

2026 Graduate Outcomes Survey – Longitudinal (GOS-L)

Methodological Report

October 2026



Acknowledgements

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2026 Graduate Outcomes Survey - Longitudinal (GOS-L), is funded by the Australian Government Department of Education (Department of Education).

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 especially like to thank the higher education institutions that contributed to the Graduate Outcomes Survey (GOS) in 2023 and the GOS-L in 2026. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2026 GOS-L 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. Institutions use GOS-L data for continuous improvement, including exploring ways to monitor and improve the labour force outcomes of graduates.

For more information about the 2026 GOS-L, including how it was conducted, visit the QILT website: [Graduate Outcomes Survey - Longitudinal](#).

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Version: 1 | October 2026



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1. Introduction

1.1. About this report

This *Methodological Report* describes the sample preparation, data collection, data processing and reporting aspects of the 2026 Graduate Outcomes Survey – Longitudinal (GOS-L, ‘the survey’), conducted on behalf of the Australian Government Department of Education (‘the department’) by the Social Research Centre.

This report is structured into the following sections:

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

1.2. Background

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 The AGS was superseded by the Graduate Outcomes Survey (GOS).

Graduates who completed a course in 2022 or 2023 and responded to the 2023 GOS were invited to participate in the 2026 GOS-L.

1.3. Objectives

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

Specifically, the survey findings are used to:

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

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

1.4. Overview

The Social Research Centre administered the 2026 GOS-L from February to April 2026 with the assistance of 125 participating institutions.

Table 1 provides an overview of key project statistics. In total, 90,064 graduates were approached with 81,431 identified as in-scope to participate. A 53.6 per cent response rate was achieved, with a total of

43,665 completed surveys from graduates across all study levels, in line with the response rate achieved in 2025, also of 53.6 per cent.

Table 1 Key project statistics

	University	NUHEI	Total
Participating institutions (n)	43	82	125
Total sample (n)	83,512	6,552	90,064
Final in-scope graduates (n)	75,686	5,745	81,431
Surveys completed (n)	41,011	2,654	43,665
Response rate* (%)	54.2	46.2	53.6

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

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

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

1.5. Project milestones

Table 2 provides a summary of the key project milestones for the 2026 GOS-L.

Table 2 Key project milestones

Milestone	2026 GOS-L
Start-up	
Sample preparation	9-Oct-25 to 24-Oct-25
Questionnaire development	17-Nov-25 to 24-Nov-25
Fieldwork	
Start main online fieldwork period	17-Feb-26
In-field reminder calls	03-Mar-26 to 22-Mar-26
Main online fieldwork closes*	30-Mar-26
Post-field reminder calls†	30-Mar-26 to 10-Apr-26
Fieldwork closes†	13-Apr-26
Data preparation	
Draft data and documentation to the department	27-Apr-26
Final data and documentation to the department	15-May-26
Institutional Tableau report and data files delivered	15-Jun-26

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

† Institutions that opted for post-field reminder calls.

2. Sample preparation

2.1. Target population

To qualify as part of the in-scope population for the 2026 GOS-L, graduates must have completed the 2023 GOS via the online survey. All graduates meeting the following criteria were selected for inclusion in the survey:

- Provided consent to being recontacted for future research when completing the 2023 GOS.
- Skipped (i.e. did not answer) the question about consent to being recontacted for future research.

2.1.1 Additional populations

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

These populations could include:

- Additional populations in the 2023 GOS. These additional populations must have also completed the 2023 GOS and not explicitly declined future contact.
- 'GOS non-responders', i.e. graduates who were approached to participate in the 2023 GOS but did not respond.

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

Seven institutions included additional populations in the 2026 GOS-L. Additional populations are not included in the *National Report* and do not appear in results presented in this report.

2.2. Institutional participation

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

A total of 125 institutions participated in the 2026 GOS-L, comprising 43 universities and 82 NUHEIs. Refer to Appendix 1 for a list of participating institutions and their response rates.

2.3. Sample frame

The population to approach for the 2026 GOS-L was sourced from the 2023 GOS data file using the criteria outlined in Section 2.1 above.

2.4. Sample preparation overview

Detailed information regarding the GOS-L sampling process was available to institutions in the 2026 GOS-L Collection and Sample Guide (refer to Section 3.1). The guide was provided to institutions ahead of sample preparation and outlined:

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

- Steps for flagging in-scope graduates.

The Social Research Centre prepared the population file based on the 2023 GOS operational data. Records meeting the target population definition from the 2023 GOS data file were identified, with relevant contact information appended as collected in the GOS questionnaire, else as provided in the GOS sample. Following this, individual sample files were distributed to institutions for verification, contact information updates and review of the in-scope status of all sample records, to ensure graduates who should not be surveyed were correctly flagged by institutions.

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

2.4.1 Sample processing quality assurance

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

This year, the Social Research Centre implemented the use of the SRCVerify tool following several rounds of testing during previous QILT survey periods. This is a proprietary validation tool which allowed institutions to securely upload their sample file and receive real time feedback on the quality of their sample file, reducing the time between receipt, review, and feedback to the institution. Assistance was provided by the QILT team to resolve issues, as necessary, to ensure sample quality.

While the validation tool is designed to identify a broad range of issues, the main quality issues identified were as follows:

- Information essential for survey operationalisation or analysis not being provided or not provided in the specified format.
- Insufficient, limited, or unclear contact information (i.e., phone number, email).
- Formatting issues such as altering of templates, use of special characters or duplication of unique records / identifiers.

Table 3 summarises the outcomes from the sample file cleaning process on contact information for all graduates that completed the 2023 GOS. Given that many graduates could be contacted via multiple email addresses or phone numbers, the number of emails or phone numbers do not match the total sample for the 2026 GOS-L. GOS-L contact details incorporate contact details from the 2023 GOS as well as contact details provided by institutions in 2026, leading to a large proportion of duplicate contacts. Many of these duplicate contacts are removed after sample cleaning

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	557,270	231,732	41.6	280,897	141,293	50.3
University	523,844	218,991	41.8	262,030	132,214	50.5
NUHEI	33,426	12,741	38.1	18,867	9,079	48.1

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

2.4.2 Sample exclusions

The following exclusion rules were applied for the 2026 GOS-L:

- Records without an email address.

- Out-of-scope records based on the INSCOPE variable.
- Respondents from the 2023 GOS who explicitly declined to be contacted for future follow-up.
- Duplicate sample records.

2.4.3 Panel maintenance activity

The panel maintenance activity, whereby contact is made with sample members between surveys to maintain an ongoing relationship and build engagement in the lead up to the GOS-L, was conducted in October 2025 in the lead up to 2026 GOS-L fieldwork.

Of the 90,064 graduates approached, 88,878 were included in the panel maintenance sample. This group was made up of those who provided consent to be recontacted for the 2026 GOS-L, whereas those excluded from the activity either declined to be contacted for panel maintenance purposes or had already been contacted for panel maintenance purposes. Of those who were contacted, 2,704 responded to update their details and 123 confirmed their details were already correct, totalling 2,827 responses or a 3.2 per cent response rate.

While the primary purpose of the panel maintenance activity for this round was to update sample details, it also fostered engagement and helped prime recipients for the upcoming GOS-L. Those who engaged with panel maintenance activity were significantly more likely to respond to the 2026 GOS-L than those who did not engage with panel maintenance (88.6 per cent vs. 47.0 per cent response rate).

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

2.4.4 Coverage

The total target population was graduates who completed a course at an onshore Australian higher education institution in 2022 or 2023 and participated in the 2023 GOS. The operationalised sample excluded any GOS respondent who had explicitly declined to be contacted for future follow-up.

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

After institution removals and out-of-scope populations were excluded, 77.5 per cent of the total eligible sample was available for the 2026 GOS-L.

Table 4 Coverage of population to sample

	University		NUHEI		Total	
	n	%	n	%	n	%
Completed the 2023 GOS (n)	107,766	100.0	8,477	100.0	116,243	100.0
Explicitly declined to be contacted for future follow-up (n) (A)	23,458	21.8	1,873	22.1	25,331	21.8
Consent to follow-up (n) (B)	62,582	58.1	4,365	51.5	66,947	57.6
Did not answer consent to follow-up (n) (C)	21,726	20.2	2,239	26.4	23,965	20.6
Total eligible sample for 2026 GOS-L (n) (B+C)	84,308	78.2	6,604	77.9	90,912	78.2
Institution removals and out-of-scope additional populations (n) (D)	796	0.7	52	0.6	848	0.7
Sample available for 2026 GOS-L* (n) (Total eligible sample - D)	83,512	77.5	6,552	77.3	90,064	77.5

* National in-scope population approached.

3. Survey design and procedures

3.1. Institutional engagement

The institutional engagement strategy for the 2026 GOS-L included:

- The timely provision of institutional planning resources, such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*, accessible via the QILT provider portal.
- Confirmation of participation and nomination for 'fee-for-service' activities via the *Participation and Additional Services Form* (PASF).
- GOS-L specific content in the QILT webinar and newsletter series, encompassing analysis of prior year survey results, sample preparation, questionnaire changes, response maximisation, survey methodology and fieldwork progress.
- An update to the *GOS-L Marketing Pack*, which included a greater variety of editable templates, now including social media tiles, email banners and digital flyers. The pack also includes a *Marketing Pack User Guide* and an engagement activity plan.
- An ongoing dialogue with survey managers at participating institutions to discuss overall progress and work through response maximisation strategies, with a focus on assisting under-performing institutions.

Institutional engagement processes and the resources provided were reviewed at the conclusion of the collection period through the Respondent Engagement Survey (RES). Among the questions asked were how the marketing materials were being used and how they could continue to evolve to best support institutions in their engagement efforts.

Every institution which responded to the RES and used the marketing materials found them useful and aligned with their needs in administering the 2026 GOS-L. Some noted the helpfulness of having materials which were easily identifiable as QILT and otherwise having editable versions for institution specific amendments. While materials relating to email communications were by far the most used of the marketing pack assets, a sizeable proportion of participating institutions also made use of social media and website assets. Further improvements to the materials made available to institutions for future rounds of the GOS-L are discussed in Section 8.2.

3.2. Contact protocol

The 2026 GOS-L employed an extensive protocol of contact attempts, including an email invitation and ten email reminders, as well as three SMS reminders and in-field telephone reminder calls. Additionally, institutions could opt-in to an extra SMS and / or post-field reminder calls on a fee-for-service basis.

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

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

Table 5 Invitation and reminder schedule

Round of contact activity	Date of send (2026)
Email invitation (launch period)	17-Feb-26 to 19-Feb-26
Email reminder 1	21-Feb-26
Email reminder 2	23-Feb-26
Prize draw 1 close	23-Feb-26
Email reminder 3	26-Feb-26
Email reminder 4	2-Mar-26
SMS 1	2-Mar-26
Prize draw 2 close	2-Mar-26
In-field telephone reminder calls commence	3-Mar-26 to 22-Mar-26
Email reminder 5	4-Mar-26
Email reminder 6	9-Mar-26
SMS 2	9-Mar-26
Prize draw 3 close	9-Mar-26
Email reminder 7	12-Mar-26
Email reminder 8	16-Mar-26
SMS 3	16-Mar-26
Prize draw 4 close	16-Mar-26
Email reminder 9	20-Mar-26
Email reminder 10	23-Mar-26
SMS fee-for-service	23-Mar-26
Prize draw 5 close	23-Mar-26
End main online fieldwork*	23-Mar-26
Post-field telephone reminder calls†	30-Mar-26 to 10-Apr-26
Fieldwork closed†	13-Apr-26

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

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

3.2.1 Email invitation and reminders

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

Table 6 2026 GOS-L email plan message intent

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

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

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

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

Email inbox placement optimisation

In 2025, email content was strategically refined to improve inbox placement, prioritising placement in primary inboxes over promotional or spam folders. This strategy was maintained in 2026, with some minor adjustments to email messaging to maximise inbox placement. As in 2025, subject line messaging emphasised consistency by reusing proven elements from past QILT campaigns.

Where possible, changes were applied consistently to maintain a throughline between emails. However, the nature of inbox placement optimisation is such that changes in an earlier email may need to be reversed in a later email to achieve the best possible placement. As an example, the term 'Reminder' was removed from Reminders 1, 2, and 4, but was kept in Reminders 3 and 8, and even added in to Reminders 5 and 7. In each case, this amendment was (often in conjunction with other changes) required to achieve the best possible inbox placement result. A comparison of subject lines between 2025 and 2026 is shown in Table 7.

