

# 2025 Graduate Outcomes Survey – Longitudinal

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## Methodological Report

May 2026



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

For more information about the 2025 GOS-L, including how it was conducted, visit the QILT website: [Graduate Outcomes Survey - Longitudinal](#).

### Report prepared for:

Australian Government Department of Education  
50 Marcus Clarke St, Canberra ACT 2601

### Report prepared by:

The QILT Team  
The Social Research Centre  
Level 5, 350 Queen Street  
Melbourne, Victoria 3000  
Telephone: (613) 9114 1003  
[qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)  
[srcentre.com.au](http://srcentre.com.au)

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# 1. Introduction

## 1.1. About this report

This *Methodological Report* describes the sample preparation, data collection, data processing and reporting aspects of the 2025 Graduate Outcomes Survey – Longitudinal (GOS-L, ‘the survey’), conducted on behalf of the Australian Government Department of Education (‘the department’) by the Social Research Centre.

This report is structured into the following sections:

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

## 1.2. Background

The GOS-L is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys. In 2016, the GOS-L replaced the Beyond Graduation Survey (BGS), which was the longitudinal component of the Australian Graduate Survey (AGS), conducted between 2009 and 2015. The AGS was superseded by the Graduate Outcomes Survey (GOS).

Graduates who completed a course in 2021 or 2022 and responded to the 2022 GOS were invited to participate in the 2025 GOS-L.

## 1.3. Objectives

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

Specifically, the survey findings are used to:

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

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

## 1.4. Overview

The Social Research Centre administered the 2025 GOS-L from February to April 2025 with the assistance of 127 participating institutions.

Table 1 provides an overview of key project statistics. In total, 100,340 graduates were approached with 90,205 identified as in-scope to participate. A 53.6 per cent response rate was achieved, with a total of



48,314 completed surveys from graduates across all study levels. This response rate was 5.6 percentage points higher than the 48.0 per cent achieved in 2024.

**Table 1** Key project statistics

	University	NUHEI	Total
Participating institutions <sup>1</sup> (n)	43	84	127
Total sample (n)	92,032	8,308	100,340
Final in-scope graduates (n)	82,961	7,277	90,205
Surveys completed (n)	44,961	3,353	48,314
Response rate <sup>2</sup> (%)	54.2	46.1	53.6

<sup>1</sup> In December 2024, the Tertiary Education Quality Standards Agency (TEQSA) changed the provider category in which the Australian University of Theology was registered to Australian University. Prior to this, the institution was known as the Australian College of Theology and was classified as a non-university higher education institution (NUHEI). As data collection for the 2025 GOS-L took place after the change to provider category, the Australian University of Theology is reported as a university in this report, however, the institution was a NUHEI when data was collected in the 2022 GOS.

<sup>2</sup> 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).

The survey was fielded online in English only. Invitations and reminders were sent by email, with reminders sent by email and SMS. Reminder calls were deployed with selected non-responding graduates in-field.

Participating institutions could commission an additional round of targeted SMS reminder during the main online fieldwork, and additional reminder calls after the conclusion of the main online fieldwork period. Surveys completed as a result of these reminder calls are included as completed surveys in this report.

## 1.5. Project milestones

Table 2 provides a summary of the key project milestones for the 2025 GOS-L.

**Table 2** Key project milestones

Milestone	2025 GOS-L
<b>Start-up</b>	
Sample preparation	10-Oct-24 to 25-Oct-24
Questionnaire development	18-Nov-24 to 25-Nov-24
<b>Fieldwork</b>	
Start main online fieldwork period	19-Feb-25
In-field reminder calls	06-Mar-25 to 23-Mar-25
Main online fieldwork closes*	31-Mar-25
Post-field reminder calls†	31-Mar-25 to 11-Apr-25
Fieldwork closes†	14-Apr-25
<b>Data preparation</b>	
Draft data and documentation to the department	28-Apr-25
Final data and documentation to the department	16-May-25
Institutional Tableau report and data files delivered	16-Jun-25

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

† Institutions that opted for post-field reminder calls.



## 2. Sample preparation

### 2.1. Target population

To qualify as part of the in-scope population for the 2025 GOS-L, graduates must have completed the 2022 GOS via the online survey. All graduates meeting the following criteria were selected for inclusion in the survey:

- Provided consent to being recontacted for future research when completing the 2022 GOS.
- Skipped (i.e. did not answer) the question about consent to being recontacted for future research.

#### 2.1.1 Additional populations

Institutions were able to request inclusion of additional populations on a fee-for-service basis; however, these responses were excluded from national reporting and analysis.

These populations could include:

- additional populations in the 2022 GOS. These additional populations must have also completed the 2022 GOS and not explicitly declined future contact.
- 'GOS non-responders', i.e. graduates who were approached to participate in the 2022 GOS but did not respond.

Note, only medium-term outcomes are available for 'GOS non-responder' additional populations since they did not complete the GOS immediately following completion of their studies.

Six institutions included additional populations in the 2025 GOS-L. Additional populations are not included in the *National Report* and do not appear in results presented in this report.

### 2.2. Institutional participation

Since 2021, the scope of the GOS-L has included all higher education institutions, including non-HESA approved providers. Non-HESA providers are included in data presented in this report, as well as in the nationally reported figures. This year, in total, fourteen non-HESA approved providers participated in the GOS-L.

A total of 127 institutions participated in the 2025 GOS-L, comprising 43 universities and 84 NUHEIs. Refer to Appendix 1 for a list of participating institutions and their response rates.

### 2.3. Sample frame

The population to approach for the 2025 GOS-L was sourced from the 2022 GOS data file using the criteria outlined in Section 2.1 above.

### 2.4. Sample preparation overview

Detailed information regarding the GOS-L sampling process was available to institutions in the 2025 GOS-L Collection and Sample Guide (refer to Section 3.1). The guide was provided to institutions ahead of sample preparation and outlined:

- The timeline for sample provision.
- Data elements required, including essential and optional fields.
- Processes for inclusion of additional populations.
- Data elements important for response maximisation.

- Steps for flagging in-scope graduates.

The Social Research Centre prepared the population file based on the 2022 GOS operational data. Records meeting the target population definition from the 2022 GOS data file were identified, with relevant contact information appended as collected in the GOS questionnaire, else as provided in the GOS sample. Following this, individual sample files were distributed to institutions for verification, contact information updates and review of the in-scope status of all sample records, to ensure graduates who should not be surveyed were correctly flagged by institutions.

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

### 2.4.1 Sample processing quality assurance

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

Issues identified through the validation checks were communicated to institution contacts, with assistance provided to resolve issues, as necessary, so that all required checks were passed.

The main quality issues observed were as follows:

- Information essential for survey operationalisation or analysis not being provided or not provided in the specified format.
- 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.

Table 3 summarises the outcomes from the sample file cleaning process on contact information for all graduates that completed the 2022 GOS. 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 2025 GOS-L. Because the initial base includes merged records from 2022 GOS and institution-supplied contact information for 2025 GOS-L, there is significant overlap in graduate contact details. Since the extent of duplication is unknown before cleaning, all contacts are initially treated as unique, inflating the base. Cleaning removes duplicates, reducing the base and resulting in a lower proportion of valid records.

Table 3 Outcomes of contact list cleaning process

	Email			Phone		
	Base before pre-field cleaning (n)	Base after pre-field cleaning (n)	% valid cleaned	Base before pre-field cleaning (n)	Base after pre-field cleaning (n)	% valid cleaned
<b>Total</b>	<b>628,313</b>	<b>264,022</b>	<b>42.0</b>	<b>311,213</b>	<b>162,478</b>	<b>52.2</b>
University	585,250	248,053	42.4	286,407	150,336	52.5
NUHEI	43,063	15,969	37.1	24,806	12,142	48.9

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.

### 2.4.2 Sample exclusions

The following exclusion rules were applied for the 2025 GOS-L:

- Records without an email address.
- Out-of-scope records based on the INSCOPE variable.
- Respondents from the 2022 GOS who explicitly declined to be contacted for future follow-up.



- Duplicate sample records.

### 2.4.3 Panel maintenance activity

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, was conducted in January 2025 prior to 2025 GOS-L fieldwork.

Of the 100,340 graduates approached, 83,706 were included in the panel maintenance sample. This group was made up of those who provided consent to be recontacted for the 2025 GOS-L. Of these, 1,489 responded to update their details and 72 confirmed their details were already correct, totalling 1,561 responses or a 1.9 per cent response rate.

Those who engaged with panel maintenance activity were significantly more likely to respond to the 2025 GOS-L than those who did not engage with panel maintenance (84.3 per cent vs. 42.1 per cent response rate). While panel maintenance for this round primarily updated sample details, it fostered engagement and helped prime recipients for the upcoming GOS-L.

Panel maintenance remains a key component of the Respondent Engagement Strategy, which aims to connect with graduates at multiple touchpoints. As outlined in Section 8.1, the QILT team believes it should continue to be used in future rounds of the GOS-L.

### 2.4.4 Coverage

The total target population was graduates who completed a course at an onshore Australian higher education institution in 2021 or 2022 and participated in the 2022 GOS. The operationalised sample excluded any GOS respondent who had explicitly declined to be contacted for future follow-up.

Table 4 reiterates key concepts and information from Section 1.4, illustrating the coverage of the sample to the population.

After institution removals and out-of-scope populations were excluded, 76.4 per cent of the total eligible sample was available for the 2025 GOS-L.

**Table 4** Coverage of population to sample

	University		NUHEI		Total	
	n	%	n	%	n	%
Completed the 2022 GOS (n)	119,981	100.0	11,306	100.0	131,287	100.0
Explicitly declined to be contacted for future follow-up (n) (A)	27,082	22.6	2,661	23.5	29,743	22.7
Consent to follow-up (n) (B)	70,174	58.5	5,909	52.3	76,083	58.0
Did not answer consent to follow-up (n) (C)	22,725	18.9	2,736	24.2	25,461	19.4
Total eligible sample for 2024 GOS-L (n) (B+C)	92,899	77.4	8,645	76.5	101,544	77.3
Institution removals and out-of-scope additional populations (n) (D)	1,126	0.9	78	0.7	1,204	0.9
Sample available for 2024 GOS-L <sup>1</sup> (n) (Total eligible sample - D)	91,773	76.5	8,567	75.8	100,340	76.4

<sup>1</sup> National in-scope population approached.

## 3. Survey design and procedures

### 3.1. Institutional engagement

The institutional engagement strategy for the 2025 GOS-L 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.
- Confirmation of participation and nomination for 'fee-for-service' activities via the *Participation and Additional Services Form (PASF)*.
- GOS-L 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.
- An update to the *GOS-L Marketing Pack*, which included more diverse images and new taglines, along with new contemporary designs for each asset, featuring drawings and word arts. This pack also includes 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.

Institutional engagement processes and the resources provided were reviewed at the conclusion of the collection period through the Respondent Engagement Survey (RES). This year, feedback was gathered on how the marketing materials were being used and how they could continue to evolve to best support institutions in their engagement efforts.

Of those who responded to the RES and used the marketing materials, 95 per cent found them useful and aligned with their needs in administering the 2025 GOS-L. Valuable suggestions for further refinement were also offered, reflecting the diverse communication environments and preferences across institutions.

To build on this feedback and ensure the marketing pack remains responsive and relevant, the QILT team hosted a workshop in May 2025 with institutional representatives, including communications and social media professionals. This collaborative session helped identify opportunities to enhance flexibility, usability, and alignment with institutional practices, as outlined in Section 8.2.

### 3.2. Contact protocol

The 2025 GOS-L employed an extensive protocol of contact attempts, including an email invitation and ten email reminders, as well as three SMS reminders and in-field telephone reminder calls. Additionally, institutions could opt-in to an extra SMS and / or post-field reminder calls on a fee-for-service basis.

In each mode of contact there was provision to opt-out or unsubscribe from further contact.

Table 5 shows the date of contact activity. A copy of the GOS-L email and SMS invitation and reminders is provided in Appendix 2.

Table 5 Invitation and reminder schedule

Round of contact activity	Date of send (2025)
Email invitation (launch period)	19-Feb-25 to 20-Feb-25
Email reminder 1	22-Feb-25
Email reminder 2	24-Feb-25
Prize draw 1 close	24-Feb-25
Email reminder 3	27-Feb-25
Email reminder 4	3-Mar-25
SMS 1	3-Mar-25
Prize draw 2 close	3-Mar-25
In-field telephone reminder calls commence	6-Mar-25 to 23-Mar-25
Email reminder 5	5-Mar-25
Email reminder 6	10-Mar-25
SMS 2	10-Mar-25
Prize draw 3 close	10-Mar-25
Email reminder 7	13-Mar-25
Email reminder 8	17-Mar-25
SMS 3	17-Mar-25
Prize draw 4 close	17-Mar-25
Email reminder 9	21-Mar-25
Email reminder 10	24-Mar-25
SMS fee-for-service	24-Mar-25
Prize draw 5 close	24-Mar-25
End main online fieldwork*	24-Mar-25
Post-field telephone reminder calls	31-Mar-25 to 11-Apr-25
Fieldwork closed†	11-Apr-25

\* For institutions that did not commission post-field telephone reminder calls.

† For institutions that commissioned post-field telephone reminder calls.

### 3.2.1 Email invitation and reminders

The message intent for the GOS-L emails is summarised in Table 6.

An example of the invitation email used in the 2025 GOS-L is provided in Appendix 2.

Table 6 2025 GOS-L email plan message intent

Round of activity	Message intent
Invitation	Awareness raising and invitation, first prize draw mention
Reminder 1	Reminder, your feedback is valuable
Reminder 2	Grateful if you could spare the time
Reminder 3	Importance, Grateful if you could spare the time. Providing context on use of information about employment outcomes and further study activities, second prize draw mention
Reminder 4	Importance. Grateful if you could spare the time, mention of course name, improvements to courses.



Reminder 5	Importance of completing the survey to assist institutions in improving courses for students and meeting needs of workplaces, third prize draw mention
Reminder 6	Acknowledgment of frequency of contact, unsubscribe option emphasised, importance of hearing from as many graduates as possible to improve career resources
Reminder 7	Sharing unique views to help career resources and assist future students, unsubscribe option emphasised, mention of penultimate prize draw
Reminder 8	Link to completing Graduate Outcomes Survey, grateful if you could spare the time, providing important information about employment outcomes and further study activities, prize draw closing tonight
Reminder 9	Survey closing soon, mention of qualification name, joining the largest study of graduate employment outcomes, mention of final prize draw, Partial Complete mention
Reminder 10	Last appeal: Absolute last chance to complete, one of the main ways for government to assist graduate outcomes, positive benefits from previous years. Partial complete mention.

Extensive pre-field testing was undertaken to maximise the proportion of emails placed in primary inboxes (such as the 'primary' tab in Gmail and 'focused' inbox in Outlook).

