

# 2020 Graduate Outcomes Survey

## Methodological Report

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Social  
Research  
Centre

**Report prepared for:**

Phil Aungles and Sam Pietsch  
Director and Assistant Director

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

**Report prepared by:**

Natasha Vickers, James Morrison, Graham Challice, Ben Phillips, Alistair Wilcox, Paddy Tobias and  
Dean Pennay

Senior Research Consultant, Major Projects; Research Associate, Major Projects; Senior Research  
Director, Major Projects; Senior Research Director, Survey Methodology; Manager Data Science,  
Major Projects; Senior Data Analyst, Major Projects; Data Scientist, Major Projects.

The Social Research Centre  
Level 9, 277 William Street  
MELBOURNE VIC. 3000

Tel: (613) 9236 8500

Fax: (613) 9602 5422

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

[www.srcentre.com.au](http://www.srcentre.com.au)

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# 1. Introduction

## 1.1 About this report

This methodological report describes the sample preparation, data collection, data processing and reporting aspects of the 2020 Graduate Outcomes Survey (GOS, 'the survey'), conducted on behalf of the Australian Government Department of Education, Skills and Employment<sup>1</sup> ('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 documents the final dispositions and response rates.
- Section 7 presents an analysis of response.
- Section 8 outlines key learnings and considerations for future iterations of the GOS.

## 1.2 Background

The GOS is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the department. The GOS replaced the 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 2020 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 2019 through to February 2020 were invited to participate in the 2020 GOS. For most institutions, the GOS 'collection cycle' was conducted over two 'collection rounds' (November and May). There was also a February round available for institutions with graduates that completed between August and October 2019. 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 2020 GOS collection cycle largely maintained consistency with previous years.

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<sup>1</sup> At the time of the research described in this paper, the department was known as the Department of Education. It subsequently became the Department of Education, Skills and Employment. 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
- 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
- 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 8.

## 1.4 Overview

A total of 131,780 surveys were completed. This was made up of 122,530 graduates of 41 Australian universities and 9,250 graduates of 71 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 2020 GOS was 42.3 per cent, this was slightly lower than the response rate from the 2019 GOS (44.2 per cent). The final response rate in the 2020 GOS was slightly higher for universities (42.3 per cent) compared to NUHEIs (41.5 per cent).

**Table 1** Key project statistics

	November 2019		February 2020		May 2020		Total	
	University	NUHEI	University	NUHEI	University	NUHEI	University	NUHEI
Participating institutions (n)	41	50	24	25	41	65	41	71
Total sample (n)	98,791	8,008	13,766	4,660	195,734	11,833	308,291	24,501
Final in-scope graduates (n)	92,362	7,322	12,817	4,123	184,223	10,847	289,402	22,292
Surveys completed (n)	38,088	2,905	5,457	1,481	78,985	4,864	122,530	9,250
Response rate (%)	41.2	39.7	42.6	35.9	42.9	44.8	42.3	41.5

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.<sup>2</sup>

<sup>2</sup> 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 for each round in the 2020 GOS.

**Table 2** Key project milestones

Task	November 2019	February 2020	May 2020
<b>Start-up</b>			
Questionnaire development	23-Sep to 25-Oct	16-Dec to 16-Jan	9-Mar to 9-Apr
Sample preparation	26-Aug to 17-Oct	28-Oct to 19-Dec	24-Feb to 15-Apr
<b>Fieldwork</b>			
Soft launch main online fieldwork period (NUHEIs)	29-Oct	29-Jan	28-Apr
Start main online fieldwork (Universities)	31-Oct	30-Jan	30-Apr
In field reminder calls	7-Nov to 25-Nov	6-Feb to 27-Feb	7-May to 27-May
Main online fieldwork closes*	1-Dec	1-Mar	31-May
Post field reminder calls†	2-Dec to 15-Dec	3-Mar to 10-Mar	1-Jun to 16-Jun
Fieldwork closes†	19-Dec	16-Mar	17-Jun
<b>Reporting</b>			
Draft data and documentation to the department	-	-	17-Jul
Draft national report to the department	-	-	14-Aug
Final data and documentation to the department	-	-	14-Aug
Institutional Tableau report and data files delivered	-	-	14-Sep
Final national report to the department	-	-	14-Sep
Technical report to the department	-	-	14-Sep

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

† Institutions that opted for post field reminder calls or full CATI.

## 2. Sample preparation

### 2.1 Target population

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2019 and February 2020. 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 2020 GOS was an attempted census of all in-scope higher education graduates for whom contact information (i.e. an email address) was available, there-by 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 2020 GOS 142 institutions (41 universities and 101 NUHEIs) were invited to participate. In accordance with previous collection cycles, institutional participation in the 2020 GOS was optional, with 33 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 universities participated in all three rounds, while the majority of NUHEIs that participated in the 2020 GOS only participated in November and May. The November and May rounds had higher levels of institutional participation as the in-scope reference period for graduates aligned with the more common course completion dates in the middle or end of the year. For a list of participating institutions and sample size per round refer to Appendix 2.

### 2.3 Sample frame

The GOS utilised a centralised approach to sampling based on data extracted from the Higher Education Information Management System (HEIMS) to create the sample files for individual institutions. This ensured the sampling methodology was robust, consistent and transparent across all institutions. Being a survey of recent course completers, the GOS requires information from the HEIMS Past Course Completions (PS) file to construct the sample frame. The PS file contains information about all courses completed by domestic and overseas students undertaking a course of study leading to an organisation's higher education award. However, the PS file is submitted annually by institutions on 30 April in the year following course completion and not validated until late May to early June. This is too late for the execution of GOS as sampling for the GOS May round needs to be completed prior to 30 April. To overcome this timing issue, three options have been developed for HEIMS-reporting institutions to provide information for the execution of the GOS:

1. Submit an Interim validated PS file to HEIMS via the Higher Education Provider Client Assistance Tool (HEPCAT), or
2. Export an un-validated PS file from HEPCAT and email that file to the Department, or

3. Complete the GOS Minimum Data Set (MDS) template and return it directly to the Social Research Centre.

For Options 1 and 2, the Department collates the data submitted by institutions, supplements them with other information from the HEIMS and returns a consolidated file for survey sample preparation. In the case of Option 3, the GOS MDS contains only the essential variables required to administer the survey. Additional analytic variables sourced from the final PS file are appended to the survey file during data processing.

There is a very small number of higher education providers who do not submit data to HEIMS or only submit data to HEIMS via the Provider Information Request (PIR) process. These institutions were provided with a purpose-built non-HEIMS template that enabled them to submit HEIMS-consistent data elements for survey execution and reporting. These are typically small or new NUHEIs.

### **2.3.1. Course majors**

The default for the GOS is to survey at the course/qualification level, however institutions have the option to survey their graduates at the majors level. Prior to providing sample for the 2020 GOS, institutions were asked to confirm whether they wanted their graduates surveyed at the majors level. For consistency of data, institutions were required to take a uniform approach to surveying at the course level or majors level across the entire 2020 GOS collection cycle.

As majors data is not included in HEIMS, the option of surveying using majors was only recommended for institutions with generic course offerings (i.e. Bachelor of Arts, Bachelor of Science, Doctor of Philosophy) that also had accurate administrative majors data available for populating sample. Surveying generic courses at the majors level improved the level of specificity for the field of education attributed in the GOS data and reporting.

Institutions that elected to survey using majors were asked to complete or update a concordance of majors to courses for their institution and provide data for each graduate's major(s) in the returned sample file template. In the 2020 GOS there were 17 institutions (all universities) that opted to survey using majors. All other institutions chose to survey their graduates at the course/qualification level.

### **2.3.2. Additional populations**

Institutions were also provided with the opportunity to include out-of-scope graduates as additional populations in the GOS on a fee-for-service basis. In most instances, these graduates are already included in the interim PS file submissions, and therefore also in the sample file returned, but they would be marked as out-of-scope. For institutions including additional populations the scoping of relevant records was changed during sample processing to ensure their inclusion. Institutions submitting sample via an MDS or non-HEIMS template were asked to include their additional populations in their returned sample files.

GOS additional populations can include groups such as offshore graduates who completed the requirements for an Australian award during the relevant GOS data collection reference period, or out of cycle graduates (graduates in-scope for a previous collection round but not approached). Two universities included additional populations in November (one institution included offshore graduates, the other out of cycle graduates), no institutions included additional populations in February. In May only one university included an additional population (offshore graduates). Additional populations are not included in the GOS *National Report* and do not appear in results presented in this report.

## 2.4 Sampling preparation overview

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

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

The department provided an extract of all interim and unvalidated PS file submissions from institutions 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 MDS template file. Institutions then returned their final sample files to the Social Research Centre.

As noted above, not all institutions submitted an interim PS file to HEIMS at the time of each survey round. These institutions were provided with an MDS or non-HEIMS template and asked to complete the templates as per the instructions in the *Collection and Sample Guide* and return the sample to the Social Research Centre for verification.

### 2.4.1. Sample return process

Upon receipt of an institution's returned sample file or template, the Social Research Centre undertook and logged quality assurance and validation checks to ensure the quality of the returned sample data. Sample returns were version controlled and the progression of each returned file was logged as the file went through a series of manual and automated sample validations checks. Issues identified within a returned sample file were documented, feedback was provided, and the institution was asked to submit a revised version of the sample file or template. The sample checking process started anew for each version of the sample file that was returned to ensure no additional issues were introduced during the file revision. This iterative quality assurance process continued for each file until all required validation checks were passed.

### 2.4.2. Sample data quality assurance

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

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

- An extensive sample cleaning process on files validated by the auto-checker before being operationalised for fieldwork.

### 2.4.3. 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.

### 2.4.4. Exclusions

Another aspect of the sampling process for the 2020 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 2020 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=142),
- duplicate sample records (n=53,062), and
- out-of-scope sample records based on the *GraduateStatus* variable (n=12,532). 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.

There was a large increase in duplicate sample records in comparison to the 2019 GOS (n=429). This was caused by HEIMS system changes that necessitated wider use of the unvalidated PS file submission during the 2020 GOS May round.

### 2.4.5. Sample data quality issues

Throughout the sample return process, a number of data quality issues were noted during quality assurance checks. 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 sample files returned from institutions during the 2020 GOS were as follows:

- essential information (i.e. *CompletionDate*) for operationalisation or analysis of the survey not being provided,
- formatting issues – altering of templates, use of special characters, incorrect formatting of certain fields (i.e. *CompletionDate*, phone numbers, email addresses, name fields, HEIMS variable formats),

- conflicting scoping information (i.e. graduates with an out of scope *CompletionDate* flagged as in-scope),
- duplication of unique identifiers,
- limited or missing contact information (i.e. phone number, email, name),
- incorrect course codes being provided,
- incorrect modifying of the in-scope variable resulting in a low proportion of in-scope sample members, and
- incorrect assignment of majors or missing majors data.

Sample preparation documentation (see Appendix 1) was reviewed ahead of each round to incorporate learnings related to the most common sample return issues.

## 3. Survey design and procedures

### 3.1 Institutional engagement

Established strategies proven to support solid response rates from graduates, including emails and an appropriate incentive program were used in the 2020 GOS. These graduate engagement strategies (see Section 3.2) and contact protocols (see Section 3.3) perform best when supported by institutions actively engaged with the research, and by extension, graduates.

To build institutional engagement, the Social Research Centre employed a strategy based on the principles of stakeholder need, transparency, knowledge sharing and responsiveness. A comprehensive range of activities were designed to actively engage institutions with the GOS. The Social Research Centre's institutional engagement strategy for the 2020 GOS is described in this section and included:

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

#### 3.1.1. Collection and Sample Guide

A *Collection and Sample Guide* was made available to institutions via the QILT provider portal prior to each 2020 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 2020 GOS May *Collection and Sample Guide* is provided at Appendix 1.

#### 3.1.2. Invitation to participate

As noted in Section 2.2, prior to each round in the 2020 GOS collection cycle the Social Research Centre sent an email to all nominated survey 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 2020 GOS included the following fee-for-service activities:

- inclusion of additional populations (refer to Section 2.3.2)
- inclusion of additional items in the GOS questionnaire (refer to Section 4.4), and
- participation in post field reminder calls (refer to Section 3.3.3) or conduct of full CATI surveys (refer to Section 3.3.4).

#### 3.1.3. Webinars and newsletters

As part of institutional engagement, a series of webinars and newsletters were provided to institutions throughout the 2020 GOS collection cycle.

Newsletters were sent monthly covering information related to key QILT survey milestones, acting as a regular point of contact with institution contacts who subscribed.

A series of webinars were presented for institutions on a near monthly basis. Webinar topics were designed to guide institutions through key stages of the survey administration process and to share technical and methodological insights. To ensure continued engagement with the webinar series, institutions were consulted to inform topics of interest for future sessions. Webinars relating directly to the 2020 GOS collection cycle covered topics such as sample preparation, response maximisation, graduate engagement and fieldwork progress.

### 3.1.4. On-going dialogue with institutions

An open dialogue with survey managers was maintained throughout the 2020 GOS collection cycle to better understand institutions' experience of fieldwork. The following engagement activities were conducted to connect with institutions:

- **Program of institutional outreach**

Members of the QILT research team spoke to participating institutions during fieldwork via telephone to hear their experiences of supporting the GOS and identify opportunities for improvement. Discussions were held during fieldwork for the 2020 GOS and conducted as follows:

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

- **Respondent Engagement Survey (RES)**

This survey was designed to collect information about the graduate engagement activities undertaken by institutions for the 2020 GOS. The RES collected data to inform analysis on response rate maximisation and was an opportunity for institutions to provide more general feedback on their experience with using QILT provided marketing resources which had been refreshed with a new look and feel for the 2020 collection.

The RES consisted of a short online survey, conducted with participating institutions following fieldwork of the November and May rounds. Due to the small sample size in the February round no RES was conducted. A total of 35 institutions completed the survey following the November round and 64 following completion of the May round.

Key findings from the RES were communicated to institutions via a webinar, and institutions were notified via newsletter when results of the RES were published on the QILT provider portal.

In addition to these activities, the QILT research and consulting teams maintained regular communication and contact with institutions throughout the year to sustain high levels of engagement and momentum.

## 3.2 Graduate engagement

In addition to the *Collection and Sample Guide*, a *Marketing Pack* was provided to institutions to help increase graduate engagement and support the institutional administration of the GOS. For the 2020 GOS the *Marketing Pack* was refreshed with a new, cohesive and modern look and feel to the materials. Images used in the *Marketing Pack* matched images used as headers in the survey email invitation and reminders documented in Appendix 3. As part of the refresh, a selection of cobranded materials was introduced, allowing institutions to add their branding alongside the GOS logo.

A *GOS Marketing Pack User Guide* was included with the *Marketing Pack* to provide information for, and examples of, the intended use of the marketing materials. The *Collection and Sample Guide* for each round of the 2020 GOS included further marketing information and an Engagement Activity Plan. The Engagement Activity Plan proposed a marketing campaign schedule that was aligned to the relevant GOS fieldwork period and paired engagement activities with the appropriate *Marketing Pack* resource.

The *Marketing Pack* was published on the QILT provider portal prior to the November round and content was updated as necessary (i.e. date references) ahead of each subsequent round. The *Marketing Pack* included materials that could be used before the survey commenced, during fieldwork and in the final week of fieldwork. The specific materials are summarised below:

- *GOS Marketing Pack User Guide*,
- email templates,
- hard copy letter template,
- cobranded A3 posters,
- web tiles,
- GOS branded and cobranded slides for use in lectures or with digital displays, and
- pull up banners,
- social media tiles and suggested social media post content, and
- GOS and QILT brand logos.

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

## 3.3 Contact protocol

The 2020 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 3 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. A copy of the GOS email and SMS invitations and reminders (for each round in the 2020 GOS collection cycle) are provided in Appendix 3.

**Table 3 Invitation and reminder schedule**

Contact activity	November 2019		February 2020		May 2020	
	Day of send	Number sent	Day of send	Number sent	Day of send	Number sent
Email invitation (NUHEI)	Tue, 29 Oct	106,735	Wed, 29 Jan	18,419	Tue, 28 Apr	207,434
Email invitation (University)	Thu, 31 Oct		Thu, 30 Jan		Thu, 30 Apr	
Email reminder 1	Sat, 2 Nov	99,800	Sat, 1 Feb	17,110	Sat, 2 May	188,876
Email reminder 2	Mon, 4 Nov	94,603	Mon, 3 Feb	16,183	Mon, 4 May	177,208
Prize draw 1 closed	Mon, 4 Nov	N/A	Mon, 3 Feb	N/A	Mon, 4 May	N/A
Email reminder 3 and In-field reminder calls commenced	Thu, 7 Nov	88,501	Thu, 6 Feb	15,100	Thu, 7 May	164,497
Email reminder 4	Mon, 11 Nov	84,756	Mon, 10 Feb	14,317	Mon, 11 May	157,124
SMS 1	Mon, 11 Nov	62,582	Mon, 10 Feb	11,535	Mon, 11 May	117,566
Prize draw 2 closed	Mon, 11 Nov	N/A	Mon, 10 Feb	N/A	Mon, 11 May	N/A
Email reminder 5	Fri, 15 Nov	72,361	Fri, 14 Feb	13,138	Fri, 15 May	143,453
Open up email reminders to Email 3 and Email 4 if available	Mon, 18 Nov	N/A	Mon, 17 Feb	N/A	Mon, 18 May	N/A
Email reminder 6	Mon, 18 Nov	76,092	Mon, 17 Feb	12,869	Mon, 18 May	142,020
SMS 2	Mon, 18 Nov	14,259	Mon, 17 Feb	3,530	Mon, 18 May	9,639
Prize draw 3 closed	Mon, 18 Nov	N/A	Mon, 17 Feb	N/A	Mon, 18 May	N/A
Email reminder 7	Fri, 22 Nov	71,706	Fri, 21 Feb	12,006	Fri, 22 May	135,263
Email reminder 8	Mon, 25 Nov	69,481	Mon, 24 Feb	11,690	Mon, 25 May	132,455
Prize draw 4 closed	Mon, 25 Nov	N/A	Mon, 24 Feb	N/A	Mon, 25 May	N/A
Email reminder 9	Thu, 28 Nov	67,805	Thu, 27 Feb	11,329	Thu, 28 May	128,917
Online fieldwork closes*	Sun, 1 Dec	N/A	Sun, 1 Mar	N/A	Sun, 31 May	N/A
Post field reminder calls commenced†	Mon, 2 Dec	N/A	Tue, 3 Dec	N/A	Mon, 1 Jun	N/A
Fieldwork closes†	Thu, 19 Dec	N/A	Mon, 16 Mar	N/A	Wed, 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 2020 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 Social Research Centre, QILT, GOS and the department webpages for further information and contact details. Further, an unsubscribe link was included in the footer of each email if sample members no longer wanted to receive correspondence.

Figure 1 and Figure 2 (on the next pages) illustrate the appearance of the invitation on screen for graduates on desktop and mobile clients.

**Figure 1** Example GOS survey invitation - desktop



Dear James,

Congratulations on the completion of your Graduate Diploma of Data Science with your institution. As a recent graduate, we would like feedback on your course through the Australian Government's Graduate Outcomes Survey.

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](#)

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

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

Based on experiences 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.

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<https://live.srocentre.com.au/mr/Web/mr/Web.dll?i.Project=SRC2361&i.user1=1&Username=203817297&Password=GQ4DW7&i.user2=1>



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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 2020 GOS. Graduates could also 'opt-out' by contacting the GOS helpdesk.

All emails featured a customised text using a friendly tone and were as short as possible. The objective of the email plan was to appeal to a wide and diverse audience. While all emails mentioned the survey length, confidentiality provisions, and where relevant the prize draw, the content differed throughout the reminder program. The message intent for the GOS May emails are summarised in Table 4.

**Table 4 2020 GOS email plan message intent**

Round of activity	Message intent
Invitation	Awareness raising and invitation
Reminder 1	Your feedback is important
Reminder 2	Grateful if you could spare the time (plus gently mention 1 <sup>st</sup> prize draw)
Reminder 3	Your institution needs your help to improve courses (plus mention of prize draw)
Reminder 4	Grateful if you could spare the time, importance of providing feedback for future students (plus mention of 2 <sup>nd</sup> prize draw)
Reminder 5	You are from a unique group of graduates, also noting how data can be used to benefit future students
Reminder 6	Empathetic tone, acknowledge frequency of contact, unsubscribe option mentioned following survey + mention prize, seeking views of as many people as possible and improve career resources / work readiness
Reminder 7	Importance of survey to Australian Government, have your say and join other graduates
Reminder 8	Survey closing soon, heavy focus on final prize draw
Reminder 9	Last appeal: Absolute last chance to have your say, appreciate you are busy, help institutions prepare graduates for work and further study

A breakdown of email send outcomes by round of activity is provided at Table 5, Table 6 and Table 7 (on the next pages). As can be seen, the email invitation open rate was highest in May (59.9 per cent) relative to November (56.2 per cent) and February (55.0 per cent). 'Clicked on link as a per cent of opened' was also higher for the invitation email in May (15.2 per cent) compared to February (10.5 per cent) and November (9.6 per cent). It should be noted that the sample frame for February was quite small relative to the November and May rounds and included a less diverse mix of institutions, which should be considered when interpreting results. When comparing email performance between rounds, the social impact of COVID-19 should also be taken into account as it may have impacted the way graduates engaged with email communications and the GOS.

As could be expected, open rates and 'clicked on link' rates generally trended downwards with each subsequent reminder. Exceptions to this trend coincided with email reminders timed to align with prize draw close dates (R2, R4, R6, R8). Reminder 5 performance was relatively weak in comparison to non-prize draw reminders later in the schedule, with low open rates indicating that the survey subject, timing or deliverability should be considered a priority for investigation and improvement in future collections.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2020 GOS collection cycle was quite low, indicating that at the national level, the quality of contact details provided was good. 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. Within each collection, Reminder 6 consistently had the highest rate of opt-outs which is not surprising as the opt-out mechanism was highlighted in this reminder to reduce risk of engagement fatigue related complaints.

**Table 5 Email send outcomes by round of activity November 2019**

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	106,735	99,800	94,603	88,501	84,756	72,361	76,092	71,706	69,481	67,805
Opened (%)	56.2	48.0	46.5	42.5	38.3	31.1	36.3	38.9	34.6	31.1
<i>Clicked on link (%)</i>	9.6	7.1	8.1	5.6	6.0	3.1	4.8	4.1	3.7	3.3
<i>Opt-out from link (%)</i>	0.5	0.6	0.7	0.8	0.7	0.6	1.1	0.8	0.4	0.4
<i>Opened email (%)</i>	46.2	40.2	37.8	36.1	31.7	27.4	30.4	34.0	30.4	27.4
Unopened (%)	42.2	51.5	53.1	56.9	57.3	68.5	63.1	60.4	65.0	68.3
Soft bounce (%)	0.4	0.5	0.4	0.4	4.4	0.4	0.5	0.5	0.4	0.5
Hard bounce (%)	1.2	<0.1	0.1	0.2	<0.1	<0.1	0.2	0.2	<0.1	<0.1
<i>Clicked on link as % opened</i>	17.0	14.9	17.3	13.2	15.5	10.0	13.1	10.4	10.6	10.6

**Table 6 Email send outcomes by round of activity February 2020**

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	18,419	17,110	16,183	15,100	14,317	13,138	12,869	12,006	11,690	11,329
Opened (%)	55.0	47.2	44.2	41.6	39.1	34.9	38.7	38.8	34.4	35.8
<i>Clicked on link (%)</i>	10.5	7.9	8.9	7.0	6.4	2.6	4.9	3.9	3.6	3.9
<i>Opt-out from link (%)</i>	0.6	0.6	0.6	0.9	0.6	0.9	1.3	0.8	0.6	0.5
<i>Opened email (%)</i>	43.9	38.7	34.7	33.7	32.0	31.5	32.5	34.1	30.2	31.4
Unopened (%)	43.4	52.3	55.4	57.9	60.5	64.6	60.6	60.7	65.0	63.6
Soft bounce (%)	0.3	0.4	0.4	0.5	0.5	0.5	0.5	0.5	0.6	0.5
Hard bounce (%)	1.2	0.1	0.1	<0.1	<0.1	<0.1	0.2	<0.1	<0.1	0.1
<i>Clicked on link as % opened</i>	19.1	16.8	20.1	16.8	16.4	7.4	12.7	10.0	10.5	10.8

**Table 7** Email send outcomes by round of activity May 2020

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	207,434	188,876	177,208	164,497	157,124	143,453	142,020	135,263	132,455	128,917
Opened (%)	59.9	48.7	44.7	40.5	40.1	36.0	39.3	35.0	33.2	34.7
<i>Clicked on link (%)</i>	15.2	8.6	8.2	5.6	6.9	3.0	5.0	3.0	3.2	3.3
<i>Opt-out from link (%)</i>	0.6	0.6	0.8	0.8	0.8	0.7	1.1	0.6	0.6	0.5
<i>Opened email (%)</i>	44.1	39.5	35.6	34.1	32.4	32.3	33.3	31.5	29.4	30.8
Unopened (%)	38.8	50.9	54.8	59.0	59.4	63.5	60.0	64.4	66.2	64.8
Soft bounce (%)	0.3	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.6	0.6
Hard bounce (%)	1.0	0.1	0.1	0.1	0.1	<0.1	0.1	0.1	<0.1	<0.1
<i>Clicked on link as % opened</i>	25.4	17.7	18.4	13.8	17.3	8.4	12.6	8.6	9.8	9.6

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 8 on the next page).

The key point to note is that the differences between demographics are mostly small in absolute percentage point terms (<0.1 to 3.5 per cent) but some demographics (typically those with a smaller sample size) showed larger relative change.

Postgraduate coursework had a greater relative under-representation in the unopened email sample in comparison to the in-scope sample while postgraduate coursework graduates were over-represented in the unopened email sample. Graduates aged 30 years or over were less likely to have unopened emails than graduates aged under 30 suggesting greater effort could be made to improve representation of younger graduates. Graduates from non-English speaking backgrounds were under-represented in comparison to those from an English-speaking background, as were overseas citizens in comparison to domestic. These findings support the need for an engagement strategy tailored for the international graduate cohort and potential communications targeting other under-represented characteristics to ensure a diverse range of graduates to maintain representativeness.

**Table 8** Characteristics of graduates who did not open emails against the total in-scope sample

	Total in-scope sample approached	%	Unopened email sample	%
<b>Base</b>	<b>311,694</b>	<b>100.0</b>	<b>50,225</b>	<b>100.0%</b>
<b>Course type</b>				
Undergraduate	174,119	55.9	27,425	54.6
Postgraduate coursework	127,867	41.0	21,822	43.4
Postgraduate research	9,708	3.1	978	1.9
<b>Gender</b>				
Female	179,790	57.7	28,670	57.1
Male	131,208	42.1	21,475	42.8
No information	696	0.2	80	0.2
<b>Aboriginal and Torres Strait Islander</b>				
Non-Indigenous	299,933	96.2	48,461	96.5
Indigenous	2,701	0.9	490	1.0
No information	9,060	2.9	1,274	2.5
<b>Disability</b>				
No disability	297,790	95.5	48,262	96.1
Disability	13,371	4.3	1,906	3.8
No information	533	0.2	57	0.1
<b>Age</b>				
30 years or under	240,663	77.2	40,540	80.7
Over 30 years	71,017	22.8	9,681	19.3
No information	14	<0.1	4	<0.1
<b>Mode of attendance</b>				
Internal and mixed mode	268,608	86.2	43,257	86.1
External	42,553	13.7	6,911	13.8
No information	533	0.2	57	0.1
<b>Type of attendance</b>				
Mainly Full-time	222,552	71.4	35,167	70.0
Mainly Part-time	88,609	28.4	15,001	29.9
No information	533	0.2	57	0.1
<b>NESB indicator</b>				
English speaking background	230,304	73.9	35,986	71.6
Non-English speaking background	81,390	26.1	14,239	28.4
<b>Citizenship indicator</b>				
Domestic	202,363	64.9	31,437	62.6
Overseas	109,331	35.1	18,788	37.4

### 3.3.2. SMS reminders

SMS reminders were used during fieldwork to compliment the email contact strategy. If an institution provided mobile numbers in their sample return, it was considered consent to contact graduates via SMS. Two SMS were sent for each round of the 2020 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 3.3.3) 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 for authenticity and a direct link to access the online survey, bypassing the need to provide login information. For the February round, an experimental trial was conducted on the inclusion of a call to action tied to the prize draw incentive in the first SMS. This call to action was subsequently included in the second February SMS and all SMS in the May round. In compliance with the Australian Privacy Principles and the ACMA Spam Act, all SMS messages identified the Social Research Centre as the sender, noted the research study the SMS was regarding and had the functionality for recipients to unsubscribe. Graduates were able to opt-out by replying 'STOP' to the SMS. An example of the first SMS message used in the May round is provided in Figure 3 below. SMS content for all rounds is provided in Appendix 3.

