



2024 Graduate Outcomes Survey

Methodological Report

September 2025



Social
Research
Centre



QILT

Quality Indicators for
Learning and Teaching



GOS

Graduate Outcomes Survey

Acknowledgements

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2024 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education (the department).

The Department and the Social Research Centre acknowledge the Traditional Custodians of the lands and waters on which this research was conducted. We pay our respects to Elders, past, present and emerging.

The Social Research Centre would like to thank the higher education institutions that contributed to the GOS in 2024. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2024 GOS would not have been such a success.

We are also very grateful to the graduates who took the time to provide valuable feedback about their employment and further study outcomes, and their experience with their completed course. Institutions use GOS data for continuous improvement including exploring ways to monitor and improve the short-term labour force outcomes of graduates.

For more information on the conduct and results of the 2024 GOS see the QILT website: www.qilt.edu.au.

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Version: 1 | September 2025



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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
ADIA	Australian Data and Insights Association
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
CEQ	Course Experience Questionnaire
ESS	Employer Satisfaction Survey
GAS	Graduate Attributes Scale
GOS	Graduate Outcomes Survey
GOS-L	Graduate Outcomes Survey – Longitudinal
HDR	Higher Degree by Research
HEIMS	Higher Education Information Management System
HESA	Higher Education Support Act
IP	Internet Protocol
ISO	International Standards Organisation
NUHEI	Non-University Higher Education Institution
PASF	Participation and Additional Services Form
QILT	Quality Indicators for Learning and Teaching
RES	Respondent Engagement Survey
SACC	Standard Australian Classification of Countries
SFX	Secure File Exchange
TCSI	Tertiary Collection of Student Information

1. Introduction

1.1. About this report

This methodological report describes the sample preparation, data collection and data preparation aspects of the 2024 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 preparation 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) which was 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 the sample for another component of the QILT suite of surveys, the Employer Satisfaction Survey (ESS), through the collection of work supervisor contact details from employed GOS respondents. The ESS is a national survey that directly links the experiences of graduates to the views of their direct supervisors. Refer to the *ESS Methodological Report* series for more information about the ESS.

1.4. Overview

Graduates who completed a course from March 2023 through to February 2024 were invited to participate in the 2024 GOS. The 2024 GOS collection cycle was conducted over three distinct collection rounds (November 2023, February 2024, and May 2024).

The sample for the survey was mainly sourced from the Tertiary Collection of Student Information (TCSI) system, whilst the participating higher education institutions provided information such as contact details.

The survey instrument deployed at each collection round in the 2024 GOS 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 commission an additional round of targeted SMS reminders during the main online fieldwork period, and additional reminder calls after the conclusion of the main online fieldwork period. Surveys completed as a result of reminder calls are included as completed surveys in this report.

A total of 130 institutions, including all 42 universities and 88 NUHEIs, participated in the 2024 GOS. From a final in-scope sample of 305,906 graduates, a total of 117,794 surveys were completed (as defined in Section 5.1). This was made up of 108,817 graduates of 42 Australian universities and 8,977 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 a marginally stronger response in the February and May rounds, relative to the November round. The final overall response rate for the 2024 GOS was 38.5 per cent, continuing a gradual downward trend from the 2023 GOS (38.7 per cent), 2022 GOS (39.4 per cent) and 2021 GOS (40.4 per cent). The final response rate for the 2024 GOS was higher for universities (38.7 per cent) compared to NUHEIs (36.5 per cent).

Table 1 Key project statistics

Collection round		Participating institutions (n)	Total sample (n)	Final in-scope graduates (n)	Surveys completed (n)	Response rate (%)
2023 November	University	42	96,786	88,120	32,824	37.2
	NUHEI	70	11,008	9,668	3,419	35.4
	Total	112	107,794	97,788	36,243	37.1
2024 February	University	34	21,643	19,607	7,742	39.5
	NUHEI	46	5,050	4,407	1,537	34.9
	Total	80	26,693	24,014	9,279	38.6
2024 May	University	42	189,012	173,613	68,251	39.3
	NUHEI	75	11,654	10,491	4,021	38.3
	Total	117	200,666	184,104	72,272	39.3
2024 Total collection	University	42	307,441	281,340	108,817	38.7
	NUHEI	88	27,712	24,566	8,977	36.5
	Total	130	335,153	305,906	117,794	38.5

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 excluding certain non-contact and refusal outcomes from the denominator for the response rate calculation. For details of industry standards, refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023).

1.5. Project milestones

Table 2 provides a summary of the key project milestones for each collection round in the 2024 GOS. There was no divergence between planned and actual milestone dates.

Table 2 Key project milestones

Task	Collection round		
	2023 November	2024 February	2024 May
Establishment			
Core questionnaire development*	14-Aug-23	-	-
Core questionnaire finalised*	11-Sep-23	-	-
Start sample preparation	21-Aug-23	23-Oct-24	19-Feb-24
Sample preparation finalised	5-Oct-23	15-Dec-24	12-Apr-24
Fieldwork			
Soft launch main online fieldwork period	31-Oct-23	6-Feb-24	30-Apr-24
Start main online fieldwork	2-Nov-23	8-Feb-24	2-May-24
Start in-field reminder calls	9-Nov-23	15-Feb-24	9-May-24
In-field reminder calls close	30-Nov-23	7-Mar-24	23-May-24
Main online fieldwork close**	3-Dec-23	10-Mar-24	2-Jun-24
Start post-field reminder calls†	4-Dec-23	11-Mar-24	3-Jun-24
Fieldwork close†	19-Dec-23	26-Mar-24	17-Jun-24
Data preparation			
Draft data and documentation to the department	-	-	19-Jul-24
Final data and documentation to the department	-	-	2-Aug-24
Institutional Tableau report and data files delivered	-	-	30-Aug-24

*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 2023 and February 2024. 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 2024 GOS was an attempted census of all in-scope higher education graduates, thereby ensuring as full coverage as possible.

2.2. Institutional participation

As for previous collection cycles, institutional participation in the 2024 GOS was optional. Of the 160 institutions (42 universities and 118 NUHEIs) invited to participate, all universities participated, whilst 30 NUHEIs¹ chose not to participate. The main reasons cited by NUHEIs for non-participation included not having any student completions in the reference period, or in some cases, not having the administrative resources required.

For a list of participating institutions and sample size by collection round, refer to Appendix 1. Please note that the November and May collection rounds historically have higher levels of institutional participation as the in-scope reference period for graduates aligns with the more common course completion dates in the middle or end of the year.

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 the sample for the 2024 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 2024 GOS collection cycle.

As majors data is not included in the TCSI system, 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 the 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.

In the 2024 GOS, there were 11 institutions (all universities) that opted to survey using majors. All other institutions chose to survey their graduates at the course level.

¹ Of the NUHEIs that agreed to participate in the 2024 GOS, 16 were non-Higher Education Support Act (HESA) institutions. In 2021, department funding of QILT participation was extended to HESA institutions for the first time and non-HESA institutions continued to be able to participate free of charge, beginning from the 2022 GOS collection cycle.

2.4. Sample frame

The GOS used a centralised approach to sampling based on data extracted from the TCSI system² to create sample files for individual institutions. This ensured the sampling methodology was robust, consistent and transparent across all institutions.

Institutions are able to submit course completion data to TCSI on a continuous basis. For the purpose of extracting the GOS sample, an agreed cut-off date for all completion data to be submitted to TCSI (approximately one week prior to the delivery of institution sample files in each collection round) was communicated to institutions.

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 could 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).

Six institutions (three universities, three NUHEIs) opted to survey additional populations in the 2024 GOS. 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). 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
- 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 file templates were distributed to institutions for verification of the included graduate data and to append contact information.

² The TCSI system replaced the Higher Education Information Management System (HEIMS) as the authoritative source of information regarding higher education in Australia in mid-2021.

The sample file template allowed institutions to provide up to three email addresses and three phone numbers for each graduate. Institutions were expected to provide at least one email address for each graduate, preferably a personal email, with the inclusion of a secondary email address recommended. Provision of at least one phone number was taken as consent to include the graduate in reminder calls (see Section 3.2.3) and inclusion of a mobile phone number was considered as consent to include the graduate in SMS reminders (see Section 3.2.2).

Institutions were also asked to review the in-scope status of all sample records, with an option to flag graduates who should not be surveyed as out-of-scope.

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 through the sample return quality assurance process were communicated to institution contacts, with assistance provided to resolve issues, as necessary, so that all required validation checks were passed.

Sample preparation guidelines were reviewed ahead of each collection round to incorporate learnings related to sample file quality issues. The main sample file quality issues observed were as follows:

- Information essential for survey operationalisation or analysis not being provided, or not provided in the specified format.
- Non-allowable values being provided for variables that changed during the transition to TCSI from HEIMS.
- 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.
- Inconsistent course information (i.e., courses with the same course code submitted with different field of education codes within a collection round or between collection rounds).
- Incorrect assignment of majors or missing majors data.

Table 13 summarises the outcomes from the contact list cleaning process on contact information for all in-scope sample records provided by participating institutions. Given that many graduates could be contacted via multiple email addresses or phone numbers, the number of emails or phone numbers do not match the total sample for the 2024 GOS.

Table 3 Outcomes of contact list cleaning process

	Base before pre-field cleaning (n)	Email Base after pre-field cleaning (n)	% valid cleaned	Base before pre-field cleaning (n)	Phone Base after pre-field cleaning (n)	% valid cleaned
Total	633,396	614,379	97.0	410,575	363,604	88.6
University	591,487	574,540	97.1	374,432	336,067	89.8
NUHEI	41,909	39,839	95.1	36,143	27,537	76.2

Note: Before pre-field cleaning reflects the number of contact information for all in-scope graduates. After pre-field cleaning reflects the number of validated contact information after cleaning duplicate or invalid email addresses and phone numbers.

2.5.2 Exclusions

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)
- sample records with course information insufficient for the administration of the GOS instrument.

After application of the exclusion rules, 222,855 records were removed from the sample. This is notably higher than the 2023 exclusions count (170,931). The TCSI extracts received by the Social Research Centre contained all sample records in the TCSI database for every collection round, thus duplicate records (218,986) were included in TCSI templates provided to institutions to provide transparency of the TCSI extract data. The increase in exclusions in 2024 may be due to a greater proportion of total sample being submitted via TCSI templates than in 2023.

3. Survey design and procedures

3.1. Institutional engagement

The institutional engagement strategy for the 2024 GOS included:

- the timely provision of institutional planning resources, such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*, accessible via the QILT provider portal.
- for each round of the GOS, confirmation of participation and nomination for fee for service activities via the *Participation and Additional Services Form* (PASF).
- GOS specific content in the QILT webinar and newsletter series, encompassing analysis of prior year survey results, sample preparation, questionnaire changes, response maximisation, survey methodology and fieldwork progress.
- the provision of a *Marketing Pack* to support institutional marketing activity, including a *Marketing Pack User Guide* and an Engagement activity plan.
- an ongoing dialogue with survey managers at participating institutions to discuss overall progress and work through response maximisation strategies, with a focus on assisting under-performing institutions.

Feedback on institutional engagement processes and on the resources provided was sought at the end of the collection period via the Respondent Engagement Survey.

3.2. Contact protocol

The 2024 GOS employed an extensive protocol of contact attempts, including an email invitation and up to nine email reminders, up to three SMS reminders, and telephone reminder call activity.