Poor email inbox placement 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 inbox placement issues, the wording was tweaked where necessary, to ensure placement to the primary inbox, without altering the overall theme of message.

### Email inbox placement optimisation in 2025

In 2025, email content was strategically refined to improve inbox placement, prioritising placement in primary inboxes over promotional or spam folders. Unlike previous years, which featured varied themes, this year's approach emphasised consistency by reusing proven elements from past campaigns.

Key changes included:

- **Subject lines:** Shifted from short, GOS-L-focused lines to referencing "the Australian Government" to enhance credibility
- **Standardised messaging:** Repeated use of phrases like "*The survey helps [institution] improve their [course] for students and helps meet the needs of Australian workplaces*" and "*Each year [institution] have been able to improve career resources and develop students' work readiness based on feedback from the Graduate Outcomes Survey – Longitudinal*" across multiple reminders.

The QILT team attributes improved inbox placement to the use of neutral language and references to trusted entities (e.g. the Australian Government). While the exact filtering mechanisms used by email providers remain unclear, these adjustments are believed to have reduced the likelihood of emails being flagged as promotional. Optimisation efforts are ongoing.

Improving the placement of invitations / reminders to Gmail accounts was of particular focus, as Gmail accounts are held by more than one third of the sample. Due to an excess of invitations and reminders filtering into non-primary inboxes of Gmail accounts during testing, several messages were modified to maximise the proportion landing in primary inboxes. Every invitation / reminder for the 2025 GOS-L had its subject line altered for this purpose; a comparison of previous subject lines to those used in the 2025 GOS-L is shown below in Table 7. Key changes included adding explicit references to the Australian Government, piping in the recipient's name (or "Graduate" if the first name is unavailable) for personalisation, and removing any mention of "winning" prizes to avoid potential spam filters.

Table 7 2025 GOS-L email subject line changes

Round of activity	Typical GOS-L subject line	Subject line 2025 GOS-L
Invitation	Graduate Outcomes Survey Longitudinal - Where are you now?	<First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal
Reminder 1	Graduate Outcomes Survey Longitudinal - Your feedback is valuable	REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal
Reminder 2	Graduate Outcomes Survey Longitudinal - Complete today for a chance to win	REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal
Reminder 3	Graduate Outcomes Survey Longitudinal – We would like to hear from you	IMPORTANT REMINDER – <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey – Longitudinal
Reminder 4	Graduate Outcomes Survey Longitudinal - Win \$1,000 for your feedback	IMPORTANT REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal
Reminder 5	It's not too late to give your feedback	Hi <First name / Graduate>, the Australian Government would still like to hear from you in the Graduate Outcomes Survey – Longitudinal
Reminder 6	Graduate Outcomes Survey Longitudinal - Complete today for a chance to win	Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Complete today for a chance to win
Reminder 7	Graduate Outcomes Survey Longitudinal - Help others by sharing your journey	Hi <First name / Graduate> - Regarding the Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Help others by sharing your journey
Reminder 8	Graduate Outcomes Survey Longitudinal - Prize draw closes tonight	REMINDER - <First name / Graduate> - Graduate Outcome Survey Longitudinal - Prize draw closes tonight
Reminder 9	The Graduate Outcomes Survey Longitudinal is closing soon...	Hi <First name / Graduate> - Regarding the Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Survey is closing soon
Reminder 10	Graduate Outcomes Survey Longitudinal - Last chance to win	Hi <First name / Graduate> - Regarding the Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Last chance to enter prize draw

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

A breakdown of email send outcomes is provided at Table 8. This table indicates the number of unique email addresses that invitations were sent to. Given that some institutions provided multiple email addresses for their graduates, the number sent for the invitation email does not match the total number of graduates approached for 2025 GOS-L.

The first reminder email remains the most effective email in the schedule, achieving the highest 'clicked on link' rate. Generally, 'clicked on link' rates decreased with each subsequent reminder.



The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2025 GOS-L collection cycle was low. This indicates that at the national level, the quality of contact details in the approached sample was good and email cleaning processes were effective. Additionally, opt-outs were less than one per cent for most sends, suggesting the nature of the survey and the timing of sends were not a concern for graduates.

This year, the QILT team also evaluated whether the current email invitation send time (10 AM) remains optimal for maximising response rates. Alongside inbox placement improvements, the team investigated the impact of send times on response rate by sending later reminders - Reminder 7 at 3 PM and Reminders 8 – 10 at 2 PM - to compare performance against 2024 GOS-L's baseline.

Survey completion rates followed a bell curve: they began rising around 6 AM, peaked between 12 PM and 2 PM, and declined sharply in the evening. This pattern suggests most respondents completed the survey during breakfast / commute hours or midday breaks, with few submissions occurring after work. While the adjusted send times did not yield a statistically significant difference in response rates compared to 2024, further testing in future surveys will help determine the optimal email distribution window.

Table 8 Email send outcomes

Email activity	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Total sent (n)	100,265	92,608	84,138	77,961	74,032	68,633	65,341	59,676	56,534	52,356	50,586
Opened (%)	56.5	69.7	65.0	64.3	62.0	60.7	58.6	59.6	57.4	57.3	58.2
<i>Clicked on link (%)</i>	<i>9.5</i>	<i>12.2</i>	<i>7.9</i>	<i>5.9</i>	<i>6.5</i>	<i>4.7</i>	<i>5.2</i>	<i>4.9</i>	<i>4.1</i>	<i>3.0</i>	<i>4.8</i>
<i>Opt-out from link (%)</i>	<i>0.6</i>	<i>0.7</i>	<i>0.9</i>	<i>1</i>	<i>0.9</i>	<i>0.9</i>	<i>1</i>	<i>1.1</i>	<i>0.8</i>	<i>0.8</i>	<i>0.8</i>
<i>Opened email (%)</i>	<i>46.4</i>	<i>56.8</i>	<i>56.2</i>	<i>57.4</i>	<i>54.7</i>	<i>55.0</i>	<i>52.4</i>	<i>53.7</i>	<i>52.5</i>	<i>53.4</i>	<i>52.7</i>
Unopened (%)	42.0	29.9	34.5	35.0	37.2	38.8	40.4	38.9	42.1	41.7	40.7
Soft bounce (%)	0.5	0.4	0.4	0.5	0.5	0.5	0.9	0.9	0.5	1.0	1.0
Hard bounce (%)	1.0	0.0	0.0	0.1	0.2	0.0	0.0	0.6	0.0	0.0	0.0
<i>Clicked on link as % opened</i>	<i>16.8</i>	<i>17.5</i>	<i>12.2</i>	<i>9.2</i>	<i>10.4</i>	<i>7.8</i>	<i>9.0</i>	<i>8.2</i>	<i>7.1</i>	<i>5.3</i>	<i>8.2</i>

<sup>1</sup> 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.

<sup>2</sup> 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.

### 3.2.2 SMS reminders

SMS reminders were used during fieldwork to complement the email contact strategy and provide an alternative contact channel to combat email inbox placement issues. Up to three SMS were sent during fieldwork as part of the standard QILT contact protocol. An example of the first SMS used in the 2025 GOS-L is provided in Appendix 2.

To reinforce the legitimacy of the SMS and email contact, each SMS was paired with an email reminder send, with the SMS content referencing the email as appropriate and timed to align with prize draw close dates (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 either not yet entered the survey or had entered but not yet reach a point to be considered a technical complete. 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 below).

#### 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 Reminder 10 and featured an abbreviated version of the institution's name.

Institutions could choose to send the message to all survey non-respondents with a valid mobile number, or a specific sub-group of their sample that they wished to target within a set budget.

In total, twelve institutions opted to send an additional SMS.

#### SMS reminder performance

Table 9 summarises the number of SMS sent and their outcomes. The survey completion rate attributable to each SMS ranged from 0.1 per cent to 5.1 per cent of the total SMS sent. The opt-out rate among SMS recipients was consistent across all messages. Although survey completion via SMS is relatively low, pairing an SMS with an email reminder significantly boosts response rates, as detailed in Section 7.1.

SMS 1 had the lowest completion rate of the four messages, as only a small percentage of SMS 1 messages included a unique survey link. Those who received an SMS 1 message with a survey link were limited to participants from the panel maintenance activity who confirmed or updated their contact details.

**Table 9 SMS based follow-up activity outcomes**

SMS activity	SMS1 <sup>^</sup>		SMS2		SMS3		F4S SMS	
	n	%	n	%	n	%	n	%
Total sent	63,897	100.0	49,614	100.0	40,440	100.0	4,779	100.0
Opened	38,203	59.8	29,798	60.1	24,684	61.0	2,818	59.0
<i>Completed via SMS link<sup>^</sup></i>	28	0.1	1,480	5.0	1,247	5.1	121	4.3
<i>Other opened</i>	36,951	57.8	26,905	54.2	22,506	55.7	2,565	53.7
<i>Unsubscribed</i>	1,224	3.2	1,413	4.7	931	3.8	132	4.7
Unopened	24,470	38.3	18,403	37.1	14,825	36.7	138	2.9

\* Graduate completed survey directly via the survey link in SMS. 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).

<sup>^</sup> Unique survey links were only included in SMS1 for those to responded to the panel maintenance

### 3.2.3 International engagement strategy

The Social Research Centre is committed to an International Engagement Strategy with the goal of increasing international student and graduate response, thereby improving their representation in the QILT data.

In addition to the standard three SMS and the optional additional F4S SMS, the QILT team sent an experimental additional SMS paired with Reminder 2. This SMS was targeted towards Chinese international graduates, who represented both one of the largest international graduate populations and had a historically lower than average response rate to the GOS-L. The experiment split sample graduates who could be identified as Chinese into two groups: Experimental (which received an additional SMS) and Control (which did not receive an additional SMS).

Results from this experiment showed no significant differences in response rates between the experimental group and the control group. While the additional SMS prompted a slight, temporary increase in survey entry rates of recipients immediately after delivery, this difference was not statistically significant and equalised by the end of fieldwork. In future rounds of the GOS-L and other QILT surveys, the QILT team may elaborate on this experiment to determine if further forms of targeting can be used to improve the response rates from under-represented groups such as Chinese graduates.

### 3.2.4 Reminder calls

Reminder calls were undertaken in-field and post-field as part of a 'push to web' response maximisation strategy, designed to encourage online completion.

In the 2025 GOS-L 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.

#### In-field telephone reminder calls

The purpose of in-field reminder call activity was to confirm or update the best contact email address for graduates and ask graduates to complete the survey online. A survey invitation was automatically emailed within 30 minutes of the reminder call. Up to two call attempts were made on different days and at different times, and a voicemail left where possible.

In-field telephone reminder calls were conducted between the second and final weeks of the main fieldwork period. To be selected for an in-field telephone reminder call, a graduate had to meet the following criteria:

- 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, international graduates (determined by citizenship indicator) were prioritised for in-field reminder call activity during the 2025 GOS-L. In-field reminder call activity was attempted for 33.4 per cent of the total in-scope sample approached for the 2025 GOS-L (not shown).

Table 10 provides a summary of outcomes from the in-field reminder calls. Less than one-fifth of the initiated sample provided an email address or agreed to complete the survey online (17.2 per cent), marginally lower than the previous year (18.4 per cent in the 2024 GOS-L). Outcomes were slightly better for postgraduates (18.4 per cent) compared to undergraduates (15.7 per cent).

A completed survey could be directly attributed to the in-field reminder call for 3.6 per cent of graduates called. There may also be an unreported indirect effect on response from in-field reminder calls that has been attributed to another source of response (refer to Section 7.3). For example, a graduate may have

been prompted to complete the GOS-L via a prior email invitation or SMS link after speaking with an interviewer, listening to a voicemail, or receiving a missed call.

The proportion of total contacts from in-field telephone reminder activity decreased slightly in 2025 (down from 21.5 per cent in 2024 to 20.9 per cent in 2025). Contact rates will continue to be closely monitored, and consideration given to other methods of boosting response if in-field telephone reminder contact rates fall to a level where the activity represents poor overall value for money.

**Table 10** In-field telephone reminder outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>14,773</b>	<b>100.0</b>	<b>18,744</b>	<b>100.0</b>	<b>33,517</b>	<b>100.0</b>
Unusable sample	458	3.1	506	2.7	964	2.9
No contact	11,482	77.7	14,075	75.1	25,557	76.3
<b>Total contact</b>	<b>2,833</b>	<b>19.2</b>	<b>4,163</b>	<b>22.2</b>	<b>6,996</b>	<b>20.9</b>
<b>Collected graduate's email</b>	2,315	15.7	3,454	18.4	5,769	17.2
Other contact type	518	3.5	709	3.8	1,227	3.7
<i>Completed directly*</i>	470	3.2	752	4.0	1,222	3.6
<i>Completed indirectly†</i>	2,500	16.9	3,551	18.9	6,051	18.1

\* 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 telephone 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. Four institutions opted for post-field reminder calls.

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

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

- Have a valid phone number available in the sample,
- Have not completed the survey,
- Have not had a 'contact' outcome from in-field reminder calls,
- Have not opted-out of the 2025 GOS-L (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS-L helpdesk), and
- Have not met any custom criteria chosen by the institution (e.g. the institution may only want to top up response in certain study areas).

The purpose of post-field reminder call activity was to confirm or update the best contact email address for graduates and ask graduates to complete the survey online. Table 11 provides a summary of post-field reminder call outcomes.

Email addresses were confirmed or updated for less than half (39.6 per cent). Consistent with in-field reminder calls, outcomes for postgraduates (40.7 per cent collected graduate's email address / agreed to



complete online) were marginally higher than undergraduates (38.8 per cent). Contact rates were higher for post-field reminder calls than in-field reminder calls. This could be due to differing demographics (in-field priority was international graduates) or placing more calls to sample members to attempt to meet institutions' quoted targets.

Of the total sample initiated (i.e. where contact was attempted), 6.2 per cent completed the survey directly from the email sent during post-field reminder activity. A larger portion (9.3 percent) of respondents completed surveys indirectly, notably through answering machine call outcomes leading to completions. This suggests a potential reluctance to answer calls, but a legitimate message left on voicemail may have prompted recipients to engage with the subsequent email or SMS.

**Table 11 Post-field telephone reminder outcomes**

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>1,512</b>	<b>100.0</b>	<b>1,133</b>	<b>100.0</b>	<b>2,645</b>	<b>100.0</b>
Unusable sample	21	1.4	14	1.2	35	1.3
No contact	891	58.9	644	56.8	1,535	58.0
<b>Total contact</b>	<b>600</b>	<b>39.7</b>	<b>475</b>	<b>41.9</b>	<b>1,075</b>	<b>40.6</b>
Collected graduate's email	586	38.8	461	40.7	1,047	39.6
Other contact type	14	0.9	14	1.2	28	1.1
<i>Completed directly*</i>	92	6.1	73	6.4	165	6.2
<i>Completed indirectly†</i>	138	9.1	108	9.5	246	9.3

\* 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.

