.6	0.5	0.6
Opened email (%)	47.9	50.6	47.2	44.8	43.5	43.9	44.5	44.8	40.9	43.4
Unopened (%)	33.0	41.0	44.1	48.6	50.1	50.5	49.5	51.3	54.8	51.9
Soft bounce (%)	0.5	0.6	0.7	0.7	0.7	0.7	0.8	0.7	0.8	0.8
Hard bounce (%)	0.6	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	0.1

Table 7 Email send outcomes by round of activity May 2022

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	216,664	203,060	192,662	182,484	175,435	162,908	155,861	146,184	142,747	138,220
Opened (%)	65.3	60.0	58.0	57.7	54.2	52.7	52.1	50.3	48.7	52.3
Clicked on link (%)	13.3	7.4	6.1	4.6	5.9	4.4	4.6	3.0	3.0	2.8
Opt-out from link (%)	0.4	0.5	0.7	0.8	0.7	0.7	0.7	0.6	0.5	0.6
Opened email (%)	51.6	52.1	51.1	52.3	47.6	47.5	46.8	46.6	45.2	48.9
Unopened (%)	33.9	39.8	41.8	42.1	45.6	46.8	47.6	49.4	51.0	47.5
Soft bounce (%)	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3
Hard bounce (%)	0.7	<0.1	<0.1	<0.1	<0.1	0.4	0.1	<0.1	<0.1	<0.1

The Social Research Centre is committed to an International Engagement Strategy with the goal of increasing international student and graduate response, thereby improving the representation of the QILT data. Since the 2021 GOS collection cycle, a customised email plan designed to appeal to the 'international graduate' identity has been implemented.

Despite adjustments made to the customised email plan, non-response analysis (refer to Section 7.2) shows that international graduates were underrepresented in the 2022 GOS collection cycle. Whilst the current plan provides a good foundation for attracting international student interest in the GOS, future collections should continue to build and refine a customised engagement strategy that effectively drives response and representation.

Earlier this week we invited you to provide feedback about your experiences of your Bachelor of Testing at The Social Research Centre, through the Graduate Outcomes Survey, the largest study of international graduates from Australian higher education institutions.

I know we only sent this invitation a few days ago, but your feedback as an international graduate is very important and will contribute directly to the experience of current and future international students. If you could spare 15 minutes we'd really appreciate it.

To complete the survey, please click the button below:

Complete the survey by Monday 2 May to have four chances to win \$1,000.

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

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

Funded by:

 Australian Government
 Department of Education

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#) | [Official site](#)

This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to blair.johnston@srccentre.com.au

Out out

Increased use of SMS was identified as an area of importance for future GOS collections in the *2021 GOS Methodological Report*. As such, the 2022 GOS collection cycle featured expanded use of SMS during fieldwork to complement the email contact strategy. For the first time on GOS, three SMS were sent in each collection period. The third SMS was employed as a tool to boost response rate based on response in comparison to historical performance. Institutions were also able to nominate participation in an additional fee-for-service SMS (sent to either all, or a subset, of in-scope graduates with a mobile number) during each collection round. In total, 18 institutions across the 2022 GOS collection cycle opted to send a fee-for-service SMS.

Rationale for the extended use of SMS in 2022 came from the inherent value of this contact form with the GOS cohort (as specified in the *2021 GOS Methodological Report*, having a mobile number is a strong predictor of response); and its effectiveness as an alternative contact method in response to declining email open and click through rates observed across recent survey collections.

The initial SMS for all collection rounds was sent to all in-scope graduates with an Australian mobile number. For the November collection round, a response propensity model (refer to Section 3.3.9) and budget allocations were used to determine sample selected for the second and third SMS. In February, the scope of SMS2 was expanded to include all in-scope non-responders, whilst the SMS3 selection remained dependent on response propensity and budget allocations. In May, both SMS2 and SMS3 were sent to all remaining non-responders. Each SMS was paired with an email reminder sent on the same day.

Those who had already completed the survey, unsubscribed from email activity, or refused to participate from the in field reminder calls were excluded from the SMS sends.

The SMS content referenced email reminders for authenticity, and when applicable, mentioned the prize draw to incentivise response. Each SMS contained a unique link that provided direct access to the online survey, and for the first time in 2022, allowed survey responses to be definitively attributed to each individual SMS message. Graduates were able to opt-out by replying 'STOP' to the SMS and all other responses were reviewed for further opt-outs. An example of the first SMS used in the May collection round is provided in Figure 4 (refer to Appendix 3 for the full SMS plan).

Figure 4 **Example SMS content**



Table 8 displays a summary of the number of SMS sent and the outcomes. Open rates were generally high across all messages in each collection round. The rate of survey completions directly attributable to SMS1, SMS2 and SMS3 was higher than 1 per cent across the three collection rounds, with SMS1 in February featuring the highest directly attributable completion rate (2.3 per cent). Additionally, the fee-for-service SMS sent in all three collection rounds experienced substantially high open rates. These results illustrate the relative receptiveness of sample members to SMS in comparison to more traditional contact modes (like email) and provide justification for implementing SMS3 as a standard part of the contact protocol in the future. Continued exploration of novel ways to use SMS as a response maximisation tool should also be considered.

Table 8 SMS based follow up activity outcomes

Contact activity	November 2021		February 2022		May 2022	
	n	%	n	%	n	%
SMS1						
Sent	75,511	100.0	15,324	100.0	140,167	100.0
Opened	64,960	86.0	13,671	89.2	127,040	90.6
Unopened	9,131	12.1	1,349	8.8	10,802	7.7
Unsubscribed	1,420	1.9	304	2.0	2,325	1.7
<i>Completed via SMS link*</i>	1,309	1.7	347	2.3	2,674	1.9
SMS2						
Sent	62,595	100.0	13,107	100.0	116,442	100.0
Opened	55,525	88.7	11,801	90.0	107,163	92.0
Unopened	5,375	8.6	958	7.3	6,605	5.7
Unsubscribed	1,695	2.7	348	2.7	2,674	2.3
<i>Completed via SMS link*</i>	944	1.5	167	1.3	1,567	1.3
SMS3						
Sent	14,926	100.0	8,228	100.0	93,963	100.0
Opened	14,500	97.1	7,366	89.5	91,216	97.1
Unopened	49	0.3	706	8.6	499	0.5
Unsubscribed	377	2.5	156	1.9	2,247	2.4
<i>Completed via SMS link*</i>	244	1.6	122	1.5	1,176	1.3
SMS F4S						
Sent	9,611	100.0	2,705	100.0	23,238	100.0
Opened	9,318	97.0	2,615	96.7	22,537	97.0
Unopened	74	0.8	22	0.8	180	0.8
Unsubscribed	219	2.3	68	2.5	521	2.2
<i>Completed via SMS link*</i>	189	2.0	55	2.0	441	1.9

* Graduate completed survey directly via the SMS link. Due to the large scope of SMS activity, completions that could be indirectly associated with SMS (i.e., SMS prompted graduate to complete via email link) are not shown and would instead be attributed to other sources of response (refer to Section 7.3).

3.3.4. Reminder calls

Reminder calls were undertaken in field and post field as part of a 'push to web' response maximisation strategy during each collection round, designed to encourage online completion. In the 2022 GOS in field reminders were used primarily to improve the representation of international graduates (refer to Section 7.2). Post field telephone activity was a fee-for-service option to enable institutions to 'top-up' response rates.

Reminder calls involved attempting to contact graduates to collect updated email address information, with a survey invitation automatically emailed upon completion of the call. The Social Research Centre's operational hours facilitated reminder call attempts any day of the week and at varied times of day. Up to two call attempts were made and a voicemail left where possible.

Reminder calls used 'contacts' as the sample outcome metric. Contacts included outcomes such as agreed to complete online, refusal, request to remove number from list, claims to have already completed and away for the duration of the study. Once contact was achieved with a graduate, no further reminder calls to that graduate were made.

In field reminder calls

In field reminders were conducted between the second and final weeks of the main fieldwork period of each collection round. To be selected for the in field reminder calls, a graduate had to meet the following criteria:

- have a valid phone number available in the sample, and
- have not opted-out, screened-out or completed the online survey.

In support of the International Engagement Strategy, in field reminder call activity for the 2022 GOS was prioritised to international graduates (determined by citizenship indicator). Domestic graduates were not excluded from in field reminder calls, only given a lower priority in the call cycle.

In field reminder calls were made to 14.3 per cent of the in-scope sample approached for the 2022 GOS (not shown). Table 9 provides a summary of outcomes from the in field reminder calls. More than one quarter of the sample initiated agreed to complete online (26.1 per cent). Better outcomes were reported for postgraduates (28.6 per cent agreed to complete online) compared to undergraduates (21.8 per cent). This is consistent with the 2021 GOS where better in field call outcomes were achieved with postgraduates and is likely a result of again prioritising international sample for the reminder calls.

A completed survey could be directly attributed to the in field reminder call for 6.0 per cent of graduates called. There were additional completions that may be indirectly attributed to in field reminder calls (12.2 per cent) that have been attributed to another source of response (refer to Section 7.2.1). For example, after speaking with a call centre operator or listening to a voicemail, a graduate contacted via reminder calls may have been prompted to complete the GOS via a link included in the email invitation or a SMS reminder.

Table 9 In field reminder call outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	19,055	100.0	32,758	100.0	51,813	100.0
Unusable sample	692	3.6	909	2.8	1,601	3.1
No contact	13,926	73.1	21,960	67.0	35,886	69.3
Total contacts	4,437	23.3	9,889	30.2	14,326	27.6
Agree to complete online	4,159	21.8	9,373	28.6	13,532	26.1
Other contact type	278	1.5	516	1.6	794	1.5
<i>Completed directly*</i>	<i>987</i>	<i>5.2</i>	<i>2,131</i>	<i>6.5</i>	<i>3,118</i>	<i>6.0</i>
<i>Completed indirectly†</i>	<i>2,079</i>	<i>10.9</i>	<i>4,256</i>	<i>13.0</i>	<i>6,335</i>	<i>12.2</i>

* Graduate completed the survey directly via the in field reminder email.

† Graduate completed the survey by any means other than the in field reminder email after being contacted or left a voicemail from in field reminder calls (excludes non-contact outcomes such as no answer, disconnected phone number).

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

Post field reminder calls

As noted earlier, 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. The number of institutions opting for post field reminder calls at the November, February and May collection rounds was eight, four and seven respectively.

Post field reminder calls were conducted following the close of the main online fieldwork, with the online survey remaining open for approximately a two-week period (refer to Table 2) to allow for

graduates of participating 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.

In addition to the criteria described for in field reminder calls, to be selected for the post field reminder calls, a graduate was required to meet the following criteria:

- not have a 'contact' outcome from in field reminder calls, and
- meet any custom criteria chosen by the institution (e.g., the institution may only want to top up response in certain study areas).

The purpose of post field reminder call activity was to confirm or update the best contact email address for graduates and ask them to complete the survey online. Table 10 provides a summary of post field reminder call outcomes.

A total of eight institutions opted for post field reminder calls in the 2022 GOS collection cycle. Post field reminder calls were made to 9.2 per cent of the in-scope sample approached for the 2022 GOS (not shown). Email addresses were confirmed or updated for around a third of all graduates called (29.9 per cent). Outcomes for undergraduates (30.2 per cent collected graduate's email) and postgraduates (29.5 per cent collected graduate's email) were comparable. Contact rates were generally higher for post field reminder calls than in field reminder calls. This could be due to differing demographics (in field priority was international graduates) or longer call cycles required to meet institutions' quoted targets.

For fewer than one in ten (5.6 per cent) of the graduates called, a completed survey could be directly attributed to the post field reminder call. Similar to in field reminder calls, there are survey completions that may be indirectly attributed to post field reminder calls (a further 1.2 per cent of graduates called); this lower rate of indirect completion may be due to the cessation of other engagement activity during the post field period.

Table 10 Post field reminder call outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	19,491	100.0	14,078	100.0	33,569	100.0
Unusable sample	274	1.4	199	1.4	473	1.4
No contact	13,115	67.3	9,538	67.8	22,653	67.5
Total contacts	6,102	31.3	4,341	30.8	10,443	31.1
Collected graduate's email	5,881	30.2	4,157	29.5	10,038	29.9
Other contact type	221	1.1	184	1.3	405	1.2
<i>Completed directly*</i>	<i>1,081</i>	<i>5.5</i>	<i>795</i>	<i>5.6</i>	<i>1,876</i>	<i>5.6</i>
<i>Completed indirectly†</i>	<i>233</i>	<i>1.2</i>	<i>174</i>	<i>1.2</i>	<i>407</i>	<i>1.2</i>

* Graduate completed the survey directly via the post field reminder email.

† Given that standard response maximisation initiatives cease at the end of the main online fieldwork period, 'Completed indirectly' for post field reminder calls is defined as: graduate completed the survey by means other than the post field reminder email after being called from post field reminder calls (excludes calls to disconnected phone numbers).

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

3.3.5. Full CATI

Full CATI refers to the completion of the GOS by telephone with a call centre operator, rather than online. Institutions were able to commission full CATI surveys on a fee-for-service basis, to help boost number of completed surveys for their internal reporting purposes only. No institutions commissioned

full CATI surveys during the 2022 GOS. As either very few, or no institutions have opted to commission full CATI surveys for the past three GOS collection rounds, consideration should be given to removing it as an offering for future surveys.

3.3.6. Fieldwork briefing

Call centre operators selected to work on the 2022 GOS in field and post field reminder calls attended a briefing session delivered by the Social Research Centre project management team. Briefings were conducted prior to the commencement of in field and post field activities in each collection round. Additional briefings were conducted throughout fieldwork as required to meet operational needs. The briefings covered an overview of the GOS and QILT, privacy and confidentiality policy, reminder call procedures, and fieldwork timelines.

Each briefing session was followed by a run through of the reminder call script and a training module delivered by the operations team. The training module focused on building skills for respondent liaison and respondent engagement. It made use of interactive learning, utilising call recordings and role-play exercises to tailor response maximisation skills to the GOS. The briefing slides are provided at Appendix 4.

3.3.7. Quality control

In field quality monitoring techniques applied to the reminder call components of this project included:

- Listening-in validations conducted in accordance with existing ISO 20252 procedures.
- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Field team debriefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to data quality, consistency of reminder call administration, or project performance.
- Maintenance of an 'field team handout' document detailing project performance metrics, graduate liaison techniques and data quality requirements.
- Maintenance of a wiki with answers to common graduate queries.

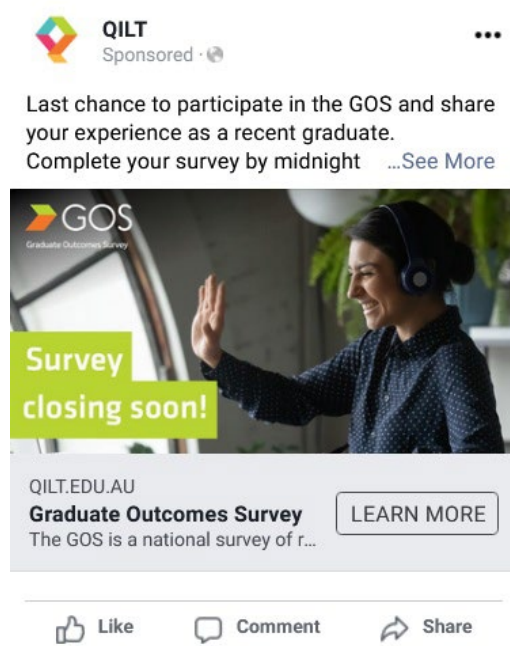
Quality assurance and applicable standards are discussed further at Section 3.4.3.

3.3.8. Social media

A social media advertising campaign was conducted to support the GOS response maximisation strategy. To support the administration of the campaign, the research team created an extensive content calendar to plan and schedule posts in advance.

Facebook and Instagram posts were shared on QILT social media accounts (<https://www.facebook.com/QILT1>, @qilt_src) to build a baseline social media presence. The campaign included paid Facebook and Instagram ads purchased via Facebook Ads Manager that were timed to coincide with key fieldwork dates. Organic (i.e., unpaid) ads were also shared across the same platforms. Ad content was tailored with calls to action appropriate for each fieldwork milestone (e.g., referencing a 'chance to win' during the prize draw period) and built upon themes introduced in the email reminder plan. An example paid ad is shown at Figure 5.

Figure 5 Example social media advertisement



Paid ads were used to build awareness of the GOS by reaching a larger audience than was possible via organic posts on the QILT social media accounts. Ads were targeted to Facebook, Instagram and Messenger users in Australia aged 23 to 40 who matched a range of interests related to higher education. Example interests for targeting included university, international graduates and recent undergraduate study. Delivery of the ads within the target audience was determined by the 'lowest cost' bid strategy.

Paid ad campaign outcomes for the 2022 GOS are shown in Table 11. Data for 'impressions' is shown, 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 survey link¹. The audience skewed towards males who comprised most of the impressions (63.8 per cent), reach (62.1 per cent) and link clicks (60.4 per cent). However, the number of impressions for males dropped (63.8 per cent in 2022 compared to 80.2 per cent in 2021), despite the same audience selection criteria being used. Future ad campaigns should continue to ensure that content appeals to relevant subsections of the selected audience, such as males, who were underrepresented by -6.7 per cent in the 2022 collection round (refer to Section 7.2).

Table 11 Paid ad campaign outcomes by gender

	Impressions		Reach		Link clicks	
	n	%	n	%	n	%
Total audience	1,033,355	100.0	373,780	100.0	268	100.0
Female	341,287	33.0	133,468	35.7	96	35.8
Male	659,365	63.8	232,184	62.1	162	60.4
Unknown	32,703	3.2	8,128	2.2	10	3.7

Note: Results are aggregated from ads displayed on the Facebook, Instagram and Messenger platforms.

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

3.3.9. Response propensity model

A logistic regression model was used to predict response probabilities (response propensity model) of graduates using a range of sample characteristics (i.e., age, gender, course level, study area, attendance type, locality). The output of the model was a 'propensity to respond' score (zero to one) which estimated a graduate's propensity to complete the survey. The response propensity model was used to strategically target certain engagement activities. Prioritisation of the lowest scoring sample was used for activities designed to increase representation. To maximise total response from an activity, prioritisation could be given to the highest scoring sample.

3.3.10. Email deliverability testing

Email deliverability was noted as a continuing issue of importance in the *2021 GOS Methodological Report*. For the 2022 GOS, email deliverability processes focused on maximising graduate email engagement by ensuring that all emails avoided delivery to a spam or junk folder. Extensive pre-field testing was also undertaken to ensure that email content was delivering to primary inboxes (such as the 'primary' tab in Gmail and 'focused' inbox in Outlook).

Actions taken and products used to optimise email deliverability included:

- A dedicated Internet Protocol (IP) address range used only by the Social Research Centre for bulk email delivery. The reputation of this range was maintained year-round to keep the IP addresses 'warm'. The dedicated range eliminated risks associated with bulk mailing from a shared IP pool.
- During sample cleaning email addresses were validated to reduce bounce rates, thereby minimising the degradation of IP reputation.
- Ongoing maintenance of technical services and policies to meet sender best practice.
- Optimisation of all images, hyperlinks and HTML code used in emails to meet deliverability best practices.
- Pre-field testing of emails across a broad range of mail clients, devices, and providers to confirm and optimise compatibility, display and delivery.
- In field tracking of email deliverability using analytics tools.

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, via the GOS landing page on the QILT website, via a redirect from the GOS home page, by clicking the link in the SMS, or a redirect from social media ads. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the survey. From the GOS landing page graduates could log in to the survey with their unique username and password. In-scope graduates without a username and password could 'authenticate' their personal details (name, student identification code, date of birth) against the sample information and receive an email invitation with direct survey link and login details. Alternatively, in-scope graduates without login details could gain access to the survey by contacting the GOS helpdesk.

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

- Optimisation for small screen devices (refer to Appendix 9).

- 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.
- 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 logo and colour scheme. This ensured consistency with the look of the email invitation and reminders, advertisements placed on Facebook, and the QILT website. Refer to Figure 6 and Figure 7 for examples of the online survey look and feel on desktop and mobile. A copy of the questionnaire for the May collection round is included at Appendix 5 with screenshots of the online survey included in Appendix 6.

Figure 6 Presentation of the GOS online survey on a desktop device

GOS
Graduate Outcomes Survey

68%

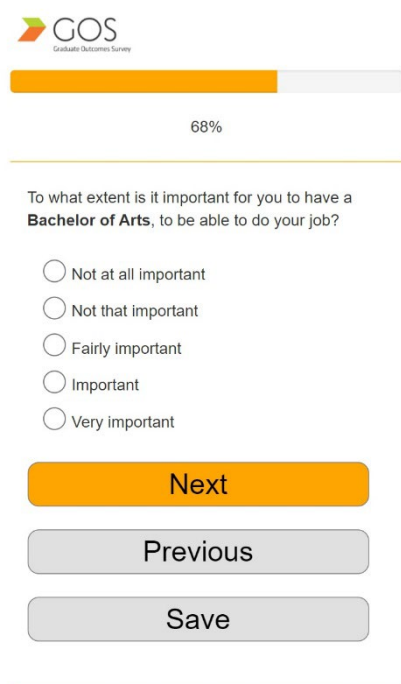
To what extent is it important for you to have a **Bachelor of Arts**, to be able to do your job?

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

Previous Next

Save

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



GOS
Graduate Outcomes Survey

68%

To what extent is it important for you to have a **Bachelor of Arts**, to be able to do your job?

☐ Not at all important

☐ Not that important

☐ Fairly important

☐ Important

☐ Very important

Next

Previous

Save

3.4.2. Survey testing

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

In addition to these standard checks, institutions with additional items (refer to Section 4.3.1) were sent test links to facilitate testing and sign off on their items prior to field launch.

The survey was soft launched each collection round with NUHEI graduates, 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 for each collection round. 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 were undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2021, 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 (ADIA, formerly Association of Market and Social Research Organisations). All sensitive or personally identifiable information such as sample and data were transferred using the QILT Secure File Exchange (SFX).

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 prior year's results.

The department was provided with weekly updates covering survey launch, in field milestones and the response rate of institutions overall.

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 a summary of sample outcomes and response by institution.

Institutions were also able to monitor their progress through a subset of the reporting module. Each institution was provided with their own login which allowed institutions to track their sample outcomes and response rates split by a selection of key demographics.

Summary tables could be downloaded in CSV format by the department and institutions. Institutions also had the option of downloading sample outcomes at the unit record level. The reporting module enabled institutions to monitor response, identify underperforming demographic groups and target engagement activity based on live sample outcomes.

3.5 Graduate support

The Social Research Centre maintained a GOS helpdesk for the duration of the 2022 GOS fieldwork to provide graduates an avenue to contact the GOS team. The helpdesk featured a 1800 number and a GOS inbox and responded to queries within one business day. The 1800 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 seven days a week during call centre operational hours and all calls outside these hours were routed to a voicemail service. A QILT inbox was also maintained year-round, managed by the QILT administration team and staffed during business hours.

The GOS helpdesk team was briefed on the GOS background, procedures and questionnaire enabling 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 graduate information and survey links, as well as providing a method for logging all contacts. All opt-outs and out-of-scopes received via the helpdesk were removed from the in-scope sample to cease further contact with these graduates.

A summary of graduate enquires to the GOS helpdesk is provided at Table 12. In comparison to 2021, there was an increase in contacts to the 1800 number, while contacts to the GOS inbox were comparable to 2021. The increase in contact to the 1800 number was driven by survey queries, which continue to be the most common reason for contacting the GOS helpdesk, accounting for more than half of all enquiries (56.8 per cent). The increased helpdesk contact was driven in part by new inbound telephone software tools that allowed helpdesk operators to more quickly process calls to the 1800 number.

Table 12 Graduate enquiries to the GOS helpdesk

Type of enquiry	1800 number		GOS Inbox		Total	
	n	%	n	%	n	%
Total	1,151	100.0	734	100.0	1,885	100.0
Survey query	758	65.9	312	42.5	1,070	56.8
Opt-out	108	9.4	212	28.9	320	17.0
General query	78	6.8	115	15.7	193	10.2
Supervisor contact details query	153	13.3	18	2.5	171	9.1
Change of contact details	17	1.5	28	3.8	45	2.4
Out-of-scope	14	1.2	30	4.1	44	2.3
Other query	13	1.1	6	0.8	19	1.0
Deletion or removal request	<5	0.2	10	1.4	12	0.6
Request for follow up	8	0.7	<5	0.4	11	0.6

3.6 Prize draw

All completing respondents were entered into a four-week rolling prize draw in each collection round of the 2022 GOS collection cycle (refer to Table 13). The rolling prize draw was 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 respondent would be entered into all four prize draws). The terms and conditions of the prize draw were available on the Social Research Centre's website and were provided in all email communications sent to graduates.

The total prize money available for the 2022 GOS survey collection was divided into national and state-based prize pools, with an equitable split based on institutional representation in the sample. In compliance with State and Territory gaming and lottery legislation, prize draw winners were notified in writing, by phone (if necessary) and published on the QILT Facebook and Instagram pages. Winners were published on the same day as the prize draw was conducted. All prizes were awarded as a prepaid VISA e-gift card.

Table 13 Prize draw pool and schedule

	November 2021	February 2022	May 2022
Prize pool			
Total weekly prize pool	\$6,750	\$1,500	\$9,250
Weekly \$1,000 prize pool	\$3,000	\$1,000	\$3,000
Weekly \$500 prize pool	\$2,500	-	\$2,500
Weekly \$250 prize pool	\$1,250	\$500	\$3,750
Prize draw activity			
Prize draw period opens/Fieldwork starts	26-Oct-21	1-Feb-22	26-Apr-22
Prize draw 1 close	1-Nov-21	7-Feb-22	2-May-22
Prize draw conducted	3-Nov-21	9-Feb-22	4-May-22
Prize draw 2 close	8-Nov-21	14-Feb-22	9-May-22
Prize draw conducted	10-Nov-21	16-Feb-22	11-May-22
Prize draw 3 close	15-Nov-21	21-Feb-22	16-May-22
Prize draw conducted	17-Nov-21	23-Feb-22	18-May-22
Prize draw 4 close	22-Nov-21	28-Feb-22	23-May-22
Prize draw conducted	24-Nov-21	2-Mar-22	25-May-22

4. Questionnaire

4.1 Development

The 2022 GOS questionnaire was based on the 2021 instrument, with standard operational updates made to align the questionnaire with current reference periods.

Following the removal of the CEQ and Graduate Attributes Scale (GAS) as core items in the 2021 GOS, institutions wanting to retain these measures were able to include them on a fee-for-service basis in the 2022 GOS (refer to Section 4.3.3).

In addition to the core questionnaire changes, institutions were able to add, modify or remove their additional items for each collection round. Institutions were also given the option of including stakeholder items for the full GOS year (refer to Section 4.3.2).

4.2 Overview

Table 14 outlines the thematic areas of the eight main modules in the questionnaire. The design of the GOS instrument was modular, with items essential to response analysis (Labour force, Further study) positioned early in the questionnaire and other core item modules positioned before additional items (Module F). Items related to future contact details and further research were delivered in the final two modules. A copy of the generic survey instrument (excluding any institution-specific items) is included at Appendix 5 with screen shots of the online survey at Appendix 6. Refer to the *2022 ESS Methodological Report* for a full description of ESS bridging (Module X).

Table 14 GOS module themes

Module	Themes
Module A	Introduction, screening and confirmation
Module B	Labour force
Module C	Further study
Module D	Graduate Attributes – Overall satisfaction/PREQ
Module E	Graduate preparation
Module F	Additional items
Module G	Contact details
Module X	ESS bridging

4.3 Changes from 2021

The main changes to the core questionnaire are presented below (refer to Appendix 5 for full item text):

- Moved *FURINST* to be asked prior to *FURQUAL* to improve flow.
- Updated *FURFOE* to ask ‘main’ rather than ‘major’ field of education to better convey question intent and reduce confusion amongst graduates who do not have a formal major.
- Added descriptive text to the *FURFOE* code frame (e.g., clarifying that ‘Natural and Physical Sciences’ option included Maths, Biological and Medical Science study areas) to improve data quality.

- Altered *COUNTRYX* to collect data using a lookup list rather than response frame to improve respondent experience and data quality and align the operational design of this item to *OSCOUNTRY*.
- Removed *CATCH* as the item was no longer considered relevant for the 2022 GOS collection round.

4.3.1. Institution items

A total of 16 institutions (14 universities and 2 NUHEIs) included institution specific items in the 2022 GOS. Institution specific items can be the same or a variation on questions included in prior collection rounds of the GOS, or new questions entirely. Content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, graduate job search, time spent in internships, volunteering and other co-curricular activities. Currently, institution specific items do not fall under any data sharing arrangements and are therefore only included in the respective institution data files.

4.3.2. Stakeholder items

Stakeholders including the Australian Association of Graduate Employers (AAGE), Australian Collaborative Education Network Limited (ACEN), and Optometry Council of Australia and New Zealand (OCANZ) included items in the 2022 GOS. Content covered by the stakeholder items included employment pathways, work integrated learning and preparedness of optometry graduates. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

4.3.3. Retired items

When confirming participation in a collection round of the 2022 GOS, institutions were also able to nominate participation in the CEQ and/or GAS on a fee-for-service basis. In total, 40 institutions (19 universities, 21 NUHEIs) opted to include the CEQ, and 37 institutions (22 universities and 15 NUHEIs) opted to include the GAS.

5. Data preparation

5.1 Definition of the analytic unit

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

In the 2022 GOS data set, a record was considered complete if the graduate had:

- provided a response as to whether they had worked in the last week, or
- responded that they were in further study, and
- did not disqualify themselves at the start of the survey (e.g., did not study the named course at the named institution).

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 the Australian Bureau of Statistics (ABS) standards (derivations are documented in the *2022 GOS Data Dictionary*, available to institutions on the QILT provider portal).
- Re-coding value labels where required.
- Re-coding of 'no answers' to the missing values conventions.
- Cleaning of employer name.
- Coding of occupation, industry and further study field of education.

5.3 Coding and processing of open text responses

Spell checking and light cleaning of free text responses were applied, seeking to remove identifiers and expletives.

Table 15 summarises the items where industry standard frames were applied for the coding of free text responses. For items with free text responses not associated with an industry standard frame, code frames and back-coding rules were developed in conjunction with, and approved by the department, and were largely unchanged from previous iterations of the GOS.

Table 15 Items coded and source for coding decisions

Item coded	Code frame source
Course A Major(s) field of education, Course B Major(s) field of education	Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the six-digit level.
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 2022 GOS collection cycle:

- Institution data files and final population files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format.
- Department national data file and national final population file in CSV, SPSS and SAS format.
- Data dictionary and data map.
- Fieldwork and data package summary in MS Word format.
- Files in Tableau packaged workbook format at the national (department), institution, Universities Australia and Independent Higher Education Australia level.
- Files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level.
- *ComparED Website Tables, National Report Tables, International Report Tables.*

5.5 Weighting

As was the case for previous surveys in the series, no weights were applied to the GOS data. Details of testing of the effect of weighting GOS data by comparing weighted and unweighted estimates for key measures are provided in the *2019 GOS Methodological Report* and show that the differences between weighted and unweighted estimates are small at the national level. Following this historical precedent, 2022 GOS results remain unweighted.

6. Final dispositions, response rates and reportable strata

6.1 Final dispositions and response rates

Table 16 (on the next page) shows the final survey outcomes at an overall level and for each collection round of the 2022 GOS collection cycle.

For the QILT suite of surveys, 'response rate' is defined as completed surveys (refer to Section 5.1) as a proportion of final sample, where final sample is the total sample excluding 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 2022 GOS collection cycle was 39.4 per cent, which was 1.0 percentage point lower than the final response rate achieved in 2021 (40.4 per cent). The response rate was higher for universities (39.4 per cent) than NUHEIs (38.9 per cent) in 2022.

When reviewing response rate by course type, postgraduate research had the highest response rate (65.4 per cent), followed by undergraduate (38.7 per cent) and then postgraduate coursework (38.6 per cent). Consistent with previous surveys in the series, the May collection round saw the highest overall response rate (40.2 per cent), followed by February (38.3 per cent) and November (38.2 per cent).

Final response rates by institution for each collection round are provided at Appendix 7.

Table 16 Final survey outcomes

Institution	Total sample	Unusable sample	Out-of-scope	Opted-out	In-scope sample approached	Surveys completed	Response rate (%)
2022 GOS overall							
Total	363,248	782	589	28,599	333,278	131,311	39.4
Universities	330,982	701	443	25,651	304,187	119,989	39.4
NUHEIs	32,266	81	146	2,948	29,091	11,322	38.9
Course type							
Undergraduate	198,335	413	297	16,504	181,121	70,071	38.7
Postgraduate	164,913	369	292	12,095	152,157	61,240	40.2
Postgraduate coursework	155,246	310	274	11,653	143,009	55,261	38.6
Postgraduate research	9,667	59	18	442	9,148	5,979	65.4
November 2021							
Total	119,170	134	289	9,004	109,743	41,946	38.2
Universities	105,482	100	212	7,836	97,334	37,311	38.3
NUHEIs	13,688	34	77	1,168	12,409	4,635	37.4
Course type							
Undergraduate	56,586	57	155	4,651	51,723	18,900	36.5
Postgraduate	62,584	77	134	4,353	58,020	23,046	39.7
Postgraduate coursework	58,383	58	129	4,159	54,037	20,473	37.9
Postgraduate research	4,201	19	5	194	3,983	2,573	64.6
February 2022							
Total	27,116	203	61	2,167	24,685	9,461	38.3
Universities	22,660	196	48	1,644	20,772	8,063	38.8
NUHEIs	4,456	7	13	523	3,913	1,398	35.7
Course type							
Undergraduate	10,220	66	29	829	9,296	3,325	35.8
Postgraduate	16,896	137	32	1,338	15,389	6,136	39.9
Postgraduate coursework	14,975	119	27	1,241	13,588	4,977	36.6
Postgraduate research	1,921	18	5	97	1,801	1,159	64.4
May 2022							
Total	216,962	445	239	17,428	198,850	79,904	40.2
Universities	202,840	405	183	16,171	186,081	74,615	40.1
NUHEIs	14,122	40	56	1,257	12,769	5,289	41.4
Course type							
Undergraduate	131,529	290	113	11,024	120,102	47,846	39.8
Postgraduate	85,433	155	126	6,404	78,748	32,058	40.7
Postgraduate coursework	81,888	133	118	6,253	75,384	29,811	39.5
Postgraduate research	3545	22	8	151	3364	2247	66.8

6.2 Population for confidence intervals calculations

For the first time in 2022, the survey population as identified in across the three rounds of GOS was used to calculate confidence intervals (CIs). In previous years, the final course completion (PS) file from HEIMS provided by the department was used. The change in 2022 was made because some

institutions were still in the process of transitioning to TCSI at the time of GOS data processing, and therefore a course completion extract from TCSI would be incomplete.