**Figure 3 Example SMS content**

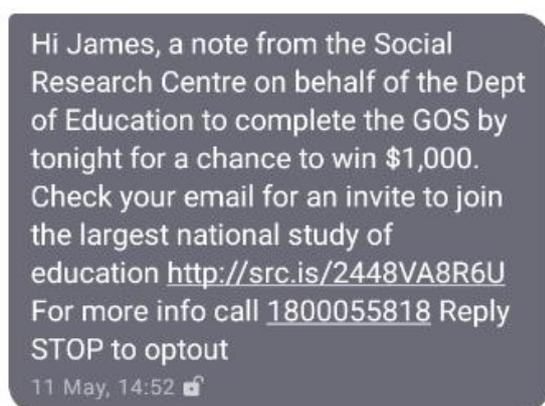


Table 9 provides a summary of number of SMS sent and the SMS outcomes. The majority of SMS1 and SMS2 sent for each collection were opened, with SMS2 open rates exceeding the SMS1 open rate for every 2020 GOS round. The highest SMS1 open rate was in November (82.1 per cent), while the highest SMS2 open rate was in the May round (95.6 per cent). In the February round there was a higher rate of unsubscribes from SMS2 (5.0 per cent) compared to SMS1 (3.1 per cent). The May round however had lower and consistent unsubscribed rates (2.2 per cent for both SMS1 and SMS2). Refer to Table 3 for the SMS send schedule of each round.

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

Contact activity	November 2019		February 2020		May 2020	
	n	%	n	%	n	%
<b>SMS1</b>						
Sent	62,582	100.0	11,535	100.0	117,566	100.0
Opened	51,378	82.1	8,907	77.2	95,483	81.2
Unopened	11,204	17.9	2,273	19.7	19,527	16.6
Unsubscribed*	-	-	355	3.1	2,556	2.2
<b>SMS2</b>						
Sent	14,259	100.0	3,530	100.0	9,639	100.0
Opened	13,352	93.6	3,279	92.9	9,215	95.6
Unopened	441	3.1	73	2.1	213	2.2
Unsubscribed	466	3.3	178	5.0	211	2.2

\* Unsubscribed response not included for November 2019 due to a telecommunications provider subcontractor fault during the SMS1 send.

### 3.3.3. 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 2020 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

In field reminders were conducted from the second week of fieldwork through to the final week of the main fieldwork period of each survey round. 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 2020 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 to confirm or update the best contact email address for graduates and to ask to complete the survey online before the close of the survey period. In field reminder calls were made to 12.6 per cent of the total sample for the 2020 GOS. Table 10 (on the next page) provides a summary of outcomes from the in field reminder calls. Reminder call outcomes were better for undergraduate sample members (30.6 per cent email confirmed or updated) compared to postgraduate sample members (25.0 per cent). An email was confirmed or updated for more than one quarter of the total sample initiated (27.8 per cent).

Survey completions were directly attributable to in field reminder calls for one in five (20.6 per cent) graduates whose email was collected. There may also be an unreported indirect effect on response from in field reminder calls that has been attributed to another source of response (refer to Section 7.3). For example, a graduate may have been prompted to complete the GOS via a prior email invitation or SMS link after speaking with an interviewer, listening to a voicemail, or receiving a missed call.

**Table 10 In field reminder call outcomes**

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>19,633</b>	<b>100.0</b>	<b>19,729</b>	<b>100.0</b>	<b>39,362</b>	<b>100.0</b>
Unusable sample	1,230	6.3	1,883	9.5	3,113	7.9
No contact	12,040	61.3	12,609	63.9	24,649	62.6
<b>Total contacts</b>	<b>6,363</b>	<b>32.4</b>	<b>5,237</b>	<b>26.5</b>	<b>11,600</b>	<b>29.5</b>
Collected graduate's email	6,017	30.6	4,927	25.0	10,944	27.8
Other contact type	346	1.8	310	1.6	656	1.7

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

### Post field reminder calls

As noted earlier, post field reminder calls were a fee-for-service option to enable institutions to 'top-up' response rates for reporting purposes and their own internal analysis. Institutions opted for post field reminder calls at the November (n=12), February (n=1) and May (n=8) rounds.

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

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

- phone number available in the sample,
- not completed the survey,
- not have a 'contact' outcome from in field reminder calls, and
- not opted-out of the 2020 GOS (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS helpdesk).

As with in field reminder calls, the purpose of post field reminder call activity was to confirm or update the best contact email address for graduates and ask graduates complete the survey online. Interviewers would note the extension of the fieldwork period for the graduate's specific institution if queried by the graduate. Post field reminder call activity was undertaken for 8.3 per cent of the total sample approached for the 2020 GOS. Table 11 (on the next page) provides a summary of post field reminder call outcomes. Email addresses were confirmed or updated in more than a third of cases (38.2 per cent). Similar to in field reminder calls, outcomes for post field performed better for undergraduate sample members (38.9 per cent email confirmed or updated) than postgraduate (37.4 per cent). Contact rates were generally higher for post field reminder calls than in field reminder calls as the call cycle deployed was customised to the institutions' budget and quoted target.

Fewer than one in five graduates (17.8 per cent) completed the survey directly from the reminder sent after an email was collected during a post field reminder call. Similar to in field reminder calls, there are likely survey completions unattributed to post field reminder calls that were influenced by the attempted post field contact.

**Table 11 Post field reminder call outcomes**

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>14,542</b>	<b>100.0</b>	<b>11,263</b>	<b>100.0</b>	<b>25,805</b>	<b>100.0</b>
Unusable sample	743	5.1	535	4.8	1,278	5.0
No contact	7,789	53.6	6,256	55.5	14,045	54.4
<b>Total contacts</b>	<b>6,010</b>	<b>41.3</b>	<b>4,472</b>	<b>39.7</b>	<b>10,482</b>	<b>40.6</b>
Collected graduate's email	5,652	38.9	4,211	37.4	9,863	38.2
Other contact type	358	2.5	261	2.3	619	2.4

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

### 3.3.4. 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 2020 GOS one university commissioned full CATI in the November round, and one university commissioned full CATI in the May round.

### 3.3.5. Interviewer briefing

Interviewers selected to work on the 2020 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 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 group discussion of example call recordings.

The briefing slides are provided at Appendix 4.

### 3.3.6. 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 an online question and answer log for interviewers to assist with responses to graduate queries.

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

### 3.3.7. Social media

A social media advertising campaign was conducted to support the GOS response maximisation strategy with an additional communication channel. Facebook and Instagram posts were made to QILT social media account to mark milestones in the GOS project (i.e. survey launch, prize draw winners) to build a general level of social media presence. Advertising for each GOS round was purchased via Facebook Ad Manager and these ads were shown on both the Facebook and Instagram platforms. Ads were timed to coincide with fieldwork launch, mid-field and the final week. Ad content was tailored to have calls to action appropriate to each period of fieldwork (such as referencing a chance to win during the prize draw entry period). An example of the fieldwork launch advertisement for Facebook and Instagram is shown in

Figure 4.

**Figure 4** Example social media advertisement



Paid ads were used to reach a larger audience than is possible via posts on the QILT social media accounts. To reach the target audience (2020 GOS sample members), ads were targeted to people in Australia aged 23 to 40 who matched a range of interests related to higher education. Example interests for targeting included, but were not limited to, university, international graduates and undergraduate study during a 2 to 3-year period prior to each GOS round.

Delivery of the ads within the target audience was determined by Facebook and campaign outcomes for the 2020 GOS are shown in Table 12. 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<sup>3</sup>.

**Table 12 Facebook campaign outcomes by gender**

Audience	Impressions		Reach		Link clicks	
	n	%	n	%	n	%
Female	877,552	26.7	99,488	34.9	157	27.4
Male	2,345,546	71.4	181,040	63.5	403	70.3
Unknown	63,241	1.9	4,624	1.6	13	2.3
Total	3,286,339	100.0	285,152	100.0	573	100.0

### 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.

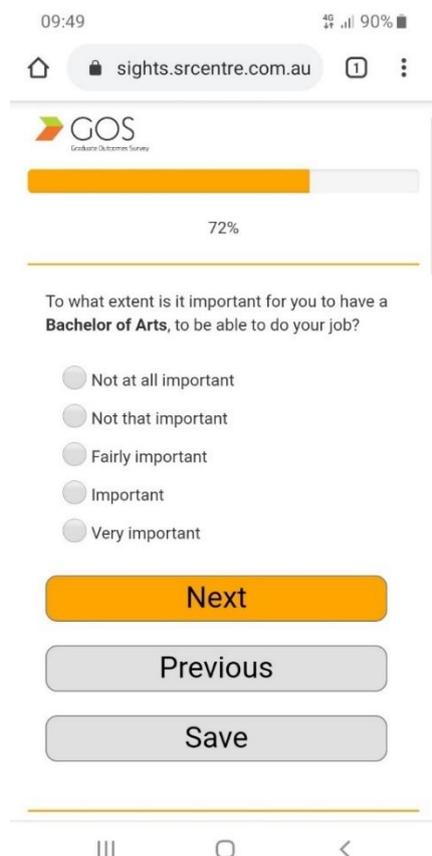
Online survey presentation was informed by accessibility guidelines and other relevant resources, with standard features including:

- optimisation for small screen devices (see Appendix 9),
- consistent presentation and placement of "Next" and "Previous" buttons,
- input controls and internal logic/validation checks,
- tailoring error messages as appropriate,
- splitting long statement batteries over several screens to reduce the number of items that require vertical scrolling on a desktop,
- sizing the panels for free text responses commensurate with the level of detail required in the response,
- automatically 'saving' with progression to the next screen, and
- the capacity to save and return to finish off at another time, resuming at the last question viewed.

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the GOS logo and colour scheme. This ensured 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 (on the next page) for examples of the online survey look and feel on desktop and mobile. A copy of the questionnaire for each round in the 2020 GOS collection cycle is included at Appendix 5 with screenshots of the online survey included in Appendix 6.

<sup>3</sup> <https://www.facebook.com/business/help/447834205249495>

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



### 3.4.2. Survey testing

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

In addition to these standard checks, 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. Data was checked following the soft launch to ensure all survey sequencing was functioning as intended. No issues were identified during the soft launch data checks and the main survey launch proceeded as scheduled during each GOS round. To further ensure the survey data quality, checks were repeated on the data following the main launch.

### 3.4.3. Quality assurance and applicable standards

All aspects of the GOS were undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Research Society's Code of Professional Behaviour, and ISO 20252 standards. All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role and the Social Research Centre is also a member of the 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.

### 3.4.4. Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions outlining the response rate that had been achieved and how the individual institution compared to the overall response rate, their cohort (University or NUHEI) average, and 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.

### 3.4.5. Live online reporting module

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

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

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

Raw data could also be downloaded from the reporting module, which displayed the 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. All refusals and out-of-scopes received via the helpdesk or inboxes were removed from the reminder email sample on a regular basis to avoid further reminders being sent to these graduates.

A summary of graduate enquires to the GOS helpdesk is provided at Table 13. There was a reduction in contact to the 1800 helpdesk in comparison to 2019 (there were 420 fewer contacts logged in the 2020 GOS). This change may have been as a result of revisions to the ESS bridging component of the questionnaire (such as the inclusion of an ESS related FAQ within the online survey for graduates), or changes to CATI follow up with graduates to collect supervisor contact details for the ESS (as inbound 1800 contact is correlated with outbound CATI calls). Survey queries continues to be the most common reason for contact to the 1800 helpdesk. This suggests there is an opportunity to improve survey troubleshooting resources offered online (linked to via invitations and reminders), to reduce the number of graduates requiring helpdesk assistance.

**Table 13 Graduate enquiries to the GOS helpdesk overall**

Type of enquiry	1800 number	GOS Inbox	Total
<b>Total</b>	637	981	1,618
Survey query	341	461	802
Opt-out	31	256	287
Supervisor contact details query	209	39	248
General query	26	113	139
Out of Scope	10	54	64
Change of contact details	12	28	40
Deletion or removal request	1	17	18
Other query	7	4	11
Request for follow up	0	9	9

### 3.6 Prize draw

All completing respondents were entered into a four-week rolling prize draw in each round of the 2020 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 \$6,000, comprising of four weekly prize pools each with one \$1,000 and one \$250 prepaid VISA

gift cards. 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 14 (on the next page) 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 and on the QILT Facebook account. Winners were published on the QILT Facebook account on the same day as the prize draw was conducted. In the November and February rounds prepaid VISA gift cards were sent via registered post. Prior to the May round the decision was made to start using prepaid VISA e-gift cards which were sent to the winners' confirmed email addresses. The decision to change to e-gift cards was influenced by postal delays, particularly the uncertainty of international mail deliverability. 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 14 Prize draw schedule**

Activity	November 2019	February 2020	May 2020
Prize draw period opens/Fieldwork starts	29-Oct	29-Jan	28-Apr
Prize draw 1 close	4-Nov	3-Feb	4-May
Prize draw conducted	6-Nov	5-Feb	6-May
Prize draw 2 close	11-Nov	10-Feb	11-May
Prize draw conducted	13-Nov	12-Feb	13-May
Prize draw 3 close	18-Nov	17-Feb	18-May
Prize draw conducted	20-Nov	19-Feb	20-May
Prize draw 4 close	25-Nov	24-Feb	25-May
Prize draw conducted	27-Nov	26-Feb	27-May

## 4. Questionnaire

### 4.1 Development

The 2020 GOS questionnaire was based on the 2019 instrument. Standard operational updates were made to align the questionnaire with current reference periods and the department name change.

A small number of new items were added to the core questionnaire, some items related to location were reordered within the questionnaire and in the May round items and codes were added to capture data related to COVID-19 (refer to Section 4.3 for more information). In addition to the core questionnaire changes, institutions were able to add, modify or remove their specific items for each round (refer to Section 4.4).

### 4.2 Overview

Table 15 outlines the thematic areas of the eight main modules in the questionnaire. The design of the GOS instrument was modular, with items essential to response analysis (Labour force, Further study) positioned early in the questionnaire and other core item modules positioned before additional items (Module F). Items related to future contact details and further research (i.e. ESS and GOS-L) were delivered in the final two modules. A copy of the generic survey instrument (i.e. excluding any institution-specific items) is included at Appendix 5 with screen shots of the online survey at Appendix 6. Refer to the *2020 ESS Methodological Report* for a full description of ESS bridging (Module X).

**Table 15** GOS module themes

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

### 4.3 Changes from 2019

The main changes to the core questionnaire were as follows:

- addition of item *FURNEW* to confirm if further study is a new course enrolment
- moved *LOCATION*, *CURCOUNTRY*, *CURPCODE*, *CURSTATE* and *OSCOUNTRY* within the questionnaire to improve survey flow and data quality
- added *INTROA* to emphasise change of context between *CEQA* and *CEQB* grid items
- revised *INTROSELFEMPIii* for consistency with *INTROSELFEMPIi*
- revised wording of *OSSTUDY* to improve respondent understanding of question intent, and
- revised wording of *PREWORKED*, noting that GOS employment items align with the Australian Bureau of Statistics (ABS) Labour Force Survey.

In the May round, additional changes were made in response to the social impact of COVID-19:

- *PREWORKED* was updated to acknowledge potential employment disruption caused by COVID-19
- added instruction for how to respond to *AWAYWORK* in the context of COVID-19 employment disruption
- added *STARTWKFU* to collect context for *STARTWK* responses
- added 'Other' verbatim response code to *PAYARRNG* to collect COVID-19 related responses
- added COVID-19 related response codes to *RSOVRQ*, *RSNOMORE*, and *RSMORE*, and
- added verbatim response item *CATCH* to collect any additional contextual information.

## 4.4 Additional items

### 4.4.1. Institution items

A total of 17 institutions (15 universities and 2 NUHEIs) included institution specific items in the 2020 GOS. 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.

### 4.4.2. Stakeholder items

Stakeholders including the Australian Association of Graduate Employers (AAGE), Australian Collaborative Education Network Limited (ACEN), and Optometry Council of Australia and New Zealand (OCANZ) included items in the 2020 GOS. Content covered by the stakeholder items included employment pathways, work integrated learning and preparedness of optometry graduates. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

## 5. Data preparation

### 5.1 Definition of the analytic unit

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

In the 2020 GOS data set, a record was considered complete if the graduate had:

- provided a response as to whether they had worked in the last week, or
- responded that they were in further study, and
- did not disqualify themselves at the start of the survey (e.g. did not study 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 based on ABS standards (derivations are document in the *2020 GOS Data Dictionary*, made available to institutions on the QILT provider portal)
- re-coding value labels where required
- re-coding of 'no answers' to the missing values conventions, and
- cleaning of employer name and coding of occupation, industry and further study field of education.

### 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 2020 (except for the COVID-19 codes noted in Section 4.3). Table 16 summarises those items which were coded using an external code frame as a source. Coded responses for open text items were added and then a consistent missing data convention was applied.

**Table 16** Items coded and source for coding decisions

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

## 5.4 Data deliverables

The Social Research Centre provided institutions and the department the following data deliverables at the completion of the 2020 GOS cycle:

- institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format,
- department national data file in SAS format,
- data dictionary and data map,
- files in Tableau packaged workbook format at the national (department), institution and Universities Australia level,
- an institution fieldwork summary and data package summary in MS Word format,
- files of verbatim responses to open-ended questions in MS Excel, at the national (department) and institution level, and
- *National Report Website Tables* and *National Report Additional Tables*, available from the QILT website.

## 5.5 Weighting

As was the case for previous surveys in the series, no weights were applied to the GOS data. Refer to Section 7.2 for analysis related to the decision not to weight the data.

## 6. Final dispositions, response rates and reportable strata

### 6.1 Final dispositions and response rates

Table 17 (on the next page) shows the final survey outcomes at an overall level and for each round of the 2020 GOS collection cycle.

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

The final response rate for the 2020 GOS collection cycle was 42.3 per cent, with the response rate slightly higher for universities (42.3 per cent) relative to NUHEIs (41.5 per cent).

When reviewing response rate by course type, postgraduate research had the highest response rate (65.3 per cent) followed by undergraduate (42.9 per cent) and postgraduate coursework (39.7 per cent).

As for previous surveys in the series, the May round saw the highest overall response rate (43.0 per cent), followed by November (41.1 per cent) and February (41.0 per cent).

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

**Table 17 Final survey outcomes**

Institution	Sample provided	Unusable sample	Out of scope	Opted-out	Final sample	Surveys completed	Response rate (%)
<b>2020 GOS overall</b>							
<b>Total</b>	332,792	266	420	20,412	311,694	131,780	42.3
Universities	308,291	198	313	18,378	289,402	122,530	42.3
NUHEIs	24,501	68	107	2,034	22,292	9,250	41.5
<b>Course type</b>							
Undergraduate	186,413	132	165	11,997	174,119	74,666	42.9
Postgraduate	146,379	134	255	8,415	137,575	57,114	41.5
Post-graduate coursework	136,169	114	230	7,958	127,867	50,771	39.7
Post-graduate research	10,210	20	25	457	9,708	6,343	65.3
<b>November 2019</b>							
<b>Total</b>	106,799	94	137	6,884	99,684	40,993	41.1
Universities	98,791	75	115	6,239	92,362	38,088	41.2
NUHEIs	8,008	19	22	645	7,322	2,905	39.7
<b>Course type</b>							
Undergraduate	52,067	38	52	3,734	48,243	19,283	40.0
Postgraduate	54,732	56	85	3,150	51,441	21,710	42.2
Post-graduate coursework	49,781	43	72	2,911	46,755	18,662	39.9
Post-graduate research	4,951	13	13	239	4,686	3,048	65.0
<b>February 2020</b>							
<b>Total</b>	18,426	17	59	1,410	16,940	6,938	41.0
Universities	13,766	5	26	918	12,817	5,457	42.6
NUHEIs	4,660	12	33	492	4,123	1,481	35.9
<b>Course type</b>							
Undergraduate	6,862	7	14	499	6,342	2,562	40.4
Postgraduate	11,564	10	45	911	10,598	4,376	41.3
Post-graduate coursework	10,357	9	40	852	9,456	3,626	38.3
Post-graduate research	1,207	1	5	59	1,142	750	65.7
<b>May 2020</b>							
<b>Total</b>	207,567	155	224	12,118	195,070	83,849	43.0
Universities	195,734	118	172	11,221	184,223	78,985	42.9
NUHEIs	11,833	37	52	897	10,847	4,864	44.8
<b>Course type</b>							
Undergraduate	127,484	87	99	7,764	119,534	52,821	44.2
Postgraduate	80,083	68	125	4,354	75,536	31,028	41.1
Post-graduate coursework	76,031	62	118	4,195	71,656	28,483	39.7
Post-graduate research	4,052	6	7	159	3,880	2,545	65.6

## 6.2 Strata meeting the desired level of precision

Table 18 shows the number and proportion of strata meeting the desired level of precision (+/- 7.5 percentage points at the 90 per cent level of confidence) over time, for undergraduates in full-time study. Strata are defined by institution at the 21 study area level.

As can be seen, approaching half (45.5 per cent) of the eligible strata in the 2020 GOS met the desired level of precision (reportable strata). The proportion of reportable strata in the 2020 GOS decreased by 2.9 percentage points, relative to the 2019 GOS.

Response maximisation initiatives will continue to seek to both enhance the overall representativeness of the achieved sample and maximise the proportion of reportable strata.

**Table 18 Strata meeting desired level of precision for undergraduates in full-time study**

	2017	2018	2019	2020
<b>Total strata (n)</b>	774	789	798	810
Strata below minimum population (n)	60	56	45	52
Strata with no completed surveys (n)	12	15	20	22
Eligible strata for reportability (n)	702	718	733	736
Reportable strata (n)	343	335	355	335
<b>Reportable strata (%)</b>	48.9	46.7	48.4	45.5

'Study area' is based on the specialisation code in the HEIMS course completions file for defining population strata counts, and for completed surveys, it is based on course field of education for the graduate's course or major as assigned by the institution. This results in some minor discrepancies between the graduate's study area in the population and data files.

# 7. Response analysis

## 7.1 Response by time

Figure 7, Figure 8 and Figure 9 illustrate the daily and cumulative response rate for the November 2019, February 2020 and May 2020 rounds respectively. Engagement activities undertaken by the QILT team are overlaid (i.e. email invitation and reminders, SMS reminders and in field reminder calls). Note that the response rates shown in Figures 7 to 9 are raw and derived before data processing is undertaken. As a result, the raw response rates are slightly lower than the rates presented in Table 1.

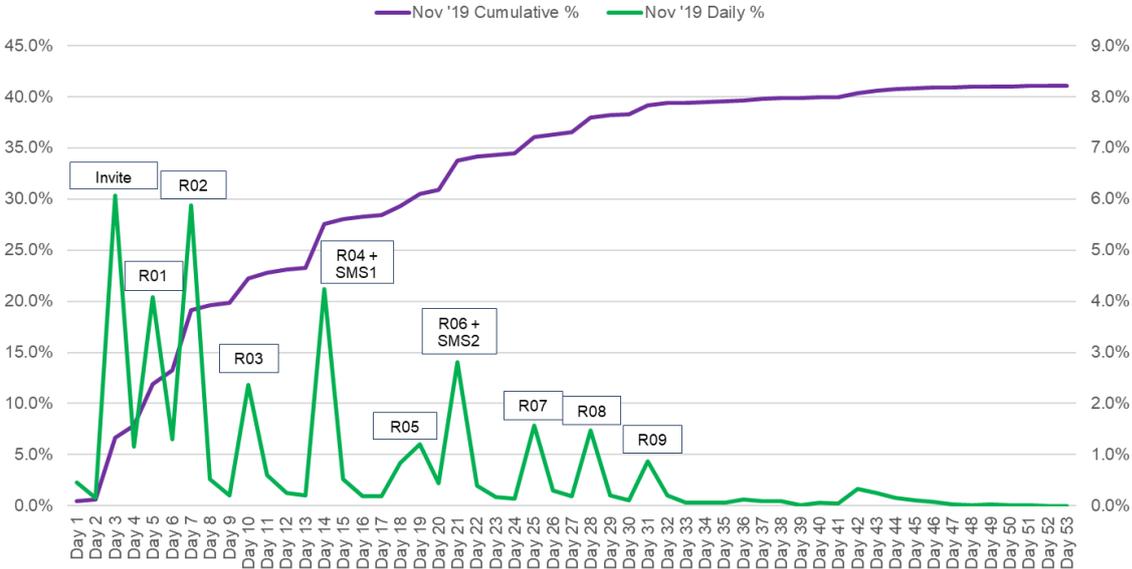
The main online fieldwork period ends after R9 in each figure, with relatively low levels of activity in the post field reminder phase for each round.

The pattern of response across all emails in the 2020 GOS cycle is broadly similar, with the possible exception of the May round invitation email (8.6 per cent), which had a strong response, relative to the invitation email for November and February. The strong performance of the May round invitation email may be related to environmental changes associated with COVID-19. Response patterns in the May round do not otherwise appear to have been impacted by COVID-19 and are broadly similar to previous implementations.

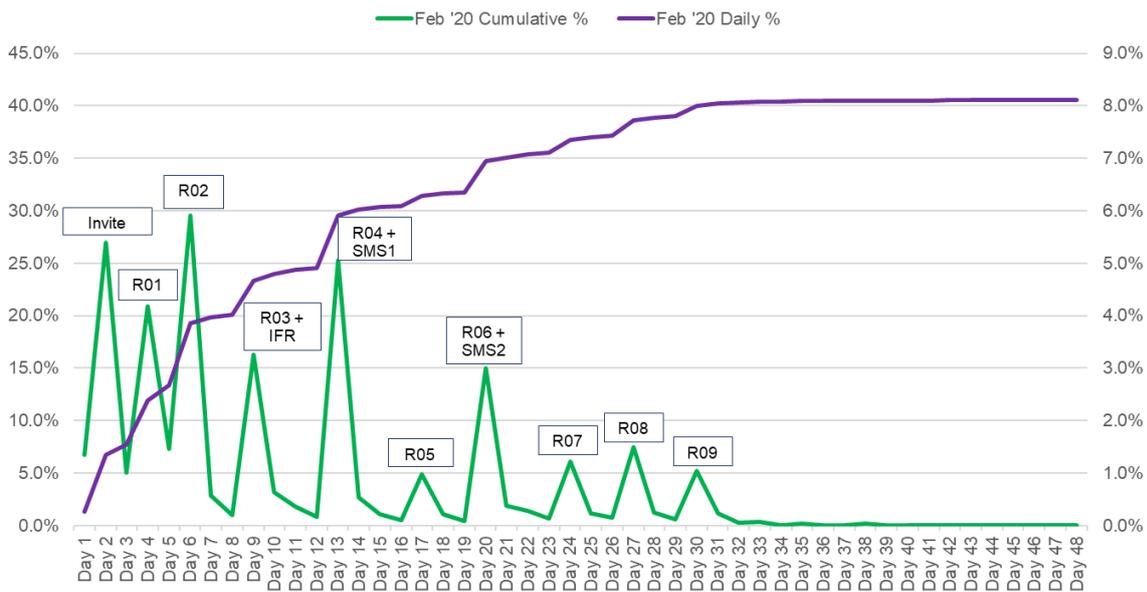
The strong daily response of prize draw timed reminders (R2, R4, R6, R8) is visible in all rounds, however the effect looks mostly diminished by Reminder 8.