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 4 shows the date of contact activity, as well the number of emails and SMS sent.

Table 4 Invitation and reminder schedule

Contact activity	2023 November		Collection round 2024 February		2024 May	
	Day of send	Number sent	Day of send	Number sent	Day of send	Number sent
Email invitation (Soft launch commenced)	31-Oct-23	107,574	06-Feb-24	26,519	30-Apr-24	199,285
Email invitation (Main launch commenced)	02-Nov-23		08-Feb-24		02-May-24	
Email reminder 1	04-Nov-23	101,293	10-Feb-24	24,841	04-May-24	186,794
Email reminder 2	06-Nov-23	95,714	12-Feb-24	23,455	06-May-24	177,731
SMS1 [^]	06-Nov-23	82,395	12-Feb-24	20,620	13-May-24	145,992
Prize draw 1 closed	06-Nov-23	n/a	12-Feb-24	n/a	06-May-24	n/a
Email reminder 3 and In-field reminder calls commenced	09-Nov-23	88,918	15-Feb-24	21,729	09-May-24	167,633

Email reminder 4	13-Nov-23	85,642	19-Feb-24	20,974	13-May-24	161,945
SMS2	13-Nov-23	65,643	19-Feb-24	16,288	20-May-24	113,272
Prize draw 2 closed	13-Nov-23	n/a	19-Feb-24	n/a	13-May-24	n/a
Email reminder 5	15-Nov-23	80,761	21-Feb-24	19,981	15-May-24	153,018
Email reminder 6	20-Nov-23	77,935	26-Feb-24	19,309	20-May-24	146,808
SMS3#	20-Nov-23	52,767	26/02/2024	13,117	27-May-24	99,998
Prize draw 3 closed	20-Nov-23	n/a	26-Feb-24	n/a	20-May-24	n/a
Email reminder 7	24-Nov-23	73,645	01-Mar-24	18,510	24-May-24	137,646
Email reminder 8	27-Nov-23	72,123	04-Mar-24	18,015	27-May-24	134,378
SMS fee-for-service	27-Nov-23	13,979	07-Mar-24	4,878	30-May-24	28,136
Prize draw 4 closed	27-Nov-23	n/a	04-Mar-24	n/a	27-Apr-24	n/a
Email reminder 9	30-Nov-23	70,170	07-Mar-24	17,293	30-May-24	129,052
Supplementary email±	-	n/a	09-Mar-24	16,981	-	n/a
Online fieldwork closes*	03-Dec-23	n/a	10-Mar-24	n/a	02-Jun-24	n/a
Post-field reminder calls commenced†	04-Dec-23	n/a	11-Mar-24	n/a	03-Jun-24	n/a
Fieldwork closes†	19-Dec-24	n/a	26-Mar-24	n/a	17-Jun-24	n/a

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

† Institutions that opted for post-field reminder calls.

^ The May collection round featured experimentation with the timing of SMS1, with 20% of the total sample sent SMS1 paired with email reminder 2 sent on 6 May 2024 to determine whether earlier send improved overall response.

The February collection round featured experimentation with the timing of SMS3, with 50% of the total sample sent SMS3 paired with email reminder 8 sent on 4 March 2024 to determine whether later send improved overall response.

± A supplementary email was sent in the final week of main online fieldwork of the February collection round due to low response.

3.2.1 Email invitation and reminders

The message intent for the GOS emails is summarised in Table 5.

An example of the invitation email used in the May collection round is provided in Appendix 2.

Table 5 Email plan message intent

Activity	Message intent
Invitation	Awareness raising and invitation
Reminder 1	Your feedback is important and will contribute to the experience current and future students, acknowledge graduate may be busy, soft mention of first prize draw
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
Reminder 4	Grateful if you could spare the time to give feedback to benefit future students, improve course experiences at institutions, soft mention of second prize draw
Reminder 5	More feedback needed from graduates, important to give feedback even if not working
Reminder 6	Empathetic tone, acknowledge frequency of contact, improve career resources at institution, attention drawn to unsubscribe option, mention of penultimate prize draw
Reminder 7	Recognise uniqueness of graduate, acknowledge graduate may be busy, help improve outcomes for graduates and inform choices for future students
Reminder 8	Mention of final prize draw, still need to hear from more graduates from your course, grateful if you could spare the time

Reminder 9 Survey closing soon, important to give feedback

Supplementary email[±] Last appeal: final email and chance to complete, help government understand graduate employment and further study outcomes

[±] A supplementary email was sent in the final week of main online fieldwork of the February collection round due to low response.

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 this group in the QILT data. The customised email plan was implemented in GOS to appeal to the ‘international graduate’ identity (Reminder 1, Reminder 4, Reminder 6, Reminder 7, Reminder 8). An example of the reminder email used in the May collection round for the international graduate cohort is provided in Appendix 2. Additionally, international graduates were prioritised for in-field reminder calls (refer to Section 3.2.3).

A breakdown of email send outcomes by round of activity is provided at Table 6, Table 7, and Table 8. ‘Clicked on link’ is the key indicator used to measure email performance. Note these tables indicate the number of unique email addresses that invitations were sent to. Given that many graduates could be contacted via multiple email addresses, the number sent for the invitation email does not match the total number of graduates approached for the 2024 GOS.

The invitation remained the most effective email in the schedule with the highest ‘clicked on link’ rates across the schedule – 9.5 per cent in February, 9.2 per cent in May and 8.6 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).

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2024 GOS collection cycle was lowest in May, followed by November. This indicates that at the national level, the quality of contact details in the approached sample was good and email cleaning processes were effective. However, poor email deliverability was observed throughout February with emails sent to Microsoft domains that may have caused higher proportion of soft bounce rates or significant delays in send time. While this issue is currently under investigation, we continue to closely monitor any potential issue that arise in future surveys.

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 6 Email send outcomes by round of activity – November 2023

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	107,574	101,293	95,714	88,918	85,642	80,761	77,935	73,645	72,123	70,170
Clicked on link (%)	8.6	7.2	6.6	4.5	4.6	3.8	4.4	2.8	2.9	2.9
Opt-out from link (%)	0.5	0.6	0.7	0.7	0.7	0.7	0.7	0.7	0.6	0.5
Opened email (%)	55.9	53.3	51.2	52.6	49.2	49.2	49.0	49.1	46.3	47.7
Unopened (%)	32.8	37.2	39.6	40.3	43.3	44.2	42.9	45.1	46.5	45.5
Soft bounce ³ (%)	1.5	1.7	1.7	1.9	2.2	2.1	2.1	2.2	3.4	3.5
Hard bounce ⁴ (%)	0.7	<0.1	<0.1	<0.1	<0.1	<0.1	0.9	<0.1	0.2	<0.1

Table 7 Email send outcomes by round of activity – February 2024

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	26,519	24,841	23,455	21,729	20,974	19,981	19,309	18,510	18,015	17,293
Clicked on link (%)	9.5	7.8	7.3	4.6	4.5	4.2	4.5	3.3	3.7	2.0
Opt-out from link (%)	0.6	0.7	0.7	0.6	0.7	0.9	0.9	0.9	0.8	0.7
Opened email (%)	54.2	51.5	46.5	47.4	45.7	47.9	48.0	46.1	45.1	45.5
Unopened (%)	30.2	39.7	45.2	47.1	48.7	46.8	45.9	48.1	48.9	51.1
Soft bounce (%)	4.6	0.2	0.3	0.3	0.4	0.3	0.3	1.5	1.6	0.5
Hard bounce (%)	0.9	<0.1	<0.1	<0.1	<0.1	<0.1	0.3	<0.1	<0.1	0.2

Table 8 Email send outcomes by round of activity – May 2024

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	199,285	186,794	177,731	167,633	161,945	153,018	146,808	137,646	134,378	129,052
Clicked on link (%)	9.2	7.4	6.1	4.4	5.3	4.0	4.8	3.0	3.1	2.4
Opt-out from link (%)	0.5	0.5	0.8	0.7	0.7	0.8	0.7	0.8	0.6	0.6
Opened email (%)	56.4	55.5	54.6	55.7	52.4	51.3	50.8	51.6	50.3	50.4
Unopened (%)	33.1	36.4	38.3	38.9	41.3	43.6	43.2	44.3	45.6	46.2
Soft bounce (%)	0.4	0.2	0.3	0.3	0.4	0.3	0.3	0.4	0.4	0.4
Hard bounce (%)	0.4	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

³ A soft bounce occurs when an email could not be delivered because of a temporary issue, such as the recipient's mailbox being full or inactive.

⁴ A hard bounce occurs when an email could not be delivered for permanent reasons, for example when the recipient's email address does not exist or the recipient's email server has blocked delivery.

Extensive pre-field testing was undertaken to maximise the proportion of emails delivered 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.

Poor email deliverability is often linked to themes and words such as 'win' and 'prize draw', resulting in emails being directed to email spam folders (including 'Promotions'). When analytics tools detected deliverability issues, the wording was tweaked where necessary, to ensure delivery to the primary inbox, without altering the overall theme of message.

Despite the substantial advancements made in email deliverability testing, consistency and reliability of bulk email delivery remains an ongoing challenge for the GOS and the QILT suite of surveys more broadly.

3.2.2 SMS reminders

SMS reminders were used during fieldwork to compliment the email contact strategy and provide an alternative contact channel as insurance against email deliverability issues.

Up to three SMS reminders were sent during fieldwork as part of the standard QILT contact protocol. To reinforce the legitimacy of the SMS and email contact, each SMS was paired with an email reminder, sent on the same day as the email reminder, with the SMS content referencing the email as appropriate and timed to align with prize draw close dates (Reminder 2, Reminder 4, Reminder 6, Reminder 8).

An SMS reminder was sent to all in-scope sample members with a valid Australian mobile number who had yet to complete the survey. Those who had already completed the survey, unsubscribed from email activity, refused participation during in-field reminder calls or opted out via a prior SMS were excluded from the SMS sends.

Institutions could also opt-in for an additional fee-for-service SMS (refer to Additional SMS).

An example of the first SMS used in the May collection round is provided in Appendix 2.

[Additional SMS](#)

Institutions were also able to nominate for participation in an additional SMS ('F4S SMS') on a fee-for-service basis.

The additional SMS was sent with email reminder 9 and featured an abbreviated version of the institution's name.

Institutions could choose to send the message to either all, or a subset, of in-scope graduates with a mobile number during each collection round.

In total, 28 institutions across the 2024 GOS collection cycle opted to send an additional SMS.

[SMS reminder performance](#)

Table 9 summarises the number of SMS sent and the outcomes.

The rate of survey completions directly attributable to SMS1 and SMS2 was over one per cent across the three collection rounds, with SMS3 featuring the lowest directly attributable completion rate at under one per cent.

The additional SMS (featuring the abbreviated institution name) sent in all three collection rounds experienced substantially higher completion rates via the survey link included in the SMS, with the highest seen in the May round (4.6 per cent). 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 the high performing strategy used in the fee-for-service SMS as a standard part of the contact protocol (refer to SMS reminder experimentation).

[SMS reminder experimentation](#)

In 2024, experiments were conducted with SMS messaging to evaluate the timing and theme of messages. One test involved pairing SMS with an earlier email for SMS1. However, analysis of SMS outcomes between control and experiment groups did not indicate any significant impact, as the SMS was sent to graduates who were already likely to respond via email invitations, resulting in only a minimal increase in the overall response rate.