The Social Research Centre analysed the impact of this change by comparing the CIs calculated using the 2021 GOS survey population against the CIs calculated using the 2021 Past Course Completions (PS) file provided by the department. It was found that the change of population data had a minimal effect on CIs across institutions. For university undergraduate full-time employment results, the CI range broadened by 1.4 percentage points at most by using the survey population. For overall employment rates, the biggest difference was a widening of 2.2 percentage points.

6.3 Strata meeting the desired level of precision

Table 17 shows the number and proportion of strata meeting the desired level of precision (± 7.5 percentage points at the 90 per cent level of confidence) over time, for undergraduates in full-time study. Strata are defined by institution at the 21 study area level. For defining population strata counts, study area is based on the specialisation code as it is in the survey population, and for completed surveys, it is based on course field of education for the graduate's course or major as assigned by the institution. This results in some minor discrepancies between the graduate's study area in the population and data files.

Despite a slight decline in response rate for 2022, a higher proportion of reportable strata was observed. In 2022, the proportion of eligible strata that met the desired level of precision (reportable strata), increased to 43.2 per cent, an improvement of 1.5 percentage points from 2021. This was influenced by a decrease of strata meeting the minimum population criteria (n=16 fewer strata below the minimum population) and strata with no completions (n=4 fewer strata with no completed surveys).

Table 17 Strata meeting desired level of precision for undergraduates in full-time study

	2019	2020	2021	2022
Total strata (n)	798	810	821	814
Strata below minimum population (n)	45	52	64	48
Strata with no completed surveys (n)	20	22	18	14
Eligible strata for reportability (n)	733	736	739	752
Reportable strata (n)	355	335	308	325
Reportable strata (%)	48.4	45.5	41.7	43.2

7. Response analysis

7.1 Response by time

Figure 8, Figure 9 and Figure 10 illustrate the daily and cumulative response rates (refer to Section 6.1 for a definition) and operational response rates for the main online field period of the November, February and May rounds respectively. Operational response rate is calculated as ‘A completed survey in which all survey items have been responded to, as a proportion of in-scope sample approached’. Key email and SMS engagement activities are overlaid (refer to Section 3.3 for a full schedule by round).

The pattern of response across all reminder activity was broadly similar. The most effective response across all rounds occurred when two forms of communication (i.e., an email and SMS) were sent on the same day, as evidenced by the relative performance of R4/SMS1 and R6/SMS2. The strong daily response reminders timed with prize draws (Reminders 2, 4, 6 and 8) is visible in all rounds, though diminished by Reminder 8. Response was front loaded, with at least half of the final response for each round achieved by day 10 in field.

Figure 8 Response rates by date November 2021

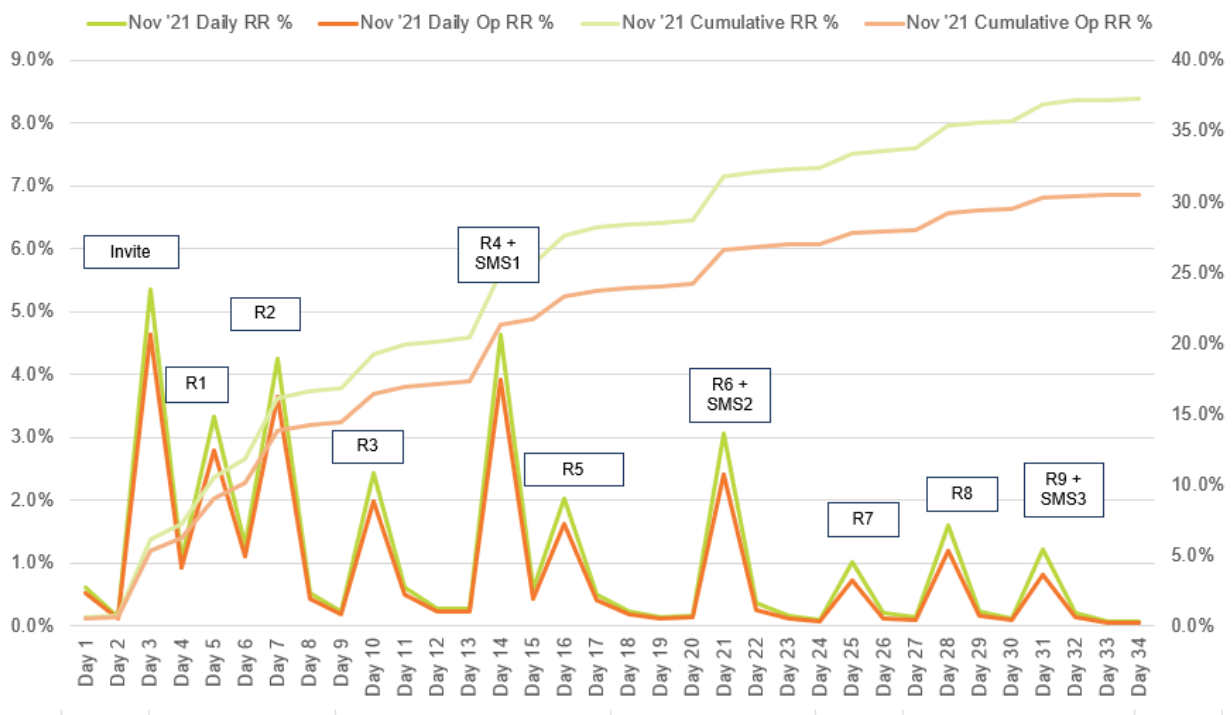


Figure 9 Response rates by date February 2022

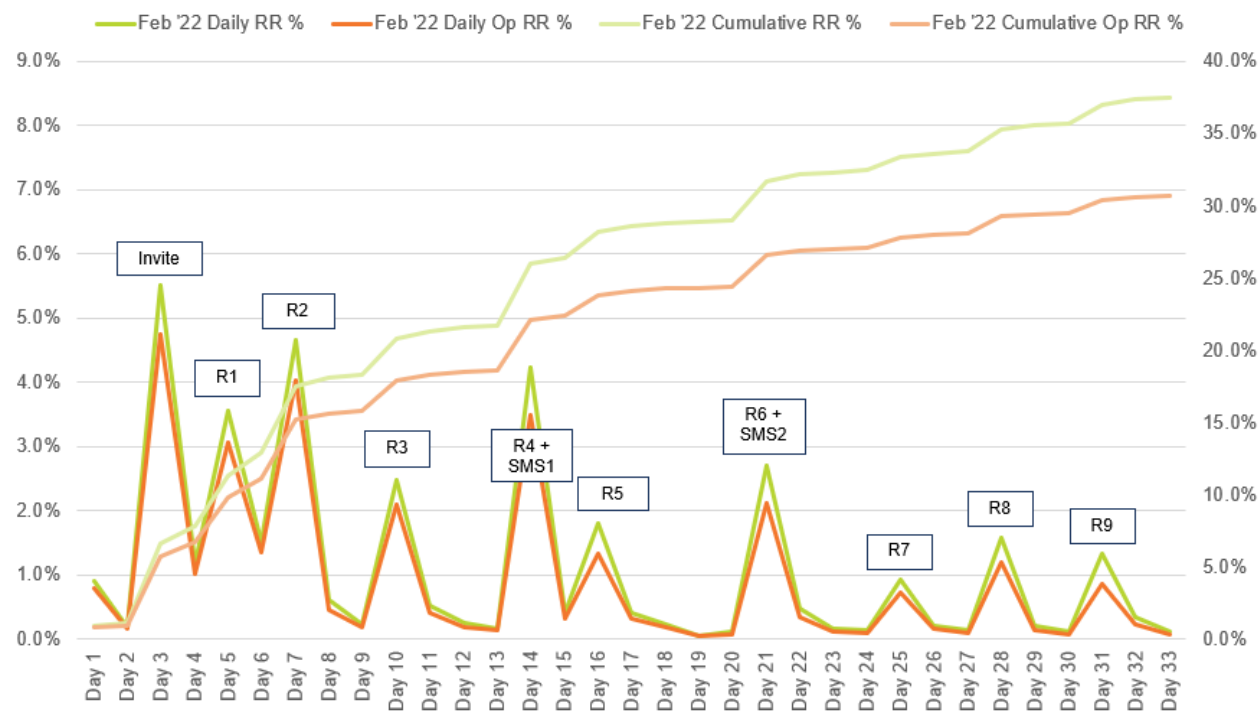
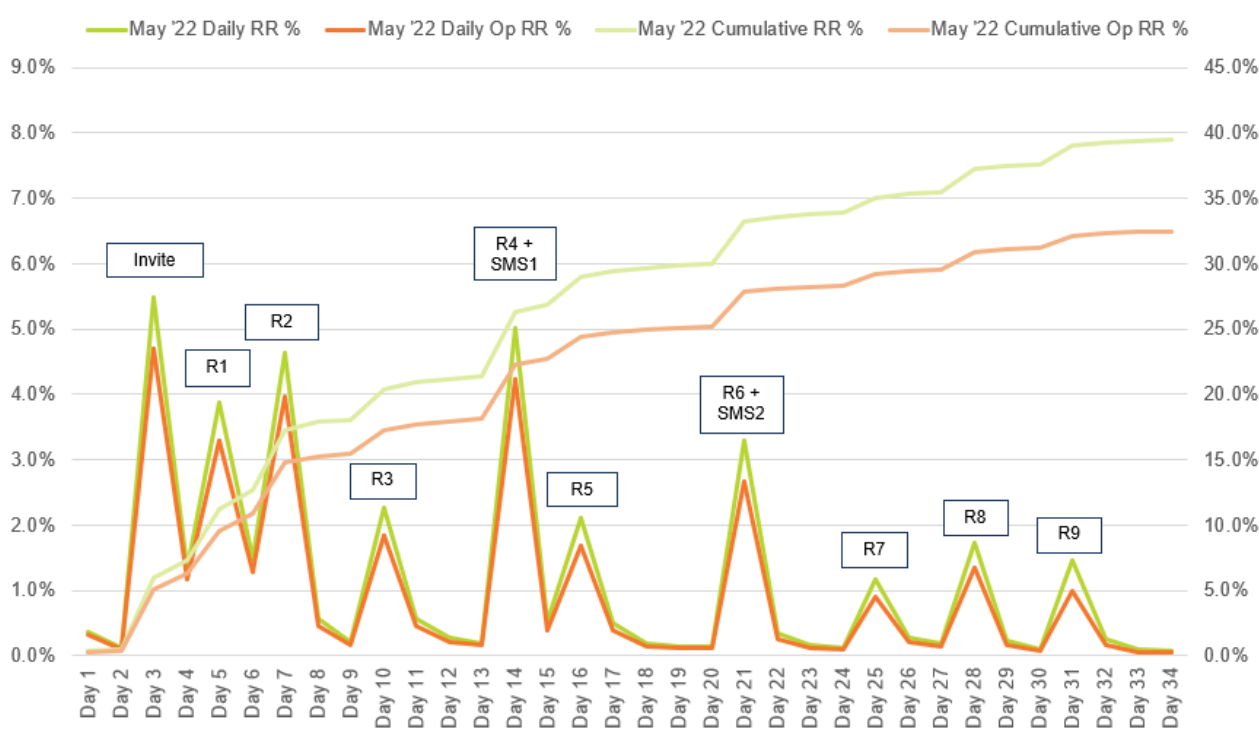


Figure 10 Response rates by date May 2022



7.2 Non-response analysis

This section assesses the extent and impact of non-response bias on estimates made from the 2022 GOS. Non-response bias occurs when persons who respond to the survey are systematically different from those who do not, leading to results that do not accurately reflect the population of interest. The following assessment is approached from several perspectives, by:

- Supplementing response rates with measures that account for the composition of respondents compared to the population.
- Identifying administrative characteristics of graduates that are most different between respondents and non-respondents and that are most strongly associated with the propensity to respond to the survey.
- Determining if adjusting for non-response changes the key GOS indicators.

7.2.1. 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 survey quality. It has well known limitations, however (Shlomo et al., 2012²), 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. 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 et al., 2009³; Schouten et al., 2011⁴). 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 here is given by the following expression:

$$R_p = 1 - SD_p$$

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 2022 GOS, response propensities were predicted by using a random forest model and then calculating the R-indicator for the survey overall. As shown in Table 18, despite a declining response rate, representativeness of the GOS remains reasonably in line with previous years. At most there is a difference of 1.1 per cent in representativeness across the last three years.

Table 18 Comparison of representativeness over past three GOS collection cycles

Year	Response rate (%)	R-indicator (%)
2020	42.3	73.2
2021	40.4	74.3
2022	39.4	73.8

² "Estimation of an Indicator of the Representativeness of Survey Response. *Journal of Statistical Planning and Inference*," *Journal of Statistical Planning and Inference*, 2012, 201–11.

³ "Indicators for the Representativeness of Survey Response," *Dalton Transactions*, 2009.

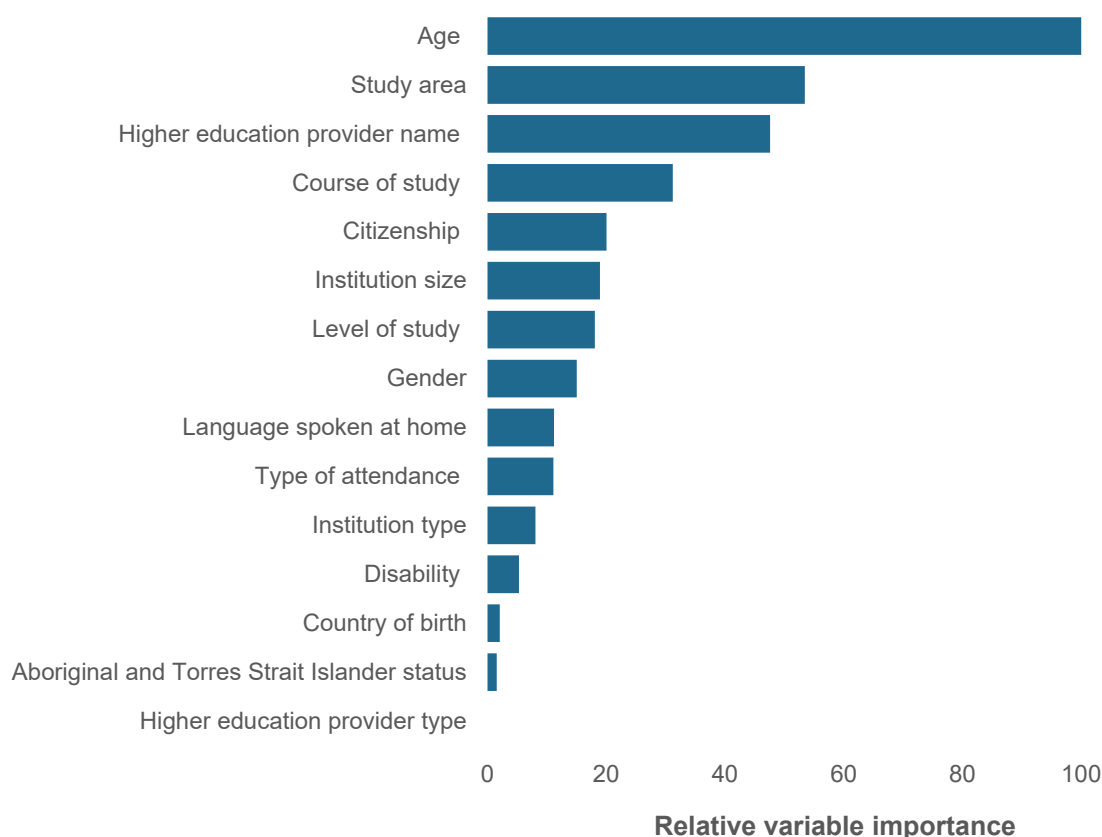
⁴ "Indicators for Monitoring and Improving Representativeness of Response," *Journal of Official Statistics*, no. 2 (2011): 1–24.

7.2.2. Characteristics associated with propensity to respond

For a number of collection cycles, the GOS has made use of predicted response rates to target subgroups of graduates for follow-up activities. Response propensity is defined as the expected likelihood of a graduate responding to the survey, conditional on their characteristic. In contrast, response rate is the percentage of the invited population that completed the survey.

Response propensity is calculated by predicting survey completion conditional upon the characteristics available for both respondents and non-respondents. Characteristics included the following: study area, age, higher education provider, institution type (Group of 8, Other university or NUHEI), institution size, course of study type, type of attendance, citizenship, language spoken at home, country of birth, course level, gender, higher education provider type, disability, and Aboriginal or Torres Strait Islander status. A random forest model was used to predict the response propensity for all sample members. The variable importance chart shown in Figure 11 summarises the relative importance of these characteristics in predicting non-response to the GOS, where a longer bar indicates higher importance. The variables consistently most important as predictors of non-response were age, study area, and higher education provider. This information will be considered in the refinement of the contact strategy for future iterations.

Figure 11 Relative importance of graduate characteristics in predicting survey response



7.2.3. Characteristics associated with non-response

An important assumption of the GOS in using unweighted estimates to make inferences about the population, is that non-response is essentially a random process – there is no systematic pattern of non-response, so that respondents can be treated as representative of non-respondents without risk of bias. A simple way to check this assumption is to compare the profile of respondents with that of

non-respondents. The presence of extensive differences between the two groups may show that this assumption is not being met and that some adjustments may be necessary.

The characteristics most associated are described above (refer to Figure 11). These are presented at the overall level, whereas in this section the results of a more detailed analysis of selected characteristics are summarised.

As an illustration of the selected approach to analysis and reporting, Table 19 shows results comparing the distribution of respondents with the distribution of non-respondents for selected characteristics. A positive difference indicates that the specified category was higher among respondents than among non-respondents, and a negative difference indicates that the category was higher among non-respondents. Cohen's effect size is used in the analysis to demonstrate the significance of these associations. Alongside the difference in proportions is Cohen's effect size (Cohen, 1992⁵) with a classification into small, medium or large. Results without a stated effect size were 'so small as to be trivial.'

As an example, overseas graduates made up 27.5 per cent of respondents and 37.3 per cent of non-respondents. The difference of -9.9 per cent indicates that this subgroup was relatively under-represented among respondents compared to non-respondents, with a small but meaningful effect size (0.2). At the same time, domestic graduates were over-represented among respondents (9.9 per cent) with a small but meaningful effect size (0.2). Based on Table 19, citizenship and the age group 20-24 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'. Future GOS rounds should continue to prioritise specific response maximisation activities aimed at engaging international graduates and those in younger age groups.

Table 19 Comparison between respondents and non-respondents for selected characteristics

Characteristic	Respondents (%)	Non-respondents (%)	Difference (%)	Cohen's effect size
Age				
15-19 years	1.2	1.4	-0.2	0.0
20-24 years	41.4	52.8	-11.5	0.2 Small
25-29 years	21.6	25.1	-3.4	0.1
30-34 years	11.5	8.4	3.0	0.1
35-39 years	7.9	5.0	2.9	0.1
40-44 years	5.6	3.0	2.6	0.1
45-49 years	4.4	2.1	2.3	0.1
50-54 years	3.0	1.1	1.9	0.1
55+ years	3.3	0.9	2.4	0.2
Study area				
Science and mathematics	9.0	6.9	2.1	0.1
Dentistry	0.3	0.3	-0.1	0.0
Veterinary science	0.3	0.3	0.0	0.0

⁵ "Statistical Power Analysis," *Current Directions in Psychological Science* 1, no. 3 (1992): 98–101, <https://doi.org/10.1111/1467-8721.ep10768783>.

Rehabilitation	1.1	1.3	-0.2	0.0
Teacher education	8.6	7.4	1.2	0.0
Business and management	19.5	27.3	-7.8	0.2
Humanities, culture and social sciences	8.1	6.0	2.1	0.1
Social work	2.8	1.8	1.0	0.1
Psychology	4.1	2.9	1.2	0.1
Law and paralegal studies	4.5	4.7	-0.1	0.0
Creative arts	2.9	3.0	-0.1	0.0
Computing and Information Systems	8.1	8.7	-0.6	0.0
Communications	2.3	2.4	-0.2	0.0
Tourism, Hospitality, Personal Services, Sport and recreation	0.2	0.3	-0.1	0.0
Engineering	6.0	6.2	-0.2	0.0
Architecture and built environment	2.5	2.9	-0.4	0.0
Agriculture and environmental studies	1.9	1.1	0.8	0.1
Health services and support	7.0	5.7	1.3	0.1
Medicine	1.6	1.8	-0.2	0.0
Nursing	8.7	8.1	0.5	0.0
Pharmacy	0.5	0.6	-0.1	0.0
Country of birth				
Australia	1.6	1.4	0.1	0.0
Other	98.1	98.3	-0.2	0.0
Unable to establish	0.3	0.3	0.1	0.0
Level of study				
Undergraduate	53.4	55.0	-1.6	0.0
Postgraduate Coursework	42.0	43.5	-1.4	0.0
Postgraduate Research	4.6	1.6	3.0	0.2
Gender				
Female	61.8	55.2	6.6	0.1
Male	38.0	44.7	-6.7	0.1
Unknown	0.1	0.1	0.0	0.0
Type of attendance				
Full-time	69.3	73.9	-4.7	0.1
Part-time	29.1	24.4	4.7	0.1
No information	1.6	1.7	0.0	0.0
Aboriginal or Torres Strait Islander status				
Non indigenous	98.9	99.2	-0.3	0.0
Indigenous	1.1	0.8	0.3	0.0
Language spoken at home				
English speaking background	79.8	72.3	7.4	0.2
Non-English speaking background	20.2	27.7	-7.4	0.2

Citizenship					
Domestic	72.5	62.7	9.9	0.2	Small
Overseas	27.5	37.3	-9.9	0.2	Small
Disability					
No disability	93.7	95.7	-2.0	0.1	
Disability	6.3	4.3	2.0	0.1	
Higher education provider type					
University	92.0	91.7	0.2	0.0	
NUHEI	8.0	8.3	-0.2	0.0	
Institution size					
1-3000 records	14.8	13.6	1.3	0.0	
3001-6000 records	22.7	20.9	1.9	0.0	
6001-9000 records	21.8	21.1	0.7	0.0	
9001-12500 records	17.2	18.7	-1.5	0.0	
12501+ records	23.5	25.9	-2.4	0.1	
Institution type					
Group of 8	28.2	31.8	-3.6	0.1	
NUHEI	8.0	8.3	-0.2	0.0	
Other university	63.7	59.9	3.8	0.1	

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.⁶ For example, if a particular subgroup of the population is under-represented among respondents, any non-response error may be compounded if the subgroup 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, it can be determined which characteristics have strong associations with outcome variables. First, using a random forest model the outcome measures from respondent characteristics at the overall level was predicted. The relative importance of variables was reasonably consistent across key survey outcome measures in 2022 and is shown in Table 20.⁷

It is noted that age and citizenship, which had notable differences between the responding and non-responding sample (refer to Table 19) are strongly associated with core outcomes (refer to Table 20).

⁶ Andy Peytchev, Stanley Presser, and Mengmeng Zhang, "Improving Traditional Nonresponse Bias Adjustments: Combining Statistical Properties with Social Theory," *Journal of Survey Statistics and Methodology* 6, no. 4 (January 2018): 491–515, <https://doi.org/10.1093/jssam/smx035>.

⁷ 0 = least important; 100 = most important.

Table 20 Relative importance of graduate characteristics in predicting survey outcomes

Variable Label	Scale of Perceived Over-qualification (SPOQ) indicator	General employment indicator	Part-time employment indicator	Full-time employment indicator
Study area	100.0	91.5	100.0	100.0
Citizenship	83.8	100.0	12.4	39.2
Higher education provider name	70.7	69.2	58.8	49.8
Age	68.8	73.0	53.6	52.7
Course of study type	55.3	59.9	41.5	51.1
Language spoken at home	37.7	45.9	6.9	14.9
Institution size	27.1	28.5	23.9	19.0
Level of study	22.4	24.4	14.2	29.4
Type of attendance	15.9	17.2	13.7	13.0
Gender	14.0	15.0	26.5	15.0
Disability	6.2	13.1	6.7	8.3
Institution type	6.2	15.0	8.4	6.6
Aboriginal or Torres Strait Islander status	0.6	0.5	0.6	0.0
Country of birth	0.3	1.1	1.9	0.6
Higher education provider type	0.0	0.0	0.0	1.5

In summation, it is apparent that overall representativeness has remained fairly stable over the past three GOS rounds. When looking at particular graduate characteristics important for predicting survey response, age, study area and higher education provider (in that order) appear as the top three areas of interest. Future GOS rounds should continue to prioritise specific response maximisation activities aimed at engaging graduates with these characteristics. Refer to Section 8 for further discussion about considerations for future surveys.

7.3 Sources of response

Table 21 (on the next page) summarises the breakdown of online survey completion methods and includes sources of response by gender, age, and citizenship due to the variation in method of accessing the survey within these groups. As only minimal differences were observed when reviewing source of response by institution type or course level, these groups are not displayed.

Survey completion via the direct link in email communications was most popular for all subgroups. However, males, those aged 30 or under, and international graduates were less likely to respond via a link in an email communication than females, those over 30 and domestic graduates respectively. Completing via the direct link in SMS was the next most popular method of response amongst most subgroups, except international graduates. Completion via SMS was more likely among females, those aged under 30 and domestic graduates.

In field reminder calls were targeted at international graduates in the 2022 GOS in support of the International Engagement Strategy, which accounts for the high proportion of international graduates responding via this contact method.

This highlights the continued need to preference other communication methods, including SMS and in field reminder calls, over extensive email contact for these subgroups.

It should be noted that only completed surveys directly attributable to the in field reminder calls, post field reminder calls and SMS are recorded as such in Table 21. It is possible that, for example, reminder call activity may prompt a graduate to click on the direct survey link in an email they had previously received. In this context, the analysis presented at Table 21 should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between subgroups.

Table 21 Sources of response

	Gender			Age		Citizenship indicator	
	Total	Female	Male	30 or under	Over 30	Domestic	International
	%	%	%	%	%	%	%
Final response rate	39.4	42.1	35.6	34.8	53.9	42.9	32.4
Authentication	0.4	0.4	0.4	0.5	0.2	0.4	0.4
Type in	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	0.1
Survey link (email)	89.0	89.7	87.9	87.7	91.8	91.2	83.4
Survey link (SMS)	6.2	6.5	5.8	6.3	6.0	6.6	5.2
In field reminder calls	2.4	1.7	3.5	3.2	0.6	<0.1	8.6
Post field reminder calls	1.4	1.2	1.9	1.7	0.9	1.3	1.8
SMS fee-for-service	0.5	0.5	0.4	0.5	0.4	0.5	0.4

7.4 Sample retention for GOS-L

Graduates were generally open to being contacted for future research across all 2022 GOS collection rounds, which is the point at which sample is built for the GOS-L.

As shown in Table 22, a total of 76,568 graduates, or more than half (58.0 per cent) of all GOS completes, agreed to be contacted for future research purposes. This level of agreement was comparable to 2021 (58.2 per cent). Improved understanding of factors correlated with consent to recontact should remain an area of interest to achieve further growth of the GOS-L sample base.

Fewer than one in five graduates (19.3 per cent) did not provide a response to the 'consent to future contact' question, by either choosing not to provide a response or stopping the survey before seeing the 'consent to future contact' question.

To ensure the efficacy of the GOS-L sample build process, consideration should be given to resuming the administration of a 'panel maintenance' survey to graduates who consented to contact for further research in the GOS. This survey would give graduates to correct or update their best contact details ahead of their respective GOS-L collection.

Table 22 Graduate responses to further contact for GOS-L

Sample retention phase	November 2021		February 2022		May 2022		Total	
	n	%	n	%	n	%	n	%
Consent to contact at GOS-L								
Yes	24,066	57.0	5,588	59.2	46,914	58.4	76,568	58.0
No	9,842	23.3	2,069	21.9	18,068	22.5	29,979	22.7
Missing	8,311	19.7	1,777	18.8	15,349	19.1	25,437	19.3
Total	42,219	100.0	9,434	100.0	80,331	100.0	131,984	100.0
Details provided for GOS-L sample								

Permanent email address is as used in GOS	22,450	78.8	5,444	84.7	44,056	80.8	71,950	80.5
New permanent email address provided	3,858	13.5	557	8.7	6,562	12.0	10,977	12.3
Don't have a permanent email address	251	0.9	41	0.6	359	0.7	651	0.7
Do not wish to be re-contacted by email	554	1.9	74	1.2	1,032	1.9	1,660	1.9
Missing	1,370	4.8	310	4.8	2,506	4.6	4,186	4.7
Total	28,483	100.0	6,426	100.0	54,515	100.0	89,424	100.0

Note: The responses shown here are raw and derived before data processing in accordance with the definition of the analytic unit is undertaken (refer to Section 5.1), as such total completes will not align to figures presented earlier in the report.

8. Considerations for future surveys

8.1 Enhanced SMS protocol

A sophisticated SMS contact protocol provides the opportunity to drive response at an overall level. While SMS has become an integral part of the GOS contact protocol (refer to Section 3.3.3), there may still be opportunities to maximise response through novel refinements to the SMS protocol. Potential opportunities include:

- Introducing a third SMS, sent to all non-respondents, as a standard component of the contact protocol,
- Experimenting with the day of send for SMS communications. For example, exploring whether an SMS sent earlier in the contact protocol has a beneficial effect on overall response,
- Analysing historical SMS response data to identify groups most likely to respond via SMS and considering customisations to further leverage SMS in the contact protocol for these groups, and
- As an alternative to the current opt-out mechanism, that is, replying 'STOP' to the SMS, recipients could be directed by hyperlink to a landing page. This page would contain information about the GOS in order to avert opt-outs and encourage completions.

With the general prevalence of scam messages, a small number of graduates have queried the legitimacy of survey links used in the GOS SMS. To address these concerns and improve user experience, the following updates will be considered for future SMS sends:

- Revise the survey link format presented in SMS to include recognisable branding (i.e., 'GOS') as a way of building respondent trust, and
- Displaying the sender name as 'QILT' or 'GOS' rather than the current mobile telephone number to enhance brand recognition.

8.2 Expanded engagement with characteristics of interest

The non-response analysis (refer to Section 7.2) shows that age and citizenship are characteristics which had notable differences between respondents and non-respondents at the overall level. In particular, respondents aged under 30 and graduates with overseas citizenship were identified as underrepresented groups. Additionally, age, study area and higher education provider were identified as the three most important characteristics in predicting survey response.

Tailoring of engagement materials to graduates with specific characteristics has been a component of the GOS response maximisation strategy in recent years. Further development of these materials should focus on appealing to the characteristics mentioned above.

8.3 Revised International Engagement Strategy

The non-response analysis (refer to Section 7.2) shows that international respondents were underrepresented in the 2022 GOS, despite the tailoring of engagement materials for international graduates (refer to Section 3.3.2). For future rounds, the International Engagement Strategy could be revised to better target international graduates from countries of interest to improve representativeness and response.

Completion rates by country of origin could be analysed to identify outliers and engagement activities then refined to ensure they are relevant and appealing. Any change to engagement materials needs to recognise the nuances of the international graduate cohort, rather than a 'one size fits all' approach. Whilst it is a simplistic example, exchange students from the United States or the United Kingdom are likely different than full-time students from South Asia and East Asia in terms of their motivations for choosing to study in Australia. As such, engagement materials should highlight and connect with the needs and motivations of graduates from countries of interest.

8.4 Email response tracking

Since its inception, the GOS has utilised industry-standard email response tracking measures for benchmarking and analysing the performance of the email contact protocol. As discussed in Section 3.3.1, new email security measures have clouded email open rate measurements. Further, the continued decline of the overall GOS response rate (refer to Section 1.4) necessitates accurate measures of email performance.

As a solution to these external changes in email tracking and to facilitate planning of response maximisation activities, improvements for the 2023 GOS could include incorporating unique survey links that allow completions to be definitively attributed to each individual email message and expanded mapping of email domains to email service providers.

8.5 GOS-L panel maintenance

The retention of sample for the GOS-L remains a key area of importance (refer to Section 7.4). For the purposes of creating the GOS-L sample, it is important that the most up-to-date contact details are available for graduates who consented to further research. The 'panel maintenance' activity should be reintroduced to these graduates to maintain graduate engagement with QILT between completion of the GOS and commencement of GOS-L. Furthermore, improved understanding of factors correlated with consent to recontact should remain an area of interest to achieve further growth of the GOS-L sample base.

8.6 Full CATI removal

No institutions chose to commission full CATI surveys during the 2021 or 2022 GOS collection cycle. To gain efficiencies during fieldwork set-up and reduce administrative burden, the Social Research Centre will no longer be offering full CATI surveys as a fee-for-service option across all QILT surveys.