Throughout all survey rounds, response was front loaded, with at least two thirds of the final response for each round achieved by the day of the Reminder 4 and SMS1 send.

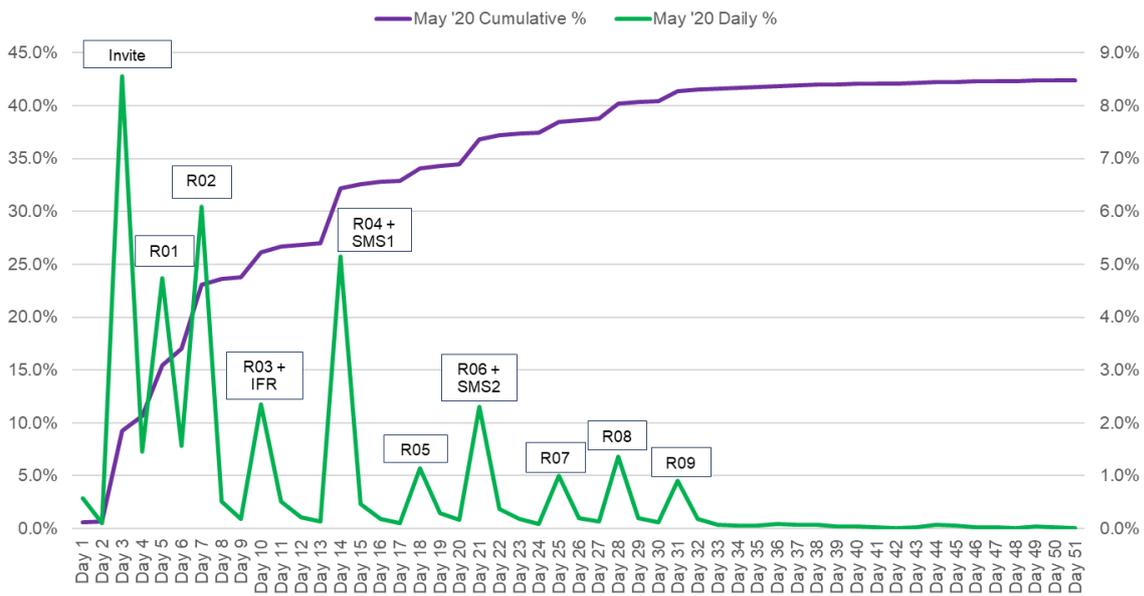
**Figure 6 Response rates by date November 2019**



**Figure 7 Response rates by date February 2020**



**Figure 8 Response rates by date May 2020**



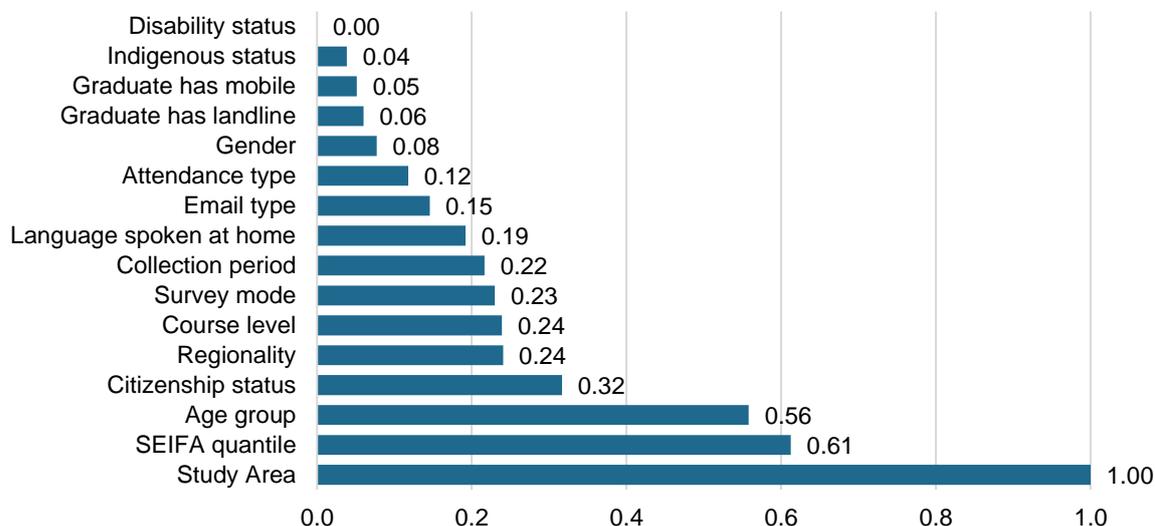
## 7.2 Non-response analysis

To better understand the dynamics of non-response in the 2020 GOS, analysis was undertaken on the in-scope population of 311,694 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; regionality; 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, where the value of the most important predictor is set to 1.0.

Study area is the single most important predictor of response, followed by SEIFA quintile and then age. By contrast, disability status, Indigenous status, and having a mobile number were the least important factors in predicting survey response.

**Figure 9 Importance of variable in predicting survey response**



Note: Variable importance is scaled so that the most important variable has a value of 1.0.

Table 19 (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 = 0.76) was only 76 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 19 Odds ratios of the logistic regression of survey response on selected variables**

Variable	Odds Ratio	Standard Error	95% Confidence Interval	Significance
<b>Age Group (Reference: 23-29)</b>				
15-22	0.97	0.01	(0.95, 0.98)	***
30-44	1.61	0.02	(1.57, 1.64)	***
45+	2.51	0.05	(2.42, 2.6)	***
<b>Gender (Reference: Female)</b>				
Male	0.82	0.01	(0.8, 0.83)	***
<b>Indigenous Status (Reference: Not Indigenous)</b>				
Indigenous	0.98	0.04	(0.91, 1.06)	
<b>Disability Status (Reference: No disability)</b>				
Disability	1.24	0.02	(1.2, 1.29)	***
<b>Language Spoken at Home (Reference: English)</b>				
Not English	0.88	0.01	(0.86, 0.9)	***
<b>Citizenship Status (Reference: Australian Citizen)</b>				
New Zealand citizen	1.00	0.04	(0.92, 1.08)	
Permanent humanitarian visa	1.23	0.10	(1.04, 1.45)	*
Permanent visa	0.96	0.02	(0.92, 1.01)	
Residing outside Australia	1.42	0.37	(0.85, 2.37)	
Temporary entry permit	0.76	0.01	(0.74, 0.78)	***
<b>SEIFA Quintile (Reference: Highest quintile)</b>				
Lowest quintile	1.08	0.02	(1.05, 1.12)	***
2nd quintile	1.03	0.01	(1.00, 1.06)	*
3rd quintile	1.00	0.01	(0.98, 1.03)	
4th quintile	1.01	0.01	(0.99, 1.04)	
Unknown	1.07	0.1	(0.89, 1.28)	
<b>Study Mode (Reference: Internal)</b>				
External	1.00	0.01	(0.97, 1.02)	
Multi-modal	1.03	0.01	(1.01, 1.05)	**
Open Universities Australia	0.93	0.05	(0.84, 1.03)	
<b>Attendance Type (Reference: Full-time)</b>				
Part-time	0.96	0.01	(0.94, 0.98)	***
<b>Study Area (Reference: Business and management)</b>				
Agriculture and environmental studies	1.48	0.05	(1.38, 1.58)	***
Architecture and built environment	1.16	0.03	(1.11, 1.22)	***
Communications	1.12	0.03	(1.07, 1.17)	***
Computing & Information Systems	1.38	0.02	(1.34, 1.43)	***
Creative arts	1.13	0.03	(1.09, 1.18)	***
Dentistry	1.27	0.08	(1.12, 1.43)	***
Engineering	1.31	0.02	(1.27, 1.35)	***
Health services and support	1.29	0.02	(1.25, 1.34)	***

Humanities, culture and social sciences	1.38	0.02	(1.34, 1.42)	***
Law and paralegal studies	1.08	0.02	(1.04, 1.13)	***
Medicine	1.00	0.03	(0.94, 1.06)	
Nursing	1.04	0.02	(1, 1.07)	*
Pharmacy	1.07	0.05	(0.98, 1.18)	
Psychology	1.38	0.03	(1.32, 1.44)	***
Rehabilitation	1.15	0.04	(1.08, 1.23)	***
Science and mathematics	1.47	0.02	(1.43, 1.52)	***
Social work	1.27	0.04	(1.2, 1.34)	***
Teacher education	1.11	0.02	(1.07, 1.14)	***
Tourism, Hospitality, Personal Services, Sport & Recreation	0.86	0.06	(0.76, 0.99)	*
Veterinary science	1.15	0.07	(1.01, 1.3)	*
<b>Course Level (Reference: Undergraduate)</b>				
Postgraduate coursework	0.92	0.01	(0.9, 0.93)	***
Postgraduate research	2.03	0.05	(1.94, 2.13)	***
<b>Regionality Type (Reference: Major City)</b>				
Inner Regional	1.13	0.02	(1.09, 1.16)	***
Outer Regional	1.09	0.02	(1.04, 1.14)	***
Remote	1.08	0.08	(0.93, 1.25)	
Unknown	0.81	0.08	(0.67, 0.97)	*
Very Remote	1.02	0.12	(0.82, 1.28)	
<b>Collection Period (Reference: May)</b>				
February	0.89	0.02	(0.87, 0.93)	***
November	0.96	0.01	(0.94, 0.97)	***
<b>Graduate has a Mobile Number (Reference: Yes)</b>				
No	0.76	0.01	(0.74, 0.77)	***
<b>Graduate has a Landline (Reference: No)</b>				
Yes	0.94	0.01	(0.92, 0.96)	***
<b>Email Type (Reference: Both institution and personal emails)</b>				
No email or only institution email	0.48	0.01	(0.46, 0.49)	***
Personal email only	0.88	0.01	(0.87, 0.9)	***

\*\*\*  $p \leq 0.001$ , \*\*  $p \leq 0.01$ , \*  $p \leq 0.05$

Key takeaways, which are broadly similar to those from the equivalent analysis on the 2019 GOS, include:

- The type of email address available from the institution is a major driver of likelihood of completing the GOS. Graduates for whom a personal email address was not provided had 52 per cent lower odds of completing the GOS, compared to graduates with both institution and personal emails, 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 24 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.
- Graduates from all study areas were more likely to respond than Business and management (the reference group), except for Tourism, Hospitality, Personal Services, Sport and Recreation (86 per cent as likely as graduates from Business and management).
- Graduates from some study areas had notably higher propensity to respond than graduates from Business and management (the reference group), including Agriculture and environmental studies (48 per cent higher), Science and mathematics (47 per cent), Computing & Information systems (per cent), Humanities, culture and social sciences (38 per cent) and Psychology (38 per cent).

A key focus for the 2021 respondent engagement strategy will be to try and increase engagement with graduates that are currently under-represented in the GOS. The content of email and SMS communications will be reviewed to ensure tailored messaging is being used where appropriate to improve response rates among these lower performing groups. Further, in response to the consistent under-representation of international graduates in the GOS, there is a requirement for the 2021 GOS, as part of the 2020-2023 QILT contract period, to develop and implement a strategy which specifically seeks to boost response amongst international graduates.

As noted in the *2019 GOS Methodological Report*, testing of the effect of weighting GOS data by comparing weighted and unweighted estimates for key measures has historically shown that the differences between weighted and unweighted estimates are small at the national level, particularly for key GAS, CEQ and PREQ measures. For this reason, GOS 2020 results remain unweighted. Issues associated with the weighting of GOS results will be explored in more detail in an upcoming White Paper.

### 7.3 Sources of response

Table 20 (on the next page) summarises the contribution of various online survey completion methods to the final response rate and includes response by gender, age and citizenship due to the variation in mode of response within these groups. Only minimal differences were observed when reviewing source of response by institution type or course level, as such these groups are not displayed.

The vast majority of respondents completed via the direct link in email communications (contributing 39.5 of the 42.3 response rate percentage points at the overall level). Completing via the direct link in SMS was the next most significant contributor (1.2 per cent) to the final overall response rate. There is some variation by subgroup in the total contribution of direct link in SMS to the final overall response rate (1.3 per cent for domestic graduates compared to 1.0 for international). In field reminder calls were the next highest contributor to total response (0.7 per cent). Males (1.0 per cent), graduates aged under 30 (0.9 per cent) and international graduates (1.2 per cent) were notably more likely to complete via an in field reminder call.

**Table 20 Sources of response**

Survey completion method	Gender			Age		Citizenship indicator	
	Total (%)	Female (%)	Male (%)	30 or under (%)	Over 30 (%)	Domestic (%)	International (%)
<b>Final response rate</b>	<b>42.3</b>	<b>44.9</b>	<b>38.7</b>	<b>38.3</b>	<b>55.6</b>	<b>47.7</b>	<b>32.3</b>
Authentication	0.2	0.2	0.2	0.2	0.2	0.2	0.1
Type in	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1
Survey link (email)	39.5	42.3	35.6	35.5	53.3	45.1	29.3
Survey link (SMS)	1.2	1.2	1.2	1.2	1.3	1.3	1.0
In field reminder calls	0.7	0.5	1.0	0.9	0.2	0.5	1.2
Post field reminder calls	0.6	0.6	0.6	0.6	0.5	0.5	0.6
Full CATI transfer to web	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

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 20. 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 20 should be considered indicative. It should also be noted that the opportunity to complete via modes such as SMS or reminder calls was not necessarily equal between subgroups.

## 7.4 Sample retention for GOS-L

Graduates were generally open to being contacted for future research across all 2020 GOS collection rounds, which is the point at which sample is built for the GOS-L. As shown in Table 21 (on the next page), a total of 75,623 graduates, or just over half (56.7 per cent) of all GOS completes, agreed to contact for future research purposes. One in five graduates (20.4 per cent) did not provide a response to the consent to future contact question, by either choosing not to provide a response or stopping the survey before seeing the consent to future contact question.

The majority of graduates who completed the GOS and were asked the recontact question either indicated that the current email used for GOS was suitable long term (80.7 per cent total), or offered a new email address for recontact in the future (13.0 per cent total) with only a small amount of variation between rounds.

Changes over time in the proportion of graduates agreeing to recontact is an area of interest for further analysis to ensure the sample base for the GOS-L does not decline. An improved understanding of factors correlated with consent to recontact may allow for future growth of the GOS-L sample base.

**Table 21 Graduate responses to further contact for GOS-L**

Sample retention phase	November 2019		February 2020		May 2020		Total	
	n	%	n	%	n	%	n	%
<b>Consent to contact at GOS-L</b>								
Yes	22,914	54.7	3,903	56.3	48,806	57.8	75,623	56.7
No	10,580	25.3	1,609	23.2	18,500	21.9	30,689	23.0
Missing	8,369	20.0	1,426	20.6	17,200	20.4	26,995	20.3
Total	41,863	100.0	6,938	100.0	84,506	100.0	133,307	100.0
<b>Details provided for GOS-L sample</b>								
Permanent email address is as used in GOS	21,420	79.5	3,741	84.4	45,334	81.0	70,495	80.7
New permanent email address provided	3,811	14.1	425	9.6	7,158	12.8	11,394	13.0
Don't have a permanent email address	234	0.9	35	0.8	349	0.6	618	0.7
Do not wish to be re-contacted by email	440	1.6	46	1.0	792	1.4	1,278	1.5
Missing	1,050	3.9	186	4.2	2,357	4.2	3,593	4.1
Total	26,955	100.0	4,433	100.0	55,990	100.0	87,378	100.0

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

## 8. Considerations for future surveys

### 8.1 International graduate engagement

The international graduate cohort was underrepresented in the 2020 GOS (refer to Section 7.2) and it is likely that the current engagement strategy does not reach, or does not appeal to all international graduates. To address the issue of representation, an engagement strategy tailored to the international graduate population (predominantly Chinese, Indian) should be employed. Potential strategies to engage with these populations include further engagement with high international graduate population institutions, a customised and nuanced email communication plan appealing directly to this audience, communications in languages other than English, experimentation to determine messaging that appeals to international graduates and increased reporting of international outcomes (leveraging the utility of the reporting for engagement purposes).

### 8.2 SMS usage

In the 2019 and 2020 GOS, SMS communications have formed an increasing part of the overall graduate engagement strategy. While telephone reminder calls remain effective at improving the total response and representativeness of the GOS, a general decline in telephone contact rates over time raises questions regarding the cost effectiveness of the current engagement strategy. An increased level, and targeted use of, SMS communications could be considered for the 2021 GOS, both as part of the standard engagement plan and as a fee-for-service option to institutions (currently only telephone activity is offered as an additional service). Analysis of the comparative performance of SMS against other engagement methods will be used to inform whether SMS could replace or add to existing engagement activity and with which cohorts increased use of SMS would be most effective. To support this strategy, an increased focus on provision of mobile contact numbers during GOS sampling files should be considered, similar to the current focus on providing multiple email contact addresses to improve email response.

### 8.3 Email deliverability

During the 2020 GOS both existing and new challenges were faced related to email deliverability. These challenges were related to cloud-based email providers (such as Gmail, Outlook) and the varied bulk email filtering policies used by these platforms. Strategies to address deliverability issues were explored during the 2020 GOS and going forward email deliverability should continue to be considered an issue of great importance for achieving or improving the expected level of response. Analysis of email delivery at the email provider level will inform bulk email process improvement and build on the current understanding of bulk email best practice. Achieving these goals could require employing the expertise of an organisation specialising in monitoring and assessing bulk email delivery metrics.

### 8.4 Social media usage

It was recommended in the *2019 GOS Methodological Report* that social media usage should be a focus of the 2020 GOS engagement strategy. Social media was used throughout the 2020 GOS (refer to Section 3.3.7) and continued refinement of social media resources and engagement strategies is recommended for the next collection cycle. Continued engagement on platforms other than Facebook (Instagram, LinkedIn, etc) should be pursued. Further, resources included within the *GOS Marketing Pack* could be expanded to align with other engagement strategy goals, such as increasing engagement among the international graduate population. Increased activity driven by a formalised

social media schedule and tools to manage cross-platform social media accounts could be further utilised to build the QILT and GOS brand presence online.

## 8.5 Sampling process

The *2019 GOS Methodological Report* recommended continued improvement of the GOS sampling process, and iterative improvements were developed for each of the 2020 GOS rounds. A continuation of this improvement process should be retained. Opportunities exist to further ease institution burden during the sampling process, expand the level of automation employed during sample checks, standardise sample issue feedback processes, and improve communications and instructions related to common sampling issues (i.e. improving clarity and usage of the sample return checklist).

## 8.6 Supervisor details collection for the ESS

As proposed in the *2019 GOS Methodological Report*, analysis was undertaken for the 2020 GOS and 2020 ESS to better understand reasons respondents refuse to provide supervisor details, broad attitudes towards passing supervisor details on, effectiveness of the ESS bridging module and associated communications. Findings from this analysis informed iterative design changes to the ESS bridging module and refinement of the additional ESS sample building workflows described in the *2019 ESS Methodological Report*. However, in the 2020 GOS, recruitment of graduate supervisors for the ESS remained a major challenge and faced the additional complication of economic disruption by COVID-19. Continued evidence-based changes to the ESS bridging module to improve supervisor recruitment are recommended, these may require further qualitative exploration and leveraging sample data and survey data to customise the ESS approach for specific graduate groups.

## List of abbreviations and terms

<b>AAGE</b>	Australian Association of Graduate Employers
<b>ABS</b>	Australian Bureau of Statistics
<b>ACEN</b>	Australian Collaborative Education Network Limited
<b>ACMA</b>	Australian Communications and Media Authority
<b>AGS</b>	Australian Graduate Survey
<b>AMSRO</b>	Association of Market and Social Research Organisations
<b>ANZSIC</b>	Australian New Zealand Standard Industrial Classification
<b>ANZSCO</b>	Australian New Zealand Standard Classification of Occupations
<b>CATI</b>	Computer Assisted Telephone Interviewing
<b>ESS</b>	Employer Satisfaction Survey
<b>GOS</b>	Graduate Outcomes Survey
<b>GOS-L</b>	Graduate Outcomes Survey – Longitudinal
<b>HEIMS</b>	Higher Education Information Management System
<b>HEPCAT</b>	Higher Education Provider Client Assistance Tool
<b>IRSD</b>	Index of Relative Socio-economic Disadvantage
<b>MDS</b>	Minimum Data Set
<b>NUHEI</b>	Non-University Higher Education Institution
<b>OCANZ</b>	Optometry Council of Australia and New Zealand
<b>PASF</b>	Participation and Additional Services Form
<b>PIR</b>	Provider Information Request
<b>PS</b>	Past Course Completions
<b>OR</b>	Odds ratio
<b>QILT</b>	Quality Indicators for Learning and Teaching
<b>RES</b>	Respondent Engagement Survey
<b>SEIFA</b>	Socio-Economic Indexes for Areas

# Appendix 1      Collection and Sample guide



Graduate Outcomes Survey

## **Graduate Outcomes Survey (GOS) Collection and Sample Guide**

**2020 GOS (May 2020) Collection**



**Document prepared by:**

QILT, Major Projects  
The Social Research Centre  
Level 9, 277 William Street  
MELBOURNE VIC 3000  
Tel: (613) 9236 8500  
Fax: (613) 9602 5422  
Email: [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

[www.srcentre.com.au](http://www.srcentre.com.au)

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PROFESSIONAL  
ETHICS  
2019-20

AMSRO



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## Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	17 February 2020	Original version released

Please note:

- Complete the Participation and Additional Services form sent separately to you. The first step is to confirm your institutions' participation in the research using the Participation and Additional Services form – this is your centralised place to confirm participation, nominate additional services and update key institution contacts.
- Guidance has been prepared to confirm the definition of and expectations of the in-scope audience (refer 'Section 2 Target audience and sample provision'). This is consistent with advice provided as part of the 2020 GOS-November collection and is important as part of preparation for the introduction of the Transforming Collection of Student Information (TCSI) project in 2020.
- 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' delay impacts all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project:
  - For Higher Education Information Management System (HEIMS) institutions, preparation of the sample population file for the Graduate Outcomes Survey (GOS) usually begins with each institution submitting an interim Past Course Completions (PS) file to the Australian Government Department of Education, Skills and Employment (the department) through HEPCAT. Please aim to **submit your interim PS file by Monday 2 March** to allow for sample processing, testing and quality assurance checks. The last opportunity to submit your interim PS file will be Sunday 8 March (please note Monday 9 March is a public holiday in Vic, SA, TAS and ACT).
  - Institutions that cannot submit an interim PS file through HEPCAT should submit a validated or an un-validated text file directly to the University Statistics Section at the department by the same date as HEIMS institutions.
  - Institutions with January / February 2020 completers should refer to Section 2.2 of this document for information on the submission of their interim PS files.
  - **It is critical that institutions return their completed population sample file to us by Tuesday 31 March** to allow for resolution of any sample queries.

Data collection must be ready to commence when Authentication opens on Tuesday 28 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 2020 GOS – May 2020 summary timeline'.

- If your institution chooses to provide telephone numbers for graduates it is considered that your institution consents to graduates receiving SMS and in-field reminder calls during fieldwork. These generally commence from the second week of fieldwork.
- Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens. This institution led contact adds a sense of legitimacy so when graduates get an email or SMS, they will not think the GOS is spam. Contact with graduates should be advised to the Social Research Centre (refer 'Section 5 Response maximisation').
- We ask that [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au) is included in the send list for the engagement letter and emails. This enables us to effectively track supporting activities' impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.
- Please update us with any changes to your personnel or the availability of staff, especially during the sample preparation and fieldwork periods.

## Checklist

Please note and ensure the following are completed:

- Confirmed participation and nominated additional fee-for-service activities.
- Sent pre-survey awareness raising correspondence to graduates and liaised with Alumni for promotion.
- Prepared social media, newsletters, etc and liaised with Alumni for promotion.
- Submitted your interim PS file by the due date. Note that institutions with January / February 2020 completers should refer to Section 2.2 of this document for information on the submission of their interim PS files.
- Use the comments sheet in the sample to provide context where appropriate to what you have provided (for example, if you can only provide one email address because your institution has introduced a new IT system, please include this).
- Submitted your final sample by the due date.
- Ensure all contact details and course details are correct for the sample member, that is, the email, phone number and other details align with correct name. A simple way to check is manually review a selection of records at the top, in the middle and at the bottom of your sample.
- Liaised with your IT team to ensure whitelisting is in place. Note if this is not done the delivery of the survey invitation and reminder emails to your graduates may be impacted.
- Minimised respondent burden by considering other potentially conflicting surveys of the graduate population.
- Advised the Social Research Centre of any possible contextual issues that should be considered as part of survey deployment.
- Commenced engagement activities (such as posters and in lecture slides) for students soon to complete their studies by way of promoting upcoming GOS collections (November 2020).



# 1. Introduction and overview

## 1.1. Background and objectives

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

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

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

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

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

The sample of graduates is provided by the department and sourced through institutional reporting into HEIMS.

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

## 1.2. Summary timeline

The schedule for the 2020 GOS – May 2020 collection is shown at Table 1.

Final institution reports, and data outputs will be available after the completion of the 2020 GOS cycle and will include the full reporting year, that is, November 2019, February 2020 and May 2020.

**Table 1 2020 GOS – May 2020 summary timeline**

Key milestones	Responsible	Date
Participation and Additional Services form distributed to institutions	SRC	Monday 17 February
Collection and Sample Guide distributed to institutions	SRC	Monday 17 February
Marketing and Communication Pack distributed to institutions	SRC	Monday 17 February
Institutions to confirm participation in the GOS-May	Institutions	Monday 24 February
Interim PS file submitted to HEIMS via HEPCAT and/or text file to the University Statistics Section at the Dept	Institutions	Monday 2 March
Additional populations nominated by institutions	Institutions	Monday 2 March
Dept provide first extract of interim PS files	Dept	Tuesday 3 March
SRC follow up with institutions that have not submitted, to submit files by end of the week	SRC	Wednesday 4 – Friday 6 March
Interim PS file submitted to HEIMS via HEPCAT and/or text file to the University Statistics Section at the Dept	Institutions	<b>Last opportunity: Sunday 8 March</b>
Dept provide second extract of interim PS file	Dept	Tuesday 10 March
SRC follow up institutions that have not submitted	SRC	Wednesday 11 – Friday 13 March
SRC prepare sample for splitting to institutions	SRC	Monday 16 – Thursday 19 March
Send out population sample files to institutions	SRC	Thursday 19 March
Send out MDS, non-HEIMS templates to institutions	SRC	Thursday 19 March
Institution final sample preparation undertaken	Institutions	Friday 20 March – Tuesday 31 March
Additional questions nominated by institutions	Institutions	Monday 30 March
All completed MDS, non-HEIMS templates and population sample files to be returned by institutions	Institutions	Tuesday 31 March
Sample absolutely finalised by institutions (no additional samples to be added after this date)	SRC	Monday 6 April
All MDS, non-HEIMS templates and returned population sample files checked, followed up with institutions as required	SRC	Wednesday 15 April
Additional questions (MS Word) approved by institutions	Institutions	Thursday 9 April (note 10 April is Good Friday public holiday)
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	Tuesday 14 April
Additional questions scripted and online survey test link provided to institutions for testing	SRC	Friday 17 April
Additional questions survey test link approved	Institutions	Friday 24 April
Authentication survey entry opens	SRC	Tuesday 28 April
Soft launch – Online fieldwork	SRC	Tuesday 28 April
Main launch – Online fieldwork	SRC	Thursday 30 April
Telephone follow up nominated by institutions	Institutions	Monday 11 May
Course / major coding checks		
Online fieldwork - Coding queries sent to institutions	SRC	Thursday 4 June

Key milestones	Responsible	Date
Online fieldwork - Coding queries to be returned	Institutions	Tuesday 16 June
Post-fieldwork - Coding queries sent to institutions	SRC	Wednesday 17 June
Post-fieldwork - Coding queries to be returned	Institutions	Friday 19 June
Final institutional reports and data outputs		
Institutional files	SRC	End 2020 TBA
UA Reports	SRC	End 2020 TBA
National reports	SRC	End 2020 TBA

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 Research<sup>1</sup>. 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](http://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](mailto:qilt@srcentre.com.au). We will endeavour to get back to you by the next working day – even if only to acknowledge receipt of your communication.

