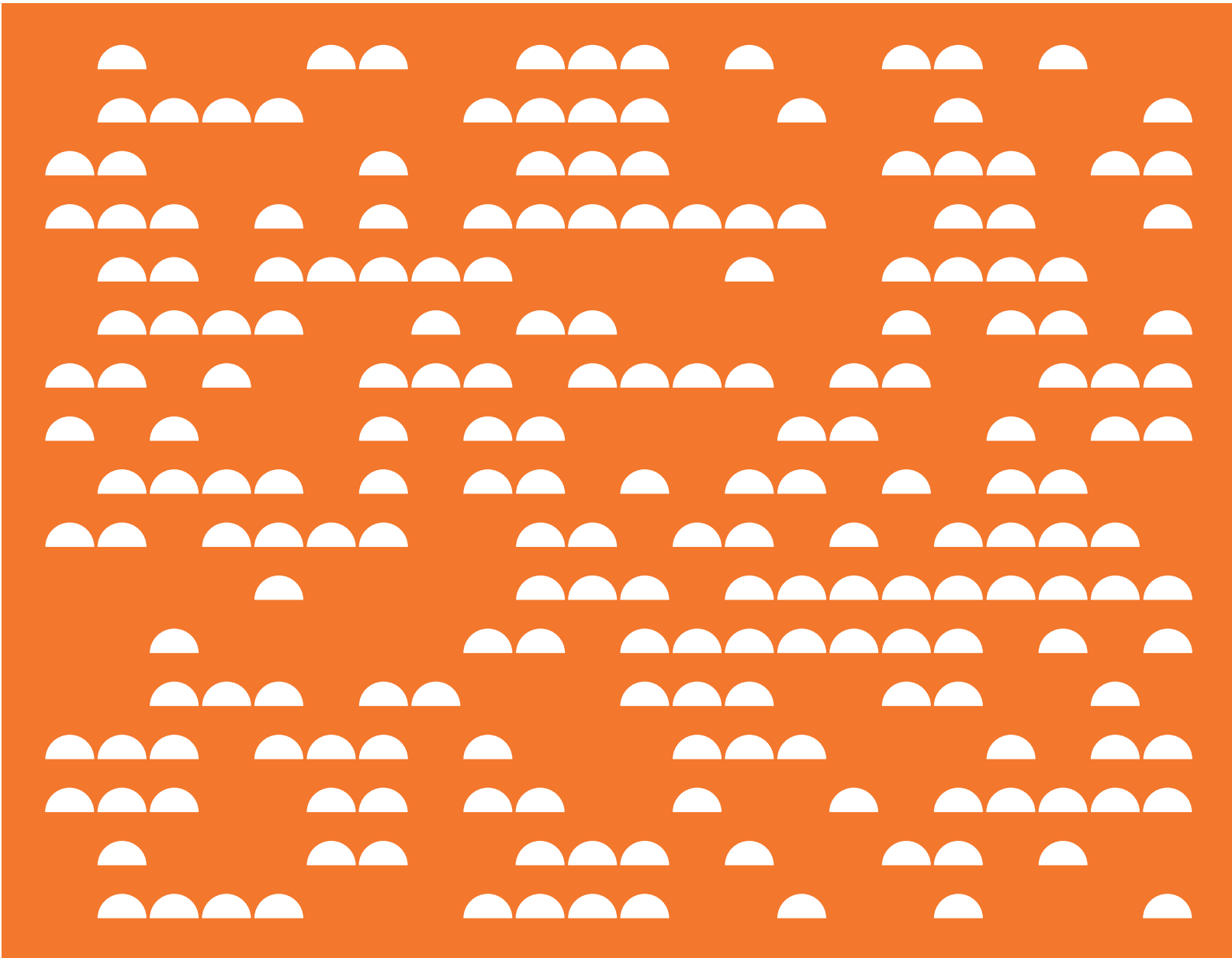


2025 Graduate Outcomes Survey

Methodological Report

June 2026



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

The Social Research Centre would like to thank the higher education institutions that contributed to the GOS in 2025. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2025 GOS would not have been such a success.

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

For more information on the conduct and results of the 2025 GOS see the [QILT website](#).

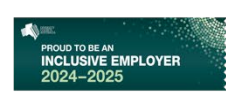
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1. Introduction

1.1. About this report

This *Methodological Report* describes the sample preparation, data collection and data preparation aspects of the 2025 Graduate Outcomes Survey (GOS, 'the survey'), conducted on behalf of the Australian Government Department of Education ('the department') by the Social Research Centre.

This report is structured into the following sections:

- Section 1 provides background information and a general overview.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase and provides an overview of changes from the previous iteration including institution specific items.
- Section 5 describes the data preparation procedures.
- Section 6 documents the final dispositions and response rates.
- Section 7 presents an analysis of response.
- Section 8 summarises 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. From November 2015, the GOS replaced the Australian Graduate Survey (AGS) which was conducted between 2009 and 2014.

The key focus of the development of the GOS was to take existing concepts in the GDS and align them with contemporary good practice in the measurement and tracking of labour market participation. For a more detailed history of the GOS and its predecessor instruments, refer to the *2017 GOS Methodological Report*.

1.3. Objectives

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

The development, collection and reporting of these measures provides reliable, valid and generalisable information on graduate outcomes to the Australian government and to higher education providers.

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

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

The GOS survey instrument is also the mechanism for building the sample for another component of the QILT suite of surveys, the Employer Satisfaction Survey (ESS), through the collection of work supervisor contact details from employed GOS respondents. The ESS is a national survey that directly

links the experiences of graduates to the views of their direct supervisors. Refer to the *ESS Methodological Report* series for more information about the ESS.

1.4. Overview

Graduates who completed a course from March 2024 through to February 2025 were invited to participate in the 2025 GOS. The 2025 GOS collection cycle was conducted over three distinct collection rounds (November 2024, February 2025, and May 2025).

Table 1 provides an overview of participation by collection round. A total of 136 institutions participated in the 2025 GOS. From a final in-scope sample of 332,988 graduates, a total of 129,220 surveys were completed (as defined in Section 5.1). This was made up of 118,609 graduates of 42 universities and 10,611 graduates of 94 non-university higher education institutions (NUHEIs).

Response rate varied across each collection round, with a marginally stronger response in the February and May rounds, relative to the November round. The final overall response rate for the 2025 GOS was 38.8 per cent, broadly consistent with recent years – 2024 GOS (38.5 per cent), 2023 GOS (38.7 per cent) and 2022 GOS (39.4 per cent). The final response rate for the 2025 GOS was higher for universities (38.8 per cent) compared to NUHEIs (38.6 per cent).

Table 1 Key project statistics

Collection round		Participating institutions (n)	Total sample (n)	Final in-scope graduates (n)	Surveys completed (n)	Response rate (%)
2024 November	University	42	100,497	91,648	30,534	33.3
	NUHEI	68	12,249	10,909	3,529	32.3
	Total	110	112,746	102,557	34,063	33.2
2025 February	University	35	26,426	24,356	9,719	39.9
	NUHEI	57	6,433	5,713	2,037	35.7
	Total	92	32,859	30,069	11,756	39.1
2025 May	University	42	208,477	189,492	78,356	41.4
	NUHEI	83	11,877	10,870	5,045	46.4
	Total	125	220,354	200,362	83,401	41.6
2025 Total collection	University	42	335,400	305,496	118,609	38.8
	NUHEI	94	30,559	27,492	10,611	38.6
	Total	136	365,959	332,988	129,220	38.8

Note: For QILT projects, 'response rate' is defined as surveys completed as a proportion of in-scope sample approached, where in-scope sample approached excludes unusable sample (e.g. no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by excluding certain non-contact and refusal outcomes from the denominator for the response rate calculation. For details of industry standards, refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023).

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

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

1.5. Project milestones

Table 2 provides a summary of the key project milestones for each collection round in the 2025 GOS.

Table 2 Key project milestones

Milestone	Collection round		
	2024 November	2025 February	2025 May
Start-up			
Sample preparation	29-Aug-24 to 04-Oct-24	07-Nov-24 to 29-Nov-24	12-Feb-25 to 28-Mar-25
Questionnaire development*	19-Aug-24 to 13-Sep-24	28-Oct-24 to 22-Nov-24	-
Fieldwork			
Start main online fieldwork	29-Oct-24	4-Feb-25	29-Apr-25
In-field reminder calls	07-Nov-24 to 28-Nov-24	13-Feb-25 to 06-Mar-25	08-May-25 to 29-May-25
Main online fieldwork close**	01-Dec-24	09-Mar-25	01-Jun-25
Post-field reminder calls†	02-Dec-24	10-Mar-25	02-Jun-25
Fieldwork close†	15-Dec-24	26-Mar-25	16-Jun-25
Data preparation			
Draft data and documentation to the department	-	-	18-Jul-25
Final data and documentation to the department	-	-	01-Aug-25
Institutional Tableau report and data files delivered	-	-	29-Aug-25

*May dates not shown as only minor changes were made to the questionnaire for this collection round.

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

† For institutions that opted for post-field reminder calls.

2. Sample preparation

2.1. Target population

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2024 and February 2025. This included domestic and international graduates living outside Australia who studied at an Australian campus.

Offshore graduates who studied at a campus outside Australia were excluded from the core survey.

All graduates meeting these criteria were selected for inclusion in the survey. In this way, the 2025 GOS was an attempted census of all in-scope higher education graduates, thereby ensuring as full coverage as possible.

2.1.1 Additional populations

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

GOS additional populations can include groups such as offshore graduates who completed the requirements for an Australian award during the relevant GOS data collection reference period, or out of cycle graduates (graduates in-scope for a previous collection round but not approached).

Six institutions (three universities, three NUHEIs) opted to survey additional populations in the 2025 GOS. Additional populations are not included in the *National Report* and do not appear in results presented in this report.

2.2. Institutional participation

As with previous collection cycles, institutional participation in the 2025 GOS was optional.

A total of 161 institutions were invited to participate in the 2025 GOS, comprising of 42 universities and 119 NUHEIs. Of the institutions invited to participate, all universities participated, whilst 25 NUHEIs¹ chose not to participate. The main reasons cited by NUHEIs for non-participation included not having any student completions in the reference period.

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

2.3. Course majors

The default methodology for the GOS is to survey at the course/qualification level. However, institutions also have the option to survey their graduates at the majors level. Prior to providing the sample for the 2025 GOS, institutions were asked to confirm whether they wanted their graduates

¹ Of the NUHEIs that agreed to participate in the 2025 GOS, 17 were non-Higher Education Support Act (HESA) institutions. In 2021, department funding of QILT participation was extended to HESA institutions for the first time and non-HESA institutions continued to be able to participate free of charge, beginning from the 2022 GOS collection cycle.

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 2025 GOS collection cycle.

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

In the 2025 GOS, there were 11 institutions (all universities) that opted to survey using majors. All other institutions chose to survey their graduates at the course level.

2.4. Sample frame

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

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

2.5. Sample preparation overview

Detailed information regarding the GOS sampling process was available to institutions in the *Collection and Sample Guide* (refer to Section 3.1). The guide was provided to institutions prior to each GOS collection round and outlined the:

- The timeline for sample provision.
- Data elements required, including essential and optional fields.
- Processes for inclusion of additional populations and majors data.
- Data elements important for response maximisation.
- Steps for flagging in-scope graduates.

The department provided an extract of all TCSI submissions from institutions to the Social Research Centre. The Social Research Centre then reviewed this extract to identify records eligible to participate in the GOS. Sample counts by institution were checked against historical submissions to ensure all expected TCSI submissions were included in the extract. Following this, individual sample file templates were distributed to institutions for verification of the included graduate data and to append contact information.

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

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

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

Institutions that had missing course completion data in TCSI were offered a full population template to provide all or part of their sample. The full population template enabled institutions to submit TCSI-consistent data elements for survey execution and reporting.

2.5.1 Sample processing quality assurance

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

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

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

- Information essential for survey operationalisation or analysis not being provided or not provided in the specified format.
- Insufficient, limited, or unclear contact information (i.e. phone number, email).
- Formatting issues such as altering of templates, use of special characters or duplication of unique records/identifiers.
- Incorrect course codes being provided or course codes not being up to date in the master course list.
- Inconsistent course information (i.e. courses with the same course code submitted with different field of education codes within a collection round or between collection rounds).
- Incorrect assignment of majors or missing majors data.

Table 3 summarises the outcomes from the contact list cleaning process on contact information for all in-scope sample records provided by participating institutions. Given that many graduates could be contacted via multiple email addresses or phone numbers, the number of emails or phone numbers do not match the total sample for the 2025 GOS. Since the extent of duplication is unknown before cleaning, all contacts are initially treated as unique, inflating the base. Cleaning removes duplicates, reducing the base and resulting in a lower proportion of valid records.

Table 3 Outcomes of contact list cleaning process

	Email			Phone		
	Base before pre-field cleaning (n)	Base after pre-field cleaning (n)	% valid cleaned	Base before pre-field cleaning (n)	Base after pre-field cleaning (n)	% valid cleaned
Total	676,622	652,008	96.4	451,860	387,989	85.9
University	630,747	607,620	96.3	414,206	358,348	86.5
NUHEI	45,875	44,388	96.8	37,654	29,641	78.7

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

2.5.2 Exclusions

The following exclusion rules were applied for the 2025 GOS:

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

After application of the exclusion rules, 244,152 records were removed from the sample. This is slightly higher than the 2024 exclusions count (222,855). The TCSI extracts received by the Social Research Centre contained all sample records in the TCSI database for every collection round, thus duplicate records (239,805) were included in TCSI templates provided to institutions to provide transparency of the TCSI extract data. The increase in exclusions in 2025 is correlated to the increase in graduate population in the 2025 GOS as compared to 2024.

3. Survey design and procedures

3.1. Institutional engagement

The institutional engagement strategy for the 2025 GOS included:

- The timely provision of institutional planning resources, such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*, accessible via the QILT provider portal.
- Confirmation of participation and nomination for 'fee-for-service' activities via the *Participation and Additional Services Form (PASF)*.
- GOS specific content in the QILT webinar and newsletter series, encompassing analysis of prior year survey results, sample preparation, questionnaire changes, response maximisation, survey methodology and fieldwork progress.
- An update to the *GOS Marketing Pack* which included more diverse images and new taglines, along with new contemporary designs for each asset, featuring drawings and word arts. This pack also includes a *Marketing Pack User Guide* and an engagement activity plan.
- An ongoing dialogue with survey managers at participating institutions to discuss overall progress and work through response maximisation strategies, with a focus on assisting under-performing institutions.

Institutional engagement processes and the resources provided were reviewed at the conclusion of the collection year through the *Respondent Engagement Survey (RES)*. Feedback was gathered on how the marketing materials were being used and how they could continue to evolve to best support institutions in their engagement efforts. Of those who responded to the RES and used the marketing materials, 96 per cent found them useful and aligned with their needs in administering the 2025 GOS. Valuable suggestions for further refinement were also offered, reflecting the diverse communication environments and preferences across institutions.

3.2. Contact protocol

The 2025 GOS employed an extensive protocol of contact attempts, including an email invitation and up to nine email reminders, up to three SMS reminders, and telephone reminder call activity. Additionally, institutions could commission an extra SMS and/or post-field reminder calls on a fee-for-service basis.

Each contact mode included provision to opt-out or unsubscribe from future contact, in alignment with obligations under the Australian Communications and Media Authority (ACMA) Spam Act. Graduates could also opt-out by contacting the GOS helpdesk.

Table 4 shows the date of contact activity. A copy of the GOS email and SMS invitation from the May collection round is provided in Appendix 2.