List of abbreviations and terms

AAGE	Australian Association of Graduate Employers
ABS	Australian Bureau of Statistics
ACEN	Australian Collaborative Education Network Limited
ACMA	Australian Communications and Media Authority
AGS	Australian Graduate Survey
ANZSIC	Australian New Zealand Standard Industrial Classification
ANZSCO	Australian New Zealand Standard Classification of Occupations
ASCED	Australian Standard Classification of Education
CATI	Computer Assisted Telephone Interviewing
CEQ	Course Experience Questionnaire
CI	Confidence Interval
ESS	Employer Satisfaction Survey
GAS	Graduate Attributes Scale
GOS	Graduate Outcomes Survey
GOS-L	Graduate Outcomes Survey – Longitudinal
HEIMS	Higher Education Information Management System
HESA	Higher Education Support Act
IP	Internet Protocol
KPI	Key Performance Indicator
NUHEI	Non-University Higher Education Institution
OCANZ	Optometry Council of Australia and New Zealand
PASF	Participation and Additional Services Form
PS	Past Course Completions
QILT	Quality Indicators for Learning and Teaching
RES	Respondent Engagement Survey
SACC	Standard Australian Classification of Countries
TCSI	Tertiary Collection of Student Information

Appendix 1 Collection and sample guide



Graduate Outcomes Survey

Graduate Outcomes Survey (GOS) Collection and Sample Guide

2022 GOS (May 2022) Collection



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Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	14 February 2022	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 and nominate additional services.
- Guidance has been prepared to clarify the definition of and expectations of the in-scope audience (refer 'Section 2 Target audience and sample provision').
- Guidance has been prepared to assist with populating the sample file (refer 'Section 2.2 Populating the sample file template').
- Keeping to timelines for provision of sample means the project can go to field on time – otherwise one institutions' 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:
 - To be included in the TCSI extract, institutions must have all course completion data into TCSI by 17:30pm AEDT Monday 14 March. Note, this is a public holiday in some states and territories. If institutions have any issues getting data into TCSI before the deadline, they should consider using the full template to supplement data from the TCSI extract. Due to the tight timelines for May sample, we will not be able to get a second extract from the Department for late additions.
 - It is critical that institutions return their completed TCSI template and/or Full template to us by Friday 1 April to allow for resolution of any sample queries.
- Data collection must be ready to commence when Authentication opens on Tuesday 26 April. 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.
- If your institution chooses to provide telephone numbers for graduates it is considered that your institution consents to graduates receiving SMS and infield reminder calls during fieldwork. 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. This institution led contact adds a sense of legitimacy so when graduates get an email or SMS, they will not think the GOS is spam. Contact with graduates should be advised to the Social Research Centre (refer 'Section 4 Response maximisation').
- We ask that gilt@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.
- Use the comments sheet in the sample to provide context where appropriate to what you have provided (for example, if you can only provide one email address because your institution has introduced a new IT system, please include this).
- Submitted your final sample by the due date.
- 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.
- 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.
- Commenced engagement activities (such as posters and in lecture slides) for students soon to complete their studies by way of promoting upcoming GOS collections.

1. Introduction and overview

1.1. Background and objectives

The focus of the Graduate Outcomes Survey (GOS) is to provide reliable, valid and generalisable information on short term graduate outcomes to the Australian government and to higher education providers. Since 2015, the GOS has replaced the Australian Graduate Survey (AGS) and is undertaken with both Table A and Table B universities, and non-university higher education institutions (NUHEIs).

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

- labour market and further study outcomes, and
- level of satisfaction with their higher education course.

The GOS is a census of all in-scope graduates and is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Government Department of Education (the department). The Social Research Centre is working with higher education providers and key stakeholders to administer the GOS. The GOS also provides the establishment sample for the GOS-Longitudinal (GOS-L) undertaken with GOS respondents (who consent to future contact) three years post completion of the academic requirements of the course. The GOS survey instrument also provides the mechanism to build sample to conduct the Employer Satisfaction Survey (ESS). The ESS is the first national survey that directly links the experiences of graduates to the views of their direct supervisors. At the completion of the GOS survey proper, respondents who confirm that they are in employment are asked to provide contact details for their work supervisor. The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:

- the specific skills and attributes employers need in their business, and
- how well higher education is equipping graduates for the workforce.

Historically, the sample of graduates has been provided by the department and sourced through institutional reporting into the Higher Education Information Management System (HEIMS). **Starting from the 2022 GOS, this information will now be provided by the department through the new Tertiary Collection of Student Information (TCSI) system. For institutions not yet reporting to the TCSI system, as well as institutions who would like to survey additional records not present in the system, sample is to be provided directly to the Social Research Centre via a full population template.**

For most institutions, the GOS is conducted over three collection cycles (November, February and May). For more details, please refer to ‘Section 2.1 In-scope audience and reference period’.

1.2. Summary timeline

The schedule for the 2022 GOS – May 2022 collection is shown at Table 1.

Final institution reports, and data outputs will be available after the completion of the 2022 GOS cycle and will include the full reporting year, that is, November 2021, February 2022, and May 2022.

Table 1 **2022 GOS – May 2022 summary timeline**

Key milestones	Responsible	Date (2022 unless otherwise stated)
Participation and Additional Services form distributed to institutions	SRC	Monday 14 February
Collection and Sample Guide distributed to institutions	SRC	Monday 14 February
Marketing Pack distributed to institutions	SRC	Monday 14 February
Institutions to confirm participation in the GOS	Institutions	Monday 21 February
Send out Majors look up templates to institutions	SRC	Tuesday 8 March
Send out Full templates to institutions	SRC	Friday 25 February
Full template files reviewed and updated by institutions	Institutions	Monday 28 February – Friday 1 April
Additional populations nominated by institutions	Institutions	Monday 28 February
Deadline to submit course completion data to TCSI	Institutions	Monday 14 March 17:30 AEDT
Dept provide extract for records in the TCSI system	Dept	Wednesday 16 March
SRC prepare TCSI templates for institutions	SRC	Thursday 17 – Monday 21 March
Return reviewed and updated Majors look up templates to SRC	Institutions	Tuesday 22 March
Send out TCSI templates to institutions	SRC	Tuesday 22 March
TCSI templates reviewed and updated by institutions	Institutions	Tuesday 22 March – Friday 1 April
Completed Full templates and TCSI templates to be returned by institutions	Institutions	Friday 1 April
All Full templates and returned TCSI templates checked, followed up with institutions as required	SRC	Tuesday 22 March – Friday 1 April
Sample absolutely finalised (queries resolved and QA undertaken)	SRC	Friday 8 April
Additional questions nominated by institutions	Institutions	Monday 28 March
Additional questions (MS Word) approved by institutions	Institutions	Wednesday 6 April
Additional questions scripted and online survey test link provided to institutions for testing	SRC	Monday 11 April
Additional questions survey test link approved	Institutions	Tuesday 19 April
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	Monday 11 April
Authentication survey entry opens	SRC	Tuesday 26 April
Soft launch – Online fieldwork	SRC	Tuesday 26 April
Main launch – Online fieldwork	SRC	Thursday 28 April
SMS and Telephone follow up nominated by institutions	Institutions	Monday 9 May
Course / major coding checks		
Online fieldwork - Coding queries sent to institutions	SRC	Friday 3 June
Online fieldwork - Coding queries to be returned	Institutions	Wednesday 7 June
Post-fieldwork - Coding queries sent to institutions	SRC	Wednesday 15 June

Post-fieldwork - Coding queries to be returned	Institutions	Tuesday 21 June
Final institutional reports and data outputs		
Institutional files	SRC	End 2022 TBA
UA Reports	SRC	End 2022 TBA
National reports	SRC	End 2022 TBA

Dates may change due to operational requirements, methodological learnings, and circumstances beyond own control such as decisions from the department or Minister's office on release dates. The Social Research Centre will endeavour to keep institutions updated and maintain the timeline in this document.

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 Research Society's Code of Professional Behaviour, 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. Please contact qilt@srcentre.com.au if you require a copy of the deed.

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

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

2. Target audience and sample provision

2.1. In-scope audience and reference period

Graduates are in-scope for the 2022 GOS May collection if they completed their studies at an onshore campus of an Australian higher education provider between 1 November 2021 and 28 February 2022 (inclusive). Both domestic and international students are in-scope.

Please note 'completed' means completion of the academic requirements of the course which is not the same as 'graduated'. For the purpose of GOS, the definition of completion is outlined in [TCSI Data Element 592](#). The intent and spirit of the GOS is to survey graduates approximately four to six months post completion of their course. Section 2.1.1 below contains further information on course completion date.

Students who are residing overseas and undertaking an external program of study at an Australian higher education provider via online or distance education are normally not in-scope for the QILT surveys. However, some international students who had originally intended to complete their study onshore in 2021 may have completed their studies online while residing in their home country due to COVID-19 restrictions. These students are **in-scope** for the 2022 GOS.

Students who completed their studies at offshore campuses of Australian higher education providers and had not intended to study onshore in 2021 are to remain out of scope of the GOS. However, they can be included in the survey as an additional population on a fee for service basis (see Section 2.3.2 for further information on additional populations).

Note that graduates can only participate once per GOS collection if they are completing multiple courses. Appendix C (Exclusions from the GOS) provides additional information.

2.1.1. Course completion date

The GOS is conducted over three collection rounds each year (in November, February, and May) to capture course completions throughout the year.

To ensure good methodological practice and parity between institutions, the Social Research Centre use the following course outcome date ([E592](#)) cut offs to determine which students are in scope for which round of GOS. These cut-offs were agreed to between the department and ANUP and have been in use since 2019:

- Student completions from 1 March to 31 July (inclusive) are included in the GOS – November round.
- Student completions from 1 August to 31 October from the preceding year (inclusive) are included in the GOS – February round.
- Student completions from 1 November to 28 (or 29 in a leap year) February (inclusive) are included in the GOS – May round.

Table 2 illustrates the three reference periods for each of the respective GOS collections.

Table 2 **Reference periods for the GOS collection cycle (based on course completion month)**

November collection					February collection			May collection			
Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb

2.2. Populating the Sample

As much as possible, the sample for the 2022 GOS – May 2022 will be sourced from TCSI to minimise reporting burden on institutions. Institutions that have not yet migrated to TCSI or will have missing course completion data in TCSI are asked to use a full population template to provide all or part of their sample to the Social Research Centre.

The department will be extracting the 2022 GOS – May 2022 sample from TCSI on Wednesday 16 March 2022.

1. If your institution is already reporting course completion data to TCSI, please ensure that you submit all course completion data where the course completion date ([E592](#)) is up to and including 28 February 2022 into TCSI by **17:30 AEDT, 14 March 2022 (Note, this is a public holiday in some states and territories)**. Your course completion data will be included in the extract to be provided to the Social Research Centre by the department. The sample preparation for your institution will then follow the steps in Section 2.2.1. **Please note that the department will only be providing one data extract to the Social Research Centre, as such, 17:30 AEDT, 14 March 2022 is a firm deadline for data submission into TCSI if you want the data to be included in the extract.**
2. If your institution is not reporting any course completion data to TCSI (e.g. institutions that have not migrated to TCSI or PIR institutions), you will be required to provide your whole sample to the Social Research Centre using a full population template, as detailed in Section 2.2.2.
3. If your institution has some course completion data in TCSI but is unable to submit all the required sample for the 2022 GOS – May 2022 into TCSI by **17:30 AEDT 14 March 2022**, you can provide the missing sample to the Social Research Centre using a full population template. The steps detailed in sections 2.2.1 and 2.2.2 will be applicable for your institution. This also applies to institutions wanting to include additional populations (i.e. out of scope/ out of cycle) for the 2022 GOS – May 2022. The additional sample can be provided using the full population template.

2.2.1. TCSI Template

This section provides an overview of the sample preparation process for institutes that report course completion data to TCSI and have their full sample in TCSI by the deadline.

Step 1: Social Research Centre receive an extract from the department

The department extracts data from TCSI and sends it to the Social Research Centre. Institutions' survey population are largely based on this extract.

Step 2: Social Research Centre prepare survey sample file template for each institution to check and append contact details

The Social Research Centre flags the graduates who are eligible to participate in the survey and assigns them to study areas according to the definition set out in Appendix D of this document. The Social Research Centre then sends a survey sample file template to each institution to populate. This is done for two reasons:

- i. We need institutions to confirm the in-scope graduates to be surveyed.

- ii. We need institutions to provide a small amount of additional data that are not available in TCSI but are essential for survey execution and/ or reporting. **Table 3 provides a summary list of the variables that institutions are required to provide.** Appendix A contains more detailed information about how to provide data for these variables.

Table 3 **Data elements in the survey sample file template to be updated and verified by institutions**

Variable	Variable Label	Comment
Required for sample		
GRADUATESTATUS	Graduate to be surveyed in this collection of GOS	Essential
Update where missing or incorrect		
E402	Student surname	Update
E403	Student given name – first	Update
E314	Date of birth	Update
E469	Residential address - Suburb / Town	Update
E470	Residential address – State	Update
E320	Address of permanent home residence – Postcode	Update
E658	Residential address - Country code	Update
Provide for all graduates		
EMAIL1	Primary email	Essential
EMAIL2	Secondary email	Essential
EMAIL3	Tertiary email	If available
PHONE1	Phone number (Mobile preferred)	Essential
PHONE2	Alternate number (if available)	If available
PHONE3	Alternate number (if available)	If available

Variable	Variable Label	Comment
These variables are only relevant if institution has opted in to use majors in the survey		
E308A_MAJFLAG	Survey on course or major (record level)	Essential
MAJ1	Course A Major 1 ASCED code	Essential
MAJ1TEXT	Course A Major 1 description	Optional
MAJ2	Course A Major 2 ASCED code	Optional
MAJ2TEXT	Course A Major 2 description	Optional
E308B_MAJFLAG	Survey on course or major (record level)	Essential for combined courses only
MAJ3	Course B Major 1 ASCED code	Essential for combined courses only
MAJ3TEXT	Course B Major 1 description	Optional
MAJ4	Course B Major 2 ASCED code	Optional
MAJ4TEXT	Course B Major 2 description	Optional
For institutional use		
FACULTY	Faculty name	Optional
CAMPUS	Campus name	Optional

Table 4 lists the remaining variables that will be included in the survey sample file template. These variables have been provided for noting. **No action is required from institutions for the variables in Table 4.**

Table 4 Data elements in the survey sample file template for noting only (require no action from institutions)

Variable	Variable Label	Source
GOSID	Unique GOS student identifier	Derived
E306	Higher Education Provider code	TCSI
E306C	Higher Education Provider name	TCSI
E313	Student identification code used by provider	TCSI
E584	Unique Student Identifier (USI)	TCSI
E358	Citizen / resident indicator	TCSI
E455	Combined course of study indicator	TCSI
E461	Field of education code	TCSI
E462	Field of education supplementary code	TCSI
E463	Specialisation code	TCSI
E307	Course code	TCSI
E308	Course name - full	TCSI
E308A	Course name A	Derived
E308B	Course name B (if combined degree)	Derived
E599	Course outcome code	TCSI
E592	Course outcome date (YYYY-MM-DD)	TCSI
EXCLUSIONS	Groups that are out-of-scope for the current GOS	Derived

Step 3: Institutions return the completed survey sample file template to the Social Research Centre

Once institutions have updated the survey sample file template, please upload it to the **QILT website Secure File Exchange (SFX)** where all survey managers should have an account. **Please do not email the file to the Social Research Centre or to the department.**

After the survey sample file templates are returned, the Social Research Centre will be in touch with institutions as required to discuss and resolve issues in the sample file. All institutes are expected to have finalised their completed sample file before the date outlined in Table 1. Although this the final due date, earlier returns would allow more time for the Social Research Centre to work with institutions to resolve issues should that be required. Please note that if sample preparation involves an excessive number of iterations as part of resolving the same or similar issues, the Social Research Centre may need to discuss a fee-for-service arrangement.

Step 4: Additional Steps

If your institution needs to submit additional records not in TCSI, you'll need to also submit a full population data template, please read section 2.2.2 below. If not, you may proceed to section 2.3

2.2.2. Full Population Template

In the past, the full population template was only used by a small number of institutions that do not submit data to HEIMS or for the additional population that institution wish to include on a fee for service basis that are "out-of-cycle".

For the 2022 GOS – May 2022, institutions that are in the process of migrating to TCSI or do not have all their course completion data in TCSI will need to use the full population template (See section 2.2). The following section outlines the procedure for completing a full population template.

The full population template will be provided to your institution, and you will be required to provide data for the variables listed in Table 5. More information on these variables can be found in Appendix A. Please ensure that you are only populating the template with graduates who are considered in-scope for the 2022 GOS – May 2022 collection (refer to section 2.1 for scoping rules).

If your institution would like to survey on course major, you will be asked to complete the full population (Maj) template. Otherwise, you should use the standard full population template (i.e. the template without the course majors variables).

Although most fields have an option available to flag graduates for which no information is available, please attempt to populate all fields. Missing data may impact on reporting. Institutions are required to use the **QILT website Secure File Exchange (SFX)** when returning the completed full population template to the Social Research Centre.

Variables that are new or substantially changed because of the migration from HEIMS to TCSI have been highlighted in Table 5 for noting.

Table 5 Data elements in the Full Population and Full Population (Maj) templates

Variable	Variable Label	Comment
Required for sample		
E306	Provider code	Essential
E306C	Higher Education Provider name	Essential

E313	Student identification code	Essential
E584	Unique Student Identifier (USI)	Essential
E314	Date of birth	Essential
E307	Course code	Essential
E315	Gender code	Essential
E316	Aboriginal and Torres Strait Islander code	Essential
E358	Citizen resident code	Essential
E534	Course of study commencement date	Essential
E329	Mode of attendance code	Essential
E330	Type of attendance code	Essential
E463	Specialisation code	Essential
E346	Country of birth code	Essential
E347	Year of arrival in Australia	Essential
E348	Language spoken at home code	Essential
E615	Disability code	Essential
E488	Commonwealth Higher Education Student Support Number (CHESSN)	Essential
E415	Reporting year	Essential
E308	Course name	Essential
E310	Course of study type	Essential
E455	Combined course of study indicator	Essential
E461	Field of education code	Essential
E462	Field of education supplementary code	Essential
E573	Highest educational attainment parent 1	Essential
E574	Highest educational attainment parent 2	Essential
E592	Course outcome date (YYYY-MM-DD)	Essential
E599	Course outcome code	Essential
GraduateStatus	Graduate to be surveyed in this round of GOS	Essential
E402	Student family name	Essential
E403	Student given name first	Essential
E469	Residential address suburb	Essential
E470	Residential address state	Essential
E320	Residential address postcode	Essential
E658	Residential address country code	Essential
EMAIL1	Primary email	Essential
EMAIL2	Secondary email	Essential
EMAIL3	Tertiary email	Optional
PHONE1	Best number to call	Essential
PHONE2	Alternate number (if available)	Essential
PHONE3	Alternate number (if available)	Optional
FACULTY	Faculty or Organisational Unit	Optional
CAMPUS	Campus	Optional

Variable	Variable Label	Comment
The variables below are only relevant if you are using the full population (Maj) template		
E308A	Course name A (Derived)	Essential
E461	Field of Education Code	Essential
E308A_MAJFLAG	Survey on Course A on course or major	Essential
MAJ1	Course A Major 1 ASCED code	Essential
MAJ1TEXT	Course A Major 1 description	See major instructions in A.3
MAJ2	Course A Major 2 ASCED code	See major instructions in A.3
MAJ2TEXT	Course A Major 2 description	See major instructions in A.3
E308B	Course name B (if combined degree) (Derived)	Essential for combined courses
E462	Field of Education supplementary code	Essential for combined courses
E308B_MAJFLAG	Survey on Course B on course or major	Essential for combined courses
MAJ3	Course B Major 1 ASCED code	Essential for combined courses
MAJ3TEXT	Course B Major 1 description	See major instructions in A.3
MAJ4	Course B Major 2 ASCED code	See major instructions in A.3
MAJ4TEXT	Course B Major 2 description	See major instructions in A.3

2.3. Additional Sample Population Notes

2.3.1. Late additions

Institutions wanting to include late additions of in-scope graduates after submitting course completion data to the department are asked to contact the Social Research Centre at gilt@srcentre.com.au as soon as possible.

2.3.2. Additional population (fee-for-service)

Additional populations, such as off-shore campus and out of cycle graduates, can be included in the GOS on a fee-for-service basis. Some of these graduates (e.g. graduated from off-shore campuses) may already be included in the population file returned to institutions, but they would have been marked as out-of-scope.

Out of cycle graduates who were included in a final PS file from previous years can be added to the survey population using a full population template as discussed in Section 2.2.2.

Refer to 'Section 3.4 Adding additional populations' for more detail on requesting the inclusion of additional populations in the survey. Additional populations are excluded from National and ComparED website reporting but are included in the Institution's data and Tableau files.

2.3.3. Using course majors for reporting

Majors templates will be provided on Tuesday 8 March to institutions that elect to use survey on majors in the 2022 GOS. Please review and update the majors template as required to ensure that it is up-to-date and return it to the Social Research Centre by Tuesday 22 March.

Instructions on how to complete the majors template can be found in Appendix B (Surveying on Majors).

3. Data collection

3.1. The standard GOS instrument

The core GOS questionnaire focuses on measuring:

- labour force outcomes
- further study
- graduate preparation, and
- recruitment for the ESS (refer Section 1.1).

The ESS seeks to speak with the supervisor of the graduate. The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:

- the specific skills and attributes needed in business today, and
- how well higher education is equipping graduates for the workforce.

Labour force outcomes are captured with items closely aligned to the Australian Bureau of Statistics Labour Force Survey. Additionally, the GOS contains the Postgraduate Research Experience Questionnaire (PREQ) with the following Course Experience Questionnaire (CEQ) item, administered to all in-scope undergraduate and coursework graduates from each institution:

- Overall Satisfaction Item (OSI, 1 item).

Those completing a research-based higher degree (master's degree by research or doctorate by research) receive the PREQ, and all other coursework graduates receive the CEQ item. The GOS instrument collects data related to each course element if the graduate was enrolled in a combined or double degree.

3.2. Adding additional questions

Institutions can include non-standard, institutional specific questions towards the end of the GOS questionnaire 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 on the QILT website (log in to the Provider Portal, and click on 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 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.

3.3. 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 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.

3.4. Adding additional populations

Institutions can include out-of-scope populations or any sub group of graduates who fall outside of the in-scope population for the GOS. Refer 'Section 3.2.2 Additional population' for supporting details. Further information and fees are presented in the ['Additional Populations'](#) fact sheet in the general resources section of the QILT website.

Refer to Table 1 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 gilt@srcentre.com.au.

4. Response maximisation

4.1. 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 infield reminder emails, telephone reminders and SMS. These are not customisable features of the approach lest the research methodology become inconsistent.

Institution led awareness raising and engagement activities such as use of 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 GOS Marketing Pack.

Some basic guidelines apply:

Awareness raising and engagement

- Institutions should send a pre-survey awareness raising letter or email. 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 consider engaging with any less engaged groups (i.e. international students) during this pre-awareness phase. Engaging with international student associations and using tailored marketing materials for the international student population can go a long way to increasing survey engagement among this group, thereby improving representativeness.
- Institutions should not send actual survey links in any correspondence (the exception to this is the use of Learning Management Systems which is relevant to the SES).
- Any direct correspondence with sample members during the online fieldwork period should be discussed with the Social Research Centre and the materials provided.

Prize draws

- Refer to Section 4.6.5 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.

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.

4.2. Institutional engagement

4.2.1. Guide to marketing the GOS

This section is focussed on the effective and appropriate usage of GOS branded marketing materials. The objective is to raise awareness of the GOS 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 perform best when supported by institution-based promotion as well as an innovative social media campaign. Refer 'Section 4.3 Engagement activity plan', which outlines key dates and materials to use throughout the fieldwork period.

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

- pre-survey awareness institution-branded letter/email, sent Tuesday 12 April at the earliest
- pre-survey online awareness campaign, Monday 18 – Friday 22 April
- GOS now open messaging, Tuesday 26 April at the earliest
- messaging related to the prize draw, Tuesday 26 April – Monday 23 May at the latest
- last chance to complete the GOS, Monday 23 May – Friday 27 May

Engagement materials will be distributed to institutions and will include:

- Letter and email templates: For awareness/reminder communications to graduates. To be used at different time points throughout fieldwork, a full-length and a shorter variation of each message are provided. There is also a template included for raising awareness with staff at your institution.
- Social media tiles: Artwork and copy for social media posts are available to be shared on institutional pages. The social media tiles have varying images and text, along with captions that can be used at different time points throughout fieldwork.
- Web tiles: Multiple sizes of web tiles (MREC, Leaderboard, Skyscraper) featuring GOS branding and messaging.
- Posters: These are suitable for printing in A3 and A4 formats. The posters have the same text but different images and come in PDF or InDesign formats.
- Lecture slides: Provided for use in lectures and tutorials. Some explanatory text for lecturers has been included in the user guide. A set of co-branded slides has also been provided so institutions can include their branding or tailor messaging.
- Pull up banners: Provided in high resolution format, with varying images. The banners are suitable for professional printing and are recommended for display around campus or graduation events.

Please refer to the *GOS Marketing Pack user guide* for further information on the materials included, campaign timeframes and suggested text for social media posts.

4.2.2. Pre-field awareness institution-branded letter or email

It is expected that institutions send an early awareness raising letter or email to assure graduates of the legitimacy of the survey – please liaise with your Alumni team. 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 or faculty heads can be expected to have the biggest impact. However, consideration should be given to adapting the signatory depending on the target population to ensure the greatest impact. For example, for your international student cohort, signing from a faculty head or international student association representative may be more recognisable, and therefore more engaging.

The pre-field awareness letter or email can be institution-branded (i.e., institutional logo with QILT logos). Institutions are asked to notify the Social Research Centre of the content and date of delivery of the letter or email. We will also provide a template in the marketing pack.

4.3. 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 trial QILT projects and iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the GOS Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Refer to Table 1 for the final date to propose variations to the engagement activity plan.

Table 6 Standard 2022 GOS – May 2022 Engagement Activity Plan

The Social Research Centre	How institutions can help
In the lead-up to the launch: 12 April – Awareness Campaign	
	<ul style="list-style-type: none"> Send awareness letter from your institution to all in-scope selections with the aim of the mail to land during the week prior to fieldwork. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to GOS Awareness letter and institutional hardcopy mail out fact sheet in the GOS Marketing Pack). Display pull up banners at alumni or graduation events (Refer to pull up banners).
In the lead-up to the launch: 18 – 22 April – Awareness Campaign	
	<ul style="list-style-type: none"> Create a web presence for GOS (or update a previous GOS information page) on institutional website under 'current surveys' or similar. Send an email to staff alerting to GOS participation and encourage use of in-class slides for first year post graduate classes (Refer to GOS to Staff email and Awareness, lecture slides). Send an email from the Vice Chancellor to graduates advising of the GOS. (Refer to GOS to graduates email). Use your institution's Social Media platforms to promote the survey (e.g. Facebook, Instagram, Twitter). Refer to marketing user guide for social media tiles, suggested timings and captions or www.facebook.com/QILT1/. Upload webtiles to your institution's alumni page or website for the duration of the fieldwork period (Refer to Webtiles). Advertise the GOS in alumni newsletters (or similar) (Refer to Posters, Webtiles, or Slides). Ensure whitelisting strategies are in place.

The Social Research Centre		How institutions can help
Online survey launch: Week commencing 25 April – Open Campaign		
Thursday 28 April Email invitation will be sent to all graduates sampled for inclusion in the GOS		<ul style="list-style-type: none"> Use your institution's Social Media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important.
Saturday 30 April The Social Research Centre Reminder email #1		
Week commencing Monday 2 May – Open Campaign		
Monday 2 May The Social Research Centre Reminder email #2		<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 (see GOS Marketing pack user guide for suggested caption and social media tiles).
Thursday 5 May The Social Research Centre Reminder email #3		<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 (Refer to www.facebook.com/QILT1/).
Week commencing Monday 9 May – Open Campaign		
Monday 9 May The Social Research Centre Reminder email #4		<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 contact has the opportunity for sample members to opt-out (see GOS Marketing pack user guide for suggested caption and social media tiles).
Wednesday 11 May The Social Research Centre Reminder email #5		<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 (Refer to 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 Graduate email_mid_survey).
Week commencing Monday 16 May – Open Campaign		
Monday 16 May 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 (Refer to www.facebook.com/QILT1/).
Friday 20 May The Social Research Centre Reminder email #7		<ul style="list-style-type: none"> 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 Graduate email_mid_survey).
Week commencing Monday 23 May – Closing Campaign		
Monday 23 May The Social Research Centre Reminder email #8		<ul style="list-style-type: none"> Note that entry to the final prize draw closes from Monday this week. Be careful to not reference the prize draw in communications sent from Tuesday onward. 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 (see GOS Marketing pack user guide for suggested caption and social media tiles).
Thursday 26 May The Social Research Centre Reminder email #9		<ul style="list-style-type: none"> Post a reminder on your alumni page or website. Send a final appeal to graduates via email to (Refer to Graduate email_Closing).

4.4. Social media campaign

Social media campaigns will be conducted through the QILT [Facebook](#) and [Instagram](#) accounts and will be managed by the Social Research Centre. Survey Managers are encouraged to share QILT posts and tweets, if possible.

4.5. Institutional web presence

The Social Research Centre recommends creating or updating a web presence for the GOS 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. Please use the logo provided in the GOS Marketing Pack. For general information please include a link to www.gos.edu.au on your website.

4.6. Standard QILT response maximisation activities

4.6.1. Email invitations and reminders

Authentication is a process where sample members can log into a generic link to allow entry into the survey by using a first name, student number and date of birth to validate themselves as a legitimate sample member. A unique survey link is generated and sent to their email of choice. Authentication opens at the same time as the soft launch, that is, two days before the main fieldwork period.

All institutions will follow the same fieldwork period for the 2022 GOS – May 2022 (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 trial surveys, as well as the SES with success. Given that centralisation of data collection for the GOS 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 GOS sample collects up to four email address. The first two email addresses are used to send the invitation, if both addresses fail and a third email address is available, then this is used. In cases where the first three emails fail, the fourth email address is used. The email schedule and prize draw dates are outlined in Table 7. In compliance with the Australian Privacy Principles and the SPAM Act, all emails and SMS have the functionality for recipients to unsubscribe.

Table 7 2022 GOS – May 2022 Response Maximisation Activities

Activity	Date
Fieldwork starts / email invite sent - NUHEI	Tuesday 26 April
Fieldwork starts / email invite sent - Uni	Thursday 28 April
Email reminder 1 preparation and sending (Email 1 and Email 2)	Saturday 30 April
Email reminder 2 preparation and sending	Monday 2 May
PRIZE DRAW 1 CLOSE	Monday 2 May (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 4 May
Email reminder 3 preparation and sending + infield telephone reminders start	Thursday 5 May
Email reminder 4 preparation and sending + SMS 1	Monday 9 May

Activity	Date
PRIZE DRAW 2 CLOSE	Monday 9 May (11:59pm)
PRIZE DRAW 2 CONDUCTED	Wednesday 11 May
Email reminder 5 preparation and sending	Wednesday 11 May
Email reminder 6 preparation and sending + SMS 2	Monday 16 May
PRIZE DRAW 3 CLOSE	Monday 16 May (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 18 May
Email reminder 7 preparation and sending	Friday 20 May
Email reminder 8 preparation and sending	Monday 23 May
PRIZE DRAW 4 CLOSE	Monday 23 May (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 25 May
Email reminder 9 preparation and sending (if required)	Thursday 26 May
Online collection closes	Sunday 29 May

4.6.2. 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 as outlined below (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@srcentre.com.au.
- Whitelist server name that email originates from. Hostname ending in 'emdbms.com'.

Other useful information:

- IP address ranges that the GOS 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@srcentre.com.au.

Email subject headings (indicative text below)²:

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

- Authentication: Graduate Outcomes Survey - Your details have been verified
- Invitation: Graduate Outcomes Survey - Share your experiences to help future students
- Reminder 1: Graduate Outcomes Survey - Your feedback is valuable
- Reminder 2: Graduate Outcomes Survey - Complete today for a chance to win
- Reminder 3: Graduate Outcomes Survey - Help improve your institution
- Reminder 4: Graduate Outcomes Survey - You could win \$1,000 for your feedback
- Reminder 5: Graduate Outcomes Survey - It's not too late to give your feedback
- Reminder 6: Graduate Outcomes Survey - We know you've received several emails
- Reminder 7: Australian Government would like to hear from you in the Graduate Outcomes Survey
- Reminder 8: Graduate Outcomes Survey - Final prize draw closes tonight
- Reminder 9: Graduate Outcomes Survey - Final chance to complete

4.6.3. 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 online fieldwork period. The SMS would include a short link to the online survey. In 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.

4.6.4. Telephone reminder calls

In-scope graduates who have not responded by either completing or opting out of the 2022 GOS – May 2022 collection receive a reminder call from the Social Research Centre during the online fieldwork period. Typically calls would commence from approximately the second week in field depending on methodological and operational learnings and requirements. 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 cells or institutions that traditionally perform poorly. Between one and two calls are made and a voice mail left if possible. The provision of updated telephone numbers (preferably mobile) will greatly increase the effectiveness of these reminder calls. Additional online completes as a result of a 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 reminder calls.

4.6.5. Incentivisation

All completing graduates will be entered into a rolling prize draw in the 2022 GOS – May 2022. The prize pool will total \$37,000, comprised of four weekly prize pools of \$9,250. Each weekly prize pool will be made up of three \$1,000, five \$500 and fifteen \$250 prepaid VISA e-gift cards. The \$1,000 gift cards will be drawn on a national basis, however the remaining prizes will be distributed between the states based on the proportion of institutions located within each state. 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 www.srcentre.com.au/gostcs (this will be updated prior to the 2022 GOS – May 2022 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 7.

4.7. Fee-for-service response maximisation activities

The GOS offers optional non-response follow up via telephone and SMS. 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. Telephone non-response follow up takes place after the main online fieldwork period has closed. Further information and fees are presented in the '[Response Boosting](#)' fact sheet in the general resources section of the QILT website.

4.7.1. Telephone non-response follow up

The Social Research Centre is offering two types of telephone follow up; full Computer Assisted Telephone Interview (CATI) surveys or a telephone reminder call:

- The 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 full CATI survey is completed over the phone at the time of call. These responses will not be reported nationally or appear on the QILT website; however, are included as a part of institutional files and institutional reports.

The Social Research Centre can provide a quote for telephone reminders or full telephone surveys on request. We are only able to accommodate definite bookings, as there are specific sample preparation and scripting processes that start prior to online fieldwork to enable the survey for telephone interviewing. Due to the set-up required, if telephone follow up is booked and then cancelled there will be a cancellation fee to cover these costs. Refer to Table 1 for the final date to nominate post-online fieldwork telephone activity. Remember to use your Participation and Additional Services form to register for telephone-based activity. If you need this form sent to you again, please contact the Social Research Centre at qilt@srcentre.com.au.

4.7.2. 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. Fieldwork monitoring

5.1. Liaison

Throughout the GOS, 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.

5.2. Real-time reporting

The Social Research Centre offers participating institutions real-time status reporting for the GOS 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, this includes study area, gender, faculty, campus, undergraduate / postgraduate and domestic / international status
- the capacity to download a csv file of survey progress for each graduate and analyse by domestic / international, gender, course code, Field of Education, study area, faculty, course level and campus, 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 2022 GOS – May 2022 collection, a login will be assigned to your institution when fieldwork starts.

6. Deliverables

The following deliverables will be provided to institutions at the end of data processing for the 2022 GOS – May 2022 collection.

6.1. Benchmarking data file

6.1.1. Universities Australia

These are time series national data files, with data going back to the start of GOS (2016) and are 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 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 benchmarking data files, an institutional representative is required to apply for 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). Release date of the UA data files, and the UA Tableau file described below is set at the discretion of the Department.