As for theme messaging, two strategies were tested: one using the abbreviated institution name, which is familiar to graduates, and another featuring the standard prize draw message. The experiment was conducted twice, with the prize draw messaging consistently generating higher engagement. Efforts are being made to incorporate both the prize draw and institution abbreviation in future messaging, though balancing this within SMS character limit remains a challenge.

Table 9 SMS based follow up activity outcomes

Contact activity	Collection round					
	2023 November		2024 February		2024 May	
	n	%	n	%	n	%
SMS1						
Sent	82,395	100.0	20,620	100.0	145,992	100.0
Opened	71,541	86.8	17,887	86.7	132,428	90.7
Unopened	9,350	11.3	2,423	11.8	11,744	8.0
Unsubscribed	1,500	1.8	305	1.5	1,820	1.2
Completed via SMS link*	1,108	1.3	332	1.6	2,416	1.7
SMS2						
Sent	65,643	100.0	16,288	100.0	113,272	100.0
Opened	59,953	91.3	15,079	92.6	110,062	97.2
Unopened	4,188	6.4	893	5.5	1,278	1.1
Unsubscribed	1,501	2.3	316	1.9	1,932	1.7
Completed via SMS link*	830	1.3	201	1.2	1,451	1.3
SMS3						

Sent	52,767	100.0	13,117	100.0	99,998	100.0
Opened	50,390	95.5	12,675	96.6	97,337	97.3
Unopened	1,024	1.9	113	0.9	844	0.8
Unsubscribed	1,353	2.6	329	2.5	1,817	1.8
Completed via SMS link*	216	0.4	56	0.4	306	0.3
F4S SMS						
Sent	13,979	100.0	4,878	100.0	28,136	100.0
Opened	13,330	95.4	4,711	96.6	27,166	96.6
Unopened	351	2.5	69	1.4	375	1.3
Unsubscribed	298	2.1	97	2.0	595	2.1
Completed via SMS link*	455	3.3	93	1.9	1,293	4.6

* 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).

3.2.3 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 2024 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 boost 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. Up to two call attempts were made and a voicemail left where an answering service was encountered.

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:

- Have a valid phone number available in the sample.
- 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 2024 GOS prioritised international graduates (determined by citizenship indicator).

Table 10 provides a summary of in-field reminder call outcomes by citizenship indicator. In-field reminder calls were made to 18.9 per cent of the in-scope sample approached for the 2024 GOS⁵.

Approximately one-sixth of the sample initiated agreed to complete online by providing or updating their contact details (17.6 per cent). In total, a completed survey could be directly attributed to the in-field reminder call for 3.6 per cent of graduates called. There were additional completions that may be indirectly attributed to in-field reminder calls (16.9 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.

Marginally better outcomes were reported for international graduates (17.3 per cent agreed to complete online) than domestic graduates (15.0 per cent). This was result of prioritising international sample for the in-field reminder calls.

⁵ The percentage is calculated by dividing the total sample initiated for dialing (63,292) by the total sample (335,153).

Table 10 In-field reminder call outcomes

	Citizenship indicator					
	Domestic		International		Total	
	n	%	n	%	n	%
Total sample initiated	10,559	100.0	52,733	100.0	63,292	100.0
Unusable sample	115	1.1	2,752	5.2	2,867	4.5
No contact	8,255	78.2	40,072	76.0	48,327	76.4
Total contacts	2,189	20.7	9,909	18.8	12,098	19.1
Collected graduate's email	1,876	17.8	9,270	17.6	11,146	17.6
Other contact type	313	3.0	639	1.2	952	1.5
Completed directly*	404	3.8	1,893	3.6	2,297	3.6
Completed indirectly†	1,587	15.0	9,098	17.3	10,685	16.9

* 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

Post-field reminder calls were a fee-for-service option to enable institutions to boost 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 seven, 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.

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:

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

Table 11 provides a summary of post-field reminder call outcomes. Post-field reminder calls were made to 9.0 per cent of the in-scope sample approached for the 2024 GOS⁶.

Email addresses were confirmed or updated for around a third of all graduates called (31.4 per cent).

Contact rates were generally higher for post-field reminder calls than in-field reminder calls. This could be due to factors such as differing demographics (the focus of in-field reminder call activity was international graduates).

A completed survey could be directly attributed to the post-field reminder call for 6.1 per cent of the sample called. As for in-field reminder calls, there are survey completions that may be indirectly attributed to post-field reminder calls (a further 7.6 per cent of graduates called). The lower rate of indirect completion, compared to in-field reminder calls, could be due to no other engagement activity being conducted during the post-field period.

⁶ The percentage is calculated by dividing the total sample initiated for dialing (27,722) by the total sample (335,153).

Table 11 Post-field reminder call outcomes

	Citizenship indicator					
	Domestic		International		Total	
	n	%	n	%	n	%
Total sample initiated	19,952	100.0	7,770	100.0	27,722	100.0
Unusable sample	205	1.0	152	2.0	357	1.3
No contact	12,674	63.5	5,513	71.0	18,187	65.6
Total contacts	7,073	35.5	2,105	27.1	9,178	33.1
Collected graduate's email	6,767	33.9	1,941	25.0	8,708	31.4
Other contact type	306	1.5	164	2.1	470	1.7
<i>Completed directly*</i>	<i>1,218</i>	<i>6.1</i>	<i>464</i>	<i>6.0</i>	<i>1,682</i>	<i>6.1</i>
<i>Completed indirectly†</i>	<i>1,536</i>	<i>7.7</i>	<i>573</i>	<i>7.4</i>	<i>2,109</i>	<i>7.6</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.

3.2.4 Fieldwork briefing and quality control

Call centre operators selected to work on the 2024 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. 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, making use of call recordings and role-play exercises to practice response maximisation skills.

In field quality control procedures were in accordance with ISO 20252:2019 standards.

3.2.5 Social media

Prior to the 2024 GOS, paid ads were used to build awareness of the survey by reaching a larger audience than was possible via organic posts on the QILT social media accounts.

Due to relatively low social media engagement in recent collections, a modest advertising campaign was undertaken for the 2024 GOS to support the response maximisation strategy. This involved organic (i.e., unpaid) ads that were shared across Facebook and Instagram from the QILT social media accounts (<https://www.facebook.com/QILT1>, @qilt_src) to build a general level of social media presence.

Social media 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 message intent themes from the email reminder plan. An example of a social media ad is provided in Appendix 2.

3.3. Data collection

3.3.1 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.

Sample members could also access the survey from the GOS landing page via an authentication process, where they could log into a generic link to allow entry into the survey by validating themselves to the sample information as a legitimate sample member. A unique survey link is then sent to the graduates' choice of email or SMS based on available sample contact information. Authentication opens prior to the main survey launch, typically mid-morning on the day of soft-launch. Further improvements were made to the authentication process for the 2024 GOS, where in-scope graduates could validate themselves against fewer personal information items (institution name, student ID number and contact information) against the sample information (previously they had to also input first name and date of birth). An example of the landing page used for the authentication process is provided in Appendix 2.

Alternatively, in-scope graduates without the required authentication information could access the survey by contacting the QILT Helpdesk.

Online survey presentation was informed by the Australian Government accessibility guidelines, ensuring easy access for graduates to complete the survey. Standard online survey features included:

- 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, organic advertisements placed on Facebook, and the QILT website. A copy of the questionnaire for the May collection round is included in Appendix 3, and examples of the online survey look and feel on desktop and mobile in Appendix 4.

3.3.2 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 over two days per collection round with a small component of each institutions' 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 integrity of the data, relevant checks were repeated following the main launch.

3.3.3 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 20252:2019 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).

3.3.4 Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions detailing the response rate that had been achieved and how the individual institution compared to the overall response rate, their cohort (university or NUHEI) average, and the previous year's results.

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

3.3.5 Live online reporting module

In addition to weekly updates, the department was provided with access to a live online reporting module which summarised sample outcomes and response rates by institution and provided a national average for universities and NUHEIs.

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

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.

3.4. Graduate support

The Social Research Centre maintained a GOS helpdesk for the duration of the 2024 GOS fieldwork to provide graduates with an avenue to contact the GOS team.

The helpdesk featured an 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). It 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. All opt-outs and out-of-scope outcomes identified via the helpdesk were logged and 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. Survey queries remained the most common reason for contacting the helpdesk, accounting for 41.9 per cent of total enquiries. The relatively low volume of helpdesk traffic indicates that the current survey communications, including links to supporting information in the engagement emails (privacy policy, online FAQ, etc) are clear and have pre-emptively addressed many graduate concerns, with the helpdesk assisting in a support capacity and providing further legitimisation with ongoing concerns around email and SMS scams.

Table 12 Graduate enquiries to the GOS helpdesk

Type of enquiry	1800 number		GOS inbox		Total	
	n	%	n	%	n	%
Total	305	100	497	100	802	100
Survey query	102	33.4	234	47.1	336	41.9
Opt-out	56	18.4	125	25.2	181	22.6
Supervisor contact details query	93	30.5	39	7.8	132	16.5
General query	33	10.8	49	9.9	82	10.2
Out-of-scope	6	2.0	22	4.4	28	3.5
Change of contact details	5	1.6	16	3.2	21	2.6
Deletion or removal request	<5	1.3	6	1.2	10	1.2
Other query	<5	1.0	6	1.2	9	1.1
Request for follow up	<5	1.0	0	0.0	<5	0.4

3.5. Prize draw

All respondents were entered into a rolling prize draw that ran over four weeks for each round of data collection (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 website and were provided in all email communications sent to graduates.

The total prize pool for the 2024 GOS was divided into national and state-based prize pools, with an equitable split based on institutional representation in the sample. The prize pool totalled \$27,000 in the November collection round, \$6,000 in February, and \$37,000 in May.

In compliance with State and Territory gaming and lottery legislation, prize draw winners were notified in writing or by phone (if necessary), with details 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 schedule

Prize draw activity	Collection round		
	2023 November	2024 February	2024 May
Prize draw period opens/Fieldwork starts	31-Oct-23	6-Feb-24	30-Apr-24
Prize draw 1 close	6-Nov-23	12-Feb-24	6-May-24
Prize draw conducted	8-Nov-23	14-Feb-24	8-May-24
Prize draw 2 close	13-Nov-23	19-Feb-24	13-May-24
Prize draw conducted	15-Nov-23	21-Feb-24	15-May-24
Prize draw 3 close	20-Nov-23	26-Feb-24	20-May-24
Prize draw conducted	22-Nov-23	28-Feb-24	22-May-24
Prize draw 4 close	27-Nov-23	4-Mar-24	27-May-24
Prize draw conducted	29-Nov-23	6-Mar-24	29-May-24

4. Questionnaire

4.1. Development

The 2024 GOS questionnaire was based on the 2023 instrument, with standard operational updates made to align the questionnaire with current reference periods.

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 (refer to Section 4.3.2) or retired items (refer to Section 4.3.3) for the full GOS year.

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 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 presented in the final two modules.

A copy of the generic survey instrument (excluding any additional items) is included at Appendix 3.