Table 7 2026 GOS-L email subject line changes

Round of activity	2026 GOS-L subject line	2026 GOS-L subject line
Invitation	<First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal	<First name / Graduate> – Please share your experiences in the Graduate Outcomes Survey - Longitudinal
Reminder 1	REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal	Hi <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal
Reminder 2	REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal	Hi <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey Longitudinal - Complete today for a chance to win
Reminder 3	IMPORTANT REMINDER – <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey – Longitudinal	REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey – Longitudinal
Reminder 4	IMPORTANT REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcomes Survey - Longitudinal	Hi <First name / Graduate>, the Australian Government still wants to hear from you in the Graduate Outcomes Survey Longitudinal - Complete today for a chance to win
Reminder 5	Hi <First name / Graduate>, the Australian Government would still like to hear from you in the Graduate Outcomes Survey – Longitudinal	REMINDER - <First name / Graduate>, the Australian Government would still like to hear from you in the Graduate Outcomes Survey – Longitudinal
Reminder 6	Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Complete today for a chance to win	Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Complete today for a chance to win
Reminder 7	Hi <First name / Graduate> - Regarding the Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Help others by sharing your journey	REMINDER - <First name / Graduate> - The Australian Government would still like to hear from you in the Graduate Outcomes Survey Longitudinal - Help others by sharing your journey
Reminder 8	REMINDER - <First name / Graduate> - Graduate Outcome Survey Longitudinal - Prize draw closes tonight	REMINDER - <First name / Graduate>, the Australian Government wants to hear from you in the Graduate Outcome Survey Longitudinal - Complete today for a chance to win
Reminder 9	Hi <First name / Graduate> - Regarding the Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Survey is closing soon	Hi <First name / Graduate> - The Australian Government would still like to hear from you in the Graduate Outcomes Survey Longitudinal - Survey is closing soon
Reminder 10	Hi <First name / Graduate> - Regarding the Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Last chance to enter prize draw	Hi <First name / Graduate> - Regarding the Graduate Outcomes Survey Longitudinal - The Australian Government would still like to hear from you - Last chance to enter prize draw

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

A breakdown of email send outcomes is provided in Table 8. This table indicates the number of unique email addresses that invitations were sent to. Given that some institutions provided multiple email addresses for their graduates, the number sent for the invitation email does not match the total number of graduates approached for 2026 GOS-L.

The Reminder 1 email remains the most effective email in the schedule, achieving the highest 'clicked on link' rate. Generally, 'clicked on link' rates decreased with each subsequent reminder.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2026 GOS-L collection cycle was low. This indicates that at the national level, the quality of contact details in the approached sample was good and email cleaning processes were effective.

Additionally, opt-outs were at or below one per cent for most sends, suggesting the nature of the survey and the timing of sends were not a concern for graduates.

However, starting in Reminder 8 and persisting through-out the remainder of fieldwork, emails sent from QILT domains began experiencing particularly poor deliverability to Microsoft mailboxes, including the Outlook, Hotmail, and Live domains. As a result, a significant proportion of these emails (more than 95 per cent) landed in non-primary inboxes or otherwise soft-bounced for these sends.

The cause of this issue stemmed from an existing Microsoft issue at the time, which caused emails sent from certain IP addresses to be temporarily rejected or filtered at higher rates for Microsoft associated recipients. While this issue only affected Microsoft related domains, these domains accounted for more than 10 per cent of the total in-scope sample. As such, a significant drop in opened emails as a proportion of sent can be seen for Reminders 8, 9, and 10. The spike in soft-bounced emails in Reminder 8 reflects the delivery issues for Microsoft domains. In response to this, we opted not to send Reminders 9 and 10 to Microsoft mailboxes to protect the reputation of the QILT GOS-L email domain from any negative effects of high bounce rates

Table 8 Email send outcomes

Email activity	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Total sent (n)	89,903	82,287	74,846	68,284	65,283	60,616	56,485	51,597	49,348	42,271	41,303
Opened (%)	67.1	70.3	67.2	64.2	64.4	60.4	59.9	59.0	50.0	54.4	54.8
<i>Clicked on link (%)</i>	<i>10.9</i>	<i>12.6</i>	<i>8.3</i>	<i>5.8</i>	<i>8.2</i>	<i>4.6</i>	<i>5.9</i>	<i>4.7</i>	<i>3.0</i>	<i>4.4</i>	<i>3.7</i>
<i>Opt-out from link (%)</i>	<i>0.9</i>	<i>0.4</i>	<i>1.0</i>	<i>1.2</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>0.7</i>	<i>0.7</i>	<i>0.7</i>
<i>Opened email (%)</i>	<i>55.3</i>	<i>57.2</i>	<i>57.9</i>	<i>57.1</i>	<i>55.2</i>	<i>54.9</i>	<i>52.9</i>	<i>53.4</i>	<i>46.3</i>	<i>49.3</i>	<i>50.4</i>
Unopened (%)	31.6	29.3	32.0	35.2	35.1	39.0	39.1	40.0	31.7	44.5	44.1
Soft bounce* (%)	0.4	0.4	0.8	0.7	0.5	0.5	1.0	1.0	18.4	1.1	1.1
Hard bounce† (%)	0.9	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
<i>Clicked on link as % opened</i>	<i>16.3</i>	<i>18.0</i>	<i>12.4</i>	<i>9.0</i>	<i>12.8</i>	<i>7.6</i>	<i>9.9</i>	<i>7.9</i>	<i>6.0</i>	<i>8.1</i>	<i>6.7</i>

* 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.

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

3.2.2 SMS reminders

SMS reminders were used during fieldwork to complement the email contact strategy and provide an alternative contact channel to combat email inbox placement issues. Up to three SMS were sent during fieldwork as part of the standard QILT contact protocol. An example of the first SMS used in the 2026 GOS-L is provided in Appendix 2.

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

An SMS reminder was sent to all in-scope sample members with a valid Australian mobile number who had either not yet entered the survey or had entered but not yet reached a point to be considered a technical complete. Those who had already completed the survey, unsubscribed from email activity, refused participation during in-field reminder calls or opted out via a prior SMS were excluded from the SMS sends.

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

Additional SMS

Institutions were also able to nominate for participation in an additional SMS ('F4S SMS') on a fee-for-service basis. The additional SMS was sent with Reminder 10 and featured an abbreviated version of the institution's name.

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

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

SMS reminder performance

Table 9 summarises the number of SMS sent and their outcomes. The survey completion rate attributable to each SMS ranged from 0.1 per cent to 3.0 per cent of the total SMS sent. The opt-out rate among SMS recipients was consistent across all messages, between 2.2 and 2.9 per cent. Although survey completion via SMS is relatively low, pairing an SMS with an email reminder significantly boosts response rates, as shown in Section 7.1.

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

Table 9 SMS based follow-up activity outcomes

SMS activity	SMS1		SMS2		SMS3		F4S SMS	
	n	%	n	%	n	%	n	%
Total sent	57,484	100	43,012	100	35,560	100	4,586	100
Opened	30,806	53.6	25,194	58.6	21,069	59.2	2,641	57.6
Completed via SMS link*	59†	0.1	1259	2.9	1073	3.0	68	1.5
Other opened	29,478	51.3	22,687	52.7	19,226	54.1	2,455	53.5
Unsubscribed	1,269	2.2	1,248	2.9	770	2.2	118	2.6
Unopened	25,409	44.2	16,570	38.5	13,721	38.6	1827	39.8

* Graduate completed survey directly via the survey link in SMS. Due to the large scope of SMS activity, completions that could be indirectly associated with SMS (i.e. SMS prompted graduate to complete via email link) are not shown and would instead be attributed to other sources of response (refer to Section 7.4).

† Unique survey links were only included in SMS1 for those who responded to the panel maintenance.

3.2.3 Reminder calls

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

In the 2026 GOS-L in-field reminders were used primarily to improve the representation of international graduates (refer to Section 7.3). Post-field telephone activity was a fee-for-service option to enable institutions to boost response rates.

In-field telephone reminder calls

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

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

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

In support of the International Engagement Strategy, international graduates (determined by citizenship indicator) were prioritised for in-field reminder call activity during the 2026 GOS-L. In-field reminder call activity was attempted for 24.8 per cent of the total in-scope sample approached for the 2026 GOS-L.

Table 10 provides a summary of outcomes from the in-field reminder calls. Only about one-fifth of the initiated sample provided an email address or agreed to complete the survey online (21.4 per cent), which is slightly improved over the previous year (17.2 per cent in the 2025 GOS-L). Outcomes were slightly better for postgraduates (21.9 per cent) compared to undergraduates (20.8 per cent).

A completed survey could be directly attributed to the in-field reminder call for 3.8 per cent of graduates called. There may also be an unreported indirect effect on response from in-field reminder calls that has been attributed to another source of response (refer to Section 7.4). For example, a graduate may have been prompted to complete the GOS-L via a prior email invitation or SMS link after speaking with an interviewer, listening to a voicemail, or receiving a missed call.

The proportion of total contacts from in-field telephone reminder activity improved slightly in 2026 (up from 20.9 per cent in 2025 to 23.4 per cent in 2026). Contact rates will continue to be closely monitored, and consideration given to other methods of boosting response as a matter of continuing improvements towards in-field telephone reminder contact rates.

Table 10 In-field telephone reminder outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	9,534	100	12,791	100	22,325	100
Unusable sample*	178	1.9	226	1.8	404	1.8
No contact	7,209	75.6	9,484	74.1	16,693	74.8
Total contact	2,147	22.5	3,081	24.1	5,228	23.4
Collected graduate's email	1,981	20.8	2,797	21.9	4,778	21.4
Other contact type	166	1.7	284	2.2	450	2.0
Completed directly†	320	3.4	522	4.1	842	3.8
Completed indirectly‡	1,694	17.8	2,758	21.6	4,452	19.9

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

† 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).

Post-field telephone reminder calls

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

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

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

- Have a valid phone number available in the sample,
- Have not completed the survey,
- Have not had a 'contact' outcome from in-field reminder calls,
- Have not opted-out of the 2026 GOS-L (i.e. either via the unsubscribe link in emails, an SMS or by submitting an opt-out request via the GOS-L helpdesk), and
- Have not met any custom criteria chosen by the institution (e.g. the institution may only want to top up response in certain study areas).

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

Email addresses were confirmed or updated for just over a third of the sample contacted (35.5 per cent). In a reversal of previous fieldwork periods, outcomes for postgraduates (33.1 per cent collected graduate's email address / agreed to complete online) were worse than undergraduates (37.0 per cent). Contact rates were higher for post-field reminder calls than in-field reminder calls. This could be due to differing demographics (in-field priority was international graduates) or placing more calls to sample members to attempt to meet institutions' quoted targets.

Of the total sample initiated (i.e. where contact was attempted), 7.8 per cent completed the survey directly from the email sent during post-field reminder activity. A larger portion (19.3 percent) of respondents completed surveys indirectly, notably through answering machine call outcomes leading to completions. This

suggests a potential reluctance to answer calls, but a legitimate message left on voicemail may have prompted recipients to engage with the subsequent email or SMS.

Table 11 Post-field telephone reminder outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	1,507	100	964	100	2,471	100
Unusable sample*	20	1.3	10	1.0	30	1.2
No contact	898	59.6	480	49.8	1,378	55.8
Total contact	589	39.1	336	34.9	925	37.4
Collected graduate's email	557	37.0	319	33.1	876	35.5
Other contact type	32	2.1	17	1.8	49	2.0
Completed directly†	117	7.8	75	7.8	192	7.8
Completed indirectly‡	292	19.4	186	19.3	478	19.3

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

† 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).

3.2.4 Fieldwork briefing

Call centre operators selected to work on the 2026 GOS-L post-field reminder calls project attended a briefing session delivered by the QILT team at the Social Research Centre. Briefings were conducted prior to the commencement of post-field activities. Additional briefings were conducted throughout fieldwork as required to meet operational needs. The briefings covered an overview of the GOS-L and QILT, privacy and confidentiality policy, reminder call procedures and fieldwork timelines.

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

3.2.5 Quality control

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

- Listening-in validations conducted in accordance with existing ISO 20252 procedures.
- Field team de-briefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to engagement techniques, data quality, consistency of administration, or project performance.
- Maintenance of a 'field team handout' document detailing project performance metrics, graduate liaison techniques and data quality requirements.
- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Maintenance of a Wiki with answers to common graduate queries.

3.2.6 Social media

Due to relatively low social media engagement in recent collections, a limited social media campaign was conducted in 2026 to support the GOS-L response maximisation strategy. This involved organic (i.e. unpaid) ads that were shared across Facebook and Instagram from the QILT social media accounts

([@https://www.facebook.com/QILT1](https://www.facebook.com/QILT1), @qilt_src) to build a general level of social media presence, but no paid ads were used.

