

# 2020 Graduate Outcomes Survey - Longitudinal

## Methodological Report

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Social  
Research  
Centre

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# 1. Introduction

## 1.1. About this report

This *Methodological Report* describes the sample preparation, data collection, data processing and reporting aspects of the 2020 Graduate Outcomes Survey – Longitudinal (GOS-L, ‘the survey’), conducted on behalf of the Australian Government Department of Education, Skills and Employment (‘the department’) by the Social Research Centre. This report is structured into the following sections:

- Section 1 introduces the background and objectives of the survey.
- 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 structure of the questionnaire and provides an overview of changes from the previous iteration, including institution specific items.
- Section 5 describes the data processing procedures.
- Section 6 presents the various deliverables.
- Section 7 documents the final dispositions and response rates.
- Section 8 presents an analysis of response.
- Sections 9 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, commissioned by the department. In 2016, the GOS-L replaced the Beyond Graduation Survey (BGS), which was the longitudinal component of the Australian Graduate Survey (AGS) (superseded by the Graduate Outcomes Survey (GOS)) conducted between 2009 and 2015.

Data from the GOS-L are used to measure the medium-term labour force outcomes achieved by graduates of Australian higher education institutions three years post completion of their undergraduate or postgraduate degree. ‘Higher education institutions’ refers to universities and non-university higher education institutions (NUHEI).

The Social Research Centre administered the GOS-L in February and March 2020 with the assistance of 83 participating institutions. Graduates who completed a course in 2016 and responded to the 2017 GOS were invited to participate in the 2020 GOS-L. A 50.0 per cent response rate was achieved representing a total of 40,153 completed surveys from graduates in all study levels, down from 55.9 per cent in 2019, but up from 43.3 per cent in 2018 and 42.2 per cent in 2017.

The 2020 iteration was the second time the GOS-L sample had been sourced from the GOS, rather than the AGS, and also the second time that a questionnaire featuring a condensed employment history module was used.

This *Methodological Report* documents the conduct of the 2019 GOS-L and discusses technical issues relevant to maximising operational performance in future iterations.

## 1.3. Objectives

The broad aim of the GOS-L is to measure the medium-term labour force outcomes of graduates three years after completing their studies. The development, collection and reporting of these measures assists the department to monitor graduate outcomes and improve higher education over time. Specifically, the survey findings are used to:

- monitor graduates labour market 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.

## 1.4. Overview

In 2020, a total of 40,153 surveys were completed. This was made up of 38,760 graduates of 41 Australian universities and 1,393 graduates of 42 NUHEIs. Table 1 provides an overview of key project statistics. The 2020 GOS-L recorded a strong response rate, with 50.0 per cent of in-scope graduates responding. As for the 2019 GOS-L, one of the main reasons thought to contribute to this strong performance was the 'establishment' year sample was sourced from the GOS (2017 in this case) instead of the AGS. This is discussed in further detail throughout this *Methodological Report*.

The sample was drawn from graduates who completed a course in 2016 and responded to the 2017 GOS and consented or did not explicitly decline to be contacted for future follow-up. A *Collection and Sample Guide* was provided to institutions to help with their sample provision and is included at Appendix 1. The survey was fielded online and was open from 20 February to 29 March 2020 in English only. Invitations and reminders to complete the survey online were sent by email. Additional response maximisation activities included SMS reminders and reminder calls using Computer Assisted Telephone Interviewing (CATI) to selected non-respondents. Institutions would usually have the opportunity to commission additional telephone reminder calls after the conclusion of the main online fieldwork period, however, due to government mandated social distancing restrictions being imposed towards the end of fieldwork, and their impact on call centre resourcing, post field reminder calls did not take place. Participating institutions were offered an additional SMS in lieu of this.

**Table 1** Key project statistics

	University	NUHEI	Total
Participating institutions (n)	41	42	84
Total sample (n)	84,313	3,489	87,802
Final in-scope graduates (n)	77,204	3,089	80,293
Surveys completed (n)	38,760	1,393	40,153
Response rate (%)	50.2	45.1	50.0

Note: For the purpose of QILT projects, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out.<sup>1</sup>

<sup>1</sup> This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.



