2019 Graduate Outcomes Survey
Methodological Report
December 2019
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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 2019 Graduate Outcomes Survey (GOS, ‘the survey’), conducted on behalf of the Australian Government Department of Education1 (‘the department’) by the Social Research Centre. This report is organised into the following sections:

- Section 1 introduces the survey background, objectives and provides a general overview.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase and provides an overview of changes from the previous iteration including institution specific items.
- Section 5 describes the data processing procedures.
- Section 6 presents the various deliverables.
- Section 7 documents the final dispositions and response rates.
- Section 8 presents an analysis of response.
- Section 9 outlines key learnings and considerations for future iterations of the GOS.

1.2. Background

The GOS is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. The GOS replaced the previous Australian Graduate Survey (AGS) conducted between 2009 and 2014. The Social Research Centre worked with higher education providers and key stakeholders to administer the 2019 GOS. For a more detailed history of the GOS and its predecessor instruments, refer to the 2017 GOS Methodological Report.

Data from the GOS are used to measure the short-term labour force outcomes achieved by graduates of Australian higher education institutions (approximately) four to six months post completion of their undergraduate or postgraduate award. Participating higher education institutions were a mix of universities and non-university higher education institutions (NUHEI).

Graduates who completed a course from March 2018 through to February 2019 were invited to participate in the 2019 GOS. For most institutions, the GOS ‘collection cycle’ was conducted over two ‘collection rounds’ (November and May). There was also a smaller February round for institutions operating a trimester calendar or whose completions required it. Graduate sample, including contact information, was provided by the higher education institutions. A Collection and Sample Guide was provided to institutions to help with their administration of the survey and is included at Appendix 1.

With the exception of institution specific questions (refer to Section 4.4), the survey instrument deployed at each round in the 2019 GOS collection cycle largely maintained consistency with previous years.

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1 At the time of the research described in this paper, the department was known as the Australian Government Department of Education and Training. It subsequently became the Department of Education after machinery of government changes following the 2019 federal election. We have preserved the name of the department in the project materials.
1.3. Objectives

The broad aim of the GOS was to measure the short-term labour force outcomes of graduates (approximately) four to six months after completing their studies. The development, collection and reporting of these measures provided reliable, valid and generalisable information on graduate outcomes to the Australian government and to higher education providers. Specific research objectives of the GOS were to measure recent higher education graduates’:

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

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

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

This was positioned to employers as an opportunity for them to talk about their perceptions of higher education, not an assessment of the graduate. An ESS fact sheet was available to employers via the QILT website and is included at Appendix 9.

1.4. Overview

A total of 132,176 surveys were completed. This was made up of 122,798 graduates of 41 Australian universities and 9,378 graduates of 68 NUHEIs (refer to Table 1 for further details). Response rate varied across each round, with higher response rates noted in the February and May rounds as compared to November. The final overall response rate for the 2019 GOS was 44.2 per cent, this was slightly higher than the response rate from the 2018 GOS (43.0 per cent). The final response rate in the 2019 GOS was slightly higher for universities (44.2 per cent) compared to NUHEIs (43.6 per cent).

<table>
<thead>
<tr>
<th>Table 1 Key project statistics</th>
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<tr>
<td>Participating institutions (n)</td>
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<td>Total sample (n)</td>
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<td>Final in-scope graduates (n)</td>
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<td>Surveys completed (n)</td>
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<td>Response rate (%)</td>
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Note: For the purpose of QILT projects, ‘response rate’ is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out.²

² This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.
The survey was fielded online in English only. Invitations and reminders were sent by email to sample members; while telephone (using Computer Assisted Telephone Interviewing (CATI)) and SMS reminders were deployed with selected non-respondents. Participating institutions could also commission additional reminder calls or full interviews via CATI (full CATI) after the conclusion of the main online fieldwork period. Surveys completed as a result of reminder calls (but not full CATI) are included as completed surveys in this report.

1.5. Project milestones

Table 2 provides a summary of the key project milestones including tasks, responsibilities and dates when each occurred for each round in the 2019 GOS.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Key project milestones</th>
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<tbody>
<tr>
<td><strong>Task</strong></td>
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<tr>
<td><strong>Start-up</strong></td>
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<td>Email seeking confirmation of participation</td>
<td>27-Aug</td>
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<td>Deadline to confirm participation</td>
<td>12-Sep</td>
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<td>Agreed final questionnaire to field (with institutions)</td>
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<td><strong>Fieldwork</strong></td>
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<td>Soft launch main online fieldwork period (NUHEIs)</td>
<td>30-Oct</td>
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<tr>
<td>Start main online fieldwork (Universities)</td>
<td>2-Nov</td>
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<td>In-field reminder calls</td>
<td>5-Nov to 18-Nov</td>
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<tr>
<td>Online fieldwork closes*</td>
<td>2-Dec</td>
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<tr>
<td>Post-field reminder calls†</td>
<td>3-Dec to 17-Dec</td>
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<tr>
<td>Fieldwork closes†</td>
<td>19-Dec</td>
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<tr>
<td>Coding completed</td>
<td>18-Jan</td>
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<tr>
<td><strong>Reporting</strong></td>
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<td>Draft data and documentation to the department</td>
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<tr>
<td>Draft national report to the department</td>
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<tr>
<td>Final data and documentation to the department</td>
<td>-</td>
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<tr>
<td>Institutional Tableau report and data files delivered</td>
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<tr>
<td>Final national report to the department</td>
<td>-</td>
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<td>Technical report to the department</td>
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* Institutions that did not opt for post field reminder calls or full CATI.
† Institutions that opted for post field reminder calls or full CATI.

Note: Post field reminder calls were not conducted during the February collection round.
2. Sample design

2.1. Population

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2018 and February 2019. This included domestic and international graduates living outside Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey.

In this way, the 2019 GOS was an attempted census of all in-scope higher education graduates for whom contact information (i.e. an email address) was available, thereby ensuring as full coverage as possible. All sample members meeting these criteria were selected for inclusion in the survey.

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

2.2. Institutional participation

Institutions were invited to participate in the GOS via the Participation and Additional Services Form (PASF, refer to Section 3.1.2). Invitations to complete the PASF were sent via email to all primary institutional contacts approximately two months prior to the commencement of online fieldwork for each round. All institutions previously invited to participate in the QILT surveys and new institutions which requested to be invited were sent an invitation to complete the PASF.

For the 2019 GOS 147 institutions (41 universities and 106 NUHEIs) were invited to participate. In accordance with previous collection cycles, institutional participation in the 2019 GOS was optional, with 38 NUHEIs choosing not to participate. The main reason for institutions choosing not to participate was not having any student completions in one of the three reference periods for each of the respective GOS collection rounds. The majority of institutions participated only in the November and May rounds as these aligned with the more common student completion dates in the middle or end of the year. For a list of participating institutions and sample size per round refer to Appendix 2.

2.3. Sampling process overview

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

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

The GOS utilised a centralised approach to sampling based on data extracted from the Higher Education Information Management System (HEIMS). This ensured the sampling methodology was robust, consistent and transparent across all institutions. The HEIMS file which contains the information needed for the GOS – the Past Course Completions (PS) file, however, is submitted annually by institutions on 30 April. As sampling for the GOS May round needs to be completed prior
to 30 April, institutions were asked to submit an interim PS file via HEIMS. The interim PS file consisted of a subset of the information usually provided in the final PS file.

After receiving submissions from institutions, the department provided an extract to the Social Research Centre. Sample submissions were then reviewed by the Social Research Centre and records eligible to participate in the GOS were flagged. Following this, sample files were returned to institutions for verification, contact information updates and review of the in-scope status of all sample records, with a view to ensuring graduates who should not be surveyed were flagged by institutions. During the sample review process if institutions became aware of any graduates missing from their file, they were able to flag these as late additions in a separate template file. Institutions then returned their final sample files to the Social Research Centre.

As not all institutions submitted an interim PS file to HEIMS at the time of each survey round, other arrangements needed to be implemented. These arrangements included making available a:

- Minimum Data Set (MDS) template to collect the basic information required to administer the survey (other information required for data file production and reporting was appended from the final PS file submitted in April 2019).
- Non-HEIMS full template to collect all required information to administer the survey and produce data files for inclusion in national reporting. This was limited to non-HEIMS institutions and was generally limited to NUHEIs.

Institutions were required to complete the MDS and non-HEIMS templates as per the instructions in the Collection and Sample Guide and return the sample to the Social Research Centre for verification.

2.3.1. Course majors

All coursework graduates are administered the Course Experience Questionnaire (CEQ) in relation to their course or major(s). The CEQ is administered as part of the GOS and asks graduates to indicate their level of agreement to a series of statements about their study experience. In order to correctly execute the CEQ at a majors level, the majors need to be aligned with the correct course name such that Maj1 (First major) and Maj2 (Second major) align with E308A (Course A) and Maj3 (Third major) and Maj4 (Fourth major) align with E308B (Course B). Due to the variation of major offerings across institutions and courses, the Social Research Centre undertakes data quality checks to ensure accurate alignment of majors to courses within each institution.

Institutions were able to provide majors for pre-population in the CEQ during the 2019 GOS. Institutions provided majors information by choosing to populate the ‘Maj1’ to ‘Maj4’ sample fields and by completing an additional majors template. The purpose of the majors template was to provide the Social Research Centre a complete list of permissible majors by course for each institution. This allowed the Social Research Centre to display an appropriate drop-down list of majors tailored to each course or each component of a double degree for survey respondents to select from.

In the November round 19 universities chose to provide majors, while 6 universities provided majors in the February round and in the May round 19 universities provided majors information.

2.3.2. Additional populations

Institutions were provided with the opportunity to include out-of-scope graduates as additional populations in the GOS on a fee-for-service basis. GOS additional populations may include offshore graduates who completed the requirements for an Australian award during the relevant GOS data collection reference period or out of cycle graduates (graduates in-scope for a previous collection round but not approached). Only four institutions (three universities and one NUHEI) included
additional populations in November, including offshore graduates. In May two universities included additional populations, also comprised of offshore graduates. Additional populations were not included in the GOS National Report and do not appear in results presented in this report.

### 2.3.3. Data quality

Upon receipt of institution returned sample files the Social Research Centre undertook quality assurance and validation checks. Throughout this process a number of data quality issues were noted. All issues were discussed and resolved with the relevant institutions, with sample files resubmitted as required. Adequate time was built into the project schedule to ensure all data quality issues were resolved prior to the commencement of fieldwork.

The main data quality issues associated with the sample files returned from institutions during the 2019 GOS were as follows:

- essential information (i.e. CompletionDate) for operationalisation or analysis of the survey not being provided
- sample members being deleted from files
- formatting issues – altering of templates, use of special characters, incorrect formatting of certain fields (i.e. CompletionDate, phone numbers, email addresses, name fields)
- duplication of unique identifiers
- incorrect assignment of majors or missing majors data
- incorrect flagging of late additions and missing information for those late additions
- limited or missing contact information (i.e. phone number, email, name)
- incorrect course codes being provided, and
- incorrect modifying of the in-scope variable resulting in a low proportion of in-scope sample members.

During sample preparations for the November round, 33 institutions (36.3 per cent of all participating) required follow up regarding data quality issues. The February round had only eight institutions requiring follow up (29.6 per cent), whilst the May round had the highest number of data quality issues with 63 institutions (61.8 per cent) requiring follow up.

### 2.3.4. Sample cleaning

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

- standardisation of sample return files – including recoding date variables to standard format
- email address cleaning, e.g. correct domain formats
- phone number cleaning, e.g. leading zeros
- graduate name cleaning, e.g. correct capitalisation and salutations
- course name cleaning, e.g. standardising to the institution provided list, and
- updating missing course information, e.g. course level data.
2.3.5. Exclusions

Another aspect of the sampling process for the 2019 GOS was flagging sample records for exclusion to ensure only in-scope sample members were approached and there was enough information in the sample to enable survey administration. The following exclusions were made for the 2019 GOS:

- sample records with insufficient course information, that is, not enough course information to feed through for the correct administration of the GOS instrument (n=82)
- duplicate sample records (n=429), and
- out-of-scope sample records based on the GraduateStatus variable (n=6,160). The GraduateStatus variable allows institutions to flag sample records for exclusion from the GOS. Reasons for exclusion include not being a graduate, graduate should not be contacted, graduate has been surveyed in a prior round or other reasons as determined by the institution.
3. Survey design and procedures

3.1. Institutional engagement

3.1.1. Collection and Sample Guide

A Collection and Sample Guide was made available to institutions via the QILT provider portal prior to each 2019 GOS collection round. A notification email was sent to all institutions advising of the release. The Collection and Sample Guide provided a stand-alone source of information to introduce the GOS, provide timelines, outline the sample process, describe participation in the study, provide resources to assist in graduate engagement, outline response maximisation procedures and contact protocols, and document general conduct of the GOS. The 2019 May Collection and Sample Guide is provided at Appendix 1.

3.1.2. Invitation to participate

As noted in Section 2.2, prior to each round in the 2019 GOS collection cycle the Social Research Centre sent an email (as per the example shown in Figure 1) to all primary contacts at each institution. The email asked recipients to confirm their institutions participation in the respective survey round via the PASF. Further, institutions were asked to nominate additional fee-for-service activities. The 2019 GOS included the following fee-for-service activities:

- inclusion of additional populations (refer to Section 2.3.2)
- inclusion of institution specific items in the GOS questionnaire (refer to Section 4.4), and
- participation in post field reminder calls (refer to Section 3.3.2) or conduct of full CATI surveys (refer to Section 3.3.3).

Figure 1   Email invitation to complete the PASF

Dear colleagues,

Preparations for the May collection of the 2019 Graduate Outcomes Survey (GOS) are commencing now.

The Collection and Sample Guide, and Marketing and Communications Pack are now available on the provider portal.

To start completing the Participation and Additional Services Form please click on the link below. It allows you to confirm participation and nominate interest in all forms of additional services for the GOS – May ’19 collection.

This link is the centralised point to register participation and nominate interest in additional services. Once the deadline for registration of each service has passed we’ll close that component of the survey and ask that you contact us via email or phone. Registration for other services will remain open.

Closer to the deadline for confirmation of each additional service (approximately one and a half weeks prior) we’ll send an email reminder. The deadline to confirm various aspects is as follows:

- Participation in the GOS, by 20 February 2019
- Additional populations, by 4 March 2019
- Additional questions, by 1 April 2019
- Post online fieldwork telephone non-response follow up activity, by 13 May 2019

Please note that this survey has been sent to all QILT contacts at your institution - please collaborate with your colleagues to complete this registration form.

Kind regards,

The QILT Team

The Social Research Centre
Phone: +61 3 9238 8000 (reception)
www.srcentre.com.au
3.1.3. Webinars and newsletters

As part of institutional engagement, a series of webinars and newsletters was provided to institutions before and throughout fieldwork. Across 2018 and 2019, nine webinars and eight newsletters showcased the GOS. The sessions guided institutions through key stages of the survey administration process, including sample preparation and fieldwork. Table 3 summarises all relevant communications covering the GOS.

<table>
<thead>
<tr>
<th>Month</th>
<th>Title</th>
<th>2019 GOS Topics covered</th>
</tr>
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<tbody>
<tr>
<td>Webinars</td>
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<tr>
<td>21-Jun-18</td>
<td>2018 SES sample preparations</td>
<td>GOS November response maximisation</td>
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<tr>
<td>19-Sep-18</td>
<td>2019 GOS November '18 preparations</td>
<td>Preparations for GOS November and response maximisation</td>
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<tr>
<td>19-Dec-18</td>
<td>2019 GOS February and Longitudinal</td>
<td>GOS February engagement and preparation</td>
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<tr>
<td>23-Jan-19</td>
<td>Final preparations for 2019 GOS-February</td>
<td>GOS February engagement and preparation, sample quality, GOS</td>
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<td>and update on GOS-Longitudinal</td>
<td>November Respondent Engagement Survey (RES)</td>
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<tr>
<td>20-Feb-19</td>
<td>Preparations for 2019 GOS May and update</td>
<td>GOS February fieldwork update, GOS May</td>
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<td>on GOS Longitudinal</td>
<td>Collection and Sample Guide</td>
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<tr>
<td>27-Mar-19</td>
<td>Discussion of changes to 2019 GOS L</td>
<td>GOS February post field update and GOS May sample preparations</td>
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<tr>
<td></td>
<td>data file elements</td>
<td>update</td>
</tr>
<tr>
<td>8-May-19</td>
<td>2019 GOS May launch</td>
<td>GOS May launch</td>
</tr>
<tr>
<td>3-Jul-19</td>
<td>2019 SES preparations</td>
<td>GOS May post field update</td>
</tr>
<tr>
<td>21-Aug-19</td>
<td>2019 SES response management</td>
<td>GOS completion dates analysis</td>
</tr>
</tbody>
</table>

Newsletters

<table>
<thead>
<tr>
<th>Month</th>
<th>Title</th>
<th>2019 GOS Topics covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-Aug-18</td>
<td>N/A</td>
<td>Completion dates for 2019 GOS November</td>
</tr>
<tr>
<td>12-Sep-18</td>
<td>N/A</td>
<td>2019 GOS November PASF</td>
</tr>
<tr>
<td>7-Nov-18</td>
<td>N/A</td>
<td>2019 GOS November update and GOS February preparations</td>
</tr>
<tr>
<td>7-Feb-19</td>
<td>N/A</td>
<td>GOS February field update</td>
</tr>
<tr>
<td>27-Feb-19</td>
<td>N/A</td>
<td>GOS February update and GOS May preparations</td>
</tr>
<tr>
<td>10-Apr-19</td>
<td>N/A</td>
<td>GOS May online fieldwork</td>
</tr>
<tr>
<td>22-May-19</td>
<td>N/A</td>
<td>GOS May update</td>
</tr>
<tr>
<td>19-Jun-19</td>
<td>N/A</td>
<td>GOS May post fieldwork update and GOS May RES</td>
</tr>
</tbody>
</table>

3.1.4. On-going dialogue with institutions

Throughout the GOS the QILT research team maintained an open dialogue with survey managers to better understand institutions’ experience of fieldwork. In 2019, in addition to newsletters and webinars, two new engagement activities were introduced to connect with institutions, including:
3.2. Graduate engagement

In addition to the Collection and Sample Guide, a Marketing Pack was provided to institutions to help increase graduate engagement and support the institutional administration of the GOS. The Marketing Pack was provided prior to the commencement of each GOS collection round and included materials that could be used before the survey commenced, during fieldwork and in the final week of fieldwork. The specific materials are summarised below:

- emails
- hard copy letter
- posters
- web tiles
- slides for use in lectures or at graduation ceremonies
- Facebook posts and other social media materials, and
- logos.

All correspondence with institutions provided the QILT email address and phone number for the purpose of contacting the Social Research Centre if there were any queries.
3.3. Contact protocol

The 2019 GOS employed an extensive protocol of contact attempts, including an email invitation and nine email reminders, as well as reminder calls and two SMS reminders. In each mode of contact there was provision to opt-out or unsubscribe from future contact. Table 4 shows the date of contact activity, as well the number of emails sent. Note that telephone reminder activity was split by in field reminder calls as part of the standard QILT survey methodology and post field activity (reminder calls and full CATI) conducted on a fee-for-service basis. Further information is provided about email, telephone and SMS contacts in this section.

Table 4 Invitation and reminder schedule

| Contact activity | November 2018 | | | February 2019 | | | May 2019 | |
|------------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|
|                  | Day of send   | Number sent     | Day of send     | Number sent   | Day of send     | Number sent     |
| Email invitation (NUHEI) | Tue, 30 Oct | 108,345 | Tue, 29 Jan | 8,249 | Tue, 30 Apr | 206,748 |
| Email invitation (University) | Thu, 1 Nov | N/A | Thu, 31 Jan | N/A | Thu, 2 May | N/A |
| Email reminder 1 | Sat, 3 Nov | 101,067 | Sat, 2 Feb | 7,390 | Sat, 4 May | 190,638 |
| Email reminder 2 | Mon, 5 Nov | 95,398 | Mon, 4 Feb | 6,878 | Mon, 6 May | 179,631 |
| Prize draw 1 closed | Mon, 5 Nov | N/A | Mon, 4 Feb | N/A | Mon, 6 May | N/A |
| Email reminder 3 and In-field reminder calls commenced | Thu, 8 Nov | 87,692 | Thu, 7 Feb | 6,425 | Thu, 9 May | 165,865 |
| Email reminder 4 | Mon, 12 Nov | 84,724 | Mon, 11 Feb | 5,993 | Mon, 13 May | 159,012 |
| SMS 1 | Mon, 12 Nov | 57,063 | Mon, 11 Feb | 1,650 | Mon, 13 May | 106,161 |
| Prize draw 2 closed | Mon, 12 Nov | N/A | Mon, 11 Feb | N/A | Mon, 13 May | N/A |
| Email reminder 5 | Fri, 16 Nov | 76,903 | Fri, 15 Feb | 5,561 | Fri, 17 May | 145,218 |
| Email reminder 6 | Mon, 19 Nov | 74,429 | Mon, 18 Feb | 5,357 | Mon, 20 May | 139,275 |
| SMS 2 | Mon, 19 Nov | 8,731 | Mon, 18 Feb | 1,666 | Mon, 20 May | 17,535 |
| Prize draw 3 closed | Mon, 19 Nov | N/A | Mon, 18 Feb | N/A | Mon, 20 May | N/A |
| Open up email reminders to Email 3 and Email 4 if available | Mon, 19 Nov | N/A | Mon, 18 Feb | N/A | Mon, 20 May | N/A |
| Email reminder 7 | Thu, 22 Nov | 70,682 | Thu, 21 Feb | 4,863 | Fri, 24 May | 131,322 |
| Email reminder 8 | Mon, 26 Nov | 69,033 | Mon, 25 Feb | 4,751 | Mon, 27 May | 127,310 |
| Prize draw 4 closed | Mon, 26 Nov | N/A | Mon, 25 Feb | N/A | Mon, 27 May | N/A |
| Email reminder 9 | Thu, 29 Nov | 67,098 | Thu, 28 Feb | 4,592 | Thu, 30 May | 123,511 |
| Online fieldwork closes* | Sun, 2 Dec | N/A | Sun, 3 Mar | N/A | Sun, 2 Jun | N/A |
| Post-field reminder calls commenced† | Mon, 3 Dec | N/A | Mon, 4 Mar | N/A | Mon, 3 Jun | N/A |
| Fieldwork closes‡ | Wed, 19 Dec | N/A | Tue, 12 Mar | N/A | Mon, 17 Jun | N/A |

* Institutions that did not opt for post field reminder calls or full CATI.
† Institutions that opted for post field reminder calls or full CATI.

3.3.1. Email invitation and reminders

At the beginning of each round within the 2019 GOS collection cycle, the Social Research Centre sent an email survey invitation to all in-scope sample members to advise of their selection in the GOS, present the survey objectives, outline privacy provisions and communicate the value of participation. The invitation and reminders included a unique link that took the graduates directly into their survey, as well as manual login details. All emails also referred to the QILT and GOS webpages for further information and contact details. Further, an unsubscribe link was included in the footer of each email if
sample members no longer wanted to receive correspondence. Figure 2 illustrates the appearance of the invitation on screen for graduates (this particular example is from the May round).

Figure 2  Example GOS survey invitation

Dear Natasha,

Congratulations on the completion of your Bachelor of Arts with the Social Research Centre. As a recent graduate, we would like feedback on your course through the Australian Government’s Graduate Outcomes Survey (GOS).

Please spend 10 minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

Start survey now

The GOS measures employment and study outcomes and gathers feedback that institutions can use to improve courses and outcomes for future graduates.

Based on experience from graduates like you, institutions have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities.

Complete the survey by Monday 6 May to have four chances to win $1,000.

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

Ogahm Challice
Executive Director
The Social Research Centre

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

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation. For the November and February rounds the invitation email and reminders one through five were sent to Email 1 and Email 2 (personal and institutional email addresses, with personal emails in Email 1 where available). From reminder six onwards Email 3 and Email 4 (additional email addresses) were also used. After successful use in the 2019 Graduate Outcomes Survey – Longitudinal (GOS-L), the following email send and bounce outcome protocol was used for the May round of the 2019 GOS:

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

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

2. For sample members with a failed outcome for all available email addresses:
a. They would have received at least one form of contact if they were targeted for the in field reminder calls (refer to Section 3.3.2) or the SMS activity (refer to Section 3.3.6). During any reminder call, the sample member had an opportunity to update their email address and receive access to the survey. When contacted by SMS, the sample member had to contact the helpdesk themselves to update their details but could access the survey via the unique link provided within the SMS.

b. They would not have received contact if they were not selected for the in field reminder calls or the SMS activity.

There is an opportunity to develop a contact solution for this cohort by ensuring they are systematically moved to the in field reminder calls or the SMS sample.

3. From reminder six onwards, graduates for whom Email 1 or Email 2 did not fail, emails were sent to the next available addresses (that is, Email 3 and Email 4). As a result, provided that all four addresses available were valid, sample members eligible for reminder six received an email to each valid email address for each remaining round of activity.

To enhance the respondent experience, all emails and SMS included a direct survey link which enabled respondents to enter their unique survey automatically. Further, in line with the Australian Communications and Media Authority (ACMA) Spam Act, each email and SMS contained an ‘unsubscribe’ facility if graduates no longer wanted to receive contact for the 2019 GOS. Graduates could also ‘opt-out’ by contacting the GOS helpdesk.

A copy of the invitations and all reminders (for each round in the 2019 GOS collection cycle) is provided at Appendix 4.

All emails featured a customised text using a friendly tone and were as short as possible. The objective of the email plan was to appeal to a wide and diverse audience. While all emails mentioned the survey length, confidentiality provisions, and where relevant the prize draw, the content differed throughout the reminder program. The message intent for the GOS May emails are summarised in Table 5 (on the next page).
Table 5  2019 GOS email plan message intent

<table>
<thead>
<tr>
<th>Round of activity</th>
<th>Message intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
<td>Awareness raising and invitation</td>
</tr>
<tr>
<td>Reminder 1</td>
<td>Don't forget the invitation</td>
</tr>
<tr>
<td>Reminder 2</td>
<td>Grateful if you could spare the time (plus gently mention 1st prize draw)</td>
</tr>
<tr>
<td>Reminder 3</td>
<td>Your institution needs your help to improve courses (plus mention of prize draw)</td>
</tr>
<tr>
<td>Reminder 4</td>
<td>Grateful if you could spare the time, importance of providing feedback for future students (plus mention of 2nd prize draw)</td>
</tr>
<tr>
<td>Reminder 5</td>
<td>Understand you are busy but important to get your views, also noting how data has been used by institutions in prior years</td>
</tr>
<tr>
<td>Reminder 6</td>
<td>Empathetic tone, acknowledge frequency of contact, seeking views of as many people as possible + your unique experiences, unsubscribe option mentioned following survey link (plus gently mention 3rd prize draw)</td>
</tr>
<tr>
<td>Reminder 7</td>
<td>Join other graduates that have already had their say, appreciate you are busy, importance of survey to Australian Government</td>
</tr>
<tr>
<td>Reminder 8</td>
<td>Closing soon to have your say + heavy focus on final prize draw</td>
</tr>
<tr>
<td>Reminder 9</td>
<td>Last appeal: Absolute last chance to have your say, appreciate you are busy, help institutions prepare graduates for work and further study</td>
</tr>
</tbody>
</table>

A breakdown of email send outcomes by round of activity is provided at Table 6, Table 7 and Table 8 (on the next page). As can be seen, the email invitation open rate was highest in February (59.7 per cent) relative to May (59.2 per cent) and November (53.4 per cent). ‘Clicked on link as a per cent of opened’ was also higher for the invitation email in February (20.2 per cent) compared to May (18.9 per cent) and November (16.9 per cent). It should be noted that the sample frame for February was quite small relative to the November and May rounds and also included a different mix of institutions (i.e. predominantly NUHEIs and trimester universities) which should be considered when interpreting results.

As could be expected, open rates and ‘clicked on link’ rates generally trended downwards with each reminder, with a corresponding increase in the ‘unopened’ rate. The proportion of bounced emails across the 2020 GOS collection cycle was quite low, indicating that at the national level, the quality of contact details provided was good. There was a slightly higher bounce rate noted on the invitation for February (3.8 per cent) compared to other rounds, however this was resolved for future sends within the February round. Opt-outs were less than two per cent at each send, suggesting the nature of the survey and the timing of sends were not a concern for graduates.

When considering the performance of specific reminders in each round, the key take out is that reminder two performed comparatively well in terms of higher ‘clicked on link’ rates relative to reminders one and three across all rounds. This may be attributable to the timing of the send coinciding with the first prize draw. Further, reminders four and six performed comparatively well in terms of higher open and ‘clicked on link’ rates relative to reminders sent at a similar time. The timing of these were also aligned with prize draw closures and suggests these emails have a greater impact on sample members likelihood to respond.
### Table 6  
**Email send outcomes by round of activity November 2018**

<table>
<thead>
<tr>
<th>Total</th>
<th>Invite</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
<th>R5</th>
<th>R6</th>
<th>R7</th>
<th>R8</th>
<th>R9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sent (n)</td>
<td>108,345</td>
<td>101,067</td>
<td>95,398</td>
<td>87,692</td>
<td>84,724</td>
<td>76,903</td>
<td>74,429</td>
<td>70,682</td>
<td>69,033</td>
<td>67,098</td>
</tr>
<tr>
<td>Opened (%)</td>
<td>53.4</td>
<td>45.2</td>
<td>42.5</td>
<td>35.3</td>
<td>35.4</td>
<td>33.1</td>
<td>34.3</td>
<td>27.5</td>
<td>28.1</td>
<td>28.0</td>
</tr>
<tr>
<td>Clicked on link (%)</td>
<td>9.0</td>
<td>7.6</td>
<td>8.9</td>
<td>3.2</td>
<td>5.7</td>
<td>4.1</td>
<td>4.9</td>
<td>2.3</td>
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<td>2.6</td>
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<tr>
<td>Opt-out from link (%)</td>
<td>0.4</td>
<td>0.6</td>
<td>0.6</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>1.4</td>
<td>0.6</td>
<td>0.4</td>
<td>0.8</td>
</tr>
<tr>
<td>Opened email (%)</td>
<td>43.9</td>
<td>37.0</td>
<td>32.9</td>
<td>31.2</td>
<td>28.8</td>
<td>28.1</td>
<td>28.1</td>
<td>24.5</td>
<td>24.2</td>
<td>24.6</td>
</tr>
<tr>
<td>Unopened (%)</td>
<td>45.1</td>
<td>54.5</td>
<td>57.2</td>
<td>64.4</td>
<td>64.3</td>
<td>66.5</td>
<td>65.2</td>
<td>72.1</td>
<td>71.4</td>
<td>71.6</td>
</tr>
<tr>
<td>Soft bounce (%)</td>
<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Hard bounce (%)</td>
<td>1.3</td>
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<td>&lt;0.1</td>
<td>&lt;0.1</td>
<td>&lt;0.1</td>
<td>&lt;0.1</td>
<td>&lt;0.1</td>
<td>&lt;0.1</td>
<td>&lt;0.1</td>
<td>&lt;0.1</td>
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<tr>
<td>Clicked on link as % opened</td>
<td>16.9</td>
<td>16.8</td>
<td>21.0</td>
<td>9.0</td>
<td>16.1</td>
<td>12.3</td>
<td>14.2</td>
<td>8.4</td>
<td>12.3</td>
<td>9.3</td>
</tr>
</tbody>
</table>

### Table 7  
**Email send outcomes by round of activity February 2019**

<table>
<thead>
<tr>
<th>Total</th>
<th>Invite</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
<th>R5</th>
<th>R6</th>
<th>R7</th>
<th>R8</th>
<th>R9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sent (n)</td>
<td>8,249</td>
<td>7,390</td>
<td>6,878</td>
<td>6,425</td>
<td>5,993</td>
<td>5,561</td>
<td>5,357</td>
<td>4,863</td>
<td>4,751</td>
<td>4,592</td>
</tr>
<tr>
<td>Opened (%)</td>
<td>59.7</td>
<td>52.6</td>
<td>47.4</td>
<td>44.2</td>
<td>40.8</td>
<td>39.0</td>
<td>40.5</td>
<td>39.1</td>
<td>34.9</td>
<td>33.4</td>
</tr>
<tr>
<td>Clicked on link (%)</td>
<td>12.0</td>
<td>9.3</td>
<td>11.1</td>
<td>5.6</td>
<td>7.1</td>
<td>4.7</td>
<td>6.2</td>
<td>4.4</td>
<td>4.6</td>
<td>4.1</td>
</tr>
<tr>
<td>Opt-out from link (%)</td>
<td>0.3</td>
<td>0.5</td>
<td>0.5</td>
<td>0.6</td>
<td>0.7</td>
<td>1.3</td>
<td>1.7</td>
<td>0.8</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Opened email (%)</td>
<td>47.4</td>
<td>42.8</td>
<td>35.8</td>
<td>38.0</td>
<td>33.0</td>
<td>33.0</td>
<td>32.7</td>
<td>34.0</td>
<td>29.8</td>
<td>28.4</td>
</tr>
<tr>
<td>Unopened (%)</td>
<td>36.3</td>
<td>47.1</td>
<td>52.3</td>
<td>55.5</td>
<td>58.9</td>
<td>60.7</td>
<td>59.0</td>
<td>60.6</td>
<td>64.8</td>
<td>66.2</td>
</tr>
<tr>
<td>Soft bounce (%)</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
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<tr>
<td>Hard bounce (%)</td>
<td>3.8</td>
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<td>0.1</td>
<td>-</td>
<td>&lt;0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Clicked on link as % opened</td>
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<td>13.1</td>
<td>12.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Invite</td>
<td>R1</td>
<td>R2</td>
<td>R3</td>
<td>R4</td>
<td>R5</td>
<td>R6</td>
<td>R7</td>
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</tr>
<tr>
<td><strong>Total sent (n)</strong></td>
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<td>179,631</td>
<td>165,865</td>
<td>159,012</td>
<td>145,218</td>
<td>139,275</td>
<td>131,322</td>
<td>127,310</td>
</tr>
<tr>
<td><strong>Opened (%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>59.2</td>
<td>49.2</td>
<td>46.0</td>
<td>41.6</td>
<td>39.9</td>
<td>37.5</td>
<td>35.8</td>
<td>35.9</td>
<td>28.4</td>
</tr>
<tr>
<td><strong>Clicked on link (%)</strong></td>
<td></td>
<td>11.2</td>
<td>7.9</td>
<td>10.1</td>
<td>5.0</td>
<td>6.2</td>
<td>5.1</td>
<td>4.9</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Opt-out from link (%)</strong></td>
<td></td>
<td>0.4</td>
<td>0.6</td>
<td>0.6</td>
<td>0.8</td>
<td>0.8</td>
<td>1.0</td>
<td>1.3</td>
<td>0.9</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Opened email (%)</strong></td>
<td></td>
<td>47.6</td>
<td>40.7</td>
<td>35.2</td>
<td>35.8</td>
<td>32.9</td>
<td>31.4</td>
<td>29.6</td>
<td>31.7</td>
<td>24.3</td>
</tr>
<tr>
<td><strong>Unopened (%)</strong></td>
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<td>50.4</td>
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<td>59.8</td>
<td>62.2</td>
<td>63.7</td>
<td>63.7</td>
<td>71.3</td>
</tr>
<tr>
<td><strong>Soft bounce (%)</strong></td>
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<tr>
<td><strong>Hard bounce (%)</strong></td>
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<td>0.1</td>
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<td>&lt;0.1</td>
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<td>&lt;0.1</td>
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<td><strong>Clicked on link as % opened</strong></td>
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<td>18.9</td>
<td>16.0</td>
<td>22.1</td>
<td>12.1</td>
<td>15.5</td>
<td>13.6</td>
<td>13.8</td>
<td>9.3</td>
<td>12.8</td>
</tr>
</tbody>
</table>
Analysis was undertaken to compare sample characteristics of graduates who did not open any emails with the total in-scope sample approached to help further understand the impact of email as a response maximisation activity (refer to Table 9 on the next page). A red asterisk (*) indicates the unopened email sample profile is significantly different (at the 95 per cent level of confidence) from the total sample approached.

The key point to note is that the differences are mostly very small in percentage point terms (2 to 4 per cent) and significant only because of the very large sample sizes. These findings will be used to inform message intent and tailoring of the contact strategy for future iterations. This will help ensure communications used during fieldwork are engaging for a diverse range of graduates to maintain representativeness.
Table 9  Characteristics of graduates who did not open emails against the total in-scope sample

<table>
<thead>
<tr>
<th></th>
<th>Total in-scope sample approached</th>
<th>%</th>
<th>Unopened email sample</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base</strong></td>
<td>299,343</td>
<td>100</td>
<td>56,350</td>
<td>100</td>
</tr>
<tr>
<td><strong>Course type</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>170,107</td>
<td>56.8</td>
<td>32,824</td>
<td>58.3*</td>
</tr>
<tr>
<td>Postgraduate coursework</td>
<td>119,513</td>
<td>39.9</td>
<td>22,287</td>
<td>39.6</td>
</tr>
<tr>
<td>Postgraduate research</td>
<td>9,723</td>
<td>3.2</td>
<td>1,239</td>
<td>2.2*</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>126,084</td>
<td>42.1</td>
<td>23,925</td>
<td>42.5</td>
</tr>
<tr>
<td>Female</td>
<td>172,984</td>
<td>57.8</td>
<td>32,390</td>
<td>57.5</td>
</tr>
<tr>
<td>No information</td>
<td>275</td>
<td>0.1</td>
<td>35</td>
<td>0.1*</td>
</tr>
<tr>
<td><strong>Aboriginal and Torres Strait Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>296,758</td>
<td>99.1</td>
<td>55,734</td>
<td>98.9*</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2,585</td>
<td>0.9</td>
<td>616</td>
<td>1.1*</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No disability</td>
<td>283,274</td>
<td>94.6</td>
<td>53,694</td>
<td>95.3*</td>
</tr>
<tr>
<td>Disability</td>
<td>15,874</td>
<td>5.3</td>
<td>2,634</td>
<td>4.7*</td>
</tr>
<tr>
<td>No information</td>
<td>195</td>
<td>0.1</td>
<td>22</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 years or under</td>
<td>228,170</td>
<td>76.2</td>
<td>43,955</td>
<td>78.0*</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>71,153</td>
<td>23.8</td>
<td>12,390</td>
<td>22.0*</td>
</tr>
<tr>
<td>No information</td>
<td>20</td>
<td>&lt;0.1</td>
<td>5</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td><strong>Mode of attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal and mixed mode</td>
<td>256,801</td>
<td>85.8</td>
<td>47,992</td>
<td>85.2*</td>
</tr>
<tr>
<td>External</td>
<td>42,344</td>
<td>14.1</td>
<td>8,336</td>
<td>14.8*</td>
</tr>
<tr>
<td>No information</td>
<td>198</td>
<td>0.1</td>
<td>22</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td><strong>Type of attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly Full-time</td>
<td>212,885</td>
<td>71.1</td>
<td>38,138</td>
<td>67.7*</td>
</tr>
<tr>
<td>Mainly Part-time</td>
<td>86,263</td>
<td>28.8</td>
<td>18,190</td>
<td>32.3*</td>
</tr>
<tr>
<td>No information</td>
<td>195</td>
<td>0.1</td>
<td>22</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td><strong>Main Language Spoken at Home</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>178,453</td>
<td>59.6</td>
<td>34,516</td>
<td>61.3*</td>
</tr>
<tr>
<td>Language other than English</td>
<td>113,293</td>
<td>37.8</td>
<td>19,161</td>
<td>34.0*</td>
</tr>
<tr>
<td>No information</td>
<td>7,597</td>
<td>2.5</td>
<td>2,673</td>
<td>4.7*</td>
</tr>
<tr>
<td><strong>Born in Australia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>155,244</td>
<td>51.9</td>
<td>30,557</td>
<td>54.2*</td>
</tr>
<tr>
<td>No</td>
<td>142,660</td>
<td>47.7</td>
<td>25,525</td>
<td>45.3*</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,439</td>
<td>0.5</td>
<td>268</td>
<td>0.5</td>
</tr>
</tbody>
</table>
### 3.3.2. Reminder calls

Reminder calls were undertaken in field and post field as part of a ‘push to web’ response maximisation strategy during each round of the 2019 GOS. A logistic regression model was used to predict response probabilities (response propensity model) to identify graduates who were less likely to respond and therefore the priority for reminder activity (respective to each collection).