### 3.2.5 Fieldwork briefing

Call centre operators selected to work on the 2025 GOS-L post-field reminder calls project attended a briefing session delivered by the QILT team at the Social Research Centre. Briefings were conducted prior to the commencement of post-field activities. Additional briefings were conducted throughout fieldwork as required to meet operational needs. The briefings covered an overview of the GOS-L and QILT, privacy and confidentiality policy, reminder call procedures and fieldwork timelines.

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

### 3.2.6 Quality control

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

- Listening-in validations conducted in accordance with existing ISO 20252:2019 procedures.
- Field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to engagement techniques, data quality, consistency of administration, or project performance.
- Maintenance of a 'field team handout' document detailing project performance metrics, graduate liaison techniques and data quality requirements.

- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Maintenance of a Wiki with answers to common graduate queries.

### 3.2.7 Social media

Due to relatively low social media engagement in recent collections, a limited social media campaign was conducted in 2025 to support the GOS-L response maximisation strategy. This involved organic (i.e. unpaid) ads that were shared across Facebook and Instagram from the QILT social media accounts ([@qilt\\_src](https://www.facebook.com/QILT1)) to build a general level of social media presence, but no paid ads were used.

Organic 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. Aligned with the Marketing Pack refresh, the social media posts redesign also followed the same approach, using contemporary drawings and word arts.

## 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, by clicking the link in the SMS, or by clicking the link in the email sent as part of telephone reminder activity. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the graduate’s survey.

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.
- Tailored error messages as appropriate.
- Splitting long statement batteries over one screen 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-L logo and colour scheme. This ensured consistency with the look of the email invitation and reminders, advertisements placed on social media and the QILT website.

### 3.3.2 Survey implementation

Standard operational checks of the online survey were conducted pre-fieldwork to ensure implementation aligned with the intended questionnaire design. In addition to these standard checks, institutions with additional items (see Section 4.4) were sent test links to facilitate testing and sign off on these items prior to field launch.

The survey launch was spread over two days: 40 per cent of the sample received email invitations on the first day, and the remaining 60 per cent on the third. This staggered schedule aimed to quickly identify and address any issues with email deliverability, inbox placement or incorrect domains.

The initial plan was to stagger email invitations over three days (15 per cent, 25 per cent, and the remainder) to monitor for issues incrementally. However, late-stage email inbox placement testing revealed a high rate of Gmail invitations landing in non-primary tabs (e.g., Promotions). A decision was made to delay the launch by one day and led to a compressed soft launch: 15 per cent of invitations were sent in the morning and 25 per cent in the afternoon of the same day.

Following the initial delay, data checks conducted after the first day confirmed correct survey sequencing, with no issues detected during the staggered launch. Additional post-launch checks also found no problems.

### 3.3.3 Quality assurance and applicable standards

As part of ongoing improvements to survey transparency and data governance, a new privacy notice was implemented at the beginning of the GOS-L. This update introduced a revised online survey introduction that informs respondents about the privacy policy and explains how their personal information is used by the department for the purposes of the GOS-L.

All aspects of the GOS-L were undertaken in accordance with 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). 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 launches, in-field milestones and the response rate of institutions overall.

### 3.3.5 Live online Reporting Module

In addition to weekly updates, the department had access to a live, online reporting module which provided an overview of response rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included a summary of sample outcomes (e.g. completes, out-of-scopes and opt-outs) and response by institution.

Institutions were also able to monitor their progress through a subset of the same online reporting module. Each institution was provided with their own login which allowed them to track sample outcomes and response rates 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 under-performing demographic groups and target engagement activity based on live sample outcomes.

## 3.4. Graduate support

The Social Research Centre maintained a GOS-L helpdesk for the duration of the 2025 GOS-L fieldwork to provide graduates an avenue to contact the GOS-L team. The helpdesk featured an 1800 number and a GOS-L inbox and responded to queries within one business day. The 1800 number was also available to international graduates (with an international dialling code) and was operational for the duration of the overall fieldwork period. The helpdesk was staffed seven days a week during call centre operational hours with all

calls outside these hours routed to a voicemail service. A QILT inbox is also maintained year-round, managed by the QILT team and staffed during business hours.

The GOS-L helpdesk team was briefed on the GOS-L background, procedures and questionnaire enabling them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up graduate information and survey links, as well as providing a method for logging all contacts. All opt-outs and out-of-scopes received via the helpdesk were removed from the in-scope sample to cease further contact with these graduates.

A summary of graduate enquires to the GOS-L helpdesk is provided at Table 12. Approximately two-thirds of queries were received via the GOS-L inbox, and survey queries continued to be the most common type, accounting for just under half of all contacts. The number of helpdesk queries in 2025 was lower than 2024, suggesting that our survey communications, are clear and 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.

Additionally, the 2025 GOS-L survey introduction was updated to include a summary and link to the Department of Education’s privacy notice so entrants could be easily directed if they had any questions or concerns from the start.

**Table 12 Graduate enquiries to the GOS-L helpdesk**

Type of enquiry	1800 number		GOS-L inbox		Total	
	n	%	n	%	n	%
<b>Total</b>	<b>90</b>	<b>33.3</b>	<b>180</b>	<b>66.7</b>	<b>270</b>	<b>100.0</b>
Survey query	41	45.6	83	46.1	124	45.9
General query	24	26.7	27	15.0	51	18.9
Other query	2	2.2	3	1.7	5	1.9
Change of contact details	7	7.8	7	3.9	14	5.2
Opt-out	12	13.3	59	32.8	71	26.3
Out-of-scope	4	4.4	1	0.6	5	1.9

### 3.5. Prize draw

All respondents in the 2025 GOS-L were entered into a rolling prize draw that ran over five weeks (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 five prize draws). The terms and conditions of the prize draw were available on the Social Research Centre’s website and provided in all email communications sent to graduates.

In compliance with State and Territory gaming and lottery legislation, prize draw winners were notified in writing, by phone (if necessary) and published on the QILT Facebook and Instagram pages. Winners were published on the same day as the prize draw was conducted. All prize winners received a prepaid e-gift card.

The total prize pool was valued at \$12,500. Each prize draw consisted of the following prepaid e-gift card incentives:

- First prize received a \$1,000 gift card.
- Second prize received a \$500 gift card.
- Third prize (four winners) received a \$250 gift card.



Table 13 Prize draw timeline

Prize draw activity	Date
Prize draw period opens / Fieldwork starts	18-Feb-25
Prize draw 1 close	24-Feb-25
Prize draw conducted	26-Feb-25
Prize draw 2 close	03-Mar-25
Prize draw conducted	05-Mar-25
Prize draw 3 close	10-Mar-25
Prize draw conducted	12-Mar-25
Prize draw 4 close	17-Mar-25
Prize draw conducted	19-Mar-25
Prize draw 5 close	24-Mar-25
Prize draw conducted	26-Mar-25
Fieldwork closes	31-Mar-25

## 4. Questionnaire

### 4.1. Development

The 2025 GOS-L questionnaire was based on that used in 2024, with standard operational updates made to align the questionnaire with current reference periods. There are also other changes made to the core instrument in consultation with the department, which are detailed in Section 4.3 below.

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

### 4.2. Overview

Table 14 outlines the thematic areas of the eight main modules in the questionnaire. Items essential to key analysis (current employment status, employment history, further study) were 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 positioned in the final module.

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

Table 14 GOS-L module themes

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

### 4.3. Changes from 2024

As part of ongoing efforts to enhance survey transparency and data governance, a new privacy notice was implemented at the start of the 2025 GOS-L, aligning with the 2025 GOS May. This update included a revised online survey introduction informing respondents about the privacy policy and how their personal information is used by the department for the purposes of the GOS-L.

The 2025 GOS-L questionnaire incorporated the new Labour Force Module (introduced in the 2025 GOS November) and updated several questions to remove potentially sensitive or identifying data from three years prior.

Key changes to the 2025 GOS-L questionnaire included:

- Labour Force Module updates: Addition of 11 new questions, removal of one question, and modifications to five existing questions. These changes align with Australian Bureau of Statistics (ABS) Labour Force Survey definitions to better measure employment, unemployment, underemployment, labour force participation barriers, and graduates' attachment to the labour market. While affecting only a small subset of graduates, these adjustments ensure consistency with ABS standards
- Removal of COVID-19 references, as they are no longer relevant.

Updates were applied to the base filters for relevant core modules and additional items, with some filters revised to incorporate newly added questions from the Labour Force Module. In addition, the consent question for the prize draw was changed to align with South Australia Lottery Licensing requirements, which newly include the addition of full last name, as well as first name initials and postcode to be published with winner announcement.

#### 4.4. Additional items

A total of nine institutions (comprising exclusively universities) included institution-specific items in the 2025 GOS-L. Institution-specific items can be the same or a variation on questions included in prior rounds of GOS-L, or new questions entirely.

Some of the content covered by institution-specific items included questions relating to work preparedness, course recommendation, career location preferences, current employment and education experiences.

Currently, institution-specific items do not fall under any data sharing arrangements and are therefore only included in the respective institution's data file.

#### 4.5. Dropout analysis

This year, the QILT team analysed dropout rates to assess whether the improved response rate compromised the completeness of responses – i.e., whether operational completes lagged behind technical completes (see Section 5.1 of a complete record). The results confirmed that the 2025 survey saw proportional improvements in both technical (5.6 per cent) and operational (5.5 per cent) response rates, demonstrating that higher participation did not come at the expense of data quality. Additionally, dropout rates marginally improved, with 85.3 per cent of respondents reaching Module G compared to 83.7 per cent in 2024.

However, the analysis also revealed that Module B remained the most frequently dropped section in both 2024 and 2025, indicating an ongoing challenge with respondent engagement. To enhance future survey design, the QILT team will prioritise refinements to Module B to identify issues associated with the high dropout rates and improve completion rates. Recommendations around this are outlined in Section 8.4.

## 5. Data preparation

### 5.1. Definition of the analytic unit

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

In the 2025 GOS-L data set, a record was considered as a ‘technical complete’ and valid if the graduate had:

- completed the 2022 GOS, and
- provided a response as to whether they had worked in the last week, or
- responded that they were in further study.

A record was considered as an ‘operational complete’ if the graduate had:

- completed the 2022 GOS, and
- completed up to and including the final survey question.

### 5.2. Data cleaning and preparation

The following derivations, re-coding and cleaning routines were applied to the raw data file exported from the data collection system:

- Derivation of labour force status, salary and other reporting outcome variables based on the ABS standards (derivations are documented in the *2025 GOS-L Data Dictionary*, made available to institutions on the QILT provider portal).
- Re-coding value labels where required.
- Re-coding of ‘no answer’ 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 free text responses

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

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

Table 15 Items coded and source for coding decisions

Item coded	Source
Occupation	Occupation was coded using the Occupation Standard Classification for Australia (OSCA, 2024, Version 1.0)
Industry	Industry was coded using the Australia and New Zealand Standard Classification of Occupations (ANZSIC, 2006 Revision 2.0, ABS catalogue number 1292.0)

Country employer / business is based	For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).
Further study field of education	Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the single digit level.
Overseas country location	For graduates living overseas, country of residence was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).

## 5.4. Data deliverables

The Social Research Centre provided the department and institutions the following data deliverables at the completion of the 2025 GOS-L collection:

- 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.
- Files in Tableau packaged workbook format at the national (department), institution, Universities Australia and Independent Higher Education Australia level
- Files of responses to open-ended questions in MS Excel, at the national (department) and institution level
- Data dictionary and data map.
- Fieldwork and data package summary in MS Word format.
- *GOS-L National Report Tables*.

## 5.5. Weighting

As was the case for previous surveys in the series, no weights were applied to the GOS-L data.

## 6. Final dispositions and response rates

Table 16 shows the final survey outcomes at an overall level for the 2025 GOS-L collection.

For the purpose of the QILT suite of surveys, 'response rate' is defined as completed surveys (as described as 'technical completes' in Section 5.1) as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. Refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023).

The final response rate for the 2025 GOS-L was 53.6 per cent, which is a notable improvement on the 48.0 per cent achieved in 2024. The response rate performance for sample sourced from universities (54.2 per cent) was stronger than sample sourced from NUHEIs (46.1 per cent) in 2025. When reviewing response by course level, around a four-percentage point difference is observed between the undergraduate and postgraduate by coursework response rate (51.4 per cent and 55.9 per cent respectively).

The opt-out rate in 2025 was 9.9 per cent, comparable to the 2024 rate of 9.8 per cent.

Appendix 1 provides final survey dispositions by institution for the 2025 GOS-L.

Table 16 Final survey outcomes

Institution	Sample approached <sup>1</sup> (n)	Unusable sample (n)	Out-of-scope (n)	Opted-out (n)	Final sample (n)	Surveys completed (n)	Response rate (%)
<b>Total</b>	<b>100,340</b>	<b>207</b>	<b>4</b>	<b>9,924</b>	<b>90,205</b>	<b>48,314</b>	<b>53.6</b>
Universities	92,032	194	4	8,906	82,928	44,961	54.2
NUHEIs	8,308	13	0	1,018	7,277	3,353	46.1
<b>Course type</b>							
Undergraduate	53,569	114	1	5,615	47,839	24,613	51.4
Postgraduate	46,771	93	3	4,309	42,366	23,701	55.9
Postgraduate coursework	42,046	72	2	4,011	37,961	20,685	54.5
Postgraduate research	4,725	21	1	298	4,405	3,016	68.5

<sup>1</sup> National in-scope population approached.

### Response by citizenship status

Despite the overall improvement in response rate, the tendency of international graduates to respond to the GOS-L remains lower compared to domestic graduates in 2025, improving by only by 2.2 percentage points compared to 2024. In contrast, the domestic graduate response rate improved by 6.3 percentage points.

Table 17 provides a comparison of response rate by citizenship status between 2024 and 2025.

Table 17 Response rate comparison by citizenship status, 2024 to 2025

Citizenship status	2024 response rate (%)	2025 response rate (%)	Year on year change 24-25 (ppt)
<b>Total</b>	<b>48.0</b>	<b>53.6</b>	<b>5.6</b>
Domestic	51.9	58.2	6.3
International	38.6	40.8	2.2



The improved response rate was primarily due to increased participation from domestic graduates, who have historically responded more reliably to QILT invitations than international graduates. As shown in Table 18, international graduates made up 26.5 per cent of the in-scope population, but only 20.2 per cent of respondents, indicating under-representation. Despite a 2.2 percentage point improvement in international response rates, the widening gap suggests that current engagement strategies may be insufficient. This challenge is largely attributed to difficulties in contacting international graduates, often due to incomplete or lower-quality contact information (e.g., missing Australian phone numbers).