## Project milestones

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

**Table 2** Key project milestones

Task	Responsibility	Date (2020 unless otherwise stated)
<b>Sample</b>		
Sample preparation	The Social Research Centre and institutions	Fri Sep 27 2019 to Fri Jan 31
<b>Start-up</b>		
Agreed final questionnaire to field (DET)	The Social Research Centre and the department	Fri 22 Jan
Programming / testing completed	The Social Research Centre	Fri 14 Feb
<b>Fieldwork</b>		
Soft launch main online fieldwork (NUHEIs)	The Social Research Centre	Tue 18 Feb
Start main online fieldwork (Universities)	The Social Research Centre	Thu 20 Feb
In field telephone reminder calls	The Social Research Centre	Thu 5 to Mon 23 Mar
End main online fieldwork*	The Social Research Centre	Sun 29 Mar
End extended fieldwork†	The Social Research Centre	Thu 2 Apr
Coding	The Social Research Centre	Fri 14 Feb to Fri 10 Apr
<b>Reporting</b>		
Draft data to the department	The Social Research Centre	Fri May 29
Draft National Report to the department	The Social Research Centre	Fri 26 June
Methodological report to the department	The Social Research Centre	Tues 30 June
Final data files to the department	The Social Research Centre	Fri 7 August
Final National Report to the department	The Social Research Centre	Fri 7 August
Data files to institutions	The Social Research Centre	Fri 7 August
Tableau institutional reports to institutions	The Social Research Centre	Fri 7 August

## 2. Sample design

The 2020 GOS-L was the second time where the establishment year sample was sourced from the GOS (2017 in this case) instead of the AGS.

The changes in the questionnaire, data elements, variable naming conventions and outputs first applied in the 2019 GOS-L, which was the first iteration to source sample from the GOS rather than the AGS, were carried over into the 2020 GOS-L.

### 2.1. Population

To qualify as part of the in-scope population for the 2020 GOS-L, graduates must have completed the 2017 GOS via the online survey and either:

- provided consent to being recontacted for future research or
- skipped (i.e. did not answer) the question about consent to being recontacted for future research.

Consent to be recontacted for future research is captured at the variable 'CONTACT' in the GOS questionnaire.

It should be noted that only institutions covered under the Higher Education Support Act (HESA) are included in the *National Report* and in this *Methodological Report*.

### 2.2. Institutional participation

Institutional participation in the 2020 GOS-L was optional (refer to Appendix 2 for a list of participating institutions). Of the 97 eligible institutions, that is, those that participated in the 2017 GOS, 86 chose to participate: 41 universities and 45 NUHEIs.

### 2.3. Sampling process overview

The sample for the 2020 GOS-L was drawn from graduates who completed a course in 2016, responded to the 2017 GOS, and consented to or did not explicitly decline to be contacted for future follow-up.

While most of the necessary information was sourced from the GOS data file, institutions were required to update the in-scope status of the respondent, faculty name and campus name, provide email contact details, and consider providing telephone contact details to facilitate survey execution as detailed below.

The sampling process for the GOS-L is summarised as follows:

#### 1. Population file creation

The Social Research Centre prepared the population file based on the GOS data and distributed these files to institutions.

#### 2. Population file review and update

Institutions then updated the following data elements in their population file:

- Residential address

The address fields listed (i.e. variables E469, E470, E413 and E471) were used to determine time zone and location for survey execution and response maximisation initiatives.

- Email addresses

Institutions were asked to provide at least one valid email address for each graduate in the file. Graduates who did not have a valid email address were not included in the fieldwork as participation was sought via an email invitation to the online survey.

Email 1 was the email address which institutions considered the most likely to be received by the graduate and the next best options were included at Email 2 and Email 3 if available.

Institutions were advised to record the graduate's personal email address (e.g. hotmail, gmail) as the best option (i.e. Email 1). Other options could include the email address issued by the institution while graduates were enrolled, or an alumni email address issued after graduation.