The response propensity model factored in known characteristics of sample members such as age, gender, course level, study area, attendance type, locality, etc. The output of the model was a ‘propensity to respond’ score (zero to one) which indicated a sample member’s propensity (based on those model variables) to complete the survey. Post field telephone activity was a fee-for-service option to enable institutions to ‘top-up’ response rates.

Reminder calls involved attempting to contact graduates who had not completed or opted-out of the online survey. Upon contact, updated email address details were collected, with a survey invitation automatically emailed by the next day but generally within 30 minutes of the reminder call. Call attempts were placed over different days of the week and times of day. Up to two call attempts were made and a voicemail left where possible.

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

#### In field reminder calls

By way of an example, in terms of the May round, in field reminder calls were conducted from 9 May to 29 May. To qualify for the in field reminder calls, a graduate had to meet the following criteria:

- phone number available in the sample
- not completed the survey
- not opted-out of the 2019 GOS (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS helpdesk), and
- selected by the propensity model in accordance with the available budget.

In field reminder call activity was undertaken for 11.9 per cent of the total sample for the 2019 GOS. Table 10 provides a summary of outcomes from the in field reminder calls. Reminder call outcomes were similar for undergraduate and postgraduate sample members, with an email confirmed or updated for approximately one third of the total sample initiated (30.2 per cent).

#### Table 10 In field reminder call outcomes

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th></th>
<th>Postgraduate</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td><strong>Total sample initiated</strong></td>
<td>20,412</td>
<td>100.0</td>
<td>17,992</td>
<td>100.0</td>
<td>38,404</td>
<td>100.0</td>
</tr>
<tr>
<td>Usable sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No contact</td>
<td>11,808</td>
<td>57.8</td>
<td>10,250</td>
<td>57.0</td>
<td>22,058</td>
<td>57.4</td>
</tr>
<tr>
<td><strong>Total contacts</strong></td>
<td>7,049</td>
<td>34.5</td>
<td>5,897</td>
<td>32.8</td>
<td>12,946</td>
<td>33.7</td>
</tr>
<tr>
<td>Collected graduate’s email</td>
<td>6,355</td>
<td>31.1</td>
<td>5,241</td>
<td>29.1</td>
<td>11,596</td>
<td>30.2</td>
</tr>
<tr>
<td>Other contact type</td>
<td>694</td>
<td>3.4</td>
<td>656</td>
<td>3.6</td>
<td>1,350</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Note: Usable sample includes wrong numbers, disconnected numbers, not a residential number, fax lines, incoming call restrictions and respondent unreliable.
Post field reminder calls

As noted earlier, post field reminder calls were a fee-for-service option to enable institutions to ‘top-up’ response rates for reporting purposes and their own internal analysis. Institutions opted for post field reminder calls at the November (n=9) and May (n=9) rounds.

Post field reminder calls were conducted from 3 May to 9 June, with the online survey remaining open until 16 June to allow for graduates to respond following telephone contact. Online survey completions resulting from post field reminder calls were included in national reporting and analysis, as the mode of completion was consistent with online surveys completed as part of the main field period.

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

- phone number available in the sample
- not completed the survey, and
- not opted-out of the 2019 GOS (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS helpdesk).

Post field reminder call activity was undertaken for 9.8 per cent of the total sample approached for the 2019 GOS. Table 11 provides a summary of post field reminder call outcomes. Similar to in field reminder calls, outcomes for post field were fairly well aligned between undergraduate and postgraduate sample members. Email addresses were confirmed or updated in slightly less than a third of cases (32.6 per cent).

Table 11 Post field reminder call outcomes

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Total sample initiated</td>
<td>19,482</td>
<td>100.0</td>
<td>12,247</td>
</tr>
<tr>
<td>Unusable sample</td>
<td>1,147</td>
<td>5.9</td>
<td>754</td>
</tr>
<tr>
<td>No contact</td>
<td>10,978</td>
<td>56.3</td>
<td>6,968</td>
</tr>
<tr>
<td></td>
<td>17,946</td>
<td>56.6</td>
<td>18,169</td>
</tr>
<tr>
<td>Total contacts</td>
<td>7,357</td>
<td>37.8</td>
<td>4,525</td>
</tr>
<tr>
<td>Collected graduate’s email</td>
<td>6,408</td>
<td>32.9</td>
<td>3,921</td>
</tr>
<tr>
<td></td>
<td>10,329</td>
<td>32.6</td>
<td></td>
</tr>
<tr>
<td>Other contact type</td>
<td>949</td>
<td>4.9</td>
<td>604</td>
</tr>
<tr>
<td></td>
<td>1,553</td>
<td>4.9</td>
<td></td>
</tr>
</tbody>
</table>

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

3.3.3. Full CATI

Full CATI refers to the completion of the GOS by telephone with an interviewer, rather than online. Institutions were able to commission full CATI surveys on a fee-for-service basis to help boost the number of completed surveys for their internal reporting purposes only. Given that the mode of completion for full CATI surveys (interviewer administered via telephone) is inconsistent with the main survey (online self-completion), surveys completed via the CATI approach are not included in the National Report. To assist with internal reporting, full CATI surveys are included in institution data files.

For the 2019 GOS four institutions (1 university, 3 NUHEIs) commissioned full CATI surveys in the November round, one university in the February round, and two universities commissioned full CATI in the May round.
3.3.4. Interviewer briefing

The 198 interviewers selected to work on the 2019 GOS in field and post field reminder calls, and full CATI attended a briefing session delivered by the Social Research Centre project management team. Interviewers were briefed at the start of fieldwork (see Table 12 for initial briefing dates) for each CATI workflow and each collection round. Additional briefings were conducted throughout fieldwork as required. The briefings covered:

- survey context and background
- survey procedures (sample management protocols, response maximisation procedures)
- privacy and confidentiality issues
- targeted refusal aversion techniques
- strategies to maintain co-operation, and
- comprehensive practice surveying and role play.

<table>
<thead>
<tr>
<th>Task</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>In field reminder calls briefing</td>
<td>5-Nov-2018</td>
<td>7-Feb-2019</td>
<td>9-May-2019</td>
</tr>
<tr>
<td>Post field reminder calls and full CATI briefing</td>
<td>3-Dec-2018</td>
<td>4-Mar-2019</td>
<td>3-Jun-2019</td>
</tr>
</tbody>
</table>

The briefing slides are provided at Appendix 5 with the interviewer handout included.

3.3.5. Quality control

In field quality monitoring techniques applied to the telephone components of this project included the following:

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

Quality assurance and applicable standards are discussed further at Section 3.4.2.

3.3.6. SMS reminders

SMS reminders were used during fieldwork to compliment the email contact strategy. If an institution provided mobile numbers in their sample return, it was considered consent to contact graduates via SMS. Two SMS were sent for each round of the 2019 GOS collection cycle. The initial SMS was sent to all in-scope sample members with a mobile number. The quantity of the second SMS send for each round was determined by the response propensity model (refer to Section 3.3.2) and budget allocation.
for each round. Those who had already completed the survey, unsubscribed from email activity, refused to participate from the in field reminder calls or who completed the survey following the in field reminder calls were washed out of the SMS sends.

The content of the SMS was aimed at driving graduates to email reminders and included a direct link to access the online survey, bypassing the need to provide login information. In compliance with the Australian Privacy Principles and the ACMA Spam Act, all SMS' identified the Social Research Centre as the sender, noted the study the SMS is referring to and had the functionality for recipients to unsubscribe.

A copy of the first SMS text from the November round is provided in Figure 3 below. The sample members were able to opt-out by replying ‘STOP’ to the SMS. Table 13 provides a summary of number of SMS sent and the outcome. The majority of SMS1 and SMS2 sent for each collection were opened, with May having the highest open rates during the 2019 GOS collection cycle. For timing of the SMS sends refer to Table 4.

### Figure 3  Example SMS content

Hi Natasha, a reminder from the Social Research Centre that the GOS is still open! Please check your email and join other Australian graduates in the largest national study of education [http://src.is/2159G436RQ](http://src.is/2159G436RQ) Reply STOP to optout

### Table 13  SMS based follow up activity outcomes

<table>
<thead>
<tr>
<th>Contact activity</th>
<th>November 2018</th>
<th>February 2019</th>
<th>May 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>SMS1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sent</td>
<td>57,063</td>
<td>100.0</td>
<td>1,650</td>
</tr>
<tr>
<td>Opened</td>
<td>44,332</td>
<td>77.7</td>
<td>1,212</td>
</tr>
<tr>
<td>Unopened</td>
<td>10,488</td>
<td>18.4</td>
<td>406</td>
</tr>
<tr>
<td>Unsubscribed</td>
<td>2,243</td>
<td>3.9</td>
<td>32</td>
</tr>
<tr>
<td>SMS2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sent</td>
<td>8,731</td>
<td>100.0</td>
<td>1,666</td>
</tr>
<tr>
<td>Opened</td>
<td>5,699</td>
<td>65.3</td>
<td>1,226</td>
</tr>
<tr>
<td>Unopened</td>
<td>2,809</td>
<td>32.2</td>
<td>387</td>
</tr>
<tr>
<td>Unsubscribed</td>
<td>223</td>
<td>2.6</td>
<td>53</td>
</tr>
</tbody>
</table>

### 3.3.7. Social media

A social media advertising campaign was conducted to support the GOS response maximisation strategy with an additional communication channel. The Social Research Centre purchased advertising via Facebook that targeted users who were graduates and had been studying during 2017 to 2018 in Australia. Ads were shown on both Facebook and Instagram platforms. Ads tended to be timed to coincide with fieldwork launch, mid-field and the final week, with content written to reflect timing. An example of the fieldwork launch Facebook post and Instagram post is shown in Figure 4.
Facebook campaign outcomes for the 2019 GOS are shown in Table 14. This table presents data for ‘impressions’, that is, the number of times the ad was on screen, ‘reach’, that is, the number of people who saw the ad at least once and ‘link clicks’, that is, the number of people who clicked on the survey link. Males were generally more likely to see the ad and click on the link compared to their female counterparts.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Impressions</th>
<th>Reach</th>
<th>Link clicks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Female</td>
<td>69,386</td>
<td>46.5</td>
<td>38,313</td>
</tr>
<tr>
<td>Male</td>
<td>77,696</td>
<td>52.1</td>
<td>46,549</td>
</tr>
<tr>
<td>Unknown</td>
<td>2,189</td>
<td>1.5</td>
<td>840</td>
</tr>
<tr>
<td>Total</td>
<td>149,271</td>
<td>100.0</td>
<td>85,702</td>
</tr>
</tbody>
</table>

### 3.4. Data collection

#### 3.4.1. Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, via the GOS landing page on the QILT website, via a redirect from the GOS home page, by clicking the link in the SMS, or a redirect from Facebook ads. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the survey. Accessing the landing page would take graduates to a login page to enter the username and password provided in the invitation and reminder emails. A unique survey link would then be sent to their nominated email address so they could access the survey again if they were not able to complete in one sitting.

---

3 https://www.facebook.com/business/help/447834205249495
Online survey presentation was informed by accessibility guidelines and other relevant resources, with standard features including:

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

A copy of the questionnaire for each round in the 2019 GOS collection cycle is included at Appendix 6 with screenshots of the online survey included in Appendix 7.

### 3.4.1.1. Look and feel

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the GOS logo and colour scheme. This ensures consistency with communications such as images included in the email invitation and reminders, advertisements placed on Facebook and the QILT website. Refer to Figure 5 and Figure 6 for an example of the online survey look and feel.

**Figure 5**  Presentation of the GOS online survey on a small screen device

![Presentation of the GOS online survey on a small screen device](image-url)
3.4.1.2. Optimisation for small screen devices

Small screen users were classified using a JavaScript function that returned details from the respondent’s browser, including browser name and version, device type and operating system and version. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type. Several elements of the survey were changed for mobile users. Grid (also known as table or matrix) items were reconfigured to ensure they are usable on a small screen device. Figure 6 shows an example of a grid item in desktop view and Figure 7 (on the next page) shows the same item in small screen view.

The small screen view ensures that response options on the right-hand side of the grid do not fall off-screen, leading to response error. Besides the treatment of grid items, the size and orientation of the navigation (Previous and Next) and Save buttons was also changed for small screen devices. The desktop layout places the Previous button in the bottom left corner, the Next button in the bottom right corner and the Save button in the top right corner. The small screen layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the small screen view.
3.4.1.3. Progress bar

The online survey presentation included a progress bar indicating how far the respondent had progressed – this can be seen as the orange coloured horizontal bar showing “65%” at the top of the mobile screen in Figure 7.

3.4.1.4. Error messages

An error message (see Figure 8) was presented to sample members if they did not confirm completion of the course within the date range provided.

Figure 8 Out-of-scope error message
3.4.1.5. Saving responses

Responses to the survey were automatically saved each time the respondent clicked the Next button. There was also a Save button to allow the respondent to save their answers on the page. These features enabled respondents to complete the survey in multiple sessions. Reminder emails were sent to sample members who had not completed the survey to remind recipients that they could restart the survey where they left off.

3.4.1.6. Testing

The survey was thoroughly tested before fieldwork to ensure the look and feel, and logic aligned with the questionnaire design. The online survey link was tested to check the layout, wording, question type and respondent experience. Dummy data was generated and checked to enable testing of all question bases and survey sequencing.

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

The survey was soft launched with a small component of the total population and surveys completed on the day of the soft launch were checked for correct base sizes to ensure sequencing was functioning as intended. No issues were identified, and the survey proceeded to full launch. Data was again reviewed following the main launch.

3.4.2. Quality assurance and applicable standards

The Social Research Centre is accredited under the ISO 20252 scheme (certification number MSR 20015, first issued by SAI Global, on 11 December 2007). All aspects of the GOS were undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society’s (AMSRS) Code of Professional Practice, and ISO 20252 standards. All senior QILT staff are full members of the AMSRS or maintain professional membership relevant to their role and the Social Research Centre is also a member of the Association of Market and Social Research Organisations (AMSRO). All sensitive or personally identifiable information such as sample and data were transferred using the QILT secure file exchange.

3.4.3. Monitoring and progress reporting

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

3.4.4. Live online reporting module

In addition to weekly updates, the department was provided with access to a specially designed ‘live’ online reporting module which provided an overview of response rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included counts of completes, out-of-scopes and opt-outs for each institution. An example of the national reporting module is shown at Figure 9 (on the next page).
Institutions were also able to monitor their progress through a subset of the same live reporting module made available to the department. Each institution was provided with their own login which allowed institutions to track their own responses and instantly view a summary of their progress information including number of:

- completed surveys
- partially completed surveys (i.e. ‘in progress’ or stopped midway), and
- out-of-scope graduates.

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

- study area
- gender
- level of qualification
- graduate type
- faculty name
- campus name
- survey entry / exit type, and
- additional populations if applicable.

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

The Social Research Centre established a GOS 1800 helpdesk to provide graduates an avenue to establish contact with the GOS team. This number was also available to international graduates (with an international dialling code) and remained operational for the duration of the overall fieldwork period. The helpdesk was staffed between 9am and 8:30pm on weekdays and between 11am and 5pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

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

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

A summary of graduate enquires to the GOS helpdesk is provided at Table 15. The helpdesk responded to 1,057 phone calls with the majority of these being a query regarding collection of supervisor details for the ESS (n=588) or a specific survey query (n=382). Other common outcomes included calling to opt-out of the research (n=28), general queries such as questions around privacy or prize draws (n=22), and request for deletion or removal of personal information (n=14). The helpdesk fielded 999 email queries with the majority being a specific survey query (n=444) or request to opt-out (n=250). The remainder of emails to the helpdesk were for matters such as general enquiries (n=87), change of contact details (n=56), or graduates advising they were out-of-scope (n=54).

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

Table 15 Graduate enquires to the GOS helpdesk overall

<table>
<thead>
<tr>
<th>Type of enquiry</th>
<th>1800 number</th>
<th>GOS Inbox</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,057</td>
<td>999</td>
<td>2,056</td>
</tr>
<tr>
<td>Survey specific query</td>
<td>382</td>
<td>444</td>
<td>826</td>
</tr>
<tr>
<td>Supervisor contact details query</td>
<td>588</td>
<td>51</td>
<td>639</td>
</tr>
<tr>
<td>Opt-out</td>
<td>28</td>
<td>250</td>
<td>278</td>
</tr>
<tr>
<td>General query</td>
<td>22</td>
<td>87</td>
<td>109</td>
</tr>
<tr>
<td>Change of contact details</td>
<td>10</td>
<td>56</td>
<td>66</td>
</tr>
<tr>
<td>Out-of-scope</td>
<td>9</td>
<td>54</td>
<td>63</td>
</tr>
<tr>
<td>Deletion or removal request</td>
<td>14</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>Follow-up call</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Other query</td>
<td>4</td>
<td>19</td>
<td>23</td>
</tr>
</tbody>
</table>
3.6. Prize draw

All completing respondents were entered into a four-week rolling prize draw in each round of the 2019 GOS collection cycle. The four-week rolling prize draw was designed to encourage early survey completion by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first week the respondent would be entered into all four prize draws). The terms and conditions of the prize draw were available on the Social Research Centre’s website and provided in all email communications sent to sample members.

The prize pool totalled $32,000 in the November and May rounds of the 2019 GOS and comprised of four weekly prize pools of $8,000. Each weekly prize pool was made up of three $1,000, five $500 and ten $250 prepaid VISA gift cards. Due to the smaller size of the February round, the total prize pool was $4,000, and comprised four weekly prize pools of $1,000. The $1,000 gift cards for each round were drawn on a national basis. For the November and May rounds the remaining prizes were distributed between the states based on the proportion of institutions located within each state. For the February round the remaining prizes were also drawn from the national pool due to the small sample size. Table 16 provides the schedule of prize draws across the fieldwork period.

In compliance with State and Territory gaming and lottery legislation prize draw winners for the November round were notified by phone, in writing and published in the Australian newspaper and on the QILT Facebook account. A review of the legislation confirmed that publishing prize draw winners in a national newspaper was not required. From the February round winners were notified by phone, in writing and only published on the QILT Facebook account. Winners were published on the QILT Facebook account on the same day as the prize draw was being conducted. The prepaid VISA gift cards were sent via registered post. All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners was carried out by the Social Research Centre.

<table>
<thead>
<tr>
<th>Table 16</th>
<th>Prize draw schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>November 2018</strong></td>
</tr>
<tr>
<td>Prize draw period opens/Fieldwork starts</td>
<td>30-Oct-2018</td>
</tr>
<tr>
<td>Prize draw 1 close</td>
<td>5-Nov-2018</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>7-Nov-2018</td>
</tr>
<tr>
<td>Prize draw 2 close</td>
<td>12-Nov-2018</td>
</tr>
<tr>
<td>Prize draw 3 close</td>
<td>19-Nov-2018</td>
</tr>
<tr>
<td>Prize draw conducted</td>
<td>21-Nov-2018</td>
</tr>
</tbody>
</table>
4. Questionnaire

4.1. Development

The 2019 GOS questionnaire was based on the 2018 instrument. Changes were limited to the addition of questions to improve screening, confirm state of employers and respondents where postcode was not provided and collection of an email address for results notification. Further, there were changes to institution specific items and minor contextual wording and response frame improvements (refer to Section 4.3 for more information).

4.2. Overview

Table 17 outlines the thematic areas of the eight main modules in the questionnaire. The core design of the GOS was modular and longitudinal so that the initial survey supported the active, ongoing follow up of graduates within the GOS framework. A copy of the generic survey instrument (i.e. excluding any institution-specific items) is included at Appendix 6 with screen shots of the online survey at Appendix 7.

<table>
<thead>
<tr>
<th>Module</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>Introduction, screening and confirmation</td>
</tr>
<tr>
<td>Module B</td>
<td>Labour force</td>
</tr>
<tr>
<td>Module C</td>
<td>Further study</td>
</tr>
<tr>
<td>Module D</td>
<td>Graduate Attributes Scale – Graduate</td>
</tr>
<tr>
<td>Module E</td>
<td>Graduate preparation</td>
</tr>
<tr>
<td>Module F</td>
<td>Additional items (departmental, institutional, etc.)</td>
</tr>
<tr>
<td>Module G</td>
<td>Contact details</td>
</tr>
<tr>
<td>Module X</td>
<td>ESS bridging</td>
</tr>
</tbody>
</table>

4.3. Changes from 2018

The main changes to the core questionnaire were as follows:

- Revision of the majors confirmation questions by adding NEWSCREEN1a, Q2, Q4, Q4a/b, Q5, Q5a/b to improve data quality and reduce coding load
- Revision of response frame at question relating to country of employer (COUNTRYx) to align with the Australian Bureau of Statistics (ABS) codeframe
- Addition of a code at question for further level of study (FURLEV) to capture respondents doing a Certificate I-IV
- Revision of the Postgraduate Research Experience Questionnaire (PREQ) items
- Additional instructional text at questions relating to best aspects of course (BESTASP) and aspects of course most in need of improvement (IMPROVE) to ensure all respondents understood the term aspect and to improve data quality
- Inclusion of EMPSTATE to collect state of employment if postcode or suburb was not provided
- Inclusion of CURSTATE to collect state of residence if postcode or suburb was not provided
• change to placement of questions relating to starting to look for work (BEGNLOOK), looking for part time work (LOOKPTWK) and reasons for working in a job that doesn’t use all relevant skills or education (RSOVRQ) to improve survey flow

• inclusion of NTFEMAIL to capture email address for results notification for those that declined further research, and

• addition of support numbers (e.g. Lifeline and beyondblue) to the closing script.

4.4. Institution specific items

A total of 15 institutions (14 universities and 1 NUHEI) included institution specific items in the GOS 2019. Institution specific items can be the same or a variation on questions included in prior rounds of GOS, or new questions entirely. Some of the content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, time spent in internships, volunteering and other co-curricular activities, and likelihood of recommending the course or institution to others.

Currently, institution specific items do not fall under any data sharing arrangements and are therefore only included in the respective institution data file.
5. Data processing

5.1. Definition of the analytic unit

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

In the 2019 GOS data set, a record was considered complete and valid if the graduate had:

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

5.2. Data cleaning and preparation

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

- derivation of labour force status, salary and other reporting outcome variables
- re-coding value labels where required
- re-coding of ‘no answers’ to the missing values conventions outlined in Table 18, and
- cleaning of employer name and coding of occupation, industry and further study field of education.

Table 18  Missing data conventions

<table>
<thead>
<tr>
<th>Missing data type</th>
<th>Data file convention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item skipped</td>
<td>99</td>
</tr>
<tr>
<td>Don’t know</td>
<td>98</td>
</tr>
<tr>
<td>Item not applicable</td>
<td>97</td>
</tr>
<tr>
<td>Service / support not received</td>
<td>96</td>
</tr>
<tr>
<td>Not asked</td>
<td>95</td>
</tr>
</tbody>
</table>

5.3. Coding and processing of open text responses

Spell checking and light cleaning of ‘other’ specify responses were applied to remove identifiers and expletives. Email addresses were also cleaned as part of the coding process. Code frames were developed in conjunction with, and approved by the department, and remained largely unchanged in 2019. Table 19 summarises those items which were coded and the source code frame that was used. Coded responses for open text items were added and then a consistent missing data convention (as per Table 18) was applied.
Table 19 Items coded and source for coding decisions

<table>
<thead>
<tr>
<th>Item coded</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Occupation was coded using the Australian and New Zealand Standard Classification of Occupations (ANZSCO, Version 1.2, 2013, ABS catalogue number 1220.0) at the six digit level</td>
</tr>
<tr>
<td>Industry</td>
<td>Industry was coded using the Australian and New Zealand Standard Industrial Classification (ANZSIC, 2006, ABS catalogue number 1292.0.55.002) at the four-digit level.</td>
</tr>
<tr>
<td>Location of employment</td>
<td>For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, Second edition, ABS catalogue number 1269.0). Postcode or suburb of employment for graduates working in Australia were collected in-survey. If suburb was collected, postcode was manually applied via a suburb to postcode look up list during coding.</td>
</tr>
<tr>
<td>Further study field of education</td>
<td>Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the six-digit level.</td>
</tr>
</tbody>
</table>

5.1. Non-response and weighting

5.1.1. Non-response analysis

To better understand the dynamics of non-response in the 2019 GOS, analysis was undertaken on the in-scope population of 299,343 students. The following characteristics were included in the analysis: age; gender; Indigenous status; disability status; language spoken at home; citizenship status; Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintiles; study mode; attendance type; study area; course level; institution Type (Group of 8, other university or NUHEI); collection period; whether or not the graduate had a mobile in the sample file; whether or not the graduate had a landline in the sample file; email address type in the sample file (institutional email address, personal email address, both personal and institutional email address or no email address).

Figure 10 (on the next page) shows the relative importance of these predictors for non-response. Longer bars indicate higher importance; we have substituted a revised scale where the value of the most important predictor is set to 1.0 in place of the original scale because the original variable importance metric is non-intuitive. Email type is the single most important predictor of response, followed by age and then study area. By contrast, Indigenous status, disability status and having a landline number were the least important factors in predicting survey response.
Figure 10  Importance of variable in predicting survey response

![Bar chart showing the importance of various variables in predicting survey response. The chart includes the following variables with their respective importance scores:

- Email type: 0.84
- Age group: 0.81
- Study area: 0.51
- Course level: 0.50
- Institute type: 0.50
- Student has a mobile number: 0.47
- Citizenship status: 0.41
- Collection period: 0.38
- Gender: 0.36
- SEIFA quintile: 0.35
- Language spoken at home: 0.31
- Study mode: 0.22
- Attendance type: 0.21
- Graduate has a landline: 0.21
- Disability status: 0.09
- Indigenous status: 0.00

Note: Variable importance is scaled so that the most important variable has a value of 1.0.}
Table 20 (on the next page) shows the odds ratios for the regression coefficients, the corresponding standard errors and confidence intervals, as well as tests of statistical significance.

The odds ratio (OR) provides information describing the difference between a given category and the reference category (in parenthesis). Odds ratios are interpreted as follows:

- An OR of 1 indicates that the propensity to respond to the survey is equally likely between the reference category and the listed category, holding all other factors constant.

- An OR greater than 1 indicates that the propensity to respond is higher for graduates from the listed category than the reference category, holding all other factors constant. For example, the odds of responding to the survey was 61 per cent higher for 30-44 year-olds (OR = 1.61) than for the reference category of 23-29 year-olds.

- An OR less than 1 indicates that the propensity to respond is lower for graduates from the listed category than the reference category. For example, the odds of response for graduates for whom no mobile phone number was available in the sample file (OR = 0.69) was only 69 per cent as high as for graduates for whom a mobile phone number was available.

In each case, the reference category is the modal category (i.e., most commonly occurring) for each variable.
Table 20  Odds ratios of the logistic regression of survey response on selected variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Odds Ratio</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age Group (Reference: 23-29)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-22</td>
<td>0.98</td>
<td>0.01</td>
<td>(0.96 ,1.00)</td>
<td></td>
</tr>
<tr>
<td>30-44</td>
<td>1.61</td>
<td>0.01</td>
<td>(1.57 ,1.65)</td>
<td>***</td>
</tr>
<tr>
<td>45+</td>
<td>2.51</td>
<td>0.02</td>
<td>(2.42 ,2.61)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Gender (Reference: Female)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0.84</td>
<td>0.01</td>
<td>(0.83 ,0.85)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Indigenous Status (Reference: Not Indigenous)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous</td>
<td>0.97</td>
<td>0.04</td>
<td>(0.89 ,1.05)</td>
<td></td>
</tr>
<tr>
<td><strong>Disability Status (Reference: No disability)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td>1.15</td>
<td>0.02</td>
<td>(1.11 ,1.19)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Language Spoken at Home (Reference: English)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not English</td>
<td>0.88</td>
<td>0.01</td>
<td>(0.86 ,0.90)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Citizenship Status (Reference: Australian Citizen)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Zealand citizen</td>
<td>1.02</td>
<td>0.04</td>
<td>(0.94 ,1.11)</td>
<td></td>
</tr>
<tr>
<td>Permanent humanitarian visa</td>
<td>1.13</td>
<td>0.09</td>
<td>(0.95 ,1.35)</td>
<td></td>
</tr>
<tr>
<td>Permanent visa</td>
<td>0.97</td>
<td>0.03</td>
<td>(0.92 ,1.02)</td>
<td></td>
</tr>
<tr>
<td>Residing outside Australia</td>
<td>1.77</td>
<td>0.14</td>
<td>(1.34 ,2.34)</td>
<td>***</td>
</tr>
<tr>
<td>Temporary entry permit</td>
<td>0.79</td>
<td>0.01</td>
<td>(0.77 ,0.81)</td>
<td>***</td>
</tr>
<tr>
<td><strong>SEIFA Quintile (Reference: Highest quintile)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest quintile</td>
<td>1.15</td>
<td>0.02</td>
<td>(1.11 ,1.19)</td>
<td>***</td>
</tr>
<tr>
<td>2nd quintile</td>
<td>1.12</td>
<td>0.01</td>
<td>(1.09 ,1.15)</td>
<td>***</td>
</tr>
<tr>
<td>3rd quintile</td>
<td>1.10</td>
<td>0.01</td>
<td>(1.07 ,1.13)</td>
<td>***</td>
</tr>
<tr>
<td>4th quintile</td>
<td>1.06</td>
<td>0.01</td>
<td>(1.04 ,1.09)</td>
<td>***</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.96</td>
<td>0.01</td>
<td>(0.94 ,0.98)</td>
<td>**</td>
</tr>
<tr>
<td><strong>Study Mode (Reference: Internal)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External</td>
<td>1.08</td>
<td>0.01</td>
<td>(1.05 ,1.11)</td>
<td>***</td>
</tr>
<tr>
<td>Multi-modal</td>
<td>1.04</td>
<td>0.01</td>
<td>(1.01 ,1.06)</td>
<td>**</td>
</tr>
<tr>
<td>Open Universities Australia</td>
<td>0.87</td>
<td>0.06</td>
<td>(0.78 ,0.98)</td>
<td>*</td>
</tr>
<tr>
<td><strong>Attendance Type (Reference: Full-time)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>0.94</td>
<td>0.01</td>
<td>(0.92 ,0.96)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Study Area (Reference: Business and management)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture and environmental studies</td>
<td>1.53</td>
<td>0.03</td>
<td>(1.43 ,1.64)</td>
<td>***</td>
</tr>
<tr>
<td>Architecture and built environment</td>
<td>1.19</td>
<td>0.03</td>
<td>(1.13 ,1.25)</td>
<td>***</td>
</tr>
<tr>
<td>Communications</td>
<td>1.21</td>
<td>0.02</td>
<td>(1.16 ,1.27)</td>
<td>***</td>
</tr>
<tr>
<td>Computing &amp; Information Systems</td>
<td>1.46</td>
<td>0.02</td>
<td>(1.41 ,1.51)</td>
<td>***</td>
</tr>
<tr>
<td>Creative arts</td>
<td>1.18</td>
<td>0.02</td>
<td>(1.13 ,1.24)</td>
<td>***</td>
</tr>
<tr>
<td>Variable</td>
<td>Odds Ratio</td>
<td>Standard Error</td>
<td>95% Confidence Interval</td>
<td>Significance</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Dentistry</td>
<td>0.97</td>
<td>0.06</td>
<td>(0.86, 1.10)</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>1.32</td>
<td>0.02</td>
<td>(1.28, 1.37)</td>
<td>***</td>
</tr>
<tr>
<td>Health services and support</td>
<td>1.25</td>
<td>0.02</td>
<td>(1.20, 1.29)</td>
<td>***</td>
</tr>
<tr>
<td>Humanities, culture and social sciences</td>
<td>1.40</td>
<td>0.02</td>
<td>(1.36, 1.44)</td>
<td>***</td>
</tr>
<tr>
<td>Law and paralegal studies</td>
<td>0.96</td>
<td>0.02</td>
<td>(0.93, 1.00)</td>
<td>*</td>
</tr>
<tr>
<td>Medicine</td>
<td>0.96</td>
<td>0.03</td>
<td>(0.90, 1.02)</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>1.04</td>
<td>0.02</td>
<td>(1.01, 1.08)</td>
<td>*</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0.98</td>
<td>0.05</td>
<td>(0.89, 1.09)</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>1.31</td>
<td>0.02</td>
<td>(1.25, 1.37)</td>
<td>***</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>1.23</td>
<td>0.04</td>
<td>(1.15, 1.32)</td>
<td>***</td>
</tr>
<tr>
<td>Science and mathematics</td>
<td>1.51</td>
<td>0.02</td>
<td>(1.46, 1.56)</td>
<td>***</td>
</tr>
<tr>
<td>Social work</td>
<td>1.26</td>
<td>0.03</td>
<td>(1.19, 1.33)</td>
<td>***</td>
</tr>
<tr>
<td>Teacher education</td>
<td>1.03</td>
<td>0.02</td>
<td>(0.99, 1.06)</td>
<td></td>
</tr>
<tr>
<td>Tourism, Hospitality, Personal Services, Sport and Recreation</td>
<td>0.93</td>
<td>0.07</td>
<td>(0.82, 1.06)</td>
<td></td>
</tr>
<tr>
<td>Veterinary science</td>
<td>1.31</td>
<td>0.06</td>
<td>(1.16, 1.49)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Course Level (Reference: Undergraduate)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate coursework</td>
<td>0.97</td>
<td>0.01</td>
<td>(0.95, 0.99)</td>
<td>**</td>
</tr>
<tr>
<td>Postgraduate research</td>
<td>1.93</td>
<td>0.02</td>
<td>(1.84, 2.03)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Institute Type (Reference: Other University)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group of 8</td>
<td>1.07</td>
<td>0.01</td>
<td>(1.05, 1.09)</td>
<td>***</td>
</tr>
<tr>
<td>NUHEI</td>
<td>0.99</td>
<td>0.02</td>
<td>(0.96, 1.03)</td>
<td></td>
</tr>
<tr>
<td><strong>Collection Period (Reference: May)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>1.44</td>
<td>0.02</td>
<td>(1.37, 1.51)</td>
<td>***</td>
</tr>
<tr>
<td>November</td>
<td>1.16</td>
<td>0.01</td>
<td>(1.14, 1.17)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Graduate has a Mobile Number (Reference: Yes)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0.69</td>
<td>0.01</td>
<td>(0.68, 0.70)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Graduate has a Landline (Reference: No)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>0.94</td>
<td>0.01</td>
<td>(0.92, 0.96)</td>
<td>***</td>
</tr>
<tr>
<td><strong>Email Type (Reference: Both institution and personal emails)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution email only</td>
<td>0.38</td>
<td>0.01</td>
<td>(0.37, 0.39)</td>
<td>***</td>
</tr>
<tr>
<td>No email</td>
<td>0.86</td>
<td>0.24</td>
<td>(0.54, 1.37)</td>
<td>***</td>
</tr>
<tr>
<td>Personal email only</td>
<td>0.85</td>
<td>0.01</td>
<td>(0.84, 0.87)</td>
<td>***</td>
</tr>
</tbody>
</table>

*** p ≤ 0.001, ** p ≤ 0.01, * p ≤ 0.05

Key takeaways include:

- The type of email address available from the institution is a major driver of likelihood of completing the GOS. Graduates for whom only an institutional email address was available have 62 per cent lower odds of completing the GOS, controlling for other factors.
• Graduates without a mobile phone number on file have lower odds of responding than do graduates with a mobile phone number. The odds of completing the survey are reduced by 31 per cent where no mobile number is available, holding other factors constant.
• Older graduates are far more likely to respond than the younger graduates, holding other factors constant.
• Graduates on temporary entry visas are less likely to respond than graduates with Australian citizenships.
• Graduates who completed a postgraduate research qualification are far more likely to respond than those who completed an undergraduate qualification, while the propensity to respond for graduates who completed a postgraduate coursework qualification is slightly lower than for undergraduates.

5.1.2. Analysis of the impact of weighting

As with the 2018 GOS, the effect of weighting was tested by calculating weighted and unweighted key estimates from the survey using the inverse of the response propensity (calculated from the model shown in Table 20); the difference in estimates are shown in Table 21. The differences between the weighted estimates—although still small—are larger than in previous years. The largest differences are for employment rates: the weighted general employment rate is 70.8 per cent compared to 72 per cent unweighted; the weighted full-time employment rate is 47.4 per cent compared to 48.7 per cent unweighted. The differences in employment rates indicate that respondents whose characteristics were associated with being employed were less likely to respond to the GOS.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Weighted Mean</th>
<th>Unweighted Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Employment</td>
<td>70.80</td>
<td>72.62</td>
<td>-1.82</td>
</tr>
<tr>
<td>Full-time Employment</td>
<td>47.44</td>
<td>48.67</td>
<td>-1.23</td>
</tr>
<tr>
<td>SPOQ</td>
<td>37.81</td>
<td>37.46</td>
<td>0.35</td>
</tr>
<tr>
<td>GAS Foundation</td>
<td>84.95</td>
<td>84.80</td>
<td>0.15</td>
</tr>
<tr>
<td>GAS Adaptive</td>
<td>83.25</td>
<td>83.29</td>
<td>-0.04</td>
</tr>
<tr>
<td>GAS Collaboration</td>
<td>78.45</td>
<td>77.27</td>
<td>1.18</td>
</tr>
<tr>
<td>CEQ Good Teaching</td>
<td>65.71</td>
<td>66.02</td>
<td>-0.31</td>
</tr>
<tr>
<td>CEQ Generic Skills</td>
<td>81.43</td>
<td>81.34</td>
<td>0.09</td>
</tr>
<tr>
<td>CEQ Overall Satisfaction</td>
<td>80.32</td>
<td>80.73</td>
<td>-0.41</td>
</tr>
<tr>
<td>PREQ Supervision</td>
<td>83.26</td>
<td>83.03</td>
<td>0.23</td>
</tr>
<tr>
<td>PREQ Intellectual Climate</td>
<td>63.86</td>
<td>62.72</td>
<td>1.14</td>
</tr>
<tr>
<td>PREQ Skill development</td>
<td>92.73</td>
<td>92.51</td>
<td>0.22</td>
</tr>
<tr>
<td>PREQ Infrastructure</td>
<td>76.62</td>
<td>75.77</td>
<td>0.85</td>
</tr>
<tr>
<td>PREQ Thesis Examination</td>
<td>80.71</td>
<td>80.57</td>
<td>0.14</td>
</tr>
<tr>
<td>PREQ Goals and Expectations</td>
<td>92.13</td>
<td>91.95</td>
<td>0.19</td>
</tr>
<tr>
<td>PREQ Overall Satisfaction</td>
<td>85.75</td>
<td>85.49</td>
<td>0.26</td>
</tr>
</tbody>
</table>

* In 2017, the largest difference was 1.13 percentage points (PREQ Thesis Examination). In 2018, the largest difference was -0.81 percentage points (GAS Collaboration).
The inverse of the propensity score (as used in 2018) and the different approach used in 2017 are best seen as indicative of the likely effect of weighting rather than being a final set of weights that would be fit for use.\textsuperscript{5} For future waves of the GOS, it is suggested that a more thorough weighting approach be substituted that would yield weights that would be ready for use. For a list-based census of this type, a typical weighting approach would consist of the following steps:\textsuperscript{6}

1. Calculate weights for non-response using response propensity classes. Response propensity classes are created by grouping the sample based on response propensity scores from the response propensity model. Weights could be calculated as $w_{t_j} = (n_{j,R} + n_{j,NR})/n_j$ where there are $n_{j,R}$ respondents and $n_{j,NR}$ non-respondents in the $j$th propensity class. In this example, cases are weighted up in proportion to the ratio of the number of cases in the propensity class to the number of respondents in the propensity class.