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

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

## 2. Target audience and sample provision

### 2.1. In-scope audience and reference period

Graduates are in-scope for the 2020 GOS – May 2020 collection if:

- The course or program the graduate was studying would normally have been completed between November 2019 and February 2020 (inclusive). Please note 'completed' does not mean graduated – it refers to completion of the academic requirements of the course. Please refer to the [HEIMSHHELP website<sup>2</sup>](#) 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. Refer to <https://heimshelp.education.gov.au/resources/glossary/glossaryterm37e4> for further information.

In practical terms, the Social Research Centre uses the HEIMS variable **E358 Citizen / resident indicator** to identify offshore students during sample preparation. Refer to <https://heimshelp.education.gov.au/sites/heimshelp/files/2019-he-data-element-dictionary.pdf?v=1548973050> for further information.

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 these 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.

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).

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<sup>2</sup> <https://heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Course%20Completion>

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.

The analysis has been repeated using current GOS data and replicated the above findings. It also found an increase in institutions using the correct GOS collection period.

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.

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

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

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

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 – this is especially important in light of current discussions regarding a Performance Based Funding Model for higher education. It is accepted that there may be some institutional nuances, but it is hoped that this guidance provides sufficient clarity. **This advice is important to follow in preparation for the transition to TCSI and administration of the 2021 GOS in which completion date flexibility will no longer exist.** 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. For most institutions, the process will commence with the submission of an interim PS file to the department as per previous cycles. All non-HEIMS institutions will use the non-HEIMS template.

## Institutions with completers in January or February 2020 please note that:

Although the scope for GOS-May 2020 includes graduates who completed their studies in November 2019 to February 2020 inclusive, **records for the January and February 2020 completers to be included in GOS-May 2020 should not be submitted to the department via HEPCAT due to the transition to TCSI**. Data submission via TCSI is expected to take place for the 2021 GOS cycle.

There are three options for submitting interim PS files that contain records for January and / or February 2020 completers:

1. Submit the interim PS file in two parts, namely:
  - a). Submit records for students who completed their courses in November or December 2019 via [HEPCAT](#) and
  - b). Submit records for students who completed their course in January or February 2020 in an unvalidated or HEPCAT-validated text file to [university-statistics@education.gov.au](mailto:university-statistics@education.gov.au)
2. Email your entire GOS-May sample as a HEPCAT-validated text file to [university-statistics@education.gov.au](mailto:university-statistics@education.gov.au)
3. Email your entire GOS-May sample as an unvalidated text file to [university-statistics@education.gov.au](mailto:university-statistics@education.gov.au)

Option 1 is the preferred option by the Social Research Centre and the department. Survey managers are advised to liaise with the HEIMS team at your institution to discuss the most appropriate option.

The HEIMS team at your institution can also contact the University Statistics team at the department via [university-statistics@education.gov.au](mailto:university-statistics@education.gov.au) for further assistance.

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:

- i. submit into HEIMS via the [Higher Education Provider Client Assistance Tool](#)<sup>3</sup> (HEPCAT), OR
- ii. submit an un-validated PS file directly to the University Statistics Section at the department at [university-statistics@education.gov.au](mailto: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:

- i. 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.

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<sup>3</sup> <https://heimshelp.education.gov.au/resources/toolkits/reporting-with-hepcat>

- ii. this file can then be sent to the University Statistics Section at the department at [university-statistics@education.gov.au](mailto:university-statistics@education.gov.au).

### **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.

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

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

After the sample files are returned, the Social Research Centre will be in touch with institutions as required to discuss and resolve issues in the sample file. The dates for return of sample deliverables such as the interim PS file and final sample etc are itemised in Table 1. Note that these are the final due dates, earlier returns would allow more time for the Social Research Centre to work with institutions to resolve issues should that be required. Please note that if sample preparation involves an excessive number of iterations as part of resolving the same or similar issues, the Social Research Centre may need to discuss a fee-for-service arrangement.

#### **2.2.1. Minimum Data Set**

The MDS is only intended to be used by the small number of institutions that are unable to submit their interim PS files in time or they 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 2019 final PS file.

Instructions on how to complete the MDS is provided along with the template. Institutions are required to use the **QILT website Secure File Exchange (SFX)** when returning completed MDS to the Social Research Centre.

#### **2.2.2. Template for non-HEIMS institutions and out of cycle graduates**

There are a small number of institutions that do not submit a PS file to 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 does not work for these institutions. Non-HEIMS 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.

This template should also be used for the additional population that institution wish to include on a fee for service basis that are “out-of-cycle” (i.e. graduates who completed their studies earlier than the 2019 calendar year).

Instructions on how to complete the non-HEIMS template is provided along with the template. Institutions are required to use the **QILT website Secure File Exchange (SFX)** when returning completed non-HEIMS template to the Social Research Centre.

## 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](mailto: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:

- i. We need to confirm the in-scope graduates to be surveyed in the 2020 GOS-May collection.
- ii. 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 3 provides a summary list of the variables that institutions are required to provide. The variables are unchanged from the 2020 GOS-November and 2020 GOS-February collections.** Appendix A contains more detailed information about how to provide data for these variables.

**Table 4** lists the remaining variables that will be included in the survey sample file template. These variables have been provided for information and are unchanged from the 2020 GOS-November and 2020 GOS-February collections. **No action is required for the variables in Table 4.**

**Table 3 PS file data elements to be updated and verified by institutions**

Variable	Variable Label	Comment
Required for sample		
<b>COMPLETIONDATE</b>	Formal completion or approval date (YYYYMMDD)	Essential
<b>GRADUATESTATUS</b>	Graduate to be surveyed in this collection of GOS	Essential
Update where missing or incorrect		
<b>E402</b>	Student surname	Update
<b>E403</b>	Student given name – first	Update
<b>E314</b>	Date of birth	Update
<b>E469</b>	Residential address - <b>Suburb / Town</b>	Update
<b>E470</b>	Residential address – <b>State</b>	Update
<b>E413</b>	Address of permanent home residence – <b>Postcode</b>	Update
<b>E471</b>	Residential address - <b>Country name</b>	Update
Provide for all graduates		
<b>EMAIL1</b>	Primary email	Essential
<b>EMAIL2</b>	Secondary email	Essential
<b>EMAIL3</b>	Tertiary email	If available
<b>PHONE1</b>	Phone number (Mobile preferred)	Essential
<b>PHONE2</b>	Alternate number (if available)	If available
<b>PHONE3</b>	Alternate number (if available)	If available

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

**Table 4 PS file template data elements which require no further action**

Variable	Variable Label	Source
<b>GOSID</b>	Unique GOS student identifier	Derived
<b>E306</b>	Higher Education Provider code	HEIMS
<b>E306C</b>	Higher Education Provider name	HEIMS
<b>E313</b>	Student identification code	PS
<b>E358</b>	Citizen / resident indicator	PS
<b>E455</b>	Combined course of study indicator	CO
<b>E461</b>	Field of education code	CO
<b>E462</b>	Field of education supplementary code	CO
<b>E463</b>	Specialisation code	PS
<b>E307</b>	Course code	PS
<b>E308</b>	Course name - full	CO
<b>E308A</b>	Course name A	Derived
<b>E308B</b>	Course name B (if combined degree)	Derived
<b>EXCLUSIONS</b>	Groups that are out-of-scope for the current GOS	Derived

### 3.2.1. Late additions

Institutions wanting to include late additions of graduates in the May collection after the interim PS file has been submitted are asked to contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au) and we will forward you the MDS template to complete for the late additions only. Please refer to Table 1 for the deadlines for the MDS.

### 3.2.2. Additional population (fee-for-service)

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

In most instances, these graduates are already included in the interim PS file submission for the cycle at hand and therefore are also in the population file returned, but they would 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 2019 final PS file or the January / February 2020 completion data via TCSI, they can be added to the survey population using a MDS Template, as discussed in Section 2.2.1.

If these graduates will not be included in the 2019 final PS file or the January/ February 2020 completion data via TCSI (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 as discussed in Section 2.2.2.

Refer to 'Section 4.4 Adding additional populations' for more detail on requesting the inclusion of additional populations in the survey. Please note that additional population are excluded from national and QILT website reporting.

### 3.2.3. Using course majors for reporting

The Social Research Centre implemented a majors lookup template in the 2019 GOS to improve the quality of data for course majors. This initiative has worked well and will continue for the 2020 GOS cycle.

Only institutions that used majors in the 2020 GOS-November and 2020 GOS-February collections should use majors in the 2020 GOS-May collection. Major templates will be provided to institutions for review. We ask that institutions update the template to ensure that it is up-to-date for the 2020 GOS-May collection.

New majors from majors coding checking that have been endorsed by the institution will be added to the majors lookup template to help increase the coverage of the lookup. Institutions can choose to include or discard these updates from their majors lookup template. For the purpose of the 2020 GOS-May collection, only the newly endorsed majors from the 2020 GOS-November collection have been added due to timing of the coding checks.

Instructions on how to complete the majors lookup template can be found in the section titled **How do I complete the majors lookup template** in **Appendix A**.

## 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 ESS (refer Section 1.1).

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), and
- 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 graduate was 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 GOS questionnaire on a fee-for-service arrangement. All questions need to be reviewed for wording and conceptual overlap with existing items. The fee is calculated on an individual basis depending on the questions and requirements of the institution – arrangements are outlined in the '[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 2020 GOS – May 2020 summary timeline' for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your Participation and Additional Services form to register for additional questions. If you need this form sent to you again please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

### 4.3. Survey testing

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

Refer to 'Table 1 2020 GOS – May 2020 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 graduates who fall outside of the in-scope population for the GOS. Refer 'Section 3.2.2 Additional population' for supporting details. Further information and fees are presented in the '[Additional Populations](#)' fact sheet in the general resources section of the QILT website (log in to the Provider Portal, and click on QILT Resources).

Refer to 'Table 1 2020 GOS – May 2020 summary timeline' for the final date to nominate additional populations and to approve the population composition and number to approach. Remember to use your Participation and Additional Services form to register for additional populations. If you need this form sent to you again please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

## 5. Response maximisation

### 5.1. Basic principles

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

Institution led awareness raising and engagement activities such as use of marketing materials, media campaigns and incentives heavily support the core response maximisation activities. Supporting materials for the range of graduate engagement initiatives outlined in this section are available to survey managers through the 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 four distinct periods that dictate the use of assets and promotional activities:

- pre-survey awareness institution-branded letter, posted Tuesday 14 April at the earliest
- pre-survey awareness campaign, Monday 20 – Friday 24 April
- GOS now open messaging, Tuesday 28 April at the earliest
- last chance to complete the GOS, Monday 25 May.

Remembering of course, that current students who are completing in March through to July will be in-scope for the GOS-November collection (refer to 'Section 2.1 In-scope audience and reference period').

Engagement materials will be distributed to institutions and will include:

- Social media tiles: Artwork and copy for Facebook posts are available to be shared on institutional pages. There are ten social media captions with varying images and text, along with four captions that can be used at different time points throughout fieldwork. Please refer to the marketing pack user guide for further information on suggested timeframes and captions.
- Posters: There are four posters provided that are suitable for printing in A3 and A4 formats. The posters have the same text but different images and come in three different formats. Please choose the file type that best suits your situation.
- Web tiles: Multiple sizes of web tiles (MREC, Leaderboard, Skyscraper) featuring GOS branding and messaging.
- Lecture slides: Three lecture slides have been provided for use in lectures and tutorials. Some explanatory text for lecturers has been included in the user guide. A set of co-branded slides has also been provided so institutions can include their branding or tailor messaging.
- Pull up banners: Three pull up banners with varying images have been provided in high resolution format. The banners are suitable for professional printing and are recommended for display around campus or graduation events.

### 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 – please liaise with your Alumni team. Most institutions should have the facilities to conduct this in-house and it is recommended that institutions begin to organise this early. Signatories such as the Vice Chancellor or faculty heads can be expected to have the biggest impact. 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 2020 GOS – May 2020 summary timeline' for the final date to propose variations to the engagement activity plan.

**Table 5 Standard 2020 GOS – May 2020 Engagement Activity Plan**

The Social Research Centre	How institutions can help
<b>In the lead-up to the launch: 14 April – Awareness Campaign</b>	
	<ul style="list-style-type: none"> <li>• Send awareness letter from your institution to all in-scope selections with the aim of the mail to land during the week of 20 April. Primary approach letters and emails are effective in terms of legitimacy and can be carried out in-house (Refer to <b>GOS Awareness letter</b> and <b>institutional hardcopy mail out fact sheet in the Communications and Marketing Pack</b>).</li> <li>• Display pull up banners at alumni or graduation events (Refer to pull up banners)</li> </ul>
<b>In the lead-up to the launch: 20 – 24 April – Awareness Campaign</b>	
	<ul style="list-style-type: none"> <li>• Create a web presence for GOS (or update a previous GOS information page) on institutional website under 'current surveys' or similar.</li> <li>• Send an email to staff alerting to GOS participation and encourage use of in-class slides for first year post graduate classes (Refer to GOS to Staff email and Awareness, lecture slides);</li> <li>• Send an email from the Vice Chancellor to graduates advising of the GOS. (Refer to GOS to graduates email);</li> <li>• Use your institution's Social Media platforms to promote the survey (e.g. Facebook, Twitter). Refer to marketing user guide for social media tiles, suggested timings and captions or <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>;</li> <li>• Upload webtiles to your institution's alumni page or website for the duration of the fieldwork period (Refer to Webtiles);</li> <li>• Advertise the GOS in alumni newsletters (or similar) (Refer to Posters, Webtiles, or Slides);</li> <li>• Ensure whitelisting strategies are in place.</li> </ul>

Online survey launch: Week commencing 28 April – Open Campaign	
<p><b>Thursday 30 April</b> Email invitation will be sent to all graduates sampled for inclusion in the GOS</p> <p><b>Saturday 2 May</b> The Social Research Centre Reminder email #1</p>	<ul style="list-style-type: none"> <li>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</li> </ul>
Week commencing Monday 4 May – Open Campaign	
<p><b>Monday 4 May</b> The Social Research Centre Reminder email #2</p> <p><b>Thursday 7 May</b> The Social Research Centre Reminder email #3</p>	<ul style="list-style-type: none"> <li>Post a reminder on your institution's alumni page or website</li> <li>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 (see GOS Marketing pack user guide for suggested caption and social media tiles).</li> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> </ul>
Week commencing Monday 11 May – Open Campaign	
<p><b>Monday 11 May</b> The Social Research Centre Reminder email #4</p> <p><b>Friday 15 May</b> The Social Research Centre Reminder email #5</p>	<ul style="list-style-type: none"> <li>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 (see GOS Marketing pack user guide for suggested caption and social media tiles).</li> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (Refer to <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</li> <li>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).</li> </ul>
Week commencing Monday 18 May – Open Campaign	
<p><b>Monday 18 May</b> The Social Research Centre Reminder email #6</p> <p><b>Friday 22 May</b> The Social Research Centre Reminder email #7</p>	<ul style="list-style-type: none"> <li>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 <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>);</li> <li>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).</li> </ul>
Week commencing Monday 25 May – Closing Campaign	
<p><b>Monday 25 May</b> The Social Research Centre Reminder email #8</p> <p><b>Thursday 28 May</b> The Social Research Centre Reminder email #9</p>	<ul style="list-style-type: none"> <li>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 (see GOS Marketing pack user guide for suggested caption and social media tiles).</li> <li>Check to see if your institution has any prize winners on the QILT Facebook page and share this if so Refer to <a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>;</li> <li>Post a reminder on your alumni page or website.</li> </ul>

## 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 2020 GOS-May collection (noting that a soft launch with the NUHEI population will occur two days earlier); as such the reminder schedule will be uniform across all institutions. Prior to each communication the Social Research Centre will remove graduates who have completed the survey or opted out of further follow up from email communications.

The reminder schedule is based on sound operational experience, and has been used across various trial surveys, as well as the SES with success. Given that centralisation of data collection for the GOS is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated unless there are especially unique circumstances and will involve an approval process with the department. The GOS sample collects up to four email address. The first 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 and prize draw dates are outlined in Table 6. In compliance with the Australian Privacy Principles and the SPAM Act, all emails and SMS have the functionality for recipients to unsubscribe.

**Table 6** 2020 GOS – May 2020 Response Maximisation Activities

Activity	Date (2020)
Fieldwork starts / email invite sent - NUHEI	Tuesday 28 April
Fieldwork starts / email invite sent - Uni	Thursday 30 April
Email reminder 1 preparation and sending (Email 1 and Email 2)	Saturday 2 May
Email reminder 2 preparation and sending	Monday 4 May
PRIZE DRAW 1 CLOSE	Monday 4 May (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 6 May

Email reminder 3 preparation and sending + in-field telephone reminders start	Thursday 7 May
Email reminder 4 preparation and sending + SMS 1	Monday 11 May
PRIZE DRAW 2 CLOSE	Monday 11 May (11:59pm)
PRIZE DRAW 2 CONDUCTED	Wednesday 13 May
Email reminder 5 preparation and sending	Friday 15 May
Email reminder 6 preparation and sending + SMS 2	Monday 18 May
Open up email reminders to Email 3 and Email 4 if available	Monday 18 May
PRIZE DRAW 3 CLOSE	Monday 18 May (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 20 May
Email reminder 7 preparation and sending	Friday 22 May
Email reminder 8 preparation and sending	Monday 25 May
PRIZE DRAW 4 CLOSE	Monday 25 May (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 27 May
Email reminder 9 preparation and sending (if required)	Thursday 28 May
Online collection closes	Sunday 31 May

### 5.6.2. Whitelisting and spam mitigation

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

- 'Whitelist' emails from the following domain: [srcentre.com.au](mailto:srcentre.com.au).
- The return-path is '[research.srcentre.com.au](mailto:research.srcentre.com.au)'.
- It can also help to whitelist the actual email address: [goss@srcentre.com.au](mailto:goss@srcentre.com.au).
- Whitelist server name that email originates from. Hostname ending in '[emdbms.com](mailto:emdbms.com)'.

Other useful information:

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

Examples of relevant mail headers:

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

Email subject headings (indicative text below)<sup>4</sup>:

- 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 closes tonight.
- Reminder 3: Graduate Outcomes Survey– Help improve your institution.
- Reminder 4: Graduate Outcomes Survey– You could win \$1,000 for your feedback.
- Reminder 5: Graduate Outcomes Survey – 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 closes 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 graduates who have not responded by either completing or opting out of the 2020 GOS-May collection receive a reminder call from the Social Research Centre during the online fieldwork period. Typically calls would commence from approximately the second week in field depending on methodological and operational learnings and requirements. Reminder calls are short calls to graduates reminding them to go online and complete the survey and confirming or updating the best email address to send the survey link to. These reminder calls will be targeting graduates in cells or institutions that traditionally perform poorly. Between one and two calls are made and a voice mail left if possible. The provision of updated telephone numbers (preferably mobile) will greatly increase the effectiveness of these reminder calls. Additional online completes as a result of a reminder call will be reported nationally and on the QILT website. If your institution chooses to provide telephone numbers, it is considered that your institution consents to graduates receiving reminder calls.

### **5.6.5. Incentivisation**

All completing graduates will be entered into a rolling prize draw in the 2020 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 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

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<sup>4</sup> The Social Research Centre may vary subject headings depending on needs arising during fieldwork.

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](http://www.srcentre.com.au/gostcsb) (this will be updated prior to the 2020 GOS-May fieldwork). The link to the terms and conditions will be inserted into email activity sent to graduates and can be included on a webpage presence. The key prize draw dates are included at Table 6.

## 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 2020 GOS – May 2020 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](mailto: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 via the QILT Reporting Module, 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, faculty, campus, undergraduate / postgraduate and domestic / international status
- the capacity to download a csv file of survey progress for each graduate and analyse by domestic / international, gender, course code, Field of Education, study area, faculty, course level and campus, providing the flexibility to create tables or charts in Excel
- the capacity to monitor completion status (completes, partial completes, disqualified).

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

The following deliverables will be provided to institutions at the end of data processing for the 2020 GOS-May collection.

### 7.1. Benchmarking data file

Benchmarking data files are time series national data files, with data going back to the start of GOS (2016) and are distributed to institutions according to the data sharing agreement between universities that has been coordinated by Universities Australia (UA). These files contain respondent level data from all universities that signed up to the data sharing agreement. **The files do not contain data from NUHEIs and universities that are not UA members, and therefore will not sum to the data published in the GOS National Report.** The files also do not include institution specific fee-for-service items described above. Only 'members' of UA receive a copy of the UA data file. To receive benchmarking data files, an institutional representative is required to apply for the file by completing the department's standard data request form which is available from the QILT website. Data releases are compliant with the privacy requirements of the Higher Education Support Act 2003 (HESA). Release date of the UA data files and the UA Tableau file described below is set at the discretion of the department.

### 7.2. Institutional data file

Once the survey data from the 2020 GOS-May collection are processed, a time series file with data going back to the start of GOS (2016) is made available to each institution. This file contains records and data items specific to the institution, which includes fully completed surveys, partially completed surveys and the fee-for-service items where applicable, namely:

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

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

### 7.3. Tableau packaged workbooks

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

The Tableau packaged workbooks containing institutional data are released at the same time as the institution specific data files; the Tableau packaged workbooks containing UA data are released at the same time as the UA data files. Additional population and CATI completed survey data can be viewed from the Tableau packaged workbooks by selecting the appropriate filters. Institution specific non-GOQ data items are not included in Tableau packaged workbooks.

## 7.4. Verbatim responses

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

## 7.5. Student Contact file (Alumni)

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

# Appendix A Variables requiring institution'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)

GRADUATESTATUS allows you to flag records for exclusion from current collection 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 telephone contacts. **Providing a main number and an alternate number increases our chances of getting through to the graduate and achieving a completed interview**, but please do not provide the emergency contact number for the graduate. **The graduate telephone numbers are also used when seeking to contact the graduate as part of bridging to the ESS.**

## 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. If the graduate chooses to change or add their major they will first be presented with list of majors for their course populated from the institution supplied majors lookup template. Graduates can provide a verbatim response if they do not find their expected from this list. 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. Major changes added from the 'majors coding checks file' will be included in the major lookup template for review in the next survey round.

### **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 to be surveyed on majors or surveyed on course. For double degrees, both course components should be flagged and it is important that the correct option is flagged separately in E308A\_MAJFLAG and E308B\_MAJFLAG. For example, if one of the components of the double degree has no majors, this component needs to be flagged as ‘Course’.
4. Institutions using majors will receive an additional majors lookup template where they can list all permissible majors for each course at their institution for survey execution. Please see details on pages 28 and 29 on how to complete the majors template.

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

#### For single degrees:

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

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

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

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

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

### For double degrees:

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

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

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

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

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

### Here is an example:

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

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

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

**Step 1:** Indicate using **E308A\_MAJFLAG** (and **E308B\_MAJFLAG** as well for combined degrees) whether the graduate is to be surveyed on majors or surveyed on course. Select 'Major' 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 to be surveyed on majors or surveyed on course. Select 'Course' where the courses / graduates have no majors. It is important that these two fields are filled in separately for double degrees, as it is possible for only one component of the double degree to have majors.

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

**Step 3:** Indicate in the **majors lookup 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 lookup template**

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

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

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

### Action required from you:

1. Please ensure that all relevant courses for the May 2020 collection are included in the template.
2. **New step: Majors that have been supplied by students and endorsed by institutions during the major checking process from the 2020 GOS-November collection will be added to your pre-populated majors lookup template for the 2020 GOS-May collection. These records will be marked in the column 'From coding checks'. Please review these entries and delete if you do not want to retain them in the lookup template.**
3. For the pre-populated templates, there may be courses which were not included in the previous rounds GOS but are now relevant for the 2020 GOS-May, please add these to the template. **We also ask that you do not delete records from the pre-populated template unless the information was incorrect or if the majors/ courses are no longer relevant for future GOS (i.e. there will be no more graduates coming through those courses).**
4. 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.
5. For the double degrees, please ensure that you provide all permissible majors for each component of the degree. This is important because graduates will be allowed to edit the majors for each component of the course independently in the survey, and hence the Social Research Centre need to pipe in the correct drop-down selections for each component of the double degree. There are two ways you can do this in the template:

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

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

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

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

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

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

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

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

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

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

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

### **How do I complete the majors lookup 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 lookup template to the Social Research Centre**

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

## Appendix B Exclusions from the GOS

### Exclusions (previously SampleFrame)

Graduates are in-scope for the 2020 GOS – May collection if:

- the course or program the student was studying would normally have been completed between August and October 2019 (inclusive). Please refer to the [HEIMSHelp website<sup>5</sup>](#) for further guidance if required
- the sample member was a domestic student or international student who completed their studies at an onshore campus.

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 collection of GOS with the same course code, matched on E306, E313 and E307 (Exclusions=10); or that have previously appeared in the current GOS reporting year, matched on E306 and E313 (Exclusions=11).

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).