Organic ad content was tailored with calls to action appropriate for each fieldwork milestone (e.g. referencing a 'chance to win' during the prize draw period) and built upon message intent themes from the email reminder plan. The social media posts designs were aligned to those used in the Marketing Pack, using contemporary drawings and word arts.

3.3. Data collection

3.3.1 Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, by clicking the link in the SMS, or by clicking the link in the email sent as part of telephone reminder activity. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the graduate's survey.

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

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

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

3.3.2 Survey implementation

Standard operational checks of the online survey were conducted pre-fieldwork to ensure implementation aligned with the intended questionnaire design. In addition to these standard checks, institutions with additional items (see Section 4.4) were provided with screen captures of the completed questions to sign off on these items prior to field launch.

The survey launch was spread over three days: 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.

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

3.3.3 Quality assurance and applicable standards

As part of ongoing commitments to survey transparency and data governance, the GOS-L includes a privacy notice within the online survey introduction. This introduction informs respondents about the applicable

privacy policy and explains how their personal information is used by the department for the purposes of the GOS-L.

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

All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role, and the Social Research Centre is also a member of the Australian Data and Insights Association (ADIA). All sensitive or personally identifiable information such as sample and data were transferred using the QILT Secure File Exchange (SFX).

3.3.4 Monitoring and progress reporting

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

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

3.3.5 Live online Reporting Module

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

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

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

3.4. Graduate support

The Social Research Centre maintained a GOS-L helpdesk for the duration of the 2026 GOS-L fieldwork to provide graduates an avenue to contact the GOS-L team. The helpdesk featured an 1800 number and a GOS-L inbox and responded to queries within one business day. The 1800 number was also available to international graduates (with an international dialling code) and was operational for the duration of the overall fieldwork period. The helpdesk was staffed seven days a week during call centre operational hours with all calls outside these hours routed to a voicemail service. A QILT inbox is also maintained year-round, managed by the QILT team and staffed during business hours.

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

A summary of graduate enquires to the GOS-L helpdesk is provided at Table 12. Over half of queries were received via the GOS-L inbox, and survey queries continued to be the most common type, accounting for just over a third of all contacts. The number of helpdesk queries in 2026 were in line with 2025, suggesting that our survey communications continue to be clear and pre-emptively addressed many graduate concerns,

with the helpdesk assisting in a support capacity and providing further legitimisation with ongoing concerns around email and SMS scams.

The survey introduction also included a summary and link to the Department of Education's privacy notice so entrants could be easily directed if they had any questions or concerns from the start.

Table 12 Graduate enquiries to the GOS-L helpdesk

Type of enquiry	1800 number		GOS-L inbox		Total	
	n	%	n	%	n	%
Total	128	42.4	174	57.6	302	100.0
Survey query	57	44.5	59	33.9	116	38.4
General query	33	25.8	27	15.5	60	19.9
Other query	0	0.0	0	0.0	0	0.0
Change of contact details	1	0.8	14	8.0	15	5.0
Opt-out	33	25.8	65	37.4	98	32.5
Out-of-scope	4	3.1	5	2.9	9	3.0

3.5. Prize draw

All respondents in the 2026 GOS-L were entered into a rolling prize draw that ran over five weeks (refer to Table 13). The rolling prize draw was designed to encourage early survey completion by offering more chances to win, the earlier the survey was completed (e.g. if the survey was completed by the end of the first week, the respondent would be entered into all five prize draws). The terms and conditions of the prize draw were available on the Social Research Centre's website and provided in all email communications sent to graduates.

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

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

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

Table 13 Prize draw timeline

Prize draw activity	Date
---------------------	------

Prize draw period opens / Fieldwork starts	17-Feb-26
Prize draw 1 close	23-Feb-26
Prize draw conducted	25-Feb-26
Prize draw 2 close	02-Mar-26
Prize draw conducted	04-Mar-26
Prize draw 3 close	09-Mar-26
Prize draw conducted	11-Mar-26
Prize draw 4 close	16-Mar-26
Prize draw conducted	18-Mar-26
Prize draw 5 close	23-Mar-26
Prize draw conducted	25-Mar-26
Fieldwork closes	30-Mar-26

4. Questionnaire

4.1. Development

The 2026 GOS-L questionnaire was based on that used in 2025, with standard operational updates made to align the questionnaire with current reference periods. There are also other changes made to the core instrument in consultation with the department, which are detailed in Section 4.3 below.

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

4.2. Overview

Table 14 outlines the thematic areas of the nine main modules in the questionnaire. Items essential to key analysis (current employment status, employment history, further study) were positioned early in the questionnaire and other core item modules positioned before additional items (Module F). Items related to future contact details and further research were positioned in the final module.

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

Table 14 GOS-L module themes

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

4.3. Changes from 2025

Key changes to the 2026 GOS-L questionnaire included:

- Additional Initial Teacher Education items
- Additional NAHGOT items
- Expanding FORMREQ response options
- EMPBASIS and LABHIRE added to Labour Force module

Updates were also applied to the base filters for relevant items impacted by these changes.

4.4. Additional items

A total of eight institutions (comprising exclusively universities) included institution-specific items in the 2026 GOS-L. Institution-specific items can be the same or a variation on questions included in prior rounds of GOS-L, or new questions entirely.

Some of the content covered by institution-specific items included questions relating to university experience, career location preferences, current employment and factors impacting employment decisions.

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

5. Data preparation

5.1. Definition of the analytic unit

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

In the 2026 GOS-L data set, a record was considered as a 'technical complete' and valid if the graduate had:

- completed the 2023 GOS, and
- provided a response as to whether they had worked in the last week, or
- responded that they were in further study.

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

- completed the 2023 GOS, and
- completed up to and including the final survey question.

5.2. Data cleaning and preparation

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

- Derivation of labour force status, salary and other reporting outcome variables based on the ABS standards (derivations are documented in the *2026 GOS-L Data Dictionary*, made available to institutions on the QILT provider portal).
- Re-coding value labels where required.
- Re-coding of 'no answer' to the missing values conventions.
- Cleaning of employer name.
- Coding of occupation, industry, and further study field of education.

5.3. Coding and processing of free text responses

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

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

Table 15 Items coded and source for coding decisions

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

5.4. Data deliverables

The Social Research Centre provided the department and institutions the following data deliverables at the completion of the 2026 GOS-L collection:

- Department national data file and national final population file in CSV, SPSS and SAS format.
- Institution data files and final population files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format.
- Files in Tableau packaged workbook format at the national (department), institution, and Universities Australia level.
- Files of responses to open-ended questions in MS Excel, at the national (department) and institution level.
- Data dictionary and data map.
- Fieldwork and data package summary in MS Word format.
- GOS-L National Report Tables.

5.5. Weighting

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

6. Final dispositions and response rates

Table 16 shows the final survey outcomes at an overall level for the 2026 GOS-L collection.

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

The final response rate for the 2026 GOS-L was 53.6 per cent, which is exactly in line to one decimal point with the 2025 GOS-L response rate also of 53.6. The response rate performance for sample sourced from universities (54.2 per cent) was stronger than sample sourced from NUHEIs (46.2 per cent) in 2026. When reviewing response by course level, around a six-percentage point difference is observed between the undergraduate and postgraduate by coursework response rate (51.0 per cent and 56.9 per cent respectively).

The opt-out rate in 2026 was 9.2 per cent, slightly lower than the 2025 rate of 9.9 per cent.

Appendix 1 provides final survey dispositions by institution for the 2026 GOS-L.

Table 16 Final survey outcomes

Institution	Sample approached* (n)	Unusable sample (n)	Out-of-scope (n)	Opted-out (n)	Final sample (n)	Surveys completed (n)	Response rate (%)
Total	90,064	209	3	8,297	81,431	43,665	53.6%
Universities	83,512	199	2	7,510	75,686	41,011	54.2%
NUHEIs	6,552	10	1	787	5,745	2,654	46.2%
Course type							
Undergraduate	50,220	121	1	4,985	45,053	22,959	51.0%
Postgraduate	39,844	88	2	3,312	36,378	20,706	56.9%
Postgraduate coursework	34,838	71	2	2,996	31,712	17,531	55.3%
Postgraduate research	5,006	17	0	316	4,666	3,175	68.0%

* National in-scope population approached.

Response by citizenship status

Despite a similar response rate, the tendency of international graduates to respond to the GOS-L remains lower compared to domestic graduates in 2026, decreasing by 3.5 percentage points compared to 2025. In contrast, the domestic graduate response rate improved by 0.3 percentage points.

Table 17 provides a comparison of response rate by citizenship status between 2025 and 2026.

Table 17 Response rate comparison by citizenship status, 2025 to 2026

Citizenship status	2025 response rate (%)	2026 response rate (%)	Year on year change 25-26 (ppt)
Total	53.6	53.6	0
Domestic	58.2	58.5	0.3
International	40.8	37.3	-3.5

While the international response rate declined by 3.5 percentage points, this was offset by a corresponding 3.5 percentage point reduction in the proportion of international graduates in the in-scope population (26.5 per cent and 23.0 per cent in 2025 and 2026 respectively). While the identical values are a coincidence and do not fully explain the matching overall response rate to 2025, they help account for why this lower response rate does not have a more pronounced impact on the overall response rate.

A contributing factor to this worsened response rate may be attributable to a larger proportion of the international graduate sample this year being comprised of graduates from countries with historically lower response rates, including China, Nepal, Vietnam, Bhutan, and others. However, preliminary analysis shows that this would not account for the entirety of the change in response rate and suggests that any future consideration to address this issue would need to investigate multiple avenues for improvement.

Despite the equilibrium in the overall response rates for the 2025 and 2026 GOS-L, the widening gap between domestic and international response rates through these years suggests that current engagement strategies may be insufficient. This challenge is largely attributed to difficulties in contacting international graduates, often due to incomplete or lower-quality contact information (e.g., missing Australian phone numbers). Potential strategies to improve the response rate of international graduates are discussed in Section 8.3.

7. Response analysis

7.1. Response over time

Figure 1 shows the daily and cumulative response rate by day, overlaid with each successive component of the contact strategy (i.e. email invitation and reminders, SMS reminders and in-field reminder calls) for the 2025 and 2026 GOS-L collections.

Where initial inbox placement issues in 2025 caused a minor disruption to the survey staggered launch, no such delay occurred in 2026, contributing to an overall higher initial response rate during that period. Over the course of fieldwork, the response rate for 2026 showed a steady improvement over 2025, with the largest single improvement occurring on day 14, in line with the send-out of both the Reminder 4 email and the SMS Reminder 1. Only the Reminder 1 email outcomes improved by a comparable degree, while others tended to perform in line with 2025 results. Outside of these well-performing reminders, a smoother launch process in comparison to 2025 may have supported the higher response rate.