Table 4 Invitation and reminder schedule

Round of contact activity	Collection round		
	2024 November	2025 February	2025 May
Email invitation (launch period)	29-Oct-24 to 31-Oct-24	04-Feb-25 to 06-Feb-25	29-Apr-25 to 1-May-25
Email reminder 1	02-Nov-24	08-Feb-25	03-May-25
Email reminder 2	04-Nov-24	10-Feb-25	05-May-25

Round of contact activity	Collection round		
	2024 November	2025 February	2025 May
Email reminder 3 and in-field reminder calls commenced	07-Nov-24	13-Feb-25	08-May-25
SMS 1	11-Nov-24	17-Feb-25	12-May-25
Email reminder 4	11-Nov-24	17-Feb-25	12-May-25
Email reminder 5	13-Nov-24	19-Feb-25	14-May-25
Supplementary reminder	16-Nov-24	26-Feb-25	n/a
SMS 2	18-Nov-24	24-Feb-25	19-May-25
Email reminder 6	18-Nov-24	24-Feb-25	19-May-25
Email reminder 7	22-Nov-24	28-Feb-25	23-May-25
SMS 3	25-Nov-24	03-Mar-25	26-May-25
Email reminder 8	25-Nov-24	03-Mar-25	26-May-25
Email reminder 9	28-Nov-24	06-Mar-25	29-May-25
SMS fee-for-service	28-Nov-24	06-Mar-25	29-May-25
Online fieldwork closes*	01-Dec-24	09-Mar-25	01-Jun-25
Post-field reminder calls commenced †	02-Dec-24	10-Mar-25	02-Jun-25
Fieldwork closes ‡	15-Dec-24	26-Mar-25	16-Jun-25

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

† For institutions that opted for post-field reminder calls.

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

n/a indicates that this additional email was not required for the May 2025 collection round.

3.2.1 Email invitation and reminders

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

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

Table 5 Email plan message intent

Activity	Message intent
Invitation	Awareness raising and invitation
Reminder 1	Your feedback is important and will contribute to the experience current and future students, acknowledge graduate may be busy, soft mention of first prize draw
Reminder 2	Encourage early completion with prize incentive, and grateful if you could spare the time
Reminder 3	Help government understand graduate employment and further study outcomes
Reminder 4	Grateful if you could spare the time to give feedback to benefit future students, improve course experiences at institutions, soft mention of second prize draw
Reminder 5	More feedback needed from graduates, important to give feedback even if not working
Supplementary email±	Your feedback is valued. Describe how completing the survey can make a difference
Reminder 6	Empathetic tone, acknowledge frequency of contact, improve career resources at institution, attention drawn to unsubscribe option, mention of penultimate prize draw
Reminder 7	Recognise uniqueness of graduate, acknowledge graduate may be busy, help improve outcomes for graduates and inform choices for future students

Activity	Message intent
Reminder 8	Mention of final prize draw, still need to hear from more graduates from your course, grateful if you could spare the time
Reminder 9	Survey closing soon, important to give feedback

± A supplementary email was sent in the middle of main online fieldwork of the November and February collection round due to low response

Email inbox placement optimisation

Extensive pre-field testing was undertaken to maximise the proportion of emails placed in primary inboxes (such as the 'primary' tab in Gmail and 'focused' inbox in Outlook). In 2025, this process was refined further, with particular attention during the February and May rounds when higher rates of emails were filtered into non-primary folders. This year's approach also emphasised consistency, reusing proven elements from past campaigns to support reliable inbox placement.

Adjustments to subject lines and content were made to prioritise primary inbox placement. Poor inbox placement is often linked to themes and words such as 'win' and 'prize draw', resulting in emails being directed to email spam folders (including 'Promotions'). However, inbox placement can at times appear inconsistent, with no clear link to specific words or phrases, making it difficult to reliably predict which messages will be directed to the primary inbox. When analytics tools detected inbox placement issues, the wording was tweaked where necessary, to ensure placement to the primary inbox, without altering the overall theme of message where possible.

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

Email inbox deliverability optimisation

Actions taken and products used to optimise email deliverability included:

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

Email subject line and messaging adjustments

Improving the placement of invitations / reminders to Gmail accounts was a particular focus, as Gmail accounts are held by more than one third of the sample. Due to an excess of invitations and reminders filtering into non-primary inboxes of Gmail accounts during testing, several messages were modified to

maximise the proportion landing in primary inboxes. Key changes included adding explicit references to the Australian Government, piping in the recipient's name (or "Graduate" if the first name is unavailable) for personalisation, and removing any mention of "winning" prizes to avoid potential spam filters. Additionally, reminders were clearly flagged using terms such as 'REMINDER', 'IMPORTANT REMINDER' or 'FINAL REMINDER' to capture attention.

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

Sentences from emails with stronger inbox placement performance were reused and incorporated into other messages. Common phrases included:

- 'In the past, [institution name] have used Graduate Outcomes Survey results to improve services that prepare students for work and life after studying.'
- 'Having your experiences can help improve outcomes for international graduates and inform the choices future students make on their higher education journey.'
- 'It's important for the Australian Government to hear the experiences of as many graduates as possible so that higher education can best reflect the needs of graduates.'

Email reminder experimentation

An email send-time experiment was conducted in the May 2025 collection round to explore whether the time of day an email is sent influences response rates. Specifically, the experiment tested whether sending both the invitation email and the Reminder 2 later in the day would improve engagement.

Half of the sample received these emails at 10:30am, while the other half received them at 2:00pm. Results showed no significant difference in response rates between the two groups. Based on these findings, no changes were made to the standard email send schedule.

International engagement strategy

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

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

Email invitation and reminder performance

A breakdown of email send outcomes by round of activity is provided at Table 6, Table 7, and Table 8. 'Clicked on link' is the key indicator used to measure email performance. Note these tables indicate the number of unique email addresses that invitations were sent to. Given that many graduates could be contacted via multiple email addresses, the number sent for the invitation email does not match the total number of graduates approached for the 2025 GOS.

The invitation remained the most effective email in the schedule with the highest 'clicked on link' rates across the schedule – 8.0 per cent in November, 6.7 per cent in February and 7.8 per cent in May. As could be expected, 'clicked on link' rates generally trended down with each subsequent reminder.

Exceptions to this usually coincided with email reminders timed to align with prize draw close dates (Reminder 4, Reminder 6 and Reminder 8).

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2025 GOS collection cycle was lowest in May. However, Reminders 5, 6 and 7 in the November round experienced unusually high soft bounce rates. This was due to a temporary inbox placement issue where emails to Hotmail domains were delivered to spam folders, contributing to higher bounce rates. Additional steps were taken ahead of the February and May rounds to improve inbox placement and mitigate this deliverability issue.

Opt-outs were less than one per cent at each email, suggesting the nature of the survey and the timing of sends were not a concern for graduates.

Table 6 Email send outcomes by round of activity – November 2024

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	112,441	107,082	103,310	99,166	95,617	90,990	87,698	82,890	81,880	76,567
Clicked on link (%)	8.0	6.5	4.8	4.8	6.7	3.4	5.0	2.1	2.2	2.1
Opt-out from link (%)	0.5	0.4	0.7	0.7	0.7	0.6	0.8	0.4	0.3	0.3
Opened email (%)	55.3	53.5	51.2	54.7	49.2	43.5	48.5	34.1	34.4	35.5
Unopened (%)	35.3	35.7	42.9	39.5	42.9	40.9	30.1	46.9	58.7	59.4
Soft bounce ³ (%)	0.2	3.7	0.2	0.2	0.4	11.5	15.6	16.4	4.4	2.7
Hard bounce ⁴ (%)	0.8	0.2	0.1	0.1	0.1	0.1	<0.1	0.1	<0.1	<0.1

Table 7 Email send outcomes by round of activity – February 2025

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	32,609	31,152	30,010	28,999	27,989	25,908	24,945	23,105	22,565	21,344
Clicked on link (%)	6.7	5.4	4.0	5.0	7.0	5.1	5.5	3.3	3.7	3.4
Opt-out from link (%)	0.4	0.4	0.5	0.7	0.6	0.8	0.9	0.8	0.7	0.6
Opened email (%)	53.4	55.6	52.3	66.0	65.7	64.7	66.0	63.9	64.4	53.0
Unopened (%)	36.9	38.3	42.9	28.1	26.3	29.0	27.2	31.3	31.0	42.1
Soft bounce (%)	2.5	0.2	0.3	0.2	0.4	0.4	0.3	0.5	0.2	0.8
Hard bounce (%)	0.2	<0.1	<0.1	<0.1	<0.1	<0.1	0.2	0.1	0.1	<0.1

Table 8 Email send outcomes by round of activity – May 2025

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	219,307	207,162	194,980	183,987	176,956	167,079	157,992	147,404	143,361	138,289
Clicked on link (%)	7.8	9.4	6.3	4.1	4.7	4.8	4.6	3.0	3.0	2.8
Opt-out from link (%)	0.5	0.6	0.8	0.9	0.9	0.8	1.0	0.9	0.7	0.6
Opened email (%)	63.2	61.4	60.4	60.7	59.7	57.2	57.5	57.7	57.5	56.9
Unopened (%)	28.0	28.4	32.2	34.1	34.4	36.8	36.5	37.9	38.4	39.4
Soft bounce (%)	0.2	0.2	0.2	0.2	0.3	0.3	0.4	0.4	0.4	0.3
Hard bounce (%)	0.3	0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

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

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

3.2.2 SMS reminders

SMS reminders were used during fieldwork to compliment the email contact strategy and provide an alternative contact channel as insurance against email deliverability issues. Up to three SMS reminders were sent during fieldwork as part of the standard QILT contact protocol. An example of the first SMS used in the May collection round is provided in Appendix 2.

To reinforce the legitimacy of the SMS and email contact, each SMS was paired with an email reminder, sent on the same day as the email reminder, with the SMS content referencing the email as appropriate and timed to align with prize draw close dates (Reminder 4, Reminder 6 and Reminder 8).

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

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

Additional SMS

Institutions were also able to nominate for participation in an additional SMS ('F4S SMS', or fee-for-service SMS) on a fee-for-service basis. The additional SMS was sent with Reminder 9 and featured an abbreviated version of the institution's name. Institutions could choose to send the message to either all, or a subset, of in-scope graduates with a mobile number during each collection round.

In total, 21 institutions across the 2025 GOS collection cycle opted to send an additional SMS.

SMS reminder performance

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

The rate of survey completions directly attributable to SMS1 and SMS3 was over one per cent across the three collection rounds while SMS 2 completion rates were lower in November but exceeded one percent in February and May.

The additional SMS (featuring the abbreviated institution name) sent in all three collection rounds achieved completion rates that were generally comparable to SMS 1, SMS2 and SMS3. The higher November completion rate (8.1 per cent) reflects an extended SMS protocol, where SMS4 was sent to selected non-responders from low-performing cohorts and is therefore not directly comparable to the additional SMS used in later rounds. As the additional SMS and SMS4 used the same survey link, the completion rate for the fee-for-service SMS appears to be inflated.

These results illustrate the relative importance of sample members receiving SMS reminders, including the additional SMS, in comparison to email and provide justification for implementing the high performing strategy used in the additional SMS as a standard part of the contact protocol (refer to SMS reminder experimentation).

SMS reminder experimentation

In 2025, further experiments were conducted on SMS, building on the findings from prior SMS experiments in 2024. While previous experimentation showed that prize draw-themed messaging consistently outperformed institution-themed SMS, the experiment conducted on SMS1 in the November round explored whether combining both elements, mention of the prize draw and the abbreviated institution name, would yield stronger engagement than the standard prize draw message alone.

This new version was trialled against the standard prize draw message, with results indicating that the combined message performed better in driving response. Following this outcome, the updated messaging was adopted as the new standard for SMS1 and implemented for both the February and May rounds.

Table 9 SMS based follow up activity outcomes

Contact activity	Collection round					
	2024 November		2025 February		2025 May	
	(n)	(%)	(n)	(%)	(n)	(%)
SMS1						
Sent	80,866	100.0	23,555	100.0	151,796	100.0
Opened	71,315	88.2	12,634	53.6	86,757	57.2
Unopened	8,436	10.4	10,598	45.0	62,563	41.2
Unsubscribed	1,115	1.4	323	1.4	2,476	1.6
Completed via SMS link*	1,129	1.4	602	2.6	2,192	1.4
SMS2						
Sent	63,595	100.0	17,071	100.0	120,744	100.0
Opened	60,271	94.8	11,212	65.7	75,909	61.3
Unopened	1,909	3.0	5,495	32.2	42,465	36.7
Unsubscribed	1,415	2.2	364	2.1	2,370	1.9
Completed via SMS link*	160	0.3	262	1.5	1,964	1.6
SMS3						
Sent	56,565	100.0	14,625	100.0	108,112	100.0
Opened	53,891	95.3	10,273	70.2	65,878	60.9
Unopened	1,499	2.7	4,067	27.8	40,246	37.2
Unsubscribed	1,175	2.1	285	1.9	1,988	1.8
Completed via SMS link*	783	1.4	203	1.4	1,611	1.5
F4S SMS						
Sent	6,189	100.0	5,617	100.0	29,033	100.0
Opened	5,712	92.3	3,594	64.0	16,744	57.7
Unopened	382	6.2	1,926	34.3	11,775	40.6
Unsubscribed	95	1.5	97	1.7	514	1.8
Completed via SMS link*	504	8.1 [†]	72	1.3	331	1.1

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

[†]Due to a low response rate in the November collection, the SMS protocol was extended (SMS4) for selected non-responders from underperforming study levels, alongside the F4S SMS. As a result, the response rate from the F4S SMS link appears higher than it would have otherwise been.

3.2.3 Reminder calls

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

In the 2025 GOS in-field reminders were used primarily to improve the representation of international graduates (refer to Section 7.2). Post-field telephone activity was a fee-for-service option to enable institutions to boost response rates.

In-field reminder calls

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

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

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

In support of the International Engagement Strategy, in-field reminder call activity for the 2025 GOS prioritised international graduates as determined by citizenship indicator.

Table 10 provides a summary of in-field reminder call outcomes by citizenship indicator. In-field reminder calls were made to 27.7 per cent of the in-scope sample approached for the 2025 GOS⁵.

Approximately one-seventh of the sample initiated agreed to complete online by confirming or updating their best contact email address (14.9 per cent). In total, a completed survey could be directly attributed to the in-field reminder call for 3.3 per cent of graduates called. For example, after speaking with a call centre operator or listening to a voicemail left during an in-field reminder call, a graduate contacted via reminder calls may have been prompted to complete the GOS via a link included in the email invitation or an SMS reminder.

Marginally better outcomes were reported for domestic graduates (18.6 per cent agreed to complete online) than international graduates (13.3 per cent). International graduates were prioritised for in-field reminder calls; however, their outcomes were lower in 2025 due to a higher proportion of unusable sample and unsuccessful contact attempts.

Table 10 In-field reminder call outcomes

	Domestic		International		Total	
	(n)	(%)	(n)	(%)	(n)	(%)
Total sample initiated	28,034	100.0	64,060	100.0	92,094	100.0
Unusable sample	455	1.6	4,860	7.6	5,315	5.8
No contact	21,565	76.9	49,420	77.1	70,985	77.1
Total contacts	6,014	21.5	9,780	15.3	15,794	17.1
Collected graduate's email	5,202	18.6	8,551	13.3	13,753	14.9
Other contact type	812	2.9	1,229	1.9	2,041	2.2
<i>Completed directly*</i>	1,068	3.8	1,981	3.1	3,049	3.3
<i>Completed indirectly†</i>	4,425	15.8	11,355	17.7	15,780	17.1

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

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

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

⁵ The percentage is calculated by dividing the total sample initiated for dialing (92,094) by the final in-scope sample (332,988).

Post-field reminder calls

Post-field reminder calls were a fee-for-service option to enable institutions to boost response rates for reporting purposes and their own internal analysis.

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

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

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

- Have a valid phone number available in the sample.
- Have not opted-out, screened-out or completed the online survey.
- Not have a 'contact' outcome from in-field reminder calls.
- Meet any custom criteria chosen by the institution (e.g. the institution may only want to boost response in certain study areas).

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

Table 11 provides a summary of post-field reminder call outcomes. Post-field reminder calls were made to 8.3 per cent of the in-scope sample approached for the 2025 GOS⁶.

Email addresses were confirmed or updated for around a third of all graduates called (27.6 per cent).