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<sup>5</sup> <https://heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Course%20Completion>

## Appendix C Study areas by field of education

Study Area 21		Study Area 45		Field of Education
0	Non-award	0	Non-award	0
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing and Information Systems	5	Computing & Information Systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering - Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering - Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering - Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering - Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering - Aerospace	031500, 031501, 031503, 031505, 031507, 031599

Study Area 21		Study Area 45		Field of Education
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	61701
		24	Occupational Therapy	61703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	70101
		27	Teacher Education - Primary & Secondary	070103, 070105

Study Area 21		Study Area 45		Field of Education
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
		15	Humanities, culture and social sciences	33
34	Humanities incl. History & Geography			090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
35	Language & Literature			091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799

Study Area 21		Study Area 45		Field of Education
21	Tourism, Hospitality, Personal Services, Sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality & Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

# Appendix 2      Participating institutions

## Participating institutions

Provider code	Universities		Approached Sample (n)			
	Institution name		Nov '19	Feb '20	May '20	Total
1019	James Cook University		1,396	307	2,263	3,966
1034	Murdoch University		837	289	1,911	3,037
1055	The University of Western Australia		2,055	206	4,151	6,412
1058	The University of Wollongong		1,593	-	4,029	5,622
2154	Federation University Australia		849	147	1,846	2,842
2177	Swinburne University of Technology		2,353	-	4,130	6,483
2200	Central Queensland University		2,281	57	1,409	3,747
2201	the University of Southern Queensland		1,048	-	2,162	3,210
2235	Edith Cowan University		1,727	400	3,045	5,172
2236	Curtin University		3,000	-	5,177	8,177
2241	The University of Canberra		1,018	-	2,412	3,430
3001	Charles Darwin University		242	178	886	1,306
3003	Bond University		588	564	577	1,729
3004	Western Sydney University		2,537	-	5,586	8,123
3005	Charles Sturt University		3,652	692	4,514	8,858
3006	The Australian Catholic University		1,488	-	5,619	7,107
3007	Victoria University		1,730	331	3,163	5,224
3010	The University of Adelaide		1,927	320	3,924	6,171
3013	The University of New South Wales		3,667	3,340	8,014	15,021
3014	The University of Newcastle		1,321	-	4,502	5,823
3016	The University of Technology Sydney		4,749	-	7,387	12,136
3019	The University of Queensland		5,192	127	8,387	13,706
3020	La Trobe University		2,312	428	5,642	8,382
3025	Macquarie University		3,665	431	5,722	9,818
3027	The University of South Australia		1,486	-	4,685	6,171
3029	Flinders University		1,688	421	3,574	5,683
3030	Deakin University		4,694	-	7,396	12,090
3032	Griffith University		4,090	-	5,617	9,707
3033	The Australian National University		3,105	333	4,018	7,456
3034	RMIT University		4,024	-	9,358	13,382
3035	Monash University		7,707	-	12,989	20,696
3036	The University of Melbourne		6,535	1,532	13,324	21,391
3038	Southern Cross University		864	825	1,640	3,329
3039	The University of New England		1,091	1,558	1,133	3,782
3040	The University of Sydney		3,730	-	16,113	19,843
3042	Queensland University of Technology		3,243	-	7,660	10,903
3043	The University of the Sunshine Coast		960	147	1,748	2,855
3044	The University of Notre Dame Australia		478	-	1,962	2,440
3045	The University of Tasmania		3,045	312	5,836	9,193
4331	The University of Divinity		9	5	423	437

Provider code	Non-University Higher Education Institutions Institution name	Approached Sample (n)			
		Nov '19	Feb '20	May '20	Total
2170	Marcus Oldham College	-	-	89	89
2252	Avondale University College	-	-	213	213
4332	Sydney College of Divinity	-	-	224	224
4333	Christian Heritage College	41	-	95	136
4334	Tabor College of Higher Education	18	-	131	149
4335	The Australian College of Theology	265	4	536	805
4336	Australian College of Applied Psychology (Navitas Institute)	202	251	426	879
4337	Eastern College Australia	8	-	31	39
4338	Moore Theological College	-	-	85	85
4339	The Holmes Institute	44	1,309	488	1,841
4343	The Australian Institute of Music	78	63	70	211
4346	Excelsia College	31	2	39	72
4347	The Australian College of Christian Studies	-	-	18	18
4352	The Australian College of Physical Education	20	-	62	82
4355	Adelaide College of Divinity	-	-	35	35
4359	The College of Law	1,297	1,743	1,660	4,700
4360	Perth Bible College	4	-	12	16
4361	Endeavour College	-	-	440	440
4362	International College of Hotel Management	83	-	-	83
4363	Melbourne Polytechnic	93	7	156	256
4366	Box Hill Institute	14	-	109	123
4367	Melbourne Institute of Technology	538	29	436	1,003
4368	Campion College Australia	-	-	32	32
4371	SAE Institute and Qantm College	258	-	662	920
4375	Think Education Group	111	77	176	364
4377	UOW College	32	-	94	126
4380	Insearch	612	214	878	1,704
4381	International College of Management, Sydney	197	84	264	545
4383	Holmesglen	63	7	209	279
4384	Kaplan Business School	651	-	362	1,013
4386	Macleay College	23	15	52	90
4388	Australian Academy of Music and Performing Arts	7	-	14	21
4393	MIECAT	11	35	33	79
4394	William Angliss Institute	61	-	99	160
4395	Adelaide Central School of Art	-	-	27	27
4396	LCI Melbourne	-	-	44	44
4401	The Whitehouse Institute	-	-	95	95
4402	Leo Cussen Centre for Law	270	-	201	471
4405	The Australian Institute of Professional Counsellors	7	-	18	25
4406	Canberra Institute of Technology	-	-	35	35
4407	Alphacrucis College	127	-	274	401
4411	Stott's Colleges	26	-	28	54
4412	Morling College	-	-	38	38
4419	The National Art School	-	-	128	128
4420	Kent Institute Australia	39	101	114	254
4421	Le Cordon Bleu Australia	66	-	70	136

4424	Kaplan Higher Education	244	-	234	478
4425	Australian Institute of Business	534	218	449	1,201
4428	Nan Tien Institute	-	27	-	27
4434	Wentworth Institute of Higher Education	37	-	78	115
4450	TAFE Queensland	17	-	43	60
4451	King's Own Institute	934	-	378	1,312
4455	SP Jain School of Management	130	-	-	130
4458	Australian Institute of Management Education and Training	100	44	83	227
4464	Australian College of Nursing	342	170	362	874
4468	South Metropolitan TAFE	4	-	-	4
4469	Engineering Institute of Technology	-	-	6	6
6043	The Cairnmillar Institute School	11	-	101	112
6044	BBI - The Australian Institute of Theological Education	38	74	35	147
6045	ISN Psychology	7	3	48	58
7001	College of the Arts	-	-	174	174
7014	The Jazz Music Institute	-	-	22	22
7035	Photography Studies College (Melbourne)	2	-	40	42
7073	Chisholm Institute of TAFE	-	-	35	35
7075	TAFE NSW	90	-	249	339
7116	Study Group Australia	90	27	-	117
7124	The Academy of Information Technology	115	66	16	197
7221	VIT (Victorian Institute of Technology)	-	81	128	209
7338	TAFE SA	5	-	25	30
7660	Health Education & Training Institute	11	-	25	36
8071	North Metropolitan TAFE	-	9	-	9

## **Appendix 3      Survey invitations and reminders**

# 2020 Graduate Outcomes Survey (GOS) – November ‘19

## Email and SMS Plan: Invitation and reminder text

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## 1.1 Footer

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- QILT Logo – ([www.qilt.edu.au](http://www.qilt.edu.au))
- Social Research Centre Logo – ([www.srcentre.com.au](http://www.srcentre.com.au))
- Department of Education Logo (if included) – ([www.education.gov.au](http://www.education.gov.au))
- Privacy – (<https://srcentre.com.au/research-participants#privacy>)
- Prize Draw T&Cs – (<https://www.srcentre.com.au/gostcs>)
- FAQs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey>)
- Official Site – ([www.gos.edu.au](http://www.gos.edu.au))

## 1.2 Authentication Message – Tue 29 Oct



IMAGE: J

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 %%E306CTXT\*\*your institution%% through the Graduate Outcomes Survey.

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

To start the survey, please click the button below:

**START SURVEY NOW**(%%srvylink%%)

**The Graduate Outcomes Survey is the largest Australian study of graduates** and part of the Quality Indicators for Learning and Teaching (QILT) {HYPERLINK: [www.qilt.edu.au](http://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 4 November to 25 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 having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.gos.edu.au](http://www.gos.edu.au), click 'start survey' and enter your unique login details as below.

Username: %%Username%%

Password: %%Password%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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



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## 1.3 INVITATION – Tue 29 Oct / Thu 31 Oct



IMAGE: J

NOTE: Gender match image for invitation

Graduate Outcomes Survey – Share your experiences to help future students

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

Congratulations on the completion of your %%QualName\*\*qualification%% with %%E306CTXT\*\*your institution%%. As a recent graduate, we would like feedback on your %%Course\*\*course%% through the Australian Government's Graduate Outcomes Survey.

Please spend %%IntLength\*\*10%% minutes sharing your experiences. All your responses will be kept confidential.

To start the survey please click the button below:

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

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

The Graduate Outcomes Survey measures employment and study outcomes and gathers feedback that %%providertype\_name\*\*institutions%% can use to improve %%Course\*\*course%%s 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.

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

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.  
<%%srvylink%%>



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## 1.4 REMINDER 1 – Sat 2 Nov



IMAGE: H

Graduate Outcomes Survey – Your feedback is important

Dear **graduate**,

**ALL:**

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

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

To complete the survey, please click the button below:

**TAKE THE SURVEY**([%%srvylink%%](#))

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

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

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.  
[%%srvylink%%](#)



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## 1.5 REMINDER 2 – Mon 4 Nov



IMAGE: C

Graduate Outcomes Survey – Prize draw closes tonight

Dear %E403\*\*graduate%%,

**ALL:**

As a recent graduate of %E306CXT\*\*your institution%% we would be very grateful if you could spare %%IntLength\*\*10%% minutes out of your busy schedule to complete the Graduate Outcomes Survey. Over the past four years, %%providertype\_name\*\*institutions%% have used the findings to help improve %%Course\*\*course%%s, student services and campus facilities — all thanks to feedback from graduates like you.

**Remember, complete the survey by tonight, Monday 4 November to have four chances to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

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

Graham Challice  
Executive Director  
The Social Research Centre

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



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## 1.6 REMINDER 3 – Thu 7 Nov



IMAGE: A

Graduate Outcomes Survey – Help improve %E306CTXT\*\*Your institution%%

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

**ALL:**

I understand you may be busy, but it is really important that you complete the Graduate Outcomes Survey since you are from a unique group of graduates who studied the %%QualName\*\*qualification%% at %E306CTXT\*\*your institution%%.

In the past, %%providertype\_name\*\*institutions%% have used Graduate Outcomes Survey 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.

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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



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## 1.7 REMINDER 4 – Mon 11 Nov



IMAGE: B

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

Dear %E403\*\*graduate%%,

*ALL:*

We would be very grateful if you could take %%IntLength\*\*10%% minutes to provide feedback on your %%QualName\*\*qualification%% in the Graduate Outcomes Survey. Without your important feedback, future students won't know what it's like to study at %%E306CTXT\*\*your institution%%.

**Remember, complete the survey by tonight, Monday 11 November to have three chances to win \$1,000.**

To complete the survey, please click the button below:

**[TAKE THE SURVEY\(%%srvylink%%\)](#)**

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

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.  
[%%srvylink%%](#)



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## 1.8 SMS 1 – Mon 11 Nov

**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 %%srlylink\_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 %%srlylink\_sms%% Reply STOP to optout

## 1.9 REMINDER 5 – Fri 15 Nov



IMAGE: E

Graduate Outcomes Survey – Your insights can benefit future students

Dear %E403\*\*graduate%>,

**ALL:**

The Graduate Outcomes Survey measures employment and study outcomes and gathers feedback that %E306CTXT\*\*your institution% can use to improve %%Course\*\*course%%s and outcomes for future students.

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

Please spend %%IntLength\*\*10%% minutes sharing your experiences.

**TAKE THE SURVEY**(%%srvylink%%)

**Complete the survey by Monday 18 November to have two chances 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.

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

Graham Challice  
Executive Director  
The Social Research Centre

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



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## 1.10 REMINDER 6 – Mon 18 Nov



IMAGE: I

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 Graduate Outcomes Survey are the reason %%providertype\_name\*\*institutions%% have been able to respond to survey feedback and improve career resources and develop students' work readiness.

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

To complete the survey, please click the button below:

**TAKE THE SURVEY(%%srvylink%%)**

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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



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## 1.11 SMS 2 – Mon 18 Nov

### **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 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 and join other graduates in the largest national study of education %%srvylink\_sms%% Reply STOP to optout

## 1.12 REMINDER 7 – Fri 22 Nov



IMAGE: D

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

Dear %E403\*\*graduate%,

**ALL:**

We appreciate that you are busy, but the Australian Government still wants to hear from you, so they can better understand employment and further study outcomes of graduates.

Have your say and join other graduates in the largest national study of higher education.

**TAKE THE SURVEY**(%%srvylink%%)

**Complete the survey by Monday 25 November 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.

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

Graham Challice  
Executive Director  
The Social Research Centre

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



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## 1.13 REMINDER 8 – Mon 25 Nov

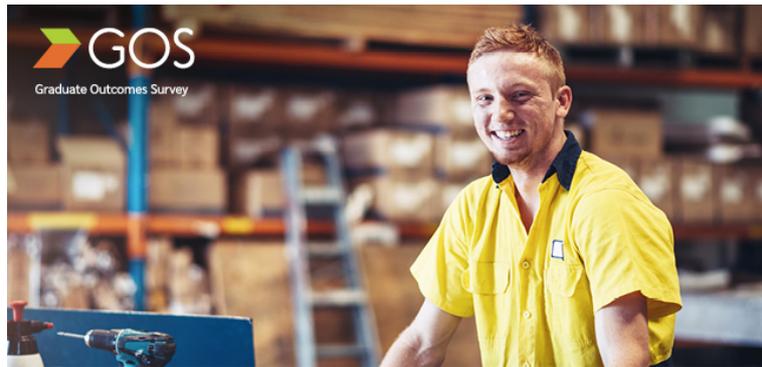


IMAGE: G

Graduate Outcomes Survey – Final prize draw closes tonight

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

**ALL:**

This is now the last week for the Graduate Outcomes Survey. You are from a unique group of graduates who studied the %%QualName\*\*qualification%% at %%E306CTXT\*\*your institution%% and we would be very grateful if you could spare %%IntLength\*\*10%% minutes to complete the survey.

**Complete by tonight, Monday 25 November, to be part of the final prize draw to win \$1,000.**

**[TAKE THE SURVEY\(%%srvylink%%\)](#)**

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

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.  
[%%srvylink%%](#)



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## 1.14 REMINDER 9 – Thu 28 Nov



IMAGE: F

Graduate Outcomes Survey – Final chance to complete

Dear %E403\*\*graduate%%,

**ALL:**

This is the very last email we will send you about the Graduate Outcomes Survey, 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 %IntLength\*\*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.

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

We know we've sent several emails over the past month, your feedback is valuable to the research. Thank you for your time and we wish you all the best in your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

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



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## 1.15 CATI Reminder (in-field)



IMAGE: J

Graduate Outcomes Survey – Invitation to complete online

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

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

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

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.gos.edu.au](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 Graduate Outcomes Survey is the only source of national data on graduate satisfaction with their %%Course\*\*course%%. By sharing your thoughts and experiences you can help improve %%Course\*\*course%%s for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of \$1,000. Prize draws close each Monday from 4 November to 25 November - 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!**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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



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



IMAGE: J

Graduate Outcomes Survey – Invitation to complete online

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

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

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

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.gos.edu.au](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 Graduate Outcomes Survey is the only source of national data on graduate satisfaction with their %%Course\*\*course%%. By sharing your thoughts and experiences you can help improve %%Course\*\*course%%s for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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

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# 2020 Graduate Outcomes Survey (GOS) – February

## Email and SMS Plan: Invitation and reminder text

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- QILT Logo – ([www.qilt.edu.au](http://www.qilt.edu.au))
- Social Research Centre Logo – ([www.srcentre.com.au](http://www.srcentre.com.au))
- Department of Education Logo (if included) – ([www.education.gov.au](http://www.education.gov.au))
- Privacy – (<https://srcentre.com.au/research-participants#privacy>)
- Prize Draw T&Cs – (<https://www.srcentre.com.au/gostcs>)
- FAQs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey>)
- Official Site – ([www.gos.edu.au](http://www.gos.edu.au))

## 1.2 Authentication Message – Wed 29 Jan



IMAGE: J

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 %%E306CTXT\*\*your institution%% through the Graduate Outcomes Survey.

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

To start the survey, please click the button below:

**START SURVEY NOW**(%%srvylink%%)

**The Graduate Outcomes Survey is the largest Australian study of graduates** and part of the Quality Indicators for Learning and Teaching ([QILT](http://www.qilt.edu.au)) {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 3 February to 24 February - there's \$6,000 in prizes to be won in total. The earlier you submit your survey the more chances you have of winning the weekly prize!**

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

Username: %%Username%%

Password: %%Password%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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

%%srvylink%%

## 1.3 INVITATION – Wed 29 Jan / Thu 30 Jan



IMAGE: J

Graduate Outcomes Survey – Share your experiences to help future students

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

Congratulations on the completion of your %%QualName\*\*qualification%% with %%E306CTXT\*\*your institution%%. As a recent graduate, we would like feedback on your %%Course\*\*course%% through the Australian Government's Graduate Outcomes Survey.

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

To start the survey please click the button below:

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

**Complete the survey by Monday 3 February to have four chances to win \$1,000.**

The Graduate Outcomes Survey measures employment and study outcomes and gathers feedback that %%providertype\_name\*\*institutions%% can use to improve %%Course\*\*course%%s 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.

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.4 REMINDER 1 – Sat 1 Feb



IMAGE: H

Graduate Outcomes Survey – Your feedback is important

Dear **graduate**,

**ALL:**

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

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

To complete the survey, please click the button below:

***TAKE THE SURVEY*** ([%%srvylink%%](#))

**Complete the survey by Monday 3 February to have four chances to win \$1,000.**

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

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.  
[%%srvylink%%](#)

## 1.5 REMINDER 2 – Mon 3 Feb



IMAGE: C

Graduate Outcomes Survey – Prize draw closes tonight

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

**ALL:**

As a recent graduate of %%E306CXT\*\*your institution%% we would be very grateful if you could spare %%IntLength\*\*15%% minutes out of your busy schedule to complete the Graduate Outcomes Survey. Over the past four years, %%providertype\_name\*\*institutions%% have used the findings to help improve %%Course\*\*course%%s, student services and campus facilities — all thanks to feedback from graduates like you.

**Remember, complete the survey by tonight, Monday 3 February to have four chances to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY(%%srvylink%%)**

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.6 REMINDER 3 – Thu 6 Feb



IMAGE: A

Graduate Outcomes Survey – Help improve your institution

Dear graduate,

**ALL:**

I understand you may be busy, but it is really important that you complete the Graduate Outcomes Survey since you are from a unique group of graduates who studied the qualification at your institution.

In the past, institutions have used Graduate Outcomes Survey 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.

To complete the survey, please click the button below:

**[TAKE THE SURVEY](#)**

**Complete the survey by Monday 10 February to have three chances to win \$1,000.**

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.7 REMINDER 4 – Mon 10 Feb



IMAGE: B

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

Dear %E403\*\*graduate%%,

*ALL:*

We would be very grateful if you could take %%IntLength\*\*15%% minutes to provide feedback on your %%QualName\*\*qualification%% in the Graduate Outcomes Survey. Without your important feedback, future students won't know what it's like to study at %%E306CTXT\*\*your institution%%.

**Remember, complete the survey by tonight, Monday 10 February to have three chances to win \$1,000.**

To complete the survey, please click the button below:

**[TAKE THE SURVEY\(%%srvylink%%\)](#)**

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

Graham Challice  
Executive Director  
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.  
[%%srvylink%%](#)

## 1.8 SMS 1 – Mon 10 Feb

### **NOT PARTIAL:**

Hi %E403\*\*graduate%, a note from the Social Research Centre on behalf of the Dept of Education that the GOS is still open! Please check your email and join other Australian graduates in the largest national study of education %srylink\_sms% For more info call 1800 055 818 Reply STOP to optout

### **PARTIAL:**

Hi %E403\*\*graduate%, a note from the Social Research Centre on behalf of the Dept of Education that if you've started the GOS to please complete your survey as part of Australia's largest national study of education %srylink\_sms% For more info call 1800 055 818 Reply STOP to optout

## 1.9 REMINDER 5 – Fri 14 Feb



IMAGE: E

Graduate Outcomes Survey – Your insights can benefit future students

Dear %E403\*\*graduate%%,

**ALL:**

The Graduate Outcomes Survey measures employment and study outcomes and gathers feedback that %E306CTXT\*\*your institution%% can use to improve %%Course\*\*course%%s and outcomes for future students.

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

Please spend %%IntLength\*\*15%% minutes sharing your experiences.

**TAKE THE SURVEY**(%%srvylink%%)

**Complete the survey by Monday 17 February to have two chances to win \$1,000.**

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.10 REMINDER 6 – Mon 17 Feb



IMAGE: I

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 Graduate Outcomes Survey are the reason %%providertype\_name\*\*institutions%% have been able to respond to survey feedback and improve career resources and develop students' work readiness.

**Complete the survey by tonight, Monday 17 February to have two chances to win \$1,000.**

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.11 SMS 2 – Mon 17 Feb

**NOT PARTIAL:**

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

## 1.12 REMINDER 7 – Fri 21 Feb



IMAGE: D

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

Dear %E403\*\*graduate%,

**ALL:**

We appreciate that you are busy, but the Australian Government still wants to hear from you, so they can better understand employment and further study outcomes of graduates.

Have your say and join other graduates in the largest national study of higher education.

**TAKE THE SURVEY**(%%srvylink%%)

**Complete the survey by Monday 24 February 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. Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.13 REMINDER 8 – Mon 24 Feb



IMAGE: G

Graduate Outcomes Survey – Final prize draw closes tonight

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

**ALL:**

This is now the last week for the Graduate Outcomes Survey. You are from a unique group of graduates who studied the %%QualName\*\*qualification%% at %%E306TXT\*\*your institution%% and we would be very grateful if you could spare %%IntLength\*\*15%% minutes to complete the survey.

**Complete by tonight, Monday 24 February, to be part of the final prize draw to win \$1,000.**

***TAKE THE SURVEY***(%%srvylink%%)

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.14 REMINDER 9 – Thu 27 Feb



IMAGE: F

Graduate Outcomes Survey – Final chance to complete

Dear %E403\*\*graduate%%,

**ALL:**

This is the very last email we will send you about the Graduate Outcomes Survey, 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 %IntLength\*\*15%% minutes sharing your ideas, we can go a long way to helping %%providertype\_name\*\*institutions%% best prepare their graduates for work and further study.

To complete the survey, please click the button below:

**TAKE THE SURVEY(%%srvylink%%)**

We know we've sent several emails over the past month, your feedback is valuable to the research. Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.15 CATI Reminder (in-field)



IMAGE: J

Graduate Outcomes Survey – Invitation to complete online

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

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

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

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.gos.edu.au](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 Graduate Outcomes Survey is the only source of national data on graduate satisfaction with their %%Course\*\*course%%. By sharing your thoughts and experiences you can help improve %%Course\*\*course%%s for students in the future.

**As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of \$1,000. Prize draws close each Monday from 3 February to 24 February - 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!**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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

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



IMAGE: J

Graduate Outcomes Survey – Invitation to complete online

Dear %E403\*\*graduate%%,

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

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

To complete the survey, please click the button below:

**TAKE THE SURVEY**(%srvylink%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.gos.edu.au](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 Graduate Outcomes Survey is the only source of national data on graduate satisfaction with their %Course\*\*course%. By sharing your thoughts and experiences you can help improve %Course\*\*course%'s for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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

# 2020 Graduate Outcomes Survey (GOS) – May

## Email and SMS Plan: Invitation and reminder text

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## 1.1 Footer

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- Social Research Centre Logo – ([www.srcentre.com.au](http://www.srcentre.com.au))
- Department of Education Logo (if included) – ([www.education.gov.au](http://www.education.gov.au))
- Privacy – (<https://srcentre.com.au/research-participants#privacy>)
- Prize Draw T&Cs – (<https://www.srcentre.com.au/gostcs>)
- FAQs – (<https://www.srcentre.com.au/our-research/graduate-outcomes-survey>)
- Official Site – ([www.gos.edu.au](http://www.gos.edu.au))

## 1.2 Authentication Message



IMAGE: J

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 %%E306CTXT\*\*your institution%% through the Graduate Outcomes Survey.

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

To start the survey, please click the button below:

**START SURVEY NOW**(%%srvylink%%)

**The Graduate Outcomes Survey is the largest Australian study of graduates** and part of the Quality Indicators for Learning and Teaching ([QILT](http://www.qilt.edu.au)) {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 4 May to 25 May - there's \$32,000 in prizes to be won in total. The earlier you submit your survey the more chances you have of winning a prize!**

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

Username: %%Username%%

Password: %%Password%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.3 INVITATION – Tue 28 Apr / Thu 30 Apr



IMAGE: J

Graduate Outcomes Survey – Share your experiences to help future students

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

Congratulations on the completion of your %%QualName\*\*qualification%% with %%E306CTXT\*\*your institution%%. As a recent graduate, we would like feedback on your %%Course\*\*course%% through the Australian Government's Graduate Outcomes Survey.

We acknowledge the coronavirus (COVID-19) situation is constantly evolving. While we understand things are difficult in these uncertain times, your views are more important than ever.

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

To start the survey please click the button below:

*START SURVEY NOW*(%%srvylink%%)

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

The Graduate Outcomes Survey measures employment and study outcomes and gathers feedback that %%providertype\_name\*\*institutions%% can use to improve %%Course\*\*course%%s 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.

Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.4 REMINDER 1 – Sat 2 May



IMAGE: H

Graduate Outcomes Survey – Your feedback is important

Dear **graduate**,

**ALL:**

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

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

To complete the survey, please click the button below:

**TAKE THE SURVEY**([%srvylink%](#))

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

[%srvylink%](#)

## 1.5 REMINDER 2 – Mon 4 May



IMAGE: C

Graduate Outcomes Survey – Prize draw closes tonight

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

*ALL:*

As a recent graduate of %%E306CXT\*\*your institution%% we would be very grateful if you could spare %%IntLength\*\*15%% minutes of your time to complete the Graduate Outcomes Survey. Over the past four years, %%providertype\_name\*\*institutions%% have used the findings to help improve %%Course\*\*course%%s, student services and campus facilities — all thanks to feedback from graduates like you.

**Remember, complete the survey by tonight, Monday 4 May to have four chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.6 REMINDER 3 – Thu 7 May



IMAGE: A

Graduate Outcomes Survey – Help improve %E306CTXT\*\*your institution%%

Dear %E403\*\*graduate%%,

*ALL:*

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

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

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.7 REMINDER 4 – Mon 11 May



IMAGE: B

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

Dear %E403\*\*graduate%%,

*ALL:*

We would be very grateful if you could take %%IntLength\*\*15%% minutes to provide feedback on your %%QualName\*\*qualification%% in the Graduate Outcomes Survey. Without your important feedback, future students won't know what it's like to study at %%E306CTXT\*\*your institution%%. Data from the survey is used to enable institution comparisons via [www.compared.edu.au](http://www.compared.edu.au).

**Remember, complete the survey by tonight, Monday 11 May to have three chances to win \$1,000.**

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.8 SMS 1 (331 characters) – Mon 11 May

Hi %%E403\*\*graduate%%, a note from the Social Research Centre on behalf of the Dept of Education to complete the GOS by tonight for a chance to win \$1,000. Check your email for an invitation to join the largest national study of education  
%%srvylink\_sms%% For more info call 1800 055 818 Reply STOP to optout

## 1.9 REMINDER 5 – Fri 15 May



IMAGE: E

Graduate Outcomes Survey – Your insights can benefit future students

Dear %E403\*\*graduate%%,

*ALL:*

The Graduate Outcomes Survey gathers feedback that %E306CTXT\*\*your institution%% will use to improve %Course\*\*course%%s and outcomes for future students.

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

While we understand these are difficult times, we would be grateful if you shared your experiences by completing the survey.

*TAKE THE SURVEY*(%%srvylink%%)

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.10 REMINDER 6 – Mon 18 May



IMAGE: I

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. We understand you may have other things to think about during these difficult times, but graduates completing the Graduate Outcomes Survey are the reason %%providertype\_name\*\*institutions%% have been able to respond to survey feedback and improve career resources and develop students' work readiness.