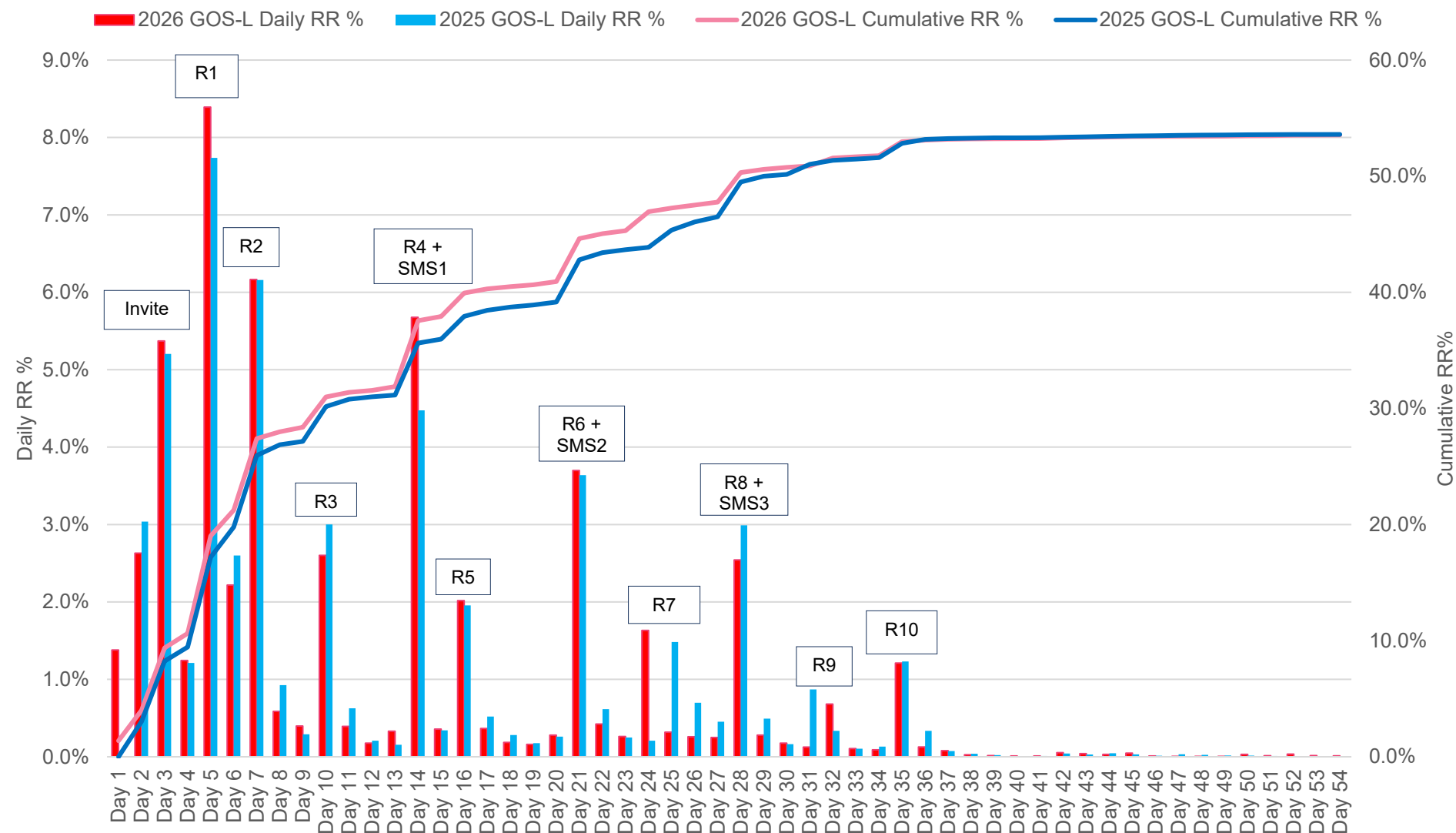
As well, the response rate improvement can be attributed to a continued focus on inbox placement - specifically ensuring emails reached recipients' primary inboxes rather than being filtered to spam or promotions folders, a challenge which became the primary focus of the QILT team for improving survey performance in 2025. Improving inbox placement remains an ongoing strategic priority, reflecting its continued impact across GOS-L and other QILT surveys.

As outlined in Section 3.2.1, starting with the Reminder 8 email, the emails sent from QILT domains began experiencing particularly poor deliverability to Microsoft mailboxes, including Outlook, Hotmail, and Live domains. A significant proportion of reminder emails sent to these domains (more than 95 per cent) landed in non-primary inboxes or otherwise soft-bounced for these sends. While the cause of this was determined to be an error in Microsoft email systems for those receiving domains, this error would not be resolved until after the fieldwork period had closed. For the purposes of maintaining a suitable domain reputation for future QILT surveys, which would be negatively impacted by a large number of bounced email send-outs, the Social Research Centre did not send the Reminder 9 and 10 emails to these affected email addresses, meaning graduates who could only be contacted via one or more affected email addresses did not receive the Reminder 8, 9, or 10 emails. Shown in Figure 1, the consequence of this domain issue is a reduced rate of improvement in the cumulative response rate from day 28 onwards, resulting in a final response rate for 2026 of 53.6 per cent; exactly in line with the 2025 GOS-L. While this issue was external in nature and outside the direct control of the Social Research Centre, it has informed ongoing work to strengthen contingency planning. The QILT team has undertaken a review of monitoring, escalation and mitigation processes during fieldwork, and is actively investigating actions that could be deployed should similar deliverability issues arise during future QILT surveys.

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

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

Figure 1 Response rate by day



7.2. Operational response

It was observed that the gap between operational and technical response rates has been widening over recent years, only narrowing by a marginal amount in 2026. While technical response rates have remained relatively strong, operational completion rates have not followed the same trend, as shown in Table 18.

Table 18 2023-2026 GOS-L technical and operational response rates by collection round

Collection round	Technical response rate (%)	Operational response rate (%)	Difference (%)
2026	53.6	46.2	7.4
2025	53.6	45.4	8.2
2024	47.9	39.9	8.0
2023	44.3	39.0	5.3

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. Partial completions limit the ability to analyse certain measures, which reduces the completeness and comparability of the dataset. One measure which has been taken to address this in 2026 has been the inclusion of revised reminder text for those who have not fully completed the survey to be categorized as an operational complete, or 'partial completes'. These revisions focused on the reminders' call to action (e.g., prompting recipients that they have started the survey), with the aim of reducing the perceived effort required to finish, translating to further operational completions, and may be partially responsible for the reduction in the gap between technical and operational response rates seen this year.

Further 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 2026 GOS-L were representative of the in-scope population and assesses the impact of non-response bias. Non-response bias occurs when the responding population is systematically different from the non-responding population, leading to results that do not accurately reflect the overall population. The following assessment is approached from several perspectives, by:

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

7.3.1 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 19.

Groups with a higher propensity to respond in the 2026 GOS-L (i.e. groups where the proportion of respondents exceeds the proportion of the in-scope population) were female graduates, graduates aged over 30, graduates from a combined/double degree course of study, external graduates, part-time graduates, graduates from English-speaking backgrounds, domestic graduates, and graduates with disability.

Male graduates, graduates aged 30 and under, graduates from a single degree course of study, internal graduates, full-time graduates, graduates who speak a language other than English at home, international graduates, and graduates without disability had a relatively lower propensity to respond to the 2026 GOS-L.

Table 19 2026 GOS-L population parameters by subgroup and response characteristics

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Base	81,431	100.0	43,665	100.0
Study level				
Undergraduate	45,053	55.3	22,959	52.6
Postgraduate coursework	31,712	38.9	17,531	40.1
Postgraduate research	4,666	5.7	3,175	7.3
Gender				
Male	29,447	36.2	14,799	34.0
Female	51,797	63.8	28,749	66.0
Age				
30 years and under	43,402	53.3	20,198	46.3
Over 30 years	38,029	46.7	23,467	53.7
Combined course of study indicator				
Combined/double degree	5,197	6.4	2,837	6.5
Single degree	76,234	93.6	40,828	93.5
First Nations				
First Nations	1082	1.7	635	1.7
Non-Indigenous	61,578	98.3	36,038	98.3
Study mode*				
Internal study mode	39,761	50.1	20,458	48.2
External study mode	22,057	27.8	12,875	30.3
Mixed study mode	17,565	22.1	9,127	21.5
Type of attendance				
Full-time	54,532	68.0	27,833	64.8
Part-time	25,712	32.0	15,129	35.2
Home language**				
English	68,768	84.4	38,884	89.1
Other	12,663	15.6	4,781	10.9
Citizenship status				
Domestic	62,660	77.0	36,673	84.0
International	18,765	23.0	6,991	16.0
Disability***				
Disability	6,653	8.2	4,201	9.6
No disability	74,778	91.8	39,464	90.4

Note: Components may not sum to the total number, as records with unknown characteristics are not included in the sub-categories. This table includes all study levels and includes international and domestic graduate responses. For a breakdown of representativeness by study level, see CHAR_UG_ALL_1Y_SG, CHAR_PGC_ALL_1Y_SG, CHAR_PGR_ALL_1Y_SG available from the accompanying Excel workbook on the QILT website.

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

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

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

In terms of study area, the respondent profile achieved in the 2026 GOS-L closely matched the in-scope survey population, indicating that the pattern of responses is highly representative of the in-scope sample population (see Table 20).

The largest study areas in the 2026 GOS-L were Business and management, Teacher education, Humanities, culture and social sciences, Science and mathematics, and Nursing. Tourism, hospitality, personal services, sport and recreation was the smallest study area, followed by Dentistry.

In terms of relative propensity to respond to the 2026 GOS-L, graduates from Business and management had a relatively lower propensity to respond, with the proportion of responses 2.9 percentage points below the in-scope population. Graduates from Computing and information systems also had a relatively lower propensity to respond, at 1.1 percentage point difference between the proportion of respondents compared to that of the in-scope population. On the other hand, Teacher education had a relatively higher propensity to respond, with the proportion of respondents at 1.2 percentage points higher than the in-scope population.

Table 20 2026 GOS-L population parameters by study area and response characteristics

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Agriculture and environmental studies	1,578	1.9	986	2.3
Architecture and built environment	1,947	2.4	881	2.0
Business and management	13,915	17.1	6,197	14.2
Communications	2,172	2.7	1,191	2.7
Computing and information systems	5,527	6.8	2,471	5.7
Creative arts	2,562	3.1	1,316	3.0
Dentistry	257	0.3	131	0.3
Engineering	4,684	5.8	2,416	5.5
Health services and support	6,256	7.7	3,636	8.3
Humanities, culture and social sciences	6,535	8.0	3,929	9.0
Law and paralegal studies	4,086	5.0	2,038	4.7
Medicine	1525	1.9	938	2.1
Nursing	6,884	8.5	3,592	8.2
Pharmacy	456	0.6	234	0.5
Psychology	4,409	5.4	2,641	6.0
Rehabilitation	1041	1.3	624	1.4
Science and mathematics	6,935	8.5	3,907	8.9
Social work	2,663	3.3	1,725	4.0
Teacher education	7,440	9.1	4,516	10.3
Tourism, hospitality, personal services, sport and recreation	193	0.2	83	0.2
Veterinary science	360	0.4	212	0.5
Total	81,425	100.0	43,664	100

Note: This table combines all study levels. For a breakdown of representativeness by study level, see CHAR_UG_ALL_1Y_AREA, CHAR_PGC_ALL_1Y_AREA, CHAR_PGR_ALL_1Y_AREA, available from the accompanying Excel workbook available on the QILT website. For International graduate parameters see CHAR_UG_ALL_1Y_AREA_INT, CHAR_PGC_ALL_1Y_AREA_INT, CHAR_PGR_ALL_1Y_AREA_INT.

7.3.2 Characteristic differences between respondents and population

To quantify how each of these characteristics differ between respondents and population, Table 21 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 the 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 21 Comparison between selected characteristics for respondents and population

Characteristic	Population (%)	Respondents (%)	Difference (ppt)
Study level			
Undergraduate	55.3	52.6	-2.7
Postgraduate coursework	38.9	40.1	1.2
Postgraduate research	5.7	7.3	1.5
Gender			
Female	63.8	66.0	2.3
Male	36.2	34.0	-2.3
Age			
Under 25	10.5	9.3	-1.2
Aged 25-29	39.0	33.4	-5.6
Aged 30-39	26.4	27.3	0.9
Aged 40+	24.1	30.0	5.9
First Nations			
First Nations	1.7	1.7	0.0
Non-Indigenous	98.3	98.3	0.0
Type of attendance			
Full-time	68.0	64.8	-3.2
Part-time	32.0	35.2	3.2
Citizenship status			
Domestic	77.0	84.0	7.0
International	23.0	16.0	-7.0
Disability			
Disability	8.2	9.6	1.5
No disability	91.8	90.4	-1.5
Study area			
Agriculture and environmental studies	1.9	2.3	0.3*
Architecture and built environment	2.4	2.0	-0.4
Business and management	17.1	14.2	-2.9
Communications	2.7	2.7	0.1
Computing and Information Systems	6.8	5.7	-1.1
Creative arts	3.1	3.0	-0.1
Dentistry	0.3	0.3	0.0
Engineering	5.8	5.5	-0.2
Health services and support	7.7	8.3	0.6
Humanities, culture and social sciences	8.0	9.0	1.0

Characteristic	Population (%)	Respondents (%)	Difference (ppt)
Law and paralegal studies	5.0	4.7	-0.4
Medicine	1.9	2.1	0.3
Nursing	8.5	8.2	-0.2
Pharmacy	0.6	0.5	0.0
Psychology	5.4	6.0	0.6
Rehabilitation	1.3	1.4	0.2
Science and mathematics	8.5	8.9	0.4
Social work	3.3	4.0	0.7
Teacher education	9.1	10.3	1.2
Tourism, Hospitality, Personal Services, Sport and recreation	0.2	0.2	0.0
Veterinary science	0.4	0.5	0.0
Country of birth			
Australia	58.4	64.9	6.5
Other English-speaking	6.6	7.6	1.0
Non-English-speaking	35.0	27.5	-7.5
Institution size			
1-500 records	8.6	7.9	-0.7
501-1500 records	22.4	22.5	0.1
1501-2500 records	29.2	29.5	0.2
2501-3500 records	14.4	15.6	1.2
3501+ records	25.4	24.6	-0.8
Institution type			
Group of 8	30.1	29.3	-0.8
NUHEI	7.1	6.1	-1
Other university	62.8	64.6	1.8

Note: Differences are calculated using underlying unrounded values and may not equal the difference between the rounded figures shown.