The *ESS Methodological Report* provides a full description of the 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 (including stakeholder items and retired items)
Module G	Contact details
Module X	ESS bridging

4.3. Changes from 2023

The main changes to the core questionnaire for 2024 included:

- Removal of the response option 'Work has been reduced/shutdown due to COVID 19' at *RSMORE* and *RSNOMORE* based on a review of the relevance and frequency of responses to these items.
- An expansion of the code frame to include the response option 'Waiting for accreditation/registration' at *RSOVRQ* based on a review of free text responses in 'Other'.
- A new question *CONTACT2*, seeking graduate consent to collect reasons for choosing their course.
- A new question, seeking parental consent from graduates under the age of 18 to be entered into the GOS prize draw, per South Australian Government requirements.

4.3.1 Institution items

A total of 17 institutions (15 universities and 2 NUHEIs) included institution specific items in the 2024 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) and Australian Collaborative Education Network Limited (ACEN) included items in the 2024 GOS.

Content covered by the stakeholder items included employment pathways and work integrated learning.

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 2024 GOS, institutions were also able to nominate participation in the CEQ and/or GAS on a fee-for-service basis.

In total, 38 institutions (19 universities, 19 NUHEIs) opted to include the CEQ, and 38 institutions (20 universities and 18 NUHEIs) opted to include the GAS.

5. Data preparation

5.1. Definition of the analytic unit

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

In the 2024 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 *2024 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 for approval 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, 2022, 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

Institutions and the department were provided with the following data deliverables at the completion of the 2024 GOS collection cycle:

- Department national data file and national final population file in csv, spss and sas format.
- 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.
- Data dictionary and data map.
- Fieldwork and data package summary in MS Word format.
- Files in Tableau packaged workbook format at the institution, Universities Australia and Independent Higher Education Australia level.
- Files of responses to open-ended questions in MS Excel at 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 (refer to Section 7.2). Following this historical precedent, 2024 GOS results remain unweighted.

6. Final dispositions, response rates and reportable strata

6.1. Final dispositions and response rates

Table 16 shows the final survey outcomes at an overall level and for each collection round of the 2024 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 excluding certain non-contact and refusal outcomes from the denominator for the response rate calculation. For details of industry standards, refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023).

The final response rate for the 2024 GOS collection cycle was 38.5 per cent, which was slightly lower than the final response rate achieved in 2023 (38.7 per cent). The response rate was higher for universities (38.7 per cent) than NUHEIs (36.5 per cent) in 2024.

When reviewing response rate by course type, postgraduate research had the highest response rate (65.0 per cent), followed by postgraduate coursework (38.0 per cent) and undergraduate (37.4 per cent). Consistent with previous surveys in the series, the May collection round saw the highest overall response rate (39.3 per cent), followed by February (38.6 per cent) and November (37.1 per cent).

Final response rates by institution for each collection round are provided at Appendix 4.

Table 16 Final survey outcomes

Institution	Total sample (n)	Unusable sample (n)	Out-of-scope (n)	Opted-out (n)	In-scope sample approached (n)	Surveys completed (n)	Response rate (%)
2024 GOS overall							
Total	335,153	1,848	391	27,008	305,906	117,794	38.5
Universities	307,441	1,783	291	24,027	281,340	108,817	38.7
NUHEIs	27,712	65	100	2,981	24,566	8,977	36.5
Course type							
Undergraduate	188,884	1,188	193	15,440	172,063	64,306	37.4
Postgraduate	146,269	660	198	11,568	133,843	53,488	40.0
Postgraduate coursework	135,841	563	184	11,008	124,086	47,147	38.0
Postgraduate research	10,428	97	14	560	9,757	6,341	65.0
2023 November							
Total	107,794	380	188	9,438	97,788	36,243	37.1
Universities	96,786	351	128	8,187	88,120	32,824	37.2
NUHEIs	11,008	29	60	1,251	9,668	3,419	35.4
Course type							
Undergraduate	54,885	187	80	4,934	49,684	17,139	34.5
Postgraduate	52,909	193	108	4,504	48,104	19,104	39.7
Postgraduate coursework	48,380	164	99	4,268	43,849	16,303	37.2

Postgraduate research	4,529	29	9	236	4,255	2,801	65.8
2024 February							
Total	26,693	231	25	2,423	24,014	9,279	38.6
Universities	21,643	221	20	1,795	19,607	7,742	39.5
NUHEIs	5,050	10	5	628	4,407	1,537	34.9
Course type							
Undergraduate	10,503	103	10	956	9,434	3,395	36.0
Postgraduate	16,190	128	15	1,467	14,580	5,884	40.4
Postgraduate coursework	14,088	95	15	1,316	12,662	4,662	36.8
Postgraduate research	2,102	33	0	151	1,918	1,222	63.7
2024 May							
Total	200,666	1,237	178	15,147	184,104	72,272	39.3
Universities	189,012	1,211	143	14,045	173,613	68,251	39.3
NUHEIs	11,654	26	35	1,102	10,491	4,021	38.3
Course type							
Undergraduate	123,496	898	103	9,550	112,945	43,772	38.8
Postgraduate	77,170	339	75	5,597	71,159	28,500	40.1
Postgraduate coursework	73,373	304	70	5,424	67,575	26,182	38.7
Postgraduate research	3,797	35	5	173	3584	2318	64.7

6.2. Population for confidence intervals calculations

As per the methodology introduced in 2022, the survey population as identified across the three rounds of GOS was used to calculate confidence intervals. Please refer to the *2024 GOS National Report* and *2024 GOS International Report* for confidence intervals of key survey measures.

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 contained in the survey population file, 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.

In 2024, the proportion of eligible strata that met the desired level of precision (reportable strata) was 40.3 per cent, similar to 2023 (40.8 per cent). The absolute number of reportable strata in 2024 (298) was marginally lower than in previous years.

There was a notable increase in the number of strata not meeting the minimum population criteria (70) but a decrease in strata with no completed surveys (13), relative to 2023.

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

	2020	2021	2022*	2023	2024
Total strata (n)	810	821	815	822	822
Strata below minimum population** (n)	52	64	52	58	70
Strata with no completed surveys (n)	22	18	14	18	13
Eligible strata for reportability (n)	736	739	749	746	739
Reportable strata (n)	335	308	322	304	298
Reportable strata (%)	45.5	41.7	43.0	40.8	40.3

* Data for 2022 have been revised based on population demographic data that was unavailable at the time of the 2022 GOS *Methodological Report* publication (increasing total strata in 2022 from 814 to 815)

** The minimum population for a strata to be reported is 5.

7. Response analysis

7.1. Response by time

Figure 1, Figure 2 and Figure 3 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 collection 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 3.2 for a full schedule by round).

The pattern of response across all reminder activity was broadly similar. The most effective response across all collection 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 e.g. R2/SMS1 in the February and May rounds.

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 1 Response rates by date – November 2023

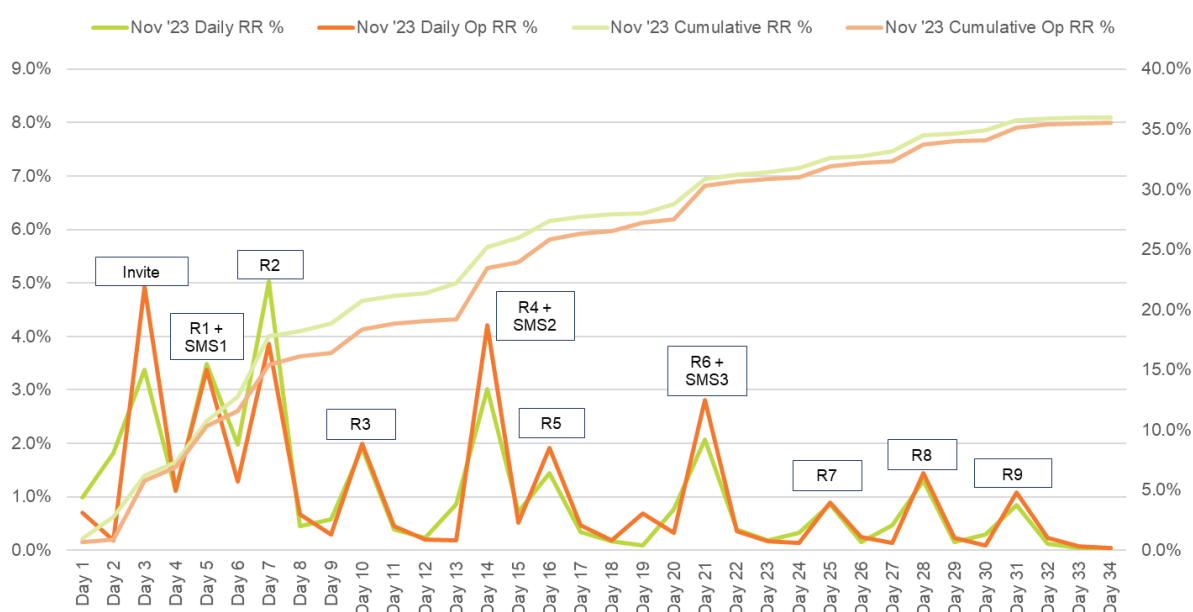
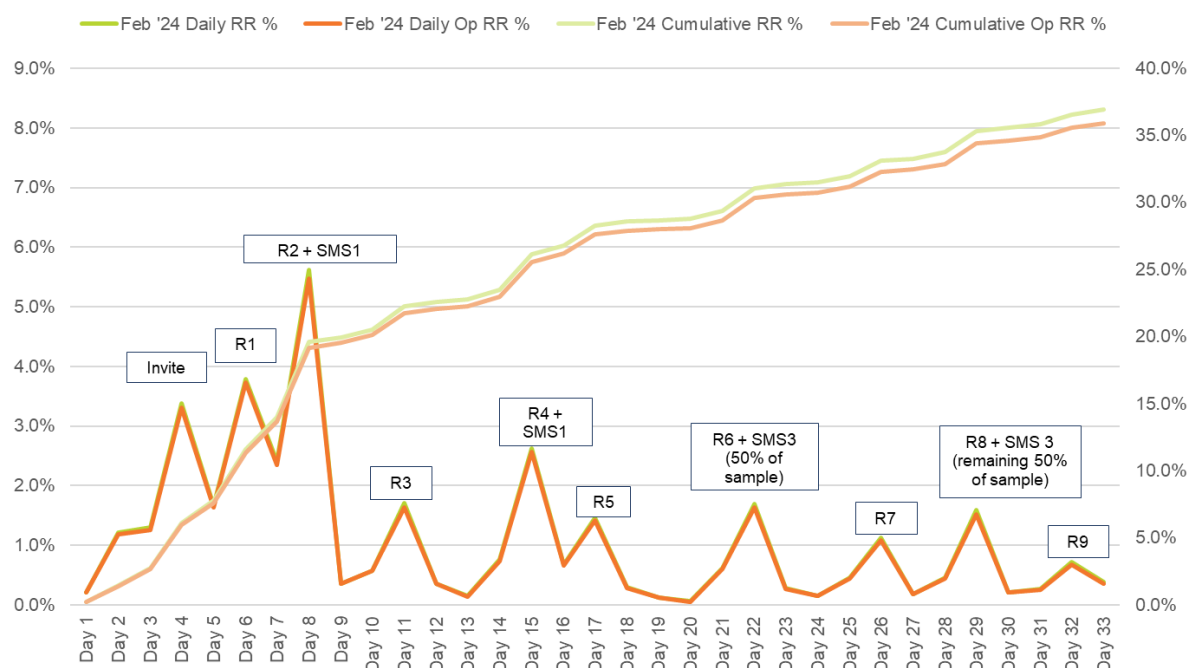
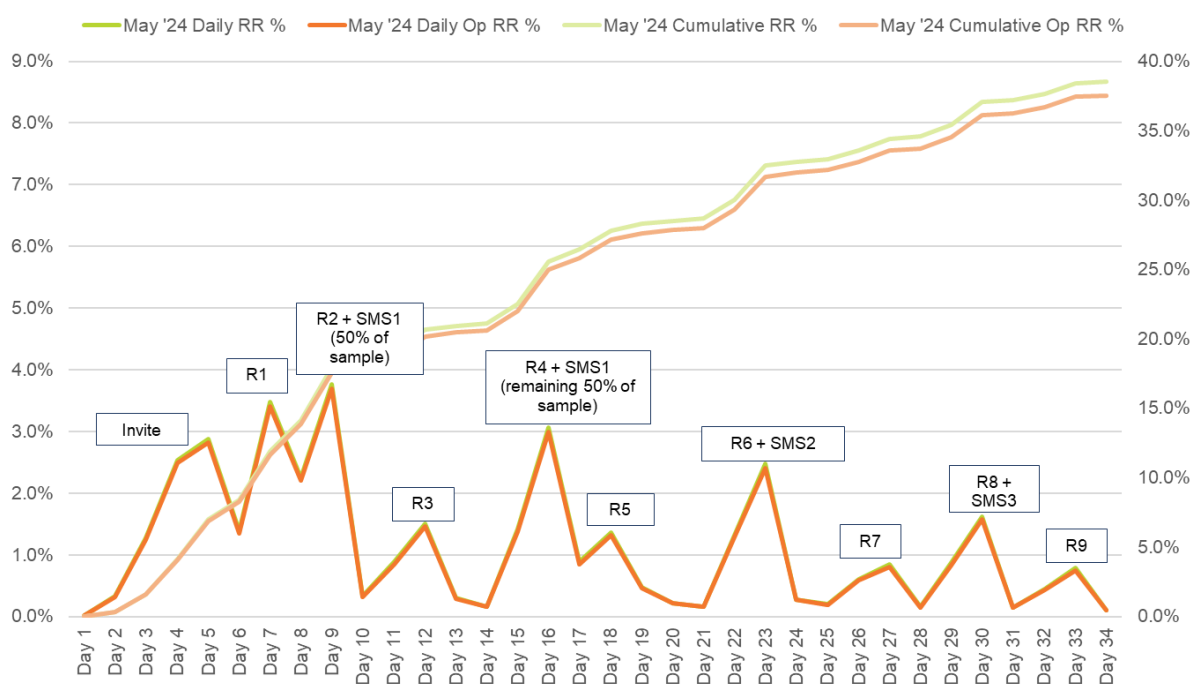