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

A completed survey could be directly attributed to the post-field reminder call for 4.3 per cent of the sample called. As for in-field reminder calls, there are survey completions that may be indirectly attributed to post-field reminder calls (a further 6.6 per cent of graduates called). The lower rate of indirect completion, compared to in-field reminder calls, could be due to no other engagement activity being undertaken during the post-field period.

Table 11 Post-field reminder call outcomes

	Citizenship indicator					
	Domestic		International		Total	
	(n)	(%)	(n)	(%)	(n)	(%)
Total sample initiated	19,360	100.0	8,430	100.0	27,790	100.0
Unusable sample	313	1.6	200	2.4	513	1.8
No contact	12,935	66.8	6,090	72.2	19,025	68.5
Total contacts	6,112	31.6	2,140	25.4	8,252	29.7
Collected graduate's email	5,723	29.6	1,955	23.2	7,678	27.6
Other contact type	389	2.0	185	2.2	574	2.1
<i>Completed directly*</i>	<i>883</i>	<i>4.6</i>	<i>317</i>	<i>3.8</i>	<i>1,200</i>	<i>4.3</i>
<i>Completed indirectly†</i>	<i>1,298</i>	<i>6.7</i>	<i>532</i>	<i>6.3</i>	<i>1,830</i>	<i>6.6</i>

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

⁶ The percentage is calculated by dividing the total sample initiated for dialing (27,790) by the total sample (332,988).

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

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

3.2.4 Fieldwork briefing

Call centre operators selected to work on the 2025 GOS in-field and post-field reminder calls attended a briefing session delivered by the QILT team at the Social Research Centre. Briefings were conducted prior to the commencement of in-field and post-field activities in each collection round. The briefings covered an overview of the GOS and QILT, privacy and confidentiality policy, reminder call procedures, and fieldwork timelines.

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

3.2.5 Quality control

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

- 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 engagement techniques, data quality, consistency of administration, or project performance.
- Maintenance of a 'field team handout' document detailing project performance metrics, graduate liaison techniques and data quality requirements.
- Monitoring (listening in) by the call centre and supervisory staff.
- Maintenance of a Wiki with answers to common graduate queries.

3.2.6 Social media

Due to relatively low social media engagement in recent collections, a limited social media campaign was conducted in 2025 to support the GOS response maximisation strategy. This involved organic (i.e. unpaid) ads that were shared across Facebook and Instagram from the QILT social media accounts (<https://www.facebook.com/QILT1>, @qilt_src) to build a general level of social media presence.

Organic ad content was tailored with calls to action appropriate for each fieldwork milestone (e.g. referencing a 'chance to win' during the prize draw period) and built upon message intent themes from the email reminder plan. Social media post design aligned with themes from the marketing pack refresh and used custom graphic-style illustrations. An example of a social media ad is provided in Appendix 2.

3.3. Data collection

3.3.1 Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, via the GOS landing page on the QILT website, by clicking the link in the SMS, or a redirect from the social media posts. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the graduate's survey.

Graduates accessing the survey via the QILT website or social media redirect are directed to an authentication process on the GOS landing page, where they could log into a generic link to allow entry into the survey by validating themselves against the sample information as a legitimate sample member. A unique survey link is then sent to the graduates' choice of email or SMS based on available sample contact information. An example of the landing page used for the authentication process is provided in Appendix 2.

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

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

- Consistent presentation and placement of “Next” and “Previous” buttons.
- Input controls and internal logic/validation checks.
- Tailored error messages as appropriate.
- Splitting long statement batteries over multiple screens to reduce the number of items that require vertical scrolling.
- Sizing the panels for free text responses commensurate with the level of detail required in the response.
- Automatically ‘saving’ with progression to the next screen.
- The capacity to save and return to finish off at another time, resuming at the last question viewed.

The survey look and feel was customised to be consistent with QILT branding guidelines, including the use of the GOS logo and colour scheme. This ensured consistency with the look of the email invitation and reminders, advertisements placed on social media and the QILT website.

3.3.2 Survey implementation

Standard operational checks of the online survey were conducted pre-field to ensure implementation aligned with the intended questionnaire design. In addition to these standard checks, institutions with additional items (refer to Section 4.3.1) were sent test links to facilitate testing and sign off on their items prior to field launch.

The survey launch was staggered over three days per collection round: 15 per cent of the sample received email invitations on the first day, 25 per cent on the second day, and the remaining 60 per cent on the third. This staggered schedule aimed to quickly identify and address any issues with email deliverability, inbox placement or incorrect domains.

Data checks conducted after the first day confirmed correct survey sequencing, with no issues detected during the staggered launch for each collection round. Additional post-launch checks also further ensured the integrity of the data.

3.3.3 Quality assurance and applicable standards

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

All aspects of the GOS were undertaken in accordance with the Privacy (Market and Social Research) Code 2021, the Research Society's Code of Professional Behaviour, and ISO 20252 standards.

All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role, and the Social Research Centre is also a member of the Australian Data and Insights Association (ADIA).

All sensitive or personally identifiable information such as sample and data were transferred using the QILT Secure File Exchange (SFX).

3.3.4 Monitoring and progress reporting

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

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

3.3.5 Live online reporting module

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

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

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

3.4. Graduate support

The Social Research Centre maintained a GOS helpdesk to provide assistance to graduates during fieldwork across the GOS collection year. The helpdesk featured an 1800 number and a tailored inbox. Team members responded to queries within one business day. The 1800 number was also available to offshore graduates (with an international dialling code). The helpdesk was staffed seven days a week during call centre operational hours. All calls outside these hours were routed to a voicemail service. Additionally, a general inbox was also maintained year-round, managed by the QILT team and staffed during business hours.

The GOS helpdesk team was briefed on the GOS background, procedures and questionnaire, enabling them to answer a wide range of queries. All opt-outs and out-of-scope outcomes identified

via the helpdesk were removed from the in-scope sample to cease further contact with these graduates.

A summary of graduate enquires to the GOS helpdesk is provided at Table 12. Survey queries remained the most common reason for contacting the helpdesk, accounting for one third of total enquiries. The relatively low volume of helpdesk traffic, relative to the population approached, indicates that the current survey communications, including links to supporting information in the engagement emails (privacy policy, online FAQ, etc) are clear and have pre-emptively addressed many graduate concerns.

Additionally, the 2025 GOS survey introduction was updated to include a summary and link to the Department of Education’s privacy notice which may have served to address sample member concerns at the outset.

Table 12 Graduate enquiries to the GOS helpdesk

Type of enquiry	1800 number		GOS inbox		Total	
	(n)	(%)	(n)	(%)	(n)	(%)
Total	492	100.0	543	100.0	1,035	100.0
Survey query	165	34.0	127	23.0	292	28.0
Opt-out	85	17.0	132	24.0	217	21.0
General query	68	14.0	143	26.0	211	20.0
Supervisor contact details query	42	9.0	104	19.0	146	14.0
Request for follow up	90	18.0	0	0.0	90	9.0
Deletion or removal request	25	5.0	6	1.0	31	3.0
Out-of-scope	9	2.0	15	3.0	24	2.0
Change of contact details	7	1.0	14	3.0	21	2.0
Other query	<5	0.0	<5	0.0	<5	0.0

3.5. Prize draw

All respondents were entered into a rolling prize draw that ran over four weeks for each round of data collection (refer to Table 13). The rolling prize draw was designed to encourage early survey completion by offering more chances to win, the earlier the survey was completed (e.g. if the survey was completed by the end of the first week, the respondent would be entered into all four prize draws). The terms and conditions of the prize draw were available on the Social Research Centre website and were provided in all email communications sent to graduates.

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

The total prize pool for the 2025 GOS was divided into national and state-based prize pools, with an equitable split based on institutional representation in the sample. The total prize pool was valued at \$27,000 in the November collection round, \$6,000 in February, and \$37,000 in May.

Each prize draw consisted of the following prepaid e-gift card incentives:

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

Table 13 shows a breakdown of the value of each prize draw and the prize draw schedule.

Table 13 Prize pool and prize draw schedule

Prize draw activity	Collection round		
	2024 November	2025 February	2025 May
Prize pool			
Total prize pool	\$27,000	\$6,000	\$37,500
Total \$1,000 prize pool	\$12,000	\$4,000	\$12,000
Total \$500 prize pool	\$10,000	-	\$10,000
Total \$250 prize pool	\$5,000	\$2,000	\$15,000
Prize draw schedule			
Prize draw period opens/Fieldwork starts	29-Oct-24	4-Feb-25	29-Apr-25
Prize draw 1 close	4-Nov-24	10-Feb-25	5-May-25
Prize draw conducted	6-Nov-24	12-Feb-25	7-May-25
Prize draw 2 close	11-Nov-24	17-Feb-25	12-May-25
Prize draw conducted	13-Nov-24	19-Feb-25	14-May-25
Prize draw 3 close	18-Nov-24	24-Feb-25	19-May-25
Prize draw conducted	20-Nov-24	26-Feb-25	21-May-25
Prize draw 4 close	25-Nov-24	3-Mar-25	26-May-25
Prize draw conducted	27-Nov-24	5-Mar-25	28-May-25
Main online fieldwork close	1-Dec-24	9-Mar-25	1-Jun-25

4. Questionnaire

4.1. Development

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

Institutions were able to add, modify or remove their additional items for each collection round. Institutions were also given the option of including stakeholder items (refer to Section 4.3.2) or retired items (refer to Section 4.3.3) for the full collection year.

4.2. Overview

Table 14 outlines the thematic areas of the eight main modules in the questionnaire.

The design of the GOS instrument was modular, with items essential to analysis (Labour force, Further study) positioned early in the questionnaire and other core item modules positioned before additional items (Module F). Items related to future contact details and further research were presented in the final two modules.

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

The *ESS Methodological Report* provides a full description of the ESS bridging (Module X).

Table 14 GOS module themes

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

4.3. Changes from 2024

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

The 2025 GOS questionnaire incorporated the new Labour Force Module. These key changes to the core questionnaire for 2025 included:

- Addition of 11 new questions, removal of one question, and modifications to five existing questions. These changes align with Australian Bureau of Statistics (ABS) Labour Force Survey definitions to better measure employment, unemployment, underemployment, labour force participation barriers, and graduates' attachment to the labour market. While affecting

only a small subset of graduates, these adjustments ensure an alignment to the definitions and concepts used by ABS standards.

- a. Modifications to the existing item *AWAYWORK* and the addition of *AWAYLONG* and *AWAYPAID* to align the GOS employment definition with the ABS Labour Force Survey.
- b. Changes to *LOOKFTWK* and *LOOKPTWK*, along with new items *WAITWORKFU*, *STARTWKOB*, and *STARTNOWK*, to allow for alignment with the GOS unemployment definition in the ABS Labour Force Survey.
- c. New item *RSACTLHRS* to identify reasons graduates are working less than usual hours.
- d. New item *AVFMHRS* to understand graduate's future availability to work more hours.
- e. New items *RSNILF1* and *RSNILF2* to better understand why graduates are not participating in the labour force.
- f. New item *WANTJOB* to identify graduates with a marginal attachment to the labour force despite not participating.
- g. References to the COVID-19 pandemic have been removed as they are no longer relevant, which includes removal of existing item *STARTWKFU*.

Updates were applied to the base filters for relevant core and additional items, with some filters revised to incorporate newly added questions from the Labour Force Module. This ensures that these changes do not affect the intended target audience for these items.

In addition, the consent question for the prize draw was revised to align with the South Australian Government's lottery licensing requirements, which newly include the addition of full last name, as well as first name initials and postcode to be published with the winner announcement.

4.3.1 Institution items

A total of 17 institutions (15 universities and 2 NUHEIs) included institution specific items in the 2025 GOS. Institution specific items can be the same or a variation on questions included in prior collection rounds of the GOS, or new questions entirely.

Content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, graduate job search and employability, professional development and other co-curricular activities.

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

4.3.2 Stakeholder items

Stakeholders including the Australian Association of Graduate Employers (AAGE) and Work-Integrated Learning Australia (WIL Australia)⁷ included items in the 2025 GOS. Content covered by the stakeholder items included employment pathways and work integrated learning.

Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

⁷ Work-Integrated Learning Australia (WIL Australia) was rebranded from Australian Collaborative Education Network (ACEN) in 2025. Data for the 2025 GOS was collected when WIL Australia was ACEN.

4.3.3 Retired items

When confirming participation in a collection round of the 2025 GOS, institutions were also able to nominate participation in the CEQ and/or GAS on a fee-for-service basis.

In total, 46 institutions (21 universities, 25 NUHEIs) opted to include the CEQ, and 40 institutions (22 universities and 18 NUHEIs) opted to include the GAS.

5. Data preparation

5.1. Definition of the analytic unit

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

In the 2025 GOS data set, a record was considered a ‘technical’ complete if the graduate had:

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

A record was considered as an ‘operational’ complete if the graduate had completed up to and including the final survey question.

5.2. Data cleaning and preparation

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

- Derivation of labour force status, salary and other reporting outcome variables based on the ABS standards (derivations are documented in the *2025 GOS Data Dictionary*, made available to institutions on the QILT provider portal).
- Re-coding value labels where required.
- Re-coding of ‘no answer’ to the missing values conventions.
- Cleaning of employer name.
- Coding of occupation, industry, and further study field of education.

5.3. Coding and processing of open text responses

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

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

Table 15 Items coded and source for coding decisions

Item coded	Code frame source
Course A Major(s) field of education, Course B Major(s) field of education	Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the six-digit level.
Occupation	Occupation was coded using the Occupation Standard Classification for Australia (OSCA, 2024, Version 1.0)
Industry	Industry was coded using the Australia and New Zealand Standard Classification of Occupations (ANZSIC, 2006 Revision 2.0, ABS catalogue number 1292.0)
Country employer/business is based	For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).
Further study field of education	Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the single digit level.
Overseas country location	For graduates living overseas, country of residence was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).

5.4. Data deliverables

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

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

5.5. Weighting

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

6. Final dispositions and response rates

Table 16 shows the final survey outcomes at an overall level and for each collection round of the 2025 GOS collection cycle.

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

The final response rate for the 2025 GOS collection cycle was 38.8 per cent, which was comparable to the final response rate achieved in 2024 (38.5 per cent). The response rate performance for sample sourced from universities (38.8 per cent) was stronger than sample sourced from NUHEIs (38.6 per cent) in 2025.

When reviewing response rate by course type, postgraduate research had the highest response rate (62.5 per cent), followed by postgraduate coursework (37.5 per cent) and undergraduate (38.6 per cent). Consistent with previous surveys in the series, the May collection round saw the highest overall response rate (41.6 per cent), followed by February (39.1 per cent) and November (33.2 per cent).

The opt-out rate in 2025 was 8.5 per cent, relatively comparable to the 2024 rate of 8.1 per cent. Final response rates by institution for each collection round are provided at Appendix 4.

Table 16 Final survey outcomes

Institution	Sample approached ⁸ (n)	Unusable sample (n)	Out-of-scope (n)	Opted out (n)	In-scope sample approached (n)	Surveys completed (n)	Response rate (%)
2025 GOS overall							
Total	365,959	1,191	759	31,021	332,988	129,220	38.8
Universities	335,400	1,124	661	28,119	305,496	118,609	38.8
NUHEIs	30,559	67	98	2,902	27,492	10,611	38.6
Course type							
Undergraduate	191,623	693	571	17,951	172,408	66,562	38.6
Postgraduate	174,336	498	188	13,070	160,580	62,658	39.0
Postgraduate coursework	164,169	414	176	12,625	150,954	56,637	37.5
Postgraduate research	10,167	84	12	445	9,626	6,021	62.5
2024 November							
Total	112,746	305	193	9,691	102,557	34,063	33.2
Universities	100,497	277	135	8,437	91,648	30,534	33.3
NUHEIs	12,249	28	58	1,254	10,909	3,529	32.3
Course type							
Undergraduate	51,007	148	88	4,850	45,921	14,315	31.2
Postgraduate	61,739	157	105	4,841	56,636	19,748	34.9
Postgraduate coursework	57,397	131	99	4,645	52,522	17,328	33.0

⁸ National in-scope population approached.