## 7. Response analysis

### 7.1. Response over time

Figure 1 shows the daily and cumulative response rate by day, overlaid with each successive component of the contact strategy (i.e. email invitation and reminders, SMS reminders and in-field reminder calls) for the 2024 and 2025 GOS-L collections.

Initial email inbox placement issues caused minor disruptions to the staggered launch schedule (see Section 3.2.1). However, the 2025 GOS-L ultimately achieved a higher response rate than both 2024 and 2023. While early metrics were comparable to 2024, Reminder 1 results showed clear improvement (15.6 per cent vs. 14.0 per cent), which were further built upon by Reminder 2 and Reminder 3. Future individual reminders did not show such significant improvements over the previous year, but otherwise the positive trend continued throughout fieldwork with response rates improving more gradually over the remainder of the period.

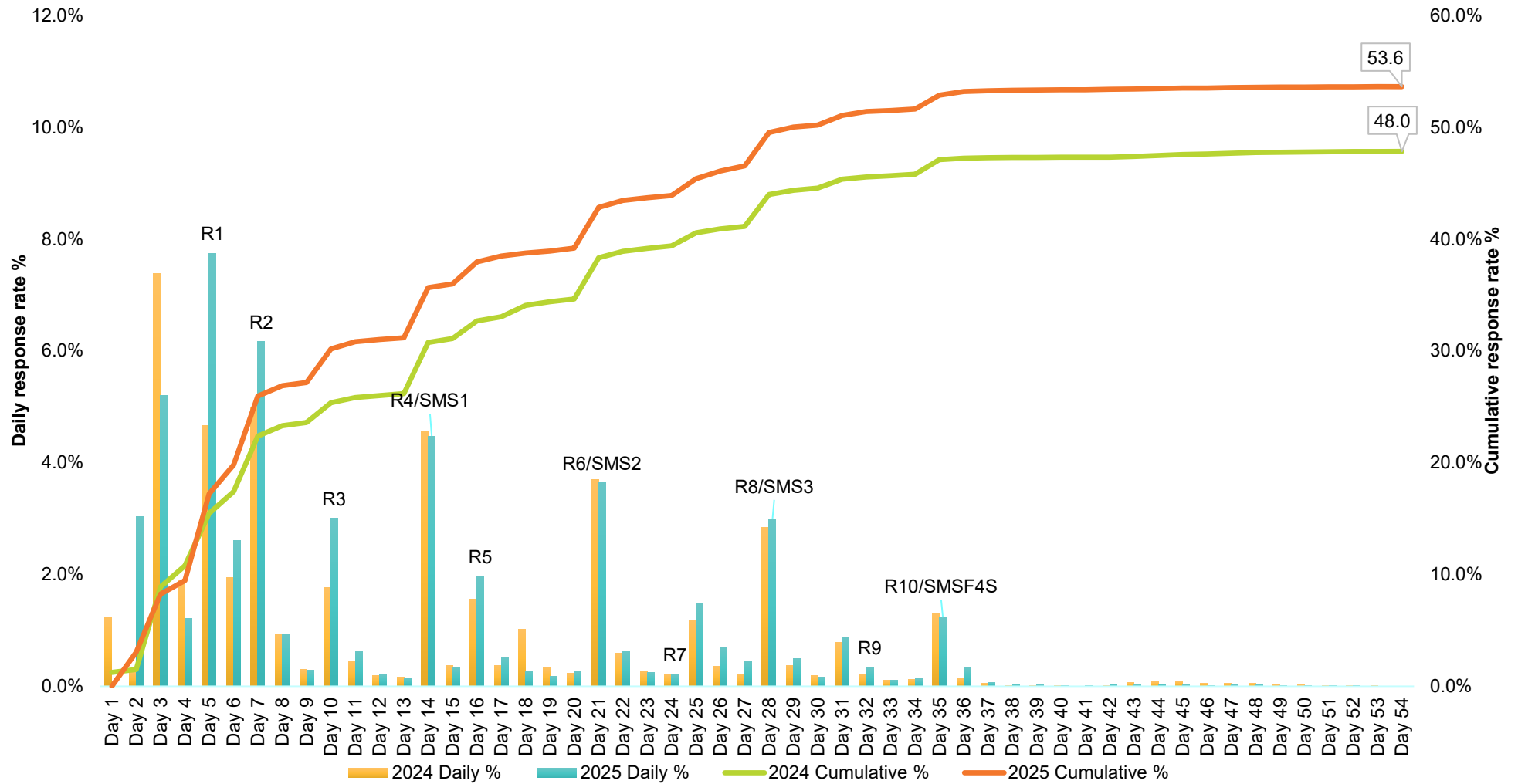
The response rate improvement can primarily be attributed to this year's enhanced focus on inbox placement - specifically ensuring emails reached recipients' primary inboxes rather than being filtered to spam or promotions folders. Analysis of Gmail users (the largest email domain group, the destination of over a third of all emails sent) reveals that while the conversion rate from opened emails to survey clicks saw only modest growth (9.0 per cent in 2025 vs. 8.8 per cent in 2024 and 7.6 per cent in 2023), the more significant gain came in open rates themselves: increasing to 68.0 per cent in 2025 from 63.8 per cent in 2024 and 59.2 per cent in 2023. This pattern suggests that improving inbox placement directly increases engagement opportunities, as emails must first be opened to potentially drive participation. The inbox placement challenge has historically affected both GOS-L and other QILT surveys, making this year's focus on inbox placement a particularly impactful strategy.

This year's sample included 2022 GOS graduates – one of the first groups to finish after the pandemic. It is still unclear how this may have affected response rates or survey results, the QILT team will continue to monitor trends to see if any lasting impacts from the pandemic are influencing graduate responses.

Most reminders resulted in a clear and consistent 'lift' in response compared to the previous day(s), though the impact of reminders in the middle of the schedule (Reminder 5, Reminder 7 and Reminder 9) was low compared to emails sent at the beginning of the collection and where an SMS was sent on the same day as an email reminder. Further review of the content of these messages may be needed to find new ways of encouraging sample members to open emails and complete the survey.

All SMS reminders, paired with email reminders, performed relatively well in indirectly generating additional online completions on the day they were sent, via prompting completions and reinforcing the message's legitimacy.

Figure 1 Response rate by day



## 7.2. Data representativeness

This section aims to investigate the extent to which those who responded to the 2025 GOS-L were representative of the in-scope population and assesses the impact of non-response bias. Non-response bias occurs when the responding population is systematically different from the non-responding population, leading to results that do not accurately reflect the overall population. The following assessment is approached from several perspectives, by:

- 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-L indicators.

### 7.2.1 Characteristics associated with propensity to respond

Response propensity is calculated by predicting survey completion conditional upon the characteristics available for both respondents and non-respondents. Assessment for potential non-response bias is to compare the profile of respondents with that of non-respondents and identify any characteristics in which respondents differ markedly from the population. The respondent characteristics are presented alongside population parameters in Table 18.

Groups with a higher propensity to respond in the 2025 GOS-L (i.e. groups where the proportion of respondents exceeds the proportion of the in-scope population) were domestic graduates, graduates aged over 30, graduates from English-speaking backgrounds, external graduates, part-time graduates, female graduates and graduates with disability.

International graduates, graduates aged 30 and under, full-time graduates, internal graduates, male graduates, graduates without disability and graduates who speak a language other than English at home had a relatively lower propensity to respond to the 2025 GOS-L.

Table 18 2025 GOS-L population parameters by subgroup and response characteristics

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
<b>Base</b>	90,205	100.0	48,314	100.0
<b>Study level</b>				
Undergraduate	47,839	53.0	24,613	50.9
Postgraduate coursework	37,961	42.1	20,685	42.8
Postgraduate research	4,405	4.9	3,016	6.2
<b>Gender</b>				
Male	33,989	37.7	17,047	35.3
Female	56,074	62.3	31,177	64.7
<b>Age</b>				
30 years and under	49,284	54.6	23,283	48.2
Over 30 years	40,919	45.4	25,031	51.8
<b>Combined course of study indicator</b>				
Combined/double degree	5,513	6.1	3,062	6.3
Single degree	84,692	93.9	45,252	93.7
<b>First Nations</b>				

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
First Nations	1,054	1.6	636	1.7
Non-Indigenous	65,198	98.4	37,903	98.3
<b>Study mode*</b>				
Internal study mode	46,537	52.7	23,719	50.2
Mixed study mode	20,127	22.8	10,599	22.4
External study mode	21,719	24.6	12,932	27.4
<b>Type of attendance</b>				
Full-time	62,152	70.0	31,973	67.3
Part-time	26,597	30.0	15,512	32.7
<b>Home language**</b>				
English	73,063	81.0	41,350	85.6
Other	17,142	19.0	6,964	14.4
<b>Citizenship status</b>				
Domestic	66,252	73.5	38,539	79.8
International	23,946	26.5	9,771	20.2
<b>Disability***</b>				
Disability	5,991	6.6	3,777	7.8
No disability	84,214	93.4	44,537	92.2

Note: Components may not sum to the total number, as records with unknown characteristics are not included in the sub-categories. This table includes all study levels and includes international and domestic graduate responses. For a breakdown of representativeness by study level, see CHAR\_UG\_ALL\_1Y\_SG, CHAR\_PGC\_ALL\_1Y\_SG, CHAR\_PGR\_ALL\_1Y\_SG available from the accompanying Excel workbook on the QILT website.

\* Internal mode of attendance is where (i) the study is undertaken through attendance at the higher education provider on a regular basis, or (ii) for higher degree unit enrolments, where regular attendance is not required but the student attends the higher education provider on an agreed schedule for the purposes of supervision and/or instruction. External mode of attendance is where lesson materials, assignments, etc. are delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature. Mixed mode of attendance is where study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.

\*\* Home language other than English refers to graduates who arrived in Australia less than 10 years prior to the year in which the data was collected, and comes from a home where a language other than English is spoken. This information is reported by institutions through the TCSI system.

\*\*\* Disability information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system, reflecting a disability, impairment or long-term condition which may affect a graduate's studies.

In terms of study area, the respondent profile achieved in the 2025 GOS-L closely matched the in-scope survey population, indicating that the pattern of responses is highly representative of the in-scope sample population (see Table 19).

The largest study areas in the 2025 GOS-L were Business and management, Teacher education, Humanities, culture and social sciences, Nursing, and Science and mathematics. Tourism, hospitality, personal services, sport and recreation was the smallest study area, followed by Dentistry.

In terms of relative propensity to respond to the 2025 GOS-L, graduates from Business and management had a relatively lower propensity to respond, with the proportion of responses 3.0 percentage points below the in-scope population. Graduates from Computing and information systems also had a relatively lower propensity to respond, at 1.1 percentage point difference between the proportion of respondents compared to that of the in-scope population. On the other hand, Humanities, culture and social science had a relatively higher propensity to respond, with the proportion of respondents at 1.1 percentage points higher than the in-scope population.

Table 19 2025 GOS-L population parameters by study area and response characteristics

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Agriculture and environmental studies	1,926	2.1	1,164	2.4
Architecture and built environment	2,203	2.4	1,036	2.1
Business and management	16,812	18.6	7,536	15.6
Communications	2,419	2.7	1,306	2.7
Computing and information systems	7,496	8.3	3,480	7.2
Creative arts	2,679	3.0	1,423	2.9
Dentistry	246	0.3	137	0.3
Engineering	5,613	6.2	2,800	5.8
Health services and support	6,425	7.1	3,685	7.6
Humanities, culture and social sciences	6,989	7.7	4,263	8.8
Law and paralegal studies	4,125	4.6	2,186	4.5
Medicine	1,447	1.6	880	1.8
Nursing	7,516	8.3	3,927	8.1
Pharmacy	434	0.5	239	0.5
Psychology	4,508	5.0	2,802	5.8
Rehabilitation	1,030	1.1	618	1.3
Science and mathematics	7,387	8.2	4,225	8.7
Social work	2,706	3.0	1,710	3.5
Teacher education	7,728	8.6	4,623	9.6
Tourism, hospitality, personal services, sport and recreation	177	0.2	67	0.1
Veterinary science	332	0.4	203	0.4
Total	90,198	100.0	48,310	100.0

Note: This table combines all study levels. For a breakdown of representativeness by study level, see CHAR\_UG\_ALL\_1Y\_AREA, CHAR\_PGC\_ALL\_1Y\_AREA, CHAR\_PGR\_ALL\_1Y\_AREA, available from the accompanying Excel workbook available on the QILT website. For International graduate parameters see CHAR\_UG\_ALL\_1Y\_AREA\_INT, CHAR\_PGC\_ALL\_1Y\_AREA\_INT, CHAR\_PGR\_ALL\_1Y\_AREA\_INT.

### 7.2.2 Characteristic differences between respondents and population

To quantify how each of these characteristics differ between respondents and population, Table 20 presents the difference in proportions between respondents and population in percentage points. Differences across sub-groups can vary, with some characteristics matching the population more closely than others. A negative difference means the sub-group was under-represented among respondents compared to population, whereas a positive difference means the sub-group was over-represented. Where the respondents perfectly mirror the population, all the differences would be zero.

Table 20 Comparison between selected characteristics for respondents and population

Characteristic	Population (%)	Respondents (%)	Difference (ppt)
<b>Study level</b>			
Undergraduate	53.0	50.9	-2.1
Postgraduate coursework	42.1	42.8	0.7
Postgraduate research	4.9	6.2	1.3
<b>Gender</b>			
Female	62.3	64.7	2.4
Male	37.7	35.3	-2.4
<b>Age</b>			
Under 25	10.7	9.3	-1.4
Aged 25-29	39.6	34.8	-4.7*
Aged 30-39	27.4	28.6	1.2
Aged 40+	22.3	27.3	5.0
<b>First Nations</b>			
First Nations	1.6	1.7	0.1
Non-Indigenous	98.4	98.3	-0.1
<b>Type of attendance</b>			
Full-time	70.0	67.3	-2.7
Part-time	30.0	32.7	2.7
<b>Citizenship status</b>			
Domestic	73.5	79.8	6.3
International	26.5	20.2	-6.3
<b>Disability</b>			
Disability	6.6	7.8	1.2
No disability	93.4	92.2	-1.2
<b>Study area</b>			
Agriculture and environmental studies	2.1	2.4	0.3
Architecture and built environment	2.4	2.1	-0.3
Business and management	18.6	15.6	-3.0
Communications	2.7	2.7	0.0
Computing and Information Systems	8.3	7.2	-1.1
Creative arts	3.0	2.9	0.0*
Dentistry	0.3	0.3	0.0
Engineering	6.2	5.8	-0.4
Health services and support	7.1	7.6	0.5
Humanities, culture and social sciences	7.7	8.8	1.1
Law and paralegal studies	4.6	4.5	0.0*



Characteristic	Population (%)	Respondents (%)	Difference (ppt)
Medicine	1.6	1.8	0.2
Nursing	8.3	8.1	-0.2
Pharmacy	0.5	0.5	0.0
Psychology	5.0	5.8	0.8
Rehabilitation	1.1	1.3	0.1*
Science and mathematics	8.2	8.7	0.6*
Social work	3.0	3.5	0.5
Teacher education	8.6	9.6	1.0
Tourism, Hospitality, Personal Services, Sport and recreation	0.2	0.1	-0.1
Veterinary science	0.4	0.4	0.1*
<b>Country of birth</b>			
Australia	55.7	61.9	6.2
Other English-speaking	6.2	7.1	0.8*
Non-English-speaking	38.1	31.0	-7.1
<b>Institution size</b>			
1-1000 records	10.3	9.3	-1.0
1001-1500 records	23.6	24.1	0.4*
1501-2500 records	27.8	27.4	-0.5*
2501-3500 records	17.5	18.4	1.0*
3501+ records	20.7	20.8	0.1
<b>Institution type</b>			
Group of 8	28.3	28.6	0.4*
NUHEI	63.7	64.4	0.7
Other university	8.1	6.9	-1.1*

\* Apparent inconsistencies in difference are due to rounding.