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 meaningfully change the key GOS-L indicators. A common technique to adjust for differences between survey respondents and the population of interest is the calculation of ‘weights’—values assigned to respondents to indicate how much each should contribute to survey results.

Respondents from groups with lower representation (e.g., males) are assigned higher weights so their contribution reflects their population share, while respondents from groups with higher representation (e.g., females) receive lower weights. This approach ensures that survey estimates align as closely as possible with the graduate population and is widely used by official statistical agencies, including the Australian Bureau of Statistics.

The choice of characteristics to include in the weighting solution was informed by the discrepancies between respondents and the population. Table 22 below summarises the discrepancy between respondents and population by taking the average of the absolute differences between responding and population groups for each characteristic (Average Absolute Bias; AAB). A higher AAB indicates a larger departure from the population.

Table 22 Average absolute bias (AAB) and maximum absolute bias (MAB) for selected characteristics sorted by descending AAB

Characteristic	Average absolute bias (ppt)	Maximum absolute bias (ppt)
Citizenship status	7.0	7.0
Country of birth	5.0	7.5
Age group	3.4	5.9
Type of attendance	3.2	3.2
Gender	2.3	2.3
Study level	1.8	2.7
Mode of attendance	1.7	2.5
Disability indicator	1.5	1.5
Institution type	1.2	1.8
Institution size	0.6	1.2
Study area	0.5	2.9
Course of study type	0.4	3.1
Higher Education Provider	0.1	0.6
First Nations	0.0	0.0

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

Table 23 compares overall results for the key GOS-L indicators, using both simple counting of respondents along with summing of their weights.¹ Also included is the percentage point difference between the two methods, where a negative difference shows that the adjusted (weighted) calculation yielded a higher value for the indicator than the unadjusted calculation, and a positive value shows that the unadjusted calculation yielded a higher value than the adjusted calculation. An asterisk is used to note rows where the difference is considered statistically significantly different from zero.

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

Table 23 Comparison of weighted and unweighted indicators (graduate level)

Key indicator	Counting graduates (%)	Summing weights (%)	Difference (ppt)
Scale of Perceived Over-qualification (SPOQ) indicator - positive response			
Overall	28.0	28.1	-0.1
Postgraduate (Coursework)	28.6	28.7	-0.1
Postgraduate (Research)	27.0	26.7	0.3
Undergraduate	27.7	27.8	-0.1
Graduate Attributes Scale: GAS-G(C) Collaborative skills indicator - positive response			
Overall	69.3	71.3	-2.0*
Postgraduate (Coursework)	64.2	66.7	-2.5*
Postgraduate (Research)	72.3	74.6	-2.3*
Undergraduate	72.9	74.1	-1.2*
Graduate Attributes Scale: GAS-G(A) Adaptive skills indicator - positive response			
Overall	79.1	79.3	-0.2*
Postgraduate (Coursework)	78.9	79.1	-0.2*
Postgraduate (Research)	89.7	89.9	-0.2
Undergraduate	77.7	77.9	-0.2*
Graduate Attributes Scale: GAS-G(F) Foundation skills indicator - positive response			
Overall	81.5	81.9	-0.4*
Postgraduate (Coursework)	79.4	80.1	-0.6*
Postgraduate (Research)	93.5	93.7	-0.1
Undergraduate	81.3	81.6	-0.3*
General employment indicator - positive response			
Overall	86.2	85.6	0.6*
Postgraduate (Coursework)	88.3	87.4	0.8*
Postgraduate (Research)	88.5	88.7	-0.2
Undergraduate	84.3	84.0	0.3*
Part-time employment indicator - positive response			
Overall	18.2	17.4	0.8*
Postgraduate (Coursework)	17.1	16.0	1.1*

¹ For a breakdown of results by citizenship status, see Appendix 4

Key indicator	Counting graduates (%)	Summing weights (%)	Difference (ppt)
Postgraduate (Research)	15.2	14.3	1.0*
Undergraduate	19.5	18.9	0.7*
Full-time employment indicator - positive response			
Overall	68.0	68.2	-0.3*
Postgraduate (Coursework)	71.2	71.5	-0.3*
Postgraduate (Research)	73.3	74.4	-1.1*
Undergraduate	64.8	65.1	-0.4*

* denotes that the 95% confidence interval for the difference between estimates does not include zero.

Note: Differences are calculated using underlying unrounded values and may not equal the difference between the rounded figures shown.

7.4. Sources of responses

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

Table 24 summarises the contribution of each method of accessing the survey to the final response rate by institution type, age, citizenship indicator or age with a view to informing future contact strategies. Only minimal differences were observed when reviewing source of response by study mode or course level, so these groups are not displayed.

It should be noted that only completed surveys directly attributable to the in-field reminder calls, post-field reminder calls, and SMS are recorded as such in Table 24. It is possible that, for example, reminder call activity may prompt a graduate to click on the direct survey link in an email they had previously received. In this context, the analysis presented at Table 24 should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between subgroups.

Most respondents completed via the direct link in email communications, accounting for 91.8 per cent of total responses, which is consistent with the proportion completed via email communications in 2025 (92.0 per cent). This was followed by respondents completing after receiving the link in SMS (5.5 per cent in 2025), up 0.6 percentage points from 2025.

As previously noted, in-field reminder calls were targeted at international graduates in the 2026 GOS-L in support of the International Engagement Strategy. Even so, a 0.3 per cent decrease in survey completions attributed to in-field reminder calls was observed in 2026. Indeed, the only source of responses that saw any increase in 2026 was via SMS links.

The continued performance in email outcomes can broadly be attributable to the maintained focus on inbox placement starting in 2025 and continuing through 2026 and suggests that while other contact methods remain a useful tool for targeted contacts (e.g., targeted in-field reminders for international graduates), email invitations remain the most effective means as a broad contact strategy.

Table 24 Sources of response (%)

	Institution type			Age		Citizenship status		Gender	
	Total	University	NUHEI	30 and under	Over 30	Domestic	International	Female	Male
<i>Final response rate</i>	53.6	54.2	46.3	46.5	61.7	58.5	37.3	55.5	50.2
Survey link (email)	91.8	91.9	89.9	92.5	91.2	92.4	88.7	91.7	92.0
Survey link (SMS)	5.5	5.4	6.7	5.3	5.7	5.5	5.3	5.9	4.6
In-field reminder calls	2.2	2.2	3.2	1.6	2.7	1.6	5.3	2.0	2.7
Post-field reminder calls	0.3	0.3	0.0	0.4	0.2	0.3	0.6	0.2	0.5
SMS fee-for-service	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.1

8. Considerations for future surveys

The 2026 GOS-L maintained the considerable improvements achieved in 2025 in its response rate, preserving the highest response rate in the last six years, reflecting the success of strategies implemented in the previous year. Key strengths included enhanced email inbox placement, contact protocols, and proactive panel maintenance.

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

8.1. Response quality maximisation

As discussed in Section 7.2, a widened gap in recent years between the rates of improvement in both technical and operational completes highlights the need for improvements to reduce dropout and enhance engagement.

While certain measures have been taken to amend communications in an effort to improve the operational response rate, including revised reminder text for those who have not fully completed, analysis shows that the primary cause of these drop-off rates are questions with higher cognitive load, particularly those presented in matrix or open-ended formats. Some respondents may be put off by the visual complexity and cognitive load of large grids, leading to dropping off. Even in the case of open-ended questions, respondents may exhibit higher rates of survey abandonment because these questions demand more cognitive effort and time, especially on mobile devices. As noted in Section 7.2, the exact location of these drop-offs tends to be in Module B, which contains both the first instances and a higher density of these high cognitive load questions than in other sections. As such, any refinements should be focused on this module.

Addressing these dropout points will be critical, particularly with the addition of new modules that increase respondent burden. Refinements for these particular questions at common dropout points could include simplifying question wording, refining question layout and display, improving overall flow and offering the option to skip certain questions rather than abandoning the survey, to reduce respondent burden. It should be noted that any changes to question wording or format would need to be carefully evaluated to ensure the preservation of comparability with prior survey waves.

8.2 Respondent engagement

Based on feedback from institutions during the Marketing Materials workshop held as part of the Marketing Pack refresh initiative ahead of the 2025 SES, the 2026 GOS-L Marketing Pack included stock images, contemporary designs for all assets, and editable templates that institutions can customise with their own messages or visuals. Additionally, new social media tiles now include an extra size option to support the creation of reels for institutional social media platforms. We will continue to engage in conversations and gather feedback from institutions to further refine the Marketing Pack and support institution-led initiatives.

As noted in Section 3.1, by far the assets most used by institutions in the 2026 GOS-L were those relating to email communications, followed by social media. In total, among institutions who undertook engagement activities, one in five made use of social media, spread across LinkedIn, Facebook, and Instagram. To better support the use of social media as a means of promoting the GOS-L by participating institutions, future GOS-L surveys will consider experimenting with more diverse material formats, such as image, video, carousel, story, and/or message ads, to maximise the breadth of options available for use on these platforms and maximise potential engagement by institutions across target demographics.

8.3. Response maximisation strategy

While overall response rates for the 2026 GOS-L were strong, improving participation among lower-responding groups, in particular international graduates, remains an area of focus. As discussed in Section 6, one of the primary causes of the reduced response rate from international graduates this year came from a larger proportion of the sample being comprised of graduates from lower responding countries, including China, Nepal, Vietnam, and Bhutan. While preliminary analysis showed this shift in sample composition to not be wholly responsible for the reduced response rate, it did suggest that improving the response rate among graduates from these countries would pay dividends in improving the overall international response rate.

In the past, we have experimented with improving international response rates with custom messaging and supplementary reminders targeted at lower performing demographics, however these experiments did not significantly improve international graduate response rates. With these previous trials in mind, we will continue to explore other avenues such as altering send times for international graduates from these countries. Previous analysis shows that response activity tends to peak between 12-2 PM, influenced by a mixture of timing of email sends and graduate availability. As a number of graduates have returned to their home countries by the time they are in-scope for the GOS-L, it may be beneficial to modify the send time of invitation and reminder emails to take into account time differences and better align to this peak availability period in their home country time zones. Additionally, for future rounds of the GOS-L, international graduates will remain prioritised for in-field reminder call activity.

8.4. Panel maintenance

In Section 2.4.3, we explained how panel maintenance aims to maintain engagement with GOS respondents between their initial participation and their invitation to the GOS-L, primarily by demonstrating the value of QILT data through outreach activities tied to GOS and GOS-L National Report releases.

For the current GOS-L, panel maintenance successfully achieved its operational goal of verifying and updating contact details ahead of survey deployment. However, currently graduates who confirm or alter their contact details via the panel maintenance activity are not contacted again for panel maintenance purposes. To fully realise maintaining meaningful, long-term connections with graduates, future panel maintenance activities will involve multiple contact points prior to being invited to participate in the GOS-L. This will achieve the goal of both maintaining long-term connections with graduates, as well as offering multiple opportunities to update contact details as required.