2. Calibration or raking of the non-response weighted completed interviews to reference population distributions. For a general population survey in Australia, typical demographic calibration or raking targets are age, sex, education and location (state or state × capital city/rest of state). It would be necessary to consult with the department to determine appropriate weighting parameters based on the survey’s reporting requirements and, in all likelihood, some trial and error to understand what factors lead to excessive design effects.

3. Examination of weight outliers and design effects (weighting efficiency) to determine whether any weight trimming was necessary in order to reduce sampling error.

\textsuperscript{5} Two weights were created. The first weight adjusted for institution, study area and survey period. The second weight added age group and course level for institutions with more than 100 respondents.

\textsuperscript{6} As all eligible units are selected, the GOS is a census. Design weights therefore do not need to be calculated, as would be the case had the GOS been a sample survey.
6. Deliverables

The Social Research Centre provided institutions and the department the following deliverables at the completion of the 2019 GOS cycle (unless otherwise stated):

- finalised questionnaire in MS Word (as part of each GOS round within the 2019 collection cycle)
- weekly progress reports to the department and institutions during data collection (as part of each GOS round within the 2019 collection cycle)
- data files:
  - institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format
  - department national data file in SAS format
- data dictionary and data map
- institutional and national reports in Tableau (institution, University Australia7 and department) and MS Word format on the public facing QILT website
- files in Tableau packaged workbook format at the national (department), institution and Universities Australia level
- files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level
- National Report in PDF and MS Word format, available from the QILT website
- National Report Website Tables and National Report Additional Tables, available from the QILT website
- press release, and
- Methodological Report.

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7 Universities Australia was established on 22 May 2007 as the peak body representing the university sector (https://www.universitiesaustralia.edu.au/about-us)
7. Final dispositions and response rates

Table 22 (on the next page) shows the final survey outcomes at an overall level and for each round of the 2019 GOS collection cycle.

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

The final response rate for the 2019 GOS collection cycle was 44.2 per cent, with results slightly higher among universities (44.2 per cent) than NUHEIs (43.6 per cent). When reviewing response by course type, postgraduate research had the highest response rate (64.8 per cent) followed by undergraduate (44.3 per cent) and postgraduate coursework (42.2 per cent). The February round saw the highest overall response rate (50.0 per cent), followed by May (45.4 per cent) and November (41.4 per cent). Final response rates for each round, by institution are provided at Appendix 8.
# Table 23  
Final survey outcomes

<table>
<thead>
<tr>
<th>Institution</th>
<th>Sample provided</th>
<th>Unusable sample</th>
<th>Out of scope</th>
<th>Opted-out</th>
<th>Final sample</th>
<th>Surveys completed</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019 GOS overall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>323,867</td>
<td>709</td>
<td>648</td>
<td>23,167</td>
<td>299,343</td>
<td>132,176</td>
<td>44.2</td>
</tr>
<tr>
<td>Universities</td>
<td>299,983</td>
<td>617</td>
<td>517</td>
<td>21,000</td>
<td>277,849</td>
<td>122,798</td>
<td>44.2</td>
</tr>
<tr>
<td>NUHEIs</td>
<td>23,884</td>
<td>92</td>
<td>131</td>
<td>2,167</td>
<td>21,494</td>
<td>9,378</td>
<td>43.6</td>
</tr>
<tr>
<td><strong>Course type</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>184,508</td>
<td>251</td>
<td>292</td>
<td>13,858</td>
<td>170,107</td>
<td>75,386</td>
<td>44.3</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>139,359</td>
<td>458</td>
<td>356</td>
<td>9,309</td>
<td>129,236</td>
<td>56,790</td>
<td>43.9</td>
</tr>
<tr>
<td>Post-graduate coursework</td>
<td>129,035</td>
<td>423</td>
<td>331</td>
<td>8,768</td>
<td>119,513</td>
<td>50,489</td>
<td>42.2</td>
</tr>
<tr>
<td>Post-graduate research</td>
<td>10,324</td>
<td>35</td>
<td>25</td>
<td>541</td>
<td>9,723</td>
<td>6,301</td>
<td>64.8</td>
</tr>
<tr>
<td><strong>November 2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>108,419</td>
<td>161</td>
<td>330</td>
<td>8,265</td>
<td>99,663</td>
<td>41,246</td>
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<tr>
<td>Universities</td>
<td>98,420</td>
<td>136</td>
<td>277</td>
<td>7,412</td>
<td>90,595</td>
<td>37,520</td>
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</tr>
<tr>
<td>NUHEIs</td>
<td>9,999</td>
<td>25</td>
<td>53</td>
<td>853</td>
<td>9,068</td>
<td>3,726</td>
<td>41.1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>54,402</td>
<td>81</td>
<td>133</td>
<td>4,619</td>
<td>49,569</td>
<td>19,630</td>
<td>39.6</td>
</tr>
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<td>54,017</td>
<td>80</td>
<td>197</td>
<td>3,646</td>
<td>50,094</td>
<td>21,616</td>
<td>43.2</td>
</tr>
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<td>Post-graduate coursework</td>
<td>48,859</td>
<td>65</td>
<td>180</td>
<td>3,342</td>
<td>45,272</td>
<td>18,521</td>
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</tr>
<tr>
<td>Post-graduate research</td>
<td>5,158</td>
<td>15</td>
<td>17</td>
<td>304</td>
<td>4,822</td>
<td>3,095</td>
<td>64.2</td>
</tr>
<tr>
<td><strong>February 2019</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8,254</td>
<td>140</td>
<td>44</td>
<td>485</td>
<td>7,585</td>
<td>3,793</td>
<td>50.0</td>
</tr>
<tr>
<td>Universities</td>
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<td>139</td>
<td>16</td>
<td>356</td>
<td>5,649</td>
<td>2,988</td>
<td>52.9</td>
</tr>
<tr>
<td>NUHEIs</td>
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<td>28</td>
<td>129</td>
<td>1,936</td>
<td>805</td>
<td>41.6</td>
</tr>
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<td><strong>Course type</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>11</td>
<td>28</td>
<td>251</td>
<td>3,788</td>
<td>1,879</td>
<td>49.6</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4,176</td>
<td>129</td>
<td>16</td>
<td>234</td>
<td>3,797</td>
<td>1,914</td>
<td>50.4</td>
</tr>
<tr>
<td>Post-graduate coursework</td>
<td>3,860</td>
<td>129</td>
<td>15</td>
<td>216</td>
<td>3,500</td>
<td>1,716</td>
<td>49.0</td>
</tr>
<tr>
<td>Post-graduate research</td>
<td>316</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td>297</td>
<td>198</td>
<td>66.7</td>
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<td><strong>May 2019</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>207,194</td>
<td>408</td>
<td>274</td>
<td>14,417</td>
<td>192,095</td>
<td>87,137</td>
<td>45.4</td>
</tr>
<tr>
<td>Universities</td>
<td>195,403</td>
<td>342</td>
<td>224</td>
<td>13,232</td>
<td>181,605</td>
<td>82,290</td>
<td>45.3</td>
</tr>
<tr>
<td>NUHEIs</td>
<td>11,791</td>
<td>66</td>
<td>50</td>
<td>1,185</td>
<td>10,490</td>
<td>4,847</td>
<td>46.2</td>
</tr>
<tr>
<td><strong>Course type</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>126,028</td>
<td>159</td>
<td>131</td>
<td>8,988</td>
<td>116,750</td>
<td>53,877</td>
<td>46.1</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>81,166</td>
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<td>143</td>
<td>5,429</td>
<td>75,345</td>
<td>33,260</td>
<td>44.1</td>
</tr>
<tr>
<td>Post-graduate coursework</td>
<td>76,316</td>
<td>229</td>
<td>136</td>
<td>5,210</td>
<td>70,741</td>
<td>30,252</td>
<td>42.8</td>
</tr>
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<td>Post-graduate research</td>
<td>4,850</td>
<td>20</td>
<td>7</td>
<td>219</td>
<td>4,604</td>
<td>3,008</td>
<td>65.3</td>
</tr>
</tbody>
</table>
8. Response analysis

8.1. Response by time

Figure 11, Figure 12 and Figure 13 illustrate the daily and cumulative response rate, with engagement activities undertaken by the QILT team overlayed (i.e. email invitation and reminders, SMS reminders and in field reminder calls). Note that the response rates shown here are raw and derived before data processing, in accordance with the definition of the analytic unit, is undertaken (refer to Section 5.1). As a result, the raw response rates are slightly lower than the rates presented in Table 1.

Unsurprisingly, the highest rate of response for all rounds was achieved early in the fieldwork period, following the initial invitation. As discussed earlier (refer to Section 3.3.1), it is evident that reminder two performed well in all rounds, maintaining early momentum from the initial invitation and reminder one sends. The timing of reminder two aligns with the final day to enter the first prize draw, a strategy designed to maximise early completion.

A similar pattern of results can be seen across all rounds; however, the November round generally had a lower rate of response following each email send than the February and May rounds.

Looking at the May round, the invitation email and the combination of reminder two and in field reminder calls were the most effective activities (contributing 6.3 per cent and 6.0 per cent to the final response rate respectively). The reminder one email also yielded a high number of online survey completes (contributing 3.7 per cent to the final response rate), as did the combination of reminder four and the SMS send (contributing 3.6 per cent). Similar trends were noted for the February and November rounds.

Notwithstanding email send outcomes presented in Section 3.3.1, reminders four, six and eight performed better in terms of surveys completed at that point in time than the reminder immediately preceding (reminders three, five and seven respectively). The better performance of reminders four, six and eight may be attributable to the day of week, Monday, and having been sent to align with the final entry dates of the rolling prize draw (refer to Section 3.6).
8.2. Sources of response

Table 24 summarises the contribution of various online survey completion methods to the final response rate.

The vast majority of respondents completed via the direct link in email communications (41.5 per cent of response rate at total level), this is consistent across the different cohorts. Completing via the direct link in SMS was the next most significant contributor (0.9 per cent) to the final overall response rate. There is some variation by subgroup in the contribution of direct link in SMS to the final overall response rate (1.4 per cent for NUHEIs compared to 0.9 for postgraduates). In field reminder calls were the next highest contributor, following a similar pattern to SMS.
Table 24  Sources of response

<table>
<thead>
<tr>
<th>Survey completion method</th>
<th>Total (%)</th>
<th>University (%)</th>
<th>NUHEI (%)</th>
<th>Undergraduate (%)</th>
<th>Postgraduate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final response rate</td>
<td>44.2</td>
<td>44.2</td>
<td>43.6</td>
<td>44.3</td>
<td>43.9</td>
</tr>
<tr>
<td>Authentication</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Type in</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Survey link (email)</td>
<td>41.5</td>
<td>41.5</td>
<td>40.7</td>
<td>41.6</td>
<td>41.3</td>
</tr>
<tr>
<td>Survey link (SMS)</td>
<td>0.9</td>
<td>0.9</td>
<td>1.4</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Full CATI</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>In field reminder calls</td>
<td>0.8</td>
<td>0.8</td>
<td>1.3</td>
<td>0.7</td>
<td>0.9</td>
</tr>
<tr>
<td>Post field reminder calls</td>
<td>0.7</td>
<td>0.8</td>
<td>0.0</td>
<td>0.8</td>
<td>0.7</td>
</tr>
</tbody>
</table>

It should be noted that only completed surveys directly attributable to the in-field reminder, post field reminder and SMS are recorded as such in Table 24. It is possible that, for example, reminder call activity may prompt a sample member to click on the direct survey link in an email they had previously received. In this context, the analysis presented at Table 24 should be considered indicative.

8.3. Sample retention for GOS-L

Graduates were generally open to being contacted for future research across all 2019 GOS collection rounds, which is the point at which sample is built for the GOS-L. In total, some 73,394 graduates, or just under seven in ten (69.0 per cent) of all 106,338 2019 GOS completes, agreed to contact for future research purposes.

As shown in Table 25, the majority of graduates who were asked the recontact question either indicated that the current email used for GOS was suitable long term (78.3 per cent November and February; 79.6 per cent May), or offered a new email address for recontact in the future (15.6 per cent November and February; 14.4 per cent May).
Table 25  Graduate responses to further contact for GOS-L

<table>
<thead>
<tr>
<th>Sample retention phase</th>
<th>2017 GOS</th>
<th></th>
<th>2018 GOS</th>
<th></th>
<th>2019 GOS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov ‘16 + Feb ‘17</td>
<td>May ‘17</td>
<td>Total</td>
<td>Nov ‘17 + Feb ‘18</td>
<td>May ‘18</td>
<td>Total</td>
</tr>
<tr>
<td>Consent to contact at GOS-L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>20,872</td>
<td>72.2</td>
<td>56,608</td>
<td>70.4</td>
<td>77,480</td>
<td>70.9</td>
</tr>
<tr>
<td>No</td>
<td>8,038</td>
<td>27.8</td>
<td>23,796</td>
<td>29.6</td>
<td>31,834</td>
<td>29.1</td>
</tr>
<tr>
<td>Missing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>28,910</td>
<td>100.0</td>
<td>80,404</td>
<td>100.0</td>
<td>109,314</td>
<td>100.0</td>
</tr>
<tr>
<td>Details provided for GOS-L sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent email address is as used in GOS</td>
<td>14,149</td>
<td>69.9</td>
<td>45,471</td>
<td>70.9</td>
<td>59,620</td>
<td>70.7</td>
</tr>
<tr>
<td>New permanent email address provided</td>
<td>5,845</td>
<td>28.9</td>
<td>17,090</td>
<td>26.6</td>
<td>22,935</td>
<td>27.2</td>
</tr>
<tr>
<td>Don't have a permanent email address</td>
<td>157</td>
<td>0.8</td>
<td>564</td>
<td>0.9</td>
<td>721</td>
<td>0.9</td>
</tr>
<tr>
<td>Do not wish to be re-contacted by email</td>
<td>82</td>
<td>0.4</td>
<td>1,012</td>
<td>1.6</td>
<td>1,094</td>
<td>1.3</td>
</tr>
<tr>
<td>Missing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20,233</td>
<td>100.0</td>
<td>64,137</td>
<td>100.0</td>
<td>84,370</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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

9.1. Institutional engagement

The 2019 GOS emphasised institutional engagement which was noted as a key aspect to be addressed in the 2018 GOS Methodological Report. To build up a strong partnership between the QILT team and institutions’ survey managers, an active program of institutional outreach was conducted throughout the 2019 GOS. This included monthly webinars and newsletters being delivered on time (refer to Section 3.1.3) as well as on-going dialogue with institutions before and during data collection (refer to Section 3.1.4). It is recommended that this continue to be conducted for the 2020 GOS and reviewed as needed to ensure the best approach is being undertaken to maintain relationships with the sector.

9.2. Email contact approach

As noted in the 2018 GOS Methodological Report a systematic review of the invitation and reminder emails should continue to be undertaken prior to fieldwork with a focus on ensuring each contact fulfils an understood purpose relative to its point in the fieldwork cycle.

Further, a more dynamic approach to email sends could be considered. This dynamic approach would look to revise the number of email reminders a sample member receives dependent on their level of engagement with previously sent communications. For example, a sample member who has engaged with the invitation email (i.e. opened and clicked the survey link) may be excluded from the reminder one send, however a sample member who has not engaged with the invitation would receive reminder one. As a higher proportion of sample members are unsubscribing than in prior years it is important the email contact approach adapts to ensure the best experience for sample members, whilst also aiming to maintain high levels of response.

There is also opportunity to develop a contact solution for those sample members who have all their email addresses fail (refer to Section 3.3.1). Currently if these sample members were not selected for the in field reminder calls or SMS activity they would not have been contacted as part of the 2019 GOS. A process could be considered whereby these sample members are systematically added to the in field reminder calls or SMS sample if a phone number is available.

9.3. Sample process

Continuing to review and improve the sampling process for the GOS is an on-going focus for the QILT team. This is important to ensure institution burden is reduced and sample files are being and checked and issues discussed with institutions in an efficient and timely manner. To ensure continued improvement the QILT team meets at the end of each round to discuss further enhancements to the sample process. A major focus of these discussions is to ensure common data quality issues from prior rounds are flagged more immediately so feedback to institutions is not delayed. This review process will continue to be crucial to ensuring a smooth sample process for all.

9.4. Social media usage

Building our understanding of social media usage to increase response to the GOS should be a continued focus throughout the next collection cycle. Analysis conducted for the SES showed that institutional social media usage is a key driver of response. Promotion of institutional engagement via social media, particularly on alumni pages will be discussed with institutions through future iterations.
of the Collection and Sample Guide and engagement calls throughout fieldwork. Further exploration of the social media platforms used by GOS sample members should be undertaken to determine which platforms will prove the best opportunity to build awareness of the GOS and QILT brands and drive response to the survey.

9.5. Marketing materials update

The extent to which marketing materials are used by institutions and engaged with by sample members is vitally important to the success of the GOS and QILT suite of surveys more broadly. As the current materials have been in place for the past three to four years, it is proposed that a marketing materials update be undertaken. This refresh would seek to develop a more contemporary look and feel of communications inviting sample members to complete the survey. Further, materials provided to institutions for survey engagement would be refreshed, including logos, social media tiles, posters, digital displays and other sundry materials. Once implemented feedback would be sought from institutions to determine how effective the new materials have been in engaging sample members to complete the survey.

9.6. Supervisor details collection for the ESS

As the GOS provides the mechanism to build sample for the ESS it is important to ensure the supervisor details collection screen (the bridge) is engaging and encourages respondents to provide supervisor details. It is recommended that analysis be undertaken to better understand the following: reasons respondents refuse to provide supervisor details, broad attitudes towards passing their supervisor details on, effectiveness of the bridge and associated communications. This analysis will help with a review of the bridge to be undertaken prior to the 2020 GOS with an aim of increasing the proportion of respondents who provide supervisor contact details.
# List of abbreviations and terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
</tr>
<tr>
<td>AGS</td>
<td>Australian Graduate Survey</td>
</tr>
<tr>
<td>AMSRS</td>
<td>Australian Market and Social Research Society</td>
</tr>
<tr>
<td>AMSRO</td>
<td>Association of Market and Social Research Organisations</td>
</tr>
<tr>
<td>ANZSIC</td>
<td>Australian New Zealand Standard Industrial Classification</td>
</tr>
<tr>
<td>ANZSCO</td>
<td>Australian New Zealand Standard Classification of Occupations</td>
</tr>
<tr>
<td>CATI</td>
<td>Computer Assisted Telephone Interviewing</td>
</tr>
<tr>
<td>CEQ</td>
<td>Course Experience Questionnaire</td>
</tr>
<tr>
<td>ESS</td>
<td>Employer Satisfaction Survey</td>
</tr>
<tr>
<td>GAS</td>
<td>Graduate Attributes Scale</td>
</tr>
<tr>
<td>GCA</td>
<td>Graduate Careers Australia</td>
</tr>
<tr>
<td>GOS</td>
<td>Graduate Outcomes Survey</td>
</tr>
<tr>
<td>GOS-L</td>
<td>Graduate Outcomes Survey – Longitudinal</td>
</tr>
<tr>
<td>HEIMS</td>
<td>Higher Education Information Management System</td>
</tr>
<tr>
<td>IRSD</td>
<td>Index of Relative Socio-economic Disadvantage</td>
</tr>
<tr>
<td>MDS</td>
<td>Minimum Data Set</td>
</tr>
<tr>
<td>NUHEI</td>
<td>Non-University Higher Education Institution</td>
</tr>
<tr>
<td>PASF</td>
<td>Participation and Additional Services Form</td>
</tr>
<tr>
<td>PREQ</td>
<td>Postgraduate Research Experience Questionnaire</td>
</tr>
<tr>
<td>PS</td>
<td>Past Course Completions</td>
</tr>
<tr>
<td>OR</td>
<td>Odds ratio</td>
</tr>
<tr>
<td>QILT</td>
<td>Quality Indicators for Learning and Teaching</td>
</tr>
<tr>
<td>RES</td>
<td>Respondent Engagement Survey</td>
</tr>
<tr>
<td>SEIFA</td>
<td>Socio-Economic Indexes for Areas</td>
</tr>
<tr>
<td>SES</td>
<td>Student Experience Survey</td>
</tr>
<tr>
<td>SPOQ</td>
<td>Scale of Perceived Over Qualification</td>
</tr>
</tbody>
</table>
Appendix 1 Collection and Sample guide
Graduate Outcomes Survey (GOS) Collection and Sample Guide

2019 GOS (May 2019) Collection
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Key release changes follow:

<table>
<thead>
<tr>
<th>Version</th>
<th>Date published</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>18 February</td>
<td>Original version released</td>
</tr>
</tbody>
</table>

Please note:

- Complete the Participation and Additional Services form sent separately to you. The first step is to confirm your institutions participation using the Participation and Additional Services form – this is your centralised place to confirm your institutions’ participation in the research and nominate additional services.

- Guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer ‘Section 2 Target audience and sample provision’).

- Guidance has been prepared to assist with populating the sample file (refer ‘Section 3 Populating the sample file template’).

- Keeping to timelines for provision of sample means the project can go to field on time – otherwise one institutions’ delays impact all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project:
  - For HEIMS institutions, preparation for the sample population file for GOS usually begins with each institution submitting an interim Past Course Completions (PS) file to the Australian Government Department of Education and Training (the department). It is critical that institutions submit their interim PS file by Monday 4 March to allow for sample processing, testing and quality assurance checks. Institutions that cannot generate an interim PS file should submit an un-validated PS file directly to the University Statistics Section at the department by the same date.
  - It is critical that institutions return their sample to us by the hard deadline date of Sunday 10 March to allow for resolution of any sample queries.
  - Between Tuesday 13 and Wednesday 14 March we will be in touch to resolve any issues.

Data collection must be ready to commence when Authentication opens on Tuesday 30 April. The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with ‘Table 1 GOS – May 2019 summary timeline’.

- If your institution chooses to provide telephone numbers for graduates it is considered that your institution consents to graduates receiving SMS and infield reminder calls during fieldwork. These generally commence from the second week of fieldwork.

- Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens. This institution led contact adds a sense of legitimacy so when graduates get an email or SMS they will not think the GOS is spam. Contact with students should be advised to the Social Research Centre (refer ‘Section 5 Response maximisation’).
• We ask that qilt@srcentre.com.au is included in the send list for the engagement letter and emails. This enables us to effectively track supporting activities’ impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.

• Please update us with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.
1. Introduction and overview

1.1. Background and objectives

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

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

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

The GOS is a census of all in-scope graduates and is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Government Department of Education and Training (the department). The Social Research Centre is working with higher education providers and key stakeholders to administer the GOS. The GOS also provides the establishment sample for the GOS-Longitudinal (GOS-L) undertaken with GOS respondents (who consent to future contact) three years post completion of the academic requirements of the course.

The sample of graduates is provided by the department and sourced through institutional reporting into the Higher Education Information Management System (HEIMS).

For most institutions, the GOS is conducted over two collection cycles (November and May). There is also a smaller February collection for institutions operating a trimester calendar or whose completions require it – refer to ‘Section 2.1 In-scope audience and reference period’

1.2. Summary timeline

The schedule for the 2019 GOS – May 2019 collection is shown at Table 1. These timings may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

Final institution reports, and data outputs will be available after the completion of the GOS – May 2019 collection and will include the full reporting year, that is, November 2018, February 2019 and May 2019.

Table 1 GOS – May 2019 summary timeline

<table>
<thead>
<tr>
<th>Key milestones</th>
<th>Responsible</th>
<th>Date (2019 unless otherwise stated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Additional Services form distributed to institutions</td>
<td>SRC</td>
<td>Monday 18 February</td>
</tr>
<tr>
<td>Collection and Sample Guide distributed to institutions</td>
<td>SRC</td>
<td>Monday 18 February</td>
</tr>
<tr>
<td>Marketing and Communication Pack distributed to institutions</td>
<td>SRC</td>
<td>Monday 18 February</td>
</tr>
<tr>
<td>Institutions to confirm participation in the GOS-May</td>
<td>Institutions</td>
<td>Monday 25 February</td>
</tr>
<tr>
<td>Extra populations nominated by institutions</td>
<td>Institutions</td>
<td>Monday 4 March</td>
</tr>
<tr>
<td>Key milestones</td>
<td>Responsible</td>
<td>Date (2019 unless otherwise stated)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Interim PS file submitted to HEIMS or un-validated interim PS file submitted to the University Statistics Section at the dept</td>
<td>Institutions</td>
<td>Monday 4 March</td>
</tr>
<tr>
<td>Dept provide list of institutions that have submitted and to be included in the first extract</td>
<td>Dept</td>
<td>Tuesday 5 March</td>
</tr>
<tr>
<td>SRC follow up with institutions that have not submitted to submit files by end of the week</td>
<td>SRC</td>
<td>Tuesday 5 – Wednesday 6 March</td>
</tr>
<tr>
<td>Hard deadline for institutions to submit files to be included in the first extract</td>
<td>Institutions</td>
<td>Sunday 10 March</td>
</tr>
<tr>
<td>Dept provide first extraction of interim PS file</td>
<td>Dept</td>
<td>Tuesday 12 March</td>
</tr>
<tr>
<td>SRC follow up institutions that have not submitted</td>
<td>SRC</td>
<td>Wednesday 13 - Thursday 14 March</td>
</tr>
<tr>
<td>Final deadline for institutions to submit PS files to be included in the final extract</td>
<td>Institutions</td>
<td>Sunday 17 March</td>
</tr>
<tr>
<td>Dept provide final extraction of interim PS file</td>
<td>Dept</td>
<td>Monday 18 March</td>
</tr>
<tr>
<td>SRC prepare sample for splitting to institutions</td>
<td>SRC</td>
<td>Tuesday 19 – Thursday 21 March</td>
</tr>
<tr>
<td>Send out PS file to institutions</td>
<td>SRC</td>
<td>Thursday 21 March</td>
</tr>
<tr>
<td>Institution PS sample preparation undertaken</td>
<td>Institutions</td>
<td>Thursday 21 March – Monday 8 April</td>
</tr>
<tr>
<td>Completed PS file sample to be returned by institutions</td>
<td>Institutions</td>
<td>Monday 8 April</td>
</tr>
<tr>
<td>All MDS, non-HEIMS templates and returned PS file samples checked, followed up with institutions as required</td>
<td>SRC</td>
<td>Monday 8 April</td>
</tr>
<tr>
<td>Sample absolutely finalised (queries resolved and QA undertaken)</td>
<td>SRC</td>
<td>Monday 8 April</td>
</tr>
<tr>
<td>Additional questions nominated by institutions</td>
<td>Institutions</td>
<td>Monday 1 April</td>
</tr>
<tr>
<td>Additional questions (MS Word) approved by institutions</td>
<td>Institutions</td>
<td>Friday 12 April</td>
</tr>
<tr>
<td>Proposed variations to engagement activity plan to the Social Research Centre</td>
<td>Institutions</td>
<td>Monday 15 April</td>
</tr>
<tr>
<td>Additional questions scripted and online survey test link provided to institutions for testing</td>
<td>SRC</td>
<td>Thursday 18 April</td>
</tr>
<tr>
<td>Additional questions survey test link approved</td>
<td>Institutions</td>
<td>Friday 26 April</td>
</tr>
<tr>
<td>Authentication survey entry opens</td>
<td>SRC</td>
<td>Tuesday 30 April</td>
</tr>
<tr>
<td>Soft launch – Online fieldwork</td>
<td>SRC</td>
<td>Tuesday 30 April</td>
</tr>
<tr>
<td>Main launch – Online fieldwork</td>
<td>SRC</td>
<td>Thursday 2 May</td>
</tr>
<tr>
<td>Telephone follow up nominated by institutions</td>
<td>Institutions</td>
<td>Monday 13 May</td>
</tr>
<tr>
<td>Course / major coding checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online fieldwork - Coding queries sent to institutions</td>
<td>SRC</td>
<td>Thursday 6 June</td>
</tr>
<tr>
<td>Online fieldwork - Coding queries to be returned</td>
<td>Institutions</td>
<td>Wednesday 19 June</td>
</tr>
<tr>
<td>Post-fieldwork - Coding queries sent to institutions</td>
<td>SRC</td>
<td>Monday 17 June</td>
</tr>
</tbody>
</table>
### Key milestones

<table>
<thead>
<tr>
<th>Event</th>
<th>Responsible</th>
<th>Date (2019 unless otherwise stated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-fieldwork - Coding queries to be returned</td>
<td>Institutions</td>
<td>Friday 21 June</td>
</tr>
<tr>
<td>Final institutional reports and data outputs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional files</td>
<td>SRC</td>
<td>Friday 13 September</td>
</tr>
<tr>
<td>UA Reports</td>
<td>SRC</td>
<td>End 2019 TBA</td>
</tr>
<tr>
<td>National reports</td>
<td>SRC</td>
<td>End 2019 TBA</td>
</tr>
</tbody>
</table>

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

### 1.3. Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society’s Code of Professional Practice, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research³. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. The Deed of Confidentiality can be located on the QILT portal (www.qilt.edu.au/login) under QILT Resources > Deed of Confidentiality QILT.

### 1.4. Institutional support

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

The ‘qilt@srcentre.com.au’ email is for institutions only. We make available a separate ‘gos@srcentre.com.au’ email for students.

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2. Target audience and sample provision

2.1. In-scope audience and reference period

Graduates are in-scope for the 2019 GOS – May 2019 collection if:

- The course or program the student was studying would normally have been completed between November 2018 and February 2019 (inclusive). Please note ‘completed’ does not mean graduated – it refers to completion of the academic requirements of the course. Please refer to the HEIMSHELP website\(^2\) for further guidance. The intent and spirit of the GOS is to survey graduates approximately four to six months post completion of their course.

- The sample member was a domestic student or international student who completed their studies at an onshore campus.

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

An onshore student is defined in the HEIMS as a student who is residing in Australia for the term / semester and is undertaking a program of study conducted by an Australian higher education provider.

Prior to 2017, the definition of an onshore student included students who were residing overseas for the term / semester and were undertaking a course, conducted in Australia, via distance education or online.


In practical terms, the Social Research Centre uses the HEIMS variable E358 Citizen/resident indicator to identify offshore students during sample preparation.


Records where E358 = 5 (i.e. do not qualify under any of the other categories and student/applicant is residing outside Australia during the unit of study/time of application) are marked as ‘Out-of- Scope’ in the sample return to institutions.

Students attending offshore campuses of Australian higher education providers and students who were residing overseas for the term/semester and undertaking an external program of study at the institution via distance education or online are no longer in scope for the QILT surveys following a definition change in the HEIMS for onshore students, but the students can be included in the survey on a fee for services basis (refer to ‘Section 4.4 Adding additional populations’ and the ‘Additional Populations’ fact sheet – log in to the Provider Portal, and click on QILT Resources). Their data are provided back to the institutions in the institution specific files but are not included in QILT national reporting or on the QILT website.

Historically there has not been a definitive definition in HEIMS for ‘completion date’. The flow on effect has been that the time lag between study completion (as interpreted by institutions) and survey response has been far longer for some students than others.

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In 2018 the Social Research Centre undertook an analysis of completion dates and provided this report to the department who circulated it to the Australian Network of University Planners (ANUP). This analysis identified the following:

- A lower survey response rate as time from completion increases. Obviously, as good a response rate as possible is desired for the benefit of the overall project.
- A significant positive effect for employment outcomes as time from completion increases. That is, those students with a time lag between completion and survey response greater than six months recorded significantly higher employment outcomes in comparison to those whose time lag was four to six months – the ‘spirit’ and ‘intent’ of the GOS.

To ensure good methodological practice and parity between institutions, the following advice has been agreed with the department in consultation with ANUP:

- student completions in March to July (inclusive) should be included in the GOS – November round.
- it is recommended that student completions in August, September and October (inclusive of the preceding year) be included in the GOS – February round.
- student completions in November to February (inclusive) should be included in the GOS – May round.

Figure 1 illustrates the three reference periods for each of the respective GOS collections.

**Figure 1 Reference periods for the GOS collection cycle**

<table>
<thead>
<tr>
<th>November collection</th>
<th>February collection</th>
<th>May collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar</td>
<td>Apr</td>
<td>May</td>
</tr>
</tbody>
</table>

It is acknowledged that some institutions may not know or process January and February completions until too late to be included in the May collection. In this case, these completions should be included in the November collection. The reality, however, is January and February completers easily fall in the four to six months post completion window (the ‘spirit’ and ‘intent’ of the GOS). Including January and February completers in the November round is nine to ten months post completion and puts these graduates in the group identified as having significantly higher employment outcomes. To ensure fair comparisons between institutions they should be surveyed in the May collection. The analysis of completion dates discussed earlier will be repeated in 2019. Following this analysis, advice referring to the in-scope audience and reference period will be adjusted as necessary in consultation with the department.

It is important that institutions follow these guidelines to minimise late survey inclusions, ensure a robust methodology and allow for fair and equal comparisons between institutions. It is accepted that there may be some institutional nuances, but it is hoped that this guidance provides sufficient clarity. If there is a scenario not covered by the above, please let the Social Research Centre know and this will be discussed with the department to ensure broad and consistent advice is provided to all institutions.
2.2. The population file

The GOS uses a centralised approach to sampling based on data extracted from HEIMS. This ensures that the sampling methodology is robust, consistent and transparent across all institutions. Except for the non-HEIMS institutions, preparation for the sample population file for GOS usually begins with each institution submitting an interim PS file to the department. All non-HEIMS institutions will use the non-HEIMS template as per the November round of GOS.

Interim PS file

Below is an overview of the sample preparation process for institutions that submit an interim PS file.

**Step 1: Institutions submit interim PS files**

There are two ways of submitting an interim PS file to the department:

1. submit into HEIMS via the Higher Education Provider Client Assistance Tool\(^3\) (HEPCAT), OR
2. submit an un-validated PS file directly to the University Statistics Section at the department at university-statistics@education.gov.au

Sending an un-validated PS file directly to the department is essentially a workaround solution for institutions that cannot submit an interim PS file submission through HEPCAT. This process involves:

1. Creating a data file by exporting un-validated data from HEPCAT as a txt file. This exported data file should contain all the data fields and in the same order and format as required for the interim PS file.
2. This file can then be sent to the University Statistics Section at the department at university-statistics@education.gov.au.

Please do not send either the interim PS file or un-validated PS file to the Social Research Centre. You will be asked to resend the file to HEIMS via HEPCAT or the University Statistics Section, as appropriate. This ensures that sample across all participating institutions is processed consistently.

**Step 2: Social Research Centre receive a sample file from the department**

After receiving submissions from the institutions, the department appends additional data elements to the file, mainly from the Course and Enrolment files, and sends it to the Social Research Centre.

**Step 3: Social Research Centre prepare sample file for each institution to check and append contact details**

The Social Research Centre then flags the graduates or completers who are eligible to participate in the survey and assigns them to Study Areas according to the definition set out in Appendix C of this document. The Social Research Centre then sends the file back to each institution for verification and institutions append email addresses, flag anyone who should not be surveyed and update missing information for non-Commonwealth supported students.

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Step 4: Institutions return the completed sample file to Social Research Centre

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

When the file is sent back to the Social Research Centre, the survey can be executed with the confidence that the in-scope population is the same for all institutions. Moreover, each institution knows precisely: (a) who will be invited to participate in the survey, (b) the composition of the population from which the sample was drawn and (c) the data elements used to analyse the results of the survey on its completion.

The dates for return of sample deliverables such as the interim PS file and final sample are itemised in Table 1. Note that these are the final due dates and we appreciate earlier returns where possible.

Minimum Data Set

The Minimum Data Set (MDS) is normally only intended to be used by the small number of institutions who are unable to submit their interim PS files in time or have late additions of graduates after they submitted the interim PS file.

The MDS allows institutions to provide the Social Research Centre with just the essential data items to execute the survey. It does not require institutions to provide other variables at the time of sample preparation because the Social Research Centre will source the missing data items from the Final PS file. As such, the MDS should only be used for graduates who will be included in the Final PS file in April 2019.

Template for non-HEIMS institutions

There are a small number of institutions that do not submit a PS file to the HEIMS (or only submit data via the Provider Information Request (PIR) process). The methodology of using the interim and final PS files in sample preparation and data processing would not work for these institutions. These institutions are therefore asked to provide all the equivalent data for those graduates who are in-scope for the GOS directly to the Social Research Centre by using a special non-HEIMS template. Instructions on how to complete the non-HEIMS template will be provided along with the template.

Once sample files are returned, we'll then get in touch to discuss and resolve any queries.

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

3.1. Preamble

This section is relevant to you if your institution is submitting an interim PS file into HEIMS or submitting an un-validated PS file directly to the University Statistics Section at the department at university-statistics@education.gov.au.

3.2. What you need to do

If your institution submits an interim PS file into HEIMS or un-validated PS file to the department, the Social Research Centre will be sending you a sample file template to populate. This is done for two reasons:

- We need to confirm the in-scope graduates to be surveyed in GOS – May.
- We need institutions to provide a small amount of additional data that are not collected via HEIMS for survey execution and or reporting purposes. Table 2 provides a summary list of the variables that institutions are required to provide. Appendix A contains more detailed information about how to provide data for these variables.

Table 3 lists the remaining variables that will be included in the survey sample file template. These variables have been provided for information. No action is required for these variables.