- Telephone numbers

Telephone numbers were used for in field telephone reminder calls, SMS, and fee-for-service post main online fieldwork telephone reminder calls. Mobile numbers were preferred (where available) as they could be used for SMS reminders. Institutions were advised that providing a main number and alternate number increased the chances of successfully making contact with the graduate and achieving a completed survey. If an institution did not wish the Social Research Centre to contact their graduates by telephone or SMS they were advised to leave this field blank.

In addition, institutions were required to review and update, if necessary, the following information:

- INSCOPE variable

The INSCOPE variable denoted whether the graduate was in-scope for the GOS-L. Each record was allocated one of the following codes:

- 0 = In-scope (graduate did not refuse future follow-up in 2017 GOS)
- 1 = Out-of-scope (graduate explicitly declined to be contacted for future follow-up)
- 2 = Out-of-scope (ineligible for the GOS-L)
- 3 = Not to be surveyed as instructed by institution (e.g. deceased or not to be contacted under any circumstances)

All records were pre-flagged in the sample file as code 0, 1 or 2 based on their responses in the GOS. Institutions were asked to review records that had been flagged as INSCOPE = 0 or 1 and update as appropriate. No action was required for records flagged as INSCOPE = 2.

- Faculty and campus variables

The faculty and campus variables were pre-populated using information collected in the 2017 GOS. Faculty and campus information is useful for institutions to conduct their own internal analysis but this data is not used in the *National Report* or website content. Institutions were asked to review and update this information as required.

### 3. Sample review and selection

The Social Research Centre reviewed and verified the population file as part of selecting all cases where INSCOPE recorded a value of zero.

#### 2.3.1. Additional populations

Institutions were provided with the opportunity to include out-of-scope graduates as additional populations in the GOS-L on a fee-for-service basis. GOS-L out-of-scope populations included graduates who completed the GOS as either of the following:

- Out-of-scope populations.
- In-scope populations but who completed the survey via CATI, that is, via a different mode to the predominantly online collection.

Three institutions included additional populations in the 2020 GOS-L. Additional populations were not included in the *2020 GOS-L National Report* and do not appear in results presented in this *Methodological Report*.

#### 2.3.2. Data quality

The centralised approach to sampling based on data extracted from GOS maximised the sample quality. The main data quality issues associated with the population file returned by the institutions were as follows:

- Sample members being deleted from files.
- Formatting issues – altering of templates, use of special characters, incorrect formatting of certain fields (e.g. phone numbers, email addresses, name fields).
- Incorrect flagging of late additions and missing information for those late additions.
- Limited or missing contact information.
- Modifying of the in-scope variable incorrectly.
- Missorted information.

These aspects will be addressed in documentation and communications for future iterations of the GOS-L.

#### 2.3.3. Cleaning

The main components of population file cleaning and manipulation were as follows:

- Standardisation of sample return files – including compliance to a standard format.
- Email cleaning (e.g. correct domain formats, identification of non-personal emails, deduping).
- Phone cleaning (e.g. leading zeros, country codes).
- Name cleaning (e.g. correct capitalisation and salutations).
- Address cleaning (e.g. standardisation of state).
- Various institution specific corrections.

### 2.3.4. Coverage

The total target population was graduates who completed a course at an on-shore Australian higher education institution in 2016 and participated in the 2017 GOS. As described in Section 2.3, the operationalised sample excluded any GOS respondent who had explicitly declined to be contacted for future follow-up. Table 3 reiterates key concepts and information from Section 1.4 illustrating the coverage of the sample to the population.

**Table 3 Coverage of population to sample**

	University	NUHEI	Total
Participating institutions (n)	41	43	84
Completed the 2017 GOS (n)	120,115	4,725	124,840
Explicitly declined to be contacted for future follow-up (n) (A)	30,410	1,228	31,638
Consent to follow-up (n) (B)	74,793	2,779	77,572
Did not answer consent to follow-up (n) (C)	14,912	718	15,630
Total eligible sample for 2020 GOS-L (n) (B+C)	89,705	3,497	93,202
Institution removals and out-of-scope additional populations (n) (D)	5,392	8	5,400
Sample available for 2020 GOS-L <sup>1</sup> (n) (Total eligible sample - D)	84,313	3,489	87,802

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

### 2.3.5. Exclusions

As part of sample processing the following exclusions were made:

- Records without an email address.
- Out-of-scope records based on the INSCOPE variable.
- Respondents from the 2017 GOS who explicitly declined to be contacted for future follow-up.
- Duplicate records.