Postgraduate research	4,342	26	6	196	4,114	2,420	58.8
2025 February							
Total	32,859	258	42	2,490	30,069	11,756	39.1
Universities	26,426	245	24	1,801	24,356	9,719	39.9
NUHEIs	6,433	13	18	689	5,713	2,037	35.7
Course type							
Undergraduate	11,104	136	11	842	10,115	3,937	38.9
Postgraduate	21,755	122	31	1,648	19,954	7,819	39.2
Postgraduate coursework	19,626	90	28	1,560	17,948	6,525	36.4
Postgraduate research	2,129	32	3	88	2,006	1,294	64.5
2025 May							
Total	220,354	628	524	18,840	200,362	83,401	41.6
Universities	208,477	602	502	17,881	189,492	78,356	41.4
NUHEIs	11,877	26	22	959	10,870	5,045	46.4
Course type							
Undergraduate	129,512	409	472	12,259	116,372	48,310	41.5
Postgraduate	90,842	219	52	6,581	83,990	35,091	41.8
Postgraduate coursework	87,146	193	49	6,420	80,484	32,784	40.7
Postgraduate research	3,696	26	3	161	3506	2,307	65.8

7. Response analysis

7.1. Response by time

Figure 1, Figure 2 and Figure 3 illustrate the daily and cumulative response rates (refer to Section 6.1 for a definition) and operational response rates for the main online field period of the November, February and May collection rounds respectively. Operational response rate is calculated as ‘A completed survey in which all survey items have been responded to, as a proportion of in-scope sample approached’. Key email and SMS engagement activities are overlaid (refer to Section 3.2 for a full schedule by round).

The pattern of response across all reminder activity was broadly similar. The most effective contact strategy across all collection rounds occurred when two forms of communication (i.e. an email and SMS) were sent on the same day, as evidenced by the relative performance of e.g. R2/SMS1 in the February and May rounds.

The strong daily response reminders timed with prize draws (Reminders 4, 6 and 8) is visible in all rounds, though diminished by Reminder 8. Response was front loaded, with at least half of the final response for each round achieved by day 14 in field.

Figure 1 Response rates by date – November 2024

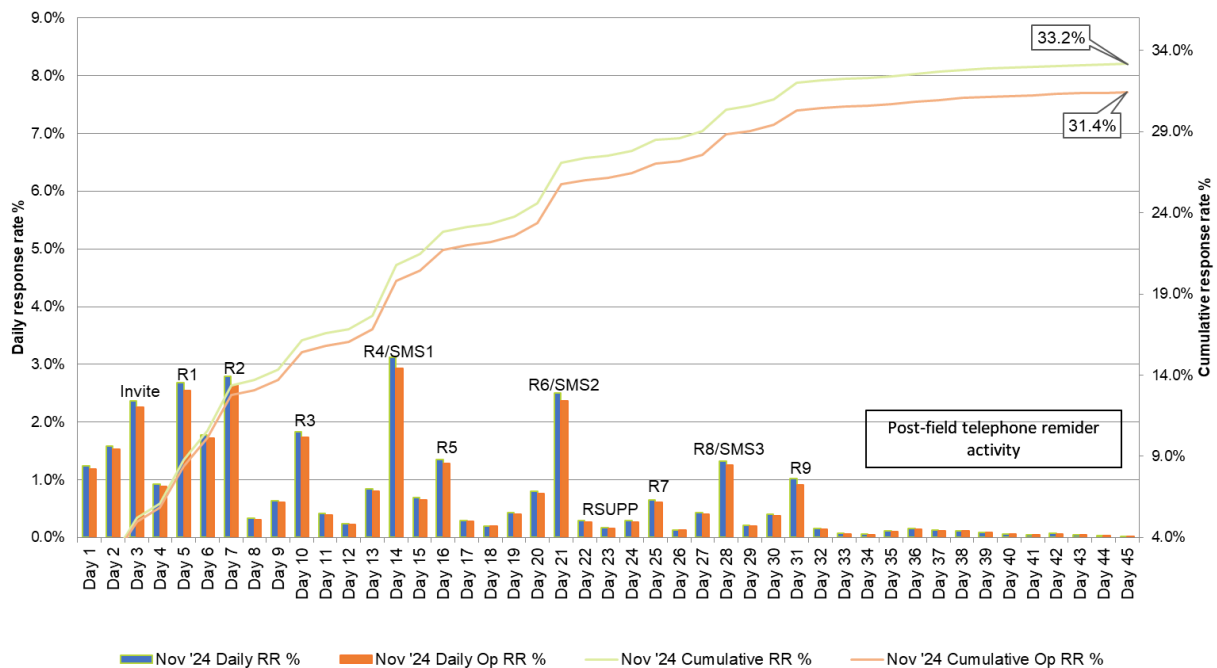
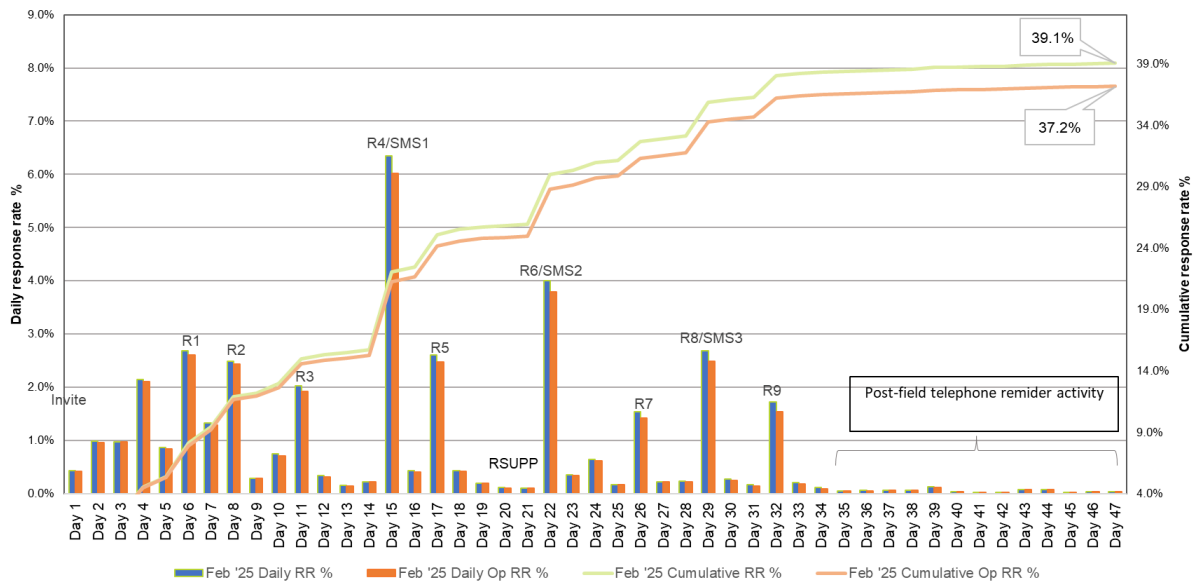
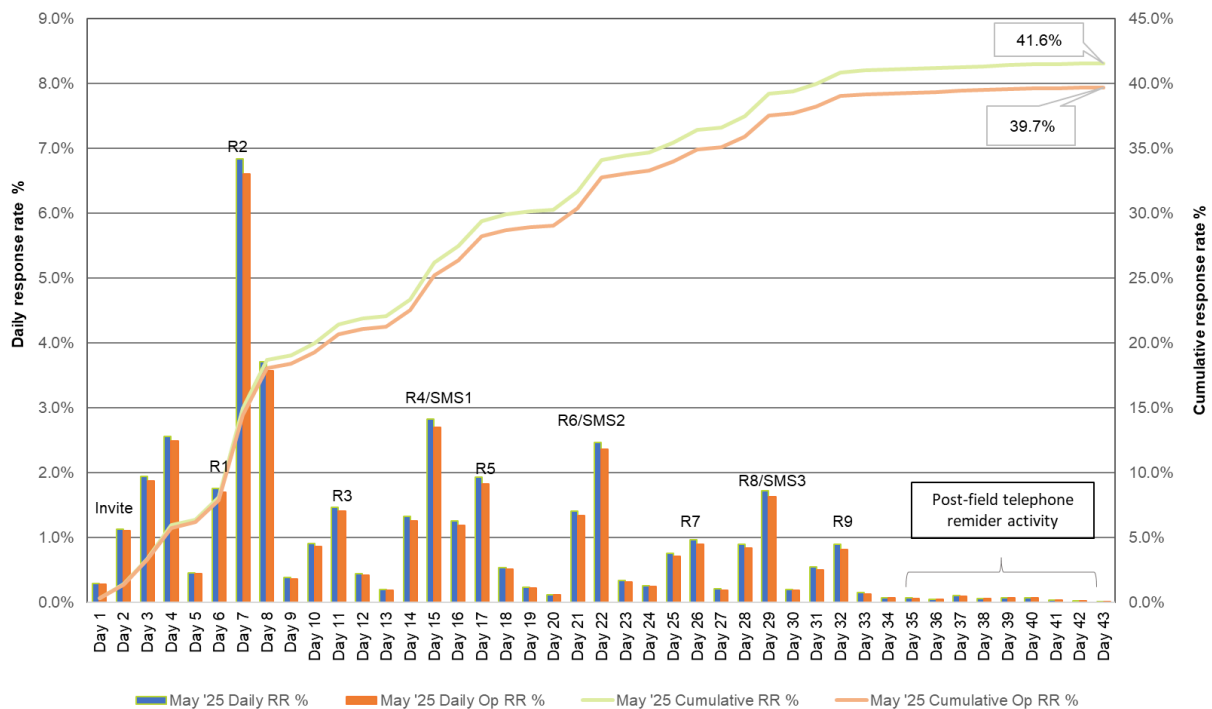


Figure 2 Response rates by date – February 2025



RSUPP in Figure 1 and Figure 2 refer to supplementary email reminder sent in the middle of fieldwork to boost response.

Figure 3 Response rates by date – May 2025



7.2. Operational response

It was observed that the gap between operational and technical response rates has been widening over recent years (see Section 5.1). While technical response rates have remained relatively strong, operational completion rates have not followed the same trend, as shown in Table 17.

Table 17 2025 GOS technical and operational response rates by collection round

Collection round		Technical response rate (%)	Operational response rate (%)	Difference (%)
2025	November	33.2	37.1	36.6
	February	24.4	28.7	27.5
	May	39.1	38.6	39.5
2024	November	29.8	29.7	31.8
	February	41.6	38.7	39.9
	May	31.5	30.8	32.4
2023	November	33.2	37.1	36.6
	February	24.4	28.7	27.5
	May	39.1	38.6	39.5

This widening gap suggests that more respondents are starting the survey but not completing it in full. Survey breakoff analysis showed that graduates are most likely to drop off at Module B, particularly at questions that require recall of specific information (e.g. exact income figures or detailed descriptions of duties in the graduate's main job).

Operational completion is important because it ensures respondents complete the entire survey, providing a full set of data for analysis. It also limits the responses to end-of-survey questions such as the ESS bridge which collects employer details for the Employer Satisfaction Survey (ESS), and the future contact questions for the GOS-L (Graduate Outcomes Survey – Longitudinal), thereby affecting the sample available for subsequent QILT surveys. Partial completions limit the ability to analyse certain measures, which reduces the completeness and comparability of the dataset. To address this, refinements should be prioritised for Module B to reduce respondent burden, improve clarity, and support higher operational completion rates (see Section 8).

7.3. Data representativeness

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

- identifying administrative characteristics of graduates that are most different between respondents and non-respondents and that are most strongly associated with the propensity to respond to the survey
- determining if adjusting for non-response changes the key GOS indicators.

7.3.1 Characteristics associated with propensity to respond

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

Groups with a higher propensity to respond in the 2025 GOS (i.e. groups where the proportion of respondents exceeds the proportion in the in-scope population) were postgraduate research graduates, females, external (including distance education) graduates, those attending part-time, those who mainly speak English at home, domestic residents, graduates who were classified as first in family, and those from low socio-economic areas.

Males were among the groups with a lower propensity to respond in the 2025 GOS – by 3.0 percentage points in comparison to females, though this was similar to prior years of the GOS.

International graduates and those who spoke a language other than English at home also had a lower propensity to respond, with differences to their comparison group of 4.6 and 3.5 percentage points respectively.

Table 18 2025 GOS population parameters by subgroup and response characteristics

Characteristic	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Base	332,988	100.00	129,220	100.00
Study level				
Undergraduate	172,408	51.8	66,562	51.5
Postgraduate coursework	150,954	45.3	56,637	43.8
Postgraduate research	9,626	2.9	6,021	4.7
Gender				
Male	133,670	40.2	47,942	37.2
Female	198,445	59.8	80,811	62.8
Combined course of study indicator				
Combined/double degree	17,172	5.2	6,893	5.3
Single degree	315,816	94.8	122,327	94.7
First Nations				
First Nations	3,769	1.1	1,674	1.3
Non-Indigenous	211,857	63.6	88,010	68.1
Mode of attendance*				
Internal/multi-mode	256,415	79.2	96,307	76.5
External study mode	67,485	20.8	29,504	23.5
Type of attendance				
Full-time	242,446	74.2	90,954	71.7
Part-time	84,430	25.8	35,974	28.3
Home language****				
English	257,213	77.2	104,253	80.7
Other	75,775	22.8	24,967	19.3
Citizenship status				
Domestic	215,626	64.8	89,684	69.4
International	117,362	35.2	39,536	30.6
Disability‡				
Disability	24,646	7.4	11,515	8.9

No disability	308,342	92.6	117,705	91.1
First in family status**				
First in family	86,825	39.0	35,205	40.4
Not first in family	135,925	61.0	51,981	59.6
Socio-economic status***				
High	65,609	35.4	26,453	34.2
Medium	92,661	50.0	38,809	50.2
Low	27,036	14.6	12,043	15.6
Location*** †				
Metropolitan	149,781	45.0	60,827	47.1
Regional/remote	35,314	10.6	16,382	12.7

Note: Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

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

** First in family refers to the graduate attaining a bachelor degree level qualification when their parent(s) or guardian(s) have not. Based on the highest level of educational attainment of a student's parent(s) or guardian(s) as identified by the student. This information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system.

*** Socio-economic status (SES) and location measures are area-based, associated with students' first permanent home address submitted when they commenced with their provider, as collected through the TCSI system. The SES is based on the ABS SEIFA Index of Education and Occupation.

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

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

† Location measures are calculated according to the proportion of metro and regional/remote categories.

In terms of study area, the achieved respondent profile closely matched the population in 2025 (**Table 19**). Graduates with a higher propensity to respond were from the study areas of Science and mathematics, and Humanities, culture and social sciences. Graduates from Business and management continued to show the lowest propensity to respond, followed by Law and paralegal studies.