Table 21 summarises the discrepancy for selected characteristics, the average and maximum absolute bias in percent between respondents and population. The characteristics with the highest average absolute bias being citizenship status at 6.3 percentage points, and the highest maximum difference being country of birth at 7.1 percentage points.

**Table 21** Average absolute bias (AAB) and maximum absolute bias (MAB) for selected characteristics sorted by descending AAB

Characteristic	Average absolute bias (ppt)	Maximum absolute bias (ppt)
Citizenship status	6.3	6.3
Country of birth	4.7	7.1
Age group	3.1	5.0
Type of attendance	2.7	2.7
Gender	2.4	2.4
Mode of attendance	1.9	2.8
Study level	1.4	2.1
Disability indicator	1.2	1.2
Institution type	0.8	1.1
Institution size	0.6	1.0
Study area	0.5	3.0
Course of study type	0.4	2.4
Higher Education Provider	0.1	0.6
First Nations	0.1	0.1

### 7.2.3 Adjusting for non-response

Although the composition of respondents versus population revealed relatively small imbalances in representation, it is useful to assess whether adjusting for non-response would change the key GOS-L indicators in any meaningful way. A common technique to adjust for differences between survey respondents and the population of interest is the calculation of ‘weights’. These are values derived for respondents to denote how much each should ‘count’ towards survey results.

Persons that are under-represented among respondents (for example, males) are assigned a higher weight so that their contribution to the survey results correctly reflects their representation in the population. In a similar way, persons that are over-represented among respondents (for example, females) receive a lower weight. Scientifically balancing the extent to which respondents contribute to survey results, some more and some less, ensures that the results of the survey represent the graduate population as closely as possible. This is a very common approach to deriving estimates from a subset of the population and is used the world over by official statistics agencies such as the ABS.

On the basis of the characteristics that were most different between respondents and the population, a weight was calculated for each responding graduate to account for imbalances. Along with the top four characteristics with the largest average absolute bias between respondents and population, highest education provider was also included in weighting, to ensure that weights add to provider size, leading to the following selection of weighting characteristics: country of birth, gender, citizenship status, institution size, and higher education provider.

Table 22 compares overall results for the key GOS-L indicators, using both simple counting of respondents along with summing of their weights. Note that figures presented in this table may not match those reported elsewhere, as they are intended to illustrate the effect of weighting on the full responding dataset. Also included is the percentage point difference between the two methods, where a negative difference shows that the adjusted (weighted) calculation yielded a higher value for the indicator than the unadjusted calculation, and a positive value shows that the unadjusted calculation yielded a higher value than the adjusted calculation. An asterisk is used to note rows where the difference is considered statistically significantly different from zero.

Although the majority of the differences are considered statistically significant, the magnitude of differences are all considered to be small in the context of comparisons of unweighted and weighted outcomes for each of the key indicators. Thus, although there are minor discrepancies in characteristics between respondents and population, the non-response bias does not highly misrepresent results for the population of interest.

**Table 22 Comparison of weighted and unweighted indicators (graduate level)**

Key indicator	Counting graduates (%)	Summing weights (%)	Difference (ppt)
<b>Scale of Perceived Over-qualification (SPOQ) indicator - positive response</b>			
Overall	27.6	27.7	-0.1*
Undergraduate	27.5	27.5	0
Postgraduate coursework	28.4	28.7	-0.3*
Postgraduate research	23.6	23.1	0.4*
<b>Graduate Attributes Scale: GAS-G(C) Collaborative skills indicator - positive response</b>			
Overall	72.5	74.2	-1.7*
Undergraduate	75.0	76.1	-1*
Postgraduate coursework	69.2	71.6	-2.4*
Postgraduate research	75.3	77.1	-1.8*
<b>Graduate Attributes Scale: GAS-G(A) Adaptive skills indicator - positive response</b>			
Overall	81.6	81.7	-0.1*
Undergraduate	80.6	80.6	0
Postgraduate coursework	81.3	81.6	-0.3*
Postgraduate research	91.2	91.4	-0.3*
<b>Graduate Attributes Scale: GAS-G(F) Foundation skills indicator - positive response</b>			
Overall	83.6	83.8	-0.3*
Undergraduate	83.9	84.0	-0.1
Postgraduate coursework	81.5	82.1	-0.6*
Postgraduate research	94.6	94.9	-0.3*
<b>General employment indicator - positive response</b>			
Overall	86.7	86.1	0.6*
Undergraduate	84.6	84.3	0.3*
Postgraduate coursework	88.7	87.8	0.9*
Postgraduate research	89.5	89.6	-0.1
<b>Part-time employment indicator - positive response</b>			
Overall	17.8	17.0	0.8*



Key indicator	Counting graduates (%)	Summing weights (%)	Difference (ppt)
Undergraduate	19.5	18.9	0.7*
Postgraduate coursework	16.0	15.0	1.1*
Postgraduate research	15.2	14.4	0.9*
<b>Full-time employment indicator - positive response</b>			
Overall	68.9	69.1	-0.2*
Undergraduate	65.1	65.4	-0.3*
Postgraduate coursework	72.7	72.8	-0.2*
Postgraduate research	74.3	75.3	-1*

\* Apparent inconsistencies in difference are due to rounding

### 7.3. Sources of responses

The QILT team continuously reviews how each survey access method performs across the survey suite to refine our contact strategy and better reach groups that prefer specific channels, such as email, SMS, or reminder calls.

Table 23 summarises the contribution of each method of accessing the survey to the final response rate by institution type, age, citizenship indicator or gender with a view to informing future contact strategies. Only minimal differences were observed when reviewing source of response by study mode or course level, so these groups are not displayed.

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

Most respondents completed via the direct link in email communications, accounting for 92.0 per cent of total responses, representing a 3.4 percentage point increase from 2024. This was followed by respondents completing after receiving the link in SMS (4.9 per cent in 2025), down 1.5 percentage points from 2024.

As previously noted, in-field reminder calls were targeted at international graduates in the 2025 GOS-L in support of the International Engagement Strategy. Even so, a 1.1 per cent decrease in survey completions attributed to in-field reminder calls was observed in 2025. Indeed, the only source of responses that saw any increase in 2025 was email direct links.

The overall improvement in email outcomes can broadly be attributable to the improvement in inbox placement seen this wave and suggests that while other contact methods remain a useful tool for targeted contacts (e.g., targeted in-field reminders for international graduates), email invitations remain the most effective means as a broad contact strategy.

Table 23 Sources of response (%)

	Institution type			Age		Citizenship status		Gender	
	Total	University	NUHEI	30 and under	Over 30	Domestic	International	Female	Male
<b>Final response rate</b>	<b>53.6</b>	<b>54.2</b>	<b>46.7</b>	<b>47.2</b>	<b>61.2</b>	<b>58.2</b>	<b>40.8</b>	<b>55.6</b>	<b>50.2</b>
Survey link (email)	92.0	92.1	90.9	91.5	92.4	92.8	88.9	92.0	91.9
Survey link (SMS)	4.9	4.8	5.8	5.1	4.8	5.1	4.3	5.4	4.0
In-field reminder calls	2.5	2.5	3.2	2.7	2.4	1.6	6.1	2.1	3.4
Post-field reminder calls	0.3	0.4	<0.1	0.5	0.2	0.3	0.5	0.2	0.6
SMS fee-for-service	0.2	0.2	<0.1	0.2	0.2	0.2	0.3	0.3	0.2

## 8. Considerations for future surveys

The 2025 GOS-L achieved significant improvements in its response rate, reaching the highest response rate in the last five years, reflecting the success of strategies implemented this year. Key strengths included enhanced email inbox placement, contact protocols, and proactive panel maintenance, which collectively contributed to a 5.6 percentage point increase in responses compared to 2024. These outcomes demonstrate the effectiveness of our ongoing efforts to optimise engagement and maximise participation.

To build on this success, future iterations of the GOS-L will focus on incremental refinements – particularly in areas such as international graduate engagement, contact design, and response representativeness. While the survey is performing well, continued attention to under-represented groups (e.g., international graduates) and experimentation with tailored contact strategies will help further improve both response rates and data quality. The following recommendations outline specific opportunities to strengthen the survey's outcomes while maintaining the established foundation.

### 8.1. Panel maintenance

As previously noted, (see Section 2.4.3), panel maintenance aims to maintain engagement with GOS respondents between their initial participation and their invitation to the GOS-L, primarily by demonstrating the value of QILT data through outreach activities tied to GOS and GOS-L National Report releases.

For the current GOS-L, panel maintenance successfully achieved its operational goal of verifying and updating contact details ahead of survey deployment. However, to fully realise its broader purpose - maintaining meaningful, long-term connections with graduates, it will be important to implement the multi-round panel maintenance program outlined in the Respondent Engagement Strategy. This will commence with the GOS and GOS-L National Report releases, followed by an additional round of contact details update later in the year, leading up to the 2026 GOS-L launch.

### 8.2. Review of marketing materials

As outlined in Section 3.1, the QILT team remains committed to continuous improvement and active engagement with the sector to support institutions in promoting the surveys effectively.

Following the recent refresh of the marketing materials across the surveys, a workshop was held with institutions to gather feedback and explore further enhancements. Insights from this session are being used to inform updates for the marketing materials, starting with the 2025 SES Marketing Pack. While most institutions reported satisfaction with the current materials, refinements will focus on streamlining content and addressing specific institutional needs. Ongoing dialogue with institutions will ensure the marketing materials continue to be refined and aligned with sector requirements, remaining a valuable tool for graduate (and student) engagement.

### 8.3. Response maximisation strategy

While overall response rates for the 2025 GOS-L were strong, improving participation among lower-responding groups remains an area of focus. To support this, we will conduct further analysis of response patterns – specifically, examining the time-of-day responses are received across key demographic groups (e.g., international students, LOTE respondents).

As noted in Section 3.2.1, response activity tends to peak between 12–2 PM. However, it remains unclear whether this pattern is driven by the timing of email or SMS sends or by graduate availability. Future experimentation with invitation and reminder send times – tailored to the response behaviours of specific groups – may help identify more effective engagement windows. This could support more inclusive participation and improve representativeness.

## 8.4. Response quality maximisation

As discussed in Section 4.5, our analysis of the 2025 GOS-L found no significant changes in dropout rates and a proportional improvement in both technical and operational completes. However, it highlighted areas for improvement to reduce dropout and enhance engagement.

To support this, we will tailor email reminders to partial completers, acknowledging their progress and encouraging them to resume. We will also consider SMS reminders for technical completers, though this will require a cost-benefit analysis.

Further analysis will identify questions with high incomplete rates, informing the process to improve survey design by:

- Enhancing question clarity and flow.
- Reducing cognitive load (e.g., simplifying matrix questions).
- Reinforcing the value of responses through subtle prompts.

These steps aim to improve both operational response rates and data quality in future survey rounds.

## Appendix 1: Response rate by participating institutions

Universities		Total Sample <sup>1</sup>			
Provider Code	Institution name	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate (%)
3006	Australian Catholic University	1,896	1,704	867	50.9
4335	Australian University of Theology	259	237	157	66.2
2252	Avondale University	64	54	33	61.1
3003	Bond University	312	278	138	49.6
2200	Central Queensland University	1,465	1,321	689	52.2
3001	Charles Darwin University	829	730	401	54.9
3005	Charles Sturt University	2,420	2,189	1,305	59.6
2236	Curtin University	2,196	1,935	1,049	54.2
3030	Deakin University	4,923	4,427	2,472	55.8
2235	Edith Cowan University	2,293	2,059	1,169	56.8
2154	Federation University Australia	1,048	929	516	55.5
3029	Flinders University	2,023	1,851	1,018	55.0
3032	Griffith University	2,797	2,509	1,506	60.0
1019	James Cook University	1,171	1,070	624	58.3
3020	La Trobe University	1,865	1,716	929	54.1
3025	Macquarie University	2,886	2,567	1,196	46.6
3035	Monash University	5,602	5,028	2,629	52.3
1034	Murdoch University	1,033	920	541	58.8
3042	Queensland University of Technology	3,704	3,417	1,928	56.4
3034	RMIT University	3,880	3,495	1,866	53.4
3038	Southern Cross University	1,138	1,020	587	57.5
2177	Swinburne University of Technology	1,929	1,751	957	54.7
3033	The Australian National University	1,881	1,717	1,047	61.0
3010	The University of Adelaide	2,375	2,163	1,133	52.4
3036	The University of Melbourne	6,653	6,089	3,344	54.9
3044	The University of Notre Dame Australia	640	567	292	51.5
3019	The University of Queensland	3,381	3,131	1,826	58.3
3027	The University of South Australia	2,121	1,912	1,008	52.7
3040	The University of Sydney	3,578	3,152	1,615	51.2
1055	The University of Western Australia	1,637	1,471	771	52.4
4449	Torrens University	1,971	1,723	661	38.4
2241	University of Canberra	1,088	984	521	52.9
4331	University of Divinity	158	141	108	76.6
3039	University of New England	1,661	1,504	980	65.2
3013	University of New South Wales	3,055	2,736	1,471	53.8
3014	University of Newcastle	1,715	1,576	841	53.4
2201	University of Southern Queensland	1,476	1,349	793	58.8
3045	University of Tasmania	3,292	2,999	1,822	60.8
3016	University of Technology Sydney	2,750	2,443	1,236	50.6