6.1.2. Independent Higher Education Australia

Members of Independent Higher Education Australia (IHEA) data sharing agreement receive a Tableau file containing their own data and de-identified data of all other IHEA member institutions that signed up to the agreement. The Tableau workbooks contain data from 2016 onwards. Like the UA files, the release date of the IHEA Tableau packaged workbooks is set at the discretion of the Department.

6.2. Institutional data file

Once the survey data from the 2022 GOS collection year are processed, a time series file is made available to each institution. 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:

- non-GOQ data items surveyed at the request of the institution
- non-GOQ in-scope populations surveyed at the request of the institution
- GOQ surveys completed via Computer Assisted Telephone Interviewing (CATI).

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

6.3. 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 and CATI completed survey data can be viewed from the Tableau packaged workbooks by selecting the appropriate filters. Institution specific non-GOQ data items are not included in Tableau packaged workbooks.

6.4. Verbatim responses

Verbatim responses are provided as a separate file for the GOS data set. The standalone file contains the GOSID to link cases between the data and verbatim files and facilitates easier use of the GOQuery text analyser tools. The text analysers thematically group the institutions' 'Best aspects', 'Needs improvement', 'Best aspects of preparedness for employment' and 'Needs improvement for preparation for employment' open-ended items. The verbatim file also contains all other verbatim responses collected in the GOS survey for that year. All institutions participated in the survey receive a verbatim file unless there was no respondent.

6.5. Student Contact file (Alumni)

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

Appendix A Variables requiring institution attention in the sample return for 2021 completers

This section contains a brief description of the data required in both TCSI templates and full population templates for each graduate. If your institution is submitting a TCSI template, variables in Sections A1 and A2 are relevant. If your institution is submitting a full population data template, variables in Sections A1, A2 and A3 are all relevant. The data format and specific codes available for each variable can be found in the Data Map provided with your corresponding template.

Links to the TCSI data elements website (TCSI Data Elements) have been provided for variables that are identical to the data elements required for TCSI reporting.

A1. Scoping Variables

E592, E599 and GraduateStatus will be used to determine the eligibility of students to be surveyed as part of this GOS collection round. Refer to section 2.1 for more details on scoping.

E592 Course outcome date

E592 is a new variable under TCSI for event-based reporting. The course completion date is the date that the Provider determines the student has fully met the academic requirements of the course and is eligible to be issued with the qualification. It is not the date that the student graduates.

E592 is replacing COMPLETIONDATE (Course Completion Dates) used previously in GOS under HEIMS.

E592 is a date variable and can only include numbers for year, month and day values with a hyphen between each, i.e. in the format “YYYY-MM-DD”.

See [Course outcome date | TCSI Support](#).

E599 Course outcome code

E599 is a new variable under TCSI for event-based reporting to be used in conjunction with E592. See [Course outcome code | TCSI Support](#).

Graduate Status (GRADUATESTATUS)

GRADUATESTATUS allows you to flag records for exclusion from current round of GOS. By default, this is populated with a ‘0’ – this denotes graduates who completed in the defined reference period and have no barriers to contact. Students with a value other than 0 will not be contacted or included in the survey. Note that this value is independent of the in-scope status defined in Exclusions, and records with GRADUATESTATUS = 0 may be excluded from the GOS sample frame for other reasons.

The variable GRADUATESTATUS should be coded as follows:

- 0 = Graduate
- 1 = Not a graduate
- 2 = Graduate not to be contacted (used for graduates who are deceased or are not to be contacted under any circumstances)
- 3 = Surveyed in a previous round

A2. Contact Details

The name and address fields listed (E402, E403, E320, E469, E470, E413, E470 and E658) are required for the GOS survey execution and reporting. We need the respondent's name for the email invitation and reminders. The address information (Suburb / Town, Postcode, State and Country) is used to determine time zone and location for survey execution and for response maximisation initiatives by the Social Research Centre.

Note the definition of E320 has changed slightly under TCSI (now Australian postcodes only) and E658 (country codes of residential address) is introduced.

E403 – Student given name first

The first given name of the student. See [Student given name first | TCSI Support](#).

E402 – Student family name

The family name of the student. See [Student family name | TCSI Support](#).

E320 – Residential address postcode

The Australian postcode of the student's residence. See [Residential address postcode | TCSI Support](#).

Use 0000 where there is no information on the residence.

E469 – Residential address suburb

The suburb of the student's residence. See [Residential address suburb | TCSI Support](#).

E470 – Residential address state

The Australian state or territory of the student's residence. See [Residential address state | TCSI Support](#).

E658 – Residential address country code

The country code of the student's residence. See [Residential address country code | TCSI Support](#). This item is based on the ABS's Standard Australian Classification of Countries [codeframe](#).

Email addresses

Please provide at least one valid email address for each graduate in the file. We cannot include your graduate in the survey if their email address is invalid because GOS is primarily an online survey. 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, etc. Common sense suggests that the best option is the graduate's personal email address (Hotmail, Gmail, etc.). Other options may include the email address issued by the institution while they were enrolled, or an alumni email address issued after graduation.

Phone numbers

Phone numbers are used for in field reminder calls, SMS reminders or fee for service post field telephone follow ups. Mobile numbers are preferred over landlines (where available) as they can be used for SMS reminders as well as telephone contacts. **Providing a main number and alternate number increases our chances of getting through to the graduate and achieving a completed interview. The graduate telephone numbers are also used when seeking to contact the graduate as part of bridging to the ESS.**

A3. Other Variables

These variables will be used in reporting. Note that if you are submitting a TCSI template, these variables will be provided to the Social Research Centre by the department in the TCSI extract.

E306 Provider code

Higher Education Provider code as issued by the department or by the Social Research Centre for the purpose of QILT. See [Provider code | TCSI Support](#).

E306C Higher Education Provider name

Higher Education Provider name for the purpose of QILT reporting.

E313 Student identification code

A code which uniquely identifies the student within the higher education provider and remains constant from year to year. See [Student identification code | TCSI Support](#).

E584 Unique Student Identifier (USI)

A code assigned by the Department which uniquely identifies an individual. See [Unique Student Identifier | TCSI Support](#)

If the student does not have a USI or it is unknown, please leave this field blank.

E314 Date of birth

The day, month and year of birth of the person. E314 is a date variable and can only include numbers for year, month and day values with a hyphen between each and should be entered in the format: "YYYY-MM-DD".

Where date of birth cannot be provided, report '1901-01-01'. See [Date of birth | TCSI Support](#).

E307 Course code

A code which uniquely identifies each course within a provider. See [Course code | TCSI Support](#)
The course code format should follow TCSI submission format.

E315 Gender code

A code which identifies the sex of a person. See [Gender code | TCSI Support](#).

E316 Aboriginal and Torres Strait Islander code

A code which identifies whether or not the student/applicant identifies herself or himself as being of Aboriginal and/or Torres Strait Islander descent. See [Aboriginal and Torres Strait Islander code | TCSI Support](#).

E358 Citizen resident code

A code indicating a student's citizenship and residence status. See [Citizen resident code | TCSI Support](#).

Leave blank if unknown.

E534 Course of study commencement date

The date on which the student commenced the current course of study.

E534 has replaced E328, which used to be in the HEIMS Course Completion file and has been retired with the rollout of TCSI.

E534 is a date variable and can only include numbers for year, month and day values with a hyphen between each and should be reported in the format: "YYYY-MM-DD". See [Course of study commencement date | TCSI Support](#).

E329 Mode of attendance code

A code which identifies the mode of attendance by which the student undertakes a unit of study. See [Mode of attendance code | TCSI Support](#).

E330 Type of attendance code

A code which identifies whether a student is classified as full-time or part-time. See [Type of attendance code | TCSI Support](#).

E463 Specialisation code

A code identifying the field of education in which the students specialised for this course. This field should be coded using the ABS' [Australian Standard Classification of Education \(ASCED\)](#).

E346 Country of birth code

A code indicating use of a language other than English at the student's permanent home residence. This field should be coded using the ABS' [Standard Australian Classification of Countries \(SACC\)](#), with three exceptions:

1101 – Student was born in Australia

9998 – No information on country for student who was born outside Australia

9999 – No information on whether born in Australia or not

Use code 9999 if you do not have access to this information. See [Country of birth code | TCSI Support](#).

E347 Year of arrival in Australia

The year in which a student, not born in Australia, first arrived in Australia. This data element is only applicable to students not born in Australia and should be in the format YYYY. Other valid codes are:

- 9998 – No information on year of arrival
- 9999 – No information on whether student/applicant was born in Australia or not

Use code 9999 for students coded 9999 at E346. See [Year of arrival in Australia | TCSI Support](#).

E348 Language spoken at home code

A code indicating use of a language other than English at the student's permanent home residence. This field should be coded using the ABS's [Australian Standard Classification of Languages \(ASCL\) 2016](#) with three exceptions:

- 0001 – Student speaks only English at permanent home residence

- 9999 – No information on whether or not a non-English language is spoken at permanent home residence by a student/applicant

Use code 9999 if you do not have access to this information. See [Language spoken at home code | TCSI Support](#).

E615 Disability code

E615 is a new variable under TCSI and replaces the HEIMS Disability code E386.

E615 is a two-digit string variable that identifies the type(s) of disability, impairment, or long-term condition that a student indicates. See [Disability code | TCSI Support](#).

If a student has multiple disabilities, please specify all relevant codes separated by a semicolon (i.e., “11;12” would signify having both a hearing and physical disability).

If a student has no disability, E615 should be left blank.

E488 Commonwealth Higher Education Student Support Number (CHESSN)

A code, allocated by the Department, which uniquely identifies the student and remains constant from year to year. See [Commonwealth Higher Education Student Support Number \(CHESSN\) | TCSI Support](#).

If the student does not have a CHESSN or it is unknown, populate file with ‘ZZZZZZZZ’.

E415 Reporting year

The reporting year and period to which the individual data record relates in YYYY format – this should be 2022 for all students (denoting that it is for the 2022 GOS). See [Reporting Year | TCSI Support](#)

E308 Course name

This is the full name of the course and should not include any abbreviation. See [Course name | TCSI Support](#).

E310 Course of study type

This variable indicates the type of higher education course. See [Course of study type | TCSI Support](#).

E455 Combined course of study indicator

A code which indicates if a course of study is a combined course of study (i.e. a double degree). Valid values are TRUE and FALSE. See [Combined course of study indicator | TCSI Support](#).

E461 Field of education code

A code identifying the field of education to which this course is classified. This field should be coded using the ABS’ [Australian Standard Classification of Education \(ASCED\)](#). See [Field of education code | TCSI Support](#).

E462 Field of education supplementary code

A code identifying the supplementary field of education to which a combined course is classified. This field should be coded using the ABS’ [Australian Standard Classification of Education \(ASCED\)](#).

See [Field of education supplementary code | TCSI Support](#).

Note that this field should only be populated for records with E455 = true (i.e. a combined course).

E573 Highest educational attainment of parent 1

A code which provides information about the highest educational attainment of the first parent or guardian as identified by the student. See [Highest educational attainment parent 1 | TCSI Support](#).

E574 Highest educational attainment of parent 2

A code which provides information about the highest educational attainment of the second parent or guardian as identified by the student. See [Highest educational attainment parent 2 | TCSI Support](#).

Faculty and Campus

These fields are optional, however they are potentially useful if an institute would like in field and post field reporting at these levels.

If your institution is considering CATI and would like the Social Research Centre to target potential respondents by Faculty or Campus, these variables must be included in the sample file.

If they are to be included, both Faculty and Campus must be provided in the sample file as a text value.

Please note that there will be a cost involved if an institution does not provide Faculty and Campus information during sample preparation but would like to Social Research Centre to append this information to the output files (or to historical data files) after the survey data have been processed.

Appendix B Surveying on Majors

Appendix B is relevant where an institution is using course majors for survey reporting. Course majors are not part of an official TCSI upload, in fact, no course majors data exists in TCSI. Nevertheless, some institutions prefer their GOS data reported against majors because the names of their courses are very generic (e.g. Bachelor of Arts, Bachelor of Science, Doctor of Philosophy, etc.) and greater specificity allows them more meaningful data analysis and reporting.

An overview of the process with using majors

During GOS sample preparation, the Social Research Centre will ask institutions to indicate if they wish to survey their graduates using majors (the default is to survey at the course / qualification level). If an institution opts in to use majors, the Social Research Centre would ask them to provide information about each graduate's major(s) in their submitted sample template. This information is piped into the screening and confirmation section (Module A) of the survey.

Graduates can edit or delete the majors presented to them in the survey. At the end of field work, the Social Research Centre will produce a "majors coding checks" file containing all records where the student has edited or deleted the majors presented to them. This file is sent to institutions to review and confirm whether the graduates' changes were correct. This file is then returned to the Social Research Centre for data processing.

Who should use majors?

The use of majors is best suited to institutions that

- have broad / generic qualification names and must use majors to allow more specificity in reporting AND
- can accurately assign majors to their graduates using information from their local administrative systems to minimise the likelihood of their graduates editing or deleting the majors presented to them in the survey.

Institutions should note that there are potential drawbacks with using majors for reporting:

- Where the quality of the information on majors is poor or incomplete in the institution's local system, the sub-quality information being piped into the survey will result in a higher likelihood of the graduates editing or deleting the majors presented to them in the survey. This, in turn, will lead to more coding checks for the institution and / or poor-quality data for reporting.
- The graduates' response to Module A when confirming their majors and the institutions' subsequent actions in the majors coding checks can directly affect the institutions' own data as well as national reporting.
- If the course FoE (which SES reporting is based on) and the majors (which GOS reporting is based on) end up in different study areas, the quality of the institution's data in ComparED will be compromised.

In many instances, it is better to survey at the qualification / course level to ensure data quality and consistency.

To ensure data quality for majors

1. Institutions that opt in to use majors will receive their TCSI or full population data template with additional relevant fields for providing information on majors at the student level as described above. Institutions not using majors will receive a standard template without these fields.

- Four additional fields — **MAJ1TEXT**, **MAJ2TEXT**, **MAJ3TEXT** and **MAJ4TEXT** are included in the sample templates for institutions to provide their institution-specific names for the majors in addition to providing the Social Research Centre with the ASCED codes in MAJ1 to MAJ4. Our experience has shown that graduates are less likely to edit or delete the majors presented to them in the survey if they see names that they are familiar with.
- E308A_MAJFLAG** and **E308B_MAJFLAG** have been included in the sample population file templates for institutions to indicate whether the graduate is to be surveyed on majors or surveyed on course. For double degrees, both course components should be flagged and it is important that the correct option is flagged separately in E308A_MAJFLAG and E308B_MAJFLAG. For example, if one of the components of the double degree has no majors, this component needs to be flagged as 'Course'.
- Institutions using majors will receive an additional majors template where they can list all permissible majors for each course at their institution for survey execution. Please see details on pages 28 and 29 on how to complete the majors template.

The major fields in the sample population file template need to be populated differently for single and double degrees as shown below.

For single degrees:

MAJ1 and MAJ1TEXT should reflect the FOE undertaken as part of this course as shown below:

Course name A (Derived)	Field of education code for Course A	Survey Course A on course or major	Course A Major 1 ASCED code	Course A Major 1 description	Course A Major 2 ASCED code (if two majors for course A)	Course A Major 2 description (if two majors for course A)	Course name B (if combined degree) (Derived)	Field of education code for Course B	Survey Course B on course or major	Course B Major 1 ASCED code	Course B Major 1 description	Course B Major 2 ASCED code (if two majors for course B)	Course B Major 2 description (if two majors for course B)
E308A	E461	E308A_MAJFLAG	MAJ1	MAJ1TEXT	MAJ2	MAJ2TEXT	E308B	E462	E308B_MAJFLAG	MAJ3	MAJ3TEXT	MAJ4	MAJ4TEXT
Course A		Major	123456	Major description			Course B		Major	654321	Major description		

MAJ2 and MAJ2TEXT can be used as well if there are two majors undertaken as part of this course as shown below:

Course name A (Derived)	Field of education code for Course A	Survey Course A on course or major	Course A Major 1 ASCED code	Course A Major 1 description	Course A Major 2 ASCED code (if two majors for course A)	Course A Major 2 description (if two majors for course A)	Course name B (if combined degree) (Derived)	Field of education code for Course B	Survey Course B on course or major	Course B Major 1 ASCED code	Course B Major 1 description	Course B Major 2 ASCED code (if two majors for course B)	Course B Major 2 description (if two majors for course B)
E308A	E461	E308A_MAJFLAG	MAJ1	MAJ1TEXT	MAJ2	MAJ2TEXT	E308B	E462	E308B_MAJFLAG	MAJ3	MAJ3TEXT	MAJ4	MAJ4TEXT
Course A		Major	123456	Major description	123457	Major description	Course B		Major	654321	Major description		

Please note that if both MAJ1 and MAJ2 are used, the graduate will be surveyed two sets of CEQs.

For double degrees:

MAJ1 and MAJ1TEXT are to be used the first component of the course and MAJ3 and MAJ3TEXT are to be used for the second component of the course.

MAJ2 and MAJ2TEXT and MAJ4 and MAJ4TEXT should only be used if there is a second major in either or both components of the course.

If there is no second major in either component of the course, they should be left blank, as shown below:

Course name A (Derived)	Field of education code for Course A	Survey Course A on course or major	Course A Major 1 ASCED code	Course A Major 1 description	Course A Major 2 ASCED code (if two majors for course A)	Course A Major 2 description (if two majors for course A)	Course name B (if combined degree) (Derived)	Field of education code for Course B	Survey Course B on course or major	Course B Major 1 ASCED code	Course B Major 1 description	Course B Major 2 ASCED code (if two majors for course B)	Course B Major 2 description (if two majors for course B)
E308A	E461	E308A_MAJFLAG	MAJ1	MAJ1TEXT	MAJ2	MAJ2TEXT	E308B	E462	E308B_MAJFLAG	MAJ3	MAJ3TEXT	MAJ4	MAJ4TEXT
Course A		Major	123456	Major description			Course B		Major	654321	Major description		

Please note that if MAJ1, MAJ2, MAJ3 and MAJ4 are all used, the graduate will still be surveyed two sets of CEQs. The survey will randomly select one major between MAJ1 and MAJ2 and randomly select another major from MAJ3 and MAJ4.

Here is an example:

- A graduate completed a double degree Bachelor of Law / Bachelor of Arts, with a single major in the Law component of the degree and a double major in the Arts component.
- The major for the Law component would be entered in MAJ1 and MAJ1TEXT and the two majors for the Arts component would be entered in MAJ3 and MAJ3TEXT, MAJ4 and MAJ4TEXT.
- MAJ2 and MAJ2TEXT should be blank.
- In this instance, the first set of CEQ will be asked of MAJ1 and the second set of CEQ will be a random selection between MAJ3 and MAJ4.

Course name A (Derived)	Field of education code for Course A	Survey Course A on course or major	Course A Major 1 ASCED code	Course A Major 1 description	Course A Major 2 ASCED code (if two majors for course A)	Course A Major 2 description (if two majors for course A)	Course name B (Derived)	Field of education code for Course B	Survey Course B on course or major	Course B Major 1 ASCED code	Course B Major 1 description	Course B Major 2 ASCED code (if two majors for course B)	Course B Major 2 description (if two majors for course B)
E308A	E461	E308A_MAJFLAG	MAJ1	MAJ1TEXT	MAJ2	MAJ2TEXT	E308B	E462	E308B_MAJFLAG	MAJ3	MAJ3TEXT	MAJ4	MAJ4TEXT
Bachelor of Law		Major	90905	Criminal Law			Bachelor of Arts		Major	90100	Political Science	90305	History

What if my institution wants to use majors but we do not have customised names for our majors?

Step 1: Indicate using **E308A_MAJFLAG** (and **E308B_MAJFLAG** as well for combined degrees) whether the graduate is to be surveyed on majors or surveyed on course. Select 'Majors' for graduates who you wish to survey on majors.

Step 2: Populate MAJ1 – MAJ4 with the Australian Bureau of Statistics (ABS) Australian Standard Classification of Education (ASCED) codes as appropriate.

Step 3: Populate MAJ1TEXT – MAJ4TEXT with the generic description from the ABS ASCED.

We will display the generic description from ABS ASCED in the survey as you provided.

Please note that displaying the generic description from ABS ASCED may encourage graduates to wrongly delete or edit their majors and will increase the amount of majors coding checks that you will receive from the Social Research Centre for verification after fieldwork has completed. This is because the ABS ASCED descriptions tend to be quite general and different to institution specific major descriptions.

What if my institution want to use majors but some (not all) of our courses do not have majors?

For courses that do not have majors:

Step 1: Indicate using **E308A_MAJFLAG** (and **E308B_MAJFLAG** as well for combined degrees) whether the graduate is to be surveyed on majors or surveyed on course. Select 'Course' where the courses / graduates have no majors. It is important that these two fields are filled in separately for double degrees, as it is possible for only one component of the double degree to have majors.

Step 2: Leave **MAJ1** (and MAJ3 for combined degrees) and **MAJ1TEXT** (and MAJ3TEXT for combined degrees) blank.

Step 3: Indicate in the **majors template** that the relevant courses have no majors.

For courses that have majors:

Please complete the major related fields as per the normal process described above.

The Social Research Centre will program the survey accordingly to ensure that graduates are only asked about their majors where it is applicable.

How do I complete the majors template?

The purpose of this template is for you to provide to the Social Research Centre a complete list of all permissible majors by course for your institution. This allows the Social Research Centre to pipe in an appropriate drop-down list of majors tailored to each course (or each component of a double degree) for your graduates to select from, should they feel the need to edit the majors shown to them in the survey. **If your institution is using course majors for GOS reporting, it is essential that you review the majors lookup template (and update as required) for each collection cycle.**

The Social Research Centre pre-populate the majors lookup template using information that your institution provided to us from the previous rounds of GOS. An example of a pre-populated template is shown below.

Higher Education Provider code (HEIMS)	Higher Education Provider name (HEIMS)	Course code (PS)	Course name - full (CO)	Course Component (for combined qualification only)	Course component name (for combined qualifications only)	Major ASCED code	Major description	Display all Majors as per course code (E307) (for combined qualification only)	Flag indicating major supplied by student and confirmed by institution in coding checks
E306	E306C	E307	E308	COMPONENT	E308AB	MAJ	MAJTEXT	E307MAJ	FROM CODING CHECKS
0000	Institution X	CRS001	Bachelor of Arts			010913	Physiology		
0000	Institution X	CRS001	Bachelor of Arts			090101	Political Science and International Relations		
0000	Institution X	CRS001	Bachelor of Arts			061300	Population Health		
0000	Institution X	CRS002	Bachelor of Law			060113	Anatomical Pathology		
0000	Institution X	CRS003	Bachelor of Science			010101	Mathematics		
0000	Institution X	CRS003	Bachelor of Science			010103	Statistics		
0000	Institution X	CRS003	Bachelor of Science			010500	Chemistry		
0000	Institution X	CRS003	Bachelor of Science			010301	Physics		
0000	Institution X	CRS003	Bachelor of Science			020000	Information Technology		
0000	Institution X	CRS003	Bachelor of Science			020100	Computer Science		
Double Degrees - option 1									
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science			CRS003	
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts			CRS001	
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts			CRS001	
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseB	Bachelor of Law		No Major		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science			CRS003	
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseB	Bachelor of Law		No Major		
Double degrees - option 2									
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010101	Mathematics		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010103	Statistics		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010500	Chemistry		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010301	Physics		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	020000	Information Technology		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	020100	Computer Science		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	010913	Physiology		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	090101	Political Science and International Relations		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	061300	Population Health		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	060113	Anatomical Pathology		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts	010913	Physiology		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts	090101	Political Science and International Relations		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts	061300	Population Health		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts	060113	Anatomical Pathology		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseB	Bachelor of Law		No Major		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010101	Mathematics		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010103	Statistics		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010500	Chemistry		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010301	Physics		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	020000	Information Technology		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	020100	Computer Science		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseB	Bachelor of Law		No Major		

Action required from you:

1. Majors supplied by graduates and endorsed by institutions during the major checking process from the 2022 GOS – Nov 2021 have been added to the pre-populated majors lookup template. You are now asked to review the majors lookup template to ensure that all relevant majors/ courses for the 2022 GOS – May 2022 collection have been included.
2. **Please do not delete records from the pre-populated template unless the information was incorrect or if the majors/ courses are no longer relevant for future GOS** (i.e. there will be no more graduates coming through those courses).
3. When filling out the template, please ensure that you include all permissible majors for each course and not just the majors completed by the current cohort of graduates being surveyed.
4. For the double degrees, please ensure that you provide all permissible majors for each component of the degree. This is important because graduates will be allowed to edit the majors for each component of the course independently in the survey, and hence the Social Research Centre need to pipe in the correct drop-down selections for each component of the double degree. There are two ways you can do this in the template:

Option 1: Ensure that the majors for the single degrees are correct, then reference the majors in each component of the double degrees using the course code of the corresponding single degrees, as shown in the example below. Please ensure that you only include one course code in each row for E307MAJ.

Higher Education Provider code (HEIMS)	Higher Education Provider name (HEIMS)	Course code (PS)	Course name - full (CO)	Course Component (for combined qualification only)	Course component name (for combined qualifications only)	Major ASCED code	Major description	Display all Majors as per course code (E307) (for combined qualification only)	Flag indicating major supplied by student and confirmed by institution in coding checks
E306	E306C	E307	E308	COMPONENT	E308AB	MAJ	MAJTEXT	E307MAJ	FROM CODING CHECKS
0000	Institution X	CRS001	Bachelor of Arts			010913	Physiology		
0000	Institution X	CRS001	Bachelor of Arts			090101	Political Science and International Relations		
0000	Institution X	CRS001	Bachelor of Arts			061300	Population Health		
0000	Institution X	CRS001	Bachelor of Arts			060113	Anatomical Pathology		
0000	Institution X	CRS002	Bachelor of Law				No Major		
0000	Institution X	CRS003	Bachelor of Science			010101	Mathematics		
0000	Institution X	CRS003	Bachelor of Science			010103	Statistics		
0000	Institution X	CRS003	Bachelor of Science			010500	Chemistry		
0000	Institution X	CRS003	Bachelor of Science			010301	Physics		
0000	Institution X	CRS003	Bachelor of Science			020000	Information Technology		
0000	Institution X	CRS003	Bachelor of Science			020100	Computer Science		
Double Degrees - option 1									
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science			CRS003	
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts			CRS001	
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts			CRS001	
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseB	Bachelor of Law		No Major		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science			CRS003	
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseB	Bachelor of Law		No Major		

Option 2: List all permissible majors against each component of the double degrees, as shown in the example below.

Higher Education Provider code (HEIMS)	Higher Education Provider name (HEIMS)	Course code (PS)	Course name - full (CO)	Course Component (for combined qualification only)	Course component name (for combined qualifications only)	Major ASCED code	Major description	Display all Majors as per course code (E307) (for combined qualification only)	Flag indicating major supplied by student and confirmed by institution in coding checks
E306	E306C	E307	E308	COMPONENT	E308AB	MAJ	MAJTEXT	E307MAJ	FROM CODING CHECKS
0000	Institution X	CRS001	Bachelor of Arts			010913	Physiology		
0000	Institution X	CRS001	Bachelor of Arts			090101	Political Science and International Relations		
0000	Institution X	CRS001	Bachelor of Arts			061300	Population Health		
0000	Institution X	CRS001	Bachelor of Arts			060113	Anatomical Pathology		
0000	Institution X	CRS002	Bachelor of Law				No Major		
0000	Institution X	CRS003	Bachelor of Science			010101	Mathematics		
0000	Institution X	CRS003	Bachelor of Science			010103	Statistics		
0000	Institution X	CRS003	Bachelor of Science			010500	Chemistry		
0000	Institution X	CRS003	Bachelor of Science			010301	Physics		
0000	Institution X	CRS003	Bachelor of Science			020000	Information Technology		
0000	Institution X	CRS003	Bachelor of Science			020100	Computer Science		
Double degrees - option 2									
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010101	Mathematics		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010103	Statistics		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010500	Chemistry		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	010301	Physics		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	020000	Information Technology		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseA	Bachelor of Science	020100	Computer Science		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	010913	Physiology		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	090101	Political Science and International Relations		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	061300	Population Health		
0000	Institution X	CRS004	Bachelor of Science/Bachelor of Arts	CourseB	Bachelor of Arts	060113	Anatomical Pathology		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts	010913	Physiology		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts	090101	Political Science and International Relations		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseA	Bachelor of Arts	061300	Population Health		
0000	Institution X	CRS005	Bachelor of Arts/Bachelor of Law	CourseB	Bachelor of Law	060113	Anatomical Pathology		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010101	Mathematics		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010103	Statistics		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010500	Chemistry		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	010301	Physics		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	020000	Information Technology		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseA	Bachelor of Science	020100	Computer Science		
0000	Institution X	CRS006	Bachelor of Science/Bachelor of Law	CourseB	Bachelor of Law		No Major		

Option 1 should be used to ensure full alignment in the permissible majors between the single degrees and their counterpart when the qualification is one of the components of a double degree, where this is appropriate.

Option 2 should be used if there is a need to deviate from the list of majors to be displayed for a single degree, for example, if there are majors which are not applicable when qualification is studied as a component of a double degree OR if there are majors which are only applicable when it is studied as a component of a double degree.

Institutions can use a combination of Options 1 and 2 to complete the template, as required by each course.

If a course has no major, it is important that you mark **No Major** in the template, as shown in the above example for Bachelor of Law. This will ensure that we do not allow graduates to insert majors inappropriately when completing the survey.

Similar to the MAJTEXT fields, when completing this template, please ensure:

- that the names are proper cased text, AND
- do not include words such as 'Major', 'Major in', 'Faculty', 'School of', 'Bachelor of', 'Master of', 'n.e.c.', 'n.f.d.', 'not elsewhere classified' in the major description.

Please also ensure that the course codes and course names match with what your institution has loaded into TCSI.

How do I complete the majors template if my institution has no customised names for our majors?

Please fill in the template as above but leave the 'Majors description' column(s) blank. We will pipe in the generic ABS ASCED descriptions.

If a course has no major, please mark **No Major** in the majors template. This will ensure that we do not allow graduates to insert majors inappropriately when completing the survey.

What happens if I do not complete or return the majors template to the Social Research Centre?

If you do not return the majors template, the Social Research Centre has no choice but to display every generic ABS ASCED descriptions in the drop-down list because we do not know which majors are applicable to which course. The list will therefore be extremely long because it is not tailored to the course (there are 345 ASCED codes at the 6-digit level). This will significantly increase the likelihood of your graduates selecting wrong majors, thereby compromising the quality of the data.

Appendix C Exclusions from the GOS

Exclusions (previously SampleFrame)

Graduates are in-scope for the 2022 GOS May collection if they completed their studies at an onshore campus of an Australian higher education provider between 1 November 2021 and 28 February 2022 (inclusive). Both domestic and international students are in-scope.

International students who had originally intended to complete their study onshore in 2021 but have completed their studies online while residing in their home country due to COVID-19 restrictions are **in-scope** for the 2022 GOS.

Several groups of records are excluded from the sample frame for scoping and duplication:

- Graduate's course code is not found in the TCSI master course list (Exclusions=1).
- Non-primary records for graduates with multiple specialisations in the PS file (Exclusions=2, 3).
- Non-primary course for students graduating from multiple courses in the current collection round (Exclusions=4, 5, 6, 7).
- Offshore international students as defined by E358=5 (Exclusions=8).
- Fully duplicated records across the key variables E306, E313, E307 and E463 (Exclusions=9).
- Graduates who have appeared in any previous collection of GOS with the same course code, matched on E306, E313 and E307 (Exclusions=10); or that have previously appeared in the current GOS reporting year, matched on E306 and E313 (Exclusions=11).
- Graduates who are completing a non-award, cross-institutional or Open Universities Australia course (based on E310) are not eligible for the GOS (Exclusions = 12).
- Graduates with an E592 outside of the reference period (Exclusions = 13).

Please note the variable **EXCLUSIONS** is for information only and should not be updated. The variable EXCLUSIONS is coded as follows:

- 0 = Unique record, foundation for the GOS
- 1 = Course code not in Course File
- 2 = Second specialisation (appears as E463B)
- 3 = Third specialisation (appears as E463C)
- 4 = Second award excluded from survey
- 5 = Second award treated as a combined degree
- 6 = Multiple awards both of which are combined degrees
- 7 = Multiple awards but first record is a combined degree
- 8 = Offshore international student
- 9 = Duplicate record on E306, E313, E307 and E463
- 10 = Graduate appeared previously in the GOS in the same course (E306, E307 and E313)
- 11 = Graduate appeared previously in the current GOS reporting year (E306 and E313).