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

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

%%srvylink%%

## 1.11 SMS 2 (321 characters) – Mon 18 May

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

## 1.12 REMINDER 7 – Fri 22 May



IMAGE: D

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

Dear %E403\*\*graduate%,

*ALL:*

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

Have your say and join other graduates in the largest national study of higher education.

*TAKE THE SURVEY*(%%srvylink%%)

**Complete the survey by Monday 25 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. Once all survey responses have been compiled the National Report will be published on the QILT website, and institution comparisons will be available on [www.compared.edu.au](http://www.compared.edu.au).

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.13 REMINDER 8 – Mon 25 May



IMAGE: G

Graduate Outcomes Survey – Final prize draw closes tonight

Dear %E403\*\*graduate%%,

*ALL:*

This is now the last week for the Graduate Outcomes Survey. You are from a unique group of graduates who studied the %QualName\*\*qualification%% at %E306TXT\*\*your institution%% and we would be very grateful if you could spare %IntLength\*\*15%% minutes to complete the survey.

**Complete by tonight, Monday 25 May, to be part of the final prize draw to win \$1,000.**

*TAKE THE SURVEY*(%%srvylink%%)

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

## 1.14 REMINDER 9 – Thu 28 May



IMAGE: F

Graduate Outcomes Survey – Final chance to complete

Dear **graduate**,

**ALL:**

This is the very last email we will send you about the Graduate Outcomes Survey, as it closes this weekend. While we appreciate that things are difficult in these uncertain times, it's more important than ever for the Australian Government to get feedback from as many graduates as possible. If you spend **15** minutes sharing your ideas, we can go a long way to helping **institutions** best prepare their graduates for work and further study.

To complete the survey, please click the button below:

**TAKE THE SURVEY**([%srvylink%](#))

We know we've sent several emails over the past month, your feedback is valuable to the research.

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

Graham Challice  
Executive Director  
The Social Research Centre

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

[%srvylink%](#)

## 1.15 CATI Reminder (in-field)



IMAGE: J

Graduate Outcomes Survey – Invitation to complete online

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

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

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

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.gos.edu.au](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 Graduate Outcomes Survey is the only source of national data on graduate satisfaction with their %%Course\*\*course%%. By sharing your thoughts and experiences you can help improve %%Course\*\*course%%s for students in the future.

**As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of \$1,000. Prize draws close each Monday from 4 May to 25 May - there is a total prize pool of \$32,000! The earlier you submit your survey the more chances you have of winning a prize!**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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

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



IMAGE: J

Graduate Outcomes Survey – Invitation to complete online

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

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

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

To complete the survey, please click the button below:

*TAKE THE SURVEY*(%%srvylink%%)

If you are having trouble accessing the survey, please copy and paste the link at the bottom of this email into a new browser window. Alternatively, go to [www.gos.edu.au](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 Graduate Outcomes Survey is the only source of national data on graduate satisfaction with their %%Course\*\*course%%. By sharing your thoughts and experiences you can help improve %%Course\*\*course%%s for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete.**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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

## **Appendix 4      Briefing slides for telephone follow up activities**

# GOS20 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, Skills and Employment.

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

The GOS is conducted 3 times a 'year':

- November collection
- February collection
- May collection



# Project background cont.

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



# 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 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 Coordinator (Josh Bach, Alex Chinsen) 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)
- The SRC's GOS page provides answers to commonly asked questions from respondents: <https://srcentre.com.au/gos>



# 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.
  - The project number for this job is 2448R.



# Introductions – who we are

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



# 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:** 7<sup>th</sup> May – 28<sup>th</sup> May (Starts during second week of online fieldwork)
    - **Post-field:** 1<sup>st</sup> June – 14<sup>th</sup> June (Fieldwork extended for two weeks 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 28<sup>th</sup> April – 31<sup>st</sup> May**
- **Online survey remains open until 17<sup>th</sup> June for institutions who have opted in to post-field telephone activity**



# Ops performance – in-field reminders

- Overall response rate for GOS20 Nov '19 was 41%
- Overall response rate for GOS20 Feb '20 was 40%
  - These would not be achievable without in-field reminder calls
- Of the 3,215 sample records initiated for in-field reminder calls in GOS20 Feb '20:
  - 24% resulted in a contact
  - 88% of contacts resulted in collection of a graduate's email
  - Of those cases where an email was collected, 30% went on to complete the survey
- CATI Performance:
  - CATI Rate – 10.8
  - Interview length – 2.2 minutes
  - Response Rate – 97%



# Ops performance – post-field reminders

- Of the 16,130 sample records initiated for post-field reminder calls in GOS Feb '20:
  - 51.1% resulted in a contact
  - Of the cases where an email was collected, 11% went on to complete the survey
  
- CATI Performance:
  - CATI Rate – 11.1
  - Interview length – 2.04 minutes
  - Response Rate – 91%



# Survey procedures

- We will be leaving a short pre-recorded answering machine message.
- No LOTES.
- 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 bounces by interviewer to monitor accuracy of collection
- Very important that we provide enough support and information to graduates to leave them positively predisposed to completing the online survey
  - A copy of the questionnaire and email communications will be on the Operations SharePoint (<https://srccati.sharepoint.com/sites/Operations>) 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.



# Engagement techniques – In-field

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

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



# Engagement techniques – Post-field

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

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



# Recordings

Effective Introductions



Effective refusal reversion



Ineffective approaches



# Full CATI



# Project overview

- Expected interview length: 23 minutes (varies)
- Main fieldwork dates: 1<sup>st</sup> June – 14<sup>th</sup> June
- Reminder activity to date: Invitation email, 9 reminder emails and up to 2 SMS (if valid mobile number).
- No LOTEs.
- Sample provided by institutions.
- One institution has elected for CATI interviews.
- Online data collection for the GOS is still open for institutions doing full CATI interviews:
  - QRs 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 25% of sample records have international numbers. Be mindful of time zones when calling
  - All records will have a country listed 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 and South America have a small call window.



# Operational performance

## **GOS20 Nov '19**

- CATI Completes - 337
- CATI Rate -1.1
- Interview Length - 24 minutes
- Response Rate – 77%
  
- *Multinum records may be enabled for Full CATI. To maintain a good rate, prioritise calling multiple numbers as follows:*
  - Call domestic mobiles first,
  - Then try domestic landlines,
  - Attempt contact on international numbers last



# 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 self 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.

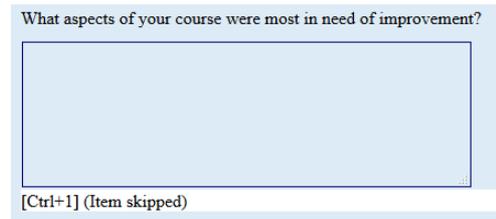
Not all institutions survey at the Majors level.



# 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.



What aspects of your course were most in need of improvement?

[Ctrl+1] (Item skipped)

- 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.
- Kickbox (email validation) will be enabled in CATI.



# 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) 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).
- It is okay to collect a general business number rather than a number for their supervisor.
- Invitations to the ESS are sent a week after details are collected, allowing graduates time to discuss the survey with their supervisor.

**Refer to the ESS interview handout and brochure on The Hub for further information related to the ESS**



# ESS Bridging section example

INTERVIEWER NOTE: Please click link below to continue.

<https://live.srcentre.com.au/mrIWeb/mrIWeb.dll?>

**DO NOT PROCEED WITHOUT COMPLETING ADDITIONAL QUESTIONS VIA LINK ABOVE**

- (1) Provided supervisor details
- (2) Refused supervisor details
- (3) Other

- 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



Save

We'd like to invite your supervisor to share their insights and perceptions of how well Swinburne University of Technology is preparing graduates for the workforce through the Employer Satisfaction Survey.

Without your supervisor's participation, the feedback you provided in the Graduate Outcomes Survey will be less useful to the Australian Government. Input from supervisors is used to better understand how prepared graduates are for employment.

Your supervisor will be asked about the skills and attributes that are important for recent graduates to have when coming into their organisation. Even if your qualification is not directly related to your job, there is still great value in your supervisor taking part.

If you provide your work supervisor's contact details, they will be invited via email or phone in a week's time. The survey takes 7 minutes, participation is voluntary, and we've found employers really enjoy expressing their views.

Can you provide the best contact details for your work supervisor?

- I will provide their details
- I want to speak with my supervisor before providing their details
- I want more information about the Employer Satisfaction Survey
- I do not wish to provide my supervisor's details

Next



# Recordings

Effective introductions



Ineffective approaches





Social  
Research  
Centre

# Thank you

## Any questions?



PO Box 13328  
Law Courts Victoria 8010



03 9236 8500



Social Research Centre

[www.srcentre.com.au](http://www.srcentre.com.au)

# Helpdesk Briefing Graduate Outcomes Survey & Employer Satisfaction Survey



GOS20 May collection  
ESS20 May collection

# Background to the GOS

- The Graduate Outcomes Survey (GOS) takes place over 3 rounds in November, February and May.
- The aim of the GOS is to survey graduates who've completed their qualification in the last 6 months of the previous year to understand their labour force outcomes.
- We do this on behalf of the Australian Government Department of Education, Skills and Employment.
- There are 113 institutions are participating this May: this equates to around 208,000 survey invitations.
- Outcomes from all rounds are combined and reported on the [www.qilt.edu.au](http://www.qilt.edu.au) and [www.compared.edu.au](http://www.compared.edu.au) websites.
- The GOS is the second survey in the QILT suite of projects, following on from the Student Experience Survey, and preceding the Employer Satisfaction Survey and the GOS-Longitudinal.



# Methodology

- The GOS May is an online survey with in-field CATI reminder calls designed to drive graduates to the online survey.
- In-field CATI reminders are targeted to poorer performing institutions and study areas.
- Some institutions also choose to participate in post-field telephone reminders and full CATI (both of which are conducted as fee-for-service).
- We are also capturing employed graduates' supervisor's contact details and following them up as part of the Employer Satisfaction Survey (ESS).



# Background to the ESS

- The Employer Satisfaction Survey (ESS) takes place over 3 rounds in November, February and May.
- At the end of the GOS survey employed respondents are asked for their supervisor details so we can approach the supervisor to conduct a short survey
- The ESS collects the insights and perceptions of Australian employers to help monitor and better understand:
  - The specific skills and attributes employers need in their businesses
  - How well higher education is equipping graduates for the workforce
- The ESS has four separate projects: (Note payroll codes will differ to dimensions codes)
  - 2374 – ESS Main - This is the ESS, or survey proper
  - 2374b – ESS Boost – Checking unusable / non-contact details with grads
  - 2399 – ESSx/Bridge – CATI/Online collection of supervisor details
  - 2400 - ESSx Refcon, collection of details through refusal conversion



# Graduate Queries - ESSx, Refcon & Boost

- Queries will generally come from graduates and so are logged in the GOS Shiny.
- There are five reasons for sample being added to the ESSx:
  - Respondents providing **inadequate supervisor details** in the GOS
  - Respondents having a question and **requesting to be called**
  - Respondents who **stopped at the ESS bridge**
  - To follow-up after **a brochure was sent at the ESS bridge**
  - To invite graduates to the ESS if they **only partially completed the GOS** (begins in January)
- Refusal Conversion, is now a standalone project – it will include selected **refusals at the ESS bridge**
- ESS Boost, a standalone project – **following up with graduates when supervisor details are unusable or a repeat non-contact**



# Employer Queries - ESS

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



# Timeline

Key milestones	Date (2020)
Fieldwork starts/email invite sent	Tues 28 April (Authentication, Soft Launch - NUHEIs) Thu 30 April (Main Launch – Unis)
Email reminder 1 sent	Sat May 2
Email reminder 2 sent	Mon 4 May
PRIZE DRAW 1	Closes Mon 4 May, Draw Wed 6 May
In-field reminder calls	Thu 7 May – Thu 28 May
Email reminder 3 sent	Thurs 7 May
Email reminder 4 sent	Mon 11 May
SMS 1 if mobile available and as appropriate to in-field reminders	Mon 11 May
PRIZE DRAW 2	Closes Mon 11 May, Draw Wed 13 May
Email reminder 5 sent	Fri May 15
Email reminder 6 sent	Mon 18 May
SMS 2 if mobile available and as appropriate to in-field reminders	Mon 18 May
PRIZE DRAW 3	Closes Mon 18 May, Draw Wed 20 May
Email reminder 7 sent	Fri May 22
Open up email reminders to Email 3 and Email 4 if available	TBC
Email reminder 8 sent	Mon May 25
PRIZE DRAW 4	Closes Mon 25 May, Draw Wed 27 May
Email reminder 9 sent	Thurs May 28
Online collection closes for non-post field institutions	Mon 1 June
Post-field CATI and reminder calls	Mon 1 June – Sun 14 June



# Role of the help desk

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



# 1800 procedures

## Telephone introduction script:

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

## Closing script:

*Is there anything else I can help you with today?*

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

## Answering machine script:

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



# Logging calls and emails

- Extremely important that all calls and emails are logged in the QILT database, and that this is done consistently by everyone
- The pweb/Shiny code frame was redeveloped for GOS19 based on ICS feedback.
- Please select the correct contact type and call outcome carefully
  - Don't hesitate to ask if you are unsure where an outcome is best coded.
  - Some calls will require multiple outcomes to be coded.
- If graduates are requesting we don't email them any more, or they come back as an unsubscribe that's considered an opt out, they must be logged as soon as possible to ensure we don't send them any more reminders.
  - Please escalate cases if the wash appears not to have worked. E.g. ICS logged opt-out on the 12<sup>th</sup>, graduate received new email on the 13<sup>th</sup>



# Project Info

## GOS20 & ESS20 May collections

ICS Team Leader	Adam Bennett
Project Coordinator	Alex Chinsen, Josh Bach
QILT Research Team	<a href="mailto:qilt@srcentre.com.au">qilt@srcentre.com.au</a>
General QILT/GOS Websites	<a href="https://www.qilt.edu.au/">https://www.qilt.edu.au/</a> – QILT site <a href="https://www.gos.edu.au">https://www.gos.edu.au</a> – GOS site <a href="https://www.qilt.edu.au/ess">https://www.qilt.edu.au/ess</a> – ESS site <a href="https://srcentre.com.au/gos">https://srcentre.com.au/gos</a> – GOS FAQs <a href="https://srcentre.com.au/ess">https://srcentre.com.au/ess</a> – ESS FAQs <a href="https://www.compared.edu.au">https://www.compared.edu.au</a> – Course and study area comparisons
Prize Draw T&C	<a href="https://www.srcentre.com.au/gostcsb">https://www.srcentre.com.au/gostcsb</a>
Privacy Policy	<a href="https://www.srcentre.com.au/research-participants/privacy">https://www.srcentre.com.au/research-participants/privacy</a>
Related Projects - Dimensions code (Payroll code)	2361 (2448) GOS20 May Online 2361 (2448) Post-field Full CATI 2361r (2448) GOS20 May In-field Reminders 2365 (2444) GOS20 May Post-field Reminders 2374 (2454) ESS20 May Main and Boost 2399 (2455) ESS20 May Bridge and ESSx 2400 (2456) ESS20 May Refcon
GOS & ESSx Shiny Database	<a href="http://pweb2/gos20/">http://pweb2/gos20/</a>
ESS Shiny Database	<a href="http://pweb2/ess20">http://pweb2/ess20</a>





Social  
Research  
Centre

# Thank you



QILT  
Quality Indicators for  
Learning and Teaching

## Any questions?



PO Box 13328  
Law Courts Victoria 8010



03 9236 8500



Social Research Centre

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# Appendix 5      Core questionnaire

# 2361 2020 November '19 mixed mode questionnaire

## SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
GOSID	Graduate ID	SRC assigned ID	To identify graduate in sample
E403	Graduate first name	Sourced from sample	Introduction
E402	Graduate surname	Sourced from sample	Introduction
E306	Institution code	Sourced from sample	Throughout
E306CTXT	Institution name	Sourced from sample	Throughout
Email1	Graduate email	Sourced from sample	Email collection
partialcomp	Status	0 = not started 1 = started Must be past the intro screen	Introduction
sectionflag	Which section paused at	Which section respondent stopped at when completing online	Introduction
minutesleft	How many minutes left if partial=1	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	Introduction
gradyr	Graduation year		Module A: Screening and confirmation
course	Name of course or program	Name of course or program as defined by institution – this is available here: ...	Throughout survey
E308A	Course	Course name for qualification 1	Module A: Screening and confirmation
E308B	Course	Course name for qualification 2	Module A: Screening and confirmation
QUALNUM_S	Number of Qualifications in sample	QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)	Module A: Screening and confirmation/ to calculate the number of qualifications
PREPOP	Majors in sample	PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)	Module A: Screening and confirmation/ to calculate the number of qualifications
maj1sample maj2sample maj3sample maj4sample	Prepopulated majors 1-4		Module A: Screening and confirmation
PPMAJ2	Number of prepopulated majors in sample	PPMAJ2 = 1 (major 2 in sample) PPMAJ2 = 0 (major 2 not in sample)	Module A: Screening and confirmation
PPMAJ4	Number of prepopulated majors in sample	PPMAJ4 = 1 (major 4 in sample) PPMAJ4 = 0 (major 4 not in sample)	Module A: Screening and confirmation
Age	Age	Identification of 65+ respondents *where Age is blank show all response frames for LF1-LF5	Module B: Labour Force, LF1 – LF5

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
Studenttype	Student type	Studtype = 1, student is CEQ Studtype = 2, student is PREQ Studtype = 3, student is Higher Doctorate (E310 =1)	Module D2: Graduate attributes - CEQ/PREQ
ADDFLAG	Address provided	ADDFLAG= 1, address provided ADDFLAG=-2, no address provided	Module F: Contact Details
ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY	Address details	Address provided in sample	Module F: Contact Details
E310	Level	Level provided in sample	Module F: Additional items
ENTRYMODE	Mode of survey entry	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. CATI in-field reminder 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder calls	START
FINISHMODE	Mode of survey exit	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. CATI in-field reminder 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder calls	END
TransferDate	Date of transfer to web		INTRO2
GradFullName	Full name	E403 + E402	
CATIType	CATI type	Reminder/Full	
NoCall	Refusals	0=OK to call 1=Not to be called	
IntLength	Interview length	10 = Default 15 = If required due to additional items	Intro

## DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
newmaj1 newmaj2 newmaj3 newmaj4	Corrected prepopulated majors 1-4		Module A: Screening and confirmation
maj1a, maj2a, maj3a, maj4a	Post-populated majors 1-4		Module A: Screening and confirmation
CEQType	Calculated flag for module D2	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	Module D2: Graduate attributes – CEQ/PREQ
daystart	Start of week day		Module B: Labour Force
datestart	Start of week date		Module B: Labour Force
dayend	End of week day		Module B: Labour Force
dayend	End of week date		Module B: Labour Force
ESSINSCOPE	Respondent in scope for ESS questions	1 = in scope for ESS questions 2 = not in scope for ESS questions	Module X: ESS Bridging questions

## 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 December 1st.'
- \*PROGRAMMER NOTE: SHOW 'SAVE' DATE AS DECEMBER 16<sup>th</sup> ONCE DECEMBER 1<sup>st</sup> HAS PASSED.
- All lookup lists can be found here
- After Newscreen1 all CATI items should have 'item skipped' displayed

\*SRC LOGO AND GOS LOGO

\*(TIMESTAMP)

## AUTHENTICATION TEXT

\*(BEFORE SURVEY OPENS)

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

The GOS starts in a few days, opening from October 29<sup>th</sup> until December 1<sup>st</sup>, 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](mailto: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](mailto:gos@srcentre.com.au) and we can verify your eligibility.

\*PROGRAMMER NOTE: SURVEY CLOSE DATE FOR ALL NON POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS IS DECEMBER 1 AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS DECEMBER 16

\*(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](mailto:gos@srcentre.com.au).

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

## CATI INTRODUCTION

\*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

\*(ALL)

WELCOME SCREEN

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

Minutes left: <minutes>

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

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

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

INTRO

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

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

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

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

\*(DISPLAY IF PARTIAL=1) 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 <E306CTXT> and will be used only for this research.

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

\*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL)  
INTRO2

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education 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 <E306CTXT> and will be used only for this research.

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

\*(INTRO=2, GRADUATES WHO WANT TO COMPLETE THE SURVEY ONLINE)

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

Email address: <email1>

1. Email address shown is correct
2. Email address: (Please specify)

\*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER\_TO\_WEB

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

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek

6. Arabic
7. Lebanese
8. Turkish
9. Other language (Please specify)
10. Language not identified / unable to establish language

\*(ALL)  
MOB

**DO NOT ASK**

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

\*(MOB=1, CALLING MOBILES)

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

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

\*(SAFE=2, PREVIOUS APPOINTMENT MADE)

SAFE1 **DO NOT ASK**

1. Returning from appointment (GO TO INTRO)

\*(ALL)  
MON

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

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

**MODULE A: SCREENING AND CONFIRMATION**

\*(ONLINE)  
CONFIRM

Thank you for agreeing to take part in the Graduate Outcomes Survey (GOS). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education 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 < =25<sup>th</sup> November 2019) Complete now to be entered into all remaining weekly prize draws with a chance to win \$1,000.

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

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

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

Please press the 'Next' button below to continue.

\*(ALL)

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

1. Yes
2. No

\*(INSTITUTION=2, SELECTED NO TO 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 <E306CTXT>, please complete the survey.

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

1. I have completed a <E308A/E308B> in 2018 or early 2019
2. No (GO TO TERM)

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

NEWSCREEN1a

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

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

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

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

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

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

\*(TEXT BOX) **Major 1:** <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 INSTITUION 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 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>? \*(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)

## 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 OR INTENDING TO WORK)

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

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

\*(LOOKFTWK=1 OR 5, WORKING OR 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

\*(TIMESTAMP)

\*(MORE1JOB=1, HAS MORE THAN ONE JOB)  
INTROSELFEMPii

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

\*(AWAYWORK=1, ON LEAVE OR SICK)  
INTROSELFEMPiii

The next few questions are about the job or business in which you usually work the most hours.

\*(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

\*(TIMESTAMP)

\*(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 WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

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

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)

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

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)

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

1. Yes
2. No

\*(TIMESTAMP)

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

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

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

1. 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

\*(TIMESTAMP)

\*(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
19. 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

\*(TIMESTAMP)

\*(INAUST=1, WORKING IN AUSTRALIA)

SALARYA In **Australian dollars**, how much do you usually earn in **<IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>**, before tax or anything else is taken out? *Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

\*PROGRAMMER: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1

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

\*PROGRAMMER NOTE: POP UP ONLY ALLOW ONE SELECTION IF MORE THAN ONE OPTION IS SELECTED

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

(SINGLE RESPONSE)

1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK

2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don't know

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

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

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

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

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

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

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

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

(SINGLE RESPONSE)

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

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

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

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

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

\*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

(SINGLE RESPONSE)

1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRSM IS NOT BLANK
2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don't know

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

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

\*(DISPLAY IF CATI) Sorry but the salary you entered doesn't fit within our range. I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

(SINGLE RESPONSE)

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

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

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

IF SALARYA =1 THEN SALARYA = USLHRS\*365.25/7;  
ELSE IF SALARYC =1 THEN SALARYC= USLHRSM\*365.25/7;

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

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

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

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

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

\*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

(SINGLE RESPONSE)

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

\*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

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

(SINGLE RESPONSE)

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

\*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

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

\*(ONLINE) Please select currency from the drop down list

\*(CATI) And to confirm, what currency is that?

<CURRENCY DROP DOWN LIST>

\*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

\*(IF SALARYOS=OTHER SPECIFY, OTHER CURRENCY)

SALARYOS\_OTH Please specify the currency you referred to.

1. <verbatim text box>

\*(TIMESTAMP)

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

FINDJOB How did you first find out about this job?

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

(SINGLE RESPONSE)

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

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

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

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

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

(STATEMENTS)

- a) My job requires less education than I have
- 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 + 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
- 12. I'm satisfied with my current job
- 11. Other (Please specify)

\*(USLHRS<35 AND PREFMHR=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)

## MODULE C: FURTHER STUDY

\*(ALL)

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

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

\*( FURSTUD= 1 OR 2, STUDYING)

FURNEW Are you **currently studying in a new course** after completing your <E308>?

1. Yes
2. No

\*(FURSTUD= 1 OR 2, STUDYING)

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)

## 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 <E306CTXT> 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 <E306CTXT> 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)

## 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**)

(STATEMENTS)

- 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

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)

## MODULE E: GRADUATE PREPARATION

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

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

1. Yes
2. No

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

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

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

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

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

CRSPREP Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

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

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

\*PROGRAMMER NOTE: DISPLAY BESTPREP AND IMPPREP ON THE SAME PAGE

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

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

1. <verbatim text box>

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

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

1. <verbatim text box>

\*PROGRAMMER NOTE: DISPLAY FSBEPREP AND FSIMPREP ON THE SAME PAGE

\*(FURSTUD =1 OR 2, IN FURTHER STUDY)

FSBEPREP What are the main ways that <E306CTXT> prepared you for further study?

1. <verbatim text box>

\*(FURSTUD =1 OR 2, IN FURTHER STUDY)

FSIMPREP What are the main ways <E306CTXT> could have better prepared you for further study?

1. <verbatim text box>

\*(TIMESTAMP)

## MODULE F: ADDITIONAL ITEMS

## 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)

\*(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 NOT (SELFEMP=2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR ((SELFEMP=3 OR PAYMENT=5) AND PAYARRNG=12,14,15,17,18,19,20) AND MODE=CATI) WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS AND CATI)

BRIDGE1

\*(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](http://www.gos.edu.au)  
[www.srcentre.com.au/gos](http://www.srcentre.com.au/gos)

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.

\*(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 <E306CTXT> through the GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact [gos@srcentre.com.au](mailto: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)

\*(INTRO=2, WANTS TO COMPLETE ONLINE)

TERM1

Thank you so much for being willing to take part in the survey, you will receive the survey via email in the next hour or so. Your feedback plays a significant role in enhancing Australian higher education.

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

TERM2

No worries, thanks very much for your help anyway.