Appendix 1: Response rate by participating institutions

Universities		Total Sample ²			
Provider Code	Institution name	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate (%)
3006	Australian Catholic University	2,028	1,825	935	51.2
4335	Australian University of Theology	232	214	157	73.4
2252	Avondale University	63	56	37	66.1
3003	Bond University	355	334	170	50.9
2200	Central Queensland University	1,202	1,106	644	58.2
3001	Charles Darwin University	795	724	391	54.0
3005	Charles Sturt University	2,021	1,823	1152	63.2
2236	Curtin University	1,855	1,632	861	52.8
3030	Deakin University	4,079	3,712	2090	56.3
2235	Edith Cowan University	1,790	1,639	972	59.3
2154	Federation University Australia	746	675	361	53.5
3029	Flinders University	1,631	1,473	871	59.1
3032	Griffith University	2,355	2,139	1288	60.2
1019	James Cook University	1,150	1,042	608	58.3
3020	La Trobe University	1,886	1,730	1055	61.0
3025	Macquarie University	2,510	2,230	1004	45.0
3035	Monash University	5,025	4,541	2214	48.8
1034	Murdoch University	879	796	424	53.3
3042	Queensland University of Technology	3,321	3,029	1804	59.6
3034	RMIT University	3,641	3,264	1802	55.2
3038	Southern Cross University	1,158	1,036	584	56.4
2177	Swinburne University of Technology	1,478	1,366	748	54.8
3033	The Australian National University	1,672	1,546	854	55.2
3010	The University of Adelaide	2,145	1,941	1044	53.8
3036	The University of Melbourne	6,326	5,814	3022	52.0
3044	The University of Notre Dame Australia	675	593	320	54.0
3019	The University of Queensland	3,297	3,073	1786	58.1
3027	The University of South Australia	1,927	1,762	943	53.5
3040	The University of Sydney	3,749	3,342	1603	48.0
1055	The University of Western Australia	1,584	1,471	802	54.5
4449	Torrens University	1,674	1,470	555	37.8
2241	University of Canberra	1,055	952	530	55.7
4331	University of Divinity	149	136	101	74.3
3039	University of New England	1,485	1,375	872	63.4
3013	University of New South Wales	3,035	2,780	1473	53.0
3014	University of Newcastle	1,443	1,323	719	54.3
2201	University of Southern Queensland	1,343	1,233	723	58.6
3045	University of Tasmania	3,200	2,864	1756	61.3
3016	University of Technology Sydney	2,523	2,258	1168	51.7

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

3043	University of the Sunshine Coast	994	915	497	54.3
1058	University of Wollongong	1,293	1,145	553	48.3
3007	Victoria University	1,502	1,321	694	52.5
3004	Western Sydney University	2,241	1,986	824	41.5
All participating universities		83,512	75,686	41,011	54.2

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

Non-University Higher Education Institutions		Total Sample			
Provider Code	Institution name	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate (%)
4336	ACAP University College	330	289	172	59.5
6022	Academies Australasia Polytechnic	29	24	8	33.3
7124	Academy of Interactive Technology	50	36	18	50.0
4411	Acknowledge Education	36	35	11	31.4
4395	Adelaide Central School of Art	17	14	13	92.9
4407	Alphacrucis University College	108	98	61	62.2
4456	Asia Pacific International College	116	107	39	36.4
4453	Australasian College of Health and Wellness	40	36	19	52.8
4388	Australian Academy of Music and Performing Arts	9	8	5	62.5
4464	Australian College of Nursing	106	98	65	66.3
4425	Australian Institute of Business	332	283	144	50.9
4435	Australian Institute of Higher Education	69	61	14	23.0
4458	Australian Institute of Management Education & Training	240	202	119	58.9
4405	Australian Institute of Professional Counsellors	4	3	2	66.7
7334	Australian Performing Arts Conservatory	3	3	1	33.3
4332	Australian University College of Divinity	63	51	30	58.8
6044	BBI - The Australian Institute of Theological Education	24	21	15	71.4
4366	Box Hill Institute	38	32	15	46.9
7025	BPP Institute	23	22	9	40.9
4368	Campion College Australia	22	21	9	42.9
4406	Canberra Institute of Technology	7	7	5	71.4
7073	Chisholm Institute	25	23	9	39.1
4333	Christian Heritage College	62	55	36	65.5
7001	Collarts (Australian College of the Arts)	55	44	16	36.4
7749	Crown Institute of Higher Education	54	48	18	37.5
4337	Eastern College Australia	11	10	5	50.0
4361	Endeavour College of Natural Health	151	135	85	63.0
4469	Engineering Institute of Technology	44	42	19	45.2
7262	Equals International	6	5	0	0.0
4346	Excelsia University College	114	102	37	36.3
4392	Gestalt Therapy Brisbane	21	19	7	36.8
6014	Governance Institute of Australia	53	52	34	65.4
6068	HEPCO The Tax Institute Higher Education	18	17	10	58.8
7660	Health Education & Training Institute	25	23	17	73.9
4339	Holmes Institute	380	333	86	25.8
4383	Holmesglen Institute	82	73	39	53.4

4362	ICHM	10	10	6	60.0
6045	ISN Psychology	37	34	18	52.9
7197	Ikon Institute of Australia	45	36	18	50.0
4463	Institute of Health & Management	35	34	17	50.0
4381	International College of Management, Sydney	112	100	44	44.0
7014	Jazz Music Institute	5	5	4	80.0
4384	Kaplan Business School	360	314	128	40.8
4424	Kaplan Professional	276	230	122	53.0
4420	Kent Institute Australia	92	78	24	30.8
4451	King's Own Institute	347	297	108	36.4
4396	LCI Melbourne	5	5	3	60.0
4421	Le Cordon Bleu Australia	7	7	3	42.9
6052	Leaders Institute	1	1	0	0.0
2170	Marcus Oldham College	36	30	10	33.3
4367	Melbourne Institute of Technology	92	78	18	23.1
4363	Melbourne Polytechnic	73	66	34	51.5
4338	Moore Theological College	36	30	23	76.7
4412	Morling College	22	20	16	80.0
4428	Nan Tien Institute	7	6	4	66.7
6046	National Institute of Organisation Dynamics Aust	5	5	4	80.0
4360	Perth Bible College	6	4	2	50.0
7035	Photography Studies College (Melbourne)	17	17	6	35.3
4467	Polytechnic Institute Australia	19	15	4	26.7
4371	SAE University College	271	240	107	44.6
4455	SP Jain School of Management	78	74	20	27.0
4465	Sheridan Institute of Higher Education	4	4	2	50.0
7454	Stanley College	7	7	2	28.6
6063	Sydney International School of Technology and Commerce	28	23	9	39.1
7075	TAFE NSW	116	103	50	48.5
4450	TAFE Queensland	20	17	7	41.2
7338	TAFE South Australia	14	14	4	28.6
4334	Tabor College of Higher Education	81	71	51	71.8
4352	The Australian College of Physical Education	20	18	7	38.9
4343	The Australian Institute of Music	50	44	23	52.3
6043	The Cairnmillar Institute	76	67	37	55.2
4359	The College of Law	925	817	397	48.6
4386	The Institute of Creative Arts and Technology	4	4	3	75.0
4466	The Institute of Internal Auditors - Australia	18	14	8	57.1
4393	The MIECAT Institute	10	9	8	88.9
4375	Think Education	9	8	5	62.5
4377	UOW College	16	15	1	6.7
4380	UTS College	133	118	35	29.7
7221	VIT (Victorian Institute of Technology)	176	151	45	29.8
4434	Wentworth Institute of Higher Education	23	20	5	25.0
4401	Whitehouse Institute of Design, Australia	30	28	14	50.0
4394	William Angliss Institute	31	25	6	24.0

All participating NUHEIs	6,552	5,745	2,654	46.2
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Note: Hyphens (-) represent no completed surveys for the collection year, <5 indicates a suppressed value (n < 5), and np indicates a value that is not published to prevent disclosure of a suppressed value.

Appendix 2: Contact protocol

Example GOS-L survey invitation email – desktop



Dear graduate,

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

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

Please spend about 10 minutes sharing your experiences.

To complete the survey, please click the button below:

[Start survey now](#)

Complete the survey by Monday 23 February to be in the draw for \$1,000.

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

Once all survey responses have been compiled the National Report will be published on www.qilt.edu.au.

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.



Conducted by:



Social
Research
Centre

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

Funded by:



Australian Government

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

[Opt out](#)

Example GOS-L survey invitation email – mobile



Dear graduate,

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

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

Please spend about 10 minutes sharing your experiences.

To complete the survey, please click the button below:

[Start survey now](#)

Complete the survey by Monday 23 February to be in the draw for \$1,000.

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

Once all survey responses have been compiled the National Report will be published on www.qilt.edu.au.

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.



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

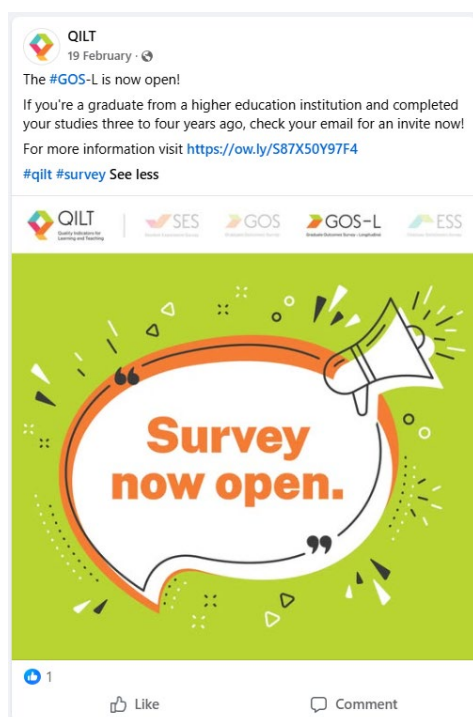
This email was sent by The Social Research Centre, 5/350 Queen St,
Melbourne, VIC 3000, Australia to

[Opt out](#)

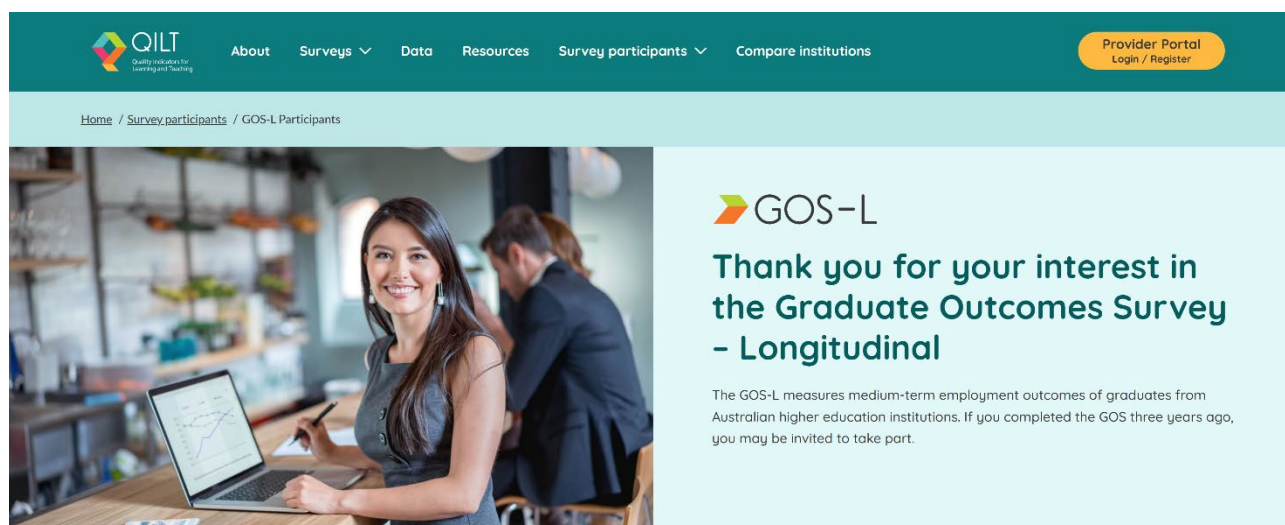
Example SMS content

Hi Michael, a note from the Social Research Centre on behalf of the Dept of Education inviting you to give feedback in the GOS-L. By completing the survey you'll enter the draw to win \$1000. <https://srcentre.au/32096M3jd6Wj6q2> For more info call [1800055818](tel:1800055818)
Reply STOP to opt out

Example social media advertisement – Facebook news feed



Example landing page



Appendix 3: Core questionnaire

MODULE A: SCREENING AND CONFIRMATION

*(ONLINE)

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

*(IF GOS_NON_RESP=0, GOS RESPONDER)

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

*(IF GOS_NON_RESP=1, GOS NON-RESPONDER)

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

*(ALL)

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

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

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

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

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

Please press the 'Next' button to continue below.

*(GENEMP=1 AND GOS_PREV_EMP_FLAG=1 , EMPLOYED LAST GOS AND VALID
VOCC/VEPLOYR)

SAMEEMP_REV

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

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

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

*(TS 1 MODULE A)

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

MODULE B: LABOUR FORCE

*(GOS_NON_RESP=0, GOS RESPONDER)

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

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

*(GOS_NON_RESP=1, GOS NON-RESPONDER)

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

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

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

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

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

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

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

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

*(ALL)
WORKED

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

*(DISPLAY IF GENEMP=1)

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

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

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

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

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

*(WORKED=5, NOT WORKING)

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

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

*(WWOPAY=5, NOT WORKING WITHOUT PAY)

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

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

*(AWAYWORK=7, AWAY FOR OTHER REASON)

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

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

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

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

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

*(AWAYWORK=5, NOT AWAY FROM WORK)

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

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

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

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

Please note:

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

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

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

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

*((WORKED NE 6 OR 7 OR WWOPAY NE 6 OR AWAYWORK NE 6) AND LOOKFTWK NE 6, WORKING OR INTENDING TO WORK, AND NOT PERMANENTLY NOT INTENDING TO WORK)
LOOKPTWK Have you been looking for part-time work at any time during the **last 4 weeks**?