Table 2  PS File data elements to be updated and verified by institutions

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable Label</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPLETIONDATE</td>
<td>Formal completion or approval date (YYYYMMDD)</td>
<td>Essential</td>
</tr>
<tr>
<td>GRADUATESTATUS</td>
<td>Graduate to be surveyed in this round of GOS</td>
<td>Essential</td>
</tr>
<tr>
<td>Update where missing or incorrect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E402</td>
<td>Student surname</td>
<td>Update</td>
</tr>
<tr>
<td>E403</td>
<td>Student given name – first</td>
<td>Update</td>
</tr>
<tr>
<td>E314</td>
<td>Date of birth</td>
<td>Update</td>
</tr>
<tr>
<td>E469</td>
<td>Residential address - Suburb / Town</td>
<td>Update</td>
</tr>
<tr>
<td>E470</td>
<td>Residential address – State</td>
<td>Update</td>
</tr>
<tr>
<td>E413</td>
<td>Address of permanent home residence – Postcode</td>
<td>Update</td>
</tr>
<tr>
<td>E471</td>
<td>Residential address - Country name</td>
<td>Update</td>
</tr>
<tr>
<td>Provide for all graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMAIL1</td>
<td>Primary email</td>
<td>Essential</td>
</tr>
<tr>
<td>EMAIL2</td>
<td>Secondary email</td>
<td>Essential</td>
</tr>
<tr>
<td>EMAIL3</td>
<td>Tertiary email</td>
<td>If available</td>
</tr>
<tr>
<td>PHONE1</td>
<td>Phone number (Mobile preferred)</td>
<td>Essential</td>
</tr>
<tr>
<td>PHONE2</td>
<td>Alternate number (if available)</td>
<td>If available</td>
</tr>
<tr>
<td>Variable</td>
<td>Variable Label</td>
<td>Comment</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>PHONE3</td>
<td>Alternate number (if available)</td>
<td>If available</td>
</tr>
<tr>
<td></td>
<td>Used only if institution has opted in to use majors in the survey</td>
<td></td>
</tr>
<tr>
<td>E308A_MAJFLAG</td>
<td>Survey on course or major (record level)</td>
<td>Essential</td>
</tr>
<tr>
<td>MAJ1</td>
<td>Course A Major 1 ASCED code</td>
<td>Essential</td>
</tr>
<tr>
<td>MAJ1TEXT</td>
<td>Course A Major 1 description</td>
<td>Optional</td>
</tr>
<tr>
<td>MAJ2</td>
<td>Course A Major 2 ASCED code</td>
<td>Optional</td>
</tr>
<tr>
<td>MAJ2TEXT</td>
<td>Course A Major 2 description</td>
<td>Optional</td>
</tr>
<tr>
<td>E308B_MAJFLAG</td>
<td>Survey on course or major (record level)</td>
<td>Essential for combined courses</td>
</tr>
<tr>
<td>MAJ3</td>
<td>Course B Major 1 ASCED code</td>
<td>Optional</td>
</tr>
<tr>
<td>MAJ3TEXT</td>
<td>Course B Major 1 description</td>
<td>Optional</td>
</tr>
<tr>
<td>MAJ4</td>
<td>Course B Major 2 ASCED code</td>
<td>Optional</td>
</tr>
<tr>
<td>MAJ4TEXT</td>
<td>Course B Major 2 description</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>For institutional use</td>
<td></td>
</tr>
<tr>
<td>FACULTY</td>
<td>Faculty name</td>
<td>Optional</td>
</tr>
<tr>
<td>CAMPUS</td>
<td>Campus name</td>
<td>Optional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3</th>
<th>PS file template data elements which require no further action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>Variable Label</td>
</tr>
<tr>
<td>GOSID</td>
<td>Unique GOS student identifier</td>
</tr>
<tr>
<td>E306</td>
<td>Higher Education Provider code</td>
</tr>
<tr>
<td>E306C</td>
<td>Higher Education Provider name</td>
</tr>
<tr>
<td>E313</td>
<td>Student identification code</td>
</tr>
<tr>
<td>E358</td>
<td>Citizen / resident indicator</td>
</tr>
<tr>
<td>E455</td>
<td>Combined course of study indicator</td>
</tr>
<tr>
<td>E461</td>
<td>Field of education code</td>
</tr>
<tr>
<td>E462</td>
<td>Field of education supplementary code</td>
</tr>
<tr>
<td>E463</td>
<td>Specialisation code</td>
</tr>
<tr>
<td>E307</td>
<td>Course code</td>
</tr>
<tr>
<td>E308</td>
<td>Course name - full</td>
</tr>
<tr>
<td>E308A</td>
<td>Course name A</td>
</tr>
<tr>
<td>E308B</td>
<td>Course name B (if combined degree)</td>
</tr>
<tr>
<td>EXCLUSIONS</td>
<td>Groups that are out-of-scope for the current GOS</td>
</tr>
</tbody>
</table>
3.3. Key changes in the 2019 GOS

3.3.1. Improving the quality of data for course majors

In response to feedback from institutions from the November collection of the 2019 GOS, the Social Research Centre included two additional variables in the templates for institutions using majors in the February collection. The additional variables were well received and will be included again in the template for May collection.

The Social Research Centre has also made significant changes to the majors template for the May collection to address issues observed in the majors template returned by institutions for November and February.

Please refer to the relevant section in Appendix A for a comprehensive explanation of all the changes in the GOS – May 2019 in relation to majors.

3.3.2. New variables EXCLUSIONS and GRADUATESTATUS replacing ‘SampleFrame’ and ‘InScope’

Previously, the GOS sample template contained variables SampleFrame, which flagged reasons that graduates had been excluded from the sample frame, and InScope, which combined the students final sample frame status with exclusions provided by the institution.

As per GOS – February 2019, the InScope variable has been replaced with a variable called GRADUATESTATUS to allow institutions to exclude graduates independently of their sample frame status, similar to the variable EnrolmentStatus used in the Student Experience Survey (SES).

The SampleFrame variable has been renamed EXCLUSIONS to bring it in line with SES definitions, and students identified by the Social Research Centre as having participated in a previous GOS collection are now flagged in this variable.

3.3.3. Late additions

In GOS 2016, 2017 and 2018, institutions were asked to add graduates who were excluded in the Interim PS file but who were expected to be included in the Final PS file, to the sample file template and to flag them as LateAddition. This approach has shown to be error prone, which can end up delaying the whole sample preparation process.

Institutions wanting to include late additions of graduates in the May collection are asked to contact the Social Research Centre at qilt@srcentre.com.au and we will forward you the Minimum Data Set template to complete for the late additions only. Please refer to Table 1 for the deadlines for the Minimum Data Set.

3.3.4. Fee-for-Service additional population

Additional populations, such as off-shore campus and out of cycle graduates, can be included in the GOS on a fee-for-service basis.

In most instances, these graduates are already included in the interim PS file submission for the cycle and therefore are also in population file return but have been marked as out-of-scope.

If these graduates have not been included in the interim PS file but will be included in the final PS file in April 2019, they can be added to the survey population using a Minimum Dataset Template.
If these graduates will not be included in the final PS file in April 2019 (e.g. out of cycle graduates who were included in the final PS file from the previous year), they can be added to the survey population using a non-HEIMS template. Please note that additional population are excluded from national and QILT website reporting.

Please refer to ‘Section 4.4 Adding additional populations’ for more detail on requesting the inclusion of additional populations in the survey.
4. Data collection

4.1. The standard GOS instrument

The core GOS questionnaire focuses on measuring:

- labour force outcomes
- further study
- graduate attributes
- graduate preparation, and
- recruitment for the Employer Satisfaction Survey (ESS).

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

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

Labour force outcomes are captured with items closely aligned to the Australian Bureau of Statistics Labour Force Survey. Additionally, the GOS contains the Graduate Attributes Scale – Graduate (GAS-G), and the Course Experience Questionnaire (CEQ) / Postgraduate Research Experience Questionnaire (PREQ) with the following 4 CEQ scales, administered to all in-scope undergraduate and coursework graduates from each institution:

- Good Teaching Scale (GTS, 6 items)
- Graduate Qualities Scale (GQS, 6 items)
- Generic Skills Scale (GSS, 6 items)
- Overall Satisfaction Item (OSI, 1 item).

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

4.2. Adding additional questions

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

Refer to ‘Table 1 GOS – May 2019 summary timeline’ for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your
Participation and Additional Services form to register for additional questions. If you need this form sent to you again please contact the Social Research Centre at gilt@srcentre.com.au.

4.3. Survey testing

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

Refer to ‘Table 1 GOS – May 2019 summary timeline’ for dates from which the programmed additional questions will be available to test and when sign-off on the online survey test link is required.

4.4. Adding additional populations

Institutions can include out-of-scope populations or any sub group of students who fall outside of the in-scope population for the GOS. Refer ‘Section 3.3.4 Fee-for-Service additional population’ for supporting details. Further information and fees are presented in the ‘Additional Populations’ fact sheet in the general resources section of the QILT website (log in to the Provider Portal, and click on QILT Resources).

Refer to ‘Table 1 GOS – May 2019 summary timeline’ for the final date to nominate additional populations and to approve the population composition and number to approach. Remember to use your Participation and Additional Services form to register for additional populations. If you need this form sent to you again please contact the Social Research Centre at gilt@srcentre.com.au.
5. **Response maximisation**

5.1. **Basic principles**

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

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

Some basic guidelines apply:

- **Awareness raising and engagement**
  - Institutions should send a pre-survey awareness raising letter or email. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.
  - Institutions should not send actual survey links in any correspondence (the exception to this is the use of Learning Management Systems which is relevant to the SES).
  - Any direct correspondence with sample members during the online fieldwork period should be discussed with the Social Research Centre and the materials provided.

- **Prize draws**
  - Refer ‘Introduction 5.6.5 Incentivisation’ for the core prize draw process.
  - Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.
  - No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.

- **Social media**
  - Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:  
    - pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important
in field phase as part of thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.

- end of survey phase to thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.

5.2. Institutional engagement

5.2.1. Guide to marketing the GOS

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

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

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

- Pre-survey awareness institution-branded letter, posted 15 April at the earliest
- Pre-survey awareness campaign, 22 – 26 April
- GOS now open messaging, 29 April, and
- Last chance to complete the GOS, 27 May.

Engagement materials will be distributed to institutions and will include:

- Facebook posts: artwork and copy are available to be shared on institutional pages. There is an expected series of three posts promoting awareness during the pre-survey awareness time period, followed by four posts while the survey is open, and one final post during the last week of field.
- Digital posters: There are three slides, each containing messaging relevant to the three time periods above.
- Web tiles: Multiple sizes of web tiles (MREC, Leaderboard, Skyscraper) featuring GOS branding and messaging. There are two different executions – Awareness and Open – designed to correspond with the promotional periods outlined above.

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

It is expected that institutions send an early awareness raising letter or email to assure graduates of the legitimacy of the survey. Most institutions should have the facilities to conduct this in-house and it is recommended that institutions begin to organise this early. Signatories such as the Vice Chancellor or faculty heads can be expected to have the biggest impact. This particular engagement activity can be institution-branded (i.e., institutional logo with QILT logos). Institutions are asked to notify the Social Research Centre of the content and date of delivery of the letter or email. We will also provide a template in the marketing pack.
5.3. Engagement activity plan

The Social Research Centre has created a best-practice engagement activity plan based on the effectiveness of structured and well-timed engagement during several trial QILT projects and iterations of QILT surveys. Institutions will be asked to adhere to the activity plan below. Variations to the activities outlined in the GOS Engagement Activity Plan are only permitted upon agreement with the Social Research Centre. Refer to ‘Table 1 GOS – May 2019 summary timeline’ for the final date to propose variations to the engagement activity plan.

Table 4 Standard GOS – May 2019 Engagement Activity Plan

<table>
<thead>
<tr>
<th>The Social Research Centre</th>
<th>How institutions can help</th>
<th>In the lead-up to the launch: 15 April – Awareness Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Send awareness letter from your institution to all in-scope selections with the aim of the mail to land during the week of 15 April. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to GOS Awareness letter and institutional hardcopy mail out fact sheet in the Communications and Marketing Pack).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the lead-up to the launch: 22 – 26 April – Awareness Campaign</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create a web presence for GOS (or update a previous GOS information page) on institutional website under ‘current surveys’ or similar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Send an email to staff alerting to GOS participation and encourage use of in-class slides for first year post graduate classes (Refer to GOS to Staff email and Awareness, Open and Closing slides);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Send an email from the Vice Chancellor to graduates advising of the GOS. (Refer to GOS to graduates email);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter). Refer to Open Facebook Post, GOS Facebook Copy Text and <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Upload online posters to your institution’s alumni page or website for the duration of the fieldwork period (Refer to Awareness Webtiles);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advertise the GOS in alumni newsletters (or similar) (Refer to Awareness Posters, Webtiles, or Slides);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure whitelisting strategies are in place.</td>
</tr>
<tr>
<td>The Social Research Centre</td>
<td>How institutions can help</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Online survey launch: Week commencing 29 April – Open Campaign</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 2 May</td>
<td><strong>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important</strong></td>
<td></td>
</tr>
<tr>
<td>Email invitation will be sent to all students sampled for inclusion in the GOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday 4 May</td>
<td><strong>Post an announcement on your institution’s alumni page or website (Refer to Open Webtiles).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 6 May – Open Campaign</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 6 May</td>
<td><strong>Post a reminder on your institution’s alumni page or website (Refer to Open Webtiles);</strong></td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 9 May</td>
<td><strong>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important</strong></td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 13 May – Open Campaign</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 13 May</td>
<td><strong>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.</strong></td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 17 May</td>
<td><strong>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to Open Facebook Post, GOS Facebook Copy Text and <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</strong></td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 20 May – Open Campaign</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 20 May</td>
<td><strong>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to Open Facebook Post, GOS Facebook Copy Text and <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</strong></td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 23 May</td>
<td><strong>Send out a mid-field email from the Vice Chancellor / Faculty head. Remember to remove any completes and opt outs using the download from the reporting module (Refer to Graduate email_mid_survey).</strong></td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week commencing Monday 27 May – Closing Campaign</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 27 May</td>
<td><strong>Use your institution’s Social Media platforms to promote the survey (e.g. Facebook, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website</strong></td>
<td></td>
</tr>
<tr>
<td>The Social Research Centre Reminder email #8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 30 May</td>
<td><strong>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so Refer to Closing</strong></td>
<td></td>
</tr>
</tbody>
</table>
5.4. **Social media campaign**

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

5.5. **Institutional web presence**

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

5.6. **Standard QILT response maximisation activities**

5.6.1. **Email invitations and reminders**

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

All institutions will follow the same fieldwork period for the GOS – May 2019 (noting that a soft launch with the NUHEI population will occur two days earlier); as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove students who have completed the survey or opted out of further follow up from email communications. Email reminders will be tailored according to graduates’ response status (whether they have started the survey or not).

The reminder schedule is based on sound operational experience, and has been used across various trial surveys, as well as the SES with success. Given that centralisation of data collection for the GOS is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated unless there are especially unique circumstances and will involve an approval process with the department. The GOS sample collects up to four email addresses. The first available two addresses are used in the first half of fieldwork and then all addresses are used for email reminders in the second half of fieldwork. The email schedule is outlined in Table 5. The prize draw close dates are repeated for context. In compliance with the Australian Privacy Principles and the SPAM Act, all emails and SMS have the functionality for recipients to unsubscribe.
Whitelisting and spam mitigation

All conduct related to email contact and follow up with students will be carried out by the Social Research Centre using an internal email platform. To ensure that all email correspondence has the best possible chance of being received by graduates, the Social Research Centre is advising all institutions to follow whitelisting processes as outlined below:

- ‘Whitelist’ emails from the following domain: srcentre.com.au
- It can also help to whitelist the actual email address: gos@srcentre.com.au
- Whitelist server name that email originates from. Hostname ending in ‘emdbms.com’

Other useful information:
- The return-path is *.au.v6send.net or mbounces.com
- IP address ranges that the GOS emails will be sent from:
  - 103.69.164.0/22 and
  - 118.127.20.128/25

### Table 5: GOS – May 2019 Response Maximisation Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork starts / email invite sent - NUHEI</td>
<td>Tuesday 30 April</td>
</tr>
<tr>
<td>Fieldwork starts / email invite sent - Uni</td>
<td>Thursday 2 May</td>
</tr>
<tr>
<td>Email reminder 1 preparation and sending (Email 1 and Email 2)</td>
<td>Saturday 4 May</td>
</tr>
<tr>
<td>Email reminder 2 preparation and sending</td>
<td>Monday 6 May</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 1 CONDUCTED</strong></td>
<td>Wednesday 8 May</td>
</tr>
<tr>
<td>Email reminder 3 preparation and sending + infield telephone reminders start</td>
<td>Thursday 9 May</td>
</tr>
<tr>
<td>Email reminder 4 preparation and sending + SMS 1</td>
<td>Monday 13 May</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 2 CONDUCTED</strong></td>
<td>Wednesday 15 May</td>
</tr>
<tr>
<td>Email reminder 5 preparation and sending</td>
<td>Friday 17 May</td>
</tr>
<tr>
<td>Email reminder 6 preparation and sending + SMS 2</td>
<td>Monday 20 May</td>
</tr>
<tr>
<td>Open up email reminders to Email 3 and Email 4 if available</td>
<td>Monday 20 May</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 3 CONDUCTED</strong></td>
<td>Wednesday 22 May</td>
</tr>
<tr>
<td>Email reminder 7 preparation and sending</td>
<td>Friday 24 May</td>
</tr>
<tr>
<td>Email reminder 8 preparation and sending</td>
<td>Monday 27 May</td>
</tr>
<tr>
<td><strong>PRIZE DRAW 4 CONDUCTED</strong></td>
<td>Wednesday 29 May</td>
</tr>
<tr>
<td>Email reminder 9 preparation and sending (if required)</td>
<td>Thursday 30 May</td>
</tr>
<tr>
<td>Online collection closes</td>
<td>Sunday 2 June</td>
</tr>
</tbody>
</table>

5.6.2. **Whitelisting and spam mitigation**

- ‘Whitelist’ emails from the following domain: srcentre.com.au
- It can also help to whitelist the actual email address: gos@srcentre.com.au
- Whitelist server name that email originates from. Hostname ending in ‘emdbms.com’

Other useful information:
- The return-path is *.au.v6send.net or mbounces.com
- IP address ranges that the GOS emails will be sent from:
  - 103.69.164.0/22 and
  - 118.127.20.128/25
Email subject headings (indicative text below)\(^4\):

- Authentication: Graduate Outcomes Survey – Your details have been verified
- Invitation: Graduate Outcomes Survey – Share your experiences to help future students
- Reminder 1: Graduate Outcomes Survey – Your feedback is important
- Reminder 2: Graduate Outcomes Survey – Prize draw tonight
- Reminder 3: Graduate Outcomes Survey – Your institution needs your help
- Reminder 4: Graduate Outcomes Survey – You could win $1,000 for your feedback
- Reminder 5: Graduate Outcomes Survey – 10 mins of your insights can benefit future students
- Reminder 6: Graduate Outcomes Survey – We know you’ve received several emails
- Reminder 7: Australian Government wants to hear from you in the Graduate Outcomes Survey
- Reminder 8: Graduate Outcomes Survey – Final prize draw tonight
- Reminder 9: Graduate Outcomes Survey – Final chance to complete

5.6.3. SMS

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

5.6.4. Telephone reminder calls

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

5.6.5. Incentivisation

All completing graduates will be entered into a rolling prize draw in the GOS – May. The prize pool will total $32,000, comprised of four weekly prize pools of $8,000. Each weekly prize pool will be made up

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\(^4\) The Social Research Centre may vary subject headings depending on needs arising during fieldwork.
of three $1,000, five $500 and ten $250 prepaid VISA gift cards. The $1,000 gift cards will be drawn on a national basis, however the remaining prizes will be distributed between the states based on the proportion of institutions located within each state. The prize pool is designed to encourage early completion, as early completers are entered into all remaining prize draws from the date of their survey submission.

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at www.srcentre.com.au/gostcsb (this will be updated prior to GOS – May fieldwork). The link to the terms and conditions will be inserted into email activity sent to students and can be included on a webpage presence. The key prize draw dates are included at Table 5.

5.7. Fee-for-service response maximisation activities

The GOS offers optional post online fieldwork telephone non-response follow up using the Social Research Centre’s in-house call centre. Telephone follow up will take place after online collection has closed.

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

- The reminder call is designed to drive graduates to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website.

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

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

Refer to ‘Table 1 GOS – May 2019 summary timeline’ for the final date to nominate post-online fieldwork telephone activity. Remember to use your Participation and Additional Services form to register for telephone based activity. If you need this form sent to you again please contact the Social Research Centre at qilt@srcentre.com.au.
6. **Fieldwork monitoring**

6.1. **Liaison**

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

6.2. **Real-time reporting**

The Social Research Centre is able to offer participating institutions real-time status reporting for the GOS, meaning that, once fieldwork commences, institutions can monitor the progress of data collection, and readily engage in a discussion with the Social Research Centre project management team regarding targeted non-response follow up activities, as appropriate.

The standard reporting link for the online survey features:

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

A login will be assigned to your institution when fieldwork starts if your institution is new to QILT for the GOS – May collection. Previously issued logins can be used at https://data.srcentre.com.au/.
7. **Deliverables**

7.1. **Datafiles**

Data is delivered in three formats: SPSS, SAS and csv; however, institutions are welcome to request other formats if they have specific requirements.

Each institution will receive data for their institution, including any additional questions or populations that they may have requested.

Under QILT the national data file is provided free of charge. University Australia (UA) data sharing agreements are still applicable under QILT.

7.2. **Institutional reports**

Participating institutions in the 2019 GOS will receive an institutional report covering the November 2018, February 2019 and May 2019 GOS collections. The content will include:

- an overview of the GOS, including a brief explanation of the survey methodology, response, and psychometric properties if appropriate (depending upon methodological changes), etc.
- institutional GOS results stratified on the basis of key demographic and contextual groups, and
- appropriate benchmark results (e.g. national, higher education group) to provide context to the institutional results.

7.3. **National Report**

The National GOS Report will include:

- an executive summary
- an overview of the project and relevant contexts
- an overview of the methodology, including the study design, non-response treatment, psychometric properties of the instrument if appropriate, and analysis techniques
- key findings for key analysis groups and identification of issues and sub-groups for further statistical analysis, and
- a detailed discussion of results and any other significant findings emerging from the survey.
Appendix A  Variables requiring institution’s attention in the sample return

Course Completion Dates (COMPLETIONDATE)

Completion dates refer to the completion of the academic requirements of the course, not graduation. We have requested course completion dates to gain an understanding of the time lag between course completion and participating in the GOS. For a majority of respondents who completed undergraduate or postgraduate coursework awards, the gap should be about four months. Please provide completion date in YYYYMMDD (text) format.

Graduate Status (GRADUATESTATUS)

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

The variable GRADUATESTATUS should be coded as follows:

0 = Graduate  
1 = Not a graduate (used to flag errors in the interim PS file provided to the department)  
2 = Graduate not to be contacted (used for graduates who are deceased or are not to be contacted under any circumstances)  
3 = Surveyed in a previous round  
4 = Excluded from the survey for other reasons determined by the Institution

Name, Suburb/ Town, Postcode and Country

The name and address fields listed (E402, E403, E469, E470, E413 and E471) are required for the GOS survey execution. We need the respondent’s name for the email invitation and reminders. The address information (Suburb / Town, Postcode, State and Country) are used to determine time zone and location for survey execution and for response maximisation initiatives by the Social Research Centre.

Email addresses

Please provide at least one valid email address for each graduate in the file. We cannot include your graduate in the survey if their email address is invalid because GOS is primarily an online survey. Email 1 should be the email address which you feel is most likely to find the graduate and the next best options in email2 and email3, etc. Common sense suggests that the best option is the graduate’s personal email address (hotmail, gmail, etc.). Other options may include the email address issued by the institution while they were enrolled, or an alumni email address issued after graduation.
Phone numbers

Phone numbers are used for in field reminder calls, SMS reminders or fee for service post field telephone follow ups. Mobile numbers are preferred over landlines (where available) as they can be used for SMS reminders as well as phone contacts. Providing a main number and alternate number increases our chances of getting through to the graduate and achieving a completed interview. Please leave the phone number fields blank if you do not have this information in your system or if you do not wish the Social Research Centre to contact your graduates by telephone or SMS.

Faculty and Campus

Faculty and campus information is very useful for institutions when it comes to analysing the data from the survey. Faculty and Campus should be provided as text values.

The rest of Appendix A is only relevant to you if your institution is using course majors in the survey and reporting.

Majors (E308A_MAJFLAG, E308B_MAJFLAG, MAJ1 – MAJ4 and MAJ1TEXT – MAJ4TEXT)

One of the most complex parts of GOS is the use of course majors in the survey and reporting. Course majors are not part of an official HEIMS upload, in fact, this data item does not exist in the HEIMS. Nevertheless, some institutions prefer their GOS data reported against majors because the names of some of their courses are very generic (e.g. Bachelor of Arts, Bachelor of Science, Doctor of Philosophy, etc.) and greater specificity allows more meaningful data analysis and reporting.

An overview of the process with using majors

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

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

Who should use majors

The use of majors is best suited to institutions that

- have broad / generic qualification names and must use majors to allow more specificity in reporting AND
- can accurately assign majors to their graduates using information from their local administrative systems to minimise the likelihood of their graduates editing or deleting the majors presented to them in the survey.
Where the quality of the information on majors is poor or incomplete in the institution’s local system, the sub-quality information being piped into the survey will result in a higher likelihood of the graduates editing or deleting the majors presented to them in the survey. This, in turn, will lead to more coding checks for the institution and / or poor-quality data for reporting.

Please note that the graduates’ response to Module A when confirming their majors and the institutions’ subsequent actions in the majors coding checks can directly affect the institutions’ own data as well as national reporting. In many instances, a better option for ensuring data quality is to survey at the qualification / course level.

To ensure data quality for majors

1. Institutions that opt in to use majors will receive a sample population file template containing relevant fields for providing information on majors at the student level as described above. Institutions not using majors will receive a standard template without these fields.

2. Four additional fields — MAJ1TEXT, MAJ2TEXT, MAJ3TEXT and MAJ4TEXT are included in the sample population file templates for institutions to provide their institution-specific names for the majors in addition to providing the Social Research Centre with the ASCED codes in MAJ1 to MAJ4. Our experience has shown that graduates are less likely to edit or delete the majors presented to them in the survey if they see names that they are familiar with.

3. E308A_MAJFLAG and E308B_MAJFLAG have been included in the sample population file templates for institutions to indicate whether the graduate is ‘Survey on major’ or ‘Survey on course’. For double degrees, both course components should be flagged and it is important that the correct option is flagged separately in E308A_MAJFLAG and E308B_MAJFLAG. For example, if one of the components of the double degree has no majors, this component need to be flagged as ‘Survey on course’.

4. Institutions using majors will receive an additional majors template where they can list all permissible majors for each course at their institution for survey execution. The Social Research Centre has made significant changes to the majors template to address issues observed in the majors template returned by institutions for the November and February collections of the 2019. Please see details on pages 28 and 29 on how to complete the majors template for GOS May 2019.

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

For single degrees:

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

<table>
<thead>
<tr>
<th>Course name A (Derived)</th>
<th>MAJ1</th>
<th>MAJ1TEXT</th>
<th>MAJ2</th>
<th>MAJ2TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name B (Derived)</td>
<td>MAJ3</td>
<td>MAJ3TEXT</td>
<td>MAJ4</td>
<td>MAJ4TEXT</td>
</tr>
</tbody>
</table>

MAJ2 and MAJ2TEXT can be used as well if there are two majors undertaken as part of this course as shown below.
Please note that if both MAJ1 and MAJ2 are used, the graduate will be surveyed two sets of CEQs.

For double degrees:

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

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

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

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

Here is an example:

- A graduate completed a double degree Bachelor of Law / Bachelor of Arts, with a single major in the Law component of the degree and a double major in the Arts component.
- The major for the Law component would be entered in MAJ1 and MAJ1TEXT and the two majors for the Arts component would be entered in MAJ3 and MAJ3TEXT, MAJ4 and MAJ4TEXT.
- MAJ2 and MAJ2TEXT should be blank.
- In this instance, the first set of CEQ will be asked of MAJ1 and the second set of CEQ will be a random selection between MAJ3 and MAJ4.
What if my institution wants to use majors but we do not have customised names for our majors

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

**Step 2:** Populate MAJ1 – MAJ4 with the ASCED codes as appropriate.

**Step 3:** Leave MAJ1TEXT – MAJ4TEXT blank.

We will display the generic description from the Australian Bureau of Statistics (ABS) Australian Standard Classification of Education (ASCE) in the survey based on the ASCED codes you provided.

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

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

*For courses that do not have majors:*

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

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

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

*For courses that have majors:*

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

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

How do I complete the majors template

The purpose of this template is for you to provide to the Social Research Centre a complete list of all permissible majors by course for your institution. This allows the Social Research Centre to pipe in an appropriate drop-down list of majors tailored to each course (or each component of a double degree) for your graduates to select from, should they feel the need to edit the majors shown to them in the survey.

Where possible, the Social Research Centre will pre-populate the majors template using information that your institution has provided to us for GOS November 2018 and GOS February 2019 to make it easier for you to complete the template for GOS May 2019. An example of a pre-populated template is shown below.
If the majors template was not completed correctly in the November / February collection(s) and we cannot re-use the information provided, the Social Research Centre will send you a blank majors template to complete for the May collection.

Action required from you:

1. Please ensure that all relevant courses for the May collection are included in the template.

2. For the pre-populated templates, there may be courses which were not included in November or February but are now relevant for the May survey. Please add these to the template as required. We also ask that you do not delete records from the pre-populated template unless they were incorrect or if the majors/ courses are no longer relevant for future GOS. The Social Research Centre is building a look-up list of majors against each course for each institution, which will make future iterations of majors template easier to complete.

3. When filling out the template, please ensure that you include all permissible majors for each course and not just the majors completed by the current cohort of graduates being surveyed.

4. For the double degrees, please ensure that you provide all permissible majors for each component of the degree because the graduates will be allowed to edit the majors in each component separately in the survey. There are two ways you can do this in the template.

---

2019 GOS-May '19 Collection and Sample Guide
Prepared by the Social Research Centre
### Option 1:
Ensure that the majors for the single degrees are correct, then reference the majors in each component of the double degrees using the course code of the corresponding single degrees, as shown in the example below. Please ensure that you only include one course code in each row for E307MAJ.

<table>
<thead>
<tr>
<th>Higher Education Provider code (HEIMS)</th>
<th>Higher Education Provider name (HEIMS)</th>
<th>Course code (PS)</th>
<th>Course name - full (CO)</th>
<th>Course Component (for combined qualification)</th>
<th>Course component name (for combined qualifications only)</th>
<th>Major ASCED code</th>
<th>Major description for component A</th>
<th>Display all Majors as per course code (E307) (for combined qualification only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E306</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>10913</td>
<td>Physiology</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06101</td>
<td>Political Science and International Relations</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06100</td>
<td>Population Health</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06013</td>
<td>Anatomical Pathology</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS002</td>
<td>Bachelor of Law</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>10101</td>
<td>Mathematics</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
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<td>000 Institution X</td>
<td>CRS003</td>
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<td>Bachelor of Science</td>
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<td>No Major</td>
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<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06101</td>
<td>Physics</td>
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<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>010000</td>
<td>Information Technology</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>020100</td>
<td>Computer Science</td>
<td>MAJ TEXT</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Higher Education Provider code (HEIMS)</th>
<th>Higher Education Provider name (HEIMS)</th>
<th>Course code (PS)</th>
<th>Course name - full (CO)</th>
<th>Course Component (for combined qualification)</th>
<th>Course component name (for combined qualifications only)</th>
<th>Major ASCED code</th>
<th>Major description for component A</th>
<th>Display all Majors as per course code (E307) (for combined qualification only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E306</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>10913</td>
<td>Physiology</td>
<td>MAJ TEXT</td>
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<tr>
<td>000 Institution X</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06101</td>
<td>Political Science and International Relations</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06100</td>
<td>Population Health</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS001</td>
<td>Bachelor of Arts</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06013</td>
<td>Anatomical Pathology</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS002</td>
<td>Bachelor of Law</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>10101</td>
<td>Mathematics</td>
<td>MAJ TEXT</td>
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<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>10103</td>
<td>Statistics</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06100</td>
<td>Chemistry</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>06101</td>
<td>Physics</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>010000</td>
<td>Information Technology</td>
<td>MAJ TEXT</td>
</tr>
<tr>
<td>000 Institution X</td>
<td>CRS003</td>
<td>Bachelor of Science</td>
<td>Bachelor of Science</td>
<td>COMPARE</td>
<td>No Major</td>
<td>020100</td>
<td>Computer Science</td>
<td>MAJ TEXT</td>
</tr>
</tbody>
</table>

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

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

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

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

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

• that the names are proper cased text, AND

• do not include words such as ‘Major’, ‘Major in’, ‘Faculty’, ‘School of’, ‘Bachelor of’, ‘Master of’, ‘n.e.c.’, ‘n.f.d.’, ‘not elsewhere classified’ in the major description.

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

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

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

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

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

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

Exclusions (previously SampleFrame)

The key criteria for inclusion in the May collection of the GOS are:

a) domestic and international students, both undergraduate and postgraduate, who completed their studies at an onshore campus between November 2018 and February 2019 inclusive, and

b) who will be reported in the HEIMS final PS file in April 2019.

We are aware that Student Administration Systems may have completion dates for some students which may be a month or two outside of the formal end-of-trimester dates. This reflects the process for example of marking exams, offering and marking supplemental exams, entering marks into the system, and checking and ratifying course requirements. Please ensure that these records are included in the GOS population file for the May round if you feel this is appropriate.

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

- Graduate’s course code is not found in the HEIMS master course list (Exclusions=1).
- Non-primary records for graduates with multiple specialisations in the PS file (Exclusions=2, 3).
- Non-primary course for students graduating from multiple courses in the current collection round (Exclusions=4, 5, 6, 7).
- Offshore international students as defined by E358=5 (Exclusions=8).
- Fully duplicated records across the key variables E306, E313, E307 and E463 (Exclusions=9).
- Graduates who have appeared in any previous round of GOS with the same course code, matched on E306, E313 and E307 (Exclusions=10); or that have previously appeared in the current GOS reporting year, matched on E306 and E313 (Exclusions=11).

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

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

<table>
<thead>
<tr>
<th>Study Area 21</th>
<th>Study Area 45</th>
<th>Field of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Non-award</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>Science and mathematics</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>010100, 010101, 010103, 010199</td>
</tr>
<tr>
<td>3</td>
<td>Biological Sciences</td>
<td>010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999</td>
</tr>
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<td>4</td>
<td>Medical Science &amp; Technology</td>
<td>019901, 019903, 019905, 019907, 019909</td>
</tr>
<tr>
<td>2</td>
<td>Computing and Information Systems</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Engineering</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Engineering - Process &amp; Resources</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Engineering - Mechanical</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Engineering - Civil</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Engineering - Electrical &amp; Electronic</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Engineering - Aerospace</td>
<td>11</td>
</tr>
<tr>
<td>Study Area 21</td>
<td>Study Area 45</td>
<td>Field of Education</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>4</td>
<td>Architecture and built environment</td>
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</tr>
<tr>
<td>5</td>
<td>Agriculture and environmental studies</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>Health services and support</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>Medicine</td>
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</tr>
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<td>Veterinary science</td>
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<td>Teacher education</td>
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<td>Teacher Education - Other</td>
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<td>15</td>
<td>Teacher Education - Early Childhood</td>
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<td>16</td>
<td>Teacher Education - Primary &amp; Secondary</td>
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<td>Study Area 21</td>
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<td>Field of Education</td>
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<td>28 Accounting</td>
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<td>18 Law and paralegal studies</td>
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<tr>
<td>20 Communications</td>
<td>44 Communication, Media &amp; Journalism</td>
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<td>Study Area 21</td>
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<td>120599, 129900, 129999</td>
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Appendix 2 Participating institutions
## Participating institutions

<table>
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<tr>
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Appendix 4 Survey invitations and reminders
2019 Graduate Outcomes Survey (GOS) – November ‘18

Email and SMS Plan: Invitation and reminder text

Please note that the content and schedule of the email and SMS plan presented here may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

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1.1 Authentication Message

IMAGE: Your feedback is valuable

Subject: Graduate Outcomes Survey - Your details have been verified

Dear %graduate%,

As a recent graduate we would like to hear about your experiences at %your institution% through the Graduate Outcomes Survey (GOS).

It should take approximately 10 minutes to complete and your responses will be kept confidential.

To start the survey, please click on the link below:

%srvylink%

The GOS is the largest Australian study of graduates and part of the Quality Indicators for Learning and Teaching (QILT) – the only source of national data on graduate experiences with higher education.

By completing the survey you will enter the prize draw for the chance to win one of three $1,000 prepaid VISA gift cards each week. Prize draws close each Monday from 5 November to 26 November - there's $8,000 in prizes to be won each week. The earlier you submit your survey the more chances you have of winning the weekly prize!

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below.

Username: %Username%
Password: %Password%

More information about the research is provided at www.gos.edu.au including privacy and contact information if you have any queries.

Your ideas and opinions are important to future graduates. Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

See here for prize draw terms and conditions.
1.2 INVITATION

IMAGE: Finished studying?

Graduate Outcomes Survey – Share your experiences to help future students

Dear %%%E403**graduate%%,

Congratulations on the completion of your %%%QualName**qualification%% with %%%E306C**your institution%%. As a recent graduate, we would like feedback on your %%%Course**course%% through the Australian Government’s Graduate Outcomes Survey (GOS).

The GOS measures employment and study outcomes and gathers feedback that %%%providertype_name**institutions%% can use to improve courses and outcomes for future graduates.

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

Please spend 10 minutes sharing your experiences. To start the survey please click on the link below:

%%%srvylink%%

Complete the survey by Monday 5 November to have four chances to win $1,000.

The research is being undertaken as part of QILT [HYPERLINK: http://www.qilt.edu.au] by the Social Research Centre [HYPERLINK: http://www.srcentre.com.au] – an independent research company. Your responses will be kept confidential. More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

REINDER 1 - Saturday 3 Nov

IMAGE: Your feedback is valuable

Graduate Outcomes Survey – Your feedback is important

Dear %graduate%,

ALL:
Earlier this week we invited you to provide feedback about your experiences of your %QualName% at %your institution%, through the Graduate Outcomes Survey (GOS), the largest Australian study of graduates.

I know we only sent this invitation a few days ago but your feedback is very important and will contribute directly to the experience of current and future students. If you could spare 10 minutes we’d really appreciate it.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%srvylink%

Complete the survey by Monday 5 November to have four chances to win $1,000.

The research is being undertaken as part of QILT [HYPERLINK: http://www.qilt.edu.au] by the Social Research Centre [HYPERLINK: http://www.srcentre.com.au] – an independent research company. Your responses will be kept confidential. More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.4 REMINDER 2 – Monday 5 November

Image: Win a $1000 Visa gift card

Graduate Outcomes Survey – Prize draw tonight

Dear %E403**graduate%%,

ALL:
As a recent graduate of %E306C**your institution%% we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the Graduate Outcomes Survey (GOS). The GOS helps %providertype_name**institutions%% improve their %QualName**qualification%% for future students.

Remember, complete the survey before tonight, Monday 5 November to have four chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%%srvylink%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.5 REMINDER 3 – Thursday 8 Nov

IMAGE: Finished studying?

Graduate Outcomes Survey – Help others by sharing your journey

Dear %E403**graduate%%,

ALL:
The GOS collects your ‘real world’ experiences and knowledge so future students can be prepared for the ‘leap’ from study to work and life beyond studying. Completing the GOS is the best way to ensure your unique experiences count and that future graduates know what it’s like to study %%QualName**qualification%%% at %%E306C**your institution%%%.

Complete the survey by Monday 12 November to have three chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%%srvylink%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.6 REMINDER 4 – Monday 12 Nov

IMAGE: Win a $1000 Visa gift card

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

Dear %%%E403**graduate%%,

ALL:
We would be very grateful if you could take 10 minutes to provide feedback on your %%%QualName**qualification%% in the Graduate Outcomes Survey (GOS). Without your important feedback, future students won’t know what it’s like to study at %%%E306C**your institution%%.

Complete the survey by Monday 12 November to have three chances to win $1,000 (then I can also stop sending reminder emails!).

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%%srvylink%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.7 SMS 1 (160 characters)

**NOT PARTIAL:**
Hi %%%E403**graduate%%, a reminder from the Social Research Centre that the GOS is still open! Please check your email and join other Australian graduates in the largest national study of education %%%srvylink_sms%% Reply STOP to optout

**PARTIAL:**
Hi %%%E403**graduate%%, a reminder from the Social Research Centre that if you’ve started the GOS to please complete your survey as part of Australia’s largest national study of education %%%srvylink_sms%% Reply STOP to optout
1.8 REMINDER 5 – Fri 16 Nov

Graduate Outcomes Survey – 10 mins of your insights so future graduates benefit

Dear %%E403**graduate%%,

**ALL:**
You are from a unique group of graduates who studied the %%QualName**qualification%% at %%E306C**your institution%% and it is really important that you complete the GOS. Participate in the study early to have more chances to win! Complete the survey by Monday 19 November to have two chances to win $1,000.