12 = Graduate course is not in scope for GOS (Based on E310)

13 = Graduate completion date out of scope (Based on E592)

Appendix D Study area concordance

Study area 21		Study area 45		Study area 73		ASCED narrow field codes	ASCED detailed field codes
0	Non-award	0	Non-award	0	Non-award	000	000000
1	Science & mathematics	1	Natural & Physical Sciences	2	Physics & astronomy	103	010300, 010301, 010303
				3	Chemical sciences	105	010500, 010501, 010503, 010599
				4	Earth sciences	107	010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799
				7	General science & mathematics	100, 199 part	010000, 019900, 019999
		2	Mathematics	1	Mathematical sciences	101	010100, 010101, 010103, 010199
		3	Biological Sciences	5	Biological Sciences	109	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
2	Computing & Information Systems	4	Medical Science & Technology	6	Medical Science & Technology	199 part	019901, 019903, 019905, 019907, 019909
		5	Computing & Information Systems	8	Computer science	201	020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199
				9	Information systems	203	020300, 020301, 020303, 020305, 020307, 020399
				10	General computing & information systems	200, 299	020000, 029900, 029901, 029999
3	Engineering	6	Engineering - Other	11	Manufacturing engineering & technology	301	030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199
				13	Automotive engineering & technology	305	030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599

				16	Geomatic engineering	311	031100, 031101, 031103, 031199,
				19	Maritime engineering & technology	317	031700, 031701, 031703, 031705, 031799
				20	General engineering	300, 399	030000, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering - Process & Resources	12	Process & resources engineering	303	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering - Mechanical	14	Mechanical & industrial engineering	307	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering - Civil	15	Civil engineering	309	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering - Electrical & Electronic	17	Electrical & electronic engineering	313	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering - Aerospace	18	Aerospace engineering & technology	315	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture & built environment	12	Architecture & Urban Environments	21	Architecture & urban environment	401	040100, 040101, 040103, 040105, 040107, 040199
				23	General architecture & built environment	400	040000
		13	Building & Construction	22	Building	403	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture & environmental studies	14	Agriculture & Forestry	24	Agriculture	501	050100, 050101, 050103, 050105, 050199
				25	Horticulture & viticulture	503	050300, 050301, 050303
				26	Forestry studies	505	050500, 050501
				27	Fisheries studies	507	050700, 050701, 050799
				29	General agriculture, environmental studies	500, 599	050000, 059900, 059901, 059999
		15	Environmental Studies	28	Environmental Studies		050900, 050901, 050999

6	Health services & support	16	Health Services & Support	30	Optical science	609	060900, 060901, 060903, 060999
				32	Radiography	615	061500, 061501
				33	Complementary therapies	619	061900, 061901, 061903, 061905, 061999
				34	General health services & support	600, 617 part, 699	060000, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	31	Public health	613	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	35	Medicine	601	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	36	Nursing	603	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	37	Pharmacy	605	060500, 060501
10	Dentistry	21	Dentistry	38	Dentistry	607	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary science	39	Veterinary science	611	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	40	Physiotherapy	617 part	061701
		24	Occupational therapy	41	Occupational therapy	617 part	061703
13	Teacher education	25	Teacher Education - Other	44	Curriculum & education studies	703	070300, 070301, 070303
				45	General teacher education	700, 701 part, 799	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 079900, 079999
		26	Teacher Education - Early Childhood	42	Teacher Education - Early Childhood	701 part	070101
		27	Teacher Education - Primary & secondary	43	Teacher Education - Primary & Secondary	701 part	070103, 070105
14	Business & management	28	Accounting	46	Accounting	801	080100, 080101
		29	Business management	47	Business & management	803	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & marketing	48	Sales & marketing	805	080500, 080501, 080503, 080505, 080507, 080509, 080599

		31	Management & commerce - Other	49	Office studies	809	080900, 080901, 080903, 080905, 080999
				51	General business & management	800, 899	080000, 089900, 089901, 089903, 089999
		32	Banking & finance	50	Banking, finance & related fields	811	081100, 081101, 081103, 081105, 081199
		40	Economics	52	Economics & Econometrics	919	091900, 091901, 091903
15	Humanities, culture & social sciences	33	Political Science	53	Political science & policy studies	901	090100, 090101, 090103
		34	Humanities inc history & geography	54	Studies in human society	903	090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399
				55	Librarianship, information management & curatorial studies	913	091300, 091301, 091303
				57	Philosophy & religious studies	917	091700, 091701, 091703
				58	General humanities, culture & social sciences	900, 999	090000, 099900, 099901, 099903, 099905, 099999
		35	Language & literature	56	Language & literature	915	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social work	59	Social work	905	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	60	Psychology	907	090700, 090701, 090799
18	Law & paralegal studies	38	Law	61	Law	909	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice studies & policing	62	Justice & law enforcement	911	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & design	64	Visual arts & crafts	1003	100300, 100301, 100303, 100305, 100307, 100309, 100399
				65	Graphic & design studies	1005	100500, 100501, 100503, 100505, 100599
				66	General creative arts	1000, 1099	100000, 109900, 109999
		43	Music & performing arts	63	Performing arts	1001	100100, 100101, 100103, 100105, 100199

20	Communications	44	Communication, media & journalism	67	Communications & media studies	1007	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport & recreation	41	Sport & recreation	69	Sport & recreation	921	092100, 092101, 092103, 092199
		45	Tourism, hospitality & personal services	68	Tourism	807	080700, 080701
				70	Food & hospitality	1101	110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199
				71	Personal services	1103	110300, 110301, 110303, 110399
				72	General hospitality & personal services	1100	110000
				73	Mixed field programmes	1200, 1201, 1202, 1205, 1299	120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

How to use the pack

Thank you for your ongoing support of the Graduate Outcomes Survey (GOS). With your help, we can continue to shape the future of higher education in Australia.

In this pack, you'll find the resources you need to share the GOS with students about to graduate. It includes social media content, web tiles, posters and lecture slides to encourage graduates to complete the survey.

Letters and emails

Included are four templates that can be used in hard copy or digital communications with graduates and institution staff to raise awareness, add legitimacy to the research and encourage participation.

Communications can include institution branding and are most effective when a signatory of importance is included, such as the Vice Chancellor or faculty head.

We have included both full-length and shortened versions of all graduate communication templates.

Awareness

GOS to graduates email_Awareness.docx

An survey awareness communication to graduates, providing general information about the GOS. Suitable for use in the week prior to survey launch. If used for a hard copy letter, mail should be sent two weeks prior to survey launch.

GOS to staff email_Awareness.docx

An email for internal use, asking staff that are teaching first-year post-graduate students to raise awareness. The best timing for this communication will depend on your institution's academic calendar.

Participation reminders

GOS to graduates email_mid_survey.docx

A template that can be used at any time prior to the final week of fieldwork. Sent to graduates as a letter or email reminder to participate.

GOS to graduates email_Closing.docx

This template includes two communications for use during the final week of fieldwork. These communications are best sent as an email. The templates appeal to the immediacy of the prize draw and survey closures to drive participation. Note that the final prize draw template must be sent on the Monday of the final draw at latest.

Social media tiles

Distribute the attached social media tiles to the appropriate team within your institution. Below are some suggested captions they can use when they post them to your institution's social media accounts.

There are twenty different social media tiles you can use, each with a suggested timeframe and caption.

Example any time – Universities/Institutions



Social media caption A, B, C & D to be used up until final prize draw

Suggested caption:

[Institution] graduates – it's time to share your experience in the Graduate Outcomes Survey (GOS). It doesn't take long to do, and puts you in the draw to win \$1,000!

Complete the survey by [insert date] for your chance to win.

To complete the survey, visit <https://gos.edu.au/>

Social media caption E, F, G, H, I, J, K & L to be used at any time

Suggested caption:

Calling all [institution] graduates – how would you rate your university experience? By contributing your views and experiences, you're helping improve higher education for everyone – including current and future [institution] students.

Enter now at <https://gos.edu.au/>

Social media caption M, N, O & P week prior to last prize draw

Suggested caption:

Don't miss your chance to complete the Graduate Outcomes Survey (GOS)! Your answers are used to shape the future of higher education – and there are still chances to win \$1,000!

Complete the survey now at <https://gos.edu.au/>

Social media caption Q, R, S & T to be used in the final week of the survey

Suggested caption:

[Institution] graduates – it's the final week of the Graduate Outcomes Survey (GOS). Don't miss your chance to share your experience as a recent graduate. Your answers are used to shape the future of higher education.

Complete the survey now at <https://gos.edu.au/>

Facebook example



Example editable body

Twitter example



Example editable body

Social media tiles

Files available:

The pack also includes an alternative 1080x1080 format for all social media tiles (suitable for Instagram).



Tile A file name:
GOS Social media tile 1200x628 A.jpg



Tile B file name:
GOS Social media tile 1200x628 B.jpg



Tile C file name:
GOS Social media tile 1200x628 C.jpg



Tile D file name:
GOS Social media tile 1200x628 D.jpg



Tile E file name:
GOS Social media tile 1200x628 E.jpg



Tile F file name:
GOS Social media tile 1200x628 F.jpg



Tile G file name:
GOS Social media tile 1200x628 G.jpg



Tile H file name:
GOS Social media tile 1200x628 H.jpg



Tile I file name:
GOS Social media tile 1200x628 I.jpg



Tile J file name:
GOS Social media tile 1200x628 J.jpg



Tile K file name:
GOS Social media tile 1200x628 K.jpg



Tile L file name:
GOS Social media tile 1200x628 L.jpg

Social media tiles



Tile M file name:
GOS Social media tile 1200x628 M.jpg



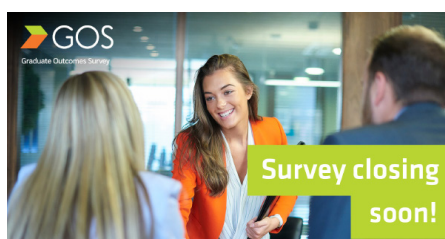
Tile N file name:
GOS Social media tile 1200x628 N.jpg



Tile O file name:
GOS Social media tile 1200x628 O.jpg



Tile P file name:
GOS Social media tile 1200x628 P.jpg



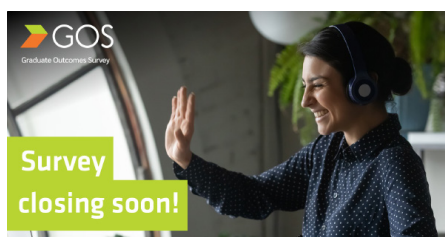
Tile Q file name:
GOS Social media tile 1200x628 Q.jpg



Tile R file name:
GOS Social media tile 1200x628 R.jpg



Tile S file name:
GOS Social media tile 1200x628 S.jpg



Tile T file name:
GOS Social media tile 1200x628 T.jpg

Web tiles

Distribute the attached web tiles to your web team to include on your institution's website. Advise them to set the click through link to: <http://gos.edu.au/>

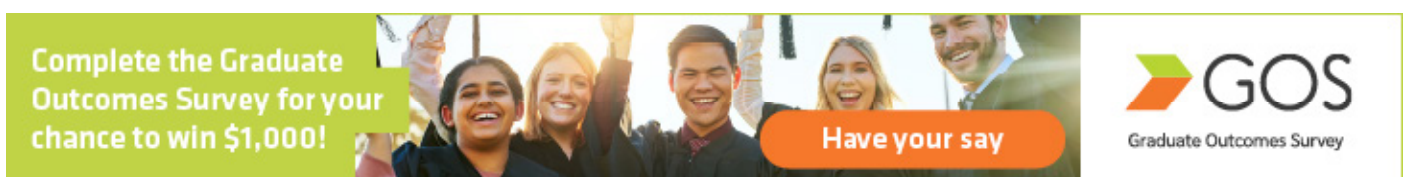
There are three included sizes to suit different spaces your website might have available. Included you'll find mRec, leaderboard and skyscraper formats.



mRec (300x250px) folder name: mrec



Skyscraper (160x600px) folder name: skyscraper

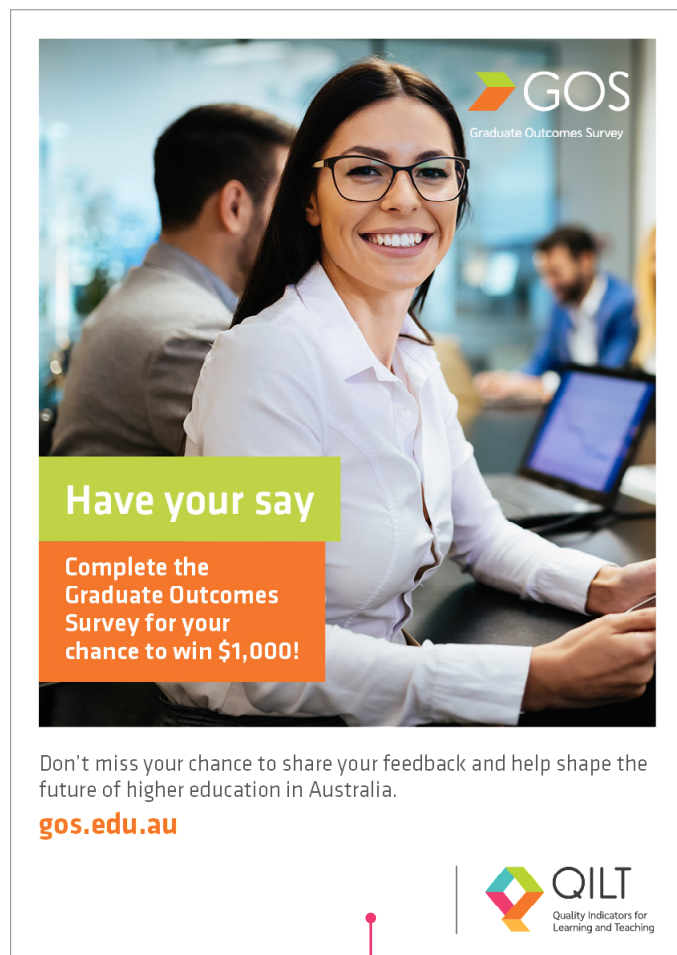


Leaderboard (728x90px) folder name: leaderboard

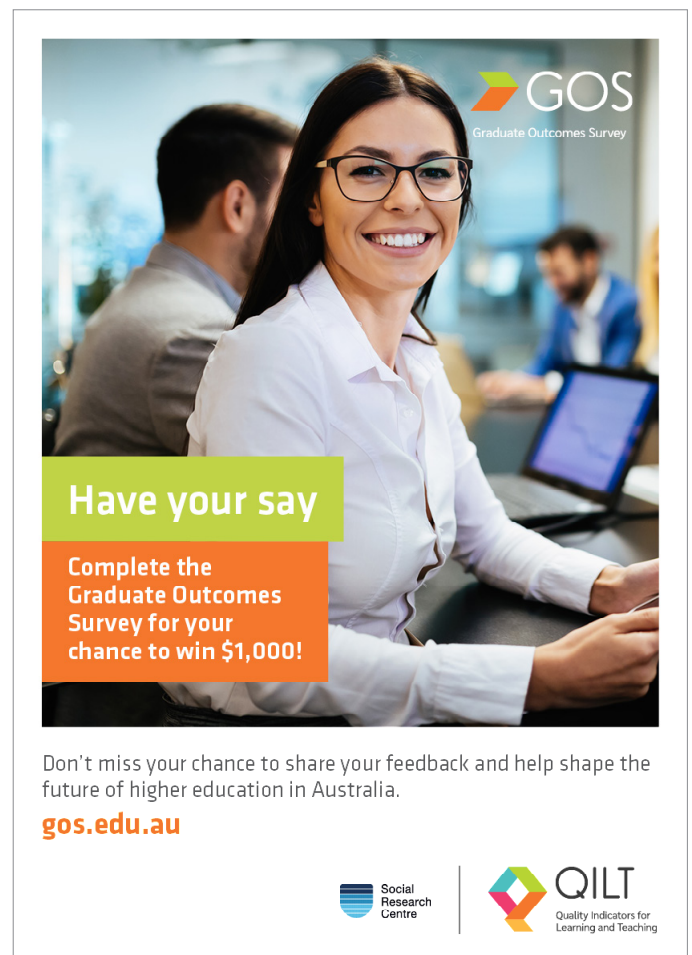
A3 Posters

Distribute the attached posters to the appropriate team within your institution. There is room to include your university logo alongside the GOS logo. Once you've added your logo, print the posters and display the posters around campus.

Co-branding area



Co-branding example



Area where Universities/Institutions can place their logo. The grey area is a rough indication of height and width the co-branded logo can be.

A3 Posters

We have provided the posters in ten different file types for you to access, edit and print. Please choose the file type that best suits your situation.

PDF (.pdf)

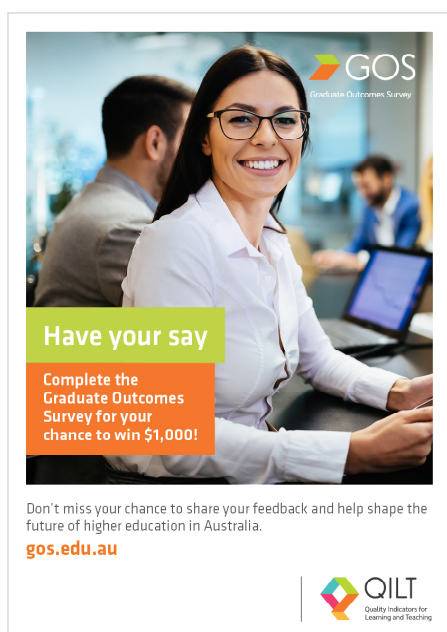
Recommended if your institution is not intending to use co-branding. Also suitable for use with co-branding if your institution has access to PDF editing software.

InDesign (.indd)

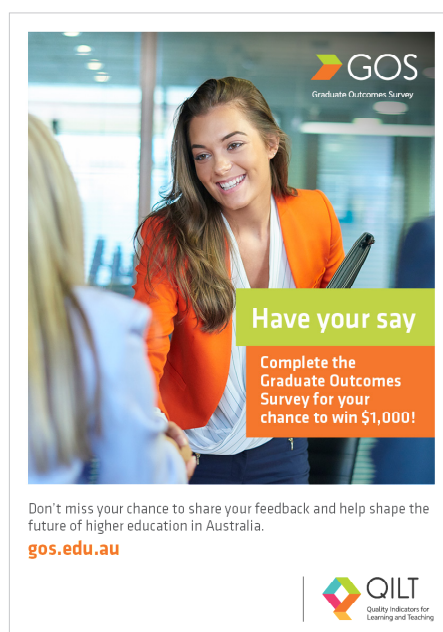
If your institution has access to Adobe InDesign software and would like to co-brand, we recommend this format. All posters are included in the one InDesign file, so you can apply co-branding and print all at once.

A3 Posters

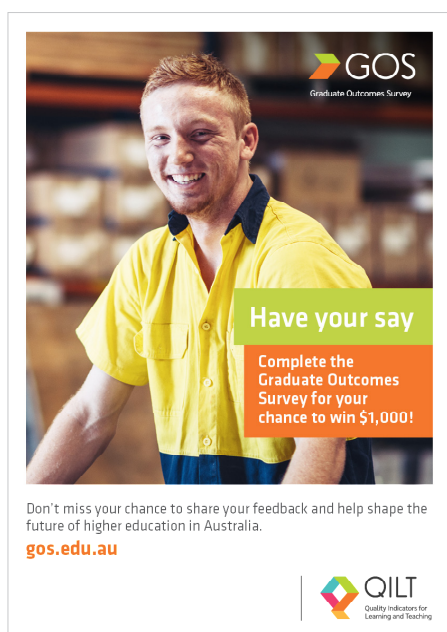
Posters available:



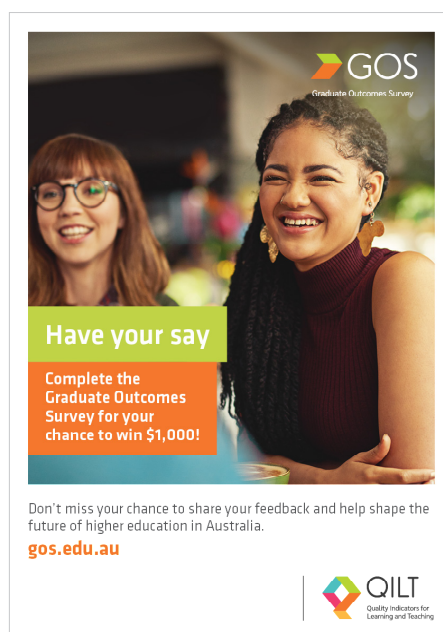
Poster A file name: GOS Co-branded poster A



Poster B file name: GOS Co-branded poster B



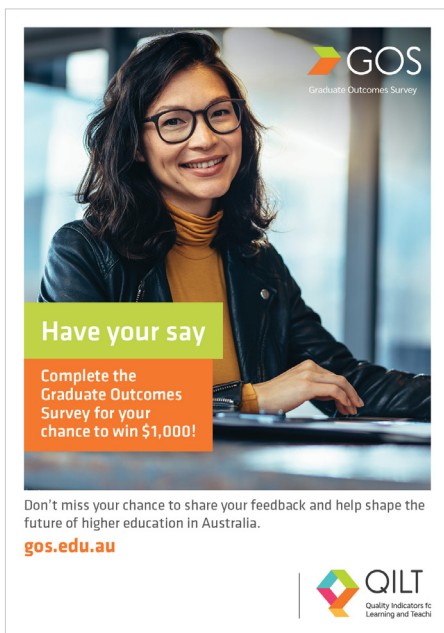
Poster C file name: GOS Co-branded poster C



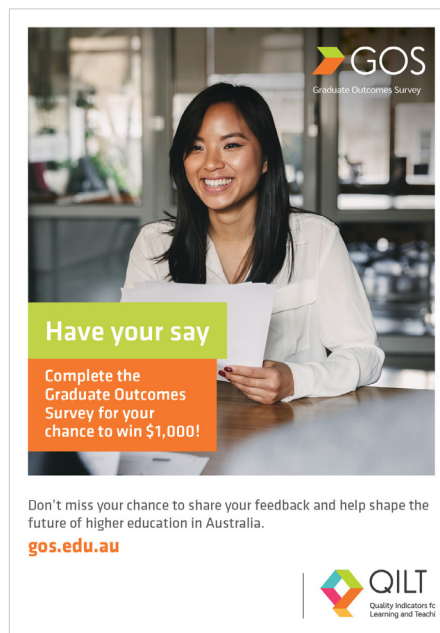
Poster D file name: GOS Co-branded poster D

A3 Posters

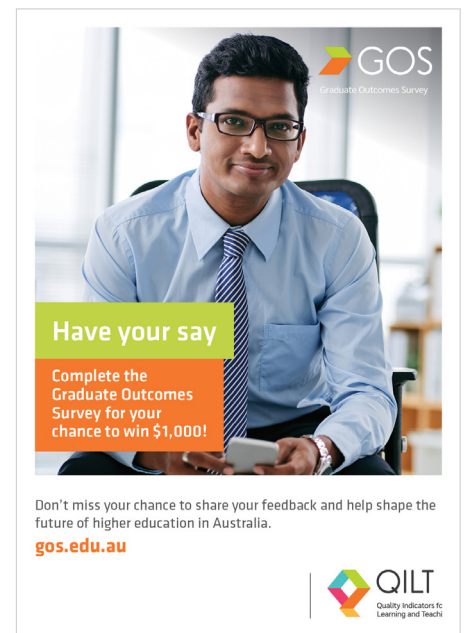
Posters available:



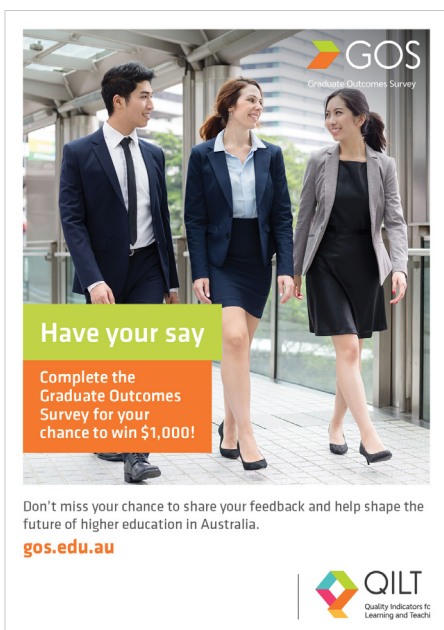
Poster E file name: GOS Co-branded poster E



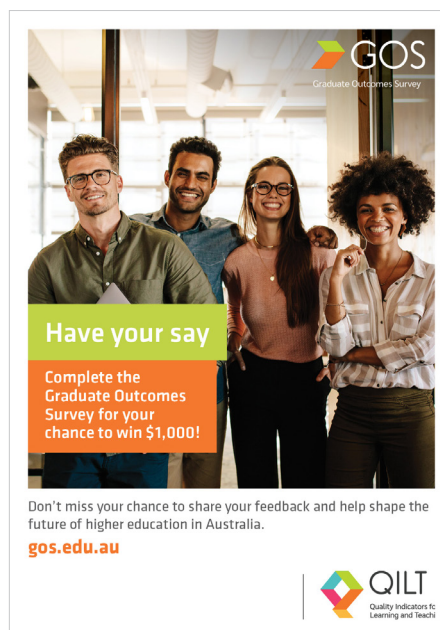
Poster F file name: GOS Co-branded poster F



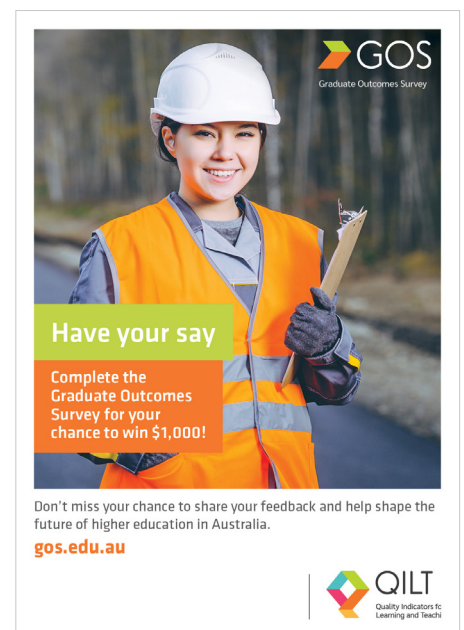
Poster G file name: GOS Co-branded poster G



Poster H file name: GOS Co-branded poster H



Poster I file name: GOS Co-branded poster I



Poster J file name: GOS Co-branded poster J

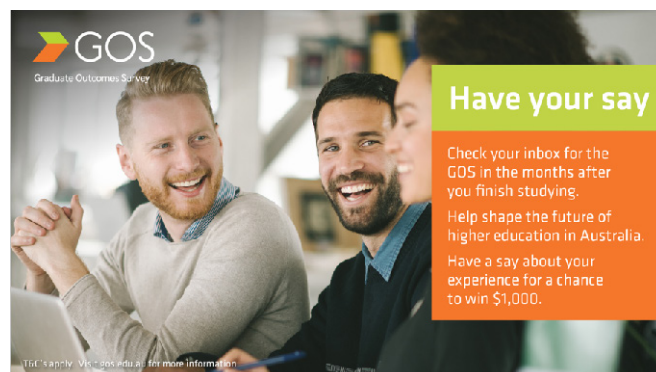
Lecture slides

Distribute the attached lecture slides to lecturers and tutors to include in their presentations. You can include the following introduction to explain to lecturers how to use the slides:

“The attached lecture slides can be used to encourage your students to participate in the Graduate Outcomes Survey (GOS). The GOS is important, because it provides a clear picture of what life is like at university. Share the slides with your students who are about to graduate, to help give future students a real look at what the university experience is like in Australia.

When you’re displaying the slides, remind your students to check their emails for an invitation from the Social Research Centre in the months after they graduate. You can explain that their answers are used to inform the future of higher education in Australia, and by completing the survey they go in the draw to win \$1,000.

Thank you for your continued support. Results from the GOS are used to improve students’ course experience and enhance teaching and learning in Australian higher education.”



Slide A file name: GOS branded lecture slide A.pptx



Slide B file name: GOS branded lecture slide B.pptx

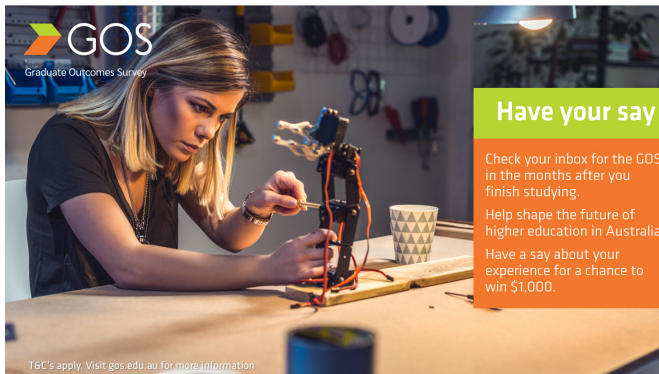


Slide C file name: GOS branded lecture slide C.pptx



Slide D file name: GOS branded lecture slide D.pptx

Lecture slides



Slide E file name: GOS branded lecture slide E.pptx



Slide G file name: GOS branded lecture slide G.pptx



Slide I file name: GOS branded lecture slide I.pptx



Slide K file name: GOS branded lecture slide K.pptx



Slide F file name: GOS branded lecture slide F.pptx



Slide H file name: GOS branded lecture slide H.pptx



Slide J file name: GOS branded lecture slide J.pptx

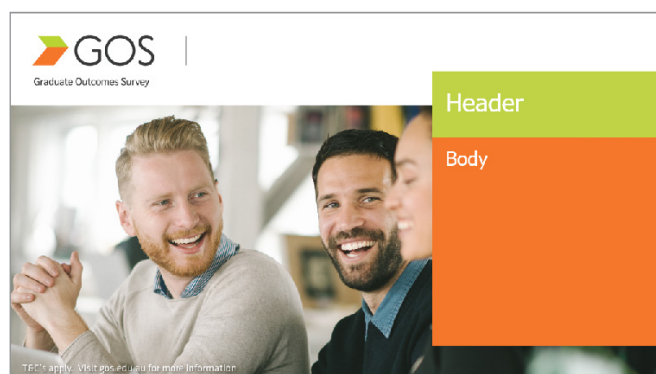
Lecture slides

If you'd like to include your institutions branding on slides or tailor messaging, a set of co-branded slide templates are included in this pack.

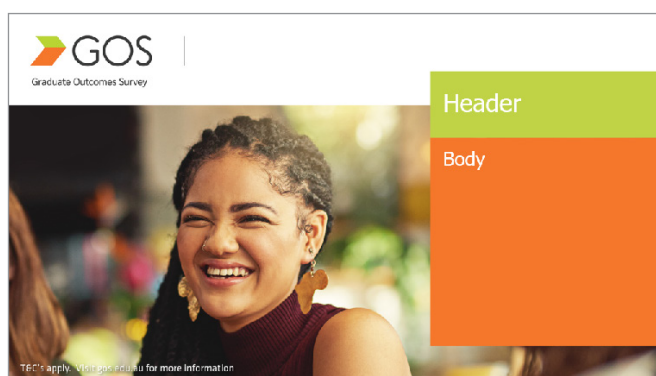
To use the co-branded slides:

- Place your institution logo over the co-branding area (ensure logo height matches the GOS logo, and is left-aligned with the specified co-branding area)
- Insert text in the provided areas – ensure white text is used, with Tahoma font.
- Please use similar language to the lecture slides that are not co-branded. We recommend including a reference to graduates checking their inbox for the email and prize draw information.

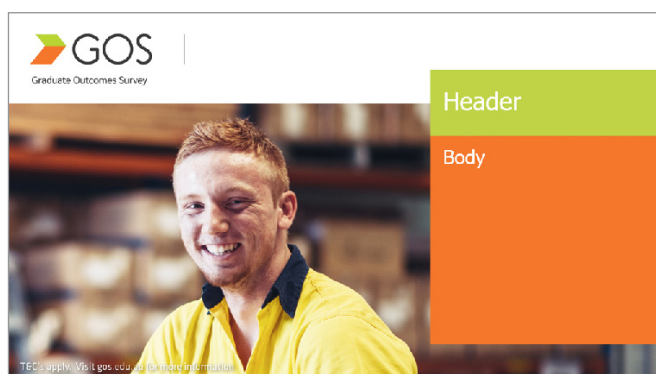
Once you have created your co-branded lecture slide, please provide a draft version to gilt@srcentre.com.au for review prior to public use.