### 2.3.6. Population file

One or two files were distributed to institutions, depending on their circumstances, as follows:

1. File 1 included all respondents from the 2017 GOS who were included in the *National Report* and website content. All institutions eligible for GOS-L received File 1.
2. File 2 included all respondents from the 2017 GOS who were not included in *National Report* and website content. This included additional populations in 2017 GOS (e.g. graduates who studied at an off-shore campus) and / or in-scope graduates who completed the 2017 GOS via CATI. Only institutions that had additional populations and / or respondents who completed the survey via CATI received File 2.

Table 4 illustrates the data map for the 2020 GOS-L population file including variable names, labels and requirement for institutions to check pre-populated data or provide essential information for the conduct of the survey.

**Table 4**      **Data map**

Position	Variable	Variable label	Status
1	GOSID	GOS Identifier	Pre-populated
2	E306	Higher Education Provider code	Pre-populated
3	E306C	Higher Education Provider name	Pre-populated
4	E307	Course code	Pre-populated
5	E308A	Course name for qualification 1	Pre-populated
6	E308B	Course name for qualification 2	Pre-populated
7	E313	Student identification code	Pre-populated
8	EXTQUOTA	Extra quota group flag	Pre-populated
9	SURVEY	Mode of completion	Pre-populated
10	INSCOPE	Flag denoting graduate is in-scope for the GOS-L	Pre-populated (update if req)
11	E402	Student surname	Pre-populated (update if req)
12	E403	Student given name - first	Pre-populated (update if req)
13	FACULTY	Faculty name	Pre-populated (update if req)
14	CAMPUS	Campus name	Pre-populated (update if req)
15	E469	Residential address - suburb or town	Essential
16	E470	Residential address - state	Essential
17	E413	Address of permanent home residence - postcode	Essential
18	E471	Residential address - country name	Essential
19	EMAIL1	Primary email	Essential
20	EMAIL2	Secondary email	If available
21	EMAIL3	Tertiary email	If available
22	PHONE1	Best number to call	Optional
23	PHONE2	Alternate number (if available)	Optional
24	PHONE3	Alternate number (if available)	Optional

## 3. Survey design and procedures

### 3.1. Institutional engagement

#### 3.1.1. Invitation to participate

On 1 October 2019, an email was sent to the primary contacts at each eligible institution asking whether they wished to participate in the 2020 GOS-L. Institutions confirmed their participation via an online form – the ‘Participation and additional services form’ (PASF).

#### 3.1.2. Collection and Sample Guide

The *Collection and Sample Guide* for the 2020 GOS-L was made available to all institutions on the QILT Provider Portal on 7 October 2019. A notification email was sent to all eligible institutions the following day advising of the publication of this document.

The *Collection and Sample Guide* included details of how to prepare for the 2020 GOS-L in terms of methodology (e.g. including additional populations, additional questions, conducting post field telephone activities), graduate engagement (refer to Section 3.2) and response maximisation. Refer to Appendix 1 for a copy of the *2020 GOS-L Collection and Sample Guide*.

#### 3.1.3. Webinars and newsletters

A regular program of QILT webinars and newsletters also provided institutions with up to date information about QILT surveys. Across late 2019 and early 2020, five webinars and four newsletters had content related to the GOS-L. The sessions guided institutions through key stages of the survey administration process, including sample preparation and fieldwork. Table 5 summarises all relevant communications covering the GOS-L and the level of engagement from participating institutions.