**NOT PARTIAL (PartialFlag=0):**
To start the survey, please click on the link below:

**PARTIAL (PartialFlag=1):**
If you have started already, please click the link below to continue the survey from where you left off:

**ALL:**
%%srvylink%%

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

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.9 REMINDER 6 – Mon 19 Nov

IMAGE: Win a $1000 Visa gift card

Graduate Outcomes Survey – We know you’ve received several emails

Dear %E403**graduate%%,

ALL:
The reason for the emails is that it’s important for the Australian Government to hear the experiences of as many graduates as possible so that higher education can best reflect graduate needs. Graduates completing the GOS is the reason %providertype_name**institutions%% have been able to respond to feedback and improve career resources and develop students’ work readiness.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%%srvylink%%

We value your time and participation – if you do not wish to participate, please unsubscribe using the link at the bottom of the email. Complete the survey by tonight, Monday 19 November to have two chances to win $1,000.

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.10 SMS 2 (320 characters) – Mon 19 Nov

NOT PARTIAL:
Hi %%%graduate%%, a note from the Social Research Centre that we’ve sent you an email to say the second last prize draw for the GOS closes tonight! Complete the GOS now to be entered into the final draw and join other graduates in the largest national study of education %%%srvylink_sms%% Reply STOP to optout

PARTIAL:
Hi %%%graduate%%, a note from the Social Research Centre that we’ve sent you an email to say the second last prize draw for the GOS closes tonight! If you’ve started the GOS, please complete it now to be entered into the final draw %%%srvylink_sms%% Reply STOP to optout
1.11 REMINDER 7 – Thur 22 Nov

IMAGE: The GOS is closing soon!

Graduate Outcomes Survey – Closing soon

Dear %E403**graduate%%,

ALL:
The GOS collects your ‘real world’ experiences and knowledge so future students can be prepared for the ‘leap’ from study to work and life beyond studying. Completing the GOS is the best way to ensure your unique experiences count and helps %E306C**your institution%% improve what it offers to current and future students.

Complete the survey by Monday 26 November to have a final chance to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%%srvylink%%

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

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.12 REMINDER 8 – Monday 26 Nov

[Image: Your feedback is valuable.]

[first name]: Graduate Outcomes Survey – Final prize draw tonight

Dear %%%E403**graduate%%,

ALL:
This is now the last week for the survey. You are from a unique group of graduates who studied the %%%QualName**qualification%% at %%%E306C**your institution%% and we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the GOS. **Complete the survey by tonight, Monday 26 November, to be part of the final prize draw to win $1,000.***

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%%%srvylink%%

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au).

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of [Quality Indicators for Learning and Teaching (QILT)](https://www.srcentre.com.au/GOSIcs) for prize draw terms and conditions.
1.13 REMINDER 9 – Thur 29 Nov

IMAGE: Finished studying?

Graduate Outcomes Survey – Final chance to complete

Dear %$E403**graduate%%,

ALL:
This is the very last email we will send you about the GOS, as it closes this weekend. We appreciate that you are busy but it’s important for the Australian Government to get feedback from as many graduates as possible. If you spend 10 minutes sharing your ideas, we can go a long way to helping %$providertype_name**institutions%% best prepare their graduates for work and further study.

With your help, the results will be more accurate. Without your help, the results will be less accurate.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue the survey from where you left off:

ALL:
%%srvylink%%

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

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.14 CATI Reminder (in-field)

IMAGE: Your feedback is valuable.

Graduate Outcomes Survey – Invitation to complete online

Dear %E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey (GOS) and providing feedback about your experiences of your %QualName**qualification%% at %E306C**your institution%%.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access the survey, please click on the link below:

%srvylink%%

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below:

Username: %Username%%
Password: %Password%%

This is a rare opportunity to contribute to education policy. The GOS is the only source of national data on graduate satisfaction with their course. By sharing your thoughts and experiences you can help improve courses for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of $1,000. There is a total prize pool of $32,000! The earlier you submit your survey the more chances you have of winning the weekly prize!**

The GOS is being undertaken on behalf of the Australian Government Department of Education and Training by the Social Research Centre {HYPERLINK: http://www.srcentre.com.au} – an independent social research company.

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

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

**IMAGE:** Your feedback is valuable.

Graduate Outcomes Survey – Invitation to complete online

Dear **graduate**,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey (GOS) and providing feedback about your experiences of your **qualification** at **your institution**.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access the survey, please click on the link below:

**srvylink**

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to [www.gos.edu.au](http://www.gos.edu.au), click ‘start survey’ and enter your unique login details as below:

- **Username:** **Username**
- **Password:** **Password**

This is a rare opportunity to contribute to education policy. The GOS is the only source of national data on graduate satisfaction with their course. By sharing your thoughts and experiences you can help improve courses for students in the future. As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.

The GOS is being undertaken on behalf of the Australian Government Department of Education and Training by [the Social Research Centre](http://www.srcentre.com.au) – an independent social research company.

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au), including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

Graham Challice

Executive Director

The Social Research Centre

Administrator of Quality Indicators for Learning and Teaching (QILT)

See [here](https://www.srcentre.com.au/GOSTcs) for prize draw terms and conditions.
Please note that the content and schedule of the email and SMS plan presented here may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

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1.2 Authentication Message (Tue 29 Jan)

IMAGE: Your feedback is valuable

Subject: Graduate Outcomes Survey - Your details have been verified

Dear %E403**graduate%%,

As a recent graduate we would like to hear about your experiences at %E306C**your institution%% through the Graduate Outcomes Survey (GOS).

It should take approximately 10 minutes to complete and your responses will be kept confidential.

To start the survey, please click on the link below:

%%srvylink%%

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

By completing the survey you will enter the prize draw for the chance to win one $,000 prepaid VISA gift card each week. Prize draws close each Monday from 4 February to 25 February - there’s $1,500 in prizes to be won each week. The earlier you submit your survey the more chances you have of winning the weekly prize!

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below.

Username: %Username%%
Password: %Password%%

More information about the research is provided at www.gos.edu.au including privacy and contact information if you have any queries.

Your ideas and opinions are important to future graduates. Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.3 INVITATION – Tue 29 / Thu 31 Jan

![FINISHED STUDYING?](image)

IMAGE: Finished studying?

Graduate Outcomes Survey – Share your experiences to help future students

Dear %%%E403**graduate%%,

Congratulations on the completion of your %%%QualName**qualification%% with %%%E306C**your institution%%. As a recent graduate, we would like feedback on your %%%Course**course%% through the Australian Government’s Graduate Outcomes Survey (GOS).

The GOS measures employment and study outcomes and gathers feedback that %%%providertype_name**institutions%% can use to improve courses and outcomes for future graduates.

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

Please spend 10 minutes sharing your experiences. To start the survey please click on the link below:

%%srvylink%%

Complete the survey by Monday 4 February to have four chances to win $1,000.

The research is being undertaken as part of QILT (HYPERLINK: http://www.qilt.edu.au) by the Social Research Centre (HYPERLINK: http://www.srcentre.com.au) – an independent research company. Your responses will be kept confidential. More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au), including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of [Quality Indicators for Learning and Teaching](http://www.srcentre.com.au/GOScts) (QILT)

See [here](http://www.srcentre.com.au/GOSTcs) for prize draw terms and conditions.
1.4 REMINDER 1 - Sat 2 Feb

IMAGE: Your feedback is valuable

Help future students at %%%E306C%% through the Graduate Outcomes Survey

Dear %%%E403**graduate%%,

ALL:

Earlier this week we invited you to provide feedback about your experiences of your %%%QualName**qualification%% at %%%E306C**your institution%%, through the Graduate Outcomes Survey (GOS), the largest Australian study of graduates.

I know we only sent this invitation a few days ago but your feedback as a graduate and past student of %%%E306C**your institution%%, is very important and will contribute directly to the experience of current and future students. If you could spare 10 minutes we’d really appreciate it.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:

%%srvylink%%

Complete the survey by Monday 4 February to have four chances to win $1,000.

The research is being undertaken as part of QILT (HYPERLINK: http://www.qilt.edu.au) by the Social Research Centre (HYPERLINK: http://www.srcentre.com.au) – an independent research company. Your responses will be kept confidential. More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.5 REMINDER 2 – Mon 4 Feb

IMAGE: Win a $1000 Visa gift card

Graduate Outcomes Survey – Prize draw tonight

Dear %%E403**graduate%%,

ALL:
As a recent graduate of %%E306C**your institution%% we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the Graduate Outcomes Survey (GOS). Over the past four years, %%providertype_name**institutions%% have used the findings to help improve courses, student services and campus facilities — all thanks to feedback from graduates like you.

Remember, complete the survey before tonight, Monday 4 February to have four chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%srvylink%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.6 REMINDER 3 – Thursday 7 Feb

IMAGE: Finished studying?

Graduate Outcomes Survey - %E306C**Your institution%% needs your help

Dear %E403**graduate%%,

ALL:
The GOS asks about your real world experiences so future students can be prepared for the leap to work and life beyond studying. Completing the GOS is the best way to ensure your unique experiences count and that future students know what it’s like to study %QualName**qualification%% at %E306C**your institution%%.

Complete the survey by Monday 11 February to have three chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%srvylink%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.7 REMINDER 4 – Mon 11 Feb

IMAGE: Win a $1000 Visa gift card

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

Dear %%%E403**graduate%%%

ALL:
We would be very grateful if you could take 10 minutes to provide feedback on your %%%QualName**qualification%% in the GOS. Without your important feedback, future students won’t know what it’s like to study at %%%E306C**your institution%%.

Remember, complete the survey before tonight, Monday 11 February to have three chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%srvylink%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

NOT PARTIAL:
Hi %E403**graduate%%, a reminder from the Social Research Centre that the GOS is still open! Please check your email and join other Australian graduates in the largest national study of education %srvylink_sms%% Reply STOP to optout

PARTIAL:
Hi %E403**graduate%%, a reminder from the Social Research Centre that if you've started the GOS to please complete your survey as part of Australia's largest national study of education %srvylink_sms%% Reply STOP to optout
Graduate Outcomes Survey – Your insights can benefit future students

Dear %%%E403**graduate%%,%

ALL:

You are from a unique group of graduates who studied the %%%QualName**qualification%% at %%%E306C**your institution%% and it is really important that you complete the GOS. In the past, %%%providertype_name**institutions%% have used GOS data to improve public spaces and services to prepare students for work and life after studying. Sharing your experiences can help shape future students through their higher education journey and improve outcomes for graduates.

NOT PARTIAL (PartialFlag=0):

To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):

If you have started already, please click the link below to continue from where you left off:

ALL:

%%srvylink%%

Complete the survey by Monday 18 February to have two chances to win $1,000.

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

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.10 REMINDER 6 – Mon 18 Feb

Graduate Outcomes Survey – We know you’ve received several emails

Dear %E403**graduate%%,

**ALL**: The reason for the emails is that it’s important for the Australian Government to hear the experiences of as many graduates as possible so that higher education can best reflect graduate needs. Graduates completing the GOS are the reason %%providertype_name**institutions%% has been able to respond to survey feedback and improve career resources and develop students’ work readiness.

**Complete the survey by tonight, Monday 18 February to have two chances to win $1,000.**

**NOT PARTIAL** (PartialFlag=0):
To start the survey, please click on the link below:

**PARTIAL** (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

**ALL:**

%%%srvylink%%

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

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.11 SMS 2 – Mon 18 Feb

**NOT PARTIAL:**
Hi %%%E403**graduate%%, a note from the Social Research Centre that we’ve sent you an email to say the second last prize draw for the GOS closes tonight! Complete the GOS now to be entered into the final draw and join other graduates in the largest national study of education %%%srvylink_sms%% Reply STOP to optout

**PARTIAL:**
Hi %%%E403**graduate%%, a note from the Social Research Centre that we’ve sent you an email to say the second last prize draw for the GOS closes tonight! If you’ve started the GOS, please complete it now to be entered into the final draw %%%srvylink_sms%% Reply STOP to optout
1.12 REMINDER 7 – Thu 21 Feb

**IMAGE:** The GOS is closing soon!

%%E306COfficial%% wants to hear from you in the Graduate Outcomes Survey

**Dear **%%E403**graduate**,**

**ALL:**
The GOS collects your real world experiences and knowledge so future students can be prepared for the leap to work and life beyond studying. Completing the GOS is the best way to ensure your unique experiences count and helps %%E306C**your institution**% improve what it offers to current and future students.

Complete the survey by Monday 25 February to have a final chance to win $1,000.

**NOT PARTIAL** (PartialFlag=0):
To start the survey, please click on the link below:

**PARTIAL** (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

**ALL:**
%%srvylink%%

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

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre  
Administrator of [Quality Indicators for Learning and Teaching (QILT)](https://www.srcentre.com.au/GOS)  

See [here](https://www.srcentre.com.au/GOS/tcs) for prize draw terms and conditions.
1.13 REMINDER 8 – Mon 25 Feb

IMAGE: Your feedback is valuable.
Graduate Outcomes Survey – Final prize draw tonight

Dear %E403**graduate%%,

**ALL:**
This is now the last week for the survey. You are from a unique group of graduates who studied the %QualName**qualification%% at %E306C**your institution%% and we would be very grateful if you could spare 10 minutes to complete the GOS.

Complete the survey by tonight, Monday 25 February, to be part of the final prize draw to win $1,000.

**NOT PARTIAL (PartialFlag=0):**
To start the survey, please click on the link below:

**PARTIAL (PartialFlag=1):**
If you have started already, please click the link below to continue from where you left off:

**ALL:**
%srvylink%%

More information about the research is provided at www.gos.edu.au.
Thank you in advance for being part of the GOS. We wish you all the best in your future activities.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.14 **REMEMBER 9 – Thu 28 Feb**

![FINISHED STUDYING?](image)

**IMAGE: Finished studying?**

Graduate Outcomes Survey – Final chance to complete

Dear %%%E403**graduate%%,

**ALL:**
This is the very last email we will send you about the GOS, as it closes this weekend. We appreciate that you are busy but it's important for the Australian Government to get feedback from as many graduates as possible. If you spend 10 minutes sharing your ideas, we can go a long way to helping %%% providertype_name**institutions%% best prepare their graduates for work and further study.

**NOT PARTIAL (PartialFlag=0):**
To start the survey, please click on the link below:

**PARTIAL (PartialFlag=1):**
If you have started already, please click the link below to continue from where you left off:

**ALL:**
%%srvylink%%

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

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au).

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of [Quality Indicators for Learning and Teaching](https://www.srcentre.com.au/) (QILT)

See [here](https://www.srcentre.com.au/GOSlcs) for prize draw terms and conditions.
1.15 CATI Reminder (in-field)

IMAGE: Your feedback is valuable.

Graduate Outcomes Survey – Invitation to complete online

Dear %%%E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey (GOS) and providing feedback about your experiences of your %%%QualName**qualification%% at %%%E306**your institution%%.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access the survey, please click on the link below:

%%srvylink%%

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below:

Username: %%%Username%%
Password: %%%Password%%

This is a rare opportunity to contribute to education policy. The GOS is the only source of national data on graduate satisfaction with their course. By sharing your thoughts and experiences you can help improve courses for students in the future. As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of $1,000. There is a total prize pool of $6,000! The earlier you submit your survey the more chances you have of winning the weekly prize!


More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

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

Graduate Outcomes Survey – Invitation to complete online

Dear %E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey (GOS) and providing feedback about your experiences of your %QualName**qualification% at %E306C**your institution%.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access the survey, please click on the link below:

%srvylink%

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below:

- Username: %Username%
- Password: %Password%

This is a rare opportunity to contribute to education policy. The GOS is the only source of national data on graduate satisfaction with their course. By sharing your thoughts and experiences you can help improve courses for students in the future. As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.


More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

Graham Challice

Executive Director

The Social Research Centre

Administrator of Quality Indicators for Learning and Teaching (QILT)

# 2019 Graduate Outcomes Survey (GOS) – May ‘19

## Email and SMS Plan: Invitation and reminder text

Please note that the content and schedule of the email and SMS plan presented here may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

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1.2 Authentication Message – Tue 30 Apr

IMAGE: Your feedback is valuable

Subject: Graduate Outcomes Survey — Your details have been verified

Dear %%%E403**graduate%%,

As a recent graduate we would like to hear about your experiences at %%%E306C**your institution%% through the Graduate Outcomes Survey (GOS).

It should take approximately 10 minutes to complete and your responses will be kept confidential.

To start the survey, please click on the link below:

%%%srvylink%%

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

By completing the survey you will enter the prize draw for the chance to win a $1,000 prepaid VISA gift card each week. Prize draws close each Monday from 6 May to 27 May - there’s $8,000 in prizes to be won each week. The earlier you submit your survey the more chances you have of winning the weekly prize!

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below.

Username: %%%Username%%
Password: %%%Password%%

More information about the research is provided at www.gos.edu.au including privacy and contact information if you have any queries.

Your ideas and opinions are important to future graduates. Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.3 INVITATION – Tue 30 Apr / Thu 2 May

Graduate Outcomes Survey – Share your experiences to help future students

Dear %E403**graduate**%

Congratulations on the completion of your %QualName**qualification**% with %E306C**your institution**%. As a recent graduate, we would like feedback on your %Course**course**% through the Australian Government’s Graduate Outcomes Survey (GOS).

Please spend 10 minutes sharing your experiences. All your responses will be kept confidential.
To start the survey please click on the link below:

%srvylink%

The GOS measures employment and study outcomes and gathers feedback that %providertype_name**institutions**% can use to improve courses and outcomes for future graduates.
Based on experiences from graduates like you, %providertype_name**institutions**% have been able to create better places to study and learn by improving their %Course**course**%s, learning resources, support services and campus facilities.

Complete the survey by Monday 6 May to have four chances to win $1,000.

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

Graham Challice
Executive Director

The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

Dear %%E403**graduate%%,

ALL:
Earlier this week we invited you to provide feedback about your experiences of your %%QualName**qualification%% at %%E306C**your institution%%, through the Graduate Outcomes Survey (GOS), the largest Australian study of graduates.

I know we only sent this invitation a few days ago but your feedback is very important and will contribute directly to the experience of current and future students. If you could spare 10 minutes we’d really appreciate it.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%srvylink%%

Complete the survey by Monday 6 May to have four chances to win $1,000.

The research is being undertaken as part of QILT [HYPERLINK: http://www.qilt.edu.au] by the Social Research Centre [HYPERLINK: http://www.srcentre.com.au] – an independent research company. Your responses will be kept confidential. More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au), including privacy and contact information if you have any queries.

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

Graham Challice

Executive Director

The Social Research Centre

Administrator of [Quality Indicators for Learning and Teaching](http://www.srcentre.com.au/GOS/tcs) (QILT)

See [here](https://www.srcentre.com.au/GOS/tcs) for prize draw terms and conditions.
1.5 REMINDER 2 – Mon 6 May

IMAGE: Win a $1000 Visa gift card

Graduate Outcomes Survey – Prize draw tonight

Dear %E403**graduate%%,

ALL:
As a recent graduate of %E306C**your institution%% we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the Graduate Outcomes Survey (GOS). Over the past four years, %providertype_name**institutions%% have used the findings to help improve courses, student services and campus facilities — all thanks to feedback from graduates like you.

Remember, complete the survey by tonight, Monday 6 May to have four chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%srvylink%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.6 REMINDER 3 – Thu 9 May

IMAGE: Finished studying?

Graduate Outcomes Survey - Your institution needs your help

Dear graduate,

ALL:
Completing the GOS provides your institution the feedback they need to improve the qualification for future students. By spending 10 minutes sharing your unique experiences, you also help institutions best prepare their graduates for work and further study.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:

Complete the survey by Monday 13 May to have three chances to win $1,000. More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Pam Muth
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

See here for prize draw terms and conditions.
1.7 REMINDER 4 – Mon 13 May

IMAGE: Win a $1000 Visa gift card

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

Dear %%%E403**graduate%%,%

ALL:
We would be very grateful if you could take 10 minutes to provide feedback on your %%%QualName**qualification%% in the GOS. Without your important feedback, future students won’t know what it’s like to study at %%%E306C**your institution%%.

Remember, complete the survey by tonight, Monday 13 May to have three chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%%srvylink%%%

More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.8 SMS 1 – Mon 13 May

**NOT PARTIAL:**
Hi %%%E403***graduate%%, a reminder from the Social Research Centre that the GOS is still open! Please check your email and join other Australian graduates in the largest national study of education %%srvylink_sms%% Reply STOP to optout

**PARTIAL:**
Hi %%%E403***graduate%%, a reminder from the Social Research Centre that if you’ve started the GOS to please complete your survey as part of Australia’s largest national study of education %%srvylink_sms%% Reply STOP to optout
1.9 REMINDER 5 – Fri 17 May

Finish studying?

IMAGE: Finished studying?

Graduate Outcomes Survey – 10 mins of your insights can benefit future students

Dear %E403*graduate%,

ALL:

I understand you may be busy, but it is really important that you complete the GOS since you are from a unique group of graduates who studied the %QualName**qualification% at %E306C**your institution**.

In the past, %providertype_name**institutions** have used GOS data to improve public spaces and services to prepare students for work and life after studying. Sharing your experiences can help shape future students through their higher education journey and improve outcomes for graduates.

NOT PARTIAL (PartialFlag=0):

To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):

If you have started already, please click the link below to continue from where you left off:

ALL:

%%srvylink%%

Complete the survey by Monday 20 May to have two chances to win $1,000.

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

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.10 REMINDER 6 – Mon 20 May

IMAGE: Win a $1000 Visa gift card

Graduate Outcomes Survey – We know you’ve received several emails

Dear %E403**graduate%%,

ALL:
The reason for the emails is that it’s important for the Australian Government to hear the experiences of as many graduates as possible so that higher education can best reflect graduate needs. Graduates completing the GOS are the reason %%providertype_name**institutions%% has been able to respond to survey feedback and improve career resources and develop students’ work readiness.

Complete the survey by tonight, Monday 20 May to have two chances to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%%srvylink%%

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

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.11 SMS 2 – Mon 20 May

**NOT PARTIAL:**
Hi %%%E403**graduate%%%, a note from the Social Research Centre that we've sent you an email to say the second last prize draw for the GOS closes tonight! Complete the GOS now to be entered into the final two draws and join other graduates in the largest national study of education %%%srvylink_sms%% Reply STOP to optout

**PARTIAL:**
Hi %%%E403**graduate%%%, a note from the Social Research Centre that we've sent you an email to say the second last prize draw for the GOS closes tonight! If you've started the GOS, please complete it now to be entered into the final two draws %%%srvylink_sms%% Reply STOP to optout
1.12 REMINDER 7 – Fri 24 May

IMAGE: The GOS is closing soon!

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

Dear %%%graduate%%,

ALL:
Over 50,000 graduates have already provided feedback on their %%%Course%% by completing the GOS. We appreciate that you are busy, but the Australian Government still wants to hear from you, so they can best improve how higher education is delivered to current and future students.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%srvylink%%

Complete the survey by Monday 27 May to have a final chance to win $1,000.

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

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au).

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

See [here](https://www.srcentre.com.au/GOSTcs) for prize draw terms and conditions.
1.13 REMINDER 8 – Mon 27 May

IMAGE: Your feedback is valuable.

Graduate Outcomes Survey – Final prize draw tonight

Dear %%%E403**graduate%%,

ALL:
This is now the last week for the survey. You are from a unique group of graduates who studied the %%%QualName**qualification%% at %%%E306C**your institution%% and we would be very grateful if you could spare 10 minutes to complete the GOS.

Complete the survey by tonight, Monday 27 May, to be part of the final prize draw to win $1,000.

NOT PARTIAL (PartialFlag=0):
To start the survey, please click on the link below:

PARTIAL (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

ALL:
%%srvylink%%

More information about the research is provided at www.gos.edu.au.

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

1.14 REMINDER 9 – Thu 30 May

IMAGE: Finished studying?

Graduate Outcomes Survey – Final chance to complete

Dear %%E403**graduate%%,

**ALL:**
This is the very last email we will send you about the GOS, as it closes this weekend. We appreciate that you are busy but it's important for the Australian Government to get feedback from as many graduates as possible. If you spend 10 minutes sharing your ideas, we can go a long way to helping %%providertype_name**institutions%% best prepare their graduates for work and further study.

**NOT PARTIAL** (PartialFlag=0):
To start the survey, please click on the link below:

**PARTIAL** (PartialFlag=1):
If you have started already, please click the link below to continue from where you left off:

**ALL:**
%%srvylink%%

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

More information about the research is provided at [www.gos.edu.au](http://www.gos.edu.au).

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

Graham Challice
Executive Director
The Social Research Centre
Administrator of [Quality Indicators for Learning and Teaching](https://www.srcentre.com.au) (QILT)

1.15 CATI Reminder (in-field)

IMAGE: Your feedback is valuable.

Graduate Outcomes Survey – Invitation to complete online

Dear %%%E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey (GOS) and providing feedback about your experiences of your %%%QualName**qualification%% at %%%E306C**your institution%%.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access the survey, please click on the link below:

%%srvylink%%

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below:

Username: %%%Username%%
Password: %%%Password%%

This is a rare opportunity to contribute to education policy. The GOS is the only source of national data on graduate satisfaction with their course. By sharing your thoughts and experiences you can help improve courses for students in the future. As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of $1,000. There is a total prize pool of $32,000! The earlier you submit your survey the more chances you have of winning the weekly prize!


More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

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

Graduate Outcomes Survey – Invitation to complete online

Dear %E403**graduate%%,

We recently spoke to you on the phone about completing the Graduate Outcomes Survey (GOS) and providing feedback about your experiences of your %QualName**qualification% at %E306C**your institution%%.

Thank you for agreeing to take part. It should only take approximately 10 to 15 minutes to complete and your responses will be kept confidential.

To access the survey, please click on the link below:

%%srvylink%%

If you are unable to access the survey by clicking on the link, please copy and paste the link into a new browser window. Alternatively, go to www.gos.edu.au, click ‘start survey’ and enter your unique login details as below:

Username: %Username%%
Password: %Password%%

This is a rare opportunity to contribute to education policy. The GOS is the only source of national data on graduate satisfaction with their course. By sharing your thoughts and experiences you can help improve courses for students in the future. As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.


More information about the research is provided at www.gos.edu.au, including privacy and contact information if you have any queries.

Thank you in advance for your time and feedback.

Graham Challice
Executive Director
The Social Research Centre
Administrator of Quality Indicators for Learning and Teaching (QILT)

Appendix 5 Briefing slides for telephone follow up activities
GOS19 May collection
Briefing slides

Quality Indicators for Learning and Teaching (QILT)
Briefing overview

• **GOS**
  • Project background
  • Privacy and confidentiality
  • Housekeeping

• **Reminder Calls**
  • Project overview
  • Ops performance
  • Survey procedures
  • Engagement techniques

• **Full CATI**
  • Project overview
  • Ops performance
  • Liaison techniques
  • Questionnaire
  • Data quality issues
  • Collection of supervisor details
Project background

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

The GOS falls within the Quality Indicators for Learning and Teaching (QILT) survey suite and in theory is a replacement for the Australian Graduate Survey (AGS).

➢ The AGS commenced more than 30 years ago! We conducted the AGS for a number of universities so you may recall that project.

The GOS is conducted 3 times a ‘year’:

➢ November collection
➢ February collection
➢ May collection
Project background cont.

• The GOS is designed to measure what graduates are doing now in terms of work or further study

• Extremely important national benchmarking study for institutions to be able to improve their courses and the outcomes of graduates

• The Australian Government Department of Education and Training uses the results to make key decisions about the future of institutions and monitor course quality

• This data is also available to students on the QILT website (qilt.edu.au) when they are making decisions about applying for undergraduate or postgraduate courses
Privacy and confidentiality

- All records are provided by the institutions themselves. The survey is voluntary.

- The Social Research Centre complies with the Australian Privacy Principles

- No direct identifying information (such as name or phone number) forms part of the final data. A unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website

- Please contact the Project Coordinators (Jordan, Josh, Gillian) if there are any queries or concerns

- General information about the Graduate Outcomes Survey can be found here: [www.gos.edu.au](http://www.gos.edu.au) and

- There are general GOS FAQs on project page of the SRC website
Housekeeping

• As there are a number of GOS projects in field at once, please keep track of which one you are rostered to work on each shift

• Different project numbers are used for various iterations of GOS
  ➢ Make sure you’re working on the project you have been assigned to
Introductions – who we are

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

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

• The job is different to others at SRC in that no actual interviewing will be done

• We are calling to remind graduates to complete the online survey, and where possible collecting an email address so we can re-invite them to participate
Project overview

• Fieldwork dates
  • **In-field:** 9\(^{th}\) May – 29\(^{th}\) May (Starts during second week of online fieldwork and finishes just before close of online)
  • **Post-field:** 3\(^{rd}\) June – 9\(^{th}\) June (Fieldwork extended for one week beyond the standard online fieldwork period)

• Sample selections
  • **In-field:** Under performing institutions and study areas – analysis done in-house to determine where efforts are best directed
  • **Post-field:** Institutions opt-in on a fee-for-service basis. Typically all non-completers with valid telephone contact information

- Online fieldwork for GOS runs 30\(^{th}\) April – 2\(^{nd}\) June
- Online survey remains open until 11\(^{th}\) June for institutions who have opted in to post-field telephone activity
Ops performance – in-field reminders

- Overall response rate for GOS19 Nov ‘18 was 42%
- Overall response rate for GOS19 Feb ‘19 was 50%
  - These would not be achievable without in-field reminder calls
- Of the 21,052 sample records initiated for in-field reminder calls in GOS19 Nov ‘18:
  - 29% resulted in a contact
  - 89% of contacts resulted in collection of a graduate’s email
  - Of those cases where an email was collected, 32% went on to complete the survey

- CATI Performance:
  - CATI Rate – 12.7
  - Interview length – 1.9 minutes
  - Response Rate – 94%
Ops performance – post-field reminders

- Of the 14,912 sample records initiated for post-field reminder calls in GOS19 Nov ‘18:
  - 42% resulted in a contact
  - 83% of contacts resulted in collection of a graduate’s email
  - Of those cases where an email was collected, 19% went on to complete the survey

CATI Performance:
- CATI Rate – 11.1
- Interview length – 2.0 minutes
- Response Rate – 94%
Survey procedures

• We will be leaving a short pre-recorded answering machine message
• No LOTEs
• Multinum will be on – need to dial ALL numbers starting with mobiles
• Very short calls so **avoid making appointments** where possible
  aim to collect up to date contact information and end –call
• Completing the call on the first contact is ideal and should be attempted in all cases. Appointments should only be made when absolutely necessary due to the nature of this project
• Roughly 5% of sample records have international numbers. Be mindful of time zones when calling
Survey procedures

- Vital that we collect a current and accurate email address – important to read the email back and confirm spelling where needed
  - We will be conducting reviews on email bounce by interviewer to monitor accuracy of collection

- Very important that we provide enough support and information to graduates to leave them positively predisposed to completing the online survey
  - A copy of the questionnaire and email communications will be on the Hub for context (i.e. invitation and reminder emails)

- We would prefer you to spend a minute or two longer on the phone to reassure graduates if they have concerns than leave them dissatisfied with the call

- **True measure of success is how many reminder calls translate into completes**
Survey procedures - Appointments

• Why do we need to avoid appointments?
  • Reminder calls are very quick, less than two minutes.
  • Introductions, probing out the best time to call back and writing the appointment note is likely to take as long as completing the reminder.
  • Reminders have a very short call cycle (most records get 1 call attempt). Soft appointments may never get called.
  • The reminder projects require a high volume of calls per hour to meet budget.

• Tips to reduce appointments
  • When a qualifying respondent (QR) requests an appointment, make it clear that we only need a minute to confirm their contact details. We aren’t looking to do a phone survey.
  • Multinum records – try to contact the QR on all numbers, call mobiles first.
Engagement techniques – In-field

• Emphasis on the prize draw to entice respondents to go online and complete ASAP

• Importance of providing feedback to help contribute to a better understanding of the Australian higher education system

• Listen and respond to respondent questions or concerns

More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout
Engagement techniques – Post-field

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

More detailed respondent engagement and refusal aversion techniques are provided in your interviewer handout.
Full CATI
Project overview

• Expected interview length: 19 minutes
• Main fieldwork dates: 3rd June – 9th June
• Reminder activity to date: Invitation email, 9 reminder emails and an SMS (if valid mobile number)
• No LOTEs
• Sample provided by institutions
• Two institutions have elected for CATI interviews
• Online data collection for the GOS is still open for institutions doing full CATI interviews
  ➢ QR’s have the option of getting an email sent again but this is to be avoided
  ➢ Partial surveys are targeted first through Dimensions
Project overview cont.

• Roughly 5% of sample records have international numbers. Be mindful of time zones when calling
  ➢ All records will have a country in participant info that corresponds to the supplied telephone number(s)
  ➢ Records will automatically be set to the correct time zone if they only have an international number so there shouldn’t be any issues about calling at an appropriate time
  ➢ When making appointments, use the dropdown box in Appointments window in Dimensions if a new time zone for respondent is identified
  ➢ Records in North/South America have a small call window
Operational performance

GOS19 November ‘18

- CATI Completes - 389
- CATI Rate - 1.2
- Interview Length - 21 minutes
- Response Rate - 78%
Liaison techniques

• We have already made several attempts to invite and remind the graduate to self-complete online
• This is not a reminder call!
• We need your best efforts to get the graduate into the survey on the first call
• Survey links can be sent via email – but this should be used as a last ditch effort to avert a refusal – they have had ample opportunity to complete
Questionnaire

Module A: Screening and confirmation
Module B: Labour force
Module C: Further study
Module D: Graduate attributes
Module D2: Graduate attributes (CEQ/PREQ)
Module E: Graduate preparation
Module F: Additional items (only some institutions)
Module G: Contact Details
Module X: ESS Bridging
Questionnaire cont.

Further things to be mindful of in the questionnaire:

➢ The whole questionnaire is non-mandatory except for the first few questions confirming institution and course
➢ Some long ABS ASCED code frames when confirming majors with graduates – these are alphabetical but please be prepared for the long lists
➢ Long list of institutions for further study section, alphabetical so should be easy, other is there if needed
➢ The ESS bridge at the end is extremely important as it drives the Employer Satisfaction Survey and ESS Supervisor Details Collection projects – further info on this later
Screening and confirmation

The course and major confirmation at the start of the survey is important as:

➢ The course determines whether the survey and graduate are in-scope for the GOS
➢ The majors are used as the focus of the CEQ items and impact the processing of the final data file and national reporting

Use common sense and draw upon your own experiences.

➢ If you feel you have a pretty good idea of what the respondent’s major is, then this will most likely be enough information for the coders too
Majors

For most undergraduate courses, the respondent will have a major or field of education they have specialised in. Here are some common Bachelor Degrees that do NOT typically have majors:

➢ Bachelor of Medicine / Bachelor of Surgery
➢ Bachelor of Laws
➢ Juris Doctor
➢ Bachelor of Veterinary Science
➢ Bachelor of Dentistry
➢ Bachelor of Optometry

Also, the term “major” is likely to be irrelevant for any respondent who completed a postgraduate qualification
Majors cont.

Make a distinction between the type of course and the actual discipline

Ask probing questions like “what subject are you majoring in?” or “do you have a particular specialty or area of focus?”

If a respondent is unsure of their major, ask them to provide some of the names of the subjects they studied
Data quality issues

Things to be mindful of in the questionnaire:

➢ Be careful of code frames, they are numbered to match the data.
  ○ Eg. (01) Yes; (05) No.

➢ No refused/don’t know options for most questions. ‘Item skipped’ is there if need be for either option.

➢ For questions where there is a refused or NA option, there is no ‘Item skipped’.

➢ A lot of numerics throughout the questionnaire, just be careful when typing in responses.
Data quality issues

• Avoid item level refusals
• It is important that there is a consistent “story” in the respondents’ answers. If anything seems odd or conflicts with a previous response, please make sure you probe this and correct any data entry mistakes, if necessary
• Contact information (i.e. name, address, emails, phone number) may also be collected at different points throughout the survey, validation checks have been done in the back-end but it’s still important to reconfirm with the respondent and double check the entry you make
Open ended questions

• For open ended responses – occupation, duties, employer name, industry etc, please collect as much detail as possible as these responses have to be coded to a very detailed code frame

• All verbatims should be recorded in the first person and in the respondent’s own words

• The coding team will be removing any names or other personal identifiers from verbatim responses. If possible, interviewers shouldn’t record names and instead record the person’s relationship to the respondent (i.e. tutor, lecturer, etc.)
Collection of supervisor details (ESS)

- The GOS leads into the Employer Satisfaction Survey (ESS) also running at the moment that gets employers to assess and provide feedback on how well a graduate’s institution prepared them for the workforce.
- We collect supervisor contact details at the end of the GOS in the ESS bridge.
- Collection of valid supervisor contact details is integral to the success of the ESS.
- Validation checks have been added to the script to the script:
  - Kickbox validation on email addresses
  - Standard validation on email and phone number (i.e. 10 digits, @ symbol)
  - Ensuring supervisor details entered don’t match graduate sample information.
Collection of supervisor details (ESS)

• Try to avoid accepting a refusal here – important to explain purpose of the ESS and try to avert unwilling graduates on the spot

• Please attempt to collect at least one method of contact (email or telephone, ideally both)
ESS Bridging section example

You will need to access the hyperlink to go through to the ESS bridge, when returning to the GOS please select from the response frame above to confirm the outcome at the ESS bridge.
ESS Bridging section example

Like the GOS, the Employer Satisfaction Survey (ESS) is part of the Quality Indicators for Learning and Teaching (QILT) – the first set of national surveys that speak to both graduates and employers about higher education. This is an opportunity for your supervisor to talk about their perceptions of your institution and your course – it is not an assessment of you. Without your supervisor’s input, results from this survey will be less helpful. Policy makers rely on data from students and employers to understand higher education in Australia.

Even if you are not yet in your career job, there is still value in your supervisor taking part as it covers work preparedness generally. The survey only takes around 7 minutes, participation is voluntary, and your supervisor is free to withdraw at any time.

Can you provide the best contact details for your supervisor?

- I can provide their contact work details
- I do not wish to provide my supervisor’s details (AVOID)
Thank you

Any questions?