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

Study area	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Agriculture and environmental studies	4,239	1.3	2,133	1.7
Architecture and built environment	8,312	2.5	2,951	2.3
Business and management	72,613	21.8	22,931	17.7
Communications	8,135	2.4	2,820	2.2
Computing and information systems	27,065	8.1	10,332	8.0
Creative arts	9,791	2.9	3,866	3.0
Dentistry	1,064	0.3	386	0.3

Engineering	18,851	5.7	7,647	5.9
Health services and support	21,710	6.5	9,425	7.3
Humanities, culture and social sciences	21,878	6.6	9,968	7.7
Law and paralegal studies	16,456	4.9	5,653	4.4
Medicine	5,792	1.7	2,009	1.6
Nursing	28,562	8.6	11,734	9.1
Pharmacy	2,069	0.6	807	0.6
Psychology	13,480	4.0	6,030	4.7
Rehabilitation	4,452	1.3	1,523	1.2
Science and mathematics	25,732	7.7	11,536	8.9
Social work	9,237	2.8	4,317	3.3
Teacher education	31,855	9.6	12,466	9.6
Tourism, hospitality, personal services, sport and recreation	672	0.2	223	0.2
Veterinary science	1,023	0.3	463	0.4
Total	332,988	100.0	129,220	100.0

7.3.2 Characteristic differences between respondents and population

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

Table 20 Comparison between selected characteristics for respondents and population

Characteristic	Population (%)	Respondents (%)	Difference (%)
Study level			
Undergraduate	51.8	51.5	-0.3
Postgraduate coursework	45.3	43.8	-1.4
Postgraduate research	2.9	4.7	1.8
Age			
15-19 years	1.5	1.5	0.0
20-24 years	46.6	40.0	-6.6
25-29 years	23.5	20.8	-2.6
30-34 years	10.3	12.3	1.9
35-39 years	6.7	8.5	1.8
40-44 years	4.6	6.3	1.7
45-49 years	2.9	4.3	1.3
50-54 years	2.0	3.0	1.1
55+ years	1.8	3.3	1.4
Gender			

Female	59.6	62.5	2.9
Male	40.1	37.1	-3.0
Indeterminate/Intersex/Unspecified	0.3	0.4	0.1
First Nations			
Non-indigenous	98.9	98.7	-0.2
First Nations	1.1	1.3	0.2
Mode of attendance			
Internal study mode	51.9	49.4	-2.5
External study mode	20.2	22.7	2.5
Multi-modal study mode	25.1	25.2	0.0
Other	2.8	2.8	-0.1
Type of attendance			
Full-time	72.8	70.4	-2.4
Part-time	25.4	27.8	2.5
No information	1.8	1.8	-0.1
Disability			
No disability	92.6	91.1	-1.5
Disability	7.4	8.9	1.5
Home language			
English	77.3	80.7	3.4
Other	22.7	19.3	-3.4
Citizenship status			
Domestic	64.9	69.4	4.5
International	35.1	30.6	-4.5
Source country			
Australia	64.9	69.4	4.5
China (excludes SARs and Taiwan)	13.5	6.9	-6.6
India	5.3	5.5	0.2
Nepal	2.6	3.0	0.4
Vietnam	1.4	1.3	-0.1
Sri Lanka	0.9	1.1	0.1
Bhutan	0.7	1.2	0.4
Pakistan	0.6	0.6	0.0
Indonesia	1.0	1.0	0.0
Bangladesh	0.5	0.6	0.1
Hong Kong (SAR of China)	0.9	0.9	0.1
Other or unknown	7.6	8.6	1.0
Country of birth			
Australia	47.6	50.3	2.8
Other English-speaking	5.0	5.7	0.7
Non-English-speaking	46.9	43.3	-3.5
Unable to establish	0.6	0.7	0.1
Study area			

Agriculture and environmental studies	1.3	1.7	0.4
Architecture and built environment	2.5	2.3	-0.2
Business and management	21.8	17.7	-4.0
Communications	2.4	2.2	-0.3
Computing and information systems	8.1	8.0	-0.1
Creative arts	2.9	3.0	0.0
Dentistry	0.3	0.3	0.0
Engineering	5.7	5.9	0.3
Health services and support	6.5	7.3	0.8
Humanities, culture and social sciences	6.6	7.7	1.1
Law and paralegal studies	4.9	4.4	-0.6
Medicine	1.7	1.6	-0.2
Nursing	8.6	9.1	0.5
Pharmacy	0.6	0.6	0.0
Psychology	4.0	4.7	0.6
Rehabilitation	1.3	1.2	-0.2
Science and mathematics	7.7	8.9	1.2
Social work	2.8	3.3	0.6
Teacher education	9.6	9.6	0.1
Tourism, hospitality, personal services, sport and recreation	0.2	0.2	0.0
Veterinary science	0.3	0.4	0.0
Institution size			
1-2,500 records	9.0	9.6	0.6
2,501-5,500 records	13.6	15.6	2.0
5,501-7,500 records	26.3	26.4	0.1
7,501-10,500 records	16.7	17.8	1.1
10,501+ records	34.3	30.6	-3.7
Institution type			
Group of 8	33.0	28.9	-4.0
NUHEI	58.8	62.9	4.0
Other university	8.2	8.2	0.0

Table 21 summarises the discrepancy for selected characteristics, the average and maximum absolute difference in percent between respondents and population. The characteristics with the highest average absolute bias being citizenship status at 4.5 percentage points, and the highest maximum bias being age and source country at 6.6 percentage points respectively.

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

Characteristic	Average absolute bias (pp)	Maximum absolute bias (pp)
Citizenship status	4.5	4.5
Home language	3.4	3.4
Institution type	2.7	4.0
Gender	2.0	3.0
Age	1.9	6.6
Country of birth	1.8	3.5
Type of attendance	1.6	2.5
Disability	1.5	1.5
Institution size	1.5	3.7
Mode of attendance	1.3	2.5
Study level	1.2	1.8
Source country	1.1	6.6
Study area	0.5	4.0
First Nations	0.2	0.2

7.3.3 Adjusting for non-response

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

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

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

Table 22 compares overall results for the key GOS indicators, using both simple counting of respondents along with summing of their weights. Note that figures presented in this table may not match those reported elsewhere, as they are intended to illustrate the effect of weighting on the full

responding dataset. Also included is the percentage point difference between the two methods, where a negative difference shows that the adjusted (weighted) calculation yielded a higher value for the indicator than the unadjusted calculation, and a positive value shows that the unadjusted calculation yielded a higher value than the adjusted calculation. An asterisk is used to note rows where the difference is considered statistically significantly different from zero.

Although the majority of the differences are considered statistically significant, the magnitude of differences are all less than 1.6 percentage points, which is only a small difference to the key indicators. Thus, although there are minor discrepancies in characteristics between respondents and population, the non-response bias does not highly misrepresent results for the population of interest.

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

Key indicator	Counting graduates (%)	Summing weights (%)	Difference (%)
Scale of Perceived Over-qualification (SPOQ) indicator – positive response			
Overall	38.2	38.1	0.2*
Undergraduate	40.6	40.7	-0.2*
Postgraduate coursework	36.6	36.7	0
Postgraduate research	28.2	27.6	0.6*
General employment indicator – positive response			
Overall	73.3	72.4	1.1*
Undergraduate	71.7	70.8	1.6*
Postgraduate coursework	74.4	73.4	1*
Postgraduate research	80.0	79.7	0.3*
Part-time employment indicator – positive response			
Overall	25.8	25.1	0.6*
Undergraduate	29.3	28.9	0
Postgraduate coursework	22.3	21.6	0.7*
Postgraduate research	18.5	18.2	0.3*
Full-time employment indicator – positive response			
Overall	47.5	47.2	0.5*
Undergraduate	42.4	41.8	1.6*
Postgraduate coursework	52.1	51.8	0.3*
Postgraduate research	61.4	61.5	-0.1

7.4. Sources of response

Table 23 summaries the breakdown of online survey completion methods and includes sources of response by gender, age, and citizenship due to the variation in method of accessing the survey within these groups. As only minimal differences were observed when reviewing source of response by institution type or course level, these groups are not displayed.

Survey completion via the direct link in email communications was most popular for all sub-groups. Completing via the direct link in SMS was the next most popular method of response amongst most

sub-groups. Completion via SMS was marginally more likely among undergraduates, external and domestic graduates.

In-field reminder calls were targeted at international graduates in the 2025 GOS in continued support of the International Engagement Strategy, which accounts for the high proportion of international graduates responding via this contact method. The authentication source of response, which represents graduates who accessed the survey via the QILT website, accounted for around one per cent of total response.

Table 23 Sources of response

	Study level			Mode of attendance		Citizenship indicator	
	Total	Undergraduate	Postgraduate	Internal /multi-mode	External	Domestic	International
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Final response rate	38.8	38.6	39.0	37.6	43.7	41.6	33.7
Authentication	1.1	1.2	1.0	0.3	0.4	1.2	1.0
Type in	<0.1	<0.1	<0.1	1.0	0.2	<0.1	<0.1
Survey link (email)	88.0	87.5	88.5	87.7	88.8	88.2	87.5
Survey link (SMS)	6.9	7.4	6.3	6.6	7.7	7.7	5.1
In-field reminder calls	2.4	2.3	2.5	2.3	3.0	1.2	5.0
Post-field reminder calls	0.9	0.9	0.9	0.9	0.9	1.0	0.8
SMS fee-for-service	0.7	0.6	0.8	0.7	0.7	0.7	0.6

It should be noted that only completed surveys directly attributable to the in-field reminder calls, post-field reminder calls and SMS are recorded as such in Table 17. It is possible that, for example, reminder call activity may prompt a graduate to click on the direct survey link in an email they had previously received. In this context, the analysis presented should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between sub-groups.

7.5. Sample retention for GOS-L

Graduates were generally open to being contacted for future research across all 2025 GOS collection rounds, which is the point at which the sample is built for the Graduate Outcomes Survey – Longitudinal (GOS-L).

As shown in Table 19, a total of 71,867 graduates, or more than half (54.4 per cent) of all GOS completes, agreed to be contacted for future research purposes. This level of agreement improved in 2025 compared to 2024 (53.1 per cent). Improved understanding of factors correlated with consent to recontact should remain an area of interest to achieve further growth of the GOS-L sample base.

Table 24 Graduate responses to further contact for GOS-L

Sample retention phase	Collection round							
	2024 November		2025 February		2025 May		Total	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Consent to contact at GOS-L								
Yes	18,938	54.2	6,934	55.8	45,995	54.3	71,867	54.4
No	6,635	19.0	2,480	20.0	18,165	21.4	27,280	20.6
Missing	9,395	26.9	3,009	24.2	20,571	24.3	32,975	25.0
Total	34,968	100.0	12,423	100.0	84,731	100.0	132,122	100.0
Details provided for GOS-L sample								
Email address provided	18,861	87.2	6,806	86.4	45,087	85.6	70,754	86.1
Do not wish to be re-contacted by email	2,277	10.5	883	11.2	6,348	12.1	9,508	11.6
Missing	495	2.3	185	2.3	1,240	2.4	1,920	2.3
Total	21,633	100.0	7,874	100.0	52,675	100.0	82,182	100.0

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

One in four graduates (25.0 per cent) did not provide a response to the 'consent to future contact' question, by either choosing not to provide a response or stopping the survey before seeing the 'consent to future contact' question.

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

8. Considerations for future surveys

The following recommendations outline specific opportunities to strengthen the survey's outcomes while maintaining the established foundation.

8.1. Review of marketing materials

As outlined in Section 3.1, the 2025 GOS introduced an updated Marketing Pack with contemporary designs for institutions to promote the survey. Following this refresh, a workshop was held with institutions to gather feedback and identify opportunities for further enhancement. Some of these suggestions were implemented in the 2025 SES, with additional refinements planned for the 2026 GOS based on ongoing feedback.

While most institutions expressed satisfaction with the materials, future updates will focus on streamlining content and addressing specific institutional needs. Ongoing dialogue with institutions will ensure the marketing materials continue to be refined and aligned with sector requirements, remaining a valuable tool for graduate (and student) engagement.

8.2. Social media engagement

In recent years, social media posts have incorporated direct links to the survey authentication process, successfully increasing graduate authentication and survey participation. The 2025 Marketing Pack refresh included updated social media tiles designed to enhance visual appeal and support these engagement efforts.

To further strengthen brand recognition and awareness, it can be beneficial to explore additional social media platforms and increase posting frequency. Given the younger graduate cohort, Instagram is likely to remain a key platform, alongside potential new channels that align with their social media habits.

Continuing to optimise social media requires a clear understanding of target audiences and their behaviour on different platforms. Leveraging this insight can enable more tailored, engaging content and more effective use of both paid and organic campaigns. Some initial ideas include making greater use of Stories features and short-form videos like Instagram Reels. Future efforts can focus on integrating social media as a stronger call to action, maximising reach, and improving overall engagement.

8.3. Response maximisation strategy

As outlined in Section 7.2, the gap between operational and technical response rates has been widening in recent years. While the technical response rate has steadily improved, operational completion rates have not followed the same trend.

To reduce dropout rates and improve operational completion, tailored follow-up strategies for partial completers can be explored, such as customised reminder emails that acknowledge progress and encourage survey resumption. Additional channels, including SMS reminders for technical completers, can also be considered following a cost–benefit assessment.

Addressing known dropout points will be critical, particularly within Module B, where questions requiring detailed recall, such as exact income figures or specific job duties, have higher breakoff rates. Refinements may include simplifying question wording, improving overall flow and offering the option to skip certain questions rather than dropping out, to reduce respondent burden. These targeted changes can help improve operational completion rates while maintaining the quality of the data.

Appendix 1 Participating institutions

Universities		Total Sample (n) ⁹			
Provider Code	Institution name	Nov '24	Feb '25	May '26	Total
1019	James Cook University	694	482	2,096	3,272
1034	Murdoch University	858	475	2,711	4,044
1055	The University of Western Australia	2,160	261	4,409	6,830
1058	University of Wollongong	1,616	-	4,664	6,280
2154	Federation University Australia	813	145	1,925	2,883
2177	Swinburne University of Technology	3,317	-	5,062	8,379
2200	Central Queensland University	1,647	147	2,634	4,428
2201	University of Southern Queensland	2,048	-	2,839	4,887
2235	Edith Cowan University	2,377	658	4,055	7,090
2236	Curtin University	3,002	-	6,327	9,329
2241	University of Canberra	1,352	-	2,817	4,169
2252	Avondale University	13	10	213	236
3001	Charles Darwin University	1,031	245	1,580	2,856
3003	Bond University	457	345	635	1,437
3004	Western Sydney University	3,033	665	5,640	9,338
3005	Charles Sturt University	1,839	311	3,777	5,927
3006	Australian Catholic University	1,273	242	5,515	7,030
3007	Victoria University	3,000	1,567	4,275	8,842
3010	The University of Adelaide	2,063	544	4,772	7,379
3013	University of New South Wales	4,552	5,949	9,585	20,086
3014	University of Newcastle	1,377	672	4,817	6,866
3016	University of Technology Sydney	2,978	907	7,720	11,605
3019	The University of Queensland	5,214	172	9,076	14,462
3020	La Trobe University	2,014	477	5,770	8,261
3025	Macquarie University	3,265	414	5,980	9,659
3027	The University of South Australia	2,005	-	5,318	7,323
3029	Flinders University	1,377	326	4,082	5,785
3030	Deakin University	3,633	136	9,094	12,863
3032	Griffith University	2,974	-	6,853	9,827
3033	The Australian National University	2,975	274	3,825	7,074
3034	RMIT University	4,109	944	8,519	13,572
3035	Monash University	6,350	1,234	13,060	20,644
3036	The University of Melbourne	7,079	1,502	13,887	22,468
3038	Southern Cross University	1,037	1,264	1,976	4,277
3039	University of New England	1,138	1,447	709	3,294
3040	The University of Sydney	6,636	1,135	13,199	20,970
3042	Queensland University of Technology	3,538	627	7,351	11,516
3043	University of the Sunshine Coast	835	636	1,909	3,380
3044	The University of Notre Dame Australia	602	199	871	1,672
3045	University of Tasmania	2,376	367	6,598	9,341
4331	University of Divinity	80	57	267	404

⁹ Note: Hyphens (-) represent no completed surveys for that collection round, <5 indicates a suppressed value (n < 5), and np indicates a value that is not published to prevent disclosure of a suppressed value



Universities		Total Sample (n) ⁹			
Provider Code	Institution name	Nov '24	Feb '25	May '26	Total
4449	Torrens University	1,760	1,590	2,065	5,415
All participating universities		100,497	26,426	208,477	335,400

Non-University Higher Education Institutions		Total Sample (n) ¹⁰			
Provider Code	Institution name	Nov '24	Feb '25	May '26	Total
2170	Marcus Oldham College	-	-	94	94
4332	Sydney College of Divinity	392	-	-	555
4333	Christian Heritage College	2	-	-	159
4334	Tabor College of Higher Education	26	35	91	152
4335	Australian College of Theology*	51	237	317	605
4336	ACAP University College	786	533	32	1,351
4337	Eastern College Australia	-	-	18	18
4338	Moore Theological College	10	-	114	124
4339	Holmes Institute	890	-	703	1,593
4343	The Australian Institute of Music	42	59	100	201
4346	Excelsia University College	258	21	454	733
4347	Australian College of Christian Studies	-	-	2	2
4352	The Australian College of Physical Education	35	-	93	128
4359	The College of Law Limited	1,717	1,623	843	4,183
4360	Perth Bible College	<5	2	<5	15
4361	Endeavour College of Natural Health	-	-	631	631
4362	ICHM	7	<5	28	72
4363	Melbourne Polytechnic	56	1	116	173
4366	Box Hill Institute	9	0	62	71
4367	Melbourne Institute of Technology	275	-	401	676
4368	Campion College Australia	-	-	65	65
4371	SAE University College	306	293	25	624
4377	UOW College	39	-	-	39
4381	International College of Management, Sydney	162	224	232	618
4382	The Australian Guild of Music Education	1	1	2	4
4383	Holmesglen Institute	74	<5	120	197
4384	Kaplan Business School	1,150	428	1,018	2,596
4386	The Institute of Creative Arts and Technology	26	27	56	109
4388	Australian Academy of Music and Performing Arts	23	-	29	52
4392	Gestalt Therapy Brisbane	-	-	55	55
4393	The MIECAT Institute	54	<5	-	55
4394	William Angliss Institute	34	-	46	80
4395	Adelaide Central School of Art	-	-	35	35
4396	LCI Melbourne	9	-	22	43

¹⁰ Note: Hyphens (-) represent no completed surveys for that collection round, <5 indicates a suppressed value (n < 5), and np indicates a value that is not published to prevent disclosure of a suppressed value

* The Australian University of Theology was awarded university status in December 2024. Prior to this, the institution was known as the Australian College of Theology and was classified as a non-university higher education institution (NUHEI). Data for the 2025 GOS was collected when the institution was a NUHEI.