**Table 5** 2020 QILT webinars and newsletters covering the GOS-L

Month	Title	2020 GOS-L Topic(s) covered
<b>Webinars</b>		
October 2019	Final preparations for 2020 GOS November	GOS-L sample preparation
November 2019	Preparations for 2020 GOS February and GOS-L	Engagement and sample preparation
December 2019	2020 GOS-February and GOS-L preparations	Engagement and sample preparation
February 2020	2020 GOS February and GOS-L preparations	Fieldwork launch and graduate engagement
May 2020	2020 GOS-May launch	GOS-L fieldwork conclusion, data processing, deliverables update
<b>Newsletters</b>		
November 2019	GOS-Nov status and early work on GOS-Feb and GOS-L	GOS-L sample finalisation
December 2019	2019 wrap-up and 2020 prep	GOS-L sample prep
January 2020	Welcome to 2020	Graduate engagement
March 2020	GOS-May is coming	Fieldwork update, in field institutional engagement calls

Webinars were also an opportunity for institutions to engage directly with the QILT research team through a live chat. One member of the QILT research team typically responded to institution's queries in real-time during each webinar.

### 3.1.4. Ongoing dialogue with institutions

Throughout the GOS-L the QILT research team maintained an open dialogue with survey managers via regular email and phone contact.

In 2020, in addition to the newsletters and webinars, the main engagement activity performed by the QILT research team was institutional outreach calls. Members of the QILT research team spoke to participating institutions during fieldwork via telephone to hear their experiences of supporting the GOS-L and identify opportunities for improvement.

Overall, for the 2020 GOS-L, 40 five-to-ten minute discussions were held during fieldwork, targeting all participating universities and NUHEIs. The objective was to discuss with institutions how their response rate was progressing (especially in comparison to 2019), what type of engagement activities they had conducted and suggestions to improve their response rate where appropriate.

## 3.2. Contact protocol

The 2020 GOS-L employed an extensive protocol of contact attempts, including an email invitation and nine email reminders, as well as in field telephone reminder calls and SMS reminders. Note that SMS reminder activity is split by SMS as part of the standard QILT survey methodology and SMS conducted on a fee-for-service basis. Table 6 shows the different contact dates and reach of each activity (i.e. 'Number sent').

**Table 6 Email invitation and reminder schedule and reach**

Contact activity	Date (2020)	Number sent <sup>1</sup>
Email invitation - NUHEIs	Tue 18 Feb	3,489
Email invitation - Universities	Thu 20 Feb	84,309
Apology	Fri 21 Feb	4,534
Email reminder 1	Sat 22 Feb	87,798
Email reminder 2	Mon 24 Feb	72,410
Email reminder 3	Thu 27 Feb	66,544
Email reminder 4	Mon 2 Mar	63,621
SMS 1	Mon 2 Mar	8,707
In field telephone reminder calls	Thu 5 to Sun 22 Mar	6,153
Email reminder 5	Fri 6 Mar	60,462
Email reminder 6	Mon 9 Mar	57,739
SMS 2	Tue 10 Mar	7,383
Email reminder 7	Thu 12 Mar	53,883
Email reminder 8	Mon 16 Mar	52,118
Email reminder 9	Thu 19 Mar	49,078
Email reminder 10	Mon 23 Mar	47,845
SMS 3	Thu 26 Mar	26,719
SMS fee-for-service	Thu 26 Mar	5,454
End main online fieldwork	Mon 1 Apr	N/A

<sup>1</sup>Based of the approached population (i.e. NATAPPROACHED=1).



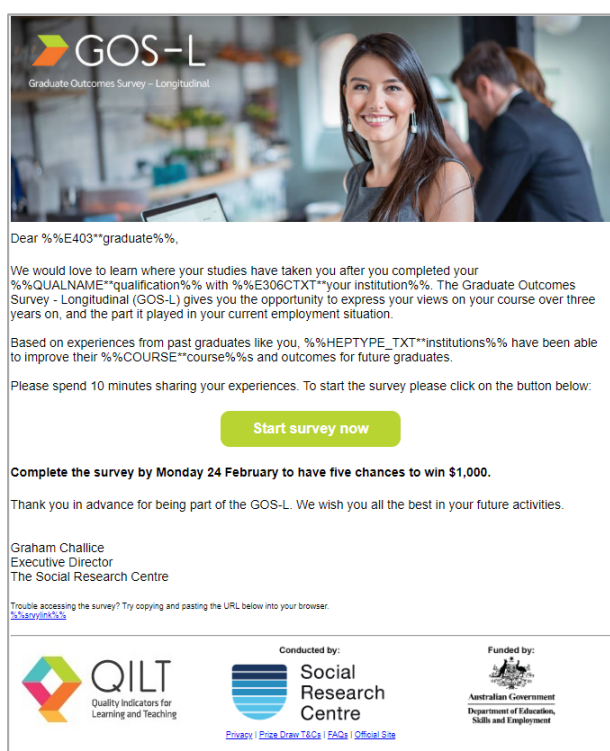
The number of emails and SMS' sent decreases as time elapses in reflection of the surveys completed since the previous contact activity.. Further information is provided about email, telephone and SMS contacts in this section.