Figure 2 Response rates by date – February 2024



Note: The February collection round featured experimentation with the timing of SMS3, with 50% of the total sample sent SMS3 paired with email reminder 8 to determine whether later send improved overall response.

Figure 3 Response rates by date – May 2024



Note: The May collection round featured experimentation with the timing of SMS1, with 20% of the total sample sent SMS1 paired with email reminder 2 to determine whether earlier send improved overall response.

7.2. Non-response analysis

This section assesses the extent and impact of non-response bias on estimates made from the 2024 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 (see, for example, N Shlomo, C. Skinner, and B. Schouten⁷), 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 (B. Schouten, F. Cobben, and J. Bethlehem⁸, B. Schouten, N. Shlomo, and C. Skinner⁹). These indicators use modelled probabilities of response to construct an overall measure of how well the responding population represents the in-scope population.

There are numerous R-indicators. The one used in the analysis in this section is expressed as follows:

$$R_p = 1 - SD_p$$

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

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

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

For the 2024 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, whilst the response rate has declined by 0.9 percentage points between 2022 and 2024, the R-indicator has improved by 0.2 points, that is, using these measures, representativeness could be said to be marginally improving

⁷ "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.

⁸ "Indicators for the Representativeness of Survey Response," *Dalton Transactions*, 2009.

⁹ "Indicators for Monitoring and Improving Representativeness of Response," *Journal of Official Statistics*, no. 2 (2011): 1–24.

while the response rate is slowly eroding. The relationship between response rate and R-indicator will continue to be closely monitored for future surveys.

Table 18 Comparison of representativeness over past four GOS collection cycles

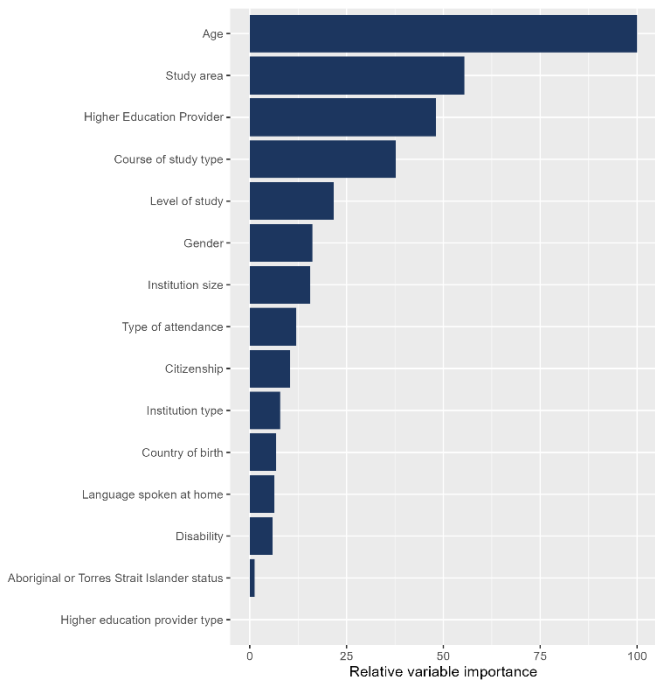
Year	Response rate (%)	R-indicator (%)
2021	40.4	74.3
2022	39.4	73.8
2023	38.7	73.1
2024	38.5	74.0

7.2.2 Characteristics associated with propensity to respond

For a number of years, the GOS has made use of predicted response rates to target sub-groups of graduates for follow-up activities. Response propensity is defined as the expected likelihood of a graduate responding to the survey, conditional on their characteristics. 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 4 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 surveys.

Figure 4 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 our assumption is not being met and that some adjustments may be necessary.

The characteristics most associated are described above (see Figure 4). These are presented at the overall level, whereas in this section we summarise the results of a more detailed analysis of selected characteristics.

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.

Alongside the difference in proportions is Cohen's effect size (J Cohen¹⁰) with a classification into small, medium or large. Results without a stated effect size were 'so small as to be trivial'.

As an example, Indigenous persons made up 1.4 per cent of respondents and 1.0 per cent of non-respondents. The difference of 0.3 percentage points (rounded) indicates that this sub-group was relatively over-represented among respondents compared to non-respondents, but the effect size (0) was negligible (<0.2). At the same time, non-Indigenous persons were under-represented among respondents (-0.3 percentage points), and this difference was also negligible. Age and level of study categorised – with higher degree by research (HDR) are characteristics which have notable differences between respondents and non-respondents at the overall level.

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	1.5	-0.3	0.0
20-24 years	40.7	53.0	-12.3	0.2 Small
25-29 years	20.1	22.9	-2.8	0.1
30-34 years	11.8	8.7	3.1	0.1
35-39 years	8.6	5.5	3.1	0.1
40-44 years	6.4	3.6	2.8	0.1
45-49 years	4.5	2.3	2.3	0.1
50-54 years	3.3	1.4	1.9	0.1
55+ years	3.3	1.0	2.3	0.2
Study area				
Science and mathematics	9.3	7.4	1.9	0.1
Dentistry	0.3	0.4	-0.1	0.0
Veterinary science	0.4	0.3	0.1	0.0

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

Rehabilitation	1.2	1.4	-0.2	0.0
Teacher education	9.2	8.7	0.5	0.0
Business and management	17.2	23.8	-6.6	0.2
Humanities, culture and social sciences	8.2	6.5	1.7	0.1
Social work	3.4	2.3	1.2	0.1
Psychology	4.8	3.7	1.1	0.1
Law and paralegal studies	4.8	5.5	-0.7	0.0
Creative arts	3.1	3.0	0.1	0.0
Computing and Information Systems	6.7	6.7	-0.1	0.0
Communications	2.2	2.6	-0.4	0.0
Tourism, Hospitality, Personal Services, Sport and recreation	0.2	0.3	-0.1	0.0
Engineering	5.7	5.5	0.2	0.0
Architecture and built environment	2.4	3.0	-0.5	0.0
Agriculture and environmental studies	1.6	1.0	0.6	0.1
Health services and support	7.4	6.3	1.1	0.0
Medicine	1.7	1.9	-0.3	0.0
Nursing	9.5	8.9	0.6	0.0
Pharmacy	0.6	0.7	-0.1	0.0
Country of birth				
Australia	54.8	50.2	4.7	0.1
Other	44.8	49.6	-4.7	0.1
Unable to establish	0.3	0.3	0.0	0.0
Level of study				
Undergraduate	54.8	57.7	-2.9	0.1
Postgraduate (Coursework)	39.8	40.4	-0.7	0.0
Postgraduate (Research)	5.4	1.8	3.6	0.2
Gender				
Female	64.0	57.4	6.5	0.1
Male	35.7	42.4	-6.7	0.1
Unknown	0.3	0.2	0.1	0.0
Type of attendance				
Full-time	68.0	72.8	-4.7	0.1
Part-time	30.4	25.6	4.7	0.1
No information	1.6	1.6	0.0	0.0
Aboriginal or Torres Strait Islander status				
Non indigenous	98.6	99.0	-0.3	0.0
Indigenous	1.4	1.0	0.3	0.0
Language spoken at home				
English speaking background	83.3	78.4	4.9	0.1

Non-English speaking background	16.7	21.6	-4.9	0.1
Citizenship				
Domestic	74.2	67.3	6.8	0.1
Overseas	25.8	32.7	-6.8	0.1
Disability				
No disability	91.4	93.6	-2.3	0.1
Disability	8.6	6.4	2.3	0.1
Higher education provider type				
University	93.2	92.8	0.4	0.0
NUHEI	6.8	7.2	-0.4	0.0
Institution size				
1-2,500 records	8.4	7.7	0.7	0.0
2,501-5,500 records	20.8	17.6	3.2	0.1
5,501-7,500 records	22.3	23.8	-1.5	0.0
7,501-10,500 records	14.4	14.2	0.2	0.0
10,501+ records	34.1	36.7	-2.6	0.1
Institution type				
Group of 8	31.1	35.0	-3.8	0.1
NUHEI	6.8	7.2	-0.4	0.0
Other university	62.0	57.8	4.2	0.1

7.2.4 Characteristics associated with outcomes

An important consideration is the extent to which unit characteristics are also associated with survey outcomes. For example, if a particular sub-group of the population is under-represented among respondents, any non-response error may be compounded if the sub-group also gives notably different responses that impact 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 above, the characteristics can be determined which have strong associations with outcome variables. First, using a random forest model, the outcome measures are predicted from respondent characteristics at the overall level. The relative importance of variables is reasonably consistent across 2024 GOS outcomes as shown in Table 20.