# 2395 2020 GOS February mixed mode questionnaire

## SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
GOSID	Graduate ID	SRC assigned ID	To identify graduate in sample
E403	Graduate first name	Sourced from sample	Introduction
E402	Graduate surname	Sourced from sample	Introduction
E306	Institution code	Sourced from sample	Throughout
E306CTXT	Institution name	Sourced from sample	Throughout
Email1	Graduate email	Sourced from sample	Email collection
partialcomp	Status	0 = not started 1 = started Must be past the intro screen	Introduction
sectionflag	Which section paused at	Which section respondent stopped at when completing online	Introduction
minutesleft	How many minutes left if partial=1	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	Introduction
gradyr	Graduation year		Module A: Screening and confirmation
course	Name of course or program	Name of course or program as defined by institution – this is available here: ...	Throughout survey
E308A	Course	Course name for qualification 1	Module A: Screening and confirmation
E308B	Course	Course name for qualification 2	Module A: Screening and confirmation
QUALNUM_S	Number of Qualifications in sample	QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)	Module A: Screening and confirmation/ to calculate the number of qualifications
PREPOP	Majors in sample	PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)	Module A: Screening and confirmation/ to calculate the number of qualifications
maj1sample maj2sample maj3sample maj4sample	Prepopulated majors 1-4		Module A: Screening and confirmation
PPMAJ2	Number of prepopulated majors in sample	PPMAJ2 = 1 (major 2 in sample) PPMAJ2 = 0 (major 2 not in sample)	Module A: Screening and confirmation
PPMAJ4	Number of prepopulated majors in sample	PPMAJ4 = 1 (major 4 in sample) PPMAJ4 = 0 (major 4 not in sample)	Module A: Screening and confirmation
Age	Age	Identification of 65+ respondents *where Age is blank show all response frames for LF1-LF5	Module B: Labour Force, LF1 – LF5

<b>Questionnaire Variable name</b>	<b>Brief description</b>	<b>Detailed description (if applicable)</b>	<b>Key use points</b>
Studenttype	Student type	Studtype = 1, student is CEQ Studtype = 2, student is PREQ Studtype = 3, student is Higher Doctorate (E310 =1)	Module D2: Graduate attributes - CEQ/PREQ
ENTRYMODE	Mode of survey entry	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. CATI in-field reminder 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder calls	START
FINISHMODE	Mode of survey exit	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. CATI in-field reminder 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder calls	END
TransferDate	Date of transfer to web		INTRO2
GradFullName	Full name	E403 + E402	
CATIType	CATI type	Reminder/Full	
NoCall	Refusals	0=OK to call 1=Not to be called	
IntLength	Interview length	10 = Default 15 = If required due to additional items	Intro

## DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
newmaj1 newmaj2 newmaj3 newmaj4	Corrected prepopulated majors 1-4		Module A: Screening and confirmation
maj1a, maj2a, maj3a, maj4a	Post-populated majors 1-4		Module A: Screening and confirmation
CEQType	Calculated flag for module D2	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	Module D2: Graduate attributes – CEQ/PREQ
daystart	Start of week day		Module B: Labour Force
datestart	Start of week date		Module B: Labour Force
dayend	End of week day		Module B: Labour Force
dayend	End of week date		Module B: Labour Force
ESSINSCOPE	Respondent in scope for ESS questions	1 = in scope for ESS questions 2 = not in scope for ESS questions	Module X: ESS Bridging questions

## 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 2nd.'
- \*PROGRAMMER NOTE: SHOW 'SAVE' DATE AS MARCH 17th ONCE MARCH 2nd HAS PASSED.
- All lookup lists can be found here
- After Newscreen1 all CATI items should have 'item skipped' displayed

\*SRC LOGO AND GOS LOGO

\*(TIMESTAMP)

## AUTHENTICATION TEXT

\*(BEFORE SURVEY OPENS)

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

The GOS starts in a few days, opening from January 29<sup>th</sup> until March 2<sup>nd</sup>, 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](mailto: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](mailto:gos@srcentre.com.au) and we can verify your eligibility.

\*PROGRAMMER NOTE: SURVEY CLOSE DATE FOR ALL NON POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS IS MARCH 2<sup>nd</sup> AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS MARCH 17<sup>th</sup>

\*(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](mailto:gos@srcentre.com.au).

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

## CATI INTRODUCTION

\*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

\*(ALL)

WELCOME SCREEN

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

Minutes left: <minutes>

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

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

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

INTRO

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

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

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

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

\*(DISPLAY IF PARTIAL=1) 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 <E306CTXT> and will be used only for this research.

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

\*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL)  
INTRO2

RE-INTRODUCE IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and The Australian Government Department of Education 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 <E306CTXT> and will be used only for this research.

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

\*(INTRO=2, GRADUATES WHO WANT TO COMPLETE THE SURVEY ONLINE)  
EM1 I can send you an email with the link to the survey. Can I please confirm your email address?

Email address: <email1>

1. Email address shown is correct
2. Email address: (Please specify)

\*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER\_TO\_WEB

\*(INTRO=5 OR INTRO2=5, LANGUAGE DIFFICULTY)  
LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic

7. Lebanese
8. Turkish
9. Other language (Please specify)
10. Language not identified / unable to establish language

\*(ALL)  
MOB

**DO NOT ASK**

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

\*(MOB=1, CALLING MOBILES)

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

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

\*(SAFE=2, PREVIOUS APPOINTMENT MADE)

SAFE1 **DO NOT ASK**

1. Returning from appointment (GO TO INTRO)

\*(ALL)  
MON

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

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

## MODULE A: SCREENING AND CONFIRMATION

\*(ONLINE)  
CONFIRM

Thank you for agreeing to take part in the Graduate Outcomes Survey (GOS). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education 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 < =24<sup>th</sup> February 2020) Complete now to be entered into all remaining weekly prize draws with a chance to win \$1,000.

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

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

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

Please press the 'Next' button below to continue.

\*(ALL)

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

1. Yes
2. No

\*(INSTITUTION=2, SELECTED NO TO 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 <E306CTXT>, please complete the survey.

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

1. I have completed a <E308A/E308B> in 2019
2. No (GO TO TERM)

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

NEWSCREEN1a

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

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

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

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

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

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

\*(TEXT BOX) **Major 1:** <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 INSTITUION 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 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>? \*(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)

## 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 OR INTENDING TO WORK)

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

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

\*(LOOKFTWK=1 OR 5, WORKING OR 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

\*(TIMESTAMP)

\*(MORE1JOB=1, HAS MORE THAN ONE JOB)  
INTROSELFEMPii

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

\*(AWAYWORK=1, ON LEAVE OR SICK)  
INTROSELFEMPiii

The next few questions are about the job or business in which you usually work the most hours.

\*(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

\*(TIMESTAMP)

\*(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 WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

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

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)

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

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)

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

1. Yes
2. No

\*(TIMESTAMP)

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

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

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

1. 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

\*(TIMESTAMP)

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

SECTOR In what sector are you wholly or mainly employed?

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

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

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

INAUST Are you working in Australia?

1. Yes
2. No
3. Not sure

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

EMPSTATE In which state or territory is your <employer/business> currently located?

\*PROGRAMMER NOTE: IF EMPSTATE NOT ASKED, AUTO-CODE BASED ON LOCATION RESPONSE.

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 AND 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)

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
19. 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

\*(TIMESTAMP)

\*(INAUST=1, WORKING IN AUSTRALIA)

SALARYA In **Australian dollars**, how much do you usually earn in **<IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>**, before tax or anything else is taken out? *Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

\*PROGRAMMER: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1

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

\*PROGRAMMER NOTE: POP UP ONLY ALLOW ONE SELECTION IF MORE THAN ONE OPTION IS SELECTED

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

(SINGLE RESPONSE)

1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)

3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don't know

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

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

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

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

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

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

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

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

(SINGLE RESPONSE)

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

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

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

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

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

\*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

(SINGLE RESPONSE)

1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRSM IS NOT BLANK
2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don't know

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

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

\*(DISPLAY IF CATI) Sorry but the salary you entered doesn't fit within our range. I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

(SINGLE RESPONSE)

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

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

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

IF SALARYA =1 THEN SALARYA = USLHRS\*365.25/7;  
ELSE IF SALARYC =1 THEN SALARYC= 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>

\*(TIMESTAMP)

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

FINDJOB How did you first find out about this job?

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

(SINGLE RESPONSE)

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

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

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

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

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

(STATEMENTS)

- a) My job requires less education than I have
- 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 + 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
- 12. I'm satisfied with my current job
- 11. Other (Please specify)

\*(USLHRS<35 AND PREFMHR=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)

### MODULE C: FURTHER STUDY

\*(ALL)

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

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

\*( FURSTUD= 1 OR 2, STUDYING)

FURNEW Are you **currently studying in a new course** after completing your <E308>?

1. Yes
2. No

\*(FURSTUD= 1 OR 2, STUDYING)

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)

## 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 <E306CTXT> 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 <E306CTXT> 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)

## 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)**

(STATEMENTS)

- 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

INTROA2 Thanks for providing feedback on your <FinalMajor1/FinalMajor2/FinalCourseA>  
<major/qualification>.

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)

## MODULE E: GRADUATE PREPARATION

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

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

1. Yes
2. No

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

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

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

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

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

CRSPREP Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

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

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

\*PROGRAMMER NOTE: DISPLAY BESTPREP AND IMPPREP ON THE SAME PAGE

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

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

1. <verbatim text box>

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

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

1. <verbatim text box>

\*PROGRAMMER NOTE: DISPLAY FSBEPREP AND FSIMPREP ON THE SAME PAGE

\*(FURSTUD =1 OR 2, IN FURTHER STUDY)

FSBEPREP What are the main ways that <E306CTXT> prepared you for further study?

1. <verbatim text box>

\*(FURSTUD =1 OR 2, IN FURTHER STUDY)

FSIMPREP What are the main ways <E306CTXT> could have better prepared you for further study?

1. <verbatim text box>

\*(TIMESTAMP)

## **MODULE F: ADDITIONAL ITEMS**

## **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)

\*(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 NOT (SELFEMP=2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR ((SELFEMP=3 OR PAYMENT=5) AND PAYARRNG=12,14,15,17,18,19,20) AND MODE=CATI) WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS AND CATI)

BRIDGE1

\*(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](http://www.gos.edu.au)

[www.srcentre.com.au/gos](http://www.srcentre.com.au/gos)

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.

\*(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 <E306CTXT> through the GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact [gos@srcentre.com.au](mailto: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)

\*(INTRO=3 OR 4, HOUSEHOLD OR RESPONDENT REFUSAL)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Don't trust surveys / government
8. Never do surveys
9. Survey is too long
10. Get too many calls for surveys / telemarketing
11. Silent number
12. Other (Please specify)

\*(REFUSED)

RR2

RECORD RE-CONTACT TYPE

1. Definitely don't call back \*(GO TO TERM2)
2. Possible conversion \*(GO TO TERM2)

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

TERM2 No worries, thanks very much for your help anyway.

# 2448 2020 GOS May mixed mode questionnaire

## SAMPLE VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
GOSID	Graduate ID	SRC assigned ID	To identify graduate in sample
E403	Graduate first name	Sourced from sample	Introduction
E402	Graduate surname	Sourced from sample	Introduction
E306	Institution code	Sourced from sample	Throughout
E306CTXT	Institution name	Sourced from sample	Throughout
Email1	Graduate email	Sourced from sample	Email collection
partialcomp	Status	0 = not started 1 = started Must be past the intro screen	Introduction
sectionflag	Which section paused at	Which section respondent stopped at when completing online	Introduction
gradyr	Graduation year		Module A: Screening and confirmation
course	Name of course or program	Name of course or program as defined by institution	Throughout survey
E308A	Course	Course name for qualification 1	Module A: Screening and confirmation
E308B	Course	Course name for qualification 2	Module A: Screening and confirmation
QUALNUM_S	Number of Qualifications in sample	QUALNUM_S = 1 (one qualification in the sample) QUALNUM_S = 2 (two qualifications in the sample)	Module A: Screening and confirmation/ to calculate the number of qualifications
PREPOP	Majors in sample	PREPOP = 1 (Majors supplied in sample) PREPOP = 2 (Majors NOT in sample but need to be supplied) PREPOP = 3 (Majors NOT in sample but NOT to be supplied)	Module A: Screening and confirmation/ to calculate the number of qualifications
maj1sample maj2sample maj3sample maj4sample	Prepopulated majors 1-4		Module A: Screening and confirmation
PPMAJ2	Number of prepopulated majors in sample	PPMAJ2 = 1 (major 2 in sample) PPMAJ2 = 0 (major 2 not in sample)	Module A: Screening and confirmation
PPMAJ4	Number of prepopulated majors in sample	PPMAJ4 = 1 (major 4 in sample) PPMAJ4 = 0 (major 4 not in sample)	Module A: Screening and confirmation
Age	Age	Identification of 65+ respondents *where Age is blank show all response frames for LF1-LF5	Module B: Labour Force, LF1 – LF5
Studenttype	Student type	Studtype = 1, student is CEQ Studtype = 2, student is PREQ Studtype = 3, student is Higher Doctorate (E310 =1)	Module D2: Graduate attributes - CEQ/PREQ
ADDFLAG	Address provided	ADDFLAG= 1, address provided ADDFLAG=-2, no address provided	Module G: Contact Details
ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY	Address details	Address provided in sample	Module G: Contact Details

<b>Questionnaire Variable name</b>	<b>Brief description</b>	<b>Detailed description (if applicable)</b>	<b>Key use points</b>
ENTRYMODE	Mode of survey entry	<ol style="list-style-type: none"> <li>1. Link</li> <li>2. Type-in</li> <li>3. CATI</li> <li>4. Postcard</li> <li>5. Authentication</li> <li>6. LMS</li> <li>7. CATI in-field reminder</li> <li>8. VM link</li> <li>9. Full CATI – complete online</li> <li>10. SMS</li> <li>11. Post-field reminder calls</li> </ol>	START
FINISHMODE	Mode of survey exit	<ol style="list-style-type: none"> <li>1. Link</li> <li>2. Type-in</li> <li>3. CATI</li> <li>4. Postcard</li> <li>5. Authentication</li> <li>6. LMS</li> <li>7. CATI in-field reminder</li> <li>8. VM link</li> <li>9. Full CATI – complete online</li> <li>10. SMS</li> <li>11. Post-field reminder calls</li> </ol>	END
TransferDate	Date of transfer to web		INTRO2
GradFullName	Full name	E403 + E402	
CATIType	CATI type	Reminder/Full	
NoCall	Refusals	0=OK to call 1=Not to be called	
IntLength	Interview length	15 = Default 20 = If required due to additional items	Intro

## DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
newmaj1 newmaj2 newmaj3 newmaj4	Corrected prepopulated majors 1-4		Module A: Screening and confirmation
maj1a, maj2a, maj3a, maj4a	Post-populated majors 1-4		Module A: Screening and confirmation
CEQType	Calculated flag for module D2	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	Module D2: Graduate attributes – CEQ/PREQ
daystart	Start of week day		Module B: Labour Force
datestart	Start of week date		Module B: Labour Force
dayend	End of week day		Module B: Labour Force
dayend	End of week date		Module B: Labour Force
ESSINSCOPE	Respondent in scope for ESS questions	1 = in scope for ESS questions 2 = not in scope for ESS questions	Module X: ESS Bridging questions

## ADDITIONAL ITEMS

### GENERAL PROGRAMMING NOTES

- Text if 'SAVE' is pressed should read 'Thanks for your time so far. You can come back to complete your survey at any time before June 1st.'
- \*PROGRAMMER NOTE: SHOW 'SAVE' DATE AS JUNE 16th ONCE JUNE 1st HAS PASSED.
- All lookup lists can be found here
- After Newscreen1 all CATI items should have 'item skipped' displayed

\*SRC LOGO AND GOS LOGO

\*(TIMESTAMP)

### AUTHENTICATION TEXT

\*(BEFORE SURVEY OPENS)

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

The GOS starts in a few days, opening from April 28th until June 1st, 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](mailto: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 [goss@srcentre.com.au](mailto:goss@srcentre.com.au) and we can verify your eligibility.

\*PROGRAMMER NOTE: SURVEY CLOSE DATE FOR ALL NON POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS IS JUNE 1st AND FOR ALL POST-FIELD TELEPHONE ACTIVITY INSTITUTIONS JUNE 16th

\*(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 [goss@srcentre.com.au](mailto:goss@srcentre.com.au).

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

## CATI INTRODUCTION

\*PROGRAMMER NOTE: ONLY ASK CATI INTRODUCTION MODULE IF CATI

\*(ALL)

WELCOME SCREEN

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

Minutes left: <minutes>

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

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

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

INTRO

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

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

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

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

\*(DISPLAY IF PARTIAL=1) The survey usually takes <IntLength> to 20 minutes, but it looks like you have already started so we can continue from where you left off.

Do you have some time now?

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

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

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

\*(TRANSFERDATE=NOT BLANK, KNOW DATE OF PREVIOUS CALL)  
INTRO2

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

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

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

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

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

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

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

\*(INTRO=2, GRADUATES WHO WANT TO COMPLETE THE SURVEY ONLINE)

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

Email address: <email1>

1. Email address shown is correct
2. Email address: (Please specify)

\*PROGRAMMER NOTE: SHOW TERM1 AND FLAG AS TRANSFER\_TO\_WEB

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

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic

7. Lebanese
8. Turkish
9. Other language (Please specify)
10. Language not identified / unable to establish language

\*(ALL)  
MOB

**DO NOT ASK**

INTERVIEWER CHECK: ARE YOU CALLING A MOBILE?

1. Yes
2. No

\*(MOB=1, CALLING MOBILES)

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

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

\*(SAFE=2, PREVIOUS APPOINTMENT MADE)

SAFE1 **DO NOT ASK**

1. Returning from appointment (GO TO INTRO)

\*(ALL)  
MON

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

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

## MODULE A: SCREENING AND CONFIRMATION

\*(ONLINE)  
CONFIRM

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

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students. \*(DISPLAY IF DATE < =25th May 2020)  
Complete now to be entered into all remaining weekly prize draws with a chance to win \$1,000.

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

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

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

Please press the 'Next' button below to continue.

\*(ALL)

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

1. Yes
2. No

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

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

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

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

1. I have completed a <E308A/E308B> in late 2019 or early 2020
2. No (GO TO TERM)

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

NEWSCREEN1a

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

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

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

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

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

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

\*(TEXT BOX) **Major 1:** <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 INSTITUION PROVIDED LOOKUP LIST ELSE USE ASCED. ALSO NEED TO INCLUDE 'MY MAJOR IS NOT ON THE LIST', 'I HAVE NO MAJOR FOR <E308A>/'I HAVE NO SECOND MAJOR FOR <E308A>' AND 'NOT SURE' AT BOTTOM OF THE DROP DOWN WITH A LINE SEPARATOR AND BOLDDED CODES. SHOW 'I HAVE NO SECOND MAJOR FOR <E308A> IN SECOND DROP DOWN BOX. SHOW DROP DOWN BOXES SIDE BY SIDE WHERE RELEVANT

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

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

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

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

1. RECORD VERBATIM

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

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

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

1. RECORD VERBATIM

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

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

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

## MODULE B: LABOUR FORCE

\*(ALL)

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

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

\*(ALL)

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

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

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

\*(WORKED=5, NOT WORKING)

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

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

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

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

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

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

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

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

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

\*(LOOKFTWK=1 OR 5, WORKING OR 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 – 2020)

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

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

1. Yes
5. No

\*(STARTWK=2, COULD NOT HAVE STARTED JOB LAST WEEK)

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

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

\*(LOOKFTWK=5 AND LOOKPTWK=5, NOT LOOKING FOR WORK)

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

INTERVIEWER NOTE: work you had already obtained = *refers to new types of work that you have acquired but not yet commenced*

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

1. Yes
5. No

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

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

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

1. Yes
5. No

\*(TIMESTAMP)

\*(MORE1JOB=1, HAS MORE THAN ONE JOB)  
INTROSELFEMPii

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

\*(AWAYWORK=1, ON LEAVE OR SICK)  
INTROSELFEMPiii

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)  
SELFEMP Did you work for an employer, or in your own business?

1. Employer
2. Own business (go to ACTLHRSM)
3. Other or uncertain

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

1. Wage or salary
5. Other or uncertain

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

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

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

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

\*PROGRAMMER: NOTE CODES FOR TEXT SUBSTITUTION:

IF MORE1JOB=1: <MAIN JOB>

IF MORE1JOB=5: <JOB>

IF SELFEMP=2 OR PAYARRNG=12 OR 13: <BUSINESS>

IF SELFEMP=1 OR PAYARRNG=10 -11, 14-20: <EMPLOYER AT THE PLACE YOU WORK> OR <EMPLOYER>

IF SELFEMP=BLANK AND PAYARRNG=BLANK: <JOB>

\*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B WILL ALSO EXCLUDE PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE C

\*(TIMESTAMP)

\*(MORE1JOB=1, 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 WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

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

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)

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

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

\*(PREFMHS=1, PREFER WORK MORE HOURS)

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

1. Yes
2. No

\*(TIMESTAMP)

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

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

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

1. 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

\*(TIMESTAMP)

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

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

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

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

1. Yes
2. No
3. Not sure

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 AND INAUST=1, WORKING OR AWAY FROM JOB) AND WORKING IN AUSTRALIA)  
EMPSTATE In which state or territory is your <employer/business> currently located?

\*PROGRAMMER NOTE: IF EMPSTATE NOT ASKED, AUTO-CODE BASED ON LOCATION RESPONSE.

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1 AND 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 INAUSTR=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
19. Macau (SAR of China)
18. Other (Please specify)

\*(ALL)

CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you usually live?

\*PROGRAMMER NOTE: IF CURSTATE NOT ASKED, AUTO-CODE BASED ON CURPCODE RESPONSE.

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

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURPCODE What is the postcode or suburb where you 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

\*(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

\*(TIMESTAMP)

\*(INAUST=1, WORKING IN AUSTRALIA)

SALARYA In **Australian dollars**, how much do you usually earn in **<IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>**, before tax or anything else is taken out? *Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

\*PROGRAMMER: SHOW SALARYA AND SALARYC ON THE SAME PAGE WHEN MORE1JOB=1

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

\*PROGRAMMER NOTE: POP UP ONLY ALLOW ONE SELECTION IF MORE THAN ONE OPTION IS SELECTED

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

(SINGLE RESPONSE)

1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRS IS NOT BLANK
2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don't know

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

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

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

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

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

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

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

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

(SINGLE RESPONSE)

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

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

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

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

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

\*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

(SINGLE RESPONSE)

1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) \*PROGRAMMER NOTE: ONLY DISPLAY IF USLHRSM IS NOT BLANK
2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)
3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)
4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)
5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)
6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K)
7. No earnings
8. Don't know

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

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

\*(DISPLAY IF CATI) Sorry but the salary you entered doesn't fit within our range. I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

(SINGLE RESPONSE)

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

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

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

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

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

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

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

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

\*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

INTERVIEWER NOTE: main job = *This refers to the job that you work the most hours*

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

(SINGLE RESPONSE)

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

\*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

INTERVIEWER NOTE: all your jobs = *This refers to the combined income received from all jobs*

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

(SINGLE RESPONSE)

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999
5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999

9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
12. Don't know

\*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

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

\*(ONLINE) Please select currency from the drop down list

\*(CATI) And to confirm, what currency is that?

<CURRENCY DROP DOWN LIST>

\*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

\*(IF SALARYOS=OTHER SPECIFY, OTHER CURRENCY)

SALARYOS\_OTH Please specify the currency you referred to.

1. <verbatim text box>

\*(TIMESTAMP)

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

FINDJOB How did you first find out about this job?

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

(SINGLE RESPONSE)

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

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

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

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

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

(STATEMENTS)

- a) My job requires less education than I have
- 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 + 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
- 12. I'm satisfied with my current job
- 13. I had to change jobs due to COVID-19
- 11. Other (Please specify)

\*(USLHRS<35 AND PREFMHR=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
14. Work has been reduced/shutdown due to COVID-19
11. Other (Please specify)

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

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

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

(SINGLE RESPONSE)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
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
13. Work has been reduced/shutdown due to COVID-19
11. Other (Please specify)

\*(TIMESTAMP)

### MODULE C: FURTHER STUDY

\*(ALL)

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

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

\*(FURSTUD= 1 OR 2, STUDYING)

FURNEW Are you **currently studying in a new course** after completing your <E308>?

1. Yes
2. No

\*(FURSTUD= 1 OR 2, STUDYING)

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)

## **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 <E306CTXT> 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 <E306CTXT> 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)

## 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)**

(STATEMENTS)

- 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

INTROA2 Thanks for providing feedback on your <FinalMajor1/FinalMajor2/FinalCourseA>  
<major/qualification>.

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)

## MODULE E: GRADUATE PREPARATION

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

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

1. Yes
2. No

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

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

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

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

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

CRSPREP Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

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

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

\*PROGRAMMER NOTE: DISPLAY BESTPREP AND IMPPREP ON THE SAME PAGE

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

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

1. <verbatim text box>

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

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

1. <verbatim text box>

\*PROGRAMMER NOTE: DISPLAY FSBEPREP AND FSIMPREP ON THE SAME PAGE

\*(FURSTUD =1 OR 2, IN FURTHER STUDY)

FSBEPREP What are the main ways that <E306CTXT> prepared you for further study?

1. <verbatim text box>

\*(FURSTUD =1 OR 2, IN FURTHER STUDY)

FSIMPREP What are the main ways <E306CTXT> could have better prepared you for further study?

1. <verbatim text box>

\*(TIMESTAMP)

## MODULE F: ADDITIONAL ITEMS

### Department - Postgraduates

\*(ALL)

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 study during your \*(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research>) outside of Australia (e.g. student exchange or study abroad?)

1. Yes
2. No
3. Not applicable

\*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

INTERN Did your <FinalCourseA/FinalCourseB> include an internship component?

1. Yes
2. No
3. Don't know

\*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

INTLEARN Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?

1. Yes
2. No
3. Not applicable

\*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

TRAINING Did your <FinalCourseA/FinalCourseB> include training in....

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

(STATEMENTS)

Pgreslink101/IPA	Intellectual property awareness
Pgreslink102/BUSMAN	Business management
Pgreslink103/ENTPNR	Entrepreneurship

(RESPONSE FRAME)

1. Yes
2. No

3. Don't know

\*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

COFUND Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? *Please select all that apply.*

(MULTIPLE RESPONSE)

- |             |                               |
|-------------|-------------------------------|
| 1/JOINTSUP. | Yes it was jointly supervised |
| 2/COFUND.   | Yes it was co-funded          |
| 3/NOJSCF.   | No *(EXCLUSIVE)               |
| 4/DKJSCF.   | Don't know *(EXCLUSIVE)       |

\*(TIMESTAMP)

## MODULE G: CONTACT DETAILS

\*(ALL)

CONTACT 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)

\*(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

\*(ALL)

CATCH If you would like to provide any additional information relating to your current situation please use the space below.

1. <FULL VERBATIM>

\*\*PROGRAMMER NOTE: IF CONDITION BELOW IS MET FLAG AS ESSINSCOPE=1

\*(Extraquota = 0 AND (1<=USLHRS <=168 OR 1<=ACTLHRS <=168) AND (((WORKED=1 OR AWAYWORK=1) AND NOT (SELFEMP=2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR ((SELFEMP=3 OR PAYMENT=5) AND PAYARRNG=12,14,15,17,18,19,20) AND GRADFULLNAME IS NOT NULL), WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS AND HAS NAME)

\*(Extraquota = 0 AND (1<=USLHRS <=168 OR 1<=ACTLHRS <=168) AND (((WORKED=1 OR AWAYWORK=1) AND NOT (SELFEMP=2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR ((SELFEMP=3 OR PAYMENT=5) AND PAYARRNG=12,14,15,17,18,19,20) AND MODE=CATI) WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS AND CATI)

BRIDGE1

\*(DISPLAY IF CATI): INTERVIEWER NOTE: Please click link below to continue.  
<DISPLAY LINK FOR ESSX>

\*(DISPLAY IF CATI): **DO NOT PROCEED WITHOUT COMPLETING ADDITIONAL QUESTIONS VIA LINK ABOVE**

1. Provided supervisor details
2. Refused supervisor details
3. Other

\*PROGRAMMER NOTE: TRANSFER THOSE ELIGIBLE FOR BRIDGE (ESSINSCOPE=1) TO ESSx JOB

\*(ESSINSCOPE=2, NOT ELIGIBLE FOR BRIDGE)  
END

\*(DISPLAY IF ONLINE)

Thank you for your responses.

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

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

- beyondblue on 1300 22 46 36
- Lifeline on 13 11 14

\*(IF CATI) We appreciate your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. I can give you the details of some websites if you would like further information:

[www.gos.edu.au](http://www.gos.edu.au) – the survey home page with links to key information.

[www.srcentre.com.au/gos](http://www.srcentre.com.au/gos) – A list of GOS FAQs with detailed information.

[www.compared.edu.au](http://www.compared.edu.au) – The ComparEd website helps you compare official study experience and employment outcomes data from Australian higher education institutions.

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

- beyondblue on 1300 22 46 36
- Lifeline on 13 11 14

Thank you for your time. Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education, Skills and Employment.