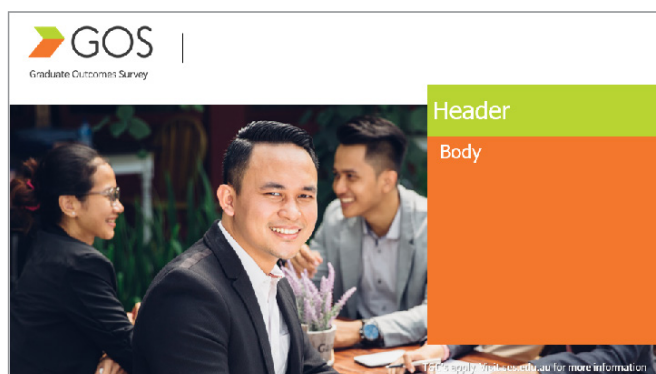
Slide A file name: GOS Co-branded lecture slide A.pptx



Slide B file name: GOS Co-branded lecture slide B.pptx

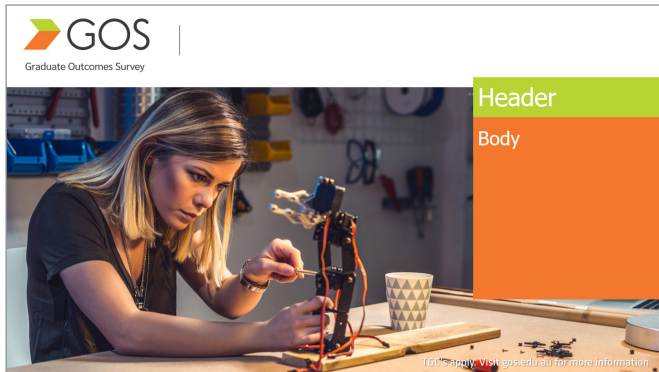


Slide C file name: GOS Co-branded lecture slide C.pptx

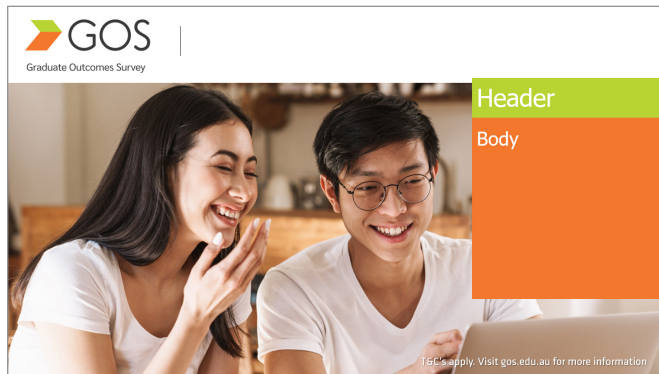


Slide D file name: GOS Co-branded lecture slide D.pptx

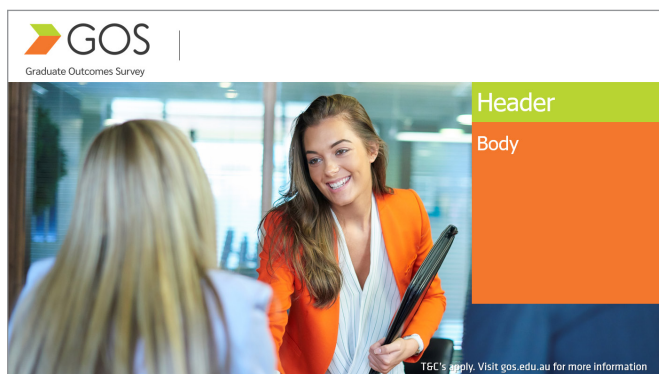
Lecture slides



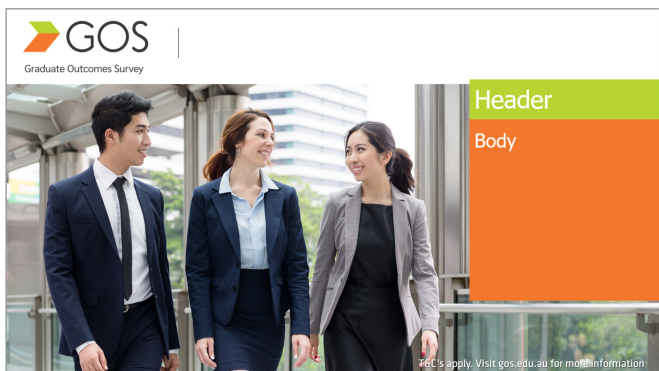
Slide E file name: GOS Co-branded lecture slide E.pptx



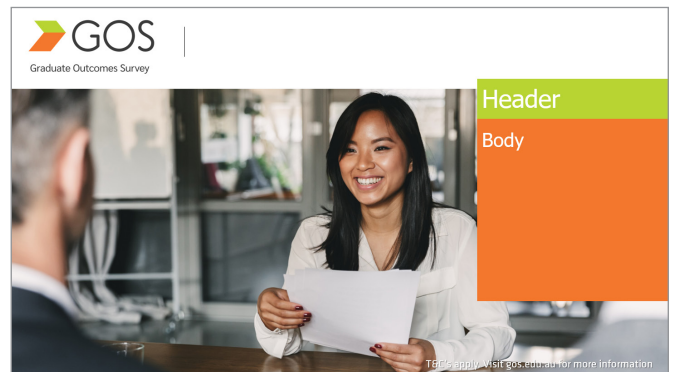
Slide G file name: GOS Co-branded lecture slide G.pptx



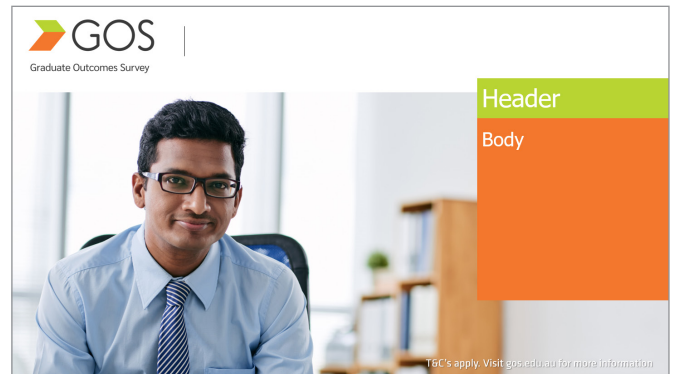
Slide I file name: GOS Co-branded lecture slide I.pptx



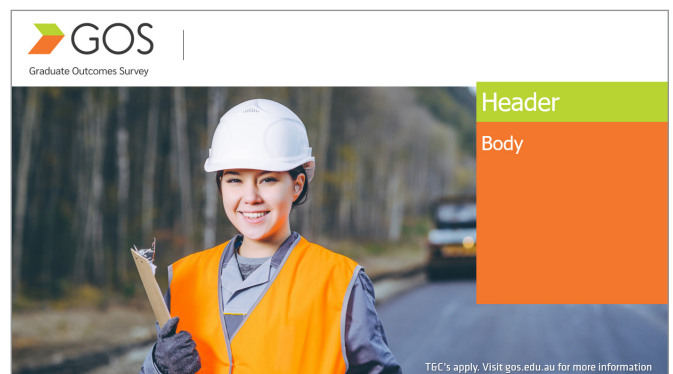
Slide K file name: GOS Co-branded lecture slide K.pptx



Slide F file name: GOS Co-branded lecture slide F.pptx



Slide H file name: GOS Co-branded lecture slide H.pptx



Slide J file name: GOS Co-branded lecture slide J.pptx

Pull up banners

Distribute the attached high resolution pull up banners to the appropriate team within your institution. The banners are suitable for professional printing with your preferred print supplier. Use them for display around campus or at events such as graduation ceremonies.

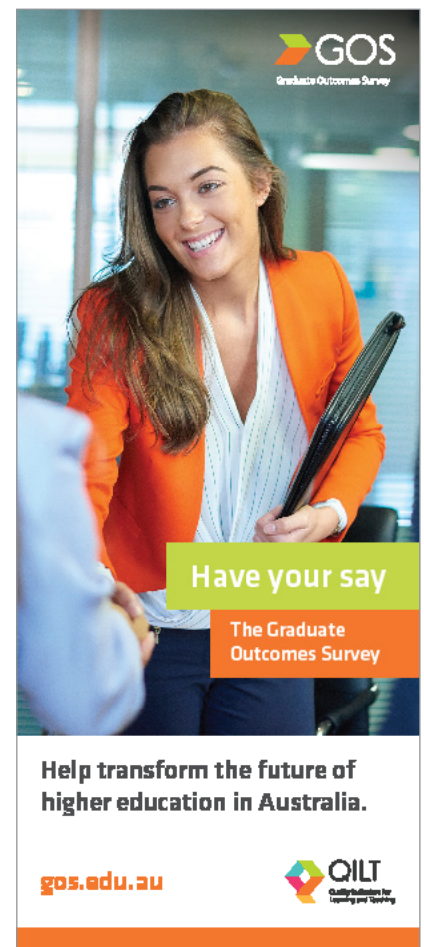
The size of these banner files are 2000mm high x 850mm wide.



Banner A file name:
GOS Pull up banner 2000x850 A.pdf



Banner B file name:
GOS Pull up banner 2000x850 B.pdf



Banner C file name:
GOS Pull up banner 2000x850 C.pdf

Pull up banners



Banner D file name:
GOS Pull up banner 2000x850 D.pdf



Banner E file name:
GOS Pull up banner 2000x850 E.pdf



Banner F file name:
GOS Pull up banner 2000x850 F.pdf

Pull up banners



Banner G file name:
GOS Pull up banner 2000x850 G.pdf



Banner H file name:
GOS Pull up banner 2000x850 H.pdf

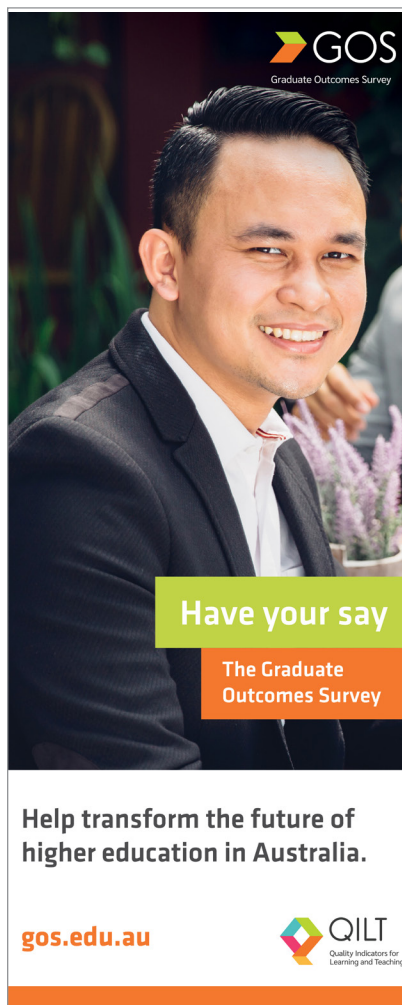


Banner I file name:
GOS Pull up banner 2000x850 I.pdf

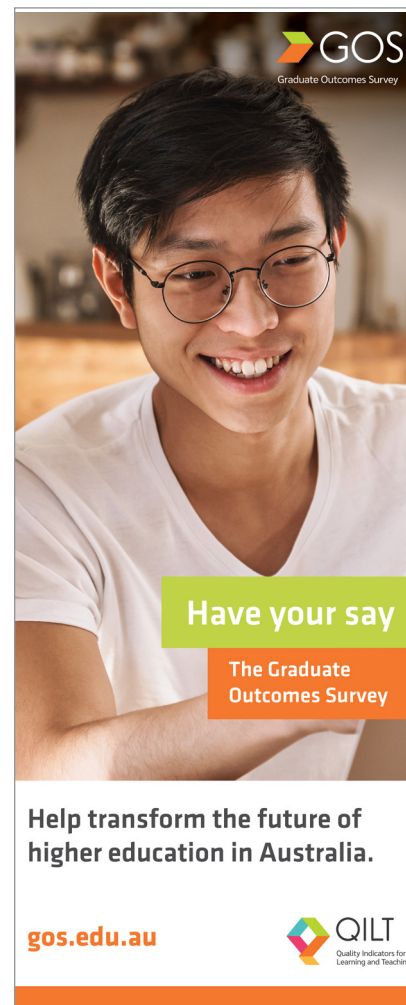
Pull up banners



Banner J file name:
GOS Pull up banner 2000x850 J.pdf



Banner K file name:
GOS Pull up banner 2000x850 K.pdf



Banner L file name:
GOS Pull up banner 2000x850 L.pdf

Thank you again for your ongoing support - it is integral to the success and continued value of the GOS.

If you need any support accessing or using any of the supplied materials, please don't hesitate to contact us on qilt@srcentre.com.au

Appendix 2 Participating institutions

Participating institutions

Universities		Total Sample (n)			
Provider code	Institution name	Nov '21	Feb '22	May '22	Total
1019	James Cook University	973	538	2174	3,685
1034	Murdoch University	967	489	2161	3,617
1055	The University of Western Australia	1,770	325	4311	6,406
1058	University of Wollongong	1,505	-	4524	6,029
2154	Federation University Australia	1,434	363	1947	3,744
2177	Swinburne University of Technology	2,776	-	3950	6,726
2200	Central Queensland University	1,790	143	2618	4,551
2201	University of Southern Queensland	1,322	-	2620	3,942
2235	Edith Cowan University	2,389	534	4393	7,316
2236	Curtin University	2,427	-	5511	7,938
2241	University of Canberra	1,074	-	2572	3,646
2252	Avondale University	8	9	230	247
3001	Charles Darwin University	815	305	1328	2,448
3003	Bond University	479	402	614	1,495
3004	Western Sydney University	2,844	-	6182	9,026
3005	Charles Sturt University	2,328	367	5177	7,872
3006	Australian Catholic University	1,293	413	5400	7,106
3007	Victoria University	1,996	554	3471	6,021
3010	The University of Adelaide	2,350	407	4836	7,593
3013	University of New South Wales	3,888	4,566	8636	17,090
3014	University of Newcastle	1,287	-	5236	6,523
3016	University of Technology Sydney	4,633	449	6880	11,962
3019	The University of Queensland	5,190	181	8971	14,342
3020	La Trobe University	2,234	663	5505	8,402
3025	Macquarie University	4,942	432	5715	11,089
3027	The University of South Australia	1,616	-	5617	7,233
3029	Flinders University	1,264	608	3817	5,689
3030	Deakin University	6,706	-	9051	15,757
3032	Griffith University	4,360	-	6509	10,869
3033	The Australian National University	2,613	379	3440	6,432
3034	RMIT University	5,280	987	9225	15,492
3035	Monash University	6,794	1,846	13511	22,151
3036	The University of Melbourne	6,879	1,112	13664	21,655
3038	Southern Cross University	1,333	1,061	1421	3,815
3039	University of New England	1,547	572	1671	3,790
3040	The University of Sydney	3,985	1,199	8793	13,977
3042	Queensland University of Technology	3,922	808	7373	12,103
3043	University of the Sunshine Coast	782	410	1812	3,004
3044	The University of Notre Dame Australia	285	284	1966	2,535
3045	University of Tasmania	3,506	310	7499	11,315
4331	University of Divinity	37	82	345	464
4449	Torrens University	1,859	1,862	2164	5,885

Non-University Higher Education Institutions		Total Sample (n)			
Provider Code	Institution name	Nov '21	Feb '22	May '22	Total
2170	Marcus Oldham College	18	-	128	146
4332	Sydney College of Divinity	210	-	-	210
4333	Christian Heritage College	40	-	97	137
4334	Tabor College of Higher Education	29	28	90	147
4335	Australian College of Theology Limited	219	155	473	847
4336	Australian College of Applied Professions	755	-	298	1,053
4337	Eastern College Australia	-	-	45	45
4338	Moore Theological College	-	-	91	91
4339	Holmes Institute	2,078	-	1494	3,572
4343	The Australian Institute of Music	82	49	70	201
4346	Excelsia College	95	17	144	256
4347	Australian College of Christian Studies	-	-	22	22
4352	The Australian College of Physical Education	29	-	51	80
4355	Adelaide College of Divinity	12	<5	10	24
4359	The College of Law Limited	1,856	1,490	1218	4,564
4360	Perth Bible College	<5	-	13	15
4361	Endeavour College of Natural Health	-	-	507	507
4362	ICHM	59	-	-	59
4363	Melbourne Polytechnic	146	8	210	364
4366	Box Hill Institute	78	23	99	200
4367	Melbourne Institute of Technology	627	<5	1292	1,923
4368	Campion College Australia	-	-	60	60
4371	SAE Institute	413	329	384	1,126
4375	Think Education	74	64	83	221
4377	UOW College	25	-	23	48
4380	UTS College	483	172	576	1,231
4381	International College of Management, Sydney	201	181	211	593
4383	Holmesglen Institute	99	8	224	331
4384	Kaplan Business School	488	555	476	1,519
4386	Macleay College	20	10	-	30
4388	Australian Academy of Music and Performing Arts	14	-	22	36
4392	Gestalt Therapy Brisbane	-	-	43	43
4393	The MIECAT Institute	<5	-	36	39
4394	William Angliss Institute	97	-	89	186
4395	Adelaide Central School of Art	-	-	31	31
4396	LCI Melbourne	55	-	-	55
4401	Whitehouse Institute of Design, Australia	-	-	125	125
4402	Leo Cussen Centre for Law	394	-	-	394
4405	Australian Institute of Professional Counsellors	22	-	31	53
4406	Canberra Institute of Technology	-	-	13	13
4407	Alphacrucis College	128	-	209	337
4411	Stott's College	97	23	104	224
4412	Morling College	-	-	41	41
4419	National Art School	-	-	132	132
4420	Kent Institute Australia	363	-	-	363

4421	Le Cordon Bleu Australia	46	8	29	83
4424	Kaplan Higher Education Pty Ltd	545	207	412	1,164
4425	Australian Institute of Business Pty Ltd	552	188	355	1,095
4428	Nan Tien Institute	19	13	5	37
4431	Montessori World Educational Institute (Australia)	-	-	22	22
4434	Wentworth Institute of Higher Education	95	-	91	186
4435	Australian Institute of Higher Education	177	193	189	559
4447	International Institute of Business and Technology	15	-	8	23
4450	TAFE Queensland	32	<5	52	85
4451	King's Own Institute	515	-	546	1,061
4453	Australasian College of Health and Wellness	13	19	56	88
4455	SP Jain School of Management	190	-	-	190
4456	Asia Pacific International College	208	91	122	421
4458	Australian Institute of Management Education & Training	264	50	254	568
4461	Elite Education Institute	-	-	<5	<5
4463	Institute of Health & Management Pty Ltd	78	19	57	154
4464	Australian College of Nursing	308	69	607	984
4465	Sheridan College Inc.	<5	8	9	21
4466	The Institute of Internal Auditors - Australia	-	-	17	17
4467	Polytechnic Institute Australia Pty Ltd	21	62	-	83
4469	Engineering Institute of Technology	45	18	31	94
6014	Governance Institute of Australia	34	-	51	85
6022	Academies Australasia Polytechnic Pty Limited	86	84	21	191
6039	HEPCO The Tax Institute Higher Education	9	12	10	31
6042	Oxford Institute of Higher Education	10	-	-	10
6043	The Cairnmillar Institute	-	-	248	248
6044	BBI - The Australian Institute of Theological Education	36	57	48	141
6045	ISN Psychology Pty Ltd	42	5	91	138
6046	National Institute of Organisation Dynamics Aust	-	-	9	9
6049	The Institute of International Studies (TIIS)	6	-	-	6
6052	Leaders Institute	-	-	36	36
7001	Collarts (Australian College of the Arts)	-	-	292	292
7014	Jazz Music Institute	-	-	12	12
7025	CIC Higher Education	129	33	36	198
7035	Photography Studies College (Melbourne)	-	-	30	30
7073	Chisholm Institute	25	7	59	91
7075	TAFE NSW	188	-	301	489
7124	Academy of Information Technology	72	115	152	339
7197	Ikon Institute of Australia	25	35	40	100
7221	VIT (Victorian Institute of Technology)	548	<5	459	1,010
7262	Equals International	-	<5	-	<5
7338	TAFE South Australia	40	17	36	93
7660	Health Education & Training Institute	-	23	60	83

Appendix 3 Survey invitations and reminders

2022 Graduate Outcomes Survey (GOS) – May

Email and SMS Plan: Invitation and reminder text

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1.1 Footer



[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#) | [Official Site](#)

- Privacy – (<https://srcentre.com.au/research-participants#privacy>)
- Prize Draw T&Cs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey/prize-draw-terms-and-conditions-of-entry>)
- FAQs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey>)
- Official Site – (<https://www.qilt.edu.au/survey-participants/gos-participants>)

1.2 Authentication Message



IMAGE: J

SUBJECT:

Graduate Outcomes Survey – Your details have been verified

ALL:

Dear %%E403**graduate%%,

As a recent graduate we would like to hear about your experiences at %%E306CTXT**your institution%% and current employment situation through the Graduate Outcomes Survey.

It should take approximately %%IntLength**15%% minutes to complete and your responses will be kept confidential.

To start the survey, please click the button below:

Start survey now(%%srvylink%%)

The Graduate Outcomes Survey is the largest Australian study of graduates and part of the Quality Indicators for Learning and Teaching (QILT) {HYPERLINK: www.qilt.edu.au} – the only source of national data on graduate experiences with higher education.

By completing the survey, you will enter the prize draw for the chance to win a \$1,000 prepaid VISA e-gift card each week. Prize draws close each Monday from 2 May to 23 May - there's \$37,000 in prizes to be won in total. The earlier you submit your survey the more chances you have of winning a prize!

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to www.gos.edu.au, click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

Your ideas and opinions are important to future students. 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%%>

1.3 INVITATION – Tue 26 April/ Thu 28 April



IMAGE: J

SUBJECT:

Graduate Outcomes Survey - Share your experiences to help future students

Dear %E403**graduate%%,

As you are a recent graduate of the %%QualName**qualification%% at %%E306CTXT**your institution%%, the Australian Government would like feedback on your %%Course**course%% through the Graduate Outcomes Survey.

By completing the survey, you will be providing critically important information to the Australian Government about the state of the labour market for people like you.

Please spend %%IntLength**15%% minutes sharing your experiences. Your responses will be kept confidential.

To start the survey please click the button below:

Start survey now(%%srylink%%)

Complete the survey by Monday 2 May to be in the draw for \$1,000.

The Graduate Outcomes Survey measures employment and study outcomes. Based on experiences from graduates like you, %%providertype_name**institutions%% have been able to create better places to study and learn by improving their %%Course**course%%s, learning resources, support services and campus facilities.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.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.

<%%srylink%%>

1.4 REMINDER 1 – Sat 30 April

DOMESTIC (DOMINT=1):



IMAGE: H

INTERNATIONAL (DOMINT=2):



IMAGE: K

SUBJECT:

Graduate Outcomes Survey - Your feedback is valuable

Dear {{graduate}},

DOMESTIC (DOMINT=1):

Earlier this week we invited you to provide feedback about your experiences of your {{qualification}} at {{your institution}}, through the Graduate Outcomes Survey, the largest Australian study of graduates.

I know we only sent this invitation a few days ago, but **your feedback is very important and will contribute directly to the experience of current and future students**. If you could spare {{15}} minutes we'd really appreciate it.

To complete the survey, please click the button below:

INTERNATIONAL (DOMINT=2):

Earlier this week we invited you to provide feedback about your experiences of your {{qualification}} at {{your institution}}, through the Graduate Outcomes Survey, the largest study of international graduates from Australian higher education institutions.

I know we only sent this invitation a few days ago, but **your feedback as an international graduate is very important and will contribute directly to the experience of current and future international students**. If you could spare {{15}} minutes we'd really appreciate it.

To complete the survey, please click the button below:

Take the survey({{surveylink}})

Complete the survey by Monday 2 May to have four chances to win \$1,000.

Thank you in advance for taking part in 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.

<{{surveylink}}>

1.5 REMINDER 2 – Mon 2 May



IMAGE: C

SUBJECT:

Graduate Outcomes Survey – Complete today for a chance to win

Dear {{graduate}},

As you are a recent graduate of {{your institution}}, we would appreciate if you could spare {{IntLength}}15 minutes of your time to complete the Graduate Outcomes Survey.

Over the past five years, {{providertype_name}} institutions have used the findings to help improve {{Course}} course, student services and campus facilities, all thanks to feedback from graduates like you.

To complete the survey, please click the button below. Your ideas and opinions are important to future students.

Take the survey([{{srvylink}}](#))

Remember, complete the survey by tonight, Monday 2 May, to be in the draw for \$1,000.

Thank you in advance for taking part in 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}}](#)

1.6 REMINDER 3 – Thu 5 May



IMAGE: D

SUBJECT:

Australian Government would like to hear from you in the Graduate Outcomes Survey

Dear %E403**graduate%,

The Australian Government would still like to hear from you in the Graduate Outcomes Survey. We understand it has been a challenging time for many, but your feedback can help the Government better understand employment and further study outcomes of graduates like yourself.

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

Take the survey(%srvylink%)

Complete the survey by Monday 9 May, to have three chances to win \$1,000.

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

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on www.compared.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%

1.7 REMINDER 4 – Mon 9 May

DOMINT=1:



IMAGE: B

DOMINT=2



IMAGE: Q

SUBJECT:

Graduate Outcomes Survey - You could win \$1,000 for your feedback

Dear %E403**graduate%%,

DOMESTIC (DOMINT=1):

We would be very grateful if you could take %IntLength**15%% minutes to provide feedback on your %%Course**course%% in the Graduate Outcomes Survey. Without your important feedback, %%providertype_name**institutions%% won't know how to best improve the %%QualName**qualification%% for future students. Data from the survey drives the [ComparED](#) website, allowing future students to make informed choices about their study by providing institutional and course comparisons based on real-life experiences.

Remember, complete the survey by tonight, Monday 9 May, to enter the draw for \$1,000.

To complete the survey, please click the button below:

INTERNATIONAL (DOMINT=2):

We would be very grateful if you could take %IntLength**15%% minutes to provide feedback on your %%Course**course%% in the Graduate Outcomes Survey. Without your important feedback, %%providertype_name**institutions%% won't know how to best improve the %%QualName**qualification%% for future international students. Data from the survey drives the [ComparED](#) website, allowing future students to make informed choices about their study by providing institutional and course comparisons based on real-life experiences.

Remember, complete the survey by tonight, Monday 9 May, to enter the draw for \$1,000.

To complete the survey, please click the button below:

ALL:

Take the survey(%%srvylink%%)

Thank you in advance for taking part in 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%%](#)

1.8 SMS 1 (252 characters) – Mon 9 May

Hi %E403**graduate%, a note from the Social Research Centre on behalf of the Dept of Education to complete the GOS by tonight for a chance to win \$1,000. Check your email for an invite to join the largest national study of graduates
%%srvylink_sms1%% For more info call 1800055818 Reply STOP to optout

1.9 REMINDER 5 – Wed 11 May



IMAGE: E

SUBJECT:

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

Dear {{graduate}},

It is important that more graduates from the {{QualName**qualification}} at {{E306CTXT**your institution}} complete the Graduate Outcomes Survey.

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

Take the survey({{srvylink}})

Complete the survey by Monday 16 May to have two 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}}>

1.10 REMINDER 6 – Mon 16 May

DOMESTIC (DOMINT=1):



IMAGE: I

INTERNATIONAL (DOMINT=2):



IMAGE: P

SUBJECT:

Graduate Outcomes Survey – Prize draw closes tonight

Dear %E403**graduate%,

DOMESTIC (DOMINT=1):

We know you've received several emails, however, it's important for the Australian Government to hear the experiences of as many graduates as possible so that higher education can best reflect the needs of graduates.

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.

Complete the survey by tonight, Monday 16 May, to have two chances to win \$1,000.

To complete the survey, please click the button below:

INTERNATIONAL (DOMINT=2):

We know you've received several emails, however, it's important for the Australian Government to hear the experiences of international graduates so that higher education in Australia can best reflect the needs of international students.

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

Complete the survey by tonight, Monday 16 May, to have two chances to win \$1,000.

To complete the survey, please click the button below:

ALL:

Take the survey(%srvylink%)

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

Thank you in advance for taking part in 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%](#)

1.11 SMS 2 (251 characters) – Mon 16 May

Hi %E403**graduate%, a note from the Social Research Centre on behalf of the Dept of Education. The second last prize draw for the GOS closes tonight! Complete the GOS now and join the largest national study of graduates %srvylink_sms2%
For more information call 1800 055 818 Reply STOP to optout

1.12 REMINDER 7 – Fri 20 May



IMAGE: A

SUBJECT:

Graduate Outcomes Survey - Help improve %E306CXT%

Dear %E403**graduate%,

We understand you may be busy, but we would really appreciate it if you could complete the Graduate Outcomes Survey since you are from a unique group of graduates who studied the %QualName**qualification% at %E306CXT**your institution%.

In the past, %%providertype_name**institutions%% have used Graduate Outcomes Survey 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:

Take the survey(%%srvylink%%)

Complete the survey by Monday 23 May, to have a final chance 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%%>

1.13 REMINDER 8 – Mon 23 May



IMAGE: G

SUBJECT:

Graduate Outcomes Survey - Final prize draw closes tonight

Dear %%E403**graduate%%,

This is now the last week for the Graduate Outcomes Survey and we still need to hear from more graduates who studied a %%QualName**qualification%%. Your unique feedback helps %%E306CTXT**your institution%% better understand the challenges graduates can face after completing their course.

We would be very grateful if you could spare %%IntLength**15%% minutes to complete the survey.

Complete by tonight, Monday 23 May, to enter the final prize draw for \$1,000.

Take the survey(%%srvylink%%)

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

Thank you in advance for taking part in 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%%>

1.14 REMINDER 9 – Thu 26 May



IMAGE: F

SUBJECT:

Graduate Outcomes Survey - Final chance to complete

Dear %E403**graduate%%,

This is the very last email we will send you about the Graduate Outcomes Survey, as it closes this weekend. While 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**15%% minutes sharing your experience, you will help %E306CTXT**your institution%% respond to the needs of their students and graduates.

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%%>

1.15 SMS 3 (239 characters) – Thu 26 May

Hi %E403**graduate%, a final reminder from the Social Research Centre to let you know the GOS closes this weekend. Don't miss your chance to tell the Australian Government about your higher education experience %srylink_sms4% For more info call 1800055818 Reply STOP to optout

Appendix 4 Briefing slides for telephone follow up activities

2022 GOS May collection Reminder Call Briefing



Quality Indicators for Learning and Teaching (QILT)

Briefing overview

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



Project background

The Graduate Outcomes Survey (GOS) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment.

The GOS falls within the Quality Indicators for Learning and Teaching (QILT) survey suite.

The GOS is conducted 3 times a 'year':

- November collection
- February collection
- May collection



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 they graduate.



Project background

- The GOS is designed to measure what graduates are doing now in terms of work or further study.
- It is an extremely important national benchmarking study for institutions to be able to improve their courses and the outcomes of graduates.
- The Department uses the results to make key decisions about the future of institutions and monitor course quality.
- GOS data is also available to students on the ComparEd website (<https://www.compared.edu.au/>) to help students compare official study experience and employment outcomes data from Australian higher education institutions.



Housekeeping

- As there may be a number of GOS projects in field at once, please keep track of which one you are rostered to work on each shift.
- Different project numbers are used for various iterations of GOS.
 - Make sure you're working on the project you have been assigned to.



Privacy and confidentiality

- All records are provided by the institutions themselves.
- The survey is voluntary.
- The Social Research Centre privacy policy applies and complies with Australian Privacy Principles.
- No direct identifying information (such as name or phone number) forms part of the final data – a unique identifying number is retained to ensure graduates are only contacted again as appropriate. Only aggregated data is used in the research findings published on the QILT and ComparEd websites.

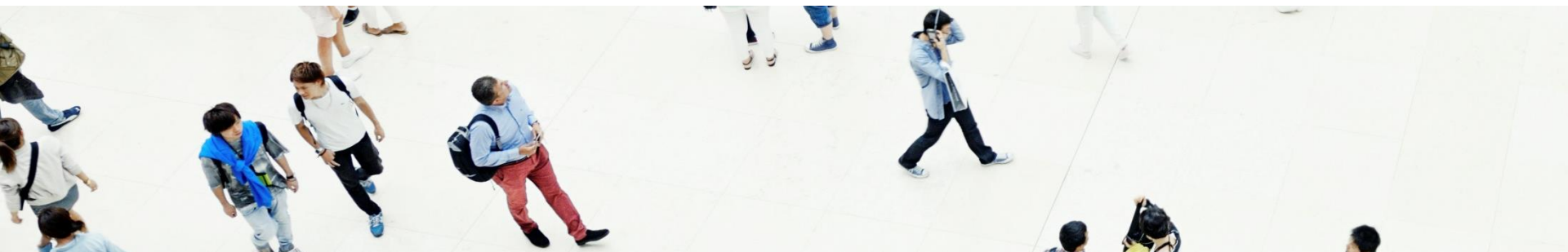


Privacy and confidentiality cont.

- There is a privacy information handout available for interviewers.
- Please contact the Project Coordinator (Jule) if you have any queries or concerns about privacy and confidentiality.
- General information about the Graduate Outcomes Survey can be found here: www.gos.edu.au
- The SRC's GOS page provides answers to commonly asked questions from respondents: <https://www.srcentre.com.au/gos>
- No need to answer complicated privacy questions on the spot – let the QR know you'll get back to them and follow up with ICS or Research; or refer them to the QILT helpdesk via 1800 055 818.



Reminder calls



Project overview

- Reminder calls are conducted at two time points for the GOS
 1. **In-field** (open to all institutions who provide phone numbers in their sample)
 2. **Post-field** (an additional fee-for-service 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.



Introductions – who we are

- It is important that we are clear with graduates about where we are calling from and how we received their contact information
- 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’



Project overview – in-field reminders

- Fieldwork dates
 - **In-field: 5th May – 26th May** (starts during second week of online fieldwork).
 - Sample selections
 - International graduates, focusing on Chinese and Indian graduates first; and domestic students least likely to respond based on demographic characteristics
- **Online fieldwork for GOS May ends Sunday 29th May**



Project overview – post-field reminders

- Fieldwork dates:
 - **Post-field:** 30th May – 14th June
- Sample selections:
 - **Post-field:** Institutions opt-in on a fee-for-service basis. Typically all non-completers with valid telephone contact information. Some institutions have prioritised dialling low performing study areas.



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.**
- Vital that we address any graduate queries/concerns and collect a current and accurate email address.



Engagement techniques – In-field

- Emphasise the prize draw to encourage 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 and outcomes for graduates.
- Make sure to listen and respond to respondent questions or concerns.



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



What the email looks like

Sent from gos@srcentre.com.au



Dear Blair,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey and providing feedback about your experiences of your Bachelor of Testing at The Social Research Centre.

Thank you for agreeing to take part. It should only take approximately 15 minutes to complete and your responses will be kept confidential.

To complete the survey, please click the button below:

[Take the survey](#)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to www.gos.edu.au, click 'start the survey' and enter your unique login details as below.

Username: asds

Password: gfdsrdf241

The Graduate Outcomes Survey is the only source of national data on graduates' satisfaction with their course. By sharing your thoughts and experiences you can help improve courses 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 7 February - there is a total prize pool of \$6,000! The earlier you submit your survey the more chances you have of winning a 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.
<https://insights.srcentre.com.au/insightsWeb/insightsWeb.dtl?Project=TSRC2527>



[Privacy](#) | [Data Privacy TACs](#) | [FAQs](#) | [Contact us](#)

This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to blair.johnston@srcentre.com.au

[Opt out](#)



Social Research Centre

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Social
Research
Centre

Thank you

Any questions?