PO Box 13328
Law Courts Victoria 8010

03 9236 8500
Appendix 6 Core questionnaire
## SAMPLE VARIABLES

<table>
<thead>
<tr>
<th>Questionnaire Variable name</th>
<th>Brief description</th>
<th>Detailed description (if applicable)</th>
<th>Key use points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOSID</td>
<td>Graduate ID</td>
<td>SRC assigned ID</td>
<td>To identify graduate in sample</td>
</tr>
<tr>
<td>E403</td>
<td>Graduate first name</td>
<td>Sourced from sample</td>
<td>Introduction</td>
</tr>
<tr>
<td>E402</td>
<td>Graduate surname</td>
<td>Sourced from sample</td>
<td>Introduction</td>
</tr>
<tr>
<td>E306C</td>
<td>Institution</td>
<td>Sourced from sample</td>
<td>Throughout</td>
</tr>
<tr>
<td>Email1</td>
<td>Graduate email</td>
<td>Sourced from sample</td>
<td>Email collection</td>
</tr>
<tr>
<td>partialcomp</td>
<td>Status</td>
<td>0 = not started</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = started</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must be past the intro</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>screen</td>
<td></td>
</tr>
<tr>
<td>sectionflag</td>
<td>Which section paused at</td>
<td>Which section respondent stopped at when completing online</td>
<td>Introduction</td>
</tr>
<tr>
<td>minutesleft</td>
<td>How many minutes left if partial=1</td>
<td>Section A=13 minutes Section B=11 minutes Section C=9 minutes Section D=8 minutes Section D2=5 minutes Section E= 4 minutes Section F=2 minutes Section G=1 minute Section X=1 minute</td>
<td>Introduction</td>
</tr>
<tr>
<td>gradyr</td>
<td>Graduation year</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>course</td>
<td>Name of course or program</td>
<td>Name of course or program as defined by institution</td>
<td>Throughout survey</td>
</tr>
<tr>
<td>E308A</td>
<td>Course</td>
<td>Course name for qualification 1</td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>E308B</td>
<td>Course</td>
<td>Course name for qualification 2</td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>QUALNUM_S</td>
<td>Number of Qualifications in sample</td>
<td>QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)</td>
<td>Module A: Screening and confirmation/ to calculate the number of qualifications</td>
</tr>
<tr>
<td>PREPOP</td>
<td>Majors in sample</td>
<td>PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)</td>
<td>Module A: Screening and confirmation/ to calculate the number of qualifications</td>
</tr>
<tr>
<td>maj1sample</td>
<td>Prepopulated majors 1-4</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>maj2sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maj3sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maj4sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPMAJ2</td>
<td>Number of prepopulated majors in sample</td>
<td>PPMAJ2 = 1 (major 2 in sample) PPMAJ2 = 0 (major 2 not in sample)</td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>PPMAJ4</td>
<td>Number of prepopulated majors in sample</td>
<td>PPMAJ4 = 1 (major 4 in sample) PPMAJ4 = 0 (major 4 not in sample)</td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>Questionnaire Variable name</td>
<td>Brief description</td>
<td>Detailed description (if applicable)</td>
<td>Key use points</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------</td>
<td>--------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Age</td>
<td>Age</td>
<td>Identification of 65+ respondents</td>
<td>Module B: Labour Force, LF1 – LF5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*where Age is blank show all response frames for LF1-LF5</td>
<td></td>
</tr>
<tr>
<td>Studenttype</td>
<td>Student type</td>
<td>Studtype = 1, student is CEQ</td>
<td>Module D2: Graduate attributes - CEQ/PREQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studtype = 2, student is PREQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studtype = 3, student is Higher Doctorate (E310 =1)</td>
<td></td>
</tr>
<tr>
<td>ADDFLAG</td>
<td>Address provided</td>
<td>ADDFLAG= 1, address provided</td>
<td>Module F: Contact Details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ADDFLAG=2, no address provided</td>
<td></td>
</tr>
<tr>
<td>ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY</td>
<td>Address details</td>
<td>Address provided in sample</td>
<td>Module F: Contact Details</td>
</tr>
<tr>
<td>E310</td>
<td>Level</td>
<td>Level provided in sample</td>
<td>Module F: Additional items</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TransferDate</td>
<td>Date of transfer to web</td>
<td></td>
<td>INTRO2</td>
</tr>
<tr>
<td>GradFullName</td>
<td>Full name</td>
<td>E403 + E402</td>
<td></td>
</tr>
<tr>
<td>CATIType</td>
<td>CATI type</td>
<td>Reminder/Full</td>
<td></td>
</tr>
<tr>
<td>NoCall</td>
<td>Refusals</td>
<td>0=OK to call 1=Not to be called</td>
<td></td>
</tr>
<tr>
<td>E358</td>
<td>Onshore status</td>
<td></td>
<td>Monash q’s</td>
</tr>
</tbody>
</table>
### DERIVED VARIABLES

<table>
<thead>
<tr>
<th>Questionnaire Variable name</th>
<th>Brief description</th>
<th>Detailed description (if applicable)</th>
<th>Key use points</th>
</tr>
</thead>
<tbody>
<tr>
<td>newmaj1, newmaj2, newmaj3, newmaj4</td>
<td>Corrected prepopulated majors 1-4</td>
<td>Module A: Screening and confirmation</td>
<td></td>
</tr>
<tr>
<td>maj1a, maj2a, maj3a, maj4a</td>
<td>Post-populated majors 1-4</td>
<td>Module A: Screening and confirmation</td>
<td></td>
</tr>
<tr>
<td>CEOType</td>
<td>Calculated flag for module D2</td>
<td>Module D2: Graduate attributes – CEQ/PREQ</td>
<td></td>
</tr>
<tr>
<td>daystart</td>
<td>Start of week day</td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>datestart</td>
<td>Start of week date</td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>dayend</td>
<td>End of week day</td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>dayend</td>
<td>End of week date</td>
<td>Module B: Labour Force</td>
<td></td>
</tr>
<tr>
<td>ESSINSCOPE</td>
<td>Respondent in scope for ESS questions</td>
<td>Module X: ESS Bridging</td>
<td></td>
</tr>
</tbody>
</table>

#### ADDITIONAL ITEMS

<table>
<thead>
<tr>
<th>Institution / Department</th>
<th>Timing</th>
<th>Repeat or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Ongoing</td>
<td>Repeat</td>
</tr>
</tbody>
</table>

#### GENERAL PROGRAMMING NOTES

- Text if ‘SAVE’ is pressed should read ‘Thanks for your time so far. You can come back to complete your survey at any time before November 30.’
- After Newscreen1 all CATI items should have ‘item skipped’ displayed

*SRC LOGO AND GOS LOGO  *(TIMESTAMP 0)*

### AUTHENTICATION TEXT

*(BEFORE SURVEY OPENS)*

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

The GOS starts in a few days, opening from November 1st until 30th, so please check back then.

*(INPUT SCREEN)*

Please type in your details below.

*(SUCCESSFUL AUTHENTICATION)*

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

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

Please check your junk mail before you call; sometimes our emails can be diverted to this folder.
Please click 'Done' to complete your request. Thank you for your time. You may close the page now.

*(DENIED AUTHENTICATION)*
Sorry but your details don't match our records. Please check your details and try again.

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

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

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

**CATI INTRODUCTION**

*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

*(ALL)*

**WELCOME SCREEN**
Agreed to complete online date: 12:00:00 AM
Minutes left: <minutes>

Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306C> and The Australian Government Department of Education and Training from the Social Research Centre.

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

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

**INTRO**

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306C> and The Australian Government Department of Education and Training from the Social Research Centre.

I'm calling to follow up on an email that we recently sent inviting you to participate in an online survey about the qualification you recently completed at <E306C>.

*(DISPLAY IF PARTIAL=0) We are seeking feedback about what you are doing now that you've completed your studies at <E306C>. Your feedback will help facilitate the ongoing improvement of <E306C> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

*(DISPLAY IF PARTIAL=0) This interview should only take about 15 minutes and all information you give to us will be strictly confidential.

*(DISPLAY IF PARTIAL=1) It looks like you have already started the survey and, based on the section you are up to, it should only take <minutes> from here.

Do you have some time now?

**IF NEEDED: All information will be used for research purposes only and will remain completely confidential.**
**IF NECESSARY:** Your telephone number was provided to us under strict privacy provisions by <E306C> and will be used only for this research.

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

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

**INTRO2**

Re-introduce if necessary: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306C> and The Australian Government Department of Education and Training from The Social Research Centre.

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

*(DISPLAY IF PARTIAL=1) Based on the section you are up to, it should only take <minutes> from here.*

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

If needed: All information will be used for research purposes only and will remain completely confidential.

If necessary: Your telephone number was provided to us under strict privacy provisions by <E306C> and will be used only for this research.

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

*(INTRO=2, GRADUATES WHO WANT TO COMPLETE THE SURVEY ONLINE)*

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

   Email address: <email1>

1. Email address shown is correct
2. Email address: (Please specify)

*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER_TO_WEB*

*(INTRO=5, GRADUATES WHO ARE HAVING LANGUAGE DIFFICULTIES)*

LOTE Record language

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

*(ALL)  
MOB  
DO NOT ASK  
INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

*(MOB=1, CALLING MOBILES)  
SAFE  
May I just check whether or not it is safe for you to take this call at the moment?

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

*(SAFE=2, PREVIOUS APPOINTMENT MADE)  
SAFE1  
DO NOT ASK  
1. Returning from appointment (GO TO INTRO)

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

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

MODULE A: SCREENING AND CONFIRMATION

*(ONLINE)  
CONFIRM

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

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students. *(DISPLAY IF DATE < =30th November 2018) Complete now to be entered into all remaining weekly prize draws with a chance to win $1,000.

Most people take approximately 10-15 minutes to complete all the questions.

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

Please do not use the browser ‘BACK’ button to go back to a previous question.

Please press the 'Next' button below to continue.

*(ALL)  
INSTITUTION In <gradyr>, did you complete a <E308A/E308B> at <E306C>?

1. Yes
2. No

*(INSTITUTION=2, SELECTED NO TO MAJOR PROGRAMMED)
INSTITUTION2 We understand that you may have completed a different course or program in an earlier year, or commenced another course recently, however we are interested in your feedback on your <E308A/E308B>.

*(DISPLAY IF ONLINE ONLY) If you completed a <E308A/E308B> at <E306C>, please complete the survey!

1. I have completed <E308A/E308B> in 2017 or early 2018
2. No (GO TO TERM)

*(IF INSTITUTION=1 OR INSTITUTION2=1 AND PREPOP=1 or 2, MODIFYING OF MAJORS)

NEWSCREEN1a

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

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

*PROGRAMMER NOTE: IF CATI DISPLAY ‘(READ OUT)’

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

*(DISPLAY): Course A: <E308A>
*(TEXT BOX) Major 1: <maj1a>
*(TEXT BOX) Major 2: <maj2a>

(QUALNUM_S=2)

*(DISPLAY): Course B: <E308B>
*(TEXT BOX) Major 1: <maj3a>
*(TEXT BOX) Major 2: <maj4a>

Is this correct?
1. Yes
2. No

*(IF NEWSCREEN1a=2 AND QUALNUM_S=2, MAJORS ARE INCORRECT AND TWO QUALIFICATIONS)

Q2 For which course or courses are your majors incorrect?

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

*(IF QUALNUM_S=1 AND NEWSCREEN1a=2 OR (QUALNUM_S=2 AND Q2=1 OR 3) OR (PREPOP=2), DOING ONE QUALIFICATION OR DOING TWO QUALIFICATIONS AND MAJORS ARE INCORRECT FOR COURSE A OR STUDENT SUPPLIED MAJORS)

Q4 Which of the following best describes the name/s of your major/s for your <E308A>?

1. Drop down list *(PROGRAMMER NOTE: MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: MAJOR 2, PREPOPULATE WITH ‘I have no second major for <E308A> IF PPMAJ2=BLANK)

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

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

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

*(IF Q4=MY MAJOR 1 IS NOT ON THE LIST)
Q4a What name best describes your major for your <E308A>? If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

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

*(IF Q4=MY MAJOR 2 IS NOT ON THE LIST)
Q4b What name best describes your second major for your <E308A>? If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

*(IF QUALNUM_S=2 AND Q2=2 OR 3 OR IF QUALNUM_S=2 AND PREPOP=2, DOING TWO QUALIFICATIONS AND MAJORS ARE INCORRECT FOR COURSE B OR DOING TWO QUALIFICATIONS AND STUDENT SUPPLIED MAJORS)
Q5 Which of the following best describes the name/s of your major/s for your <E308B>? 

1. Drop down list *(PROGRAMMER NOTE: MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308B> IF PPMAJ2=BLANK)

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

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

*(IF Q5=MY MAJOR 1 IS NOT ON THE LIST)
Q5a What name best describes your major for your <E308B>? If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

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

*(IF Q5=MY MAJOR 2 IS NOT ON THE LIST)
Q5b What name best describes your second major for you <E308B>? If you would like to contact your institution before responding, please save the survey and come back later.
1. RECORD VERBATIM

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

IF PREPOP = 1 OR 2
AT newscreen1 IF major1 OR major2 OR major3 OR major4 ≠ blank, then CEQType = 1

IF PREPOP = 1 OR 2
At newscreen1 IF ‘no majors’ selected at major1 AND major2 AND major3 AND major4, then CEQType=2

IF PREPOP=3, then CEQType=2
*PROGRAMMER NOTE: AFTER THIS POINT ALL QUESTIONS ARE NOT MANDATORY

*(TIMESTAMP 1)

MODULE B: LABOUR FORCE

*(ALL)
PREWORKED Next we would like to understand what you are currently doing in terms of work and study. One of the main purposes of higher education is preparedness for the workforce so it’s important we collect this information.

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

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

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

*(WORKED=5, NOT WORKING)

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

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

*(WWOPAY=5, NOT WORKING WITHOUT PAY)

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

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

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

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

1. Yes
5. No
6. Permanently not intending to work *(DISPLAY IF AGE>64)
*(LOOKFTWK=1 OR 5, INTENDING TO WORK)
LOOKPTWK Have you been looking for part-time work at any time during the last 4 weeks?
1. Yes
5. No
6. Permanently not intending to work *(DISPLAY IF AGE>64)

*(LOOKFTWK=1 OR LOOKPTWK=1 AND WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING AND LOOKING FOR WORK)
BEGINLOOK When did you begin looking for work?
1. Enter month <dropdown list>
2. Enter year (NUMERIC RANGE 1960 – 2018)

*(LOOKFTWK=1 OR LOOKPTWK=1, LOOKING FOR FULL-TIME OR PART TIME WORK)
STARTWK If you had found a job, could you have started last week?
1. Yes
5. No

*(LOOKFTWK=5 AND LOOKPTWK=5, NOT LOOKING FOR WORK)
WAITWORK You mentioned that you didn’t look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?
INTERVIEWER NOTE: work you had already obtained = refers to new types of work that you have acquired but not yet commenced

*PROGRAMMER NOTE: POP UP ‘WORK YOU HAD ALREADY OBTAINED’ = ‘REFERS TO NEW TYPES OF WORK THAT YOU HAVE ACQUIRED BUT NOT YET COMMENCED’
1. Yes
5. No

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
MORE1JOB Did you have more than 1 job or business last week?
INTERVIEWER NOTE: more than 1 job or business last week = include jobs or businesses that you had even if you didn’t work at one or more of those jobs or businesses last week

*PROGRAMMER NOTE: POP UP ‘MORE THAN 1 JOB OR BUSINESS LAST WEEK’ = ‘INCLUDE JOBS OR BUSINESSES THAT YOU HAD EVEN IF YOU DIDN’T WORK AT ONE OR MORE OF THOSE JOBS OR BUSINESSES LAST WEEK’
1. Yes
5. No

*(MORE1JOB=1, HAS MORE THAN ONE JOB)
INTROSELFEMPii The next few questions are about the job or business in which you usually work the most hours, that is, your main job.

*(AWAYWORK=1, ON LEAVE OR SICK)
INTROSELFEMPiii The next few questions are about the job or business in which you usually work the most hours.
*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)
SELFEMP Did you work for an employer, or in your own business?
  1. Employer
  2. Own business (go to ACTLHRSM)
  3. Other or uncertain

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

*(SELFEMP=3 OR PAYMENT=5, OTHER WORK ARRANGEMENTS)
PAYARRNG What are your <working/payment> arrangements?
*PROGRAMMER NOTE: IF CATI DISPLAY *(READ OUT)*
*PROGRAMMER NOTE: IF SELFEMP = 3 THEN PAYARRNGTEXT = "WORKING". IF PAYMENT = 5 THEN PAYARRNGTEXT = "PAYMENT".
  10. Unpaid voluntary work *(GO TO MODULE C)
  11. Unpaid trainee or work placement *(GO TO MODULE C)
  12. Contractor or Subcontractor
  13. Own business or Partnership
  14. Commission only
  15. Commission with retainer
  16. In a family business without pay *(GO TO MODULE C)
  17. Payment in kind
  18. Paid by the piece or item produced
  19. Wage or salary earner
  20. Other

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

*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B WILL ALSO EXCLUDE PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE C

*(MORE1JOB=1, MORE THAN ONE JOB OR BUSINESS)
ACTLHRSM How many hours did you actually work in your main job last week less time off but counting any extra hours worked?

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

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

*PROGRAMMER NOTE: POP UP *TIME OFF = “INCLUDES HOURS LOST DUE TO ILLNESS, VACATION OR HOLIDAYS, PERSONAL OR FAMILY RESPONSIBILITIES, OR JOB STRIKE”
*PROGRAMMER NOTE: POP UP ‘EXTRA HOURS’ = “ANY HOURS WORKED DURING THE REFERENCE WEEK OVER AND ABOVE THE STANDARD OR SCHEDULED PAID HOURS WHETHER AT PENALTY OR AWARD PAY RATES”

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

*(MORE1JOB=1, MORE THAN ONE JOB OR BUSINESS)
USLHRSM How many hours do you usually work each week in your main job?
1. Enter hours (NUMERIC, RANGE 0-168)

*(MORE1JOB=1 OR 5, WORKING IN ONE JOB OR MORE THAN ONE JOB OR BUSINESS)
ACTLHRS How many hours did you actually work last week less time off but counting any extra hours worked IF MORE1JOB=1:<in all your jobs>?
1. Enter hours (NUMERIC, RANGE 0-168)

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

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

*(MORE1JOB=1 OR 5, WORKING IN ONE JOB OR MORE THAN ONE JOB OR BUSINESS)
USLHRS How many hours do you usually work each week IF MORE1JOB=1:<in all your jobs>?
1. Enter hours (NUMERIC, RANGE 0-168)

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
PREFMHRS Would you prefer to work more hours than you usually work *IF MORE1JOB=1: <in all your jobs>?
1. Yes
5 Yes
6 No

*(PREFMHRS=1, PREFER WORK MORE HOURS)
PREFHRS How many hours a week would you like to work?
1. Enter hours (NUMERIC, RANGE 0-168, CAN’T BE LESS THAN USLHRS)

*(PREFMHRS=1, PREFER WORK MORE HOURS)
AVLMHRS Last week, were you available to work more hours than you usually work?
1. Yes
2. No

*(TIMESTAMP 2)

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
OCC What is your occupation in your <main job/job/business>? Please type at least 3 letters
1. Enter occupation

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
DUTIES What are your main tasks and duties?
1. Enter main tasks and duties

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

INDUSTRY
What kind of **business or service** is carried out by your <employer at the place where you work/business>?

INTERVIEWER NOTE: business or service = *refers to the industry your work falls under; for example, retail, construction, education*

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

1. Enter business or service

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

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

INTERVIEWER NOTE: name of your <employer/business> = *refers to the name of the company or business that you work for*

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

1. Enter employer/business name

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

SECTOR
In what sector are you wholly or mainly employed?

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

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

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

1. Yes
2. No
3. Not sure

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

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

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

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

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

1. Bangladesh
2. Canada
3. China (excludes SARs and Taiwan)
4. Hong Kong (SAR of China)
5. India
6. Indonesia
7. Malaysia
8. New Zealand
9. Saudi Arabia
10. Singapore
11. South Africa
12. South Korea
13. Sri Lanka
14. Taiwan
15. Thailand
16. United States of America
17. Vietnam
18. Macau (SAR of China)
19. Other (Please specify)

*(IF WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
EMP12 Have you worked <for your employer/in your business> for 12 months or more?
1. Yes, more than 12 months
5. No, less than 12 months

*(EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)
EMPMTHS How many months have you worked <for your employer/in your business>?
1. Enter number of months (NUMERIC, RANGE 1-12)

*(EMP12=1, WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)
EMPYRS How many years have you worked <for your employer/in your business>?
1. Enter number of years (NUMERIC, RANGE 1-49)

*(SELFEMP=1 OR PAYARRNG=14, 15, 17-20) AND EMP12=5 AND USLHRS>35, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)
FFTJOB Is this your first full-time job?
1. Yes
2. No

*(INAUST=1, WORKING IN AUSTRALIA)
SALARYA In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/>IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

*PROGRAMMER: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1

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

*PROGRAMMER NOTE: POP UP ONLY ALLOW ONE SELECTION IF MORE THAN ONE OPTION IS SELECTED
*PROGRAMMER NOTE: SHOW LIVE CALCULATION OF ANNUAL SALARY IN BOLD WITH ANNUAL SALARY: BEFORE IT – THIS SHOULD UPDATE AS SOMEONE TYPES INTO CODES 1 THRU 6 BELOW

(SINGLE RESPONSE)

1. Amount per **hour** *(Please specify) (NUMERIC, RANGE 1-250) *

2. Amount per **day** *(Please specify) (NUMERIC, RANGE 1-800)

3. Amount each **week** *(Please specify) (NUMERIC, RANGE 1-4000)

4. Amount each **fortnight** *(Please specify) (NUMERIC, RANGE 1-8000)

5. Amount each **month** *(Please specify) (NUMERIC, RANGE 1-17,500)

6. Amount each **year** *(Please specify) (NUMERIC, RANGE 1-250K)

7. **No earnings**

8. **Don’t know**

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

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

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

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

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

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

(SINGLE RESPONSE)

1. **$1 - $9,999**

2. **$10,000 - $19,999**

3. **$20,000 - $29,999**

4. **$30,000 - $39,999**

5. **$40,000 - $49,999**

6. **$50,000 - $59,999**

7. **$60,000 - $79,999**

8. **$80,000 - $99,999**

9. **$100,000 - $124,999**

10. **$125,000 - $149,999**

11. **$150,000 or more**

12. **Don’t know**

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

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

*PROGRAMMER NOTE: ALLOW RESPONSES TO BE ENTERED OUTSIDE OF RANGE
*PROGRAMMER NOTE: IF USLHRSM IS BLANK AND SALARYC CODE 1 IS WITHIN RANGE, GO TO SALARYD

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

*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

(SINGLE RESPONSE)

1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF USLHRSM IS NOT BLANK
2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don’t know

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

SALARYD Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

INTERVIEWER NOTE: main job = This refers to the job that you work the most hours

(SINGLE RESPONSE)

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

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

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

IF SALARYA =1 THEN SALARYA = USLHRS*365.25/7;
ELSE IF SALARYC =1 THEN SALARYC = USLHRSM*365.25/7;
ELSE IF SALARYA OR SALARYC =2 THEN SALARYA/SALARYC= 5*365.25/7;
ELSE IF SALARYA OR SALARYC =3 THEN SALARYA/SALARYC=365.25/7;
ELSE IF SALARYA OR SALARYC =4 THEN SALARYA/SALARYC=365.25/14;
ELSE IF SALARYA OR SALARYC =5 THEN SALARYA/SALARYC=12;
ELSE IF SALARYA OR SALARYC =6 THEN SALARYA/SALARYC=6
ELSE IF SALARYA OR SALARYC =7 THEN SALARYA/SALARYC=0;
3. TAKE LOWEST VALUE IN THE RANGE SELECTED AT SALARYB AND SALARYD
4. CALCULATE:
   A. IF SALARYC > SALARYA GO TO SALCONF1
   B. IF SALARYD MINIMUM > SALARYA GO TO SALCONF1
   C. IF SALARYC > SALARYB MAXIMUM GO TO SALCONF1
   D. IF SALARYD MINIMUM > SALARYB MINIMUM GO TO SALCONF1

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

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

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

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)
SALCONF1 Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

INTERVIEWER NOTE: main job = This refers to the job that you work the most hours
INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

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

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)
SALCONF2 And which of the following would you usually earn in your all your jobs, per annum before tax or anything else was taken out?

INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

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

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

*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

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

Please select currency <CURRENCY DROP DOWN LIST>

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(IF SALARYOS=OTHER SPECIFY, OTHER CURRENCY)
SALARYOS_OTH Please specify the currency you referred to.

1. <verbatim text box>

*(EMP12=5 AND SELFEMP=1 OR PAYARRNG=12, 14, 15, 17-20, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)
FINDJOB How did you first find out about this job?

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)
(SINGLE RESPONSE)

1. University or college careers service
2. Careers fair or information session
3. Other university or college source (such as faculties or lecturers or student society)
4. Advertisement in a newspaper or other print media
5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)
6. Via resume posted on the internet
7. Family or friends
8. Approached employer directly
9. Approached by an employer
10. Employment agency
11. Work contacts or networks
12. Social media (e.g. LinkedIn)
13. Other (Please specify)

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
SPOQ The following statements are about your skills, abilities and education.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATMENTS)

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: SPOQSCl CALCULATION IF 6 VALID RESPONSES AT SPOQ4 OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. NOTE: SCORES FOR SPOQ4 ARE REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5

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

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

*(SPOQSCl >=3.5, PERCEIVED OVER QUALIFICATION FOR CURRENT JOB)

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
11. Other (Please specify)

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

RSNOMORE You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
11. Other (Please specify)
*(USLHRS<35 AND PREFMHRS=1, WORKING LESS THAN 35 HOURS AND LOOKING FOR MORE HOURS)*

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

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

**(SINGLE RESPONSE)**

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
11. Other (Please specify)

*(TIMESTAMP 3)*

**MODULE C: FURTHER STUDY**

**(ALL)**

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

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

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

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

1. <verbatim text box>

INTERVIEWER NOTE: *qualification = qualification refers to the course, degree or program that you are currently studying*

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

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

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

INTERVIEWER NOTE: *qualification = qualification refers to the course, degree or program that you are currently studying*

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

**(SINGLE RESPONSE)**

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

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)
1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV

*(FURSTUD=1 OR 2, STUDYING)
FURINST And the institution where you are currently studying? Please type at least 3 letters.

1. <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST

*(TIMESTAMP 4)

MODULE D: GRADUATE ATTRIBUTES

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
GAS *(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourseA/FinalCourseB> from <E306C> prepared you for this job?

If the skill is not required in your role, you can answer ‘Not applicable’.

*(DISPLAY IF CATI) I’m now going to read some skills or attributes, if the skill is not required in your role, you can answer ‘Not applicable’.

For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourseA/FinalCourseB> from <E306C> prepared you for this job?

*PROGRAMMER NOTE: RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS. REPEAT ITEM STEM ON EACH PAGE
*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)

Foundation skills
GFOUND1 Oral communication skills
GFOUND2 Written communication skills
GFOUND3 Numeracy skills
GFOUND4 Ability to develop relevant knowledge
GFOUND5 Ability to develop relevant skills
GFOUND6 Ability to solve problems
GFOUND7 Ability to integrate knowledge
GFOUND8 Ability to think independently about problems

Adaptive skills and attributes
GADAPT1 Broad general knowledge
GADAPT2 Ability to develop innovative ideas
GADAPT3 Ability to identify new opportunities
GADAPT4 Ability to adapt knowledge in different contexts
GADAPT5 Ability to apply skills in different contexts
GADAPT6 Capacity to work independently

Teamwork and interpersonal skills
GCOLLAB1 Working well in a team
GCOLLAB2 Getting on well with others in the workplace
GCOLLAB3 Working collaboratively with colleagues to complete tasks
GCOLLAB4 Understanding of different points of view
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
9. Not applicable

*(TIMESTAMP 5)

MODULE D2: GRADUATE ATTRIBUTES – CEQ/PREQ *(STUDENTTYPE = 1, NOT POSTGRADUATE BY RESEARCH)

*PROGRAMMER NOTE: WHERE CEQTYPE=1 AND QUALNUM_S= 2 CEQ TEXT FILL RANDOMLY WITH ‘FINALMAJOR1’ OR ‘FINALMAJOR2’ IF BOTH MAJORS ARE PRESENT. IF ONLY ‘FINALMAJOR1’ PRESENT, TEXT FILL WITH ‘FINALMAJOR1’.

CEQTYPE=1 AND QUALNUM_S= 1 CEQ TEXT FILL WITH ‘FINALMAJOR1’

IF CEQTYPE=2 TEXT FILL FINALCOURSEA
1. FinalMajor1/2
2. FinalCourseA

INTROA The next series of questions are about your <course>. By <course> we mean the major fields of education or programs of study that made up your qualification.

CEQ Now a series of statements regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>.
Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATMENTS)

ceq101 The staff put a lot of time into commenting on my work
ceq103 The teaching staff normally gave me helpful feedback on how I was going
ceq106 The <course> helped me develop my ability to work as a team member
ceq110 The teaching staff of this <course> motivated me to do my best work
ceq111 The <course> provided me with a broad overview of my field of knowledge
ceq114 The <course> sharpened my analytic skills
My lecturers were extremely good at explaining things
The teaching staff worked hard to make their subjects interesting
The <course> developed my confidence to investigate new ideas
The <course> developed my problem-solving skills
The staff made a real effort to understand difficulties I might be having with my work
Higher education stimulated my enthusiasm for further learning
The <course> improved my skills in written communication
I learned to apply principles from this <course> to new situations
I consider what I learned valuable for my future
As a result of my <course>, I feel confident about tackling unfamiliar problems
My <course> helped me to develop the ability to plan my own work
My higher education experience encouraged me to value perspectives other than my own
Overall, I was satisfied with the quality of this <course>

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

*(STUDENTTYPE=1 AND QUALNUM_S=2 OR STUDENTTYPE=1 AND QUALNUM_S=1 AND FINALMAJOR1 NOT BLANK AND FINALMAJOR2 NOT BLANK AND PREPOP NE 3, NOT POSTGRADUATE BY RESEARCH AND MORE THAN ONE MAJOR/COURSE)*

*PROGRAMMER NOTE:*
WHERE CEQTYPE = 1 AND QUALNUM_S = 2, CEQB TEXT FILL RANDOMLY WITH 'FINALMAJOR3' OR 'FINALMAJOR4' WHEN BOTH MAJORS ARE PRESENT, OTHERWISE TEXT FILL WITH 'FINALMAJOR3'.
WHERE CEQTYPE = 1 AND QUALNUM_S = 1, CEQBTEXT FILL WITH 'FINALMAJOR2' IF PRESENT, OTHERWISE GO TO MODULE E.

IF CEQTYPE=2 ONLY SHOW FINALCOURSEB
QUALNUM_S = 2
1. FinalMajor3/4
2. FinalCourseB

QUALNUM_S=1
1. FinalMajor2

CEQB

Now a series of statements regarding your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>.
Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

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

(STATEMENTS)

The staff put a lot of time into commenting on my work
The teaching staff normally gave me helpful feedback on how I was going
The <course> helped me develop my ability to work as a team member
The teaching staff of this <course> motivated me to do my best work
The <course> provided me with a broad overview of my field of knowledge
The <course> sharpened my analytic skills
ceq215  My lecturers were extremely good at explaining things
ceq216  The teaching staff worked hard to make their subjects interesting
ceq217  The <course> developed my confidence to investigate new ideas
ceq223  The <course> developed my problem-solving skills
ceq227  The staff made a real effort to understand difficulties I might be having with my work
ceq230  Higher education stimulated my enthusiasm for further learning
ceq232  The <course> improved my skills in written communication
ceq236  I learned to apply principles from this <course> to new situations
ceq240  I consider what I learned valuable for my future
ceq243  My <course> helped me to develop the ability to plan my own work
ceq248  My higher education experience encouraged me to value perspectives other than my own
ceq249  Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

PREQ  Please tell us about your postgraduate research experience.

If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.

Please interpret ‘thesis’ and other research-related terms in the context of your own field of education.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)

preq01  Supervision was available when I needed it
preq02  The thesis examination process was fair
preq03  I had access to a suitable working space
preq04  I developed an understanding of the standard of work expected
preq29  I am confident that I can apply my skills outside the university sector
preq05  The department provided opportunities for social contact with other postgraduate students
preq30  I improved my ability to design and implement projects effectively
preq06  My research further developed my problem solving skills
preq07  My supervisor(s) made a real effort to understand difficulties I faced
preq08  I had good access to the technical support I needed
preq09  I was integrated into the department’s community
preq10  I improved my ability to communicate information effectively to diverse audiences
preq11  I understood the required standard for the thesis
preq31  I had opportunities to develop professional connections outside the university sector
preq12  I was able to organise good access to necessary equipment
preq13  My supervisor(s) provided additional information relevant to my topic
preq14  I developed my skills in critical analysis and evaluation
preq15  I was satisfied with the thesis examination process
mixed mode questionnaire

The department provided opportunities for me to become involved in the broader research culture

I was given good guidance in topic selection and refinement

I had good access to computing facilities and services

I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector

I understood the requirements of thesis examination

I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)

I improved my ability to plan and manage my time effectively

My supervisor(s) provided helpful feedback on my progress

A good seminar program for postgraduate students was provided

The research environment in the department or faculty stimulated my work

I received good guidance in my literature search

I gained confidence in leading and influencing others

The examination of my thesis was completed in a reasonable time

As a result of my research, I feel confident about tackling unfamiliar problems

There was appropriate financial support for research activities

Overall, I was satisfied with the quality of my higher degree research experience

(RESPONSE FRAME)

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

*ALL) INTROB

Now, a couple of general questions about your <course>...

*PROGRAMMER NOTE: DISPLAY NEXT TWO QUESTIONS ON THE SAME SCREEN

*ALL) BESTASP

What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.

1. <verbatim text box>

*(ALL) IMPROVE

What aspects of your <course> were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments.

1. <verbatim text box>

*(TIMESTAMP 5)

MODULE E: GRADUATE PREPARATION

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

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

1. Yes
2. No

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

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)
1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
CRSPREP
Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

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

*PROGRAMMER NOTE: DISPLAY BESTPREP AND IMPPREP ON THE SAME PAGE

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
BESTPREP
What are the main ways that < E306C > prepared you for employment in your organisation?

1. <verbatim text box>

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
IMPPREP
What are the main ways <E306C> could have better prepared you for employment in your organisation?

1. <verbatim text box>

*PROGRAMMER NOTE: DISPLAY FSBEPREP AND FSIMPREP ON THE SAME PAGE

*(FURSTUD =1 OR 2, IN FURTHER STUDY)
FSBEPREP
What are the main ways that < E306C > prepared you for further study?

1. <verbatim text box>

*(FURSTUD =1 OR 2, IN FURTHER STUDY)
FSIMPREP
What are the main ways <E306C> could have better prepared you for further study?

1. <verbatim text box>

*(TIMESTAMP 6)

**MODULE F: ADDITIONAL ITEMS**

**Department - Postgraduates**

*(ALL)
Intlintroa And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)

*(ALL)
OSSTUDY Did you undertake any overseas study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?)
1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2, ALL POSTGRADUATE BY RESEARCH)

INTERN Did your <FinalCourseA/FinalCourseB> include an internship component?
1. Yes
2. No
3. Don't know

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

INTLEARN Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?
1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2 POSTGRADUATE BY RESEARCH)

TRAINING Did your <FinalCourseA/FinalCourseB> include training in....

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATMENTS)

Pgreslink101/IPA Intellectual property awareness
Pgreslink102/BUSMAN Business management
Pgreslink103/ENTPNR Entrepreneurship

(RESPONSE FRAME)
1. Yes
2. No
3. Don't know

*(STUDENTTYPE=2 POSTGRADUATE BY RESEARCH)

COFUND Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.

(MULTIPLE RESPONSE)
1/JOINTSUP. Yes it was jointly supervised
2/COFUND. Yes it was co-funded
3/NOJSCF. No *(EXCLUSIVE)
4/DKJSCF. Don't know *(EXCLUSIVE)

*(TIMESTAMP 7)

MODULE G: CONTACT DETAILS

*(ALL)
CURCOUNTRY Do you currently live in Australia or Overseas?
1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)
CURPCODE What is the postcode or suburb where you usually live?
1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(CURCOUNTRY=2, LIVES OVERSEAS)
OSCOUNTRY  In which country do you currently live?

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

*(ALL)
CONTACT  It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research to improve higher education?
1. Yes
2. No

*(ALL)
ALUMNI  Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?
1. Yes
2. No

*(CONTACT=1 or Alumni=1, CONSENT TO RECONTACT)
Email/EMAIL  We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?
Email address: <email address>

1. Permanent email address is as above
2. Enter new permanent email address [email box] *PROGRAMMER NOTE: Kickbox validation required
3. Don’t have a permanent email address
4. Do not wish to be re-contacted by email

*(ADDFLAG=1 AND CONTACT=1), ADDRESS SUPPLIED AND CONSENT TO RECONTACT)
ADDRESS  The postal address we have for you is:
</add1> <add2> <add3> <suburb> <state> <postcode> <country>

Is this correct?

1. Yes
2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY)
3. Do not wish to be contacted by post

*(CONTACT=1 OR ALUMNI=1 AND ADD1=BLANK NO ADDRESS SUPPLIED AND CONSENT TO RECONTACT)
ADDRESS2  We do not have any postal information provided for you. Would you like to update your postal details?
1. Yes
2. No
3. Do not wish to be contacted by post
Mixed mode questionnaire

*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT

*(TIMESTAMP 24)

*(ALL)
C4 Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

*(Extraquota = 0 AND (1<=USLHRS <=168 OR 1<=ACTLHRS <=168) AND (((WORKED=1 OR AWAYWORK=1) AND (SELFEMP≠2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR (SELFEMP=3 OR (PAYMENT=5 AND PAYARRNG=12,14,15,17,18,19,20))), WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS)

*(ALL)
BRIDGE For the next part of the study we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly through the Employer Satisfaction Survey (ESS). Please click next to continue.

*PROGRAMMER NOTE: TRANSFER THOSE ELIGIBLE FOR BRIDGE TO ESSx JOB

*(NOT ELIGIBLE FOR BRIDGE)
END

*(DISPLAY IF ONLINE) Thank you for your responses. Please click ‘Submit’ to finalise your survey.

*(IF CATI) Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. If you would like further information, I can give you the details of some websites if you like:

www.gos.edu.au

Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education and Training.

*(CATI ONLY)
INT DO NOT ASK, INTERVIEWER PLEASE RECORD
Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

SUBMIT

*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:
http://www.qilt.edu.au/surveys/gos/thank-you

*(INSTITUTION2=2)
TERM

*IF ONLINE) Thanks for taking the time to start the Graduate Outcomes Survey. You may still be eligible to provide feedback on <E308A/E308B> for <E306C> through the
GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact gos@srcentre.com.au or call 1800 055 818.

*(IF CATI) Thank you for your willingness to complete the Graduate Outcomes Survey (GOS). Unfortunately, that’s all we need from you as we can only speak to graduates who completed their course recently.