Non-University Higher Education Institutions		Total Sample (n) ¹⁰			
Provider Code	Institution name	Nov '24	Feb '25	May '26	Total
4401	Whitehouse Institute of Design, Australia	-	-	139	139
4402	Leo Cussen Centre for Law	284	254	265	803
4405	Australian Institute of Professional Counsellors	-	58	-	132
4407	Alphacrucis University College	298	-	162	460
4411	Acknowledge Education	165	75	444	684
4412	Morling College	-	-	17	17
4419	National Art School	-	-	121	121
4424	Kaplan Professional	525	189	431	1,145
4425	Australian Institute of Business	435	269	175	879
4428	Nan Tien Institute	13	6	6	25
4434	Wentworth Institute of Higher Education	71	2	<5	186
4435	Australian Institute of Higher Education	-	-	-	137
4450	TAFE Queensland	35	-	-	78
4451	King's Own Institute	743	-	494	1,572
4453	Australasian College of Health and Wellness	124	-	99	268
4455	SP Jain School of Management	173	0	-	173
4456	Asia Pacific International College	94	115	178	387
4458	Australian Institute of Management Education & Training	254	-	-	518
4463	Institute of Health & Management	76	35	88	199
4464	Australian College of Nursing	385	35	330	750
4465	Sheridan College Inc.	5	0	13	18
4466	The Institute of Internal Auditors - Australia	0	5	18	23
4467	Polytechnic Institute Australia Pty Ltd	190	-	133	509
4469	Engineering Institute of Technology	15	-	45	65
6014	Governance Institute of Australia	51	0	69	120
6016	Institute of Chartered Accountants in Australia	752	691	-	1,443
6022	Academies Australasia Polytechnic Pty Limited	35	-	3	76
6042	Oxford Institute of Higher Education	1	-	20	21
6043	The Cairnmillar Institute	40	7	-	234
6045	ISN Psychology	41	-	<5	184
6046	National Institute of Organisation Dynamics Aust	0	0	8	8
6047	Higher Education Leadership Institute	3	-	-	9
6048	Southern Cross Education Institute (Higher Education)	154	-	261	496
6049	The Institute of International Studies (TIIS)	-	-	<5	<5
6052	Leaders Institute	7	0	-	7
6053	Australian Chiropractic College Limited	0	-	-	25
6055	Adelaide Institute of Higher Education	<5	<5	<5	31
6057	Universal Higher Education	0	0	6	6
6060	Edvantage Institute Australia Pty Ltd	0	7	2	9
6061	Sydney Institute of Higher Education	0	14	-	14
6063	Australia Advance Education Group Pty Ltd	-	-	-	101
6064	ECA College of Health Sciences	0	42	53	95
6065	The Metavision Institute	-	-	<5	<5



Non-University Higher Education Institutions		Total Sample (n) ¹⁰			
Provider Code	Institution name	Nov '24	Feb '25	May '26	Total
6068	HEPCo Pty Ltd	6	0	34	40
7001	Collarts (Australian College of the Arts)	21	-	244	280
7014	Jazz Music Institute	0	0	<5	12
7025	CIC Higher Education	42	-	-	93
7035	Photography Studies College (Melbourne)	0	-	101	101
7073	Chisholm Institute	34	-	52	90
7075	TAFE NSW	169	<5	237	406
7124	Academy of Information Technology	-	73	69	281
7197	Ikon Institute of Australia	<5	0	45	45
7221	VIT (Victorian Institute of Technology)	-	-	485	659
7262	Equals International	-	-	6	12
7334	Performing Arts Education	-	-	9	14
7338	TAFE South Australia	-	-	17	65
7454	Stanley College	-	-	-	12
7660	Health Education & Training Institute	-	-	21	39
7749	Crown Institute of Higher Education Pty Ltd	-	-	95	95
8119	Lyons College	-	-	5	5
All participating NUHEIs		12,249	6,433	11,877	30,559

Appendix 2 Contact protocol

Example GOS survey invitation email (default) – desktop



Dear Samvedhya,

As you are a recent graduate of the Graduate Diploma in Psychology at the Social Research Centre, the Australian Government would like feedback on your course through the Graduate Outcomes Survey.

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

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

To start the survey please click the button below:

[Start survey now](#)

Complete the survey by Monday 6 May to be in the draw for \$1,000.

The Graduate Outcomes Survey measures employment and study outcomes. Based on experiences from graduates like you, universities have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities.

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

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

Graham Challice
Executive Director
The Social Research Centre

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

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



Conducted by:



Social
Research
Centre

Funded by:



Australian Government

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

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

[Opt out](#)



Example GOS survey invitation email (international) – desktop



Dear Samvedhya,

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

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

To complete the survey, please click the button below:

[Take the survey](#)

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

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

Graham Challice
Executive Director
The Social Research Centre

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

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



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Centre

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

[Opt out](#)



Example GOS survey invitation email – mobile



Dear Samvedhya,

As you are a recent graduate of the Graduate Diploma in Psychology at the Social Research Centre, the Australian Government would like feedback on your course through the Graduate Outcomes Survey.

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

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

To start the survey please click the button below:

[Start survey now](#)

Complete the survey by Monday 6 May to be in the draw for \$1,000.

The Graduate Outcomes Survey measures employment and study outcomes. Based on experiences from graduates like you, universities have been able to create better places to study and learn by improving their courses, learning resources, support services and campus facilities.

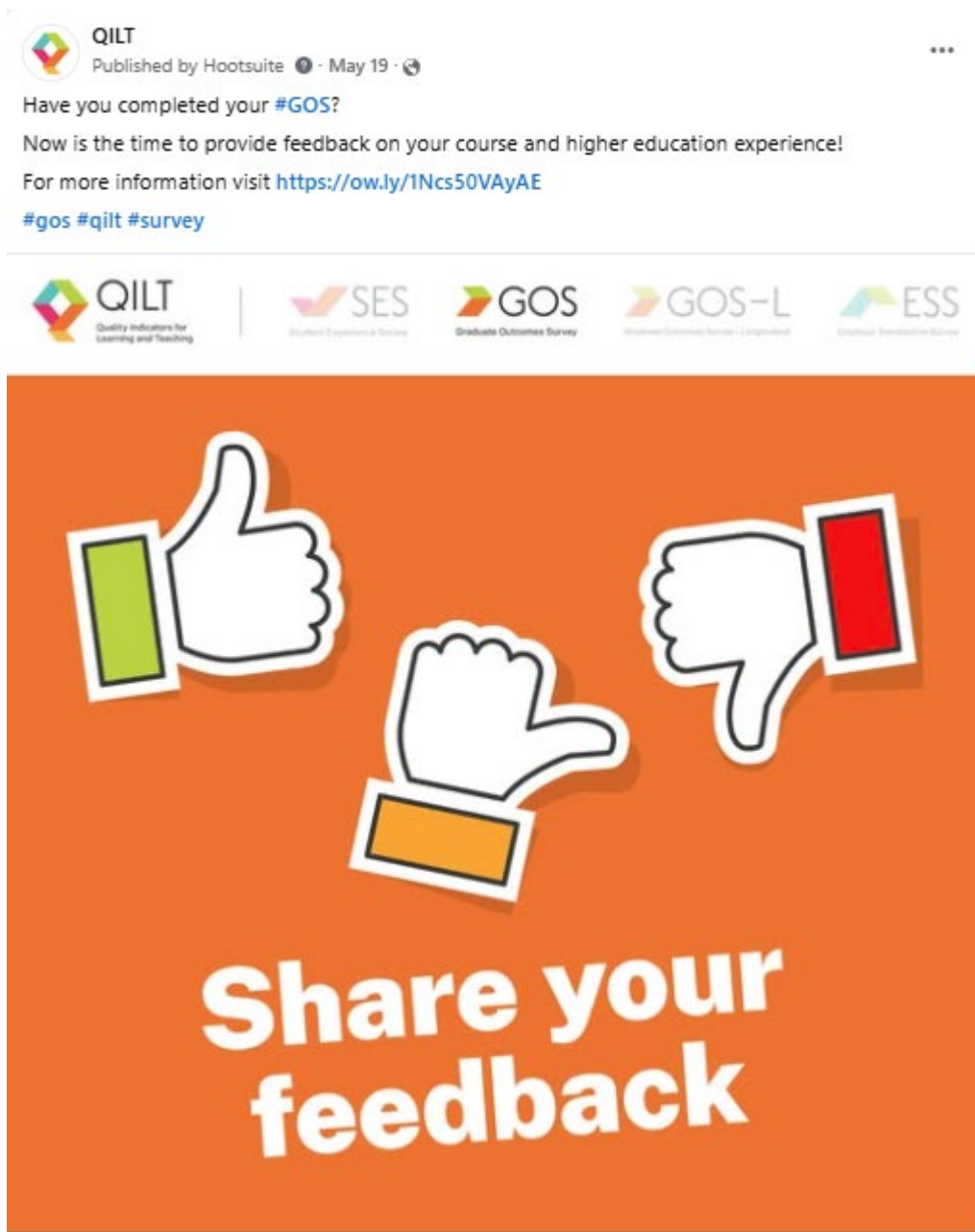
Once all survey responses have been compiled, reports will be published on the [QILT website](#), and institution comparisons will be available on www.compared.edu.au.

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

Example SMS content

Hi Diana, a note from the Social Research Centre on behalf of the Dept of Education to complete the GOS by tonight for a chance to win \$1,000. Check your email for an invite to join the largest national study of graduates <https://src.is/25326GY7RA1> For more info call [1800055818](tel:1800055818) Reply STOP to optout

Example social media advertisement – Facebook news feed



The image shows a Facebook news feed post from QILT. The post is published by Hootsuite on May 19. The text of the post asks if the user has completed their #GOS survey and encourages them to provide feedback on their course and higher education experience. A link is provided for more information: <https://ow.ly/1Ncs50VAyAE>. The post includes the hashtags #gos, #qilt, and #survey. Below the text are logos for QILT (Quality Indicators for Learning and Teaching), SES (Student Experience Survey), GOS (Graduate Outcomes Survey), GOS-L (Graduate Outcomes Survey - Longitudinal), and ESS (Employment Distribution Survey). The main image of the advertisement features three hand icons: a thumbs up with a green bar, a hand pointing right with an orange bar, and a thumbs down with a red bar. The text 'Share your feedback' is written in large white letters on an orange background.

Example landing page with authentication



The image shows a landing page for the Graduate Outcomes Survey (GOS). The page has a dark teal header with the QILT logo and navigation links: About, Surveys, Data, Resources, Survey participants, and Compare institutions. A yellow button labeled 'Provider Portal Login / Register' is in the top right. Below the header is a breadcrumb trail: Home / Survey participants / GOS Participants. The main content area features a photograph of graduates in black gowns and caps, smiling and holding their caps. To the right of the photo is the GOS logo and the text 'Thank you for your interest in the Graduate Outcomes Survey'. Below this is a short paragraph explaining that the GOS is a national survey of recent graduates of Australian higher education institutions to measure employment and study outcomes. A yellow button labeled 'Start the survey' is at the bottom.

Appendix 3 Core questionnaire

MODULE A: SCREENING AND CONFIRMATION

*(ONLINE)
CONFIRM

Thank you for your interest in the Graduate Outcomes Survey. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education, which aims to measure graduate satisfaction and employment outcomes.

The Graduate Outcomes Survey is the largest Australian study of graduates and the only source of national data on graduate experiences with higher education. As a recent graduate, we are very interested to hear how things are going for you since completing your course, even if you are not currently working.

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

The survey takes approximately <IntLength> minutes to complete, depending on your answers.

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

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

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

Please press the 'Next' button below to continue.

*(ALL)

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

1. Yes
2. No

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

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

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

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

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

NEWSCREEN1a

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

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

*(DISPLAY): Course A: <E308A>

*(TEXT BOX) Major 1: <maj1sample>

*(TEXT BOX) Major 2: <maj2sample>

(QUALNUM_S=2)

*(DISPLAY): Course B: <E308B>

*(TEXT BOX) Major 1: <maj3sample>

*(TEXT BOX) Major 2: <maj4sample>

Is this correct?

1. Yes
2. No

*(IF 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>?)

1. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308A> IF PPMJ2=BLANK)

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

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

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

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

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

1. RECORD VERBATIM

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

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

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

1. RECORD VERBATIM

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

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

1. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 1)
2. Drop down list *(PROGRAMMER NOTE: LABEL AS MAJOR 2, PREPOPULATE WITH 'I have no second major for <E308B> IF PPMAJ4=BLANK)

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

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

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

1. RECORD VERBATIM

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

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

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

1. RECORD VERBATIM

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

*PROGRAMMER NOTE:

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

IF PREPOP = 1 OR 2

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

IF PREPOP = 1 OR 2

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

IF PREPOP=3, then CEQType=2

FinalCourseA=E308A

FinalCourseB=E308B

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

*(TIMESTAMP)

MODULE B: LABOUR FORCE

*(ALL)

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

*(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 *(GO TO LOOKFTWK)
5. No *(GO TO WWOPAY)
6. Permanently unable to work *(GO TO RSNILF2)
7. Permanently not intending to work *(DISPLAY IF AGE>64) *(GO TO RSNILF2)

*(WORKED=5, NOT WORKING)

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

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

*(WWOPAY=5, NOT WORKING WITHOUT PAY)

AWAYWORK Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?

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

*(AWAYWORK=7, AWAY FOR OTHER REASON)

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

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

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

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

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

*(AWAYWORK=5, NOT AWAY FROM WORK)

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

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

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

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

Please note:

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

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

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

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

Please note:

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

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

*(AWAYWORK=5 OR AWAYPAID=5 AND ((LOOKFTWK=2 OR 3) OR (LOOKPTWK=2 OR 3)), NOT WORKING AND LOOKING FOR FULL-TIME OR PART TIME WORK)
WAITWORKFU Last week, were you waiting to start paid work you had already obtained?

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

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

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

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

*(AWAYWORK=5 OR AWAYPAID=5 AND (LOOKFTWK=5 AND LOOKPTWK=5), NOT WORKING AND NOT LOOKING FOR WORK)
WAITWORK You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?

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

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

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

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

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

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

*(LOOKFTWK=2 OR 3 OR LOOKPTWK=2 OR 3, LOOKING FOR FULL-TIME OR PART TIME WORK)
BEGNLOOK When did you begin looking for work?

1. Enter month <dropdown list>
2. Enter year (NUMERIC RANGE 1980 – <currentyear>)

*BEGNLOOK MOVED TO AFTER STARTNOWK

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

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

the main reason you are not currently working *(IF LOOKFTWK=5 AND LOOKPTWK=5, DISPLAY: <or looking for work>)?