PO Box 13328
Law Courts Victoria 8010



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ICS Briefing

Graduate Outcomes Survey & Employer Satisfaction Survey



GOS22 May collection
ESS22 collection

Background to the GOS

- The Graduate Outcomes Survey (GOS) takes place over 3 rounds in November, February and May
- The aim of the GOS is to survey graduates who've completed their qualification in the last 6 months of the previous year to understand their labour force outcomes
- We do this on behalf of the Australian Government Department of Education, Skills and Employment
- There are 120 institutions participating this May with ~217,000 graduates invited to participate
- Outcomes from all rounds are combined and reported on the www.qilt.edu.au and www.compared.edu.au websites
- The GOS is the second survey in the QILT suite of projects, following on from the Student Experience Survey, and preceding the Employer Satisfaction Survey and the GOS-Longitudinal



Methodology

- The GOS is an online survey with in-field reminder calls and SMS designed to drive graduates to the online survey.
- In-field reminders are targeted to poorer performing institutions and study areas.
- A range of additional engagement activities are offered to institutions on a fee-for-service basis to boost response:
 - An additional in-field SMS reminder
 - Post-field telephone reminder calls
 - Post-field full CATI surveys
- We are also collecting employed graduates' supervisor's contact details and following them up as part of the Employer Satisfaction Survey (ESS)



Background to the ESS

- The Employer Satisfaction Survey (ESS) takes place over 3 rounds in November, February and May
- At the end of the GOS survey employed respondents are asked for their supervisor details so we can approach the supervisor to conduct a short survey
- The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:
 - The specific skills and attributes employers need in their businesses
 - How well higher education is equipping graduates for the workforce
- The ESS has four separate projects:
 - ESS Main - This is the ESS, or survey proper
 - ESSx/Bridge – CATI/Online collection of supervisor details
 - ESSx Refcon, collection of details through refusal conversion
 - ESS Boost – Checking unusable / non-contact details with grads



Graduate Queries - ESSx, Refcon & Boost

- Queries will generally come from graduates and so are logged in the GOS Shiny.
- There are two reasons for sample being added to the ESSx:
 1. Follow-up graduates who **stopped at the ESS bridge online**
 2. Inviting **GOS partial completers** to provide supervisor details
- Refusal Conversion, is a standalone project – it will include following up selected **refusals at the ESS bridge**
- ESS Boost, a standalone project – **following up with graduates when supervisor details are unusable or a repeat non-contact**



Employer Queries - ESS

- Queries will generally come from employers
 - Contact may be via phone or email
 - Inbound phone calls are likely to be from businesses and may not be from the named supervisor (e.g. receptionist)
 - Important to work with caller to identify the correct ESS record
 - Interviewers may give the ESS record **ID** or **Password** as a reference number for employers to quote
- Setting good quality appointments is the key task for ICS for ESS call ins
- ESS emails may involve troubleshooting issues with accessing the online survey
- Some employers may self-register via a 'survey invitation pack' sent to the graduate. This is an ESSx/Bridge and Refcon workflow only



GOS Timeline

Key milestones	Date (2022)
Fieldwork launch and Invitation email	Tue 26 Apr (Authentication, Soft Launch - NUHEIs) Thu 28 Apr (Main Launch – Unis)
Email reminder 1 sent	Sat 30 Apr
Email reminder 2 sent	Mon 2 May
PRIZE DRAW 1	Closes Mon 2 May, Draw Wed 4 May
In-field reminder calls	Thu 5 May – Thu 26 May
Email reminder 3 sent	Thu 5 May
Email reminder 4 sent	Mon 9 May
SMS 1 if mobile available and as appropriate to in-field reminders	Mon 9 May
PRIZE DRAW 2	Closes Mon 9 May, Draw Wed 11 May
Email reminder 5 sent	Wed 11 May
Email reminder 6 sent	Mon 16 May
SMS 2 if mobile available and as appropriate to in-field reminders	Mon 16 May
PRIZE DRAW 3	Closes Mon 16 May, Draw Wed 18 May
Email reminder 7 sent	Fri 20 May
Email reminder 8 sent	Mon 23 May
PRIZE DRAW 4	Closes Mon 23 May, Draw Wed 25 May
Email reminder 9 sent	Thu 26 May
Final day of fieldwork for non-post field institutions	Sun 29 May
Post-field CATI and reminder calls	Mon 30 May – Tue 14 Jun



ESS Timeline

Key milestones	Date
ESSx / Bridge	26 Oct '21 – Jul '22
ESSx Refcon	Jan '21 – Jul '22
ESS Boost	Jan '21 – Jul '22
ESS Main	4 Oct '21 – Aug '22



Role of the help desk

- Front line for graduate queries over the phone or email (gos@srcentre.com.au)
- Facilitate online survey completion where possible by directing graduates to the survey
- Where appropriate overcome refusals and administer the survey
- Update details in database, including out of scopes and refusals
- 24 hour window to respond to each query, so escalate all emails and phone calls that can't be answered to gilt@srcentre.com.au as soon as possible
- More detailed information and responses to FAQ's can be found in the QILT 1800 operator manual
 - Standard email responses to queries have been templated
 - If a common query is not templated, please let Research know



1800 procedures

Telephone introduction script:

Good *morning/afternoon/evening* welcome to the QILT information line you're speaking with
<Your Name>. Can I start with your username or student ID?

Closing script:

Is there anything else I can help you with today?

- If you can't answer the query take down their full name, username and phone number. This then needs to be passed on to a PA, the PC or the QILT inbox.
- If you have to return a call but get voicemail please follow this script:

Answering machine script:

Good morning/afternoon/evening <Respondent Name> my name is <Your Name> returning your call to the QILT Information line. If you could kindly call us on 1800 055 818 we will be able to assist you with your enquiry.



Logging calls and emails

- Extremely important that all calls and emails are logged in the QILT Shiny database, this needs to be done consistently
- The pweb/Shiny code frame developed for GOS and ESS with ICS input
- Please select the correct contact type and call outcome carefully
 - Don't hesitate to ask if you are unsure where an outcome is best coded
 - Some calls will require multiple outcomes to be coded
- If graduates are requesting we don't email them any more, or they come back as an unsubscribe that's considered an opt out, they must be logged as soon as possible to ensure we don't send them any more reminders
 - Please escalate cases if the wash appears not to have worked. E.g. ICS logged opt-out on the 12th, graduate received new email on the 13th



Project Info

GOS22 May & ESS22 collections

ICS Supervisor	Joel Mellon
Project Coordinator	Jule Olivine, Josh Bach
QILT Research Team	qilt@srcentre.com.au
General QILT/GOS Websites	https://www.qilt.edu.au/ – QILT site https://www.gos.edu.au – GOS site https://www.qilt.edu.au/ess – ESS site https://www.srcentre.com.au/gos – GOS FAQs https://www.srcentre.com.au/ess – ESS FAQs https://www.compared.edu.au – Course and study area comparisons
Prize Draw T&C	https://www.srcentre.com.au/gostcsb
Privacy Policy	https://www.srcentre.com.au/research-participants/privacy
Related Projects - Dimensions code (Payroll code)	2529 GOS22 Online survey 2529r GOS22 In-field Reminders TBC GOS22 Post-field Reminders TBC GOS22 Post-field Full CATI 2537 ESS22 Main and Boost (2537b) 2757 ESS21 Bridge and ESSx 2758 ESS21 Refcon
GOS & ESSx Shiny Database	http://pweb2/gos22/
ESS Shiny Database	http://pweb2/ess22/



Thank you

Any questions?



PO Box 13328
Law Courts Victoria 8010



03 9236 8500

Appendix 5 Core questionnaire

2529 2022 GOS May '22 mixed mode questionnaire

SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
E403	Graduate first name	Sourced from sample	CATI Introduction
E402	Graduate surname	Sourced from sample	CATI Introduction
E306CTXT	Institution name for in-survey display	Derived in sample from TCSI data element E306C	Throughout
Email1	Graduate email	Sourced from sample	CATI Introduction
PartialComp	Survey started status	0 = not started survey 1 = started survey Must be past the intro screen	CATI Introduction
gradyr	Graduation year	Derived from CompletionDate in sample	Module A: Screening and confirmation
course	Institution terminology for 'course'	Terminology used by institution to refer to course, i.e.: course or program Defined in sample	Throughout survey
E308A	Course	Course name for qualification 1	Throughout survey
E308B	Course	Course name for qualification 2 (double or combined degrees only)	Throughout survey
QualNum_S	Number of qualifications	QualNum_S = 1 (graduate has one qualification in the sample) QualNum_S = 2 (graduate has two qualifications in the sample)	Throughout survey
PREPOP	Majors in sample	PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)	Throughout survey
maj1sample maj2sample maj3sample maj4sample	Prepopulated majors 1-4	Prepopulated majors 1-4 sample values	Derived variables
PPMAJ2	Major 2 in sample	PPMAJ2 = 0 (major 2 not in sample) PPMAJ2 = 1 (major 2 in sample)	Module A: Screening and confirmation
PPMAJ4	Major 4 in sample	PPMAJ4 = 0 (major 4 not in sample) PPMAJ4 = 1 (major 4 in sample)	Module A: Screening and confirmation
Age	Age	Age of graduate, used for identification of graduates aged 65+	Module B: Labour Force
Studenttype	Student type for course experience items	Studtype = 1, student is CEQ Studtype = 2, student is PREQ Studtype = 3, student is Higher Doctorate (E310 =1)	Throughout survey
ADDFLAG	Address provided in sample	ADDFLAG= 1, address provided ADDFLAG=2, no address provided	Module G: Contact Details
ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY	Graduate address details	Address line 1-3, Suburb, Postcode, State and Country of graduate provided in sample	Module G: Contact Details

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
TransferDate	Date of transfer to web	Date of transfer to web from CATI	CATI Introduction
GradFullName	Graduate full name	E403 (first name) + E402 (last name) from sample	Module G ESS Bridge
IntLength	Interview length	Default = 15, may vary dependent on additional items	CATI Introduction Module A: Screening and confirmation
BRIDGE_NOV_CONDITION	Condition for targeted bridge approach	Set in survey 1=Standard bridge text (DEFAULT VALUE) 2=Targeted <=2yrs bridge text (Set by programmer in GOS if (ACTLHRS OR USUALHRS >= 30) AND (EMP12=5 OR EMPYRS <=2)) 3=Targeted >2yrs bridge text (Set by programmer in GOS if (ACTLHRS OR USUALHRS >= 30) AND (EMP12=5 OR EMPYRS >2)) NULL=Not November sample	Module G ESS Bridge
BRIDGE_NOV_CONTROL_FLAG	Bridge experimental condition	Split (50/50) Generated for all sample but only used when BRIDGE_NOV_CONDITION=3 1=Bridge control group 2=Bridge experiment group	Module G ESS Bridge
INSTITUTION2_TEXT	Period specific reference date text	November = in 2021 February = in 2021 May = in late 2021 or early 2022	Module A: Screening and confirmation
NAME	Interviewer name	Name of interviewer for Full CATI surveys	CATI Introduction Module G: Contact details
SPOQSCL	SPOQ Scale	Derived SPOC scale score	Module B: Labour Force
EMPNAME	Name of employer from GOS	Sourced from EMPNAME in GOS	Bridge
BRIDGE_FEB_CONDITION	Condition for targeted bridge approach	Set in survey 1=Standard bridge text (DEFAULT VALUE) 2=Targeted <=2yrs bridge text (Set by programmer in GOS if (ACTLHRS OR USUALHRS >= 30) AND (EMP12=5 OR EMPYRS <=2)) NULL=Not February sample	Module G ESS Bridge
BRIDGE_MAY_CONDITION	Condition for targeted bridge approach	For May (PERIOD=2) sample, NULL for all other periods. Set in survey, 1=Standard bridge text (DEFAULT VALUE) 2=Targeted >6months and <=2yrs bridge text (Set by programmer in GOS if (ACTLHRS OR USUALHRS >= 30) AND ((EMP12=5 AND EMPMTHS>6) OR EMPYRS <=2)) 3=Targeted <=6months months bridge text (Set by programmer in GOS if (ACTLHRS OR USUALHRS >= 30) AND ((EMP12=5 AND EMPMTHS<=6)	Module G ESS Bridge

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
BRIDGE_MAY_CONTROL_F LAG	Bridge experiment al condition	For May (PERIOD=2) sample, NULL for other periods. Split (50/50) Generated for all sample but only used when BRIDGE_MAY_CONDITION=3 1=Bridge control group 2=Bridge experiment group	Module G ESS Bridge

DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
FinalMajor1 FinalMajor2 FinalMajor3 FinalMajor4	Calculated after Module A, final majors values for CEQ	Used in CEQ items and to calculate CEQType. If majors are not changed in survey then FinalMajor1-4 = Maj(1-4)Sample. If majors are changed, values provided by graduate at Q4/Q5 are used.	Module D2 and F: Graduate attributes – CEQ/PREQ
CEQType	Calculated after Module A to flag CEQ type for module D2	Used to determine whether course or major name(s) are presented for CEQ items. CEQType =1, CEQ presented based on major CEQType= 2, CEQ presented based on course	Module D2 and F: Graduate attributes – CEQ/PREQ
FinalCourseA FinalCourseB	Calculated after Module A, course values for CEQ	Used in CEQ items for course text when CEQType=2	Module D2 and F: Graduate attributes – CEQ/PREQ
major/qualification	Description of CEQ type used in question text	CEQType =1, major CEQType =1, qualification	Module D2 and F: Graduate attributes – CEQ/PREQ
SPOQSCL	SPOQ scale score	Average rating of all SPOQ items (scored 1 to 5 as per code frame) with a valid response, Note, SPOQ4 scores are reversed, such that strongly agree=1, strongly disagree=5. Calculation skipped if less than 6 valid SPOQ responses. Only codes 1-5 included in base for average.	Module B: Labour Force
daystart	Start of week day	Weekday name for start of reference period	Module B: Labour Force
datestart	Start of week date	Date for start of reference period	Module B: Labour Force
dayend	End of week day	Weekday name for end of reference period	Module B: Labour Force
dayend	End of week date	Date for end of reference period	Module B: Labour Force
currentyear	Current year	Upper year limit for validating responses at BEGNLOOK	Module B: Labour Force

PARTICIPATING INSTITUTIONS WITH 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 May 29th.'
- *PROGRAMMER NOTE: SHOW 'SAVE' DATE AS June 14th ONCE May 29th HAS PASSED.
- All lookup lists can be found here
- After Newscreen1 all CATI items should have 'item skipped' displayed

*SRC LOGO AND GOS LOGO

*(TIMESTAMP)

AUTHENTICATION TEXT

*(BEFORE SURVEY OPENS)

Thank you for your interest in the Graduate Outcomes Survey (GOS).

The GOS starts in a few days, opening from April 26th until May 29th, so please check back then.

*(INPUT SCREEN)

Please type in your details below.

*(SUCCESSFUL AUTHENTICATION)

Thanks, you have now been sent an email with your username and password to your nominated email address.

If you have not received this email within the next hour, please call us on 1800 055 818 or email at gos@srcentre.com.au.

Please check your junk mail before you call; sometimes our emails can be diverted to this folder.

Please click 'Done' to complete your request. Thank you for your time. You may close the page now.

*(DENIED AUTHENTICATION)

Sorry but your details don't match our records. Please check your details and try again.

*DISPLAY INPUT OPTIONS

If you are still unable to log in, please email gos@srcentre.com.au and we can verify your eligibility.

*PROGRAMMER NOTE: SURVEY CLOSE DATE FOR ALL NON POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS IS May 30th AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS June 14th

*(AFTER SURVEY IS CLOSED)

The GOS 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@srcentre.com.au.

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

CATI INTRODUCTION

*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

*(ALL)

WELCOME SCREEN

Agreed to complete online date: 12:00:00 AM

Minutes left: <minutes>

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 qualification you recently completed at <E306CTXT>.

*(DISPLAY IF PartialComp=0) We are seeking feedback about what you are doing now that you've completed your studies. Your feedback will help facilitate the ongoing improvement of <E306CTXT> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

*(DISPLAY IF PartialComp=0) This interview should only take about <IntLength> to 20 minutes and all information you give to us will be strictly confidential.

*(DISPLAY IF PartialComp=1) The survey usually takes <IntLength> to 20 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 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.

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 privacy provisions by <E306CTXT> and will be used only for this research.

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

*(INTRO=2, GRADUATES WHO WANT TO COMPLETE THE 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: (Please specify)

*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS CALLOUTCOME
TRANSFER_TO_WEB

*(INTRO=5 OR INTRO2=5, LANGUAGE DIFFICULTY)

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
7. Lebanese
8. Turkish
9. Other language (Please specify)
10. Language not identified / unable to establish language

*(ALL)

MOB

DO NOT ASK

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

*(MOB=1, CALLING MOBILES)

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)

*(SAFE=2, PREVIOUS APPOINTMENT MADE)

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**

MODULE A: SCREENING AND CONFIRMATION

*(ONLINE)
CONFIRM

Thank you for agreeing to take part in the Graduate Outcomes Survey (GOS). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment which aims to measure student satisfaction and graduate employment outcomes.

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students. *(DISPLAY IF DATE < =23rd MAY 2022)
Complete now to be entered into all remaining weekly prize draws with a chance to win \$1,000.

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 below to continue.

*(ALL)

INSTITUTION In <gradyr>, did you complete a <E308A/E308B> at <E306CTXT>?

1. Yes
2. No

*(INSTITUTION=2, SELECTED NO TO COURSE PROVIDED IN SAMPLE)

INSTITUTION2 We understand that you may have completed a different course or program in an earlier year, or commenced another course recently, however we are interested in your feedback on your <E308A/E308B>.

*(DISPLAY IF ONLINE ONLY) If you completed a <E308A/E308B> at <E306CTXT>, please complete the survey.

*(DISPLAY IF CATI ONLY) To confirm did you complete a <E308A/E308B> at <E306CTXT>?

1. I have completed a <E308A/E308B> <INSTITUTION2_TEXT>
2. No (GO TO TERM)

*(IF INSTITUTION=1 OR INSTITUTION2=1 AND PREPOP=1, MODIFYING OF MAJORS)
NEWSCREEN1a

*(DISPLAY IF CATI) Now, just a couple of questions about the major(s) you recently completed for your <E308A/E308B>.

Your institution has indicated that your course majors for your <E308A/E308B> are as follows:

*PROGRAMMER NOTE: IF CATI DISPLAY '(READ OUT)'

*PROGRAMMER NOTE: IF CATI DISPLAY "PLEASE NOTE.." PARAGRAPH AFTER "IS THIS CORRECT?"

Please note, the wording provided by your institution may be slightly different to how you commonly refer to your course majors. Please consider this when indicating whether the below information is correct.

*(DISPLAY): **Course A: <E308A>**

*(TEXT BOX) **Major 1:** <maj1sample>

*(TEXT BOX) **Major 2:** <maj2sample>

(QUALNUM_S=2)

*(DISPLAY): **Course B: <E308B>**

*(TEXT BOX) **Major 1:** <maj3sample>

*(TEXT BOX) **Major 2:** <maj4sample>

Is this correct?

1. Yes
2. No

*(IF NEWScreen1a=2 AND QUALNUM_S=2, MAJORS ARE INCORRECT AND TWO QUALIFICATIONS)

Q2 For which course or courses are your majors incorrect?

1. <E308A>
2. <E308B>
3. <E308A and E308B>

*(IF QUALNUM_S=1 AND NEWScreen1a=2 OR (QUALNUM_S=2 AND Q2=1 OR 3) OR (PREPOP=2)), DOING ONE QUALIFICATION OR DOING TWO QUALIFICATIONS AND MAJORS ARE INCORRECT FOR COURSE A OR STUDENT SUPPLIED MAJORS)

Q4 *(DISPLAY IF ONLINE): Which of the following best describes the name/s of your major/s for your <E308A>?

*(DISPLAY IF CATI): What are the names of your majors for your <E308A>?

*(DISPLAY IF CATI): INTERVIEWER NOTE: IF MAJOR IS NOT ON THE LIST SELECT 'MY MAJOR IS NOT ON THE LIST', IF NO MAJOR FOR COURSE OR NO SECOND MAJOR SELECT 'I HAVE NO MAJOR/I HAVE NO SECOND MAJOR'

1. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308A> IF PPMaj2=BLANK)

*PROGRAMMER NOTE: FOR DROP DOWN LISTS USE INSTITUTION PROVIDED LOOKUP LIST ELSE USE ASCED. ALSO NEED TO INCLUDE 'MY MAJOR IS NOT ON THE LIST', 'I HAVE NO MAJOR FOR <E308A>/'I HAVE NO SECOND MAJOR FOR <E308A>' AND 'NOT SURE' AT BOTTOM OF THE DROP DOWN WITH A LINE SEPARATOR AND BOLDDED CODES. SHOW 'I HAVE NO SECOND MAJOR FOR <E308A>' IN SECOND DROP DOWN BOX. SHOW DROP DOWN BOXES SIDE BY SIDE WHERE RELEVANT

*PROGRAMMER NOTE: GREY OUT SECOND DROP DOWN LIST IF 'I HAVE NO MAJOR FOR <E308A>' IS SELECTED AT FIRST DROP DOWN AND AUTO CODE TO 'I HAVE NO SECOND MAJOR FOR <E308A>'

*PROGRAMMER NOTE: PREFILL DROP DOWN BOX WITH MAJOR TEXT FROM SAMPLE

*(IF Q4=MY MAJOR 1 IS NOT ON THE LIST)

Q4a What name best describes your major for your <E308A>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

*PROGRAMMER NOTE: IF TWO MAJORS SELECTED AT Q4 DISPLAY "FIRST MAJOR" INSTEAD OF "MAJOR"

*(IF Q4=MY MAJOR 2 IS NOT ON THE LIST)

Q4b What name best describes your second major for your <E308A>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

*(IF QUALNUM_S=2 AND Q2=2 OR 3 OR IF QUALNUM_S=2 AND PREPOP=2, DOING TWO QUALIFICATIONS AND MAJORS ARE INCORRECT FOR COURSE B OR DOING TWO QUALIFICATIONS AND STUDENT SUPPLIED MAJORS)

Q5 *(DISPLAY IF ONLINE): Which of the following best describes the name/s of your major/s for your <E308B>?

*(DISPLAY IF CATI): What are the names of your majors for your <E308B>?

*(DISPLAY IF CATI): INTERVIEWER NOTE: IF MAJOR IS NOT ON THE LIST SELECT 'MY MAJOR IS NOT ON THE LIST', IF NO MAJOR FOR COURSE OR NO SECOND MAJOR SELECT 'I HAVE NO MAJOR/I HAVE NO SECOND MAJOR'

1. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308B> IF PPM4=BLANK)

*PROGRAMMER NOTE: FOR DROP DOWN LIST USE INSTITUTION PROVIDED LOOKUP LIST ELSE USE ASCED. ALSO NEED TO INCLUDE 'MY MAJOR IS NOT ON THE LIST', 'I HAVE NO MAJOR FOR <E308B>' AND 'NOT SURE' AT BOTTOM OF THE DROP DOWN WITH A LINE SEPARATOR AND BOLD CODES

*PROGRAMMER NOTE: GREY OUT SECOND DROP DOWN LIST IF 'I HAVE NO MAJOR FOR <E308B>' IS SELECTED AT FIRST DROP DOWN AND AUTO CODE TO 'I HAVE NO SECOND MAJOR FOR <E308B>'

*(IF Q5=MY MAJOR 1 IS NOT ON THE LIST)

Q5a What name best describes your major for your <E308B>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

*PROGRAMMER NOTE: IF TWO MAJORS SELECTED AT Q5 DISPLAY "FIRST MAJOR" INSTEAD OF "MAJOR"

*(IF Q5=MY MAJOR 2 IS NOT ON THE LIST)

Q5b What name best describes your second major for you <E308B>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

*PROGRAMMER NOTE: DUMMY VARIABLE FOR MODULE D2/CEQ-PREQ CREATED HERE, DUMMY VARIABLE CEQTYPE

*PROGRAMMER NOTE:

IF PREPOP = 1 OR 2, FINALMAJOR1-4 = MAJ1SAMPLE-MAJ4SAMPLE IF NOT CHANGED, OR TO Q4 AND Q5 RESPONSES IF CHANGED.

IF PREPOP = 1 OR 2

IF FinalMajor1 OR FinalMajor2 OR FinalMajor3 OR FinalMajor4 ≠ blank, then CEQType = 1

IF PREPOP = 1 OR 2

IF 'no majors' selected at FinalMajor1 AND FinalMajor2 AND FinalMajor3 AND FinalMajor4, then CEQType=2

IF PREPOP=3, then CEQType=2

FinalCourseA=E308A

FinalCourseB=E308B

*PROGRAMMER NOTE: AFTER THIS POINT ALL QUESTIONS ARE NOT MANDATORY

*(TIMESTAMP)

MODULE B: LABOUR FORCE

*(ALL)

PREWORKED Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics.

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.

*(ALL)

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?

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

*(WORKED=5, NOT WORKING)

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

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

*(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'

*(DISPLAY IF CATI) INTERVIEWER NOTE: if graduate was stood down or away from their job due to the impact of COVID-19 select 'Yes'

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

*(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. Permanently not intending to work *(DISPLAY IF AGE>64)

*((WORKED NE 6 OR 7 OR WWOPAY NE 6 OR AWAYWORK NE 6) AND LOOKFTWK NE 6, WORKING OR INTENDING TO WORK, AND NOT PERMANENTLY NOT INTENDING TO WORK)

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

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

*(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 – <currentyear>)

*(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 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 = refers to new types of work that you have acquired but not yet commenced

*PROGRAMMER NOTE: POP UP 'WORK YOU HAD ALREADY OBTAINED' = '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 WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

MORE1JOB Did you have **more than 1 job or business last week?**

INTERVIEWER NOTE: more than 1 job or business last week = *include jobs or businesses that you had even if you didn't work at one or more of those jobs or businesses last week*

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

1. Yes
5. No

*(TIMESTAMP)

*(MORE1JOB=1, HAS MORE THAN ONE 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**.

*(AWAYWORK=1, ON LEAVE OR SICK)

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 Did 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?

*PROGRAMMER NOTE: IF CATI DISPLAY '**(READ OUT)**'

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

10. Unpaid voluntary work *(GO TO MODULE C)
11. Unpaid trainee or work placement *(GO TO MODULE C)
12. Contractor or Subcontractor
13. Own business or Partnership
14. Commission only
15. Commission with retainer
16. In a family business without pay *(GO TO MODULE C)
17. Payment in kind
18. Paid by the piece or item produced
19. Wage or salary earner

20. Other (Please specify)

*PROGRAMMER: NOTE CODES FOR TEXT SUBSTITUTION:

IF MORE1JOB=1: <MAIN JOB>

IF MORE1JOB=5: <JOB>

IF SELFEMP=2 OR PAYARRNG=12 OR 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 WILL ALSO EXCLUDE PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE C

*(TIMESTAMP)

*(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 = *includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike*

INTERVIEWER NOTE: 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*

*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"

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

*(MORE1JOB=1, MORE THAN ONE JOB OR BUSINESS)

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 IF MORE1JOB=1:<**in all your 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 WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

USLHRS How many hours do you **usually** work each week IF MORE1JOB=1:<**in all your jobs**>?

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

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

PREFMHS Would you prefer to work more hours than you usually work *IF MORE1JOB=1: <in all your jobs>?

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

*(PREFMHS=1, PREFER WORK MORE HOURS)

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

1. Enter hours (NUMERIC, RANGE 0-168, CAN'T BE LESS THAN USLHRS)

*(PREFMHS=1, PREFER WORK MORE HOURS)

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

1. Yes
2. No

*(USLHRS<35 AND PREFMHS=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 number of hours you are currently working? *Please select only one answer.*

*PROGRAMMER NOTE: IF CATI DISPLAY (**READ OUT**)

(SINGLE RESPONSE)

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
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
12. I'm satisfied with the number of hours I work
13. No more hours available in current position
14. Work has been reduced/shutdown due to COVID-19
15. Due to contract restrictions
16. Pursuing other interests/commitments in spare time
11. Other (Please specify)

*(USLHRS<35 AND PREFMHS=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.*

*PROGRAMMER NOTE: IF CATI DISPLAY (**READ OUT**)

(SINGLE RESPONSE)

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
4. Considered to be too young by employers
5. Considered to be too old by employers
9. Caring for children
10. Studying

12. No more hours available in current position
13. Work has been reduced/shutdown due to COVID-19
14. Financial reasons
15. Due to visa restrictions/waiting for permanent residency
11. Other (Please specify)

*(TIMESTAMP)

*(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. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE OCCUPATION LOOKUP LIST LOCATED HERE

*(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. (verbatim 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>**? *(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. PREDICTIVE TEXT BOX USING LOOK-UP HERE, IF NOT ON LIST ALLOW MANUAL ENTRY IN OTHER SPECIFY.

INTERVIEWER NOTE: name of your <employer/business> = *refers to the name of the company or business that you work for*

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

1. (verbatim 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 = *refers to the industry your work falls under; for example, retail, construction, education*

*PROGRAMMER NOTE: POP UP BUSINESS OR SERVICE = '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 USING CODE 1.

1. (verbatim text box)
90. Other (Please specify)

**EMPLOYER MOVED BEFORE INDUSTRY

*(TIMESTAMP)

*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?

*PROGRAMMER NOTE: IF 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

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 AND INAUST=1, WORKING OR AWAY FROM JOB) AND WORKING IN AUSTRALIA)

EMPSTATE In which state or territory is your <employer/business> currently located?

*PROGRAMMER NOTE: IF EMPSTATE NOT ASKED, AUTO-CODE BASED ON LOCATION RESPONSE.

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

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 AND INAUSTR=1, WORKING OR AWAY FROM JOB) AND WORKING IN AUSTRALIA)
LOCATION And what is the postcode or suburb of your <employer/business>?

1. (Predictive text verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED HERE
2. Not sure

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND INAUSTR=2, WORKING OR AWAY FROM JOB) AND WORKING OUTSIDE AUSTRALIA)
COUNTRYx In which country is your <employer/business> mainly based?

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY

*(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 currently live?

*PROGRAMMER NOTE: IF CURSTATE NOT ASKED, AUTO-CODE BASED ON CURPCODE RESPONSE.

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 currently live?

1. (verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED HERE
2. Not sure

*(CURCOUNTRY=2, LIVES OVERSEAS)
OSCOUNTRY In which country do you currently live?

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY

*(IF 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, 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), WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER
FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

FFTJOB Is this your first full-time job?

1. Yes
2. No

*(TIMESTAMP)

*(INAUST=1, WORKING IN AUSTRALIA)

SALARYA In **Australian dollars**, how much do you usually earn in <**IF MORE1JOB=5: this job/IF
MORE1JOB=1: 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: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN
MORE1JOB=1

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

*PROGRAMMER NOTE: POP UP ONLY ALLOW ONE SELECTION IF MORE THAN
ONE OPTION IS SELECTED

*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 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. 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 < IF
MORE1JOB=5: this job/ IF MORE1JOB=1: **all your jobs**>, per annum before tax or
anything else was taken out?

*(DISPLAY IF CATI) Sorry but the salary you provided 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 < IF MORE1JOB=5: this job/ IF MORE1JOB=1: all your jobs>, per annum
before tax or anything else was taken out?

*PROGRAMMER NOTE: IF CATI DISPLAY '(READ 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
12. Don't know

*(INAUST=1 AND MORE1JOB=1 OR 99, WORKING IN AUSTRALIA AND 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: 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: POP UP 'MAIN JOB' = 'THIS REFERS TO THE JOB THAT YOU WORK THE MOST HOURS'

*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 USLHRSM IS NOT BLANK
2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings

8. 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 within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

*(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?

*PROGRAMMER NOTE: IF CATI DISPLAY '(READ OUT)'

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

(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
12. Don't know

*PROGRAMMER NOTE: SALARY LOGIC CALCULATION IF MORE1JOB=1:

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

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF1 Sorry but the salary you entered for your **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?

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

INTERVIEWER NOTE: 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
12. Don't know

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

SALCONF2 And which of the following would you usually earn in your **all your jobs**, 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: 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
12. Don't know

*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

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

*(ONLINE) Please select currency from the drop down list

*(CATI) And to confirm, what currency is that?

<CURRENCY DROP DOWN LIST>

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(IF SALARYOS=OTHER SPECIFY, OTHER CURRENCY)
SALARYOS_OTH Please specify the currency you referred to.

1. (verbatim text box)

*(TIMESTAMP)

*(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?

*PROGRAMMER NOTE: IF CATI DISPLAY (**READ OUT**)

(SINGLE RESPONSE)

1. University or college careers service
2. Careers fair or information session
3. Other university or 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 or friends
8. Approached employer directly
9. Approached by an employer
10. Employment agency
11. Work contacts or networks
12. Social media (e.g. LinkedIn)
17. An employer promotional event
14. Graduate program / internship / work placement
13. Other (Please specify)

*(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 strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (**READ OUT**)

(STATEMENTS)

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

(RESPONSE FRAME)

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

*PROGRAMMER NOTE: SPOQSCL CALCULATION IF 6 VALID RESPONSES AT SPOQ4 OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. 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.

*(SPOQSCL >=3.5, PERCEIVED OVER QUALIFICATION 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.*

*PROGRAMMER NOTE: IF CATI DISPLAY (**READ OUT**)

(SINGLE RESPONSE)

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
4. Considered to be too young by employers
5. Considered to be too old by employers
9. Caring for children
10. Studying
12. I'm satisfied with my current job
13. I had to change jobs due to COVID-19
14. Not enough work experience
15. Entry level job/career stepping stone
16. Changing jobs/Careers
17. Do not have permanent residency
18. For financial reasons
11. Other (Please specify)

**RSMORE AND RSNOMORE MOVED TO AFTER PREFMHOURS

*(TIMESTAMP)

MODULE C: FURTHER STUDY

*(ALL)

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

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

*(FURSTUD= 1 OR 2, STUDYING)

FURNEW Are you **currently studying in a new course** after completing your <E308>?

1. Yes
2. No

*(FURSTUD=1 OR 2, STUDYING)

FURINST 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. <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST, LOCATED HERE

*(FURSTUD= 1 OR 2, STUDYING)

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

1. (verbatim text box)

INTERVIEWER NOTE: qualification = *qualification refers to the course, degree or program that you are currently studying*

*PROGRAMMER NOTE: POP UP 'QUALIFICATION' = 'REFERS TO THE COURSE, DEGREE OR PROGRAM THAT YOU ARE CURRENTLY STUDYING'

*(FURSTUD= 1 OR 2, STUDYING)

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

INTERVIEWER NOTE: qualification = *qualification refers to the course, degree or program that you are currently studying*

*PROGRAMMER NOTE: IF CATI DISPLAY **(READ OUT)**

(SINGLE RESPONSE)

1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health (incl. Nursing, Veterinary, Pharmacy)
7. Education
8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)
9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
13. Other (Please specify)

*(FURSTUD= 1 OR 2, STUDYING)

FURLEV What is the level of this qualification?

*PROGRAMMER NOTE: IF CATI DISPLAY **(READ OUT)**

(SINGLE RESPONSE)

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

*FURINST MOVED TO AFTER FURNEW

*(TIMESTAMP)

MODULE D2: GRADUATE ATTRIBUTES – OVERALL SATISFACTION/PREQ

*(STUDENTTYPE = 1, NOT POSTGRADUATE BY RESEARCH)

*PROGRAMMER NOTE: WHERE CEQTYPE=1 AND QUALNUM_S= 2 CEQ TEXT FILL RANDOMLY WITH 'FINALMAJOR1' OR 'FINALMAJOR2' IF BOTH MAJORS ARE PRESENT. IF ONLY 'FINALMAJOR1' PRESENT, TEXT FILL WITH 'FINALMAJOR1'.

CEQTYPE=1 AND QUALNUM_S= 1 CEQ TEXT FILL WITH 'FINALMAJOR1'

IF CEQTYPE=2 TEXT FILL FINALCOURSEA

1. FinalMajor1/2
2. FinalCourseA

CEQ Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA>
<major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with the following statement.

*PROGRAMMER NOTE: IF CATI DISPLAY **(READ OUT)**

(STATEMENTS)

ceq149 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(STUDENTTYPE=1 AND QUALNUM_S=2 OR STUDENTTYPE=1 AND QUALNUM_S=1 AND FINALMAJOR1 NOT BLANK AND FINALMAJOR2 NOT BLANK AND PREPOP NE 3, NOT POSTGRADUATE BY RESEARCH AND MORE THAN ONE MAJOR/COURSE)

*PROGRAMMER NOTE:

WHERE CEQTYPE = 1 AND QUALNUM_S = 2, CEQB TEXT FILL RANDOMLY WITH 'FINALMAJOR3' OR 'FINALMAJOR4' WHEN BOTH MAJORS ARE PRESENT, OTHERWISE TEXT FILL WITH 'FINALMAJOR3'.