\*(CATI ONLY)  
INT

**DO NOT ASK, INTERVIEWER PLEASE RECORD**

Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

**SUBMIT**

\*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:

<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 <E306CTXT> through the GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact [gos@srcentre.com.au](mailto: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)

\*(INTRO=3 OR 4, HOUSEHOLD OR RESPONDENT REFUSAL)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Don't trust surveys / government
8. Never do surveys
9. Survey is too long
10. Get too many calls for surveys / telemarketing
11. Silent number
12. Other (Please specify)

\*(REFUSED)

RR2

RECORD RE-CONTACT TYPE

1. Definitely don't call back \*(GO TO TERM2)
2. Possible conversion \*(GO TO TERM2)

\*(EM1=1 OR 2, WANTS TO COMPLETE ONLINE AND PROVIDED EMAIL)

TERM1 Thank you so much for being willing to take part in the survey, you will receive the survey via email in the next hour or so. Your feedback plays a significant role in enhancing Australian higher education.

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

TERM2 No worries, thanks very much for your help anyway.

## Appendix 6 Questionnaire screen shots

# 2020 GOS Questionnaire screen shots



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

The GOS is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. By taking part in the GOS you will help improve course offerings to future students.

Most people take approximately 15 minutes to complete all the questions.

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

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

Please press the 'Next' button below to continue.

Next



1%

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In 2019, did you complete a Bachelor of Arts at **the Social Research Centre**?

- Yes
- No

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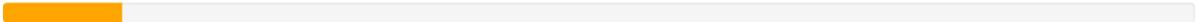
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Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach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

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

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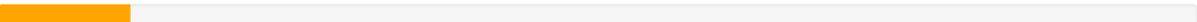
Thinking about last week, the week starting Monday, 11/05/2020 and ending last Sunday, 17/05/2020.

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

- Yes
- No
- Permanently unable to work
- Permanently not intending to work

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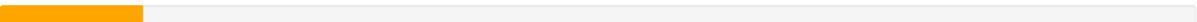
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Last week, did you do any work without pay in a family business?

- Yes
- No
- Permanently not intending to work

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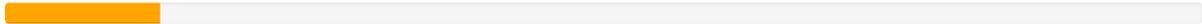
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?

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

- Yes
- No
- Permanently not intending to work

Previous

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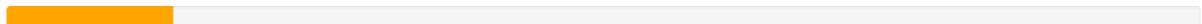
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At any time during the last 4 weeks have you been looking for full-time work?

- Yes
- No
- Permanently not intending to work

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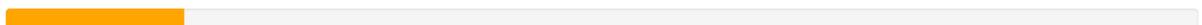
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Have you been looking for part-time work at any time during the last 4 weeks?

- Yes
- No
- Permanently not intending to work

Previous

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15%

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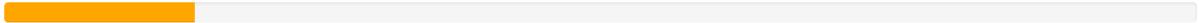
When did you begin looking for work?

Enter month <-- Select month --> v

Enter year

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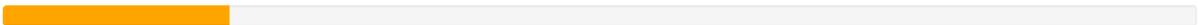
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If you had found a job, could you have started last week?

- Yes
- No

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19%

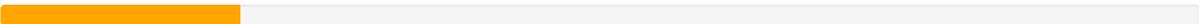
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Did you have **more than 1 job or business last week?**

- Yes
- No

Previous

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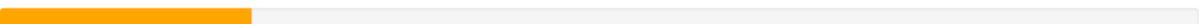
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The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**.

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

- Employer
- Own business
- Other or uncertain

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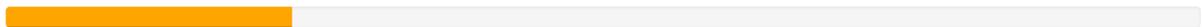
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Are you paid a wage or salary, or some other form of payment?

- Wage or salary
- Other or uncertain

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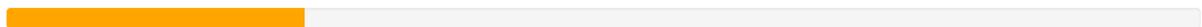
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How many hours did you **actually** work in your **main job** last week less **time off** but counting any **extra hours** worked?

Enter hours

Previous

Next



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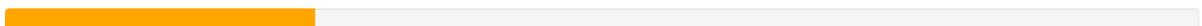
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How many hours do you **usually** work each week in your **main job**?

Enter hours

Previous

Next



26%

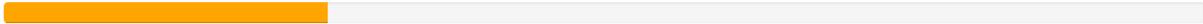
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How many hours did you **actually** work last week less **time off** but counting any **extra hours** worked in **all your jobs**?

Enter hours

Previous

Next



27%

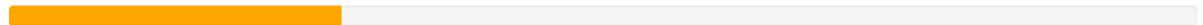
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How many hours do you **usually** work each week in **all your jobs**?

Enter hours

Previous

Next



28%

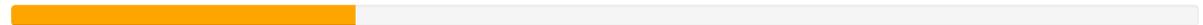
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Would you prefer to work more hours than you usually work in **all your jobs**?

- Yes
- No
- Don't know

Previous

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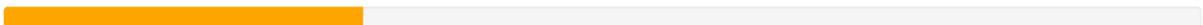
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How many hours a week would you like to work?

Enter hours

Previous

Next



30%

Save

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

- Yes
- No

Previous

Next



31%

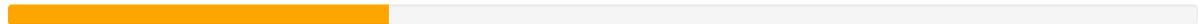
Save

What is your occupation in your **main job**?

Please type at least 3 letters.

Previous

Next



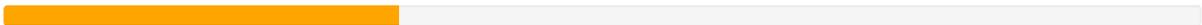
32%

Save

What are your main tasks and duties?

Previous

Next



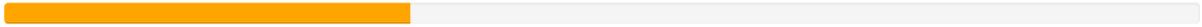
33%

Save

What kind of **business or service** is carried out by your employer at the place where you work?

Previous

Next



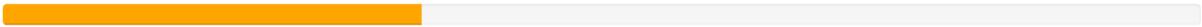
34%

Save

What is the **name of your employer**?

Previous

Next



35%

Save

In what sector are you wholly or mainly employed?

- Public or government
- Private
- Not-for-profit

Previous

Next



40%

Save

Do you currently live in Australia or Overseas?

- Australia
- Overseas

Previous

Next



41%

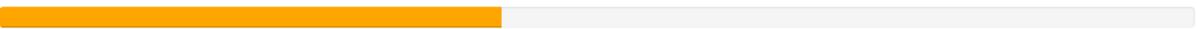
Save

In which state or territory do you usually live?

- NSW
- VIC
- QLD
- SA
- WA
- TAS
- NT
- ACT
- Don't know

Previous

Next



42%

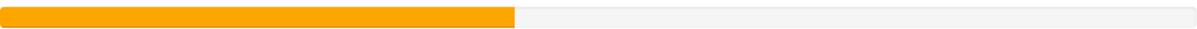
Save

What is the postcode or suburb where you usually live?

Not sure

Previous

Next



43%

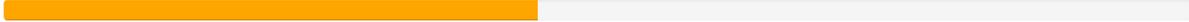
Save

Have you worked for your employer for 12 months or more?

- Yes, more than 12 months
- No, less than 12 months

Previous

Next



45%

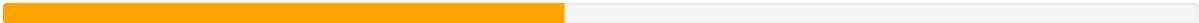
Save

How many years have you worked for your employer?

Enter number of years

Previous

Next



47%

Save

In **Australian dollars**, how much do you usually earn in **all your jobs**, before tax or anything else is taken out?

*Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

**Annual income for all your jobs: \$0**

- Amount per **hour** (Please specify)
- Amount per **day** (Please specify)
- Amount each **week** (Please specify)
- Amount each **fortnight** (Please specify)
- Amount each **month** (Please specify)
- Amount each **year** (Please specify)
  
- No earnings
- Don't know

And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out?

*Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

**Annual income for your main job: \$0**

- Amount per **hour** (Please specify)
- Amount per **day** (Please specify)
- Amount each **week** (Please specify)
- Amount each **fortnight** (Please specify)
- Amount each **month** (Please specify)
- Amount each **year** (Please specify)
  
- No earnings
- Don't know

Previous

Next



54%

Save

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

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My job requires less education than I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more job skills than are required for this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less education than myself could perform well on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My previous training is being fully utilised on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more knowledge than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My education level is above the level required to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less work experience than myself could do my job just as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more abilities than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



57%

Save

You mentioned that you are looking to work more hours. What is the **main reason** you work the number of hours you are currently working?

Please select only one answer.

- No suitable job in my local area
- No job with a suitable number of hours
- No suitable job in my area of expertise
- Considered to be too young by employers
- Considered to be too old by employers
- 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
- Work has been reduced/shutdown due to COVID-19
- Other (Please specify)

Previous

Next



57%

Save

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

- Yes - full-time
- Yes - part-time
- No

Previous

Next



58%

Save

Are you **currently studying in a new course** after completing your Bachelor of Arts?

- Yes
- No

Previous

Next



59%

Save

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

Previous

Next



60%

Save

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

- Natural and Physical Sciences
- Information Technology
- Engineering and Related Technologies
- Architecture and Building
- Agriculture Environmental and Related Studies
- Health
- Education
- Management and Commerce
- Society and Culture
- Creative Arts
- Food, Hospitality and Personal Services
- Mixed field qualification
- Other (Please specify)

Previous

Next



61%

Save

What is the level of this qualification?

- Higher Doctorate
- Doctorate by Research
- Doctorate by Coursework
- Master Degree by Research
- Master Degree by Coursework
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) Degree
- Bachelor (Pass) Degree
- Advanced Diploma
- Associate Degree
- Diploma
- Non-award course
- Bridging and Enabling course
- Certificate I-IV

Previous

Next



62%

Save

And the institution where you are currently studying?

Please type at least 3 letters.

Previous

Next



63%

Save

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Arts** from the Social Research Centre prepared you for this job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think independently about problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to integrate knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



64%

Save

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Arts** from the Social Research Centre prepared you for this job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Ability to apply skills in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt knowledge in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify new opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop innovative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broad general knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



65%

Save

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Arts** from the Social Research Centre prepared you for this job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Getting on well with others in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with colleagues to complete tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of different points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interact with co-workers from different or multicultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



66%

Save

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.

Previous

Next

Save

Now a series of statements regarding your **Bachelor of Arts** qualification.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
The staff put a lot of time into commenting on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff normally gave me helpful feedback on how I was going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped me develop my ability to work as a team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff of this course motivated me to do my best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course provided me with a broad overview of my field of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course sharpened my analytic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My lecturers were extremely good at explaining things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
The teaching staff worked hard to make their subjects interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course developed my confidence to investigate new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course developed my problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff made a real effort to understand difficulties I might be having with my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher education stimulated my enthusiasm for further learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course improved my skills in written communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned to apply principles from this course to new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I consider what I learned valuable for my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of my course, I feel confident about tackling unfamiliar problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course helped me to develop the ability to plan my own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My higher education experience encouraged me to value perspectives other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the quality of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next



70%

Save

Now, a couple of general questions about your course...

What were the best aspects of your course?

*Please note, aspects could include things like the course content, teaching or assessments.*

What aspects of your course were most in need of improvement?

*Please note, aspects could include things like the course content, teaching or assessments.*

Previous

Next



71%

Save

Is a **Bachelor of Arts** or similar qualification a formal requirement for you to do your current job?

- Yes
- No

Previous

Next



71%

Save

Is a **Bachelor of Arts** or similar qualification a formal requirement for you to do your current job?

- Yes
- No

Previous

Next



72%

Save

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

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

Previous

Next



73%

Save

Overall, how well did your **Bachelor of Arts** prepare you for your job?

- Not at all
- Not well
- Well
- Very well
- Don't know / Unsure

Previous

Next



74%

Save

What are the main ways that the Social Research Centre prepared you for employment in your organisation?

What are the main ways the Social Research Centre could have better prepared you for employment in your organisation?

Previous

Next



75%

Save

What are the main ways that the Social Research Centre prepared you for further study?

What are the main ways that the Social Research Centre could have better prepared you for further study?

Previous

Next



76%

Save

And now some specifics about your course.

Previous

Next



77%

Save

Did you undertake any study during your course outside of Australia (e.g. student exchange or study abroad?)

- Yes
- No
- Not applicable

Previous

Next



86%

Save

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

Next



87%

Save

Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

- Yes
- No

Previous

Next



88%

Save

We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: **test@srcentre.com.au**

- Permanent email address is as above
- Enter new permanent email address
- Don't have a permanent email address
- Do not wish to be re-contacted by email

Previous

Next



89%

Save

We do not have any postal information provided for you. Would you like to update your postal details?

- Yes
- No
- Do not wish to be contacted by post

Previous

Next



90%

Save

Please update your postal information.

Address line 1:

Address line 2:

Address line 3:

Suburb:

State:

Postcode:

Country:

Previous

Next



91%

Save

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

- Yes
- No

Previous

Next



92%

Save

If you would like to provide any additional information relating to your current situation please use the space below.

Previous

Next



100%

Thank you for your responses.

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

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

- BeyondBlue on 1300 22 46 36
- Lifeline on 13 11 14

Submit

## **Appendix 7      Response rate by institution**

## Response rate by institution

Provider code	Universities Institution name	Response rate (%)			
		Nov '19	Feb '20	May '20	Total
1019	James Cook University	44.7	50.3	48.0	47.0
1034	Murdoch University	44.6	41.3	46.7	45.6
1055	The University of Western Australia	36.1	49.7	34.2	35.3
1058	The University of Wollongong	40.4	-	36.5	37.6
2154	Federation University Australia	47.6	47.0	50.0	49.1
2177	Swinburne University of Technology	41.2	-	44.5	43.3
2200	Central Queensland University	43.6	39.6	46.0	44.5
2201	the University of Southern Queensland	49.9	-	60.0	56.8
2235	Edith Cowan University	43.9	35.4	46.8	45.0
2236	Curtin University	40.9	-	43.5	42.6
2241	The University of Canberra	42.9	-	48.1	46.5
3001	Charles Darwin University	57.3	51.8	59.4	58.0
3003	Bond University	40.3	39.3	47.2	42.3
3004	Western Sydney University	42.6	-	41.9	42.1
3005	Charles Sturt University	43.8	33.8	44.7	43.5
3006	The Australian Catholic University	45.8	-	50.8	49.8
3007	Victoria University	40.2	36.3	40.0	39.8
3010	The University of Adelaide	46.6	53.8	48.7	48.3
3013	The University of New South Wales	26.2	27.7	32.9	30.2
3014	The University of Newcastle	47.2	-	43.5	44.3
3016	The University of Technology Sydney	35.4	-	38.5	37.3
3019	The University of Queensland	41.1	68.6	40.6	41.0
3020	La Trobe University	31.1	33.8	38.7	36.4
3025	Macquarie University	37.9	45.8	47.4	43.9
3027	The University of South Australia	41.9	-	45.0	44.2
3029	Flinders University	46.7	39.8	49.5	48.0
3030	Deakin University	48.5	-	47.6	48.0
3032	Griffith University	43.7	-	41.0	42.1
3033	The Australian National University	32.9	35.6	37.7	35.6
3034	RMIT University	36.3	-	36.3	36.3
3035	Monash University	41.4	-	42.7	42.2
3036	The University of Melbourne	41.4	50.8	43.6	43.4
3038	Southern Cross University	48.5	49.2	49.8	49.4
3039	The University of New England	60.5	57.2	66.7	61.0
3040	The University of Sydney	37.2	-	37.8	37.7
3042	Queensland University of Technology	39.0	-	42.6	41.5
3043	The University of the Sunshine Coast	49.3	52.8	52.1	51.2
3044	The University of Notre Dame Australia	39.5	-	45.5	44.3
3045	The University of Tasmania	47.5	57.4	46.6	47.2
4331	The University of Divinity	57.1	66.7	59.2	59.2

Provider code	Non-University Higher Education Institutions Institution name	Response rate (%)			
		Nov '19	Feb '20	May '20	Total
2170	Marcus Oldham College	-	-	50.0	50.0
2252	Avondale University College	-	-	49.3	49.3
4332	Sydney College of Divinity	-	-	47.8	47.8
4333	Christian Heritage College	62.9	-	44.8	50.0
4334	Tabor College of Higher Education	73.3	-	66.4	67.2
4335	The Australian College of Theology	58.7	66.7	52.1	54.3
4336	Australian College of Applied Psychology (Navitas Institute)	64.0	48.9	49.8	52.8
4337	Eastern College Australia	50.0	-	73.3	68.4
4338	Moore Theological College	-	-	67.1	67.1
4339	The Holmes Institute	28.6	32.6	47.3	36.4
4343	The Australian Institute of Music	43.2	33.3	55.4	44.6
4346	Excelsia College	48.1	50.0	54.1	51.5
4347	The Australian College of Christian Studies	-	-	44.4	44.4
4352	The Australian College of Physical Education	38.9	-	47.3	45.2
4355	Adelaide College of Divinity	-	-	60.6	60.6
4359	The College of Law	32.2	33.8	38.0	34.9
4360	Perth Bible College	50.0	-	70.0	64.3
4361	Endeavour College	-	-	52.9	52.9
4362	International College of Hotel Management	47.9	-	-	47.9
4363	Melbourne Polytechnic	48.9	28.6	53.0	50.8
4366	Box Hill Institute	15.4	-	51.0	46.9
4367	Melbourne Institute of Technology	28.9	29.6	32.9	30.7
4368	Campion College Australia	-	-	60.0	60.0
4371	SAE Institute and Qantm College	42.9	-	41.3	41.7
4375	Think Education Group	51.9	51.4	50.6	51.2
4377	UOW College	26.7	-	31.5	30.3
4380	Insearch	23.3	15.4	26.8	24.1
4381	International College of Management, Sydney	41.7	23.0	41.6	38.8
4383	Holmesglen	27.6	28.6	46.1	41.5
4384	Kaplan Business School	40.9	-	41.3	41.1
4386	Macleay College	25.0	46.7	42.6	39.0
4388	Australian Academy of Music and Performing Arts	50.0	-	50.0	50.0
4393	MIECAT	44.4	53.6	67.7	58.8
4394	William Angliss Institute	32.1	-	43.0	38.7
4395	Adelaide Central School of Art	-	-	73.1	73.1
4396	LCI Melbourne	-	-	60.5	60.5
4401	The Whitehouse Institute	-	-	42.5	42.5
4402	Leo Cussen Centre for Law	42.3	-	46.9	44.3
4405	The Australian Institute of Professional Counsellors	28.6	-	75.0	60.9
4406	Canberra Institute of Technology	-	-	51.7	51.7
4407	Alphacrucis College	47.1	-	49.6	48.8
4411	Stott's Colleges	46.2	-	28.6	37.0
4412	Morling College	-	-	65.7	65.7
4419	The National Art School	-	-	47.2	47.2
4420	Kent Institute Australia	52.8	35.9	42.3	41.4
4421	Le Cordon Bleu Australia	25.5	-	40.3	33.3

4424	Kaplan Higher Education	47.0	-	45.1	46.1
4425	Australian Institute of Business	47.8	43.9	51.0	48.3
4428	Nan Tien Institute	-	30.8	-	30.8
4434	Wentworth Institute of Higher Education	27.3	-	42.5	37.7
4450	TAFE Queensland	26.7	-	52.6	45.3
4451	King's Own Institute	45.6	-	53.4	47.9
4455	SP Jain School of Management	33.9	-	-	33.9
4458	Australian Institute of Management Education and Training	48.9	46.2	40.3	45.3
4464	Australian College of Nursing	36.4	56.6	46.2	44.4
4468	South Metropolitan TAFE	50.0	-	-	50.0
4469	Engineering Institute of Technology	-	-	66.7	66.7
6043	The Cairnmillar Institute School	33.3	-	44.3	43.3
6044	BBI - The Australian Institute of Theological Education	50.0	53.6	51.5	52.2
6045	ISN Psychology	85.7	66.7	52.6	58.3
7001	College of the Arts	-	-	43.6	43.6
7014	The Jazz Music Institute	-	-	45.5	45.5
7035	Photography Studies College (Melbourne)	100.0	-	42.5	45.2
7073	Chisholm Institute of TAFE	-	-	43.8	43.8
7075	TAFE NSW	32.1	-	51.3	46.3
7116	Study Group Australia	25.8	12.5	-	23.0
7124	The Academy of Information Technology	45.4	48.3	28.6	45.1
7221	VIT (Victorian Institute of Technology)	-	52.1	57.8	55.6
7338	TAFE SA	40.0	-	18.2	22.2
7660	Health Education & Training Institute	55.6	-	58.3	57.6
8071	North Metropolitan TAFE	-	57.1	-	57.1

# Appendix 8      ESS brochure



# ESS

## Employer Satisfaction Survey

### What is the Employer Satisfaction Survey?

The survey provides the only national measure of the extent to which higher education institutions in Australia are meeting employer needs. The Employer Satisfaction Survey is undertaken on a systematic basis by asking employed graduates who participated in the Graduate Outcomes Survey to provide contact details for their work supervisor.

### Why should supervisors take part?

This survey provides employers with an opportunity to provide feedback on:

- > The specific skills and attributes needed in business today.
- > How well higher education is preparing graduates for the workforce.
- > The varied employment pathways graduates are taking after completing their study.

By taking part, supervisors' insights will benefit other employers through enhancements to Australian higher education policy and curricula.

### What is needed from supervisors of recent graduates?

All supervisors are invited to participate via email or telephone. We understand supervisors are busy, the survey only takes 7 minutes and participation is voluntary.

# 92%

Supervisors reporting the qualifications prepared the graduate "very well" or "well" for current employment

### Who is conducting the research?

The research is being conducted for the Australian Government Department of Education, Skills and Employment by the Social Research Centre.

### What are the privacy provisions?

Any information provided will remain confidential, no direct identifying information forms part of the final data, and only aggregated data will be published. Further privacy information is available [here](#).



**Australian Government**  
**Department of Education,  
Skills and Employment**

For more information about the study

1800 055 818

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

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

# Appendix 9      Small screen optimisation

# Small screen optimisation

This appendix outlines key design decisions relating to the presentation of the online survey for the 2020 GOS and the QILT suite of surveys more broadly. Online survey presentation was informed by the literature and accessibility guidelines.

## Small screen optimisation principles

Some of the device effects associated with completing online surveys via small screen devices, as reported in Callegaro et al. (2015), include longer questionnaire completion times, but quicker response times, higher break off rates, shorter answers to open ended questions, increased primacy effects and increased use of responses that appear on the screen without the need for vertical or horizontal scrolling. Small screen optimisation is the term used to try and mitigate some of these potential device effects. For the QILT suite of surveys, the Social Research Centre had sought to ensure that the surveys were optimised for small screen devices. Based on Callegaro, et al., (2015), the Social Research Centre adopted a set of basic guidelines for designing online surveys for completion on small screen devices. These included:

- Keeping the subject, content and survey link short in the email invitation, as long subject lines will create multiple lines of text requiring the respondent to scroll.
- Removing or reducing all non-essential, non-question content in question pages as these take longer to load. Information such as the Social Research Centre's privacy statement, and survey frequently asked questions, were made available as links at the bottom of email invitations and reminders and were not presented on screen by default.
- Minimising the use of grid / table format for questions as tables require respondents to zoom and scroll horizontally just to read the text. The current iteration of the survey had all grid statements presented as a set of items on small screen devices, so respondents only had to scroll vertically and were not required to zoom or scroll horizontally.
- Optimising the size and orientation of the navigation (Previous and Next) and Save buttons for small screen devices. The small screen layout stacked the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons were also increased to assist with selection and reduce the need for scrolling.
- Drag and drop format questions (as often used for ranking) may not work well on a small screen device and are best avoided. There were no drag and drop format questions in the 2020 GOS questionnaire, but this is a consideration for the future.
- Consider splitting long bipolar scales into two questions, first the two main options (satisfied or dissatisfied) and then the level within each option (e.g. extremely, very, somewhat), particularly for scales with 7 or more points (this was not applied to items used for the QILT suite of surveys indicators to date).
- Continuing to avoid videos and large pictures wherever possible as they can be problematic and take a long time to load.

## Optimisation within the GOS

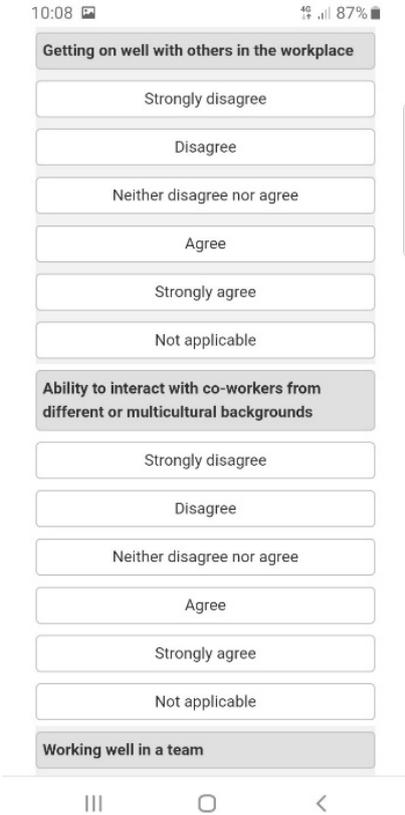
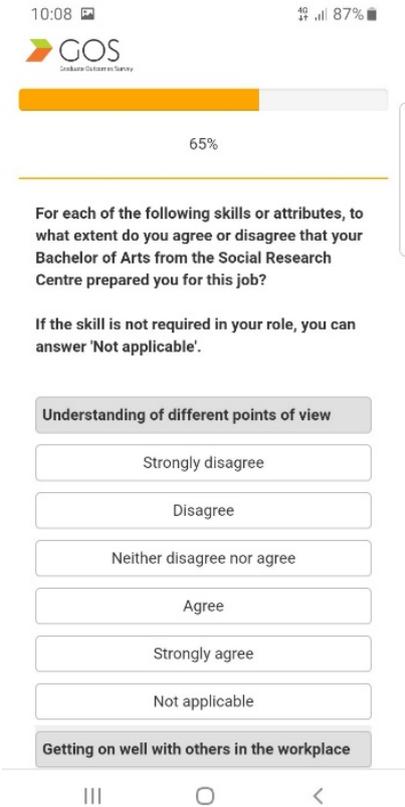
Small screen users were classified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Small screen device optimisation was also triggered where screen width was less than 768 pixels, regardless of device type.

Several elements of the online survey were changed for small screen users. The size of pictures (such as the GOS logo) were scaled for optimal display on small screens and grid items were optimised to ensure response options on the right-hand side of the grid do not fall off-screen, leading to response error. The size and orientation of the navigation (Previous and Next) and Save buttons was also changed for small screen devices. The small screen layout stacks the buttons vertically at the bottom of the screen, with the Next button in the highest position, the Previous button in the middle and the Save button in the lowest position. The size of the navigation and Save buttons is also increased in the small screen view.

Font types and sizes were customised for small screen display and there were subtle differences in the user interface between touchscreen and non-touch enabled devices. For touchscreen devices proportionally larger buttons were used to reduce margin of error for selecting a response option, with the software being able to determine which response option was intended to be selected where a user had touched near, but not perfectly on the response option.

Grid (also known as table or matrix) items were reconfigured to display over multiple screens (navigated by vertical scrolling) on a small screen device. See Figure 1 and Figure 2 (on the next page) for comparison of small screen and desktop grid item display.

**Figure 1** Grid item display on small screen device



**Working well in a team**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Working collaboratively with colleagues to complete tasks**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Next**



Agree

Strongly agree

Not applicable

**Working collaboratively with colleagues to complete tasks**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Next**

Previous

Save



**Figure 2** Grid item display on desktop device

Graduate Outcomes Survey

insights.srcentre.com.au/mr/Web/mr/Web.dll

**GOS**  
Graduate Outcomes Survey

65%

[Save](#)

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Arts** from the Social Research Centre prepared you for this job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Understanding of different points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting on well with others in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interact with co-workers from different or multicultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with colleagues to complete tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Previous](#) [Next](#)

## References

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Los Angeles: SAGE.