<sup>1</sup> Note: Hyphens (-) represent no completed surveys for the collection year, <5 indicates a suppressed value (n < 5), and np indicates a value that is not published to prevent disclosure of a suppressed value

3043	University of the Sunshine Coast	1,139	1,043	560	53.7
1058	University of Wollongong	1,545	1,363	691	50.7
3007	Victoria University	1,708	1,485	789	53.1
3004	Western Sydney University	2,475	2,173	875	40.3
<b>All participating universities</b>		<b>92,032</b>	<b>82,961</b>	<b>44,961</b>	<b>54.2</b>

Non-University Higher Education Institutions		Total Sample <sup>2</sup>			
Provider Code	Institution name	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate (%)
4336	ACAP University College	323	279	167	59.9
6022	Academies Australasia Polytechnic	33	31	14	45.2
7124	Academy of Interactive Technology	85	75	48	64.0
4411	Acknowledge Education	53	48	25	52.1
4395	Adelaide Central School of Art	13	10	6	60.0
4407	Alphacrucis University College	114	102	58	56.9
4456	Asia Pacific International College	85	73	30	41.1
4453	Australasian College of Health and Wellness	21	20	9	45.0
4388	Australian Academy of Music and Performing Arts	12	12	7	58.3
4347	Australian College of Christian Studies	10	7	<5	np
4464	Australian College of Nursing	315	290	162	55.9
4425	Australian Institute of Business	402	355	179	50.4
4435	Australian Institute of Higher Education	177	146	43	29.5
4458	Australian Institute of Management Education & Training	223	189	102	54.0
4405	Australian Institute of Professional Counsellors	20	19	13	68.4
6044	BBI - The Australian Institute of Theological Education	32	29	20	69.0
4366	Box Hill Institute	54	50	27	54.0
7025	BPP Institute	56	51	14	27.5
4368	Campion College Australia	17	15	9	60.0
4406	Canberra Institute of Technology	<5	<5	<5	np
7073	Chisholm Institute	37	34	14	41.2
4333	Christian Heritage College	54	46	25	54.3
7001	Collarts (Australian College of the Arts)	81	69	39	56.5
4337	Eastern College Australia	14	12	9	75.0
4461	Elite Education Institute	<5	<5	-	np
4361	Endeavour College of Natural Health	160	134	90	67.2
4469	Engineering Institute of Technology	41	35	17	48.6
4346	Excelsia University College	106	88	41	46.6
4392	Gestalt Therapy Brisbane	17	15	11	73.3
6014	Governance Institute of Australia	41	35	23	65.7
6068	HEPCO The Tax Institute Higher Education	14	12	7	58.3
7660	Health Education & Training Institute	21	18	14	77.8
4339	Holmes Institute	732	640	207	32.3
4383	Holmesglen Institute	69	58	24	41.4

<sup>2</sup> Note: Hyphens (-) represent no completed surveys for the collection year, <5 indicates a suppressed value (n < 5), and np indicates a value that is not published to prevent disclosure of a suppressed value

4362	ICHM	14	12	8	66.7
6045	ISN Psychology	37	35	18	51.4
7197	Ikon Institute of Australia	38	33	23	69.7
4463	Institute of Health & Management	51	44	15	34.1
4381	International College of Management, Sydney	123	108	37	34.3
4447	International Institute of Business and Technology	<5	<5	<5	np
7014	Jazz Music Institute	<5	<5	<5	np
4384	Kaplan Business School	440	379	154	40.6
4424	Kaplan Professional	243	203	110	54.2
4420	Kent Institute Australia	76	63	23	36.5
4451	King's Own Institute	275	236	76	32.2
4396	LCI Melbourne	22	18	8	44.4
4421	Le Cordon Bleu Australia	15	15	8	53.3
6052	Leaders Institute	<5	<5	-	np
4402	Leo Cussen Centre for Law	108	92	50	54.3
2170	Marcus Oldham College	54	47	21	44.7
4367	Melbourne Institute of Technology	495	445	193	43.4
4363	Melbourne Polytechnic	111	100	49	49.0
4431	Montessori World Educational Institute (Australia)	10	9	8	88.9
4338	Moore Theological College	32	30	22	73.3
4412	Morling College	17	17	11	64.7
4428	Nan Tien Institute	16	14	10	71.4
4419	National Art School	54	49	24	49.0
6046	National Institute of Organisation Dynamics Aust	5	5	<5	np
6042	Oxford Institute of Higher Education	<5	<5	<5	np
4360	Perth Bible College	7	<5	<5	np
7035	Photography Studies College (Melbourne)	12	10	6	60.0
4467	Polytechnic Institute Australia	16	11	<5	np
4371	SAE University College	310	271	109	40.2
4455	SP Jain School of Management	64	56	17	30.4
4465	Sheridan Institute of Higher Education	9	9	5	55.6
4332	Australian University College of Divinity	61	56	40	71.4
7075	TAFE NSW	134	110	58	52.7
4450	TAFE Queensland	29	27	18	66.7
7338	TAFE South Australia	27	24	14	58.3
4334	Tabor College of Higher Education	57	50	33	66.0
4352	The Australian College of Physical Education	25	22	7	31.8
4343	The Australian Institute of Music	65	56	26	46.4
6043	The Cairnmillar Institute	92	86	52	60.5
4359	The College of Law	865	760	372	48.9
4466	The Institute of Internal Auditors - Australia	9	9	6	66.7
6049	The Institute of International Studies (TIIS)	<5	<5	-	np
4393	The MIECAT Institute	14	12	8	66.7
4375	Think Education	100	83	43	51.8
4377	UOW College	11	8	<5	np
4380	UTS College	168	151	31	20.5

7221	VIT (Victorian Institute of Technology)	418	378	118	31.2
4434	Wentworth Institute of Higher Education	58	51	21	41.2
4401	Whitehouse Institute of Design, Australia	39	35	11	31.4
4394	William Angliss Institute	32	30	15	50.0
<b>All participating NUHEIs</b>		<b>8,308</b>	<b>7,277</b>	<b>3,353</b>	<b>46.1</b>

## Appendix 2: Contact protocol

Example GOS-L survey invitation email – desktop



Dear graduate,

The last time we heard from you was in the Graduate Outcomes Survey. We would like to hear where your studies have taken you since your qualification at your institution.

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

Please spend about 10 minutes sharing your experiences.

To complete the survey, please click the button below:

[Take the survey](#)

**Complete the survey by Monday 24 February to be in the draw for \$1,000.**

The Graduate Outcomes Survey - Longitudinal measures employment and study outcomes. Based on experiences from graduates like you, institutions have been able to improve courses and outcomes for future graduates.

Once all survey responses have been compiled the National Report will be published on [www.qilt.edu.au](http://www.qilt.edu.au).

Thank you in advance for your time and feedback.

Graham Challice

Executive Director  
The Social Research Centre

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



Conducted by:



Social  
Research  
Centre

Funded by:



Australian Government

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

This email was sent by The Social Research Centre, 5/350 Queen St, Melbourne, VIC 3000, Australia to [michael.allan@srcentre.com.au](mailto:michael.allan@srcentre.com.au)

[Opt out](#)



## Example GOS-L survey invitation email – mobile



Dear graduate,

The last time we heard from you was in the Graduate Outcomes Survey. We would like to hear where your studies have taken you since your qualification at your institution.

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

Please spend about 10 minutes sharing your experiences.

To complete the survey, please click the button below:

[Take the survey](#)

**Complete the survey by Monday 24 February to be in the draw for \$1,000.**

The Graduate Outcomes Survey - Longitudinal measures employment and study outcomes. Based on experiences from graduates like you, institutions have been able to improve courses and outcomes for future graduates.

Once all survey responses have been compiled the National Report will be published on [www.qilt.edu.au](http://www.qilt.edu.au).

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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



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

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

[Opt out](#)



## Example SMS content

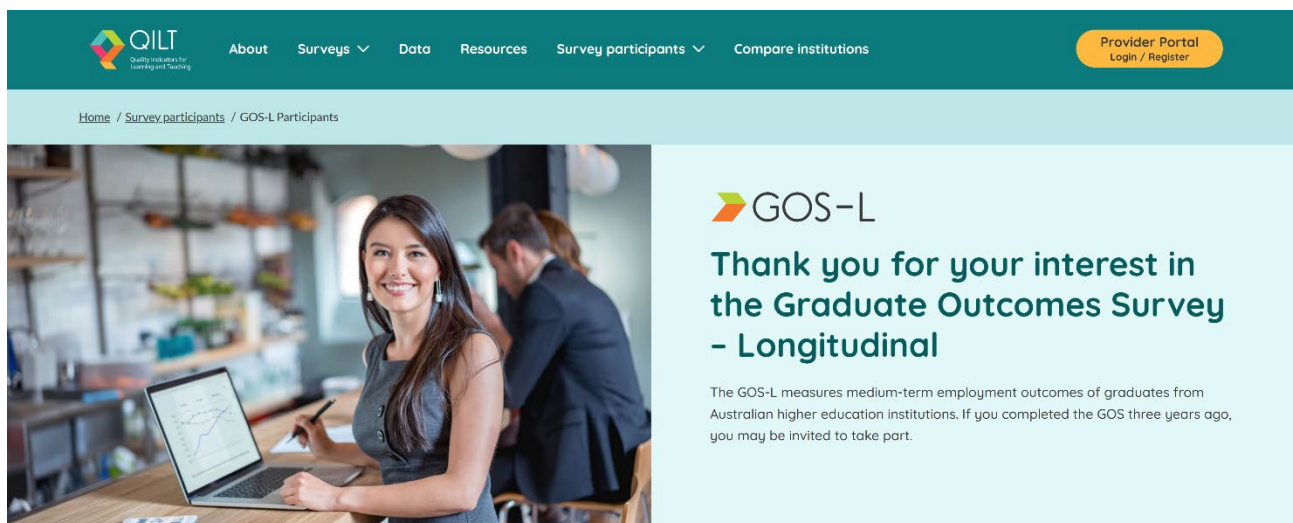
Hi Vicky, a note from the Social Research Centre on behalf of the Dept of Education inviting you to give feedback in the GOS-L. By completing the survey you'll enter the draw to win \$1000. <https://srcentre.au/3208bU9Da3k9rV2>  
For more info call [1800055818](tel:1800055818)  
Reply STOP to opt out

## Example social media advertisement – Facebook news feed



The image shows a Facebook post from QILT, dated February 20. The text of the post reads: "The #GOS-L is now open! If you're a graduate from a higher education institution and completed your studies three to four years ago, check your email for an invite now! For more information visit <https://ow.ly/7ArG5OUXjR0> #qilt #survey". Below the text are logos for QILT, SES, GOS, GOS-L, and ESS. The main visual is a green graphic with a white speech bubble containing the text "Survey now open." and a megaphone icon. At the bottom of the post, there is a "Boost post" button and a "2" indicating the number of likes.

## Example landing page



The image shows a landing page for the GOS-L survey. The header features the QILT logo and navigation links: "About", "Surveys", "Data", "Resources", "Survey participants", and "Compare institutions". A "Provider Portal" button with "Login / Register" is also present. The main content area has a light blue background and features a photograph of a woman smiling at a laptop. To the right of the photo, the text reads: "GOS-L Thank you for your interest in the Graduate Outcomes Survey – Longitudinal". Below this, a paragraph explains: "The GOS-L measures medium-term employment outcomes of graduates from Australian higher education institutions. If you completed the GOS three years ago, you may be invited to take part."

## Appendix 3: Core questionnaire

**MODULE A: SCREENING AND CONFIRMATION**

\*(ONLINE)

CONFIRM Thank you for your interest in the Graduate Outcomes Survey – Longitudinal (GOS-L). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education.

\*(IF GOS\_NON\_RESP=0, GOS RESPONDER)

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

\*(IF GOS\_NON\_RESP=1, GOS NON-RESPONDER)

The survey aims to get a better understanding of the longer-term outcomes of graduates and gives you the opportunity to express your views on the <COURSE> you completed three years ago at <E306CTXT>.

\*(ALL)

Participation in this survey is voluntary. You are not obligated to answer any or all of the questions and you can choose to stop at any time. Your responses will be completely confidential and used only for the purposes of this research. Only aggregated, non-identifiable data are made publicly available.

The survey takes approximately <INTLENGTH> minutes to, depending on your answers

If you need to take a break you can press the 'Save and close' 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.

The Department of Education's Graduate Outcome Survey - Longitudinal [Privacy Notice](#) provides detailed information about the collection and use of your personal information for the purposes of this research. By participating in the GOS-L, you consent to the handling of your personal information in accordance with this privacy notice.

Please press the 'Next' button to continue below.

\*(GENEMP=1 AND GOS\_PREV\_EMP\_FLAG=1 , EMPLOYED LAST GOS AND VALID  
VOCC/VEEMPLOYR)

SAMEEMP\_REV

Thinking back to the occupation and employer you worked for when you completed the Graduate Outcomes Survey in < COLMONTH> <COLYEAR>, which one of the following statements best describes your current situation?

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

1. I am still in the same occupation at the same employer.
2. I have changed occupations but am still at the same employer.
3. I am in the same occupation, but now at a different employer.
4. I am neither at that employer, nor working in the same occupation.
5. I cannot recall the occupation or employer I worked for in < COLMONTH> <COLYEAR>.

\*(TS 1 MODULE A)

**MODULE B: LABOUR FORCE**

\*(GOS\_NON\_RESP=0, GOS RESPONDER)

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

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.

\*(GOS\_NON\_RESP=1, GOS NON-RESPONDER)

We are really interested to learn what you've been doing since you completed your <COURSE> at <E306CTXT> in <GRADYR>, and your experiences of the transition from study to work and life beyond studying.

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.

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

At any time in the last three years, did you do any work at all in a job, business or farm?

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

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

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

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

\*(ALL)

WORKED

\*PROGRAMMER NOTE: DO NOT PROMPT QUESTION IF BETWEENWRK=6,7. IF BETWEENWRK=6 AUTOCODE TO WORKED=6 AND IF BETWEENWRK=7 AUTOCODE TO WORKED=7.

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

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

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

1. Yes \*(GO TO LOOKFTWK)
5. No \*(GO TO WWOPAY)
6. Permanently unable to work \*(GO TO RSNILF2)

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7. \*(DISPLAY IF E913>64) Permanently not intending to work \*PROGRAMMER NOTE:  
auto-code based BETWEENWRK response \*(GO TO RSNILF2)

\*(WORKED=5, NOT WORKING)

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

1. Yes \*(GO TO LOOKFTWK)
5. No \*(GO TO AWAYWORK)
6. \*(DISPLAY IF E913>64) Permanently not intending to work \*(GO TO RSNILF2)

\*(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?