It should be noted that course of study type and age, which had differences between the responding and non-responding sample (refer to Table 19) are strongly associated with some or all core outcomes.

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	97.1	100.0	100.0
Age	71.2	86.3	57.7	65.4
Higher Education Provider	67.4	71.8	69.6	53.9

Course of study type	53.5	64.1	50.9	63.2
Citizenship	45.4	100.0	10.5	35.0
Country of birth	27.1	50.3	11.8	15.1
Level of study	25.3	26.1	18.3	33.8
Institution size	24.3	31.0	23.6	18.9
Type of attendance	17.2	20.1	16.1	16.2
Gender	16.0	18.0	27.7	15.7
Language spoken at home	13.6	28.8	5.2	7.4
Disability	8.3	12.9	8.2	8.0
Institution type	8.2	26.6	8.6	7.8
Aboriginal or Torres Strait Islander status	1.3	0.0	1.2	0.0
Higher education provider type	0.0	0.1	0.0	0.6

In summation, it is apparent that overall representativeness has remained fairly stable in recent GOS rounds. Again in 2024, when looking at particular graduate characteristics important for predicting survey response; study area, age, and higher education provider (in that order) appear as the top three areas of interest.

7.3. Sources of response

Table 21 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 sub-groups. However, males, those aged 30 or under, and international graduates were marginally less likely to respond via a link in an email communication than females, those aged over 30 years, and domestic graduates respectively. Completing via the direct link in SMS was the next most popular method of response amongst most sub-groups, except international graduates. Completion via SMS was more likely among females, those aged under 30 years, and domestic graduates.

In-field reminder calls were targeted at international graduates in the 2024 GOS in continued support of the International Engagement Strategy, which accounts for the high proportion of international graduates responding via this contact method. The Authentication source of response, which represents graduates who accessed the survey via the QILT website, accounted for less than one per cent of total response.

Table 21 Sources of response

	Gender			Age		Citizenship indicator	
	Total %	Female %	Male %	30 or under %	Over 30 %	Domestic %	International %
Final response rate	38.5	41.1	34.5	33.7	52.0	40.8	33.2
Authentication	0.6	0.6	0.7	0.6	0.6	0.6	0.7
Type in	<0.1	<0.1	<0.1	0.0	<0.1	<0.1	0.0
Survey link (email)	88.6	89.0	87.8	87.4	90.6	89.4	86.2
Survey link (SMS)	5.9	6.2	5.3	6.0	5.6	6.4	4.3
In-field reminder calls	2.0	1.4	2.9	2.7	0.6	0.5	6.2
Post-field reminder calls	1.4	1.2	1.9	1.6	1.0	1.4	1.5
SMS fee-for-service	1.6	1.7	1.4	1.6	1.5	1.7	1.1

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 should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between sub-groups.

7.4. Sample retention for GOS-L

Graduates were generally open to being contacted for future research across all 2024 GOS collection rounds, which is the point at which the sample is built for the Graduate Outcomes Survey – Longitudinal (GOS-L).

As shown in Table 22, a total of 63,715 graduates, or more than half (53.1 per cent) of all GOS completes, agreed to be contacted for future research purposes. This level of agreement declined in 2024 compared to 2023 (57.5 per cent) and 2022 (58.0 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.

Table 22 Graduate responses to further contact for GOS-L

Sample retention phase	Collection round							
	2023 November		2024 February		2024 May		Total	
	n	%	n	%	n	%	n	%
Consent to contact at GOS-L								
Yes	19,270	52.2	5,286	54.4	39,159	53.4	63,715	53.1
No	9,825	26.6	2,245	23.1	18,512	25.2	30,582	25.5
Missing	7,839	21.2	2,180	22.4	15,659	21.4	25,678	21.4
Total	36,934	100.0	9,711	100.0	73,330	100.0	119,975	100.0
Details provided for GOS-L sample								
Permanent email address as used in GOS	15,583	42.2	4,326	44.5	33,527	45.7	53,436	44.5
New permanent email address provided	3,246	8.8	640	6.6	4,234	5.8	8,120	6.8
Don't have a permanent email address	196	0.5	44	0.5	266	0.4	506	0.4
Do not wish to be re-contacted by email	291	0.8	64	0.7	545	0.7	900	0.8

Missing	3,576	9.7	1,012	10.4	7,069	9.6	11,657	9.7
Total	36,934	100.0	9,711	100.0	73,330	100.0	119,975	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.

One in five graduates (21.4 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.

Refer to the *GOS-L Methodological Report* series for more information about panel maintenance activity, whereby contact is made with sample members between surveys to maintain an ongoing relationship and build engagement in the lead up to the GOS-L.

8. Considerations for future surveys

8.1. Revised authentication module

The revised authentication module for the 2024 GOS reduced the amount of personal information graduates needed to provide for authentication (i.e., first name and date of birth are no longer required) and allows the option to receive an SMS instead of an email. These improvements of the authentication module overall aim to enhance support for engagement activities via social media and institution communications. Ongoing evaluation and refinement will be necessary to realise the full potential of the module.

8.2. Social media engagement with graduates

The current GOS methodology uses social media primarily to build awareness rather than as a call to action to drive response. While some challenges will remain (such as the ability to effectively target the in-scope GOS audience), the revised authentication pathway would provide a more reliable way to accommodate survey response directly via social media. As such, the current organic and paid social media campaigns for the GOS should be reviewed for its effectiveness ahead of the 2025 GOS and beyond. Key issues for review would include the best social media platforms to promote the GOS (Facebook is unlikely to still be the best option for reaching the GOS demographic), producing more engaging posts (tone of language, type of content, animation) and the frequency of posts (to better grow the QILT social media audience).

8.3. Targeted outreach to low responding institutions

Analysis of response by institution has identified several large sample institutions with response rates low enough to impact national response measures. While follow-up has already been conducted with these institutions (see Section 3.1), a more strategic level of support could be provided to these institutions as a priority. In some instances, these low responding institutions were high responding institutions in the years prior. Concerted engagement with senior staff at these institutions may help identify and resolve the cultural, structural or technical challenges that have led to declined response. Learnings from this targeted engagement could potentially be generalised and shared with other institutions (e.g. by webinar).

8.4. Revised International Engagement Strategy

The non-response analysis (refer to Section 7.2) indicates that citizenship is no longer a key explanatory factor of non-response. This suggests that the International Engagement Strategy deployed in recent years may have been successful in improving international graduate response. It is recommended that current international engagement activities, such as in-field reminder call prioritisation and email customisation, continue. However, response from international graduates remains notably lower than domestic graduates at an absolute level and it may be possible to further reduce this gap with additional measures. Future customisation of email messages in other QILT surveys for international graduates will be featured in the GOS. Further review of response patterns should be conducted to identify and adapt the strongest and weakest components of the current contact protocol for international graduates (e.g., trial re-using themes proven to be effective for international graduates in multiple communications).

8.5. GOS-L panel maintenance

The retention of the sample for the GOS-L remains a key area of importance. Panel maintenance activity gives graduates the opportunity to correct or update their best contact details ahead of their respective GOS-L collection. This activity should be regularly maintained to retain graduate engagement with QILT between completion of the GOS and commencement of GOS-L. To keep a natural feel to communications, panel maintenance activity could be timed to share the results of each QILT survey.

Appendix 1: Participating institutions

Universities Provider Code	Institution name	Total Sample (n) ¹¹			
		Nov '23	Feb '24	May '24	Total
1019	James Cook University	726	424	1,913	3,063
1034	Murdoch University	672	348	1,783	2,803
1055	The University of Western Australia	1,850	194	4,186	6,230
1058	University of Wollongong	1,346	-	3,964	5,310
2154	Federation University Australia	697	163	1,763	2,623
2177	Swinburne University of Technology	2,588	-	4,301	6,889
2200	Central Queensland University	1,251	253	2,378	3,882
2201	University of Southern Queensland	1,040	-	2,515	3,555
2235	Edith Cowan University	1,830	566	3,266	5,662
2236	Curtin University	2,505	-	5,715	8,220
2241	University of Canberra	1,096	-	2,563	3,659
2252	Avondale University	6	11	203	220
3001	Charles Darwin University	1,034	387	1,517	2,938
3003	Bond University	450	333	662	1,445
3004	Western Sydney University	3,051	940	4,777	8,768
3005	Charles Sturt University	1,732	370	3,944	6,046
3006	Australian Catholic University	1,341	262	5,391	6,994
3007	Victoria University	1,688	970	3,386	6,044
3010	The University of Adelaide	2,130	312	4,747	7,189
3013	University of New South Wales	4,326	4,526	8,464	17,316
3014	University of Newcastle	1,532	-	4,931	6,463
3016	University of Technology Sydney	3,654	414	6,176	10,244
3019	The University of Queensland	5,304	232	8,200	13,736
3020	La Trobe University	1,778	340	5,053	7,171
3025	Macquarie University	3,014	493	5,134	8,641
3027	The University of South Australia	1,899	-	4,866	6,765
3029	Flinders University	1,228	312	3,791	5,331
3030	Deakin University	4,990	78	8,757	13,825
3032	Griffith University	3,484	-	5,537	9,021
3033	The Australian National University	2,596	271	3,353	6,220
3034	RMIT University	4,486	773	7,864	13,123
3035	Monash University	6,430	1,284	11,873	19,587
3036	The University of Melbourne	6,922	1,269	13,414	21,605
3038	Southern Cross University	1,023	1,064	2,033	4,120
3039	University of New England	1,392	996	1,338	3,726
3040	The University of Sydney	6,809	1,296	11,018	19,123
3042	Queensland University of Technology	3,436	584	6,535	10,555
3043	University of the Sunshine Coast	792	431	1,866	3,089
3044	The University of Notre Dame Australia	747	134	1,822	2,703
3045	University of Tasmania	2,363	281	6,011	8,655
4331	University of Divinity	82	31	256	369

¹¹ Note: Hyphens (-) represent no completed surveys for that collection round, <5 indicates a suppressed value (n < 5), and np indicates a value that is not published to prevent disclosure of a suppressed value