*(TIMESTAMP 25)
### SAMPLE VARIABLES

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<th>Detailed description (if applicable)</th>
<th>Key use points</th>
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<td>Graduate ID</td>
<td>SRC assigned ID</td>
<td>To identify graduate in sample</td>
</tr>
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<td>Name of course or program</td>
<td>Name of course or program as defined by institution</td>
<td>Throughout survey</td>
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<tr>
<td>E308A</td>
<td>Course</td>
<td>Course name for qualification 1</td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>E308B</td>
<td>Course</td>
<td>Course name for qualification 2</td>
<td>Module A: Screening and confirmation</td>
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<td>Number of Qualifications in sample</td>
<td>QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)</td>
<td>Module A: Screening and confirmation/ to calculate the number of qualifications</td>
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<tr>
<td>PREPOP</td>
<td>Majors in sample</td>
<td>PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)</td>
<td>Module A: Screening and confirmation/ to calculate the number of qualifications</td>
</tr>
<tr>
<td>maj1sample</td>
<td>Prepopulated majors 1-4</td>
<td></td>
<td>Module A: Screening and confirmation</td>
</tr>
<tr>
<td>maj2sample</td>
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</tr>
<tr>
<td>maj3sample</td>
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<td>maj4sample</td>
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<td></td>
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<tr>
<td>PPMAJ2</td>
<td>Number of prepopulated majors in sample</td>
<td>PPMAJ2 = 1 (major 2 in sample) PPMAJ2 = 0 (major 2 not in sample)</td>
<td>Module A: Screening and confirmation</td>
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<td>PPMAJ4</td>
<td>Number of prepopulated majors in sample</td>
<td>PPMAJ4 = 1 (major 4 in sample) PPMAJ4 = 0 (major 4 not in sample)</td>
<td>Module A: Screening and confirmation</td>
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<td>Questionnaire Variable name</td>
<td>Brief description</td>
<td>Detailed description (if applicable)</td>
<td>Key use points</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
<td>--------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Age</td>
<td>Age</td>
<td>Identification of 65+ respondents *where Age is blank show all response frames for LF1-LF5</td>
<td>Module B: Labour Force, LF1 – LF5</td>
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<tr>
<td>Studenttype</td>
<td>Student type</td>
<td>Studtype = 1, student is CEQ Studtype = 2, student is PREQ Studtype = 3, student is Higher Doctorate (E310 =1)</td>
<td>Module D2: Graduate attributes - CEQ/PREQ</td>
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<tr>
<td>ADDFLAG</td>
<td>Address provided</td>
<td>ADDFLAG= 1, address provided ADDFLAG=2, no address provided</td>
<td>Module F: Contact Details</td>
</tr>
<tr>
<td>ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY</td>
<td>Address details</td>
<td>Address provided in sample</td>
<td>Module F: Contact Details</td>
</tr>
<tr>
<td>E310</td>
<td>Level</td>
<td>Level provided in sample</td>
<td>Module F: Additional items</td>
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<td>TransferDate</td>
<td>Date of transfer to web</td>
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<td>INTRO2</td>
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<td>GradFullName</td>
<td>Full name</td>
<td>E403 + E402</td>
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<td>CATI type</td>
<td>Reminder/Full</td>
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<td>NoCall</td>
<td>Refusals</td>
<td>0=OK to call 1=Not to be called</td>
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<td>E358</td>
<td>Onshore status</td>
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<td>Monash q’s</td>
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DERIVED VARIABLES

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<thead>
<tr>
<th>Questionnaire Variable name</th>
<th>Brief description</th>
<th>Detailed description (if applicable)</th>
<th>Key use points</th>
</tr>
</thead>
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<tr>
<td>newmaj1</td>
<td>Corrected prepopulated majors 1-4</td>
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<td>Module A: Screening and confirmation</td>
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<td>newmaj2</td>
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<td>newmaj3</td>
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</tr>
<tr>
<td>newmaj4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Post-populated majors 1-4</td>
<td></td>
<td>Module A: Screening and confirmation</td>
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<td>CEQType</td>
<td>Calculated flag for module D2</td>
<td>used to determine whether course or major name(s) are presented in the survey at module D2. CEQType =1, CEQ presented based on major CEQType=2, CEQ presented based on course</td>
<td>Module D2: Graduate attributes – CEQ/REQ</td>
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<tr>
<td>daystart</td>
<td>Start of week day</td>
<td></td>
<td>Module B: Labour Force</td>
</tr>
<tr>
<td>datestart</td>
<td>Start of week date</td>
<td></td>
<td>Module B: Labour Force</td>
</tr>
<tr>
<td>dayend</td>
<td>End of week day</td>
<td></td>
<td>Module B: Labour Force</td>
</tr>
<tr>
<td>dayend</td>
<td>End of week date</td>
<td></td>
<td>Module B: Labour Force</td>
</tr>
<tr>
<td>ESSINSCOPE</td>
<td>Respondent in scope for ESS questions</td>
<td>1 = in scope for ESS questions 2 = not in scope for ESS questions</td>
<td>Module X: ESS Bridging</td>
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ADDITIONAL ITEMS

<table>
<thead>
<tr>
<th>Institution / Department</th>
<th>Timing</th>
<th>Repeat or New</th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>Ongoing</td>
<td>Repeat</td>
</tr>
</tbody>
</table>

GENERAL PROGRAMMING NOTES

- Text if ‘SAVE’ is pressed should read ‘Thanks for your time so far. You can come back to complete your survey at any time before March 3rd.’
- After Newscreen1 all CATI items should have ‘item skipped’ displayed

*SRC LOGO AND GOS LOGO
*(TIMESTAMP 0)

AUTHENTICATION TEXT

*(BEFORE SURVEY OPENS)
Thank you for your interest in the Graduate Outcomes Survey (GOS).

The GOS starts in a few days, opening from January 31st until March 3rd, so please check back then.

*(INPUT SCREEN)
Please type in your details below.

*(SUCCESSFUL AUTHENTICATION)
Thanks, you have now been sent an email with your username and password to your nominated email address.

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

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

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

*(DENIED AUTHENTICATION)  
Sorry but your details don’t match our records. Please check your details and try again.

*DISPLAY INPUT OPTIONS

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

*(AFTER SURVEY IS CLOSED)  
The GOS is now closed. If you have and queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or gos@srcentre.com.au.

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

CATI INTRODUCTION

*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

*(ALL)  
WELCOME SCREEN

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

Good afternoon/evening my name is <NAME> and I’m calling on behalf of <E306C> and The Australian Government Department of Education and Training from the Social Research Centre.

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

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

INTRO

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I’m calling on behalf of <E306C> and The Australian Government Department of Education and Training from the Social Research Centre.

I’m calling to follow up on an email that we recently sent inviting you to participate in an online survey about the qualification you recently completed at <E306C>.

*(DISPLAY IF PARTIAL=0) We are seeking feedback about what you are doing now that you’ve completed your studies at <E306C>. Your feedback will help facilitate the ongoing improvement of <E306C> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

*(DISPLAY IF PARTIAL=0) This interview should only take about 15 minutes and all information you give to us will be strictly confidential.

*(DISPLAY IF PARTIAL=1) It looks like you have already started the survey and, based on the section you are up to, it should only take <minutes> from here.

Do you have some time now?
IF NEEDED: All information will be used for research purposes only and will remain completely confidential.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306C> and will be used only for this research.

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

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

INTRO2

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I’m calling on behalf of <E306C> and The Australian Government Department of Education and Training from The Social Research Centre.

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

*(DISPLAY IF PARTIAL=1) Based on the section you are up to, it should only take <minutes> from here.

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

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

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306C> and will be used only for this research.

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

*(INTRO=2, GRADUATES WHO WANT TO COMPLETE THE SURVEY ONLINE)

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

   Email address: <email1>

   1. Email address shown is correct
   2. Email address: (Please specify)

*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER_TO_WEB

*(INTRO=5, GRADUATES WHO ARE HAVING LANGUAGE DIFFICULTIES)

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
Mixed mode questionnaire

7. Lebanese
8. Turkish
9. Other language (Please specify)
10. Language not identified

*(ALL)

MOB

DO NOT ASK

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

*(MOB=1, CALLING MOBILES)

SAFE

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

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

*(SAFE=2, PREVIOUS APPOINTMENT MADE)

SAFE1

DO NOT ASK

1. Returning from appointment (GO TO INTRO)

*(ALL)

MON

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

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

MODULE A: SCREENING AND CONFIRMATION

*(ONLINE)

CONFIRM

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

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students. *(DISPLAY IF DATE < =26th February 2019) Complete now to be entered into all remaining weekly prize draws with a chance to win $1,000.

Most people take approximately 10-15 minutes to complete all the questions.

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

Please do not use the browser ‘BACK’ button to go back to a previous question.

Please press the 'Next' button below to continue.

*(ALL)

INSTITUTION In <gradyr>, did you complete a <E308A/E308B> at <E306C>?

1. Yes
2. No
* (INSTITUTION=2, SELECTED NO TO MAJOR PROGRAMMED) 
INSTITUTION2 We understand that you may have completed a different course or program in an earlier year, or commenced another course recently, however we are interested in your feedback on your <E308A/E308B>.

*(DISPLAY IF ONLINE ONLY) If you completed a <E308A/E308B> at <E306C>, please complete the survey.

*(DISPLAY IF CATI ONLY) To confirm did you complete a <E308A/E308B> at <E306C>?

1. I have completed a <E308A/E308B> in 2018
2. No (GO TO TERM)

*(IF INSTITUTION=1 OR INSTITUTION2=1 AND PREPOP=1 or 2, MODIFYING OF MAJORS) 
NEWSCREEN1a

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

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

*PROGRAMMER NOTE: IF CATI DISPLAY ‘(READ OUT)’

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

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

*(DISPLAY): Course A: <E308A>

*(TEXT BOX) Major 1: <maj1a>
*(TEXT BOX) Major 2: <maj2a>

(QUALNUM_S=2)

*(DISPLAY): Course B: <E308B>

*(TEXT BOX) Major 1: <maj3a>
*(TEXT BOX) Major 2: <maj4a>

Is this correct?
1. Yes
2. No

*(IF NEWSCREEN1a=2 AND QUALNUM_S=2, MAJORS ARE INCORRECT AND TWO QUALIFICATIONS) 
Q2 For which course or courses are your majors incorrect?

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

*(IF QUALNUM_S=1 AND NEWSCREEN1a=2 OR (QUALNUM_S=2 AND Q2=1 OR 3) OR (PREPOP=2)), DOING ONE QUALIFICATION OR DOING TWO QUALIFICATIONS AND MAJORS ARE INCORRECT FOR COURSE A OR STUDENT SUPPLIED MAJORS) 
Q4 *(DISPLAY IF ONLINE): Which of the following best describes the name/s of your major/s for your <E308A>?

2194 GOS19 February ‘19
Mixed mode questionnaire
*(DISPLAY IF CATI): What are the names of your majors for your <E308A>?

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

1. Drop down list *(PROGRAMMER NOTE: MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308A> IF PPMAJ2=BLANK)

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

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

*PROGRAMMER NOTE: FOR DROP DOWN LISTS USE INSTITUTION PROVIDED LOOKUP LIST ELSE USE ASCED. ALSO NEED TO INCLUDE 'MY MAJOR IS NOT ON THE LIST', 'I HAVE NO MAJOR FOR <E308A>/'I HAVE NO SECOND MAJOR FOR <E308A>'

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

*(IF Q4=MY MAJOR 1 IS NOT ON THE LIST)
Q4a What name best describes your major for your <E308A>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

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

*(IF Q4=MY MAJOR 2 IS NOT ON THE LIST)
Q4b What name best describes your second major for your <E308A>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

*(IF QUALNUM_S=2 AND Q2=2 OR 3 OR IF QUALNUM_S=2 AND PREPOP=2, DOING TWO QUALIFICATIONS AND MAJORS ARE INCORRECT FOR COURSE B OR DOING TWO QUALIFICATIONS AND STUDENT SUPPLIED MAJORS)
Q5 *(DISPLAY IF ONLINE): Which of the following best describes the name/s of your major/s for your <E308B>?

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

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

1. Drop down list *(PROGRAMMER NOTE: MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308B> IF PPMAJ2=BLANK)

*PROGRAMMER NOTE: FOR DROP DOWN LIST USE INSTITUTION PROVIDED LOOKUP LIST ELSE USE ASCED. ALSO NEED TO INCLUDE 'MY MAJOR IS NOT ON
THE LIST’, ‘I HAVE NO MAJOR FOR <E308B> AND ‘NOT SURE’ AT BOTTOM OF THE DROP DOWN WITH A LINE SEPARATOR AND BOLDED CODES
*PROGRAMMER NOTE: GREY OUT SECOND DROP DOWN LIST IF ‘I HAVE NO MAJOR FOR <E308B> IS SELECTED AT FIRST DROP DOWN AND AUTO CODE TO ‘I HAVE NO SECOND MAJOR FOR <E308B>

*IF Q5=MY MAJOR 1 IS NOT ON THE LIST)
Q5a  What name best describes your major for your <E308B>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

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

*IF Q5=MY MAJOR 2 IS NOT ON THE LIST)
Q5b  What name best describes your second major for you <E308B>?

*(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

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

IF PREPOP = 1 OR 2
AT newscreen1 IF major1 OR major2 OR major3 OR major4 ≠ blank, then CEQType = 1

IF PREPOP = 1 OR 2
At newscreen1 IF ‘no majors’ selected at major1 AND major2 AND major3 AND major4, then CEQType=2

IF PREPOP=3, then CEQType=2

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

*(TIMESTAMP 1)

MODULE B: LABOUR FORCE

*(ALL)
PREWORKED  Next we would like to understand what you are currently doing in terms of work and study. One of the main purposes of higher education is preparedness for the workforce so it’s important we collect this information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**BEGINLOOK** When did you begin looking for work?

1. Enter month <dropdown list>
2. Enter year (NUMERIC RANGE 1960 – 2019)

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

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

1. Yes
5. No

*(LOOKFTWK=5 AND LOOKPTWK=5, NOT LOOKING FOR WORK)*

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

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

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

1. Yes
5. No

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

**MORE1JOB** Did you have more than 1 job or business last week?
INTERVIEWER NOTE: more than 1 job or business last week = include jobs or businesses that you had even if you didn’t work at one or more of those jobs or businesses last week

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

1. Yes
5. No

*(MORE1JOB=1, HAS MORE THAN ONE JOB)
INTROSELFEMPii
The next few questions are about the job or business in which you usually work the most hours, that is, your main job.

*(AWAYWORK=1, ON LEAVE OR SICK)
INTROSELFEMPiii
The next few questions are about the job or business in which you usually work the most hours.

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)
SELFEMP Did you work for an employer, or in your own business?

1. Employer
2. Own business (go to ACTLHRSM)
3. Other or uncertain

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

1. Wage or salary
5. Other or uncertain

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

*PROGRAMMER NOTE: IF CATI DISPLAY ‘READ OUT’
*PROGRAMMER NOTE: "IF SELFEMP = 3 THEN PAYARRNGTEXT = "WORKING". IF PAYMENT = 5 THEN PAYARRNGTEXT = "PAYMENT".

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

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

*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B WILL ALSO EXCLUDE PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE C

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

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

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

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

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

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

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

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

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

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

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

ACTLHRS How many hours did you actually work last week less time off but counting any extra hours worked IF MORE1JOB=1: <in all your jobs>?

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

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

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

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

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

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

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

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

1. Yes
5. No
6. Don’t know

*(PREFMHRS=1, PREFER WORK MORE HOURS)
PREFHRS How many hours a week would you like to work?
1. Enter hours (NUMERIC, RANGE 0-168, CAN’T BE LESS THAN USLHRS)

*(PREFMHRS=1, PREFER WORK MORE HOURS)
AVLMHRS Last week, were you available to work more hours than you usually work?
1. Yes
2. No

*(TIMESTAMP 2)
*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
OCC What is your occupation in your <main job/job/business>? *(CATI) INTERVIEWER NOTE: Please type at least 3 letters
*PROGRAMMER NOTE: SHOW INTERVIEWER NOTE TEXT FOR CATI ONLY, SHOW PLEASE TYPE AT LEAST 3 LETTERS FOR BOTH MODES
1. Enter occupation

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
DUTIES What are your main tasks and duties?
1. Enter main tasks and duties

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

INTERVIEWER NOTE: business or service = refers to the industry your work falls under; for example, retail, construction, education
*PROGRAMMER NOTE: POP UP BUSINESS OR SERVICE = ‘REFERS TO THE INDUSTRY YOUR WORK FALLS UNDER; FOR EXAMPLE, RETAIL, CONSTRUCTION, EDUCATION’
1. Enter business or service

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
EMPLOYER What is the name of your <employer/business>?

INTERVIEWER NOTE: name of your <employer/business> = refers to the name of the company or business that you work for
*PROGRAMMER NOTE: POP UP NAME OF YOUR <EMPLOYER/BUSINESS> = ‘REFERS TO THE NAME OF THE COMPANY OR BUSINESS THAT YOU WORK FOR’
1. Enter employer/business name

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 OR WAITWORK=1, WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
SECTOR In what sector are you wholly or mainly employed?
*PROGRAMMER NOTE: IF CATI DISPLAY *(READ OUT)*

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

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

INAUST Are you working in Australia?

1. Yes
2. No
3. Not sure

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

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

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

*(LOCATION=2 OR SKIPPED OR (1 AND NOT DROPDOWN), RESPONDENT NOT SURE OR SKIPPED OR DID NOT SELECT ANYTHING IN THE DROPDOWN LIST AT LOCATION)*

EMPSTATE In which state or territory is your <employer/business> currently located?

*PROGRAMMER NOTE: IF EMPSTATE NOT ASKED, AUTO-CODE BASED ON LOCATION RESPONSE.*

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

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

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

1. Bangladesh
2. Canada
3. China (excludes SARs and Taiwan)
4. Hong Kong (SAR of China)
5. India
6. Indonesia
7. Malaysia
8. New Zealand
9. Saudi Arabia
10. Singapore
11. South Africa
12. South Korea
13. Sri Lanka
14. Taiwan
15. Thailand
16. United States of America
17. Vietnam
18. Macau (SAR of China)
18. Other (Please specify)

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

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

1. Yes, more than 12 months
5. No, less than 12 months

*(EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)

EMPMTHS How many months have you worked <for your employer/in your business>?

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

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

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

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

*(SELFEMP=1 OR PAYARRNG=14, 15, 17-20) AND EMP12=5 AND USLHRS>35, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

FFTJOB Is this your first full-time job?

1. Yes
2. No

*(INAUST=1, WORKING IN AUSTRALIA)

SALARYA In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/> <IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

*PROGRAMMER: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1

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

*PROGRAMMER NOTE: POP UP ONLY ALLOW ONE SELECTION IF MORE THAN ONE OPTION IS SELECTED

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

(SINGLE RESPONSE)

1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don’t know

*(INAUST=1 AND SALARYA=1 THRU 6 BUT NOT IN RANGE, WORKING IN AUSTRALIA AND OUT OF RANGE SALARY ENTERED)
SALARYB *(DISPLAY IF ONLINE) Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in \(< IF \ \text{MORE1JOB}=5: \text{this job}/ IF \ \text{MORE1JOB}=1: \text{all your jobs}>\), per annum before tax or anything else was taken out?

*(DISPLAY IF CATI) Sorry but the salary you provided doesn’t fit within our range. I will read out some salary ranges, please select the best option for how much you would usually earn in \(< IF \ \text{MORE1JOB}=5: \text{this job}/ IF \ \text{MORE1JOB}=1: \text{all your jobs}>\), per annum before tax or anything else was taken out?

*PROGRAMMER NOTE: IF CATI DISPLAY ‘(READ OUT)’

INTERVIEWER NOTE: all your jobs = \text{This refers to the combined income received from all jobs}

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

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

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

(SINGLE RESPONSE)

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

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

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

INTERVIEWER NOTE: main job = \text{This refers to the job that you work the most hours}

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

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

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

*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

1. Amount per **hour** *(Please specify) *(NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF USLHRSM IS NOT BLANK
2. Amount per **day** *(Please specify) *(NUMERIC, RANGE 1-800)
3. Amount each **week** *(Please specify) *(NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** *(Please specify) *(NUMERIC, RANGE 1-8000)
5. Amount each **month** *(Please specify) *(NUMERIC, RANGE 1-17,500)
6. Amount each **year** *(Please specify) *(NUMERIC, RANGE 1-250K)

7. No earnings
8. Don’t know

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

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

*(DISPLAY IF CATI) Sorry but the salary you entered doesn’t fit within our range. I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?*

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

(SINGLE RESPONSE)

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

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

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

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

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

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

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

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

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

INTERVIEWER NOTE: main job = This refers to the job that you work the most hours
INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

(SINGLE RESPONSE)

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

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

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

(SINGLE RESPONSE)

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

*(INAUST=2, WORKING OUTSIDE AUSTRALIA)
SALARYOS What is your gross (that is pre-tax) annual salary? You can estimate if necessary.

*(ONLINE) Please select currency from the drop down list
*(CATI) And to confirm, what currency is that?
<CURRENCY DROP DOWN LIST>

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(IF SALARYOS=OTHER SPECIFY, OTHER CURRENCY)
SALARYOS_OTH Please specify the currency you referred to.

1. <verbatim text box>

*(EMP12=5 AND SELFEMP=1 OR PAYARRNG=12, 14, 15, 17-20, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)
FINDJOB How did you first find out about this job?

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

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

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
SPOQ The following statements are about your skills, abilities and education.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)

a) My job requires less education than I have
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: SPOQSCL CALCULATION IF 6 VALID RESPONSES AT SPOQ4 OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. NOTE: SCORES FOR SPOQ4. ARE REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5

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

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

*(SPOQSCL >=3.5, PERCEIVED OVER QUALIFICATION FOR CURRENT JOB)

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
11. I’m satisfied with my current job
12. Other (Please specify)

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

RSNOMORE You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
11. I’m satisfied with the number of hours I work
12. No more hours available in current position
13. Other (Please specify)
*(USLHRS<35 AND PREFMHRS=1, WORKING LESS THAN 35 HOURS AND LOOKING FOR MORE HOURS)

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
11. No more hours available in current position
12. Other (Please specify)

*(TIMESTAMP 3)

MODULE C: FURTHER STUDY

*(ALL)

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

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

*(FURSTUD= 1 OR 2, STUDYING)

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

1. <verbatim text box>

INTERVIEWER NOTE: qualification = qualification refers to the course, degree or program that you are currently studying

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

*(FURSTUD= 1 OR 2, STUDYING)

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

INTERVIEWER NOTE: qualification = qualification refers to the course, degree or program that you are currently studying

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

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

*(FURSTUD=1 OR 2, STUDYING)  
FURLEV  What is the level of this qualification?  
*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)  
(SINGLE RESPONSE)

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

*(FURSTUD=1 OR 2, STUDYING)  
FURINST  And the institution where you are currently studying?  *(CATI) INTERVIEWER NOTE:  
Please type at least 3 letters  
*PROGRAMMER NOTE: SHOW INTERVIEWER NOTE TEXT FOR CATI ONLY, SHOW  
PLEASE TYPE AT LEAST 3 LETTERS FOR BOTH MODES  
1. <look up list>  *PROGRAMMER NOTE: USE FURINST LOOKUP LIST

*(TIMESTAMP 4)

**MODULE D: GRADUATE ATTRIBUTES**

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)  
GAS  *(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourseA/FinalCourseB> from <E306C> prepared you for this job?  
If the skill is not required in your role, you can answer ‘Not applicable’.

*(DISPLAY IF CATI) I’m now going to read some skills or attributes, if the skill is not required in your role, you can answer ‘Not applicable’.  
For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourseA/FinalCourseB> from <E306C> prepared you for this job?  
*PROGRAMMER NOTE: RANDOMISE STATEMENTS WITHIN CATEGORIES. DO NOT DISPLAY CATEGORY HEADINGS. REPEAT ITEM STEM ON EACH PAGE  
*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)  

(STATEMENTS)

Foundation skills  
GFOUND1  Oral communication skills
GFOUND2  Written communication skills
GFOUND3  Numeracy skills
GFOUND4  Ability to develop relevant knowledge
GFOUND5  Ability to develop relevant skills
GFOUND6  Ability to solve problems
GFOUND7  Ability to integrate knowledge
GFOUND8  Ability to think independently about problems

Adaptive skills and attributes
GADAPT1  Broad general knowledge
GADAPT2  Ability to develop innovative ideas
GADAPT3  Ability to identify new opportunities
GADAPT4  Ability to adapt knowledge in different contexts
GADAPT5  Ability to apply skills in different contexts
GADAPT6  Capacity to work independently

Teamwork and interpersonal skills
GCOLLAB1  Working well in a team
GCOLLAB2  Getting on well with others in the workplace
GCOLLAB3  Working collaboratively with colleagues to complete tasks
GCOLLAB4  Understanding of different points of view
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
9. Not applicable

*(TIMESTAMP 5)*

**MODULE D2: GRADUATE ATTRIBUTES – CEQ/PREQ**

*(STUDENTTYPE = 1, NOT POSTGRADUATE BY RESEARCH)*

*PROGRAMMER NOTE: WHERE CEQTYPE=1 AND QUALNUM_S= 2 CEQ TEXT FILL RANDOMLY WITH ‘FINALMAJOR1’ OR ‘FINALMAJOR2’ IF BOTH MAJORS ARE PRESENT. IF ONLY ‘FINALMAJOR1’ PRESENT, TEXT FILL WITH ‘FINALMAJOR1’.

CEQTYPE=1 AND QUALNUM_S= 1 CEQ TEXT FILL WITH ‘FINALMAJOR1’

IF CEQTYPE=2 TEXT FILL FINALCOURSEA

1. FinalMajor1/2
2. FinalCourseA

INTROA  The next series of questions are about your <course>. By <course> we mean the major fields of education or programs of study that made up your qualification.

CEQ  Now a series of statements regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATMENTS)
ceq101 The staff put a lot of time into commenting on my work
ceq103 The teaching staff normally gave me helpful feedback on how I was going
ceq106 The <course> helped me develop my ability to work as a team member
ceq110 The teaching staff of this <course> motivated me to do my best work
ceq111 The <course> provided me with a broad overview of my field of knowledge
ceq114 The <course> sharpened my analytic skills
ceq115 My lecturers were extremely good at explaining things
ceq116 The teaching staff worked hard to make their subjects interesting
ceq117 The <course> developed my confidence to investigate new ideas
ceq123 The <course> developed my problem-solving skills
ceq127 The staff made a real effort to understand difficulties I might be having with my work
ceq130 Higher education stimulated my enthusiasm for further learning
ceq132 The <course> improved my skills in written communication
ceq136 I learned to apply principles from this <course> to new situations
ceq140 I consider what I learned valuable for my future
ceq142 As a result of my <course>, I feel confident about tackling unfamiliar problems
ceq143 My <course> helped me to develop the ability to plan my own work
ceq148 My higher education experience encouraged me to value perspectives other than my own
c eq149 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

*(STUDENTTYPE=1 AND QUALNUM_S=2 OR STUDENTTYPE=1 AND QUALNUM_S=1 AND FINALMAJOR1 NOT BLANK AND FINALMAJOR2 NOT BLANK AND PREPOP NE 3, NOT POSTGRADUATE BY RESEARCH AND MORE THAN ONE MAJOR/COURSE)*

*PROGRAMMER NOTE:
WHERE CEQTYPE = 1 AND QUALNUM_S = 2, CEQB TEXT FILL RANDOMLY WITH ‘FINALMAJOR3’ OR ‘FINALMAJOR4’ WHEN BOTH MAJORS ARE PRESENT, OTHERWISE TEXT FILL WITH ‘FINALMAJOR3’.

WHERE CEQTYPE = 1 AND QUALNUM_S = 1, CEQBTEXT FILL WITH ‘FINALMAJOR2’ IF PRESENT, OTHERWISE GO TO MODULE E.

IF CEQTYPE=2 ONLY SHOW FINALCOURSEB

QUALNUM_S = 2
1. FinalMajor3/4
2. FinalCourseB

QUALNUM_S=1
1. FinalMajor2

CEQB Now a series of statements regarding your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)
ceq201 The staff put a lot of time into commenting on my work
ceq203 The teaching staff normally gave me helpful feedback on how I was going
ceq206 The <course> helped me develop my ability to work as a team member
ceq210 The teaching staff of this <course> motivated me to do my best work
ceq211 The <course> provided me with a broad overview of my field of knowledge
ceq214 The <course> sharpened my analytic skills
ceq215 My lecturers were extremely good at explaining things
ceq216 The teaching staff worked hard to make their subjects interesting
ceq217 The <course> developed my confidence to investigate new ideas
ceq223 The <course> developed my problem-solving skills
ceq227 The staff made a real effort to understand difficulties I might be having with my work
ceq230 Higher education stimulated my enthusiasm for further learning
ceq232 The <course> improved my skills in written communication
ceq236 I learned to apply principles from this <course> to new situations
ceq240 I consider what I learned valuable for my future
ceq242 As a result of my <course>, I feel confident about tackling unfamiliar problems
ceq243 My <course> helped me to develop the ability to plan my own work
ceq248 My higher education experience encouraged me to value perspectives other than my own
ceq249 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

PREQ Please tell us about your postgraduate research experience.

If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.

Please interpret ‘thesis’ and other research-related terms in the context of your own field of education.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)

preq01 Supervision was available when I needed it
preq02 The thesis examination process was fair
preq03 I had access to a suitable working space
preq04 I developed an understanding of the standard of work expected
preq29 I am confident that I can apply my skills outside the university sector
preq05 The department provided opportunities for social contact with other postgraduate students
preq30 I improved my ability to design and implement projects effectively
preq06 My research further developed my problem solving skills
preq07 My supervisor(s) made a real effort to understand difficulties I faced
preq08 I had good access to the technical support I needed
preq09 I was integrated into the department’s community
preq10 I improved my ability to communicate information effectively to diverse audiences
preq11 I understood the required standard for the thesis
preq31 I had opportunities to develop professional connections outside the university sector
preq12 I was able to organise good access to necessary equipment
preq13 My supervisor(s) provided additional information relevant to my topic
preq14 I developed my skills in critical analysis and evaluation
preq15 I was satisfied with the thesis examination process
preq16 The department provided opportunities for me to become involved in the broader research culture
preq17 I was given good guidance in topic selection and refinement
preq18 I had good access to computing facilities and services
preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector
preq19 I understood the requirements of thesis examination
preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)
preq20 I improved my ability to plan and manage my time effectively
preq21 My supervisor(s) provided helpful feedback on my progress
preq22 A good seminar program for postgraduate students was provided
preq23 The research environment in the department or faculty stimulated my work
preq24 I received good guidance in my literature search
preq34 I gained confidence in leading and influencing others
preq25 The examination of my thesis was completed in a reasonable time
preq26 As a result of my research, I feel confident about tackling unfamiliar problems
preq27 There was appropriate financial support for research activities
preq28 Overall, I was satisfied with the quality of my higher degree research experience

(RESPONSE FRAME)
1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

*(ALL) INTROB Now, a couple of general questions about your <course>...

*PROGRAMMER NOTE: DISPLAY NEXT TWO QUESTIONS ON THE SAME SCREEN

*(ALL) BESTASP What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.
1. <verbatim text box>

*(ALL) IMPROVE What aspects of your <course> were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments.
1. <verbatim text box>

*(TIMESTAMP 5) MODULE E: GRADUATE PREPARATION

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB) FORMREQ Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?
1. Yes
2. No
To what extent is it important for you to have a <FinalCourseA/FinalCourseB>, to be able to do your job?

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

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

Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

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

What are the main ways that < E306C > prepared you for employment in your organisation?

1. <verbatim text box>

What are the main ways <E306C> could have better prepared you for employment in your organisation?

1. <verbatim text box>

What are the main ways that < E306C > prepared you for further study?

1. <verbatim text box>

What are the main ways <E306C> could have better prepared you for further study?

1. <verbatim text box>

Module F: Additional Items

Department - Postgraduates

*(ALL)

Intlntroa And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)
OSSTUDY  Did you undertake any overseas study during your *(IF STUDENTTYPE=1, DISPLAY: <course>) IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?*)

1. Yes
2. No
3. Not applicable

*STUDENTTYPE=2, POSTGRADUATE BY RESEARCH*

INTERN Did your <FinalCourseA/FinalCourseB> include an internship component?

1. Yes
2. No
3. Don’t know

*STUDENTTYPE=2, POSTGRADUATE BY RESEARCH*

INTLEARN Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?

1. Yes
2. No
3. Not applicable

*STUDENTTYPE=2, POSTGRADUATE BY RESEARCH*

TRAINING Did your <FinalCourseA/FinalCourseB> include training in….

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

Pgreslink101/IPA Intellectual property awareness
Pgreslink102/BUSMAN Business management
Pgreslink103/ENTPNR Entrepreneurship

(RESPONSE FRAME)

1. Yes
2. No
3. Don’t know

*STUDENTTYPE=2, POSTGRADUATE BY RESEARCH*

COFUND Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.

(MULTIPLE RESPONSE)

1/JOINTSUP. Yes it was jointly supervised
2/COFUND. Yes it was co-funded
3/NOJSCF. No *(EXCLUSIVE)*
4/DKJSCF. Don’t know *(EXCLUSIVE)*

*(TIMESTAMP 7)*

MODULE G: CONTACT DETAILS

*(ALL)*

CURCOUNTRY Do you currently live in Australia or Overseas?
1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)
CURPCODE What is the postcode or suburb where you usually live?
1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(CURPCODE=2 OR SKIPPED OR (1 AND NOT DROPDOWN), RESPONDENT NOT SURE OR SKIPPED OR DID NOT SELECT ANYTHING IN THE DROPDOWN LIST AT CURPCODE)
CURSTATE In which state or territory do you usually live?

*PROGRAMMER NOTE: IF CURSTATE NOT ASKED, AUTO-CODE BASED ON CURPCODE RESPONSE.
1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

*(CURCOUNTRY=2, LIVES OVERSEAS)
OSCOUNTRY In which country do you currently live?
1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST

*(ALL)
CONTACT It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research to improve higher education?
1. Yes
2. No

*(ALL)
ALUMNI Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?
1. Yes
2. No

*(CONTACT=1 or Alumni=1, CONSENT TO RECONTACT)
Email/EMAIL *(DISPLAY IF ONLINE) We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

*(DISPLAY IF CATI) We would like to make sure all your contact information is up to date. Is the following email address a permanent email address that we can use in the future?

Email address: <email address>
1. Permanent email address is as above
2. Enter new permanent email address [email box] *PROGRAMMER NOTE: Kickbox validation required
3. Don’t have a permanent email address
4. Do not wish to be re-contacted by email

*(ADDFLAG=1 AND CONTACT=1), ADDRESS SUPPLIED AND CONSENT TO RECONTACT)
ADDRESS The postal address we have for you is:
<add1> <add2> <add3>
<suburb> <state> <pcode>
<country>

Is this correct?
1. Yes
2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY)
3. Do not wish to be contacted by post

*(CONTACT=1 OR ALUMNI=1 AND ADD1=BLANK NO ADDRESS SUPPLIED AND CONSENT TO RECONTACT)
ADDRESS2 We do not have any postal information provided for you. Would you like to update your postal details?
1. Yes
2. No
3. Do not wish to be contacted by post

*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT

*(TIMESTAMP 24)

*(ALL)
C4 Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?
1. Yes
2. No

*(Extraquota = 0 AND (1<=USLHRS <=168 OR 1<=ACTLHRS <=168) AND (((WORKED=1 OR AWAYWORK=1) AND (SELFEMP≠2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR (SELFEMP=3 OR (PAYMENT=5 AND PAYARRNG=12,14,15,17,18,19,20)))), WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS)

BRIDGE1 *(DISPLAY IF ONLINE): For the next part of the study we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly through the Employer Satisfaction Survey (ESS).

Without your supervisor’s input, results from this survey will be less useful to policy makers. The government uses input from graduates and employers to understand how well higher education institutions are preparing graduates for the workforce.

Please click next to continue.

*(DISPLAY IF CATI): INTERVIEWER NOTE: Please click link below to continue.
<DISPLAY LINK FOR ESSX>
*(DISPLAY IF CATI): DO NOT PROCEED WITHOUT COMPLETING ADDITIONAL QUESTIONS VIA LINK ABOVE

1. Provided supervisor details
2. Refused supervisor details
3. Other

*PROGRAMMER NOTE: TRANSFER THOSE ELIGIBLE FOR BRIDGE TO ESSx JOB

*(NOT ELIGIBLE FOR BRIDGE)

END

*(DISPLAY IF ONLINE) Thank you for your responses. Please click ‘Submit’ to finalise your survey.

*(IF CATI) Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. If you would like further information, I can give you the details of some websites if you like:

www.gos.edu.au

Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education and Training.

*(CATI ONLY)

INT

DO NOT ASK, INTERVIEWER PLEASE RECORD

Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

SUBMIT

*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:
http://www.qilt.edu.au/surveys/gos/thank-you

*(INSTITUTION2=2)

TERM

*(IF ONLINE) Thanks for taking the time to start the Graduate Outcomes Survey. You may still be eligible to provide feedback on the <E308A/E308B> for <E306C> through the GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact gos@srcentre.com.au or call 1800 055 818.

*(IF CATI) Thank you for your willingness to complete the Graduate Outcomes Survey (GOS). Unfortunately, that’s all we need from you as we can only speak to graduates who completed their course recently.

*(TIMESTAMP 25)
# 2226 GOS19 May ‘19 mixed mode questionnaire

## SAMPLE VARIABLES

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<th>Detailed description (if applicable)</th>
<th>Key use points</th>
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<td>Institution</td>
<td>Sourced from sample</td>
<td>Throughout</td>
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<td>PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)</td>
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<td>Key use points</td>
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ADDITIONAL ITEMS

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GENERAL PROGRAMMING NOTES

- Text if ‘SAVE’ is pressed should read ‘Thanks for your time so far. You can come back to complete your survey at any time before June 2nd.’

  *PROGRAMMER NOTE: SHOW ’SAVE’ DATE AS JUNE 11th ONCE JUNE 2nd HAS PASSED.

- After Newscreen1 all CATI items should have 'item skipped' displayed

  *SRC LOGO AND GOS LOGO
  *(TIMESTAMP 0)

AUTHENTICATION TEXT

*(BEFORE SURVEY OPENS) Thank you for your interest in the Graduate Outcomes Survey (GOS).

The GOS starts in a few days, opening from April 30th until June 2nd, so please check back then.

*(INPUT SCREEN) Please type in your details below.

*(SUCCESSFUL AUTHENTICATION) Thanks, you have now been sent an email with your username and password to your nominated email address.

If you have not received this email within the next hour, please call us on 1800 055 818 or email at gos@srcentre.com.au.
Please check your junk mail before you call; sometimes our emails can be diverted to this folder.

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

*(DENIED AUTHENTICATION)  
Sorry but your details don’t match our records. Please check your details and try again.

*DISPLAY INPUT OPTIONS

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

*PROGRAMMER NOTE: SURVEY CLOSE DATE FOR ALL NON POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS IS JUNE 2 AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS JUNE 11

*(AFTER SURVEY IS CLOSED)

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

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

CATI INTRODUCTION

*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

*(ALL)

WELCOME SCREEN

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

Good afternoon/evening my name is <NAME> and I’m calling on behalf of <E306C> and The Australian Government Department of Education and Training from the Social Research Centre.

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

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

INTRO

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I’m calling on behalf of <E306C> and The Australian Government Department of Education and Training from the Social Research Centre.

I’m calling to follow up on an email that we recently sent inviting you to participate in an online survey about the qualification you recently completed at <E306C>.

*(DISPLAY IF PARTIAL=0) We are seeking feedback about what you are doing now that you’ve completed your studies at <E306C>. Your feedback will help facilitate the ongoing improvement of <E306C> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

*(DISPLAY IF PARTIAL=0) This interview should only take about 15 minutes and all information you give to us will be strictly confidential.
*(DISPLAY IF PARTIAL=1) It looks like you have already started the survey and, based on the section you are up to, it should only take <minutes> from here.

Do you have some time now?

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

**IF NECESSARY:** Your telephone number was provided to us under strict privacy provisions by <E306C> and will be used only for this research.

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

*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL) INTRO2

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I’m calling on behalf of <E306C> and The Australian Government Department of Education and Training from The Social Research Centre.

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

*(DISPLAY IF PARTIAL=1) Based on the section you are up to, it should only take <minutes> from here.

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

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

**IF NECESSARY:** Your telephone number was provided to us under strict privacy provisions by <E306C> and will be used only for this research.

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

*(INTRO=2, GRADUATES WHO WANT TO COMPLETE THE SURVEY ONLINE) EM1

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

   Email address: <email1>

1.  Email address shown is correct
2.  Email address: (Please specify)

**PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER_TO_WEB

*(INTRO=5, GRADUATES WHO ARE HAVING LANGUAGE DIFFICULTIES) LOTE

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

*(ALL)

MOB

DO NOT ASK

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

*(MOB=1, CALLING MOBILES)

SAFE

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

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

*(SAFE=2, PREVIOUS APPOINTMENT MADE)

DO NOT ASK

SAFE1

1. Returning from appointment (GO TO INTRO)

*(ALL)

MON

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

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

MODULE A: SCREENING AND CONFIRMATION

*(ONLINE)

CONFIRM

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

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students. *(DISPLAY IF DATE <=28th May 2019)

Complete now to be entered into all remaining weekly prize draws with a chance to win $1,000.

Most people take approximately 10-15 minutes to complete all the questions.

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

Please do not use the browser ‘BACK’ button to go back to a previous question.

Please press the 'Next' button below to continue.