WHERE CEQTYPE = 1 AND QUALNUM_S = 1, CEQBTEXT FILL WITH 'FINALMAJOR2' IF PRESENT, OTHERWISE GO TO MODULE E.

IF CEQTYPE=2 ONLY SHOW FINALCOURSEB

QUALNUM_S = 2

1. FinalMajor3/4

2. FinalCourseB

QUALNUM_S=1

1. FinalMajor2

CEQB

Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2>
<major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with the following statement.

***PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)**

(STATEMENTS)

ceq249 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

***(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)**

PREQ Please tell us about your postgraduate research experience.

If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.

Please interpret 'thesis' and other research-related terms in the context of your own field of education.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

***PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)**

(STATEMENTS)

- preq01 Supervision was available when I needed it
- preq02 The thesis examination process was fair
- preq03 I had access to a suitable working space
- preq04 I developed an understanding of the standard of work expected
- preq29 I am confident that I can apply my skills outside the university sector
- preq05 The department provided opportunities for social contact with other postgraduate students
- preq30 I improved my ability to design and implement projects effectively
- preq06 My research further developed my problem solving skills
- preq07 My supervisor(s) made a real effort to understand difficulties I faced
- preq08 I had good access to the technical support I needed
- preq09 I was integrated into the department's community
- preq10 I improved my ability to communicate information effectively to diverse audiences
- preq11 I understood the required standard for the thesis
- preq31 I had opportunities to develop professional connections outside the university sector
- preq12 I was able to organise good access to necessary equipment
- preq13 My supervisor(s) provided additional information relevant to my topic
- preq14 I developed my skills in critical analysis and evaluation

- req15 I was satisfied with the thesis examination process
- req16 The department provided opportunities for me to become involved in the broader research culture
- req17 I was given good guidance in topic selection and refinement
- req18 I had good access to computing facilities and services
- req32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector
- req19 I understood the requirements of thesis examination
- req33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)
- req20 I improved my ability to plan and manage my time effectively
- req21 My supervisor(s) provided helpful feedback on my progress
- req22 A good seminar program for postgraduate students was provided
- req23 The research environment in the department or faculty stimulated my work
- req24 I received good guidance in my literature search
- req34 I gained confidence in leading and influencing others
- req25 The examination of my thesis was completed in a reasonable time
- req26 As a result of my research, I feel confident about tackling unfamiliar problems
- req27 There was appropriate financial support for research activities
- req28 Overall, I was satisfied with the quality of my higher degree research experience

(RESPONSE FRAME)

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

*(ALL)

INTROB Now, a couple of general questions about your <course>...

*PROGRAMMER NOTE: DISPLAY NEXT TWO QUESTIONS ON THE SAME SCREEN

*(ALL)

BESTASP What were the best aspects of your <course>? *Please note, aspects could include things like the course content, teaching or assessments.*

- 1. (verbatim text box)

*(ALL)

IMPROVE What aspects of your <course> were most in need of improvement? *Please note, aspects could include things like the course content, teaching or assessments.*

- 1. (verbatim text box)

*(TIMESTAMP)

MODULE E: GRADUATE PREPARATION

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

FORMREQ Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?

- 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 <FinalCourseA/FinalCourseB>, to be able to do your job?

*PROGRAMMER NOTE: IF 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 <FinalCourseA/FinalCourseB> prepare you for your job?

*PROGRAMMER NOTE: IF 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 AND IMPPREP ON THE SAME PAGE

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
BESTPREP What are the main ways that < E306CTXT > prepared you for employment in your organisation?

1. (verbatim text box)

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
IMPPREP What are the main ways <E306CTXT> could have better prepared you for employment in your organisation?

1. (verbatim text box)

*PROGRAMMER NOTE: DISPLAY FSBEPREP AND FSIMPREP ON THE SAME PAGE

*(FURSTUD =1 OR 2, IN FURTHER STUDY)
FSBEPREP What are the main ways that <E306CTXT> prepared you for further study?

1. (verbatim text box)

*(FURSTUD =1 OR 2, IN FURTHER STUDY)
FSIMPREP What are the main ways <E306CTXT> could have better prepared you for further study?

1. (verbatim text box)

*(TIMESTAMP)

MODULE F: ADDITIONAL ITEMS

Department - Postgraduates

*(ALL)
Intlintra And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>,
IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)

*(ALL)

OSSTUDY Did you undertake any study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research>) outside of Australia (e.g. student exchange or study abroad?)

1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

INTERN Did your <FinalCourseA/FinalCourseB> include an internship component?

1. Yes
2. No
3. Don't know

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

INTLEARN Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?

1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

TRAINING Did your <FinalCourseA/FinalCourseB> include training in....

***PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)**

(STATEMENTS)

Pgreslink101/IPA	Intellectual property awareness
Pgreslink102/BUSMAN	Business management
Pgreslink103/ENTPNR	Entrepreneurship

(RESPONSE FRAME)

1. Yes
2. No
3. Don't know

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

COFUND Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? *Please select all that apply.*

(MULTIPLE RESPONSE)

1/JOINTSUP.	Yes it was jointly supervised
2/COFUND.	Yes it was co-funded
3/NOJSCF.	No *(EXCLUSIVE)
4/DKJSCF.	Don't know *(EXCLUSIVE)

*(TIMESTAMP)

MODULE G: CONTACT DETAILS

*(ALL)

CONTACT In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed.

Do you consent to being invited to participate in this important future research?

For further information on the survey please click here (link to:
<https://www.qilt.edu.au/survey-participants/gos-l-participants>).

1. Yes
2. No

*(ALL)
ALUMNI

Do you consent to your contact information being passed on to your institution for them to update your details?

Note: <E306CTXT> may provide your contact information to Alumni services or invite you to participate in other research and industry activities. Examples include consultation on new and existing courses, accreditation activities and student placements. Contact information will not be shared outside of <E306CTXT> without your express consent.

1. Yes
2. No

*(CONTACT=1 or Alumni=1, CONSENT TO RECONTACT)

Email/EMAIL *(DISPLAY IF ONLINE) 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?

*(DISPLAY IF CATI) We would like to make sure all your contact information is up to date. Is the following email address a permanent email address that we can use in the future?

Email address: <email address>

1. Permanent email address is as above
2. Enter new permanent email address (verbatim text box) *PROGRAMMER NOTE: Kickbox validation required
3. Don't have a permanent email address
4. Do not wish to be re-contacted by email

*(ADDFLAG=1 AND (CONTACT=1 OR ALUMNI=1), ADDRESS SUPPLIED AND CONSENT TO RECONTACT)

ADDRESS The postal address we have for you is:

<add1> <add2> <add3>
<suburb> <state> <pcode>
<country>

Is this correct?

1. Yes
2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY)
3. Do not wish to be contacted by post

*(ADDFLAG=2 AND (CONTACT=1 OR ALUMNI=1)), NO ADDRESS SUPPLIED AND CONSENT TO RECONTACT)

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

*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT

*(TIMESTAMP)

*(ALL)

C4 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

*(IF (CONTACT=2 AND ALUMNI=2) AND C4=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

**PROGRAMMER NOTE: IF CONDITION BELOW IS MET FLAG AS ESSINSCOPE=1

*(Extraquota = 0 AND (1<=USLHRS <=168 OR 1<=ACTLHRS <=168) AND (((WORKED=1 OR AWAYWORK=1) AND NOT (SELFEMP=2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR ((SELFEMP=3 OR PAYMENT=5) AND PAYARRNG=12,14,15,17,18,19,20) AND GRADFULLNAME IS NOT NULL), WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS AND HAS NAME)

*(Extraquota = 0 AND (1<=USLHRS <=168 OR 1<=ACTLHRS <=168) AND (((WORKED=1 OR AWAYWORK=1) AND NOT (SELFEMP=2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR ((SELFEMP=3 OR PAYMENT=5) AND PAYARRNG=12,14,15,17,18,19,20) AND MODE=CATI) WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS AND CATI)

BRIDGE1

**PROGRAMMER NOTE:

IF CONDITION BELOW IS MET FLAG AS BRIDGE_NOV_CONDITION=2

*((PERIOD=1 AND ESSINSCOPE=1 AND (USLHRS>=30 OR ACTLHRS >=30) AND (EMP12=5 OR EMPYRS<=2)) NOV IN SCOPE FOR ESS AND WORKING AT LEAST 30 HOURS A WEEK AND WITH EMPLOYER FOR 2 YEARS OR LESS)

IF CONDITION BELOW IS MET FLAG AS BRIDGE_NOV_CONDITION=3

*((PERIOD=1 AND ESSINSCOPE=1 AND (USLHRS>=30 OR ACTLHRS >=30) AND (EMP12=5 OR EMPYRS>2)) NOV IN SCOPE FOR ESS AND WORKING AT LEAST 30 HOURS A WEEK AND WITH EMPLOYER FOR MORE THAN 2 YEARS)

IF PERIOD=1 AND NEITHER CONDITION MET LEAVE RECORD AS

BRIDGE_NOV_CONDITION=1.

IF CONDITION BELOW IS MET FLAG AS BRIDGE_FEB_CONDITION=2

*((PERIOD=3 AND ESSINSCOPE=1 AND (USLHRS>=30 OR ACTLHRS >=30) AND (EMP12=5 OR EMPYRS<=2)) FEB IN SCOPE FOR ESS AND WORKING AT LEAST 30 HOURS A WEEK AND WITH EMPLOYER FOR 2 YEARS OR LESS)

IF PERIOD=3 AND NEITHER CONDITION MET LEAVE RECORD AS

BRIDGE_FEB_CONDITION=1.

****PROGRAMMER NOTE:**

IF CONDITION BELOW IS MET FLAG AS BRIDGE_MAY_CONDITION=2

*((PERIOD=2 AND ESSINSCOPE=1 AND (USLHRS>=30 OR ACTLHRS >=30) AND ((EMP12=5 AND EMPMTHS>6) OR EMPYRS<=2)) MAY IN SCOPE FOR ESS AND WORKING AT LEAST 30 HOURS A WEEK AND WITH EMPLOYER FOR MORE THAN 6 MONTHS AND FOR 2 YEARS OR LESS)

IF CONDITION BELOW IS MET FLAG AS BRIDGE_MAY_CONDITION=3

*((PERIOD=2 AND ESSINSCOPE=1 AND (USLHRS>=30 OR ACTLHRS >=30) AND (EMP12=5 AND EMPMTHS<=6) MAY IN SCOPE FOR ESS AND WORKING AT LEAST 30 HOURS A WEEK AND WITH EMPLOYER FOR 6 MONTHS OR LESS)

*(DISPLAY IF CATI): INTERVIEWER NOTE: Please click link below to continue.
<DISPLAY LINK FOR ESSx>

*(DISPLAY IF CATI): **DO NOT PROCEED WITHOUT COMPLETING ADDITIONAL QUESTIONS VIA LINK ABOVE**

1. Provided supervisor details
2. Refused supervisor details
3. Other

*PROGRAMMER NOTE: TRANSFER THOSE ELIGIBLE FOR BRIDGE (ESSINSCOPE=1) TO ESSx JOB

*(ESSINSCOPE=2, NOT ELIGIBLE FOR BRIDGE)
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:

- BeyondBlue 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/gos – A list of GOS 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:

- BeyondBlue 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/SURVEY-SUCCESS/GRADUATE-OUTCOMES-SURVEY-THANK-YOU](https://www.qilt.edu.au/survey-success/graduate-outcomes-survey-thank-you)

*(INSTITUTION2=2)

TERM

*(IF ONLINE) Thanks for taking the time to start the Graduate Outcomes Survey. You may still be eligible to provide feedback on the <E308A/E308B> for <E306CTXT> through the GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact goss@srcentre.com.au or call 1800 055 818.

*(IF CATI) Thank you for your willingness to complete the Graduate Outcomes Survey (GOS). Unfortunately, that's all we need from you as we can only speak to graduates who completed their course recently.

*(TIMESTAMP)

*(INTRO=3 OR 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)

*(REFUSED)

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=5 OR INTRO2=5, LANGUAGE DIFFICULTY)

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	INSTITUTION2=2	NQ at institution - Wrong info	Screen outs
7	QET	Terminated midway	Contacts

Appendix 6 Questionnaire screen shots

2022 GOS Questionnaire screen shots



0%

Save

Thank you for agreeing to take part in the Graduate Outcomes Survey (GOS). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, Skills and Employment which aims to measure student satisfaction and graduate employment outcomes.

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students.

Most people take approximately 15 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 below to continue.

Next



0%

Save

In 2021, did you complete a Bachelor of Arts at **the Social Research Centre**?

- ☐ Yes
☐ No

Previous

Next



8%

Save

Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics.

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.

Previous

Next

9%

[Save](#)

Thinking about last week, the week starting Monday, 25/07/2022 and ending last Sunday, 31/07/2022.

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

- ☒ Yes
☐ No
☐ Permanently unable to work

[Previous](#)[Next](#)

10%

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

- ☐ Yes
☐ No

[Previous](#)[Next](#)

11%

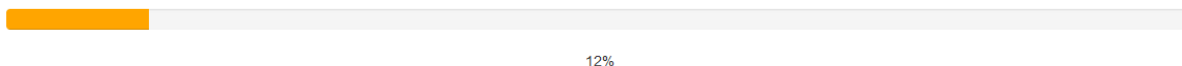
[Save](#)

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

[Previous](#)[Next](#)



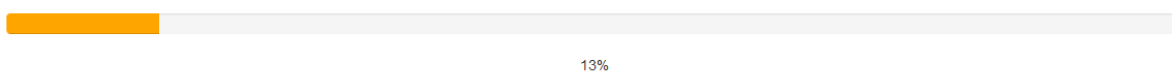
Save

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

- ☐ Yes
☐ No

Previous

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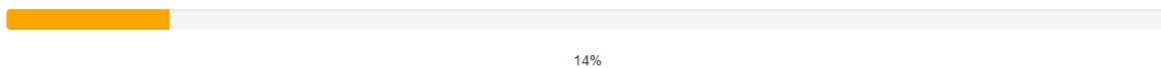
Save

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 <-- Select month - v

Enter year

Previous

Next

15%

[Save](#)

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

- ☐ Yes
☐ No

[Previous](#)[Next](#)

18%

[Save](#)

Did you have **more than 1 job or business last week?**

- ☐ Yes
☐ No

[Previous](#)[Next](#)

19%

[Save](#)

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

[Previous](#)[Next](#)

20%

[Save](#)

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

- ☐ Employer
☐ Own business
☐ Other or uncertain

[Previous](#)[Next](#)

21%

[Save](#)

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

- ☐ Wage or salary
☐ Other or uncertain

[Previous](#)[Next](#)

24%

[Save](#)How many hours do you **usually** work each week in your **main job**?Enter hours [Previous](#)[Next](#)

26%

[Save](#)How many hours do you **usually** work each week **in all your jobs**?Enter hours [Previous](#)[Next](#)

27%

Save

Would you prefer to work more hours than you usually work in **all your jobs**?

- ☐ Yes
☐ No
☐ Don't know

Previous

Next

28%

Save

How many hours a week would you like to work?

Enter hours

Previous

Next

29%

Save

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

- ☐ Yes
☐ No

Previous

Next

31%

[Save](#)

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.

- ☐ No suitable job in my local area
- ☐ No job with a suitable number of hours
- ☐ No suitable job in my area of expertise
- ☐ Considered to be too young by employers
- ☐ Considered to be too old by employers
- ☐ Caring for children
- ☐ Studying
- ☐ No more hours available in current position
- ☐ Work has been reduced/shutdown due to COVID-19
- ☐ Financial reasons
- ☐ Due to visa restrictions/waiting for permanent residency
- ☐ Other (Please specify)

[Previous](#)[Next](#)

32%

[Save](#)

What is your occupation in your **main job**?

Please type at least 3 letters.

[Previous](#)[Next](#)

33%

[Save](#)

What are your main tasks and duties?

[Previous](#)[Next](#)

33%

Save

What is the **name of your employer**?

Previous

Next

34%

Save

What kind of **business or service** is carried out by your employer at the place where you work?

- ☐ Child Care Services
- ☐ Higher Education
- ☐ Other Residential Care Services (not Aged Care Residential Services)
- ☐ Secondary Education
- ☐ Social Assistance Services (for example: youth centre operation)
- ☐ Other (Please specify)

Previous

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35%

Save

In what sector are you wholly or mainly employed?

- ☐ Public or government
- ☐ Private
- ☐ Not-for-profit

Previous

Next

36%

[Save](#)

Are you working in Australia?

- ☐ Yes
☐ No
☐ Not sure

[Previous](#)[Next](#)

37%

[Save](#)

In which state or territory is your employer currently located?

- ☐ NSW
☐ VIC
☐ QLD
☐ SA
☐ WA
☐ TAS
☐ NT
☐ ACT
☐ Don't know

[Previous](#)[Next](#)

38%

[Save](#)

And what is the postcode or suburb of your employer?

☐ Not sure[Previous](#)[Next](#)

40%

Save

Do you currently live in Australia or Overseas?

- ☐ Australia
☐ Overseas

Previous

Next

41%

Save

In which state or territory do you usually live?

- ☐ NSW
☐ VIC
☐ QLD
☐ SA
☐ WA
☐ TAS
☐ NT
☐ ACT
☐ Don't know

Previous

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42%

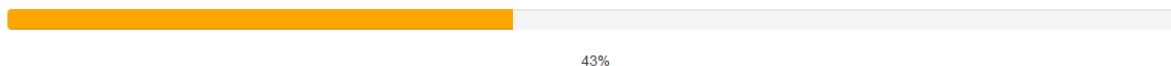
Save

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 for your employer?

Enter number of years

[Previous](#)[Next](#)

[Save](#)

In **Australian dollars**, how much do you usually earn in **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 (\$).

Annual income for all your jobs: \$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

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 (\$).

Annual income for your main job: \$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](#)

54%

Save

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

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree 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

Next

55%

Save

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.

- ☐ No suitable jobs in my local area
- ☐ No jobs with a suitable number of hours
- ☐ No suitable jobs in my area of expertise
- ☐ Considered to be too young by employers
- ☐ Considered to be too old by employers
- ☐ Caring for children
- ☐ Studying
- ☐ I'm satisfied with my current job
- ☐ I had to change jobs due to COVID-19
- ☐ Not enough work experience
- ☐ Entry level job/career stepping stone
- ☐ Changing jobs/Careers
- ☐ Do not have permanent residency
- ☐ For financial reasons
- ☐ Other (Please specify)

Previous

Next

54%

[Save](#)

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

- ☐ Yes - full-time
☐ Yes - part-time
☐ No

[Previous](#)[Next](#)

55%

[Save](#)

Are you **currently studying in a new course** after completing your Bachelor of Arts?

- ☐ Yes
☐ No

[Previous](#)[Next](#)

59%

[Save](#)

And the institution where you are currently studying?

Please type at least 3 letters.

[Previous](#)[Next](#)

56%

[Save](#)What is the full title of the **qualification** you are currently studying?[Previous](#)[Next](#)

57%

[Save](#)What is your main field of education for this **qualification**?

- ☐ Natural and Physical Sciences (incl. Maths, Biological and Medical Science)
- ☐ Information Technology
- ☐ Engineering and Related Technologies
- ☐ Architecture and Building
- ☐ Agriculture Environmental and Related Studies
- ☐ Health (incl. Nursing, Veterinary, Pharmacy)
- ☐ Education
- ☐ Management and Commerce (incl. Accounting, Business, Finance, Marketing)
- ☐ Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)
- ☐ Creative Arts
- ☐ Food, Hospitality and Personal Services
- ☐ Mixed field qualification
- ☐ Other (Please specify)

[Previous](#)[Next](#)

58%

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

Previous

Next

60%

Save

Now a question regarding your **Bachelor of Arts** qualification.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with the following statement.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Overall, I was satisfied with the quality of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

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63%

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Now, a couple of general questions about your course...

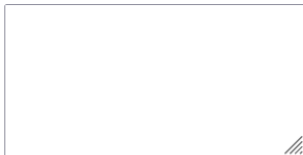
What were the best aspects of your course?

Please note, aspects could include things like the course content, teaching or assessments.



What aspects of your course were most in need of improvement?

Please note, aspects could include things like the course content, teaching or assessments.



Previous

Next

67%

Save

Is a **Bachelor of Arts** or similar qualification a formal requirement for you to do your current job?

- ☐ Yes
☐ No

Previous

Next

68%

[Save](#)

To what extent is it important for you to have a **Bachelor of Arts**, to be able to do your job?

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

[Previous](#)[Next](#)

69%

[Save](#)

Overall, how well did your **Bachelor of Arts** prepare you for your job?

- ☐ Not at all
☐ Not well
☐ Well
☐ Very well
☐ Don't know / Unsure

[Previous](#)[Next](#)

70%

[Save](#)

What are the main ways that the Social Research Centre prepared you for employment in your organisation?

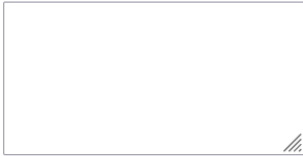
What are the main ways the Social Research Centre could have better prepared you for employment in your organisation?

[Previous](#)[Next](#)

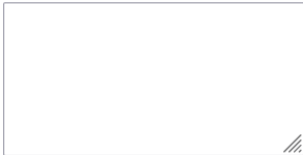
71%

[Save](#)

What are the main ways that the Social Research Centre prepared you for further study?



What are the main ways that the Social Research Centre could have better prepared you for further study?

[Previous](#)[Next](#)

72%

[Save](#)

And now some specifics about your course.

[Previous](#)[Next](#)

77%

[Save](#)

Did you undertake any study during your course outside of Australia (e.g. student exchange or study abroad?)

- ☐ Yes
- ☐ No
- ☐ Not applicable

[Previous](#)[Next](#)

90%

[Save](#)

In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed.

Do you consent to being invited to participate in this important future research?

For further information on the survey please click [here](#).

- ☐ Yes
☐ No

[Previous](#)[Next](#)

94%

[Save](#)

Do you consent to your contact information being passed on to your institution for them to update your details?

Note: the Social Research Centre may provide your contact information to Alumni services or invite you to participate in other research and industry activities. Examples include consultation on new and existing courses, accreditation activities and student placements. Contact information will not be shared outside of the Social Research Centre without your express consent.

- ☐ Yes
☐ No

[Previous](#)[Next](#)

92%

[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:

- ☐ 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

[Previous](#)[Next](#)

93%

[Save](#)

We do not have any postal information provided for you. Would you like to update your postal details?

- ☐ Yes
- ☐ No
- ☐ Do not wish to be contacted by post

[Previous](#)[Next](#)

94%

[Save](#)

Please update your postal information.

Address line 1:

Address line 2:

Address line 3:

Suburb:

State:

Postcode:

Country:

[Previous](#)[Next](#)

95%

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

Previous

Next

100%

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:

- BeyondBlue on 1300 22 46 36
- Lifeline on 13 11 14

Submit

Appendix 7 Response rate by institution

Response rate by institution

Provider code	Universities Institution name	Response rate (%)			
		Nov '21	Feb '22	May '22	Total
1019	James Cook University	43.2	44.8	43.5	43.6
1034	Murdoch University	42.2	42.7	39.3	40.6
1055	The University of Western Australia	36.6	34.0	34.9	35.3
1058	University of Wollongong	36.8	-	34.2	34.9
2154	Federation University Australia	37.1	33.9	39.3	37.9
2177	Swinburne University of Technology	40.0	-	38.8	39.3
2200	Central Queensland University	38.2	47.0	46.5	43.3
2201	University of Southern Queensland	46.0	-	53.5	51.0
2235	Edith Cowan University	42.4	41.4	44.5	43.6
2236	Curtin University	37.6	-	38.3	38.1
2241	University of Canberra	46.3	-	38.7	40.9
2252	Avondale University	57.1	50.0	36.2	37.1
3001	Charles Darwin University	47.6	52.3	48.7	48.8
3003	Bond University	35.2	30.5	29.9	31.7
3004	Western Sydney University	37.1	-	42.1	40.5
3005	Charles Sturt University	36.2	28.7	48.2	43.7
3006	Australian Catholic University	42.8	31.0	40.5	40.4
3007	Victoria University	41.0	45.5	41.1	41.5
3010	The University of Adelaide	45.3	41.0	42.2	43.1
3013	University of New South Wales	25.5	22.0	27.8	25.7
3014	University of Newcastle	38.4	-	36.3	36.7
3016	University of Technology Sydney	29.4	38.1	35.3	33.1
3019	The University of Queensland	28.1	65.0	33.6	32.0
3020	La Trobe University	34.5	37.2	36.0	35.7
3025	Macquarie University	34.6	42.7	41.5	38.5
3027	The University of South Australia	41.0	-	43.7	43.1
3029	Flinders University	49.6	46.5	48.5	48.5
3030	Deakin University	44.8	-	43.7	44.2
3032	Griffith University	33.9	-	36.3	35.3
3033	The Australian National University	37.4	43.6	39.4	38.8
3034	RMIT University	34.8	46.3	40.6	38.9
3035	Monash University	38.7	45.5	37.7	38.7
3036	The University of Melbourne	42.7	43.5	42.1	42.4
3038	Southern Cross University	40.0	43.0	42.6	41.8
3039	University of New England	57.6	55.4	58.0	57.4
3040	The University of Sydney	35.0	35.1	39.7	37.9
3042	Queensland University of Technology	41.3	48.1	40.6	41.3
3043	University of the Sunshine Coast	52.1	54.6	48.5	50.2
3044	The University of Notre Dame Australia	42.1	29.1	35.4	35.4
3045	University of Tasmania	40.2	52.7	43.6	42.8
4331	University of Divinity	67.7	56.2	62.0	61.4
4449	Torrens University	41.8	43.9	47.9	44.7

Provider Code	Non-University Higher Education Institutions Institution name	Response rate (%)			
		Nov '21	Feb '22	May '22	Total
2170	Marcus Oldham College	26.7	-	54.8	51.5
4332	Sydney College of Divinity	45.6	-	-	45.6
4333	Christian Heritage College	51.3	-	46.0	47.6
4334	Tabor College of Higher Education	37.0	48.0	66.7	57.4
4335	Australian College of Theology Limited	43.8	52.9	54.3	51.4
4336	Australian College of Applied Professions	41.7	-	42.6	42.0
4337	Eastern College Australia	-	-	47.6	47.6
4338	Moore Theological College	-	-	52.6	52.6
4339	Holmes Institute	29.5	-	32.5	30.8
4343	The Australian Institute of Music	42.9	47.7	43.5	44.2
4346	Excelsia College	47.1	82.4	58.5	56.1
4347	Australian College of Christian Studies	-	-	60.0	60.0
4352	The Australian College of Physical Education	48.3	-	34.9	40.3
4355	Adelaide College of Divinity	60.0	100.0	70.0	68.2
4359	The College of Law Limited	32.6	30.8	30.3	31.4
4360	Perth Bible College	50.0	-	66.7	64.3
4361	Endeavour College of Natural Health	-	-	43.0	43.0
4362	ICHM	40.4	-	-	40.4
4363	Melbourne Polytechnic	39.7	28.6	39.8	39.5
4366	Box Hill Institute	44.4	52.6	36.7	41.4
4367	Melbourne Institute of Technology	25.8	25.0	45.3	38.7
4368	Campion College Australia	-	-	43.1	43.1
4371	SAE Institute	40.0	39.9	40.7	40.2
4375	Think Education	56.3	59.0	62.7	59.4
4377	UOW College	16.0	-	34.8	25.0
4380	UTS College	19.3	29.7	21.4	21.7
4381	International College of Management, Sydney	31.0	19.0	31.4	27.5
4383	Holmesglen Institute	17.9	42.9	37.9	32.5
4384	Kaplan Business School	41.4	38.7	41.4	40.4
4386	Macleay College	27.8	20.0	-	25.0
4388	Australian Academy of Music and Performing Arts	61.5	-	25.0	39.4
4392	Gestalt Therapy Brisbane	-	-	61.3	61.3
4393	The MIECAT Institute	33.3	-	63.3	60.6
4394	William Angliss Institute	20.2	-	30.9	25.3
4395	Adelaide Central School of Art	-	-	64.3	64.3
4396	LCI Melbourne	55.8	-	-	55.8
4401	Whitehouse Institute of Design, Australia	-	-	41.7	41.7
4402	Leo Cussen Centre for Law	41.4	-	-	41.4
4405	Australian Institute of Professional Counsellors	45.5	-	58.6	52.9
4406	Canberra Institute of Technology	-	-	33.3	33.3
4407	Alphacrucis College	50.4	-	51.4	51.0
4411	Stott's College	28.4	17.4	42.3	33.7
4412	Morling College	-	-	62.9	62.9
4419	National Art School	-	-	50.4	50.4
4420	Kent Institute Australia	31.4	-	-	31.4

4421	Le Cordon Bleu Australia	32.4	37.5	24.0	30.0
4424	Kaplan Higher Education Pty Ltd	35.2	28.5	34.4	33.7
4425	Australian Institute of Business Pty Ltd	46.0	45.3	47.9	46.5
4428	Nan Tien Institute	62.5	69.2	40.0	61.8
4431	Montessori World Educational Institute (Australia)	-	-	57.1	57.1
4434	Wentworth Institute of Higher Education	41.2	-	48.2	44.7
4435	Australian Institute of Higher Education	34.4	40.6	57.2	44.4
4447	International Institute of Business and Technology	20.0	-	16.7	19.0
4450	TAFE Queensland	44.8	100.0	41.2	43.2
4451	King's Own Institute	35.4	-	36.8	36.1
4453	Australasian College of Health and Wellness	16.7	12.5	46.0	34.6
4455	SP Jain School of Management	43.3	-	-	43.3
4456	Asia Pacific International College	26.5	22.2	31.9	27.2
4458	Australian Institute of Management Education & Training	58.6	40.4	47.4	51.9
4461	Elite Education Institute	-	-	25.0	25.0
4463	Institute of Health & Management Pty Ltd	48.6	42.1	48.1	47.6
4464	Australian College of Nursing	46.8	35.5	46.8	46.0
4465	Sheridan College Inc.	100.0	28.6	62.5	57.9
4466	The Institute of Internal Auditors - Australia	-	-	81.3	81.3
4467	Polytechnic Institute Australia Pty Ltd	15.8	30.0	-	26.6
4469	Engineering Institute of Technology	55.8	64.7	58.6	58.4
6014	Governance Institute of Australia	61.3	-	62.0	61.7
6022	Academies Australasia Polytechnic Pty Limited	22.5	26.6	45.0	26.8
6039	HEPCO The Tax Institute Higher Education	11.1	63.6	80.0	53.3
6042	Oxford Institute of Higher Education	22.2	-	-	22.2
6043	The Cairnmillar Institute	-	-	50.7	50.7
6044	BBI - The Australian Institute of Theological Education	41.9	27.8	35.6	33.8
6045	ISN Psychology Pty Ltd	51.4	40.0	38.3	42.3
6046	National Institute of Organisation Dynamics Aust	-	-	66.7	66.7
6049	The Institute of International Studies (TIIS)	66.7	-	-	66.7
6052	Leaders Institute	-	-	9.1	9.1
7001	Collarts (Australian College of the Arts)	-	-	38.7	38.7
7014	Jazz Music Institute	-	-	40.0	40.0
7025	CIC Higher Education	34.1	48.5	42.9	38.2
7035	Photography Studies College (Melbourne)	-	-	55.6	55.6
7073	Chisholm Institute	48.0	33.3	61.8	55.8
7075	TAFE NSW	39.8	-	42.2	41.2
7124	Academy of Information Technology	38.1	38.9	38.2	38.4
7197	Ikon Institute of Australia	45.0	60.0	60.0	56.5
7221	VIT (Victorian Institute of Technology)	71.8	66.7	49.7	61.6
7262	Equals International	-	100.0	-	100.0
7338	TAFE South Australia	35.9	53.3	42.4	41.4
7660	Health Education & Training Institute	-	38.1	37.0	37.3

Appendix 8 ESS brochure



ESS

Employer Satisfaction Survey

What is the Employer Satisfaction Survey?

The survey provides the only national measure of the extent to which higher education institutions in Australia are meeting employer needs. The Employer Satisfaction Survey is undertaken on a systematic basis by asking employed graduates who participated in the Graduate Outcomes Survey to provide contact details for their work supervisor.

Why should supervisors take part?

This survey provides employers with an opportunity to provide feedback on:

- > The specific skills and attributes needed in business today.
- > How well higher education is preparing graduates for the workforce.
- > The varied employment pathways graduates are taking after completing their study.

By taking part, supervisors' insights will benefit other employers through enhancements to Australian higher education policy and curricula.

What is needed from supervisors of recent graduates?

All supervisors are invited to participate via email or telephone. We understand supervisors are busy, the survey only takes 7 minutes and participation is voluntary.

92%

Supervisors reporting the qualifications prepared the graduate "very well" or "well" for current employment

Who is conducting the research?

The research is being conducted for the Australian Government Department of Education by the Social Research Centre.

What are the privacy provisions?

Any information provided will remain confidential, no direct identifying information forms part of the final data, and only aggregated data will be published. Further privacy information is available [here](#).



QILT

Quality Indicators for Learning and Teaching



Social
Research
Centre



Australian Government

For more information about the study

1800 055 818

| ess@srcentre.com.au

| www.qilt.edu.au/ess

Appendix 9 Small screen optimisation

Small screen optimisation

This appendix outlines key design decisions relating to the presentation of the online survey for the 2022 GOS 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 2022 GOS 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

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 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 (on the next pages) for comparison of small screen and desktop grid item display.

Figure 1 **Grid item display on small screen device**

15:36 69%

nsights.srcentre.com.au

GOS
Graduate Outcomes Survey

29%

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

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

My job requires less education than I have

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

15:36 69%

My previous training is being fully utilised on this job

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

I have more knowledge than I need in order to do my job

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

My education level is above the level required to do my job

Strongly disagree

15:37 69%

My education level is above the level required to do my job

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Someone with less work experience than myself could do my job just as well

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

I have more abilities than I need in order to do my job

Strongly disagree

III ○ <

15:37 69%

Neither disagree nor agree

Agree

Strongly agree

I have more abilities than I need in order to do my job

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Next

Previous

Save

III ○ <

Figure 2 **Grid item display on desktop device**

Graduate Outcomes Survey

29%

[Save](#)

The following statements are about your skills, abilities and education.
Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree 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](#) [Next](#)

References

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Los Angeles: SAGE.