4449	Torrens University	1,466	1,301	1,746	4,513
All participating universities		96,786	21,643	189,012	307,441

Non-University Higher Education Institutions		Total Sample (n) ¹²			
Provider Code	Institution name	Nov '23	Feb '24	May '24	Total
2170	Marcus Oldham College	-	-	102	102
4332	Sydney College of Divinity	189	-	-	189
4333	Christian Heritage College	59	-	-	59
4334	Tabor College of Higher Education	29	47	90	166
4335	Australian University of Theology	46	222	382	650
4336	ACAP University College	734	416	10	1,160
4337	Eastern College Australia	-	-	27	27
4338	Moore Theological College	6	-	78	84
4339	Holmes Institute	580	-	426	1,006
4343	The Australian Institute of Music	11	42	86	139
4346	Excelsia University College	295	29	314	638
4347	Australian College of Christian Studies	-	-	37	37
4352	The Australian College of Physical Education	30	-	75	105
4359	The College of Law Limited	2,253	1,730	1,233	5,216
4360	Perth Bible College	<5	5	<5	12
4361	Endeavour College of Natural Health	-	-	587	587
4362	ICHM	23	<5	np	46
4363	Melbourne Polytechnic	106	5	110	221
4366	Box Hill Institute	36	11	51	98
4367	Melbourne Institute of Technology	120	-	160	280
4368	Campion College Australia	-	-	70	70
4371	SAE University College	315	206	360	881
4377	UOW College	50	-	45	95
4380	UTS College	335	88	516	939
4381	International College of Management, Sydney	120	176	193	489
4383	Holmesglen Institute	np	<5	159	247
4384	Kaplan Business School	317	324	359	1,000
4386	The Institute of Creative Arts and Technology	9	22	103	134
4388	Australian Academy of Music and Performing Arts	21	-	17	38
4392	Gestalt Therapy Brisbane	-	-	28	28
4393	The MIECAT Institute	np	<5	-	48
4394	William Angliss Institute	82	-	66	148
4395	Adelaide Central School of Art	-	-	46	46
4396	LCI Melbourne	29	-	20	49
4401	Whitehouse Institute of Design, Australia	-	-	110	110
4402	Leo Cussen Centre for Law	142	95	230	467
4405	Australian Institute of Professional Counsellors	-	10	-	10
4407	Alphacrucis University College	516	-	220	736

¹² Note: Hyphens (-) represent no completed surveys for that collection round, <5 indicates a suppressed value (n < 5), and np indicates a value that is not published to prevent disclosure of a suppressed value

4411	Acknowledge Education	173	84	184	441
4412	Morling College	-	-	53	53
4419	National Art School	-	-	148	148
4421	Le Cordon Bleu Australia	11	8	21	40
4424	Kaplan Higher Education Pty Ltd	646	376	253	1,275
4425	Australian Institute of Business Pty Ltd	391	264	258	913
4428	Nan Tien Institute	14	np	<5	27
4431	Montessori World Educational Institute (Australia)	-	-	11	11
4434	Wentworth Institute of Higher Education	34	-	-	34
4435	Australian Institute of Higher Education	185	-	67	252
4450	TAFE Queensland	29	-	67	96
4451	King's Own Institute	416	209	-	625
4453	Australasian College of Health and Wellness	67	52	97	216
4455	SP Jain School of Management	174	-	-	174
4456	Asia Pacific International College	89	63	51	203
4458	Australian Institute of Management Education & Training	292	87	216	595
4463	Institute of Health & Management Pty Ltd	48	32	34	114
4464	Australian College of Nursing	292	64	251	607
4465	Sheridan Institute of Higher Education	9	-	13	22
4466	The Institute of Internal Auditors - Australia	14	-	15	29
4467	Polytechnic Institute Australia Pty Ltd	33	48	61	142
4469	Engineering Institute of Technology	30	11	39	80
6014	Governance Institute of Australia	67	-	82	149
6016	Chartered Accountants Australia and New Zealand	326	-	2,180	2,506
6022	Academies Australasia Polytechnic Pty Limited	41	31	-	72
6042	Oxford Institute of Higher Education	np	-	<5	8
6043	The Cairnmillar Institute	49	11	166	226
6044	BBI - The Australian Institute of Theological Education	47	-	-	47
6045	ISN Psychology Pty Ltd	49	-	80	129
6046	National Institute of Organisation Dynamics Aust	-	-	<5	<5
6048	Southern Cross Education Institute (Higher Education)	68	8	-	76
6052	Leaders Institute	8	-	-	8
6055	Adelaide Institute of Higher Education	<5	<5	<5	8
6063	Australia Advance Education Group Pty Ltd	103	27	6	136
6068	HEPCO The Tax Institute Higher Education	14	15	16	45
7001	Collarts (Australian College of the Arts)	87	69	136	292
7014	Jazz Music Institute	-	-	11	11
7025	CIC Higher Education	34	5	12	51
7035	Photography Studies College (Melbourne)	-	-	<5	<5
7073	Chisholm Institute	49	12	47	108
7075	TAFE NSW	203	-	291	494
7124	Academy of Interactive Technology	191	89	<5	283
7197	Ikon Institute of Australia	28	-	-	28
7221	VIT (Victorian Institute of Technology)	75	-	61	136

7334	Performing Arts Education	5	-	8	13
7338	TAFE South Australia	np	<5	33	55
7454	Stanley College	-	17	17	34
7660	Health Education & Training Institute	<5	np	61	74
7749	Crown Institute of Higher Education Pty Ltd	-	-	260	260
8119	Lyons College	-	<5	-	<5
All participating NUHEIs		11,008	5,050	11,654	27,712

Appendix 2: Contact protocol

Example GOS survey invitation email – desktop



Dear Samvedhya,

As you are a recent graduate of the Graduate Diploma in Psychology at the Social Research Centre, the Australian Government would like feedback on your 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 15 minutes sharing your experiences. Your responses will be kept confidential.

To start the survey please click the button below:

[Start survey now](#)

Complete the survey by Monday 6 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, universities have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities.

Once all survey responses have been compiled, reports 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:

<https://intelligence.srcentre.com.au/mriWeb/mriWeb.dll?i.Project=SRC3030&i.user1=1&Username=245101972&Password=G36BD6&i.user2=1>



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This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to .

[Opt out](#)

Example GOS survey invitation email (international) – desktop



Dear Samvedhya,

You are from a unique group of international graduates who completed the Graduate Diploma in Psychology at the Social Research Centre. Earlier this week we invited you to provide feedback about your experiences through the Graduate Outcomes Survey.

If you could spare 15 minutes to take part, we'd really appreciate it. Your feedback is needed so that results from your area of study can be published on www.compared.edu.au. ComparED is an Australian Government website that provides comparisons of Australian higher education institutions – using survey feedback from international graduates like you.

To complete the survey, please click the button below:

[Take the survey](#)

Complete the survey by Monday 6 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.

<https://intelligence.srcentre.com.au/mr/Web/mr/Web.dll?I.Project=SRC3030&i.user1=1&Username=245101972&Password=G36BD6&i.user2=2>



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This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to

[Opt out](#)

Example GOS survey invitation email – mobile



Dear Samvedhya,

As you are a recent graduate of the Graduate Diploma in Psychology at the Social Research Centre, the Australian Government would like feedback on your 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 15 minutes sharing your experiences. Your responses will be kept confidential.

To start the survey please click the button below:

[Start survey now](#)

Complete the survey by Monday 6 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, universities have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities.



Once all survey responses have been compiled, reports 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.

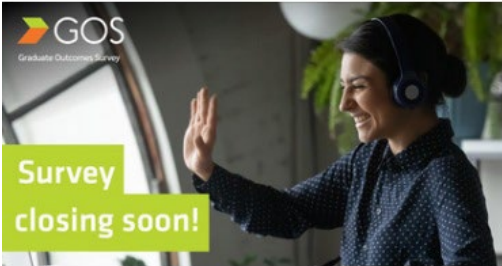
Example SMS content

Hi Diana, 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 <https://src.is/25326GY7RA1> For more info call [1800055818](tel:1800055818) Reply STOP to optout

Example social media advertisement – Facebook news feed


**QILT**
Sponsored · 


Last chance to participate in the GOS and share your experience as a recent graduate.
Complete your survey by midnight [...See More](#)




QILT.EDU.AU
Graduate Outcomes Survey
The GOS is a national survey of r...

[LEARN MORE](#)

 Like

 Comment

 Share

Example landing page with authentication



AboutSurveys ▾DataResourcesSurvey participants ▾Compare institutions

Provider Portal
Login / Register

[Home](#) / [Survey participants](#) / GOS Participants





Thank you for your interest in the Graduate Outcomes Survey

The GOS is a national survey of recent graduates of Australian higher education institutions to measure employment and study outcomes. Feedback is used by institutions to improve courses and outcomes for future graduates. You may be invited to take part approximately four to six months after completing your course.

[Start the survey](#)

Appendix 3: Core questionnaire

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 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 < = 27th May 2024)
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.

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

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

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 NEWSSCREEN1a=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 NEWSSCREEN1a=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>?)

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 PPMJ2=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 BOLDED 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>?

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 PPMJ4=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 BOLDDED 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"

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 1980 – <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?

*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 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?

*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)

**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)

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

*(PREFMHRS=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)

*(PREFMHRS=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 PREFMHRS=5, USUALLY WORKING LESS THAN 35 HOURS AND NOT LOOKING FOR MORE HOURS)
 RSNOMORE You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.

(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 *(SUPPRESS)
15. Due to contract restrictions
16. Pursuing other interests/commitments in spare time
17. Waiting for accreditation/registration
11. Other (Please specify)

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

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

(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 *(SUPPRESS)
14. Financial reasons
15. Due to visa restrictions/waiting for permanent residency
16. Waiting for accreditation/registration
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>?

Please start typing the name of your occupation in the text box and select the correct one, or enter in full.

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE OCCUPATION LOOKUP LIST, IF NOT ON LIST ALLOW MANUAL ENTRY IN OTHER SPECIFY.

*(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>?

Please start typing the name of your employer in the text box and select the correct one, or enter in full.

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

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE LOOKUP LIST, IF NOT ON LIST ALLOW MANUAL ENTRY IN OTHER SPECIFY.

*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, DISPLAY ASSOCIATED PRE-CODED INDUSTRIES AT INDUSTRY, WITH A SPECIFIED OTHER OPTION.
INDCHECK2	IF THE EMPLOYER CAPTURED AT EMPLOYER IS ON THE LOOKUP LIST (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 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?

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 INAUST=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
2. Not sure

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND INAUST=2, WORKING OR AWAY FROM JOB) AND WORKING OUTSIDE AUSTRALIA)

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

Please start typing the country name in the text box and select the correct one, or enter in full.

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST & 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. (Predictive text verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

Please start typing the country name in the text box and select the correct one, or enter in full.

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST & 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 (\$).

*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?

*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 (\$).

*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 8 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 USLHRSM=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?

(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 = USLHRSM*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=8
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?

(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?

*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

<CURRENCY DROP DOWN LIST>

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

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(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?

(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/Recruitment agency
11. Work contacts or networks
12. Social media
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.

(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 8 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.

(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
19. Waiting for accreditation/registration
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 What is the name of the institution where you are currently studying?

Please start typing the name of your institution in the text box and select the correct one, or type in full.

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE FURINST LOOKUP LIST

*(FURSTUD= 1 OR 2, STUDYING)

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

1. (verbatim text box)

*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?

*PROGRAMMER NOTE: POP UP 'QUALIFICATION' = 'REFERS TO THE COURSE, DEGREE OR PROGRAM THAT YOU ARE CURRENTLY STUDYING'

(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?

(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.

(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.

(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.

(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
- preq15 I was satisfied with the thesis examination process
- preq16 The department provided opportunities for me to become involved in the broader research culture
- preq17 I was given good guidance in topic selection and refinement
- preq18 I had good access to computing facilities and services

- preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector
 preq19 I understood the requirements of thesis examination
 preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)
 preq20 I improved my ability to plan and manage my time effectively
 preq21 My supervisor(s) provided helpful feedback on my progress
 preq22 A good seminar program for postgraduate students was provided
 preq23 The research environment in the department or faculty stimulated my work
 preq24 I received good guidance in my literature search
 preq34 I gained confidence in leading and influencing others
 preq25 The examination of my thesis was completed in a reasonable time
 preq26 As a result of my research, I feel confident about tackling unfamiliar problems
 preq27 There was appropriate financial support for research activities
 preq28 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?