Please select only one answer.

(SINGLE RESPONSE)

1. No jobs or vacancies in local area
2. No jobs in my line of work
3. No jobs with suitable conditions/arrangements/hours in my local area
4. Not enough work experience/skills/training
5. Employers unwilling to hire me due to ill health or disability
6. Considered to be too old by employers
7. Retired
8. Difficulties with language or ethnic background
9. Waiting for accreditation/registration
10. Long-term health condition or disability
11. Short-term illness or injury
12. Caring for a person with a health condition or disability
13. Caring for children
14. Pregnancy
15. Performing home duties
16. Studying or returning to studies
17. On a temporary holiday or leisure activity
18. Lifestyle choice
19. Visa restrictions
20. Waiting for permanent residency
96. Other (Please specify)

*((WORKED=8 OR 7) OR WWOPAY=8 OR AWAYWORK=8 OR LOOKFTWK=8 OR LOOKPTWK=8, PERMANENTLY UNABLE TO WORK OR PERMANENTLY NOT INTENDING TO WORK)

RSNILF2 You mentioned that you are not intending to work permanently. What is the main reason you are not intending to work?

Please select only one answer.

*PROGRAMMER NOTE: IF WORKED=8 AUTOCODE TO RSNILF2=15.

(SINGLE RESPONSE)

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

*((AWAYPAID=2 OR 5, AWAY FROM WORK FOR THE PAST MONTH WITHOUT PAY)

RSNOTWRK You mentioned that you are not currently working and you have been away from your job for 1 month or more *(DISPLAY AWAYPAID=5: <without pay>. What is the main reason you are not currently working?

Please select only one answer.

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

(SINGLE RESPONSE)

1. Time off work
2. Own illness or injury
3. Personal reasons
4. Study
5. Caring for sick/injured family
6. Maternity leave or paternity leave
7. Parental leave
8. No work/not enough work available
9. Stood down
10. Bad weather/plant breakdown
11. Seasonal work/end of season
96. Other (Please specify)

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

Please note 'more than 1 job or business last week' include jobs or businesses that you had even if you didn't work at one or more of those jobs or businesses last week.

1. Yes
5. No

*(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=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3, ON LEAVE OR SICK)
INTROSELFEMPiii

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

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

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5. Other or uncertain

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

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

10. Unpaid voluntary work *(GO TO MODULE C)
11. Unpaid trainee or work placement *(GO TO MODULE C)
12. Contractor or Subcontractor
13. Own business or Partnership
14. Commission only
15. Commission with retainer
16. In a family business without pay
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=1 AND PAYMENT=5 AND PAYARRNG=12 OR 13: <JOB>
IF SELFEMP=2 OR PAYARRNG=12 OR 13: <BUSINESS>
IF SELFEMP=1 OR PAYARRNG=10 -11, 14-20: <EMPLOYER AT THE PLACE YOU
WORK> OR <EMPLOYER>
IF SELFEMP=BLANK AND PAYARRNG=BLANK: <JOB>
IF ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5)):
<NEW JOB> OR <NEW EMPLOYER>
IF ELSE: <JOB> OR <EMPLOYER OR BUSINESS>

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

*(TIMESTAMP)

*(MORE1JOB=1 AND WORKED=1 OR WWOPAY=1, MORE THAN ONE JOB OR BUSINESS AND
WORKING, NOT AWAY FROM WORK)

ACTLHRSM How many hours did you actually work in your main job last week less time off but
counting any extra hours worked?

Please note:

- 'time off' includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.
- 'extra hours' includes any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates.

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

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

USLHRSM How many hours do you usually work each week in your main job?

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

*(WORKED=1 OR WWOPAY=1, WORKING OR WORKING WITHOUT PAY)

ACTLHRS How many hours did you actually work last week less time off but counting any extra
hours worked IF MORE1JOB=1:<in all your jobs>?

Please note:

- 'time off' includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.
- 'extra hours' includes any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates.

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

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

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

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

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

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

Please select only one answer.

(SINGLE RESPONSE)

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

**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=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) AND NOT (SELFEMP=2 OR PAYARRNG=10,11,13,16)) OR (SELFEMP=1 AND PAYMENT=1) OR ((SELFEMP=3 OR PAYMENT=5) AND PAYARRNG=12,14,15,17,18,19,20) AND GRADFULLNAME IS NOT NULL), WORKING OR AWAY FROM JOB THAT IS PAID AND NOT SELF-EMPLOYED AND VALID WORKING HOURS FOR SOME JOBS AND HAS NAME)

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

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

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

*(PREFMHRS=1, PREFER WORK MORE HOURS)

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

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

*(PREFMHS=1, PREFER WORK MORE HOURS)

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

1. Yes
2. No

*(AVLMHRS=2, NOT AVAILABLE TO WORK MORE HOURS)

AVFMHRS In the next 4 weeks, would you be available to work more hours than you usually work?

1. Yes
5. No

*(USLHRS<35 AND PREFMHS=5, USUALLY WORKING LESS THAN 35 HOURS AND NOT
LOOKING FOR MORE HOURS)

RSNOMORE You mentioned that you would not prefer to work more hours. What is the main reason
you work the number of hours you are currently working? Please select only one answer.

(SINGLE RESPONSE)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
12. I'm satisfied with the number of hours I work
13. No more hours available in current position
14. Work has been reduced/shutdown due to COVID-19 *(SUPPRESS)
15. Due to contract restrictions
16. Pursuing other interests/commitments in spare time
17. Waiting for accreditation/registration
11. Other (Please specify)

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

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

(SINGLE RESPONSE)

12. No more hours available in current position
1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
9. Caring for children
10. Studying
13. Work has been reduced/shutdown due to COVID-19 *(SUPPRESS)
14. Financial reasons
15. Due to visa restrictions/waiting for permanent residency
16. Waiting for accreditation/registration
11. Other (Please specify)

*(TIMESTAMP)

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
OCC What is your occupation in your <main job/job/business/new job>?

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

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

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
DUTIES What are your main tasks and duties in your <main job/job/business/new job>?

1. (verbatim text box)

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
EMPLOYER What is the name of your <employer/business/employer or business/new employer>?

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

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

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

*PROGRAMMER NOTE: TWO INDUSTRY CHECKS NEED TO BE UNDERTAKEN PRIOR TO DISPLAY OF INDUSTRY. THESE CHECKS SHOULD BE RUN IN THE STATED ORDER AND INDCHECK2 SHOULD BE SKIPPED IF THERE IS A PRE-CODED INDUSTRY ASSOCIATED WITH OCCUPATION AT INDCHECK1:
INDCHECK1 IF THE PRE-CODED OCCUPATION SELECTED AT OCC IS ASSOCIATED WITH A PRE-CODED INDUSTRY IN LOOKUP LIST, DISPLAY ASSOCIATED PRE-CODED INDUSTRIES AT INDUSTRY, WITH A SPECIFIED OTHER OPTION.
INDCHECK2 IF THE EMPLOYER CAPTURED AT EMPLOYER IS ON THE LOOKUP LIST (I.E. MAPPED TO ANZSIC) AUTOFILL INDUSTRY AND DO NOT ASK INDUSTRY

*((WORKED=1 OR WWOPAY=1 OR AWAYWORK=2-4 OR AWAYLONG=1 OR AWAYPAID=1,3) OR ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5))), WORKING OR AWAY FROM JOB OR WAITING TO START WORK)
INDUSTRY What kind of business or service is carried out by your <employer at the place where you work/business/new employer>?

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

*PROGRAMMER NOTE: FOR OCCUPATIONS WITH ASSOCIATED ANZSIC CODE SHOW RADIO BUTTONS WITH MATCHED INDUSTRIES TO ANZSCO FROM LOOKUP LIST WITH CODE FOR OTHER SPECIFY. FOR OCCUPATIONS NOT ASSOCIATED WITH PRE-CODED INDUSTRY AND WHERE EMPLOYER IS NOT

ASSOCIATED WITH INDUSTRY, COLLECT INDUSTRY IN LEGACY WAY USING CODE 1.

1. (verbatim text box)
90. Other (Please specify)

**EMPLOYER MOVED BEFORE INDUSTRY

*(TIMESTAMP)

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

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

SECTOR In what sector are you wholly or mainly employed?

1. Public or government
2. Private
3. Not-for-profit

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

INAUST *(IF ((WAITWORK=1 OR WAITWORKFU=1) AND (AWAYWORK=5 OR AWAYPAID=5)), DISPLAY: <Will you be>, IF ELSE: <Are you>) working in Australia?

1. Yes
2. No
3. Not sure

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

EMPSTATE In which state or territory is your <employer/business/new employer> currently located?

*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
99. Don't know

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

LOCATION And what is the postcode or suburb of your <employer/business/new employer>?

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

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Questionnaire

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2. Not sure

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

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

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

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST AND SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY

*(ALL)

CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you currently live?

*PROGRAMMER NOTE: IF CURSTATE NOT ASKED, AUTO-CODE BASED ON CURPCODE RESPONSE.

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

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

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

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

*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

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

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST AND SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY

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

EMP12 Have you worked <for your employer/in your business> for 12 months or more?

1. Yes, more than 12 months
5. No, less than 12 months

*(EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)
EMPMTHS How many months have you worked <for your employer/in your business>?
1. Enter number of months (NUMERIC, RANGE 1-12)

*(EMP12=1, WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS)
EMPYRS How many years have you worked <for your employer/in your business>?
1. Enter number of years (NUMERIC, RANGE 1-49)

*(SELFEMP=1 OR PAYARRNG=14, 15, 17-20) AND EMP12=5 AND (USLHRS>=35 OR
ACTLHRS>=35), WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER
FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

FFTJOB Is this your first full-time job?
1. Yes
2. No

*(TIMESTAMP)

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

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

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

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

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

(SINGLE RESPONSE)

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

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

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

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

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

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

(SINGLE RESPONSE)

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

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

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

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

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

*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

(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=8
ELSE IF SALARYA OR SALARYC =7 THEN SALARYA/SALARYC=0;

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

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

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

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

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

(SINGLE RESPONSE)

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999

5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999
10. \$125,000 - \$149,999
11. \$150,000 or more
12. Don't know

*(SALARY MAIN JOB HIGHER THAN SALARY ALL JOBS)

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

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

(SINGLE RESPONSE)

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

*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

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

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

<CURRENCY DROP DOWN LIST>

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

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(TIMESTAMP)

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

FINDJOB How did you first find out about this job?

(SINGLE RESPONSE)

1. University or college careers service
2. Careers fair or information session
3. Other university or college source (such as faculties or lecturers or student society)
4. Advertisement in a newspaper or other print media
5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)
6. Via resume posted on the internet
7. Family or friends
8. Approached employer directly
9. Approached by an employer

10. Employment/Recruitment agency
11. Work contacts or networks
12. Social media
17. An employer promotional event
14. Graduate program / internship / work placement
13. Other (Please specify)

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

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

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

(STATEMENTS)

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

(RESPONSE FRAME)

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

*PROGRAMMER NOTE: SPOQSCL CALCULATION IF 8 VALID RESPONSES AT
SPOQ4 OTHERWISE SKIP

CALCULATE THE AVERAGE RATING ACROSS ALL THE ITEMS SOMEONE
ANSWERS - RANGE 1 TO 5 AS PER CODEFRAME. NOTE: SCORES FOR SPOQ4.
ARE REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5

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

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

*(SPOQSCL >=3.5, PERCEIVED OVER QUALIFICATION FOR CURRENT JOB)

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

(SINGLE RESPONSE)

1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
9. Caring for children
10. Studying
12. I'm satisfied with my current job

13. I had to change jobs due to COVID-19
14. Not enough work experience
15. Entry level job/career stepping stone
16. Changing jobs/Careers
17. Do not have permanent residency
18. For financial reasons
19. Waiting for accreditation/registration
11. Other (Please specify)

**RSMORE AND RSNOMORE MOVED TO AFTER PREFMHOURS

*(TIMESTAMP)

MODULE C: FURTHER STUDY

*(ALL)

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

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

*(FURSTUD= 1 OR 2, STUDYING)

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

1. Yes
2. No

*(FURSTUD=1 OR 2, STUDYING)

FURINST What is the name of the institution where you are currently studying?

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

1. (Predictive text verbatim text box)

*(FURSTUD= 1 OR 2, STUDYING)

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

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

1. (verbatim text box)

*(FURSTUD= 1 OR 2, STUDYING)

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

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

(SINGLE RESPONSE)

1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health (incl. Nursing, Veterinary, Pharmacy)
7. Education

8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)
9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
13. Other (Please specify)

*(FURSTUD= 1 OR 2, STUDYING)

FURLEV What is the level of this qualification?

(SINGLE RESPONSE)

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

*FURINST MOVED TO AFTER FURNEW

*(TIMESTAMP)

MODULE D: GRADUATE ATTRIBUTES – OVERALL SATISFACTION/PREQ

*(STUDENTTYPE = 1, NOT POSTGRADUATE BY RESEARCH)

*PROGRAMMER NOTE: WHERE CEQTYPE=1 AND QUALNUM_S= 2 CEQ TEXT FILL RANDOMLY WITH 'FINALMAJOR1' OR 'FINALMAJOR2' IF BOTH MAJORS ARE PRESENT. IF ONLY 'FINALMAJOR1' PRESENT, TEXT FILL WITH 'FINALMAJOR1'.

CEQTYPE=1 AND QUALNUM_S= 1 CEQ TEXT FILL WITH 'FINALMAJOR1'

IF CEQTYPE=2 TEXT FILL FINALCOURSEA

1. FinalMajor1/2
2. FinalCourseA

CEQ Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with the following statement.

(STATEMENTS)

ceq149 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(STUDENTTYPE=1 AND QUALNUM_S=2 OR STUDENTTYPE=1 AND QUALNUM_S=1 AND FINALMAJOR1 NOT BLANK AND FINALMAJOR2 NOT BLANK AND PREPOP NE 3, NOT POSTGRADUATE BY RESEARCH AND MORE THAN ONE MAJOR/COURSE)

*PROGRAMMER NOTE:

WHERE CEQTYPE = 1 AND QUALNUM_S = 2, CEQB TEXT FILL RANDOMLY WITH 'FINALMAJOR3' OR 'FINALMAJOR4' WHEN BOTH MAJORS ARE PRESENT, OTHERWISE TEXT FILL WITH 'FINALMAJOR3'.

WHERE CEQTYPE = 1 AND QUALNUM_S = 1, CEQBTEXT FILL WITH 'FINALMAJOR2' IF PRESENT, OTHERWISE GO TO MODULE E.

IF CEQTYPE=2 ONLY SHOW FINALCOURSEB

QUALNUM_S = 2

1. FinalMajor3/4
2. FinalCourseB

QUALNUM_S=1

1. FinalMajor2

CEQB Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>.

Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with the following statement.

(STATEMENTS)

ceq249 Overall, I was satisfied with the quality of this <course>

(RESPONSE FRAME)

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

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

PREQ Please tell us about your postgraduate research experience.

If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.

Please interpret 'thesis' and other research-related terms in the context of your own field of education.