Please note:

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

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

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

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

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

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

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

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

*(AWAYWORK=5 OR AWAYPAID=5 AND (LOOKFTWK=5 AND LOOKPTWK=5), NOT WORKING AND NOT LOOKING FOR WORK)

WAITWORK You mentioned that you didn't look for work during the **last 4 weeks**. Was that because you were waiting to start work you had already obtained?

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

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

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

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

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

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

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

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

*BEGNLOOK MOVED TO AFTER STARTNOWK

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

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

Please select only one answer.

(SINGLE RESPONSE)

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

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

Please select only one answer.

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

(SINGLE RESPONSE)

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

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

Please select only one answer.

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

(SINGLE RESPONSE)

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

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- 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

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

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

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

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

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

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

*(SELFEMP=1, WORKING FOR AN EMPLOYER)

PAYMENT Are you paid a wage or salary, or some other form of payment?

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

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

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

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

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*(PAYMENT=1 OR PAYARRNG=19, WAGE OR SALARY EARNER)

EMPBASIS Which of the following best describes your working arrangement?

1. Permanent/ongoing role
2. Fixed-term contract of 12 months or more
3. Fixed-term contract of less than 12 months
4. Casual employee
5. Contractor or subcontractor
6. Temporary or seasonal work
96. Other (Please specify)

*(PAYARRNG=12 OR EMPBASIS=2,3,5,6, ALL CONTRACTOR AND TEMPORARY WORK TYPES)

LABHIRE Did you find your job by being registered with a labour hire firm or an employment agency?

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

*PROGRAMMER NOTE: CODES FOR TEXT SUBSTITUTION

IF MORE1JOB=1: <MAIN JOB>

IF MORE1JOB=5: <JOB>

IF SELFEMP=2 OR PAYARRNG=12, 13: <BUSINESS>

IF SELFEMP=1 OR PAYARRNG=10, 11, 14-21: <EMPLOYER AT THE PLACE YOU WORK> OR <EMPLOYER>

IF SELFEMP=BLANK AND PAYARRNG=BLANK: <JOB>

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

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

ACTLHRS 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)

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

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

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

ACTLHRS How many hours did you **actually** work last week less **time off** but counting any **extra hours** worked *(DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in your jobs**?

Please note:

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- '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)

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

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

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

*(PREFMHRS=1, PREFER WORK MORE HOURS)

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

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

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

*(PREFMHRS=1, PREFER WORK MORE HOURS)

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

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1. Yes
2. No

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

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

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

*(USLHRS<35 AND PREFMHRS=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)

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

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

RSMORE You mentioned that you would prefer to work more hours. What is the **main reason** you work the number of hours you are currently working?

Please select only one answer.

(SINGLE RESPONSE)

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

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*(TS 2 PARTIAL MODULE B)

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, 14-21: <employer at the place you work> OR <employer>

IF SELFEMP=BLANK AND PAYARRNG=BLANK: <job>

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

ELSE <job> OR <employer or business>

*(SAMEEMP_REV=1, 2 OR 3, SAME OCCUPATION AND/OR EMPLOYER)INTROC

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

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

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

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

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

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

DUTIES What are your main tasks and duties?

1. (verbatim text box)

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

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

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

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

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

*PROGRAMMER NOTE: TWO INDUSTRY CHECKS NEED TO BE UNDERTAKEN PRIOR TO DISPLAY OF INDUSTRY. THESE CHECKS SHOULD BE RUN IN THE STATED ORDER AND INDCHECK2 SHOULD BE SKIPPED IF THERE IS A PRE-CODED INDUSTRY ASSOCIATED WITH OCCUPATION AT INDCHECK1:

INDCHECK1 IF THE PRE-CODED OCCUPATION SELECTED AT OCC IS ASSOCIATED WITH A PRE-CODED INDUSTRY IN LOOKUP LIST

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INDCHECK2 [HERE](#), DISPLAY ASSOCIATED PRE-CODED INDUSTRIES AT INDUSTRY, WITH A SPECIFIED OTHER OPTION.
IF THE EMPLOYER CAPTURED AT EMPLOYER IS ON THE LOOKUP LIST [HERE](#) (I.E. MAPPED TO ANZSIC) AUTOFILL INDUSTRY AND DO NOT ASK INDUSTRY

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

INDUSTRY What kind of **business or service** is carried out by your **<employer at the place where you work/business>**?

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

*PROGRAMMER NOTE: FOR OCCUPATIONS WITH ASSOCIATED ANZSIC CODE SHOW RADIO BUTTONS WITH MATCHED INDUSTRIES TO ANZSCO FROM LOOKUP LIST [HERE](#) WITH CODE FOR OTHER SPECIFY. FOR OCCUPATIONS NOT ASSOCIATED WITH PRE-CODED INDUSTRY AND WHERE EMPLOYER IS NOT ASSOCIATED WITH INDUSTRY, COLLECT INDUSTRY IN LEGACY WAY.

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

**EMPLOYER MOVED BEFORE INDUSTRY

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

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

SECTOR In what sector are you wholly or mainly employed?

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

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

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

1. Yes
2. No
3. Not sure

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

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

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

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

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

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

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

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

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

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED [HERE](#) & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY.

*(ALL)

CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you currently live?

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

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

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

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

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*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

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

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED [HERE](#) & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY

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

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

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

*(EMP12=5, WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS)

EMPMTHS How many months have you worked <for your employer/in your business>?

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

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

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

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

*((SELFEMP=1 OR PAYARRNG=14, 15, 17-21) AND EMP12=5 AND (USLHRS>=35 OR ACTLHRS>=35) AND FFTJOB_DIM#1 OR 2, WORKING 35 HOURS OR MORE AND WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED AND NOT ALREADY ANSWERED IN ESTABLISHMENT GOS)

FFTJOB Is this your first full-time job?

1. Yes
2. No

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

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

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

*(INAUST=1, WORKING IN AUSTRALIA)

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

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

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

(SINGLE RESPONSE)

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

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

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

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

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

(SINGLE RESPONSE)

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

*(INAUST=1 AND MORE1JOB=1 OR 99, WORKING IN AUSTRALIA MORE THAN ONE JOB)

SALARYC And in **Australian dollars**, how much do you usually earn in your **main job** before tax or anything else is taken out? *Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

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

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

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

*PROGRAMMER NOTE: ONLY ALLOW ONE SELECTION

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

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(SINGLE RESPONSE)

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

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

SALARYD *(DISPLAY IF ONLINE) Sorry but the salary you entered doesn't fit with our range.

Please select the best option for how much you would usually earn in your **main job**, per annum before tax or anything else was taken out?

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

*PROGRAMMER NOTE: SALARY LOGIC CALCULATION IF MORE1JOB=1

(SINGLE RESPONSE)

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

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

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

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

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- C. IF SALARYC > SALARYB MAXIMUM GO TO SALCONF1
D. IF SALARYD MINIMUM > SALARYB MINIMUM GO TO SALCONF1

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

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

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

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

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

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

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

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

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

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

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

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

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

1. \$1 - \$9,999
2. \$10,000 - \$19,999
3. \$20,000 - \$29,999
4. \$30,000 - \$39,999
5. \$40,000 - \$49,999
6. \$50,000 - \$59,999
7. \$60,000 - \$79,999
8. \$80,000 - \$99,999
9. \$100,000 - \$124,999

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- 10. \$125,000 - \$149,999
- 11. \$150,000 or more
- 98. Don't know

*(INAUST=2, WORKING OUTSIDE AUSTRALIA)

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

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

<CURRENCY DROP DOWN LIST>

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

*PROGRAMMER NOTE: DISPLAY CURRENCY LIST IN DROP DOWN

*(EMP12=5 AND (SELFEMP=1 OR PAYARRNG=12, 14, 15, 17-21), WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS AND NOT SELF EMPLOYED)

FINDJOB How did you first find out about this job?

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

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

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

(STATEMENTS)

*(DISPLAY FULL GRID)

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

(RESPONSE FRAME)

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

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

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

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

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

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

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

Please select only one answer.

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

*(TS 3 MODULE B)

*PROGRAMMER NOTE: CREATE <EarlyComplete> VARIABLE

MODULE H: EMPLOYMENT HISTORY

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

OR

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

OR

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

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

OR

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

OR

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

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

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

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

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

*((WORKED=1 OR WWOPAY=1 OR AWAYLONG=1 OR AWAYPAID=1,3) AND (GENEMP=1) AND (SAMEEMP_REV#1), (CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND ((PREVIOUSLY WORKING) AND (NOT SAME OCCUPATION AND EMPLOYER))

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

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

1. Yes
2. No

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

OTHWORKiiii

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

1. Yes
2. No

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

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

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

1. Yes
2. No

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

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

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

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

*(TS 4 MODULE H)

MODULE C: FURTHER STUDY

*(ALL)

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

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

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

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

*(FQUALi=1, 2, STUDIED)

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

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

1. Australia
2. Overseas

*(FQUALi=1, 2, STUDIED)

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

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

1. Qualification title <text box>

*(FQUALi=1, 2, STUDIED)

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

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

1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (incl. Nursing, Veterinary, Pharmacy)
7. Education
8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)
9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
90. Other (please specify)

*(FQUALi=1,2, STUDIED)

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FQLEV What was the level of this qualification?

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

*(FQUALI=1, 2, STUDIED)

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

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

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

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

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

*(ALL)

TECHCOMP Technical complete calculation

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

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

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

1. Australia
2. Overseas

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

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

1. Enter qualification title <text box>

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

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

1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (incl. Nursing, Veterinary, Pharmacy)
7. Education
8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)
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
94. Other (please specify)

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

FURLEV What is the **level** of this qualification?

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

*(FURSTUD=1 OR 2, CURRENTLY STUDYING)

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

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

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

*(TS 5 MODULE C)

MODULE D: GRADUATE ATTRIBUTES

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

2026 GOS-L Questionnaire

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

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

(STATEMENTS)

Foundation skills

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

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

Adaptive skills and attributes

ADAPTIVE1/GADAPT1
ADAPTIVE2/GADAPT2
ADAPTIVE3/GADAPT3
ADAPTIVE4/GADAPT4
ADAPTIVE5/GADAPT5
ADAPTIVE6/GADAPT6

Broad general knowledge
Ability to develop innovative ideas
Ability to identify new opportunities
Ability to adapt knowledge in different contexts
Ability to apply skills in different contexts
Capacity to work independently

Teamwork and interpersonal skills

COLLAB1/GCOLLAB1
COLLAB2/GCOLLAB2
COLLAB3/GCOLLAB3
tasks
COLLAB4/GCOLLAB4
COLLAB5/GCOLLAB5
multicultural backgrounds

Working well in a team
Getting on well with others in the workplace
Working collaboratively with colleagues to complete
Understanding of different points of view
Ability to interact with co-workers from different or

(RESPONSE FRAME)

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

*(TS 6 MODULE D)

MODULE E: GRADUATE PREPARATION

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

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

PROGRAMMER: If More1Job=1, display: Note: 'main job' = 'This refers to the job that you work the most hours.'

1. Yes, formal requirement
3. No, but preferred or desired
2. No, not required

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

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

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

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

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

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

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

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

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

1. <text box>

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

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

1. <text box>

*(ALL)

STCHOICE Thinking about your original decision to complete your <QUALNAME> between <GRADYR2/YEAR_2> and early <YEAR>, if you had to make this choice again, would you study...

Please select one answer.

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

*(STCHOICE≠1, IF NOT 1 AT STCHOICE)

VCHOICE What is the main reason you say that?

- 1.<text box>

*(TS 7 MODULE E)

2026 GOS-L Questionnaire

MODULE I: INITIAL TEACHER EDUCATION (ITE) MODULE

Sample variables from the GOS-L:

Questionnaire Variable name	Brief description	Detailed description (if applicable)
ITEFLAG	Flags if qualified for ITE items	1=Eligible to be asked ITE items
QualNum_S	Number of qualifications	QualNum_S = 1 (graduate has one qualification in the sample) QualNum_S = 2 (graduate has two qualifications in the sample)
E308A	Course name A	Course name for qualification 1
E308B	Course name B	Course name for qualification 2 (double or combined degrees only)
HEPTYPE_TXT	Variation in what the institution are referred to	'universities' or 'higher education institutions'

*(ITEFLAG=1, ELIGIBLE FOR ITE ITEMS)

ITEINTRO The following questions have been included by the Australian Government Department of Education to gather feedback on your Initial Teacher Education (ITE) experience.

Your feedback will help develop a better understanding of people's experiences in ITE, offering valuable insights into what graduate teachers have learnt in their ITE programs and how confident they feel applying this knowledge in classroom settings.