*(ALL)
INSTITUTION In <gradyr>, did you complete a <E308A/E308B> at <E306C>?
1. Yes
2. No

*(INSTITUTION=2, SELECTED NO TO MAJOR PROGRAMMED)
INSTITUTION2 We understand that you may have completed a different course or program in an earlier year, or commenced another course recently; however we are interested in your feedback on your <E308A/E308B>.
*(DISPLAY IF ONLINE ONLY) If you completed a <E308A/E308B> at <E306C>, please complete the survey.
*(DISPLAY IF CATI ONLY) To confirm did you complete a <E308A/E308B> at <E306C>?
1. I have completed a <E308A/E308B> in late 2018 or early 2019
2. No (GO TO TERM)

*(IF INSTITUTION=1 OR INSTITUTION2=1 AND PREPOP=1 or 2, MODIFYING OF MAJORS)
NEWSCREEN1a
*(DISPLAY IF CATI) Now, just a couple of questions about the major(s) you recently completed for your <E308A/E308B>.

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

*PROGRAMMER NOTE: IF CATI DISPLAY ‘(READ OUT)’

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

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

*(DISPLAY): Course A: <E308A>
*(TEXT BOX) Major 1: <maj1a>
*(TEXT BOX) Major 2: <maj2a>

(QUALNUM_S=2)
*(DISPLAY): Course B: <E308B>
*(TEXT BOX) Major 1: <maj3a>
*(TEXT BOX) Major 2: <maj4a>

Is this correct?
1. Yes
2. No

*(IF NEWSCREEN1a=2 AND QUALNUM_S=2, MAJORS ARE INCORRECT AND TWO QUALIFICATIONS)
Q2 For which course or courses are your majors incorrect?
1. <E308A>
2. <E308B>
3. <E308A and E308B>
*(IF QUALNUM_S = 1 AND NEWSCREEN1a = 2 OR (QUALNUM_S = 2 AND Q2 = 1 OR 3) OR (PREPOP = 2)), DOING ONE QUALIFICATION OR DOING TWO QUALIFICATIONS AND MAJORS ARE INCORRECT FOR COURSE A OR STUDENT SUPPLIED MAJORS)

Q4 *(DISPLAY IF ONLINE): Which of the following best describes the name/s of your major/s for your <E308A>? *(DISPLAY IF CATI): What are the names of your majors for your <E308A>? *(DISPLAY IF CATI): INTERVIEWER NOTE: IF MAJOR IS NOT ON THE LIST SELECT 'MY MAJOR IS NOT ON THE LIST', IF NO MAJOR FOR COURSE OR NO SECOND MAJOR SELECT 'I HAVE NO MAJOR/I HAVE NO SECOND MAJOR'

1. Drop down list *(PROGRAMMER NOTE: MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308A> IF PPMAJ2=BLANK)

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

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

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

1. RECORD VERBATIM

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

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

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

1. RECORD VERBATIM

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

Q5 *(DISPLAY IF ONLINE): Which of the following best describes the name/s of your major/s for your <E308B>? *(DISPLAY IF CATI): What are the names of your majors for your <E308A>? *(DISPLAY IF CATI): INTERVIEWER NOTE: IF MAJOR IS NOT ON THE LIST SELECT 'MY MAJOR IS NOT ON THE LIST', IF NO MAJOR FOR COURSE OR NO SECOND MAJOR SELECT 'I HAVE NO MAJOR/I HAVE NO SECOND MAJOR'

1. Drop down list *(PROGRAMMER NOTE: MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308B> IF PPMAJ2=BLANK)

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

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

*(IF Q5=MY MAJOR 1 IS NOT ON THE LIST)
Q5a  What name best describes your major for your <E308B>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

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

*(IF Q5=MY MAJOR 2 IS NOT ON THE LIST)
Q5b  What name best describes your second major for you <E308B>? *(DISPLAY IF ONLINE): If you would like to contact your institution before responding, please save the survey and come back later.

1. RECORD VERBATIM

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

IF PREPOP = 1 OR 2
AT newscreen1 IF major1 OR major2 OR major3 OR major4 ≠ blank, then CEQType = 1

IF PREPOP = 1 OR 2
At newscreen1 IF 'no majors' selected at major1 AND major2 AND major3 AND major4, then CEQType=2

IF PREPOP=3, then CEQType=2

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

*(TIMESTAMP 1)

**MODULE B: LABOUR FORCE**

*(ALL)
PREWORKED  Next we would like to understand what you are currently doing in terms of work and study. One of the main purposes of higher education is preparedness for the workforce so it’s important we collect this information.

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

Last week, did you do any work at all in a job, business or farm?
1. Yes
5. No
6. Permanently unable to work
7. Permanently not intending to work *(DISPLAY IF AGE>64)

*(WORKED=5, NOT WORKING)

WWOPAY Last week, did you do any work without pay in a family business?
1. Yes
5. No
6. Permanently not intending to work *(DISPLAY IF AGE>64)

*(WWOPAY=5, NOT WORKING WITHOUT PAY)

AWAYWORK Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?
1. Yes
5. No
6. Permanently not intending to work *(DISPLAY IF AGE>64)

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

LOOKFTWK At any time during the last 4 weeks have you been looking for full-time work?
1. Yes
5. No
6. Permanently not intending to work *(DISPLAY IF AGE>64)

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

LOOKPTWK Have you been looking for part-time work at any time during the last 4 weeks?
1. Yes
5. No
6. Permanently not intending to work *(DISPLAY IF AGE>64)

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

BEGNLOOK When did you begin looking for work?
1. Enter month <dropdown list>
2. Enter year (NUMERIC RANGE 1960 – 2019)

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

STARTWK If you had found a job, could you have started last week?
1. Yes
5. No

*(LOOKFTWK=5 AND LOOKPTWK=5, NOT LOOKING FOR WORK)

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

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

*PROGRAMMER NOTE: POP UP 'WORK YOU HAD ALREADY OBTAINED' = 'REFERS TO NEW TYPES OF WORK THAT YOU HAVE ACQUIRED BUT NOT YET COMMENCED'
1. Yes
5. No

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

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

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

1. Yes
5. No

*(MORE1JOB=1, HAS MORE THAN ONE JOB)
INTROSELFEMPii

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

*(AWAYWORK=1, ON LEAVE OR SICK)
INTROSELFEMPiii

The next few questions are about the job or business in which you usually work the most hours.

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)
SELFEMP Did you work for an employer, or in your own business?
1. Employer
2. Own business (go to ACTLHRSM)
3. Other or uncertain

*(SELFEMP=1, WORKING FOR AN EMPLOYER)
PAYOUT Are you paid a wage or salary, or some other form of payment?
1. Wage or salary
5. Other or uncertain

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

*PROGRAMMER NOTE: IF CATI DISPLAY ‘(READ OUT)’
*PROGRAMMER NOTE: ‘IF SELFEMP = 3 THEN PAYARRNGTEXT = "WORKING". IF PAYMENT = 5 THEN PAYARRNGTEXT = "PAYMENT".

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

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

*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B WILL ALSO EXCLUDE PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE C

*(MORE1JOB=1, MORE THAN ONE JOB OR BUSINESS)
ACTLHRSM How many hours did you actually work in your main job last week less time off but counting any extra hours worked?

INTERVEWER NOTE: time off = includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike

INTERVEWER NOTE: extra hours = any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates

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

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

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

*(MORE1JOB=1, MORE THAN ONE JOB OR BUSINESS)
USLHRSM How many hours do you usually work each week in your main job?

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

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)
ACTLHRS How many hours did you actually work last week less time off but counting any extra hours worked IF MORE1JOB=1: in all your jobs?.

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

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

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

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)
USLHRS How many hours do you usually work each week IF MORE1JOB=1: in all your jobs?

1. Enter hours (NUMERIC, RANGE 0-168)
*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)

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

1. Yes
5. No
6. Don’t know

*(PREFMHRs=1, PREFER WORK MORE HOURS)

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

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

*(PREFMHRs=1, PREFER WORK MORE HOURS)

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

1. Yes
2. No

*(TIMESTAMP 2)

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

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

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

1. Enter occupation

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

DUTIES What are your main tasks and duties?

1. Enter main tasks and duties

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

INDUSTRY What kind of business or service is carried out by your <employer at the place where you work/business>*?

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

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

1. Enter business or service

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

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

INTERVIEWER NOTE: name of your <employer/business> = refers to the name of the company or business that you work for

*PROGRAMMER NOTE: POP UP NAME OF YOUR <EMPLOYER/BUSINESS> = ‘REFERS TO THE NAME OF THE COMPANY OR BUSINESS THAT YOU WORK FOR’
1. Enter employer/business name

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

SECTOR In what sector are you wholly or mainly employed?

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

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

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

INAUST Are you working in Australia?

1. Yes
2. No
3. Not sure

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

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

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

*(LOCATION=2 OR SKIPPED OR (1 AND NOT DROPDOWN), RESPONDENT NOT SURE OR SKIPPED OR DID NOT SELECT ANYTHING IN THE DROPDOWN LIST AT LOCATION)

EMPSTATE In which state or territory is your <employer/business> currently located?

*PROGRAMMER NOTE: IF EMPSTATE NOT ASKED, AUTO-CODE BASED ON LOCATION RESPONSE.

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

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

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

1. Bangladesh
2. Canada
3. China (excludes SARs and Taiwan)
4. Hong Kong (SAR of China)
5. India
6. Indonesia
7. Malaysia
8. New Zealand
9. Saudi Arabia
10. Singapore
11. South Africa
12. South Korea
13. Sri Lanka
14. Taiwan
15. Thailand
16. United States of America
17. Vietnam
18. Other (Please specify)

*(IF WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
EMP12 Have you worked <for your employer/in your business> for 12 months or more?
  1. Yes, more than 12 months
  5. No, less than 12 months

*(EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)
EMPMTHS How many months have you worked <for your employer/in your business>?
  1. Enter number of months (NUMERIC, RANGE 1-12)

*(EMP12=1, WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)
EMPYRS How many years have you worked <for your employer/in your business>?
  1. Enter number of years (NUMERIC, RANGE 1-49)

*(SELFEMP=1 OR PAYARRNG=14, 15, 17-20) AND EMP12=5 AND USLHRS>35, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)
FFTJOB Is this your first full-time job?
  1. Yes
  2. No

*(INAUST=1, WORKING IN AUSTRALIA)
SALARYA In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

*PROGRAMMER: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1

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

*PROGRAMMER NOTE: POP UP ONLY ALLOW ONE SELECTION IF MORE THAN ONE OPTION IS SELECTED

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

(SINGLE RESPONSE)
  1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
  2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)
  3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)
  4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)
  5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don't know

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

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

*(DISPLAY IF CATI) Sorry but the salary you provided doesn’t fit within our range. I will read out some salary ranges, please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: all your jobs>, per annum before tax or anything else was taken out?

*PROGRAMMER NOTE: IF CATI DISPLAY ‘(READ OUT)’

INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

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

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

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

(SINGLE RESPONSE)

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

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

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

INTERVIEWER NOTE: main job = This refers to the job that you work the most hours

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

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

*PROGRAMMER NOTE: POP UP ‘MAIN JOB’ = ‘THIS REFERS TO THE JOB THAT YOU WORK THE MOST HOURS’
*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

(SINGLE RESPONSE)

1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) *PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don’t know

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

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

*(DISPLAY IF CATI) Sorry but the salary you entered doesn’t fit within our range. I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

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

INTERVIEWER NOTE: main job = This refers to the job that you work the most hours

(SINGLE RESPONSE)

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

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

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

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

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

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

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

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

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)
SALCONF1 Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

INTERVIEWER NOTE: main job = This refers to the job that you work the most hours
INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

(SINGLE RESPONSE)
1. $1 - $9,999
2. $10,000 - $19,999
3. $20,000 - $29,999
4. $30,000 - $39,999
5. $40,000 - $49,999
6. $50,000 - $59,999
7. $60,000 - $69,999
8. $80,000 - $89,999
9. $100,000 - $124,999
10. $125,000 - $149,999
11. $150,000 or more
12. Don't know

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)
SALCONF2 And which of the following would you usually earn in your all your jobs, per annum before tax or anything else was taken out?

INTERVIEWER NOTE: all your jobs = This refers to the combined income received from all jobs

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

(SINGLE RESPONSE)
1. $1 - $9,999
2. $10,000 - $19,999
3. $20,000 - $29,999
4. $30,000 - $39,999
5. $40,000 - $49,999
What is your gross (that is pre-tax) annual salary? You can estimate if necessary.

*(ONLINE) Please select currency from the drop down list
*(CATI) And to confirm, what currency is that?

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(IF SALARYOS=OTHER SPECIFY, OTHER CURRENCY)
SALARYOS_OTH Please specify the currency you referred to.

1. <verbatim text box>

*(EMP12=5 AND SELFEMP=1 OR PAYARRNG=12, 14, 15, 17-20, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)
FINDJOB How did you first find out about this job?

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

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

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
SPOQ The following statements are about your skills, abilities and education.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATMENTS)

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

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: SPOQSCL CALCULATION IF 6 VALID RESPONSES AT SPOQ4 OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. NOTE: SCORES FOR SPOQ4 ARE REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5

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

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

*(SPOQSCL >=3.5, PERCEIVED OVER QUALIFICATION FOR CURRENT JOB) RSOVRQ Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn’t use all of your skills or education? Please select only one answer.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
11. I’m satisfied with my current job
12. Other (Please specify)

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
12. I’m satisfied with the number of hours I work
13. No more hours available in current position
11. Other (Please specify)

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

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
12. No more hours available in current position
11. Other (Please specify)

*(TIMESTAMP 3)

MODULE C: FURTHER STUDY

*(ALL)

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

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

*(FURSTUD= 1 OR 2, STUDYING)

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

1. <verbatim text box>

INTERVIEWER NOTE: qualification = qualification refers to the course, degree or program that you are currently studying

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

*(FURSTUD= 1 OR 2, STUDYING)

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

INTERVIEWER NOTE: qualification = qualification refers to the course, degree or program that you are currently studying

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)

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

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

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(SINGLE RESPONSE)
1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV

*(FURSTUD=1 OR 2, STUDYING)
FURINST And the institution where you are currently studying? *(CATI) INTERVIEWER NOTE:
Please type at least 3 letters

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

1. <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST

*(TIMESTAMP 4)

MODULE D: GRADUATE ATTRIBUTES

*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)
GAS *(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourseA/FinalCourseB> from <E306C> prepared you for this job?

If the skill is not required in your role, you can answer 'Not applicable'.

*(DISPLAY IF CATI) I'm now going to read some skills or attributes, if the skill is not required in your role, you can answer 'Not applicable'.

For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourseA/FinalCourseB> from <E306C> prepared you for this job?
(STATEMENTS)

Foundation skills
GFOUND1 Oral communication skills
GFOUND2 Written communication skills
GFOUND3 Numeracy skills
GFOUND4 Ability to develop relevant knowledge
GFOUND5 Ability to develop relevant skills
GFOUND6 Ability to solve problems
GFOUND7 Ability to integrate knowledge
GFOUND8 Ability to think independently about problems

Adaptive skills and attributes
GADAPT1 Broad general knowledge
GADAPT2 Ability to develop innovative ideas
GADAPT3 Ability to identify new opportunities
GADAPT4 Ability to adapt knowledge in different contexts
GADAPT5 Ability to apply skills in different contexts
GADAPT6 Capacity to work independently

Teamwork and interpersonal skills
GCOLLAB1 Working well in a team
GCOLLAB2 Getting on well with others in the workplace
GCOLLAB3 Working collaboratively with colleagues to complete tasks
GCOLLAB4 Understanding of different points of view
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
9. Not applicable

*(TIMESTAMP 5)

MODULE D2: GRADUATE ATTRIBUTES – CEQ/PREQ

*(STUDENTTYPE = 1, NOT POSTGRADUATE BY RESEARCH)

*PROGRAMMER NOTE: WHERE CEQTYPE=1 AND QUALNUM_S= 2 CEQ TEXT FILL RANDOMLY WITH ‘FINALMAJOR1’ OR ‘FINALMAJOR2’ IF BOTH MAJORS ARE PRESENT. IF ONLY ‘FINALMAJOR1’ PRESENT, TEXT FILL WITH ‘FINALMAJOR1’.

CEQTYPE=1 AND QUALNUM_S= 1 CEQ TEXT FILL WITH ‘FINALMAJOR1’

IF CEQTYPE=2 TEXT FILL FINALCOURSEA

1. FinalMajor1/2
2. FinalCourseA

INTROA The next series of questions are about your <course>. By <course> we mean the major fields of education or programs of study that made up your qualification.
Now a series of statements regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATMENTS)

-ceq101 The staff put a lot of time into commenting on my work
-ceq103 The teaching staff normally gave me helpful feedback on how I was going
-ceq106 The <course> helped me develop my ability to work as a team member
-ceq110 The teaching staff of this <course> motivated me to do my best work
-ceq111 The <course> provided me with a broad overview of my field of knowledge
-ceq114 The <course> sharpened my analytic skills
-ceq115 My lecturers were extremely good at explaining things
-ceq116 The teaching staff worked hard to make their subjects interesting
-ceq117 The <course> developed my confidence to investigate new ideas
-ceq123 The <course> developed my problem-solving skills
-ceq127 The staff made a real effort to understand difficulties I might be having with my work
-ceq130 Higher education stimulated my enthusiasm for further learning
-ceq132 The <course> improved my skills in written communication
-ceq136 I learned to apply principles from this <course> to new situations
-ceq140 I consider what I learned valuable for my future
-ceq142 As a result of my <course>, I feel confident about tackling unfamiliar problems
-ceq143 My <course> helped me to develop the ability to plan my own work
-ceq148 My higher education experience encouraged me to value perspectives other than my own
-ceq149 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(STUDENTTYPE=1 AND QUALNUM_S=2 OR STUDENTTYPE=1 AND QUALNUM_S=1 AND FINALMAJOR1 NOT BLANK AND FINALMAJOR2 NOT BLANK AND PREPOP NE 3, NOT POSTGRADUATE BY RESEARCH AND MORE THAN ONE MAJOR/COURSE)

*PROGRAMMER NOTE:

WHERE CEQTYPE = 1 AND QUALNUM_S = 2, CEQB TEXT FILL RANDOMLY WITH 'FINALMAJOR3' OR 'FINALMAJOR4' WHEN BOTH MAJORS ARE PRESENT, OTHERWISE TEXT FILL WITH 'FINALMAJOR3'.

WHERE CEQTYPE = 1 AND QUALNUM_S = 1, CEQBTEXT FILL WITH 'FINALMAJOR2' IF PRESENT, OTHERWISE GO TO MODULE E.

IF CEQTYPE=2 ONLY SHOW FINALCOURSEB

QUALNUM_S = 2
1. FinalMajor3/4
2. FinalCourseB

QUALNUM_S=1
1. FinalMajor2
Now a series of statements regarding your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)

ceq201 The staff put a lot of time into commenting on my work
ceq203 The teaching staff normally gave me helpful feedback on how I was going
ceq206 The <course> helped me develop my ability to work as a team member
ceq210 The teaching staff of this <course> motivated me to do my best work
ceq211 The <course> provided me with a broad overview of my field of knowledge
ceq214 The <course> sharpened my analytic skills
ceq215 My lecturers were extremely good at explaining things
ceq216 The teaching staff worked hard to make their subjects interesting
ceq217 The <course> developed my confidence to investigate new ideas
ceq223 The <course> developed my problem-solving skills
ceq227 The staff made a real effort to understand difficulties I might be having with my work
ceq230 Higher education stimulated my enthusiasm for further learning
ceq232 The <course> improved my skills in written communication
ceq236 I learned to apply principles from this <course> to new situations
ceq240 I consider what I learned valuable for my future
ceq242 As a result of my <course>, I feel confident about tackling unfamiliar problems
ceq243 My <course> helped me to develop the ability to plan my own work
ceq248 My higher education experience encouraged me to value perspectives other than my own
ceq249 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

PREQ Please tell us about your postgraduate research experience.

If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.

Please interpret ‘thesis’ and other research-related terms in the context of your own field of education.

Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)

preq01 Supervision was available when I needed it
preq02 The thesis examination process was fair
preq03 I had access to a suitable working space
preq04 I developed an understanding of the standard of work expected
preq29 I am confident that I can apply my skills outside the university sector
preq05 The department provided opportunities for social contact with other postgraduate students
Mixed mode questionnaire

preq30 I improved my ability to design and implement projects effectively
preq06 My research further developed my problem solving skills
preq07 My supervisor(s) made a real effort to understand difficulties I faced
preq08 I had good access to the technical support I needed
preq09 I was integrated into the department’s community
preq10 I improved my ability to communicate information effectively to diverse audiences
preq11 I understood the required standard for the thesis
preq31 I had opportunities to develop professional connections outside the university sector
preq12 I was able to organise good access to necessary equipment
preq13 My supervisor(s) provided additional information relevant to my topic
preq14 I developed my skills in critical analysis and evaluation
preq15 I was satisfied with the thesis examination process
preq16 The department provided opportunities for me to become involved in the broader research culture
preq17 I was given good guidance in topic selection and refinement
preq18 I had good access to computing facilities and services
preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector
preq19 I understood the requirements of thesis examination
preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)
preq20 I improved my ability to plan and manage my time effectively
preq21 My supervisor(s) provided helpful feedback on my progress
preq22 A good seminar program for postgraduate students was provided
preq23 The research environment in the department or faculty stimulated my work
preq24 I received good guidance in my literature search
preq25 The examination of my thesis was completed in a reasonable time
preq26 As a result of my research, I feel confident about tackling unfamiliar problems
preq27 There was appropriate financial support for research activities
preq28 Overall, I was satisfied with the quality of my higher degree research experience

(RESPONSE FRAME)

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

*(ALL)
INTROB Now, a couple of general questions about your <course>...

*PROGRAMMER NOTE: DISPLAY NEXT TWO QUESTIONS ON THE SAME SCREEN

*(ALL)
BESTASP What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.

1. <verbatim text box>

*(ALL)
IMPROVE What aspects of your <course> were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments.

1. <verbatim text box>

*(TIMESTAMP 5)
MODULE E: GRADUATE PREPARATION

FORMREQ
Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?
1. Yes
2. No

QUALIMP
To what extent is it important for you to have a <FinalCourseA/FinalCourseB>, to be able to do your job?
*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)
1. Not at all important
2. Not that important
3. Fairly important
4. Important
5. Very important

CRSPREP
Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?
*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)
1. Not at all
2. Not well
3. Well
4. Very well
5. Don’t know / Unsure

*PROGRAMMER NOTE: DISPLAY BESTPREP AND IMPREP ON THE SAME PAGE

BESTPREP
What are the main ways that <E306C> prepared you for employment in your organisation?
1. <verbatim text box>

IMPPREP
What are the main ways <E306C> could have better prepared you for employment in your organisation?
1. <verbatim text box>

*PROGRAMMER NOTE: DISPLAY FSBEPREP AND FSIMPREP ON THE SAME PAGE

FSBEPREP
What are the main ways that <E306C> prepared you for further study?
1. <verbatim text box>

FSIMPREP
What are the main ways <E306C> could have better prepared you for further study?
1. <verbatim text box>

*(TIMESTAMP 6)
MODULE F: ADDITIONAL ITEMS

Department - Postgraduates

*(ALL)
Introduction And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)

*(ALL)
OSSTUDY Did you undertake any overseas study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?)
1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)
INTERN Did your <FinalCourseA/FinalCourseB> include an internship component?
1. Yes
2. No
3. Don’t know

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)
INTLEARN Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?
1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)
TRIANNING Did your <FinalCourseA/FinalCourseB> include training in….

*PROGRAMMER NOTE: IF CATI DISPLAY (READ OUT)

(STATEMENTS)
Pgreslink101/IPA Intellectual property awareness
Pgreslink102/BUSMAN Business management
Pgreslink103/ENTPNR Entrepreneurship

(RESPONSE FRAME)
1. Yes
2. No
3. Don’t know

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)
COFUND Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.

(MULTIPLE RESPONSE)
1/JOINTSUP. Yes it was jointly supervised
2/COFUND. Yes it was co-funded
3/NOJSCF. No *(EXCLUSIVE)
MODULE G: CONTACT DETAILS

CURCOUNTRY Do you currently live in Australia or Overseas?
1. Australia
2. Overseas

CURPCODE What is the postcode or suburb where you usually live?
1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

CURSTATE In which state or territory do you usually live?
1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don’t know

OSCOUNTRY In which country do you currently live?
1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST

CONTACT It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research to improve higher education?
1. Yes
2. No

ALUMNI Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?
1. Yes
2. No

*(CONTACT=1 or Alumni=1, CONSENT TO RECONTACT) Email/EMAIL *(DISPLAY IF ONLINE) We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?
*(DISPLAY IF CATI) We would like to make sure all your contact information is up to date. Is the following email address a permanent email address that we can use in the future?

Email address: <email address>

1. Permanent email address is as above
2. Enter new permanent email address [email box] *PROGRAMMER NOTE: Kickbox validation required
3. Don’t have a permanent email address
4. Do not wish to be re-contacted by email

*(ADDFLAG=1 AND CONTACT=1, ADDRESS SUPPLIED AND CONSENT TO RECONTACT) ADDRESS

The postal address we have for you is:

<add1> <add2> <add3>
<suburb> <state> <pcode>
<country>

Is this correct?

1. Yes
2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY)
3. Do not wish to be contacted by post

*(CONTACT=1 OR ALUMNI=1 AND ADD1=BLANK NO ADDRESS SUPPLIED AND CONSENT TO RECONTACT) ADDRESS2

We do not have any postal information provided for you. Would you like to update your postal details?

1. Yes
2. No
3. Do not wish to be contacted by post

*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT

*(TIMESTAMP 24)

*(ALL) C4

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

1. Yes
2. No

*(IF (CONTACT=2 AND ALUMNI=2) AND C4=1, DECLINED FURTHER RESEARCH AND ALUMNI AND CONSENT TO RECEIVE RESULTS) NTFEMAIL

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

<email>

1. Address as above
2. Enter new email address

*(Extraquota = 0 AND (1<=USLHRS <=168 OR 1<=ACTLHRS <=168) AND (((WORKED=1 OR AWAYWORK=1) AND (SELFEMP#2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1)) OR (SELFEMP=3 OR (PAYMENT=5 AND
*(DISPLAY IF ONLINE): For the next part of the study we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly through the Employer Satisfaction Survey (ESS).

Without your supervisor’s input, results from this survey will be less useful to policy makers. The government uses input from graduates and employers to understand how well higher education institutions are preparing graduates for the workforce.

Please click next to continue.

*(DISPLAY IF CATI): INTERVIEWER NOTE: Please click link below to continue.
<DISPLAY LINK FOR ESSx>

*(DISPLAY IF CATI): DO NOT PROCEED WITHOUT COMPLETING ADDITIONAL QUESTIONS VIA LINK ABOVE

1. Provided supervisor details
2. Refused supervisor details
3. Other

*PROGRAMMER NOTE: TRANSFER THOSE ELIGIBLE FOR BRIDGE TO ESSx JOB

*(NOT ELIGIBLE FOR BRIDGE)

END

*(DISPLAY IF ONLINE)

Thank you for your responses.
Please click ‘Submit’ to finalise your survey and be redirected to our homepage.

Everyone’s experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:
• beyondblue on 1300 22 46 36
• Lifeline on 13 11 14

*(IF CATI) We appreciate your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. I can give you the details of some websites if you would like further information:

www.gos.edu.au

IF NEEDED: Everyone’s experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:
• beyondblue on 1300 22 46 36
• Lifeline on 13 11 14

Thank you for your time. Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education and Training.

*(CATI ONLY)

INT

DO NOT ASK, INTERVIEWER PLEASE RECORD
Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number
SUBMIT

*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:
http://www.qilt.edu.au/surveys/gos/thank-you

*(INSTITUTION2=2)

TERM

*(IF ONLINE) Thanks for taking the time to start the Graduate Outcomes Survey. You may still be eligible to provide feedback on the <E308A/E308B> for <E306C> through the GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact gos@srcentre.com.au or call 1800 055 818.

*(IF CATI) Thank you for your willingness to complete the Graduate Outcomes Survey (GOS). Unfortunately, that's all we need from you as we can only speak to graduates who completed their course recently.

*(TIMESTAMP 25)
Appendix 7 Questionnaire screen shots
Thank you for agreeing to take part in the Graduate Outcomes Survey (GOS). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education and Training which aims to measure student satisfaction and graduate employment outcomes.

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students.

Most people take approximately 10 minutes to complete all the questions.

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

Please do not use the browser ‘BACK’ button to go back to a previous question.

Please press the ‘Next’ button below to continue.
Thinking about last week, the week starting Monday, 9/09/2019 and ending last Sunday, 15/09/2019

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

- Yes
- No
- Permanently unable to work

Next

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

- Yes
- No

Next

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

- Yes
- No

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

- Yes
- No

Save

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

- Yes
- No

Save

When did you begin looking for work?

Enter month
Choose month

Enter year

Save

Previous

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

- Yes
- No

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

- Yes
- No

The next few questions are about the job or business in which you usually work the most hours, that is, your main job.
Did you work for an employer, or in your own business?
- Employer
- Own business
- Other or uncertain

Are you paid a wage or salary, or some other form of payment?
- Wage or salary
- Other or uncertain

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

Enter hours

2019 Graduate Outcomes Survey
Questionnaire screen shots
How many hours do you usually work each week in your main job?

Enter hours

Previous

How many hours did you actually work last week less time off but counting any extra hours worked in all your jobs?

Enter hours

Previous

How many hours do you usually work each week in all your jobs?

Enter hours

Previous
Would you prefer to work more hours than you usually work in all your jobs?

- Yes
- No
- Don't know

How many hours a week would you like to work?

Enter hours: [blank]

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

- Yes
- No
What is your occupation in your main job?

Please type at least 3 letters.

What are your main tasks and duties?

What kind of business or service is carried out by your employer at the place you work?
What is the name of your employer?

In what sector are you wholly or mainly employed?
- Public or government
- Private
- Not for-profit

Are you working in Australia?
- Yes
- No
- Not sure
And what is the postcode or suburb of your employer?

- Not sure

In which state or territory is your employer currently located?

- NSW
- VIC
- QLD
- SA
- WA
- TAS
- NT
- ACT
- Don’t know

Have you worked for your employer for 12 months or more?

- Yes, more than 12 months
- No, less than 12 months
How many years have you worked for your employer?

Enter number of years

In **Australian dollars**, how much do you usually earn in **all your jobs**, before tax or anything else is taken out?

Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

**Annual income for all your jobs: $0**

- Amount per hour (Please specify) 
- Amount per day (Please specify) 
- Amount each week (Please specify) 
- Amount each fortnight (Please specify) 
- Amount each month (Please specify) 
- Amount each year (Please specify)

- No earnings
- Don’t know

And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out?

Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).

**Annual income for your main job: $0**

- Amount per hour (Please specify) 
- Amount per day (Please specify) 
- Amount each week (Please specify) 
- Amount each fortnight (Please specify) 
- Amount each month (Please specify) 
- Amount each year (Please specify)

- No earnings
- Don’t know
The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job requires less education than I have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have more job skills than are required for this job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone with less education than myself could perform well on my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My previous training is being fully utilised on this job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have more knowledge than I need in order to do my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My education level is above the level required to do my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone with less work experience than myself could do my job just as well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have more abilities than I need in order to do my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working?

Please select only one answer:

- No suitable job in my local area
- No job with a suitable number of hours
- No suitable job in my area of expertise
- Considered to be too young by employers
- Considered to be too old by employers
- Short-term illness or injury
- Long-term health condition or disability
- Caring for family member with a health condition or disability
- Caring for children
- Studying
- No more hours available in current position
- Other (Please specify)
Are you currently a full-time or part-time student at a TAFE, university or other educational institution?

- Yes - full-time
- Yes - part-time
- No

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

What is your major field of education for this qualification?

- Natural and Physical Sciences
- Information Technology
- Engineering and Related Technologies
- Architecture and Building
- Agriculture Environmental and Related Studies
- Health
- Education
- Management and Commerce
- Society and Culture
- Creative Arts
- Food, Hospitality and Personal Services
- Mixed field qualification
- Other (Please specify)
What is the level of this qualification?

- Higher Doctorate
- Doctorate by Research
- Doctorate by Coursework
- Master Degree by Research
- Master Degree by Coursework
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) Degree
- Bachelor (Pass) Degree
- Advanced Diploma
- Associate Degree
- Diploma
- Non-award course
- Bridging and Enabling course
- Certificate I-V

And the institution where you are currently studying?

Please type at least 3 letters.
For each of the following skills or attributes, to what extent do you agree or disagree that your Master of Fine Art from the Social Research Centre prepared you for this job?

If the skill is not required in your role, you can answer 'Not applicable'.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree not agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to develop relevant knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to think independently about problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to integrate knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to develop relevant skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each of the following skills or attributes, to what extent do you agree or disagree that your Master of Fine Art from the Social Research Centre prepared you for this job?

If the skill is not required in your role, you can answer 'Not applicable'.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree not agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity to work independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to apply skills in different contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to develop innovative ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to identify new opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad general knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to adapt knowledge in different contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each of the following skills or attributes, to what extent do you agree or disagree that your Master of Fine Art from the Social Research Centre prepared you for this job?

If the skill is not required in your role, you can answer ‘Not applicable’.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting on well with others in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to interact with co-workers from different or multicultural backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working well in a team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working collaboratively with colleagues to complete tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of different points of view</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The next series of questions are about your course. By course we mean the major fields of education or programs of study that made up your qualification.
Now a series of statements regarding your Master of Fine Art qualification.
Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff put a lot of time into commenting on my work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The teaching staff normally gave me helpful feedback on how I was going</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The course helped me develop my ability to work as a team member</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The teaching staff of this course motivated me to do my best work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The course provided me with a broad overview of my field of knowledge</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The course sharpened my analytic skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My lecturers were extremely good at explaining things</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The teaching staff worked hard to make their subjects interesting</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The course developed my confidence to investigate new ideas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The course developed my problem-solving skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The staff made a real effort to understand difficulties I might be having with my work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Higher education stimulated my enthusiasm for further learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The course improved my skills in written communication</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I learned to apply principles from this course to new situations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I consider what I learned valuable for my future</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>As a result of my course, I feel confident about tackling unfamiliar problems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My course helped me to develop the ability to plan my own work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My higher education experience encouraged me to value perspectives other than my own</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Overall, I was satisfied with the quality of this course</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Now, a couple of general questions about your course...

What were the best aspects of your course?

*Please note, aspects could include things like the course content, teaching or assessments.*

What aspects of your course were most in need of improvement?

*Please note, aspects could include things like the course content, teaching or assessments.*

--

Is a Master of Fine Art or similar qualification a formal requirement for you to do your current job?

- [ ] Yes
- [ ] No
To what extent is it important for you to have a Master of Fine Art, to be able to do your job?

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

Overall, how well did your Master of Fine Art prepare you for your job?

- Not at all
- Not well
- Well
- Very well
- Don't know / Unsure
What are the main ways that the Social Research Centre prepared you for employment in your organisation?

What are the main ways the Social Research Centre could have better prepared you for employment in your organisation?

What are the main ways that the Social Research Centre prepared you for further study?

What are the main ways that the Social Research Centre could have better prepared you for further study?
And now some specifics about your course.

Did you undertake any overseas study during your course (e.g. student exchange or study abroad)?

- Yes
- No
- Not applicable

Previous  Next

Do you currently live in Australia or Overseas?

- Australia
- Overseas

Previous  Next

What is the postcode or suburb where you usually live?

Not sure

Previous  Next
It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research to improve higher education?

- Yes
- No

Previous

Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

- Yes
- No

Previous

We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: student@institution.edu.au

- Permanent email address is as above
- Enter new permanent email address
- Don't have a permanent email address
- Do not wish to be re-contacted by email

Previous
We do not have any postal information provided for you. Would you like to update your postal details?

- Yes
- No
- Do not wish to be contacted by post

Save

Please update your postal information.

Address line 1:
Address line 2:
Address line 3:
Suburb:
Melbourne:
State:
Vic:
Postcode:
3000:
Country:
Australia:

Save

Previous

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

- Yes
- No

For the next part of the study, we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly through the Employer Satisfaction Survey (ESS).

Without your supervisor’s input, results from this survey will be less useful to policy makers. The government uses input from graduates and employers to understand how well higher education institutions are preparing graduates for the workforce. Please click next to continue.

Thank you again for your time completing the Graduate Outcomes Survey (GOS). Please click ‘Submit’ to finalise your survey.
Appendix 8 Response rate by institution
## Response rate by institution

<table>
<thead>
<tr>
<th>Provider code</th>
<th>Universities</th>
<th>Nov-18</th>
<th>Feb-19</th>
<th>May-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1019</td>
<td>James Cook University</td>
<td>50.3</td>
<td>56.8</td>
<td>49.6</td>
</tr>
<tr>
<td>1034</td>
<td>Murdoch University</td>
<td>45.3</td>
<td>-</td>
<td>47.6</td>
</tr>
<tr>
<td>1055</td>
<td>The University of Western Australia</td>
<td>36.5</td>
<td>-</td>
<td>44.5</td>
</tr>
<tr>
<td>1058</td>
<td>The University of Wollongong</td>
<td>39.8</td>
<td>-</td>
<td>46.6</td>
</tr>
<tr>
<td>2154</td>
<td>Federation University Australia</td>
<td>44.3</td>
<td>-</td>
<td>56.4</td>
</tr>
<tr>
<td>2177</td>
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Appendix 9 ESS fact sheet
What is the Employer Satisfaction Survey (ESS)?

The Australian Government Department of Education and Training has commissioned the Social Research Centre to undertake the Employer Satisfaction Survey (ESS).

The 2018 ESS represented the largest survey of its kind, reporting the views of over 5,000 employers about the attributes of recent graduates from Australian higher education institutions. We’re looking to build on this in 2019.

The ESS is part of the Quality Indicators for Learning and Teaching (QILT) – the first national survey that directly links the experiences of graduates to the views of their direct supervisors.

Employability skills required by employees are constantly changing and the challenge for higher education policy and institutions is to respond appropriately. The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:

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

This isn’t an assessment of the graduate but an opportunity for you to talk about your perceptions of higher education.

Why should I take part?

Employer views of the technical skills, generic skills and work readiness of recent graduates provide assurance about the quality of Australia’s higher education sector. By taking part in the ESS, your insights will benefit other employers through enhancements to Australian higher education policy and tertiary curricula.

All employer respondents who take part in the ESS have the option to receive first access to the study findings.

What is needed of me?

Just 7 minutes of your time will help improve Australian graduate preparedness for the workforce. The information you provide will contribute to positive changes in Australian higher education by providing valuable data about graduates’ generic skills, technical skills and work readiness.

Although we value your views and would very much like your input and feedback, you do not have to take part in this research; it is your choice.

Any information you provide will remain confidential and will only be used for research purposes. Research data will be aggregated with other employer’s opinions when reported to preserve anonymity.

Latest data show that up to 90% of employers are satisfied with graduates. While this result is high we also know that there is scope to improve the education experience for students.

Why are you contacting me?

The ESS is undertaken on a systematic basis by asking employed graduates who participated in the Graduate Outcomes Survey (GOS), four months after graduation, to provide the contact details of their supervisor for follow up.

A recent graduate of an Australian higher education institution nominated you as their work supervisor and they provided us with your contact details so we could invite you to participate.

What happens next?

The Social Research Centre has been commissioned to undertake all aspects of the ESS. You can complete the survey online with the link sent to you or over the phone – just call us on free call 1800 055 818.

For more information about the study please contact the ESS research team at ess@srcentre.com.au, free call 1800 055 818 or visit QILT at www.qilt.edu.au/.