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

(STATEMENTS)

- preq01 Supervision was available when I needed it
- preq02 The thesis examination process was fair
- preq03 I had access to a suitable working space
- preq04 I developed an understanding of the standard of work expected
- preq29 I am confident that I can apply my skills outside the university sector
- preq05 The department provided opportunities for social contact with other postgraduate students
- preq30 I improved my ability to design and implement projects effectively
- preq06 My research further developed my problem solving skills
- preq07 My supervisor(s) made a real effort to understand difficulties I faced
- preq08 I had good access to the technical support I needed
- preq09 I was integrated into the department's community
- preq10 I improved my ability to communicate information effectively to diverse audiences
- preq11 I understood the required standard for the thesis
- preq31 I had opportunities to develop professional connections outside the university sector
- preq12 I was able to organise good access to necessary equipment
- preq13 My supervisor(s) provided additional information relevant to my topic
- preq14 I developed my skills in critical analysis and evaluation
- preq15 I was satisfied with the thesis examination process
- preq16 The department provided opportunities for me to become involved in the broader research culture
- preq17 I was given good guidance in topic selection and refinement
- preq18 I had good access to computing facilities and services
- preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector
- preq19 I understood the requirements of thesis examination
- preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)
- preq20 I improved my ability to plan and manage my time effectively
- preq21 My supervisor(s) provided helpful feedback on my progress
- preq22 A good seminar program for postgraduate students was provided
- preq23 The research environment in the department or faculty stimulated my work
- preq24 I received good guidance in my literature search
- preq34 I gained confidence in leading and influencing others
- preq25 The examination of my thesis was completed in a reasonable time
- preq26 As a result of my research, I feel confident about tackling unfamiliar problems
- preq27 There was appropriate financial support for research activities
- preq28 Overall, I was satisfied with the quality of my higher degree research experience

(RESPONSE FRAME)

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

*(ALL)

INTROB Now, a couple of general questions about your <course>...

*PROGRAMMER NOTE: DISPLAY NEXT TWO QUESTIONS ON THE SAME SCREEN

*(ALL)

BESTASP What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.

1. (verbatim text box)

*(ALL)

IMPROVE What aspects of your <course> were most in need of improvement? *Please note, aspects could include things like the course content, teaching or assessments.*

1. (verbatim text box)

*(TIMESTAMP)

MODULE E: GRADUATE PREPARATION

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

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

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

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

CRSPREP Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?

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

*PROGRAMMER NOTE: DISPLAY BESTPREP AND IMPPREP ON THE SAME PAGE

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

BESTPREP What are the main ways that < E308CTXT > prepared you for employment in your organisation?

1. (verbatim text box)

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

IMPPREP What are the main ways <E308CTXT> 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)

Intintroa And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)

*(ALL)

OSSTUDY Did you undertake any study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research>) outside of Australia (e.g. student exchange or study abroad?)

1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

INTERN Did your <FinalCourseA/FinalCourseB> include an internship component?

1. Yes
2. No
3. Don't know

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

INTLEARN Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?

1. Yes
2. No
3. Not applicable

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

TRAINING Did your <FinalCourseA/FinalCourseB> include training in....

(STATEMENTS)

Pgreslink101/IPA	Intellectual property awareness
Pgreslink102/BUSMAN	Business management
Pgreslink103/ENTPNR	Entrepreneurship

(RESPONSE FRAME)

1. Yes
2. No
3. Don't know

*(STUDENTTYPE=2, POSTGRADUATE BY RESEARCH)

2025 GOS May'25
Questionnaire

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COFUND Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.

(MULTIPLE RESPONSE)

- | | |
|-------------|-------------------------------|
| 1/JOINTSUP. | Yes it was jointly supervised |
| 2/COFUND. | Yes it was co-funded |
| 3/NOJSCF. | No *(EXCLUSIVE) |
| 4/DKJSCF. | Don't know *(EXCLUSIVE) |

*(TIMESTAMP)

MODULE G: CONTACT DETAILS

*(ALL)

CONTACT In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed.



Do you consent to being invited to participate in this important future research?

For further information on the survey please click here (link to: <https://www.qjit.edu.au/survey-participants/gos-l-participants>).

1. Yes
2. No

*(ALL)

CONTACT2 The Department of Education is undertaking some research to improve higher education. Do you consent to being contacted in future to participate in this research?

1. Yes
2. No

*(ALL)

ALUMNI Do you consent to your contact information being passed on to your institution for them to update your details?

Note: <E306TXT> may invite you to participate in other research and industry activities depending on your survey responses. Examples include alumni and advancement opportunities, consultation on new and existing courses, accreditation activities and student placements. Contact information will not be shared outside of <E306TXT> without your express consent.

1. Yes
2. No

*(CONTACT=1 OR CONTACT2=1 OR ALUMNI=1, CONSENT TO RECONTACT)

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

2. Enter email address (verbatim text box) *PROGRAMMER NOTE: Kickbox validation required
4. Do not wish to be re-contacted by email

*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?

2. Enter email address

*(((PERIOD=1 OR 2) AND DATE<= May 26th) AND PRIZE_SCOPE_FLAG=0, PRIZE DRAW OPEN AND AGED UNDER 18 YEARS OR AGE NOT KNOWN AND INSTITUTION IN SOUTH AUSTRALIA) PRIZEU18SA Parental consent is required by the South Australian Government for persons in South Australia aged under 18 years to be entered into the GOS prize draw. Terms and conditions for the GOS prize draw are published here (link to <https://srcentre.com.au/our-research/graduate-outcomes-survey/prize-draw-terms-and-conditions-of-entry>).

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

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

*PROGRAMMER NOTE: IF PRIZEU18SA=2 OR 3 UPDATE TO PRIZE_SCOPE_FLAG=1 IN SAMPLE

*((DATE<= May 26th) AND PRIZE_SCOPE_FLAG=1, PRIZE DRAW OPEN AND ELIGIBLE TO ENTER INTO PRIZE DRAW)

POSTCODEQ By completing the GOS, you will be entered into a rolling prize draw. Winners will be notified by telephone or in writing via email within seven days of each draw. The last name, first initial, higher education institution and postcode of winners will be published online. Terms and conditions for the prize draw are published here (link to <https://srcentre.com.au/our-research/graduate-outcomes-survey/prize-draw-terms-and-conditions-of-entry>).

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

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

1. Yes
2. No

*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:

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

[Graduate Outcomes Survey](#) – The survey home page with links to key information.

[GOS Participants](#) – A list of GOS FAQs with detailed information.

[ComparEd](#) – The ComparEd website helps you compare official study experience and employment outcomes data from Australian higher education institutions.

SUBMIT

*PROGRAMMER NOTE: FOR ONLINE SUBMIT BUTTON LINKS TO
[HTTPS://WWW.QILT.EDU.AU/SURVEY-SUCCESS/GRADUATE-OUTCOMES-SURVEY-THANK-YOU](https://www.qilt.edu.au/survey-success/graduate-outcomes-survey-thank-you)

*(INSTITUTION2=2)

TERM

*(IF ONLINE) Thanks for taking the time to start the Graduate Outcomes Survey. You may still be eligible to provide feedback on the <E308A/E308B> for <E308CTXT> through the GOS. If you are unsure about these <course> details or would like to check your eligibility for the GOS survey, please contact goss@srcentre.com.au or call 1800 055 818.

*(TIMESTAMP)

*(EM1=1 OR 2, WANTS TO COMPLETE ONLINE AND PROVIDED EMAIL)

TERM1 Thank you so much for being willing to take part in the survey, you will receive the survey via email in the next hour or so. Your feedback plays a significant role in enhancing Australian higher education.

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

TERM2 No worries, thanks very much for your help anyway.

*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	INTRO=3 OR INTRO2=3	Household refusal	Refusal
3	INTRO=4 OR INTRO2=4	Respondent refusal	Refusal
4	INTRO=5 OR INTRO2=5	Language difficulty	Other contacts
5	EM1=1 OR 2	Agreed to complete online	Other contacts
6	INSTITUTION2=2	NQ at institution - Wrong info	Screen outs
7	QET	Terminated midway	Contacts

Appendix 4 Response rate by institution

The tables below show the final response rate by institution for each period of the 2025 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 38.9 per cent for universities and 38.3 per cent for NUHEIs.

At an individual institution level within provider type, the total collection response rate ranged from 59.9 per cent to 25.4 per cent for universities, and 87.5 per cent to 16.7 per cent for NUHEIs.

2025 GOS university response rates (%)

	2024 November	2025 February	2025 May	2025 Total collection
Australian Catholic University	38.0	37.4	36.3	36.6
Avondale University	69.2	55.6	51.0	52.3
Bond University	34.6	36.3	35.8	35.5
Central Queensland University	38.7	50.4	49.3	45.4
Charles Darwin University	42.9	53.6	56.6	51.4
Charles Sturt University	33.7	32.7	49.5	43.8
Curtin University	28.0		37.7	34.6
Deakin University	35.7	58.3	44.2	42.0
Edith Cowan University	37.7	44.5	46.3	43.2
Federation University Australia	32.0	41.6	43.4	40.1
Flinders University	46.1	53.6	45.9	46.4
Griffith University	34.5		42.5	40.1
James Cook University	46.0	50.1	48.8	48.4
La Trobe University	33.2	45.4	39.5	38.3
Macquarie University	33.1	43.0	40.5	38.1
Monash University	30.6	45.1	38.6	36.5
Murdoch University	36.4	52.0	50.5	47.7
Queensland University of Technology	43.4	54.0	50.0	48.2
RMIT University	36.6	43.1	42.8	40.9
Southern Cross University	33.6	43.7	43.1	41.0
Swinburne University of Technology	34.8		43.8	40.1
The Australian National University	30.8	46.1	43.9	38.4
The University of Adelaide	40.9	50.4	48.0	46.2
The University of Melbourne	38.4	42.3	39.7	39.5

	2024 November	2025 February	2025 May	2025 Total collection
The University of Notre Dame Australia	35.6	32.5	20.2	26.9
The University of Queensland	26.9	57.0	40.3	35.6
The University of South Australia	36.5		44.0	42.0
The University of Sydney	20.4	27.5	30.7	27.3
The University of Western Australia	25.8	42.4	38.3	34.4
Torrens University	40.5	50.6	53.6	48.5
University of Canberra	36.8		45.6	42.7
University of Divinity	49.3	69.2	60.9	59.9
University of New England	49.0	57.9	62.7	56.0
University of New South Wales	24.2	21.6	28.3	25.4
University of Newcastle	31.6	37.8	36.0	35.3
University of Southern Queensland	33.3		53.1	44.9
University of Tasmania	43.2	53.7	50.1	48.5
University of Technology Sydney	29.3	45.7	39.9	37.6
University of the Sunshine Coast	33.8		39.1	37.7
University of Wollongong	40.8	43.9	46.6	44.7
Victoria University	30.9	43.3	37.9	36.5
Western Sydney University	26.3	35.1	40.1	35.3
All Universities	33.3	39.9	41.4	38.8

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

2025 GOS NUHEI response rates (%)

	2024 November	2025 February	2025 May	2025 Total collection
ACAP University College Pty Ltd.	44.2	45.6	53.3	45.0
Academies Australasia Polytechnic Pty Limited	28.1	40.0	n/a	34.3
Academy of Interactive Technology	30.6	28.4	55.7	36.1
Acknowledge Education	24.5	40.0	48.0	41.5
Adelaide Central School of Art			87.5	87.5
Adelaide Institute of Higher Education	n/a	63.2		43.3
Alphacrucis University College	38.6		49.0	42.4

	2024 November	2025 February	2025 May	2025 Total collection
Asia Pacific International College	32.6	35.5	44.6	38.9
Australasian College of Health and Wellness	25.0	39.5	29.1	28.9
Australia Advance Education Group Pty Ltd	21.6	41.7		34.0
Australian Academy of Music and Performing Arts	28.6		51.9	41.7
Australian Chiropractic College Limited			43.5	43.5
Australian College of Christian Studies			n/a	n/a
Australian College of Nursing	43.0	53.1	41.8	42.9
Australian College of Theology Limited	31.9	51.2	58.5	53.4
Australian Institute of Business Pty Ltd	34.4	44.9	50.3	40.8
Australian Institute of Higher Education	23.3	54.2		29.1
Australian Institute of Management Education & Training	36.7	38.6	51.0	41.6
Australian Institute of Professional Counsellors	38.6	47.2	52.2	45.0
Box Hill Institute	75.0		52.5	55.2
CIC Higher Education	40.0	n/a	31.1	34.5
Campion College Australia			30.5	30.5
Chartered Accountants Australia and New Zealand	20.4	15.9		18.3
Chisholm Institute	36.7	n/a	59.2	49.4
Christian Heritage College	n/a	n/a	45.5	45.9
Collarts (Australian College of the Arts)	n/a	42.9	49.5	47.1
Crown Institute of Higher Education Pty Ltd			51.7	51.7
ECA Higher Education Institute Pty Ltd		70.0	67.3	68.5
Eastern College Australia			46.7	46.7
Edvantage Institute Australia Pty Ltd		n/a	n/a	n/a
Endeavour College of Natural Health			35.2	35.2
Engineering Institute of Technology	n/a	n/a	54.5	46.0
Equals International	n/a		n/a	50.0
Excelsia College	24.0	26.3	46.5	38.2
Gestalt Therapy Brisbane			51.1	51.1

	2024 November	2025 February	2025 May	2025 Total collection
Governance Institute of Australia	23.8		46.8	37.5
HEPCO The Tax Institute Higher Education	n/a		60.6	59.0
Health Education & Training Institute	n/a	50.0	47.6	47.4
Higher Education Leadership Institute	n/a	n/a	n/a	n/a
Holmes Institute	38.2		45.6	41.4
Holmesglen Institute	25.4	n/a	44.6	37.4
ICHM	n/a	34.3	55.6	43.5
ISN Psychology	32.5	n/a	42.7	38.9
Ikon Institute of Australia			47.4	47.4
Institute of Health & Management	66.2	69.7	75.0	70.6
International College of Management, Sydney	25.5	34.0	41.1	34.5
Jazz Music Institute			45.5	45.5
Kaplan Business School	35.8	37.5	51.9	42.4
Kaplan Professional	31.4	29.1	30.6	30.7
King's Own Institute	38.9	56.0	65.9	51.1
LCI Melbourne	87.5	58.3	55.0	62.5
Leaders Institute	n/a			n/a
Leo Cussen Centre for Law	27.9	31.3	40.4	33.2
Lyons College			n/a	n/a
Marcus Oldham College			59.8	59.8
Melbourne Institute of Technology	28.9		35.2	32.6
Melbourne Polytechnic	37.7		49.5	45.6
Moore Theological College	55.6		56.3	56.3
Morling College			43.8	43.8
Nan Tien Institute	n/a	n/a	n/a	45.0
National Art School			45.9	45.9
National Institute of Organisation Dynamics Aust			75.0	75.0
Ozford Institute of Higher Education			42.1	42.1
Performing Arts Education		n/a	n/a	46.2

	2024 November	2025 February	2025 May	2025 Total collection
Perth Bible College	n/a	n/a	n/a	69.2
Photography Studies College (Melbourne)			47.7	47.7
Polytechnic Institute Australia Pty Ltd	29.1	33.1	43.1	34.4
SAE Institute Pty Limited	32.4	46.1	33.3	39.2
SP Jain School of Management	34.2			34.2
Sheridan Institute of Higher Education	100.0		83.3	88.2
Southern Cross Education Institute (Higher Education)	16.1	52.1	40.7	34.9
Stanley College		n/a		n/a
Sydney College of Divinity	26.7	n/a	40.2	30.8
Sydney Institute of Higher Education		71.4		71.4
TAFE NSW	44.6		46.4	45.6
TAFE Queensland	31.3		63.9	48.5
TAFE South Australia	27.9	n/a	64.7	37.7
Tabor College of Higher Education	38.1	60.6	64.8	59.9
The Australian College of Physical Education	21.9		31.4	28.8
The Australian Guild of Music Education	n/a	n/a	n/a	n/a
The Australian Institute of Music	39.0	35.8	55.9	46.5
The Cairnmillar Institute	58.3	n/a	45.9	46.9
The College of Law Limited	20.9	25.1	28.6	24.2
The Institute of Creative Arts and Technology	36.4	48.0	28.9	35.9
The Institute of Internal Auditors - Australia		n/a	94.4	82.6
The Institute of International Studies (TIIS)		70.6		70.6
The MIECAT Institute	55.1	n/a		56.0
The Metavision Institute			45.5	45.5
UOW College	16.7			16.7
Universal Higher Education			100.0	100.0
VIT (Victorian Institute of Technology)	47.1	50.0	60.4	56.9
Wentworth Institute of Higher Education	26.2	n/a	43.3	36.3
Whitehouse Institute of Design, Australia			46.1	46.1

	2024 November	2025 February	2025 May	2025 Total collection
William Angliss Institute	16.7		41.7	30.3
All NUHEIs	32.3	35.7	46.4	38.6

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



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