The findings from this research will inform how quality teacher education can be provided to students and how <HEPTYPE_TXT> can best prepare teachers for the workforce.

*(ITEFLAG=1, ELIGIBLE FOR ITE ITEMS)

ITE1 Which of the following specialisation(s) did you study as part of your *(DISPLAY IF QUALNUM_S=1: <E308A>; IF QUALNUM_S=2: <E308A / E308B>?

Please select all that apply.

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

ITE1A < E308A >

ITE1B < E308B> *(DISPLAY IF QUALNUM_S=2)

(MULTIPLE RESPONSE)

1. Early childhood education
2. Primary education
3. Secondary education
4. Special education
5. Something else

((ITE1A NE 2 AND 3)) AND ((ITE1B NE 2 AND 3)), NOT DOING PRIMARY OR SECONDARY SPECIALISATION OR DOUBLE DEGREE AND NOT DOING PRIMARY OR SECONDARY SPECIALISATIONS)

ITEOUT Thank you for your responses. We are only seeking the experiences of graduates who completed studies in primary or secondary education, please proceed to the next section of the survey.

2026 GOS-L Questionnaire

*PROGRAMMER NOTE: CREATE ITECOURSEA, ITECOURSEB, ITECOURSE_FLAG AND ITEQUALNUM HERE.

Qualification criteria	Definition	ITECOURSE A	ITECOURSE B	ITECOURSEA_FLAG (0= E308A used for ITECOURSEA 1= E308B used for ITECOURSEA)	ITEQUALNUM (Number of eligible ITE courses)
QUALNUM_s =1 AND ITE1A = 2 OR 3	One qualification, E308A qualifies	E308A	missing	0	1
QUALNUM_s =2 AND (ITE1A = 2 OR 3) AND (ITE1B = 2 OR 3)	Two qualifications, both E308A and E308B qualify	E308A	E308B	0	2
QUALNUM_s =2 AND (ITE1A = 2 OR 3) AND (ITE1B NE 2 OR 3)	Two qualifications, only E308A qualifies	E308A	missing	0	1
QUALNUM_s =2 AND (ITE1A NE 2 OR 3) AND (ITE1B = 2 OR 3)	Two qualifications, only E308B qualifies	E308B	missing	1	1

*((ITECOURSEA_FLAG=0 AND ITE1A= 2 or 3) OR (ITECOURSEA_FLAG=1 AND ITE1B=2 or 3)), STUDIED PRIMARY OR SECONDARY EDUCATION)

ITE6 Have you ever worked as a primary or secondary teacher **since** you graduated from your <ITECOURSEA>?

This includes working as a casual teacher or on contract.

(SINGLE RESPONSE)

1. Yes
2. No

*((ITECOURSEA_FLAG=0 AND ITE1A=3) OR (ITECOURSEA_FLAG=1 AND ITE1B=3)), STUDIED SECONDARY EDUCATION)

ITE2 Thinking about your <ITECOURSEA>, which of the following subject specialisation(s) did you study as part of your **secondary** teaching specialisation?

Please select all that apply.

(MULTIPLE RESPONSE)

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*PROGRAMMER NOTE: KEEP BOLDED SUBHEADINGS BEFORE EACH GROUP OF RESPONSE OPTIONS

English

1. English
2. Teaching English to speaker of other languages

Health and physical education

3. Health/physical education

Humanities

4. Humanities and social sciences
5. Economics, business, accounting
6. Geography
7. History
8. Religious studies
9. Other humanities or social sciences

Languages

10. Languages other than English

Mathematics

11. Mathematics

Science

12. General science
13. Biology
14. Physics
15. Chemistry
16. Earth and environmental science

Design and technologies

17. Design technology
18. Food technologies
19. IT/computer science
20. Industrial technologies
21. Textiles

The arts

22. Music
23. Performing arts
24. Visual/media arts

*PROGRAMMER NOTE: SEPARATE ITE1 RESPONSES WITH BACK SLASHES.

*((ITECOURSEA_FLAG=0 AND ITE1A=3) OR (ITECOURSEA_FLAG=1 AND ITE1B=3)), STUDIED
SECONDARY EDUCATION)

ITE3a Are you currently working as a secondary school teacher?

This includes working as a casual teacher, on contract or on temporary leave.

(SINGLE RESPONSE)

1. Yes
2. No

*(ITE3a=1, CURRENTLY WORKING AS SECONDARY TEACHER)
ITE3b Which of the following secondary school subjects are you teaching?

Please select all that apply.

(MULTIPLE RESPONSE)

*PROGRAMMER NOTE: KEEP BOLDED SUBHEADINGS BEFORE EACH GROUP OF RESPONSE OPTIONS

English

1. English
2. Teaching English to speaker of other languages

Health and physical education

3. Health/physical education

Humanities

4. Humanities and social sciences
5. Economics, business, accounting
6. Geography
7. History
8. Religious studies
9. Other humanities or social sciences

Languages

10. Languages other than English

Mathematics

11. Mathematics

Science

12. General science
13. Biology
14. Physics
15. Chemistry
16. Earth and environmental science

Design and technologies

17. Design technology
18. Food technologies
19. IT/computer science
20. Industrial technologies
21. Textiles

The arts

22. Music
23. Performing arts
24. Visual/media arts

*(ITECOURSEA_FLAG=0 OR ITECOURSEA_FLAG=1, ELIGIBLE ITECOURSEA)

ITE4INTRO The following questions seek your views about what you learnt in your <ITECOURSEA> (specialising in *(DISPLAY IF ITECOURSEA_FLAG=0<ITE1A=RESPONSES>; DISPLAY IF ITECOURSEA_FLAG=1<ITE1B=RESPONSES>)). Please reflect specifically on your ITE program and its impact on your teaching knowledge and skills.

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As much as possible, your responses should focus on your ITE program, and avoid experiences from outside your degree (e.g., personal study, previous career, teaching experiences post-graduation).

*PROGRAMMER NOTE: ROTATE DISPLAY OF ITE4 AND ITE5

*(ITECOURSEA_FLAG=0 OR ITECOURSEA_FLAG=1, ELIGIBLE ITECOURSEA)

ITE4 Based on what you learned during your ITE program, how **knowledgeable** do you feel about the following...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a) Differences between 'novice' and 'expert' learners, including how instruction should be adapted to effectively support each learner type
- b) How learning occurs, including the role of memory and effective instruction in reducing cognitive overload
- c) How a 'novice' learner progresses to 'expert' learner, including the need to adjust instruction as they progress to independent practice and problem-solving
- d) How myths about the way people learn can hinder effective instruction (e.g., belief that people are either "left-brained" or "right-brained")
- e) Multi-tiered systems of support (MTSS), including evidence-informed teaching that is a key part of this
- f) Methods and strategies for promoting positive student behaviour and engagement (e.g., clear and consistent expectations, constructive feedback)
- g) Whole-school behaviour frameworks, including whole-school approaches to promote positive behaviour
- h) First Nations diversity and perspectives in the curriculum and practical examples of how to authentically engage with local First Nations peoples
- i) Culturally responsive practices, including understanding and valuing cultural diversity, and affirming First Nations students and students with English as an additional language or dialect (EAL/D)
- j) Effective ways that teacher can collaborate with families of diverse backgrounds to support students at different stages of learning and development
- k) Evidence-informed teaching practices that support learning among diverse students, including those with additional needs, disability, or from disadvantaged backgrounds

(RESPONSE FRAME)

- 1. Not at all knowledgeable
- 2. Slightly knowledgeable
- 3. Moderately knowledgeable
- 4. Very knowledgeable
- 5. Extremely knowledgeable

*(ITECOURSEA_FLAG=0 OR ITECOURSEA_FLAG=1, ELIGIBLE ITECOURSEA)

ITE5 Based on what you learned during your ITE program, how **confident** would you be to undertake the following as a practising teacher in your own classroom next week ...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a) Regularly plan and sequence learning with gradually more challenging content and tasks, including spacing and retrieval practices to help students remember what they learn

2026 GOS-L Questionnaire

- b) Regularly apply explicit teaching, modelling, and scaffolding practices that support students to learn effectively and reduce cognitive overload
- c) Select a range of evidence-informed assessment strategies as a regular part of teaching practice to evaluate student progress, provide targeted feedback, and adjust teaching as appropriate
- d) Effectively teach literacy, including explicit teaching of reading and writing tailored to discipline-specific curriculum (e.g. phonics, comprehension)
- e) Deliver explicit instruction for reading to align with the cognitive processes that build phonemic awareness, fluency, vocabulary, etc.
- f) Deliver explicit instruction in reading and writing that is tailored to discipline-specific curriculum and content
- g) Effectively apply explicit numeracy instruction, including strategies to build mathematical fluency, problem solving, and reasoning
- h) Teach across the six strands of mathematics (number, algebra, geometry, measurement, statistics, probability), including the four proficiencies (understanding, fluency, problem solving, reasoning)
- i) Deliver explicit numeracy instruction, with removal of scaffolding as students move towards mastery of mathematical concepts and skills (numerical, spatial, graphical, statistical, algebraic)
- j) Incorporate independent practice and problem-solving as students master foundational mathematical knowledge and skills
- k) Consistently apply rules and routines to help support a structured, safe, and positive classroom environment (e.g., reinforcement of rules, entry and exit routines)
- l) Consistently apply practices to promote high expectations, good interpersonal relationships, and positive personalised goals for students' behaviour
- m) Manage classroom behaviour through calm and consistent responses, including modelling and feedback emphasising positive behaviours

(RESPONSE FRAME)

- 1. Not at all confident
- 2. Slightly confident
- 3. Moderately confident
- 4. Very confident
- 5. Extremely confident

*(ITECOURSEA_FLAG=0 OR ITECOURSEA_FLAG=1, ELIGIBLE ITECOURSEA)

ITE7 Think back to your ITE program and consider how well it prepared you to be a teacher. Please indicate how strongly you agree or disagree with each of the following statements.

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

ITE_TCHSTFF	Teaching staff demonstrated up-to-date knowledge of evidence-informed teaching practices
ITE_BALANCE	The program provided an appropriate balance between theory, research and development of practical teaching skills
ITE_STRTGS	The program provided practical teaching strategies that were helpful for use in the classroom
ITE_EVIDENCE	The program provided opportunities to apply evidence-informed teaching practices in the classroom
ITE_PRACTICAL	Assessment tasks typically involved a practical element linked to real-world teaching requirements

(RESPONSE FRAME)

- 1. Strongly disagree

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

*(TIMESTAMP)

MODULE F: ADDITIONAL ITEMS

MODULE G: CONTACT DETAILS

*(ALL)

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

1. Yes
2. No

*(ALL)

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

Note: <E306CTXT> may provide your contact information to Alumni services or invite you to participate in other research and industry activities. Examples include consultation on new and existing courses, accreditation activities and student placements. Contact information will not be shared outside of <E306CTXT> without your express consent.

1. Yes
2. No

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

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

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

*(TS 11 MODULE G)

*(ALL)

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

1. Yes
2. No

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

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

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

*(DATE<= 29 March 2026) , PRIZE DRAW OPEN)

POSTCODEQ

2026 GOS-L Questionnaire

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

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

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

1. Yes
2. No

*(ALL)
END

*(DISPLAY IF ONLINE)

Thank you for your responses.

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

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

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

Appendix 4: Comparison of weighted and unweighted indicators by citizenship status

Table 25 Comparison of weighted and unweighted indicators (citizenship status)

Key indicator	Counting graduates (%)	Summing weights (%)	Difference (pp)
Scale of Perceived Over-qualification (SPOQ) indicator			
Domestic	28.0	28.1	0.0
International	27.9	28.2	-0.3*
Graduate Attributes Scale: GAS-G(C) Collaborative skills indicator			
Domestic	66.8	67.8	-1.1*
International	84.3	84.4	-0.1
Graduate Attributes Scale: GAS-G(A) Adaptive skills indicator			
Domestic	78.2	78.1	0.2*
International	84.2	83.9	0.3*
Graduate Attributes Scale: GAS-G(F) Foundation skills indicator			
Domestic	80.4	80.5	0.0
International	87.9	87.5	0.4*
General employment indicator			
Domestic	87.0	86.9	0.1*
International	81.9	81.5	0.4*
Part-time employment indicator			
Domestic	19.4	19.0	0.4*
International	12.2	12.2	0.0
Full-time employment indicator			
Domestic	67.6	67.9	-0.3*
International	69.7	69.3	0.4*

Note: Apparent inconsistencies in difference are due to rounding.

* An asterisk is used to note rows where the difference is considered statistically significantly different from zero



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