1. Yes \*(SUPPRESS)
2. Yes – away from work as a standard work or shift arrangement \*(GO TO LOOKFTWK)
3. Yes – away from a business that I own \*(GO TO LOOKFTWK)
4. Yes – on strike, locked out or in an industrial dispute \*(GO TO LOOKFTWK)
7. Yes, holidays, sickness, or other reason\*(GO TO AWAYLONG)
5. No \*(GO TO WANTJOB)
6. \*(DISPLAY IF E913>64) Permanently not intending to work \*(GO TO RSNILF2)

\*(AWAYWORK=7, AWAY FOR OTHER REASON)

AWAYLONG Up until the end of last week, how long had you been away from work?

1. Less than 4 weeks \*(GO TO LOOKFTWK)
5. 1 to 3 months \*(GO TO AWAYPAID)
6. More than 3 months \*(GO TO AWAYPAID)

\*(AWAYLONG=5 OR 6, AWAY FROM WORK FOR MORE THAN FOUR WEEKS)

AWAYPAID Were you paid, or will you be paid, for any part of the **last 4 weeks**?

1. Yes, I received workers' compensation and **expect** to return to employer \*(GO TO LOOKFTWK)
2. Yes, I received workers' compensation and **do not expect** to return to employer \*(GO TO LOOKFTWK)
3. Yes, I received other form of payment from employer \*(GO TO LOOKFTWK)
5. No \*(GO TO LOOKFTWK)

\*(AWAYWORK=5, NOT AWAY FROM WORK)

WANTJOB Even though you are not currently working, would you like a paid job of any kind at the moment?

1. Yes, I **could** start within 4 weeks if work was available
2. Yes, but I **could not** start within 4 weeks if work was available
5. No

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

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

*Please note:*

- 'Actively looking for work' includes written, telephoned or applied to an employer; had an interview with an employer for work; answered an advertisement for a job; checked or registered with an employment agency; taken steps to purchase or



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*start your own business; advertised or tendered for work; and contacted friends or relatives to find work.*

- *'Passively looking for work' includes only looking in newspapers, the internet, or notice boards, and not taking any specific action to obtain work from these sources.*

1. Yes \*(SUPPRESS)
2. Yes, I have been **actively** looking for full-time work \*(GO TO LOOKPTWK)
3. Yes, I have been **passively** looking for full-time work \*(GO TO LOOKPTWK)
5. No
6. Permanently not intending to work \*(DISPLAY IF E913>64) \*(SUPPRESS IF WORKED=1 OR WWOPAY=1) \*(GO TO RSNILF2)

\*((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**?

*Please note:*

- *'Actively looked for work' includes written, telephoned or applied to an employer; had an interview with an employer for work; answered an advertisement for a job; checked or registered with an employment agency; taken steps to purchase or start your own business; advertised or tendered for work; and contacted friends or relatives to find work.*
- *'Passively looked for work' includes only looking in newspapers, the internet, or notice boards, and not taking any specific action to obtain work from these sources.*

1. Yes \*(SUPPRESS)
2. Yes, I have been **actively** looking for part-time work
3. Yes, I have been **passively** looking for part-time work
5. No
6. Permanently not intending to work \*(DISPLAY IF E913>64) \*(SUPPRESS IF WORKED=1 OR WWOPAY=1) \*(GO TO RSNILF2)

\*(AWAYWORK=5 OR AWAYPAID=5 AND ((LOOKFTWK=2 OR 3) OR (LOOKPTWK=2 OR 3)), NOT WORKING AND LOOKING FOR FULL-TIME OR PART TIME WORK)

WAITWORKFU **Last week**, were you waiting to start paid work you had already obtained?

*Please note 'work you had already obtained' refers to new types of work that you have acquired but not yet commenced. This includes waiting for a graduate role to commence.*

1. Yes \*(GO TO STARTWKOB)
5. No \*(GO TO STARTWK)

\*( WAITWORKFU=5, NOT WAITING TO START WORK ALREADY OBTAINED) STARTWK If you had found a job, could you have started last week?

1. Yes \*(GO TO BEGNLOOK)
5. No \*(GO TO BEGNLOOK)

\*( AWAYWORK=5 OR AWAYPAID=5 AND (LOOKFTWK=5 AND LOOKPTWK=5), NOT WORKING AND 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?

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Please note 'work you had already obtained' refers to new types of work that you have acquired but not yet commenced. This includes waiting for a graduate role to commence.

1. Yes \*(GO TO STARTWKOB)
5. No \*(GO TO RSNILF1)

\*(WAITWORK=1 OR WAITWORKFU=1, WAITING TO START WORK ALREADY OBTAINED)  
STARTWKOB Will you be starting that work in the **next 4 weeks**?

1. Yes \*(GO TO STARTNOWK)
5. No \*(GO TO BEGNLOOK)

\*(STARTWKOB=1, STARTING WORK IN THE NEXT FOUR WEEKS)  
STARTNOWK Could you have started last week if that work had been available?

1. Yes \*(GO TO BEGNLOOK)
5. No \*(GO TO BEGNLOOK)

\*(LOOKFTWK= 2 OR 3 OR LOOKPTWK= 2 OR 3, LOOKING FOR FULL-TIME OR PART-TIME WORK)

BEGNLOOK When did you begin looking for work?

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

\*BEGNLOOK MOVED TO AFTER STARTNOWK

\*((AWAYWORK=5 AND (WAITWORK=5 OR WAITWORKFU=5) AND ((LOOKFTWK=3 OR 5) AND (LOOKPTWK=3 OR 5))) OR ((AWAYWORK=5 AND (WAITWORK=5 OR WAITWORKFU=5) AND (LOOKFTWK=2 OR LOOKPTWK=2) AND STARTWK=5)), NOT WORKING, NOT WORKING WITHOUT PAY AND NOT ON LEAVE OR SICK AND NOT ACTIVELY LOOKING FOR WORK AND NOT WAITING TO START A JOB ALREADY OBTAINED OR NOT WORKING, NOT WORKING WITHOUT PAY AND NOT ON LEAVE OR SICK AND ACTIVELY LOOKING FOR WORK AND COULD NOT HAVE STARTED LAST WEEK IF FOUND A JOB AND NOT WAITING TO START A JOB ALREADY OBTAINED)

RSNILF1 You mentioned that you are not currently working \*(IF LOOKFTWK=5 AND LOOKPTWK=5, DISPLAY: <and you didn't look for work during the last 4 weeks>). What is the **main reason** you are not currently working \*(IF LOOKFTWK=5 AND LOOKPTWK=5, DISPLAY: <or looking for work>)?

*Please select only one answer.*

(SINGLE RESPONSE)

1. No jobs or vacancies in local area
2. No jobs in my line of work
3. No jobs with suitable conditions/arrangements/hours in my local area
4. Not enough work experience/skills/training
5. Employers unwilling to hire me due to ill health or disability
6. Considered to be too old by employers
7. Retired
8. Difficulties with language or ethnic background
9. Waiting for accreditation/registration
10. Long-term health condition or disability
11. Short-term illness or injury
12. Caring for a person with a health condition or disability

## 2025 GOS-L Questionnaire

13. Caring for children
14. Pregnancy
15. Performing home duties
16. Studying or returning to studies
17. On a temporary holiday or leisure activity
18. Lifestyle choice
19. Visa restrictions
20. Waiting for permanent residency
96. Other (Please specify)

\*((WORKED=6 OR 7) OR WWOPAY=6 OR AWAYWORK=6 OR LOOKFTWK=6 OR LOOKPTWK=6),  
PERMANENTLY UNABLE TO WORK OR PERMANENTLY NOT INTENDING TO WORK  
RSNILF2 You mentioned that you are not intending to work permanently. What is the **main reason**  
you are not intending to work?

*Please select only one answer.*

\*PROGRAMMER NOTE: IF WORKED=6 AUTOCODE TO RSNILF2=15.

(SINGLE RESPONSE)

1. No jobs or vacancies in local area
2. No jobs in my line of work
3. No jobs with suitable conditions/arrangements/hours in my local area
4. Employers unwilling to hire me due to ill health or disability
5. Retired
6. Difficulties with language or ethnic background
7. Considered to be too old by employers
8. Long-term health condition or disability
9. Caring for a person with a health condition or disability
10. Caring for children
11. Pregnancy
12. Performing home duties
13. Lifestyle choice
14. Visa restrictions
15. Permanently unable to work \*(SUPPRESS)
96. Other (Please specify)

\*(AWAYPAID=2 OR 5, AWAY FROM WORK FOR THE PAST MONTH WITHOUT PAY)  
RSNOTWRK You mentioned that you are not currently working and you have been away from your  
job for 1 month or more \*(DISPLAY AWAYPAID=5: <without pay>. What is the **main reason** you are  
not currently working?

*Please select only one answer.*

\*PROGRAMMER NOTE: IF AWAYPAID=2 ONLY SHOW RSNOTWRK=2, 9, 96

(SINGLE RESPONSE)

1. Time off work
2. Own illness or injury
3. Personal reasons
4. Study
5. Caring for sick/injured family
6. Maternity leave or paternity leave
7. Parental leave
8. No work/not enough work available
9. Stood down
10. Bad weather/plant breakdown

## 2025 GOS-L Questionnaire

- 11. Seasonal work/end of season
- 96. Other (Please specify)

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3,  
WORKING OR WORKING WITHOUT PAY OR ON LEAVE OR SICK)  
MORE1JOB Did you have **more than 1 job or business last week**?

*Please 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.*

- 1. Yes
- 5. No

\*(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= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, 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= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3,  
WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)  
SELFEMP Do you work for an employer, or in your own business?

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

\*(SELFEMP=1, WORKING FOR AN EMPLOYER)  
PAYMENT Are you paid a wage or salary, or some other form of payment?

- 1. Wage or salary
- 5. Other or uncertain

\*(SELFEMP=3 OR PAYMENT=5, OTHER WORK ARRANGEMENTS)  
PAYARRNG What are your <working/payment> arrangements?

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

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

\*PROGRAMMER NOTE: CODES FOR TEXT SUBSTITUTION

## 2025 GOS-L Questionnaire

IF MORE1JOB=1: <MAIN JOB>  
IF MORE1JOB=5: <JOB>  
IF SELFEMP=2 OR PAYARRNG=12, 13: <BUSINESS>  
IF SELFEMP=1 OR PAYARRNG=10, 11, 14-20: <EMPLOYER AT THE PLACE YOU  
WORK> OR <EMPLOYER>  
IF SELFEMP=BLANK AND PAYARRNG=BLANK: <JOB>

\*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B WILL ALSO EXCLUDE  
PAYARRNG=10, 11 AS THESE GRADUATES SKIP TO CIRCOUNTRY

\*(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?

*Please note:*

- 'time off' includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.
- 'extra hours' includes 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 \*(DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all jobs**?

*Please note:*

- 'time off' includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.
- 'extra hours' includes 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)

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3,  
WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

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

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

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3)  
AND USLHRS≥35 AND ACTLHRS<35 ), WORKED FULL-TIME AND ACTUAL HOURS  
LESS THAN USUAL HOURS)

RSACTLHRS What was the **main reason** you worked less than your usual hours last week?



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Please select only one answer.

(SINGLE RESPONSE)

1. Annual leave/holidays/flextime/long service leave
2. Own illness or injury/sick leave
3. Standard work arrangements/shift work
4. Personal reasons/study/caring for sick/injured family
5. Maternity leave or paternity leave
6. Parental leave
7. No work/not enough work available
8. Stood down
9. Bad weather/plant breakdown
10. On strike/locked out/industrial dispute
11. Seasonal work/end of season
12. Began/left/lost job during the week
96. Other (Please specify)

\*(WORKED=1 OR VVWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)  
PREFMHS Would you prefer to work more hours than you usually work \*IF MORE1JOB=1: <in all your jobs>?

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)  
PREFHRS How many hours a week would you like to work?

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

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)  
AVLMHRS Last week, were you available to work more hours than you usually work?

1. Yes
2. No

\*(AVLMHRS=2, NOT AVAILABLE TO WORK MORE HOURS)  
AVFMHRS In the **next 4 weeks**, would you be available to work more hours than you usually work?

1. Yes \*(GO TO RSMORE)
5. No \*(GO TO RSMORE)

\*(USLHRS<35 AND PREFMHS=5, USUALLY WORKING LESS THAN 35 HOURS AND NOT LOOKING FOR MORE HOURS)  
RSNOMORE You mentioned that you would not prefer 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
5. Considered to be too old by employers

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7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
13. Lifestyle choice / work-life balance
16. Pursuing other interests / commitments in spare time
10. Studying
11. I'm satisfied with the number of hours I work
12. No more hours available in current position
19. Work has been reduced/shutdown due to COVID-19 \*(SUPPRESS)
90. Other (Please specify)

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

RSMORE You mentioned that you would prefer 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)

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

\*(TS 2 PARTIAL MODULE B)

PROGRAMMER: NOTE CODES FOR TEXT SUBSTITUTION:

IF MORE1JOB=1: <main job>

IF MORE1JOB=5: <job>

IF SELFEMP=1 AND PAYARRNG=5 AND PAYARRNG=12 OR 13: <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>

IF ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5)): <NEW JOB>

OR <NEW employer>

ELSE <job> OR <employer or business>

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

In the next few questions we would like to confirm the most up to date information for your current <**main job/job/business/new job**> .

\*(((WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3)  
OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))),  
WORKING OR AWAY FROM JOB OR WAITING TO START WORK)



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OCC What is your occupation in your < **main job/job/business/new job** >? **Please type at least 3 letters.**

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 LOCATED [HERE](#). IF NOT ON LIST ALLOW MANUAL ENTRY IN OTHER SPECIFY

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), 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=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), WORKING OR AWAY FROM JOB OR WAITING TO START WORK)

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

Please start typing the name of your **<employer/business/employer or business/new employer>** in the text box and select the correct one, or enter in full.

*The name of your <employer/business/employer or business/new employer> refers to the name of the company or business that you work for.*

1. (Predictive text verbatim text box) \*PROGRAMMER NOTE: USE LOOKUP LIST LOCATED [HERE](#), 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 [HERE](#), DISPLAY ASSOCIATED PRE-CODED INDUSTRIES AT INDUSTRY, WITH A SPECIFIED OTHER OPTION.

INDCHECK2 IF THE EMPLOYER CAPTURED AT EMPLOYER IS ON THE LOOKUP LIST [HERE](#) (I.E. MAPPED TO ANZSIC) AUTOFILL INDUSTRY AND DO NOT ASK INDUSTRY

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), 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>**?

*Please note 'business or service' refers to the industry your work falls under; for example, retail, construction, education.*

\*PROGRAMMER NOTE: FOR OCCUPATIONS WITH ASSOCIATED ANZSIC CODE SHOW RADIO BUTTONS WITH MATCHED INDUSTRIES TO ANZSCO FROM LOOKUP LIST [HERE](#) WITH CODE FOR OTHER SPECIFY. FOR OCCUPATIONS NOT

## 2025 GOS-L Questionnaire

ASSOCIATED WITH PRE-CODED INDUSTRY AND WHERE EMPLOYER IS NOT ASSOCIATED WITH INDUSTRY, COLLECT INDUSTRY IN LEGACY WAY.