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?

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

*PROGRAMMER NOTE: ALL SAMPLE VARIABLES RELATED TO ADDITIONAL ITEMS ARE OUTLINED IN THE ADDITIONAL SAMPLE REQUIREMENTS SPEC HERE.

Department - Postgraduates

*(ALL)
Intliintroa 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....

(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)

*(PROGRAMMER NOTE: ADDITEMFLAG =1 DEFINED HERE

*(ADDITEMFLAG=1, HAS ADDITIONAL ITEMS)

ADDITEMINT The following items have been included by <E308CTXT> to gather feedback from recent graduates on issues important to their institution.

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)

CONTACT2 The Department of Education is undertaking some research into why graduates chose to study their <COURSE>. Do you consent to being contacted in future to participate in this research?

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 invite you to participate in other research and industry activities depending on your survey responses. Examples include alumni and advancement opportunities, 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 CONTACT2=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?

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 CONTACT2=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 CONTACT2=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

*(ADDRESS=2 OR ADDRESS2=1, EXISTING ADDRESS INCORRECT OR WANTS TO PROVIDE POSTAL INFORMATION)

UPDATEDPOSTALINFO Please update your postal information:

*PROGRAMMER NOTE: PREFILL EACH FIELD WITH EXISTING ADDRESS INFORMATION.

Address line 1:
<ADD1 text box>

Address line 2:
<ADD2 text box>

Address line 3:
<ADD3 text box>

Suburb:
<SUBURB text box>

State:
<STATE text box>

Postcode:
<PCODE text box>

Country:
<COUNTRY text box>

*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

*(((PERIOD=1 OR 2) AND DATE<= 27 MAY) AND PRIZE_SCOPE_FLAG=0, PRIZE_DRAW_OPEN AND AGED UNDER 18 YEARS OR AGE NOT KNOWN AND INSTITUTION IN SOUTH AUSTRALIA) PRIZEU18SA Parental consent is required by the South Australian Government for persons in South Australia aged under 18 years to be entered into the GOS prize draw. Terms and conditions for the GOS prize draw are published [here](#).

Do you have parental consent to be entered into the GOS prize draw?

1. Yes
2. No
3. Not applicable, I am not aged under 18 years and in South Australia

*PROGRAMMER NOTE: IF PRIZEU18SA=1 OR 3 UPDATE TO PRIZE_SCOPE_FLAG=1 IN SAMPLE

*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

*(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 <E308CTXT> 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.

*(TIMESTAMP)

*(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 4: Response rate by institution

The tables below show the final response rate by institution for each period of the 2024 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 38.7 per cent for universities and 36.5 per cent for NUHEIs.

At an individual institution level within provider type, the total collection response rate ranged from 53.6 per cent to 29.0 per cent for universities, and 87.5 per cent to 21.3 per cent for NUHEIs.

2024 GOS university response rates (%)

	2023 November	2024 February	2024 May	2024 Total collection
Australian Catholic University	41.6	38.9	35.7	36.9
Avondale University	n/a	n/a	44.8	45.0
Bond University	32.7	30.8	35.0	33.3
Central Queensland University	45.1	44.8	47.9	46.8
Charles Darwin University	43.8	48.7	53.4	49.4
Charles Sturt University	41.0	19.2	50.8	46.3
Curtin University	34.2		30.7	31.8
Deakin University	42.9	66.7	42.7	42.9
Edith Cowan University	43.2	42.4	42.6	42.8
Federation University Australia	37.2	42.1	41.9	40.7
Flinders University	48.5	45.8	44.8	45.7
Griffith University	36.4		38.5	37.7
James Cook University	48.6	49.1	43.2	45.2
La Trobe University	34.8	37.1	38.5	37.5
Macquarie University	32.2	39.6	39.9	37.2
Monash University	37.2	46.9	39.3	39.1
Murdoch University	37.4	38.1	44.8	42.2
Queensland University of Technology	41.0	45.8	43.2	42.6
RMIT University	37.9	50.3	39.5	39.6
Southern Cross University	35.2	37.8	40.5	38.5
Swinburne University of Technology	37.2		39.4	38.6
The Australian National University	32.3	35.7	35.6	34.2
The University of Adelaide	39.8	51.1	42.5	42.1
The University of Melbourne	43.0	46.8	41.3	42.1

The University of Notre Dame Australia	36.7	35.2	38.7	38.0
The University of Queensland	29.4	61.7	35.0	33.3
The University of South Australia	35.6		40.2	38.9
The University of Sydney	27.4	31.1	34.5	31.7
The University of Western Australia	33.4	50.6	34.9	34.9
Torrens University	48.5	44.9	53.4	49.4
University of Canberra	36.1		42.9	40.8
University of Divinity	61.0	70.4	49.4	53.6
University of New England	49.6	55.2	56.3	53.6
University of New South Wales	31.3	24.9	30.2	29.0
University of Newcastle	33.4		32.4	32.6
University of Southern Queensland	51.3		48.7	49.4
University of Tasmania	46.1	51.4	45.1	45.5
University of Technology Sydney	30.4	38.5	31.9	31.6
University of the Sunshine Coast	49.2	44.4	41.6	44.0
University of Wollongong	36.6		35.5	35.8
Victoria University	42.1	51.0	38.8	41.7
Western Sydney University	31.8	31.6	38.1	35.2
All Universities	37.2	39.5	39.3	38.7

Note: A blank cell indicates institution did not participate in that collection period and n/a indicates a suppressed value (n<25).

2024 GOS NUHEI response rates (%)

	2023 November	2024 February	2024 May	2024 Total collection
Academies Australasia Polytechnic Pty Limited	60.5	41.9		52.2
Academy of Interactive Technology	43.2	34.2	n/a	40.2
Adelaide Central School of Art			58.1	58.1
Adelaide Institute of Higher Education	n/a	0.0	n/a	n/a
Alphacrucis University College	33.5		42.0	36.2
Asia Pacific International College	34.9	18.0	48.0	33.0
Australasian College of Health and Wellness	40.0	34.9	41.6	39.6
Australia Advance Education Group Pty Ltd	37.1	48.0	n/a	38.3

Australian Academy of Music and Performing Arts	30.0		37.5	33.3
ACAP University College	44.1	44.2	60.0	44.3
Acknowledge Education	50.6	29.5	31.0	38.4
Australian College of Christian Studies			39.4	39.4
Australian College of Nursing	39.1	40.7	49.8	43.8
Australian University of Theology	39.0	47.9	51.3	49.3
Australian Institute of Business Pty Ltd	41.9	48.3	48.3	45.7
Australian Institute of Higher Education	28.5		33.3	29.8
Australian Institute of Management Education & Training	56.9	53.2	47.5	53.0
Australian Institute of Professional Counsellors		n/a		n/a
BBI - The Australian Institute of Theological Education	25.0			25.0
Box Hill Institute	30.0	45.5	47.7	41.2
CIC Higher Education	31.3	n/a	83.3	46.9
Campion College Australia			30.3	30.3
Chartered Accountants Australia and New Zealand	23.9		25.1	24.9
Chisholm Institute	42.2	n/a	48.9	44.6
Christian Heritage College	51.9			51.9
Collarts (Australian College of the Arts)	27.3	51.7	36.2	37.1
Crown Institute of Higher Education Pty Ltd			36.1	36.1
Eastern College Australia			69.2	69.2
Endeavour College of Natural Health			38.9	38.9
Engineering Institute of Technology	40.0	50.0	71.8	58.1
Excelsia University College	37.2	24.0	46.1	41.1
Gestalt Therapy Brisbane			60.0	60.0
Governance Institute of Australia	51.8		45.2	48.1
HEPCO The Tax Institute Higher Education	n/a	41.7	62.5	46.3
Health Education & Training Institute	n/a	0.0	55.4	47.8
Holmes Institute	37.5		42.5	39.6
Holmesglen Institute	25.0	0.0	35.6	31.7

ICHM	50.0	n/a	47.4	47.6
ISN Psychology Pty Ltd	40.9		38.7	39.6
Ikon Institute of Australia	56.5			56.5
Institute of Health & Management Pty Ltd	58.7	60.7	44.1	54.6
International College of Management, Sydney	35.7	31.6	37.2	34.9
Jazz Music Institute			60.0	60.0
Kaplan Business School	34.0	41.7	40.5	38.8
Kaplan Higher Education Pty Ltd	27.1	27.5	27.4	27.3
King's Own Institute	42.9	49.2		45.0
LCI Melbourne	33.3		47.4	39.1
Le Cordon Bleu Australia	n/a	n/a	38.1	37.5
Leaders Institute	87.5			87.5
Leo Cussen Centre for Law	26.0	27.8	38.5	32.6
Lyons College		n/a		n/a
Marcus Oldham College			50.0	50.0
Melbourne Institute of Technology	35.7		35.4	35.5
Melbourne Polytechnic	27.0	n/a	42.5	34.6
Montessori World Educational Institute (Australia)			50.0	50.0
Moore Theological College	n/a		44.6	44.3
Morling College			61.7	61.7
Nan Tien Institute	66.7	n/a	n/a	58.3
National Art School			50.4	50.4
National Institute of Organisation Dynamics Aust			n/a	n/a
Oxford Institute of Higher Education	n/a		n/a	71.4
Performing Arts Education	n/a		100.0	69.2
Perth Bible College	n/a	n/a	n/a	58.3
Polytechnic Institute Australia Pty Ltd	19.4	31.1	28.1	27.1
SAE University College	26.9	36.4	36.7	33.2
SP Jain School of Management	35.7			35.7
Sheridan Institute of Higher Education	n/a		84.6	75.0

Southern Cross Education Institute (Higher Education)	33.9	n/a		32.9
Stanley College		43.8	60.0	51.6
Sydney College of Divinity	37.6			37.6
TAFE NSW	36.8		42.4	40.1
TAFE Queensland	36.0		44.4	42.0
TAFE South Australia	46.7	n/a	40.0	44.9
Tabor College of Higher Education	55.6	65.9	59.3	60.5
The Australian College of Physical Education	25.9		42.0	37.5
The Australian Institute of Music	n/a	46.2	48.8	46.2
The Cairnmillar Institute	35.6	54.5	51.6	48.3
The College of Law Limited	27.3	24.3	31.5	27.3
The Institute of Creative Arts and Technology	n/a	30.0	40.0	37.9
The Institute of Internal Auditors - Australia	83.3		73.3	77.8
The MIECAT Institute	43.2	n/a		44.4
UOW College	n/a		36.4	21.3
UTS College	36.8	28.0	34.5	34.7
VIT (Victorian Institute of Technology)	57.5		78.3	66.9
Wentworth Institute of Higher Education	36.4			36.4
Whitehouse Institute of Design, Australia			37.5	37.5
William Angliss Institute	20.6		38.3	28.9
All NUHEIs	35.4	34.9	38.3	36.5

Note: A blank cell indicates institution did not participate in that collection period and n/a indicates a suppressed value (n<25).

*The Australian University of Theology was awarded university status in December 2024. Prior to this, the institution was known as the Australian College of Theology and was classified as a non-university higher education institution (NUHEI). Data for the 2024 GOS was collected when the institution was a NUHEI.

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