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

### \*\*EMPLOYER MOVED BEFORE INDUSTRY

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

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), 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=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3), OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), WORKING OR AWAY FROM JOB OR WAITING TO START WORK)  
INAUST \*(IF ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5)), DISPLAY: <Will you be>, IF ELSE: <Are you>) working in Australia?

1. Yes
2. No
3. Not sure

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))) AND INAUST=1), WORKING OR AWAY FROM JOB) AND WORKING IN AUSTRALIA)  
EMPSTATE In which state or territory is your <employer/business/new employer> currently located?

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=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))) AND INAUST=1, WORKING OR AWAY FROM JOB) AND WORKING IN AUSTRALIA)  
LOCATION And what is the postcode or suburb of your <employer/business/new employer>

1. Enter postcode or suburb \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED [HERE](#)
2. Not sure

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\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3)  
OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5)))  
AND INAUST=2, WORKING OR AWAY FROM JOB) AND WORKING OUTSIDE  
AUSTRALIA)

COUNTRYX In which country is your <employer/business/new employer> 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 LOCATED [HERE](#) & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY.

\*(ALL)

CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you currently live?

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

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

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

1. (verbatim text box) \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED [HERE](#)
2. Not sure

\*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

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 LOCATED [HERE](#) & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY

\*(IF WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3,  
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>?

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

\*(EMP12=1, WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)

EMPYRS How many years have you worked <for your employer/in your business>?

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

\*((SELFEMP=1 OR PAYARRNG=14, 15, 17-20) AND EMP12=5 AND (USLHRS>=35 OR ACTLHRS>=35) AND FFTJOB\_DIM#1 OR 2, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED AND NOT ALREADY ANSWERED IN ESTABLISHMENT GOS)

FFTJOB Is this your first full-time job?

1. Yes
2. No

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

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

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

\*(INAUST=1, WORKING IN AUSTRALIA)

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

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

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

(SINGLE RESPONSE)

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

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

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

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

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

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

(SINGLE RESPONSE)

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

\*(INAUST=1 AND MORE1JOB=1 OR 99, WORKING IN AUSTRALIA MORE THAN ONE JOB)  
SALARYC And in **Australian dollars**, how much do you usually earn in your **main job** before tax or anything else is taken out? *Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

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

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

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

\*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

(SINGLE RESPONSE)

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

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

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

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

\*PROGRAMMER NOTE: SALARY LOGIC CALCULATION IF MORE1JOB=1

(SINGLE RESPONSE)

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

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

IF SALARYA =1 THEN SALARYA = USLHRS\*365.25/7;  
ELSE IF SALARYC =1 THEN SALARYC= USLHRSM\*365.25/7;  
ELSE IF SALARYA OR SALARYC =2 THEN SALARYA/SALARYC= 5\*365.25/7;  
ELSE IF SALARYA OR SALARYC =3 THEN SALARYA/SALARYC=365.25/7;  
ELSE IF SALARYA OR SALARYC =4 THEN SALARYA/SALARYC=365.25/14;  
ELSE IF SALARYA OR SALARYC =5 THEN SALARYA/SALARYC=\*12;  
ELSE IF SALARYA OR SALARYC =6 THEN SALARYA/SALARYC=6  
ELSE IF SALARYA OR SALARYC =7 THEN SALARYA/SALARYC=0;

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

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

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

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

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

## 2025 GOS-L Questionnaire

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

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

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

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

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

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

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

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

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

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

\*(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

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

## 2025 GOS-L Questionnaire

FINDJOB How did you first find out about this job?

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)

SPOQ The following statements are about your skills, abilities and education. Please indicate the extent to which you agree or disagree with each of these statements.

(STATEMENTS)

\*(DISPLAY FULL GRID)

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

(RESPONSE FRAME)

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

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

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

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

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

\*(SPOQCL >=3.5, PERCEIVED OVER QUALIFIED FOR CURRENT JOB)

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

## 2025 GOS-L Questionnaire

Please select only one answer.

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

\*(TS 3 MODULE B)

\*PROGRAMMER NOTE: CREATE <EarlyComplete> VARIABLE

### MODULE H: EMPLOYMENT HISTORY

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3)  
AND (GENEMP=0))

OR

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3)  
AND (GENEMP=1) AND (SAMEEMP\_REV=1))

OR

\*((WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3)  
AND (GOS\_NON\_RESP=1)),

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

OR

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

OR

(CURRENTLY WORKING OR WORKING WITHOUT PAY OR ON LEAVE OR SICK) AND (GOS  
NON-RESPONDER)

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

\*(( WORKED ≠1 OR WWOPAY ≠1 OR AWAYWORK=5-7 OR AWAYLONG ≠1 OR AWAYPAID ≠1 OR  
AWAYPAID ≠3) AND (GENEMP=1), (NOT CURRENTLY WORKING OR WORKING WITHOUT PAY,  
OR ON LEAVE OR SICK) AND (PREVIOUSLY WORKING))

OTHWORKii Aside from your job/main job in < COLMONTH> <COLYEAR> , have you worked  
anywhere else since then ?

## 2025 GOS-L Questionnaire

*Note: 'job' refers to any permanent, contract, casual or self-employed occupation in which you were paid a wage, salary, commission or any payment on kind.*

\*((WORKED=1 OR WWOPAY=1 OR AWAYLONG=1 OR AWAYPAID=1,3) AND (GENEMP=1) AND (SAMEEMP\_REV#1), (CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND ((PREVIOUSLY WORKING) AND (NOT SAME OCCUPATION AND EMPLOYER)) OTHWORKiii Aside from your job/main job in < COLMONTH> <COLYEAR> , have you worked anywhere else since then ?

*'Note: job' refers to any permanent, contract, casual or self-employed occupation in which you were paid a wage, salary, commission or any payment on kind.*

1. Yes
2. No

\*(( WORKED #1 OR WWOPAY #1 OR AWAYWORK=5-7 OR AWAYLONG #1 OR AWAYPAID #1 OR AWAYPAID #3) AND (GOS\_NON\_RESP=1), (NOT CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND (GOS NON-RESPONDER)) OTHWORKiiii

Have you worked at all since >< COLMONTH> <COLYEAR>?

1. Yes
2. No

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

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

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

1. Yes
2. No

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

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

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

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

\*(TS 4 MODULE H)

### MODULE C: FURTHER STUDY

\*(ALL)

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

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

*'Qualification' refers to the course, degree or program that you recently completed.*

## 2025 GOS-L Questionnaire

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

\*(FQUALI=1, 2, STUDIED)

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

*'Qualification' refers to the course, degree or program that you recently completed.*

1. Australia
2. Overseas

\*(FQUALI=1, 2, STUDIED)

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

*'Qualification' refers to the course, degree or program that you recently completed.*

1. Qualification title <text box>

\*(FQUALI=1, 2, STUDIED)

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

*'Qualification' refers to the course, degree or program that you recently completed.*

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
90. Other (please specify)

\*(FQUALI=1,2, STUDIED)

FQLEV What was the level of this qualification?

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

## 2025 GOS-L Questionnaire

16. Other (\*DISPLAY IF FQLOC=2)

\*(FQUALI=1, 2, STUDIED)

VFQINST And the institution where you completed this qualification?  
Please start typing the name of your institution in the text box and select the correct one,  
or type in full.

*'Qualification' refers to the course, degree or program that you recently completed.*

(Predictive text verbatim text box) \*PROGRAMMER NOTE: USE INSTITUTION LOOKUP LIST\*(ALL)  
FURSTUD The following questions are about qualifications you are currently studying.

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

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

\*(ALL)

TECHCOMP Technical complete calculation

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

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

*'Qualification' refers to the course, degree or program that you are currently studying.*

1. Australia
2. Overseas

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

*'Qualification' refers to the course, degree or program that you are currently studying.*

1. Enter qualification title <text box>

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

*'Qualification' refers to the course, degree or program that you are currently studying.*

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)

## 2025 GOS-L Questionnaire

- 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
- 90. Other (please specify)

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)  
FURLEV What is the **level** of this qualification?

- 1. Higher Doctorate
- 2. Doctorate by Research
- 3. Doctorate by Coursework
- 4. Master Degree by Research
- 5. Master Degree by Coursework
- 6. Graduate Diploma
- 7. Graduate Certificate
- 8. Bachelor (Honours) Degree
- 9. Bachelor (Pass) Degree
- 10. Advanced Diploma
- 17. Associate Degree
- 11. Diploma
- 12. Non-award course
- 13. Bridging and Enabling course
- 14. Certificate I-IV
- 15. Other (\*DISPLAY IF FS7/FQLOC2=2)

\*(FURSTUD=1 OR 2, CURRENTLY STUDYING)  
VFURINST 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 INSTITUTION LOOKUP LIST

\*(TS 5 MODULE C)

### MODULE D: GRADUATE ATTRIBUTES

\*\*\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)

GAS \*(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for your current job?  
If the skill is not required in your role, you can answer 'Not applicable'.

\*PROGRAMMER NOTE: RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS. REPEAT ITEM ON EACH PAGE

(STATEMENTS)

Foundation skills

FOUNDATION1/GFOUND1  
FOUNDATION2/GFOUND2  
FOUNDATION3/GFOUND3  
FOUNDATION4/GFOUND4  
FOUNDATION5/GFOUND5  
FOUNDATION6/GFOUND6  
FOUNDATION7/GFOUND7  
FOUNDATION8/GFOUND8

Oral communication skills  
Written communication skills  
Numeracy skills  
Ability to develop relevant knowledge  
Ability to develop relevant skills  
Ability to solve problems  
Ability to integrate knowledge  
Ability to think independently about problems

## 2025 GOS-L Questionnaire

### Adaptive skills and attributes

ADAPTIVE1/GADAPT1	Broad general knowledge
ADAPTIVE2/GADAPT2	Ability to develop innovative ideas
ADAPTIVE3/GADAPT3	Ability to identify new opportunities
ADAPTIVE4/GADAPT4	Ability to adapt knowledge in different contexts
ADAPTIVE5/GADAPT5	Ability to apply skills in different contexts
ADAPTIVE6/GADAPT6	Capacity to work independently

### Teamwork and interpersonal skills

COLLAB1/GCOLLAB1	Working well in a team
COLLAB2/GCOLLAB2	Getting on well with others in the workplace
COLLAB3/GCOLLAB3	Working collaboratively with colleagues to complete tasks
COLLAB4/GCOLLAB4	Understanding of different points of view
COLLAB5/GCOLLAB5	Ability to interact with co-workers from different or multicultural backgrounds

### (RESPONSE FRAME)

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree
6. Not applicable

\*(TS 6 MODULE D)

## MODULE E: GRADUATE PREPARATION

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)

FORMREQ Is a <QUALNAME> or similar qualification a formal requirement for you to do your current <main job/job>?

*Note: 'main job' = 'This refers to the job that you work the most hours.'*

1. Yes
2. No

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)

QUALIMP To what extent is it important for you to have a <QUALNAME>, to be able to do your <main job/job>?

1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)

CRSPREP Overall, how well did your <QUALNAME> prepare you for your <main job/job>?

1. Not at all
2. Not well
3. Well
4. Very well
5. Don't know / Unsure

## 2025 GOS-L Questionnaire

\*PROGRAMMER NOTE: DISPLAY BESTPREP/VPREP AND IMPROVEPREP/VBETTER ON THE SAME PAGE

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)

VPREP What are the main ways that <E306CTXT> prepared you for employment in your organisation?

1. <text box>

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK= 2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, WORKING OR AWAY FROM JOB)

VBETTER What are the main ways <E306CTXT> could have better prepared you for employment in your organisation?

1. <text box>

\*(ALL)

STCHOICE Thinking about your original decision to complete your <QUALNAME> between <GRADYR2/YEAR\_2> and early <YEAR>, if you had to make this choice again, would you study...

*Please select one answer.*

1. The same qualification at the same institution
2. The same qualification at a different institution
3. The same subject area(s) at the same institution
4. The same subject area(s) at a different institution
5. Something completely different at the same institution
6. Something completely different at a different institution
7. I wouldn't study at all

\*(STCHOICE≠1, IF NOT 1 AT STCHOICE)

VCHOICE What is the main reason you say that?

1. <text box>

\*(TS 7 MODULE E)

### MODULE F: ADDITIONAL ITEMS

### MODULE G: CONTACT DETAILS

\*(ALL)

CONTACT2 The Department of Education is undertaking some research to improve higher education. 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 provide your contact information to Alumni services or invite you to participate in other research and industry activities. Examples include consultation on*

## 2025 GOS-L Questionnaire

*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

\*(CONTACT2=1 OR ALUMNI=1, CONSENT TO FURTHER RESEARCH)

EMAIL What is the best email address to contact you on?

1. Enter email address [email box] \*PROGRAMMER NOTE: Kickbox validation required
2. Do not wish to be re-contacted by email

\*(TS 11 MODULE G)

\*(ALL)

NOTIFY Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

\*((CONTACT2=2 AND ALUMNI=2) AND NOTIFY=1, DECLINED FURTHER RESEARCH AND ALUMNI AND CONSENT TO RECEIVE RESULTS)

NTFEMAIL What is the best email address to send the notification to?

2. Enter email address [email box] \*PROGRAMMER NOTE: Kickbox validation required

\*((DATE<= 30 March 2025) , PRIZE DRAW OPEN)

POSTCODEQ

By completing the GOS-L, you will be entered into a rolling prize draw. Winners will be notified by telephone or in writing via email within seven days of each draw. The last name, first initial, higher education institution and postcode of winners will be published online. Terms and conditions for the prize draw are published [here](#).

Do you consent to your last name and postcode being published online if you win a prize?

*Please note that choosing not to include your last name and postcode will not affect your eligibility for the prize draw.*

1. Yes
2. No

\*(ALL)

END

\*(DISPLAY IF ONLINE)

Thank you for your responses.

Please click '**Submit**' to finalise your survey and be redirected to our homepage.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 36
- Lifeline on 13 11 14



Social  
Research  
Centre

Level 5, 350 Queen Street  
Melbourne VIC 3000

PO Box 13328  
Law Courts VIC 8010

Phone (61 3) 9114 1003

[qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

[www.qilt.edu.au](http://www.qilt.edu.au)



QILT

Quality Indicators for  
Learning and Teaching



SES

Student Experience Survey



GOS

Graduate Outcomes Survey



GOS-L

Graduate Outcomes Survey - Longitudinal



ESS

Employer Satisfaction Survey