### 3.2.1. Email invitation and reminders

The Social Research Centre sent an email survey invitation to all in-scope sample members to complete the GOS-L, present the survey objectives, outline privacy provisions, mention the incentive and communicate the value of participation. The invitation and reminder emails included a unique link that took the graduates directly into their survey. Figure 1 illustrates the appearance of the email invitation on screen for graduates.

In compliance with the SPAM Act, each email contained an 'unsubscribe' facility if graduates did not wish to receive future reminder emails for the 2020 GOS-L. Graduates could also 'opt-out' by calling the GOS-L 1800 Helpdesk. A copy of the invitation and all reminders is provided at Appendix 3.

**Figure 1** Example GOS-L invitation email



The invitation email was followed by ten email reminders sent to non-responding graduates who did not opt-out or unsubscribe from the GOS-L emailing list.

### Responding to email bounces

The email send activity was designed to maintain survey completion momentum throughout the data collection period and maximise participation.

To optimise the performance of each round of activity, the following email send and bounce outcome protocol was used:

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

- b. If Email 3 failed and Email 4 was available, then Email 4 was used.

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

- 2. For graduates whose email addresses failed, that is, at all available addresses:
  - a. If they were targeted for the in field telephone reminder calls (refer to Section 3.2.2) or the SMS activity (refer to Section 3.2.7), then they would have received at least one form of contact.

During any reminder call, the graduate had an opportunity to update their email address and receive access to the survey. When contacted by SMS, the graduate had to contact the helpdesk themselves to receive access to the survey.

- b. If the graduate was not selected for the in field telephone reminder calls or the SMS activity, then they would not have been contacted as part of the 2020 GOS-L.

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

- 3. From Reminder 6 onwards for graduates for whom Email 1 or 2 was successful, emails were sent to the next available addresses (that is, Email 3 and Email 4).

As a result, provided that all four addresses available were valid, sample members eligible for reminder 6 received an email to each valid email address for each remaining round of activity.

Table 7 provides a breakdown of email send outcomes by contact activity.

It is noted that Reminder 3 (*'Help others by sharing your journey'*) and Reminder 7 (*'Help future students'*), the two emails with an altruistic theme, performed comparatively poorly in terms of lower 'clicked on link as a per cent of opened' rates, relative to other reminders.

Reminder 8 (*'Closing soon'*), with an urgency theme, performed relatively well in terms of 'clicked on link as a per cent of opened' rates, compared with other late-cycle emails. This is consistent with other similarly themed and timed emails for other surveys in the series.

An Apology email was sent to sample members who may have had difficulty accessing the online survey at the commencement of the online survey period. The high open rate and 'clicked on link' rate for the Apology email reflect that this was an engaged sub-group who were enthusiastic about participating.

Reminder 1 excluded all sample members who were sent the Apology email.

The relative performance of emails by theme will be taken into consideration as part of preparing email content for the 2021 GOS-L.

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

Total	Invite	Apology	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Total sent (n)	87,798	4,534	74,557	72,410	66,544	66,544	60,462	57,739	53,883	52,118	49,078	47,845
Opened (%)	51.2	77.5	37.1	35.8	35.2	35.2	32.1	32.3	28.2	30.2	27.4	28.8
<i>Clicked on link (%)</i>	<i>15.5</i>	<i>37.5</i>	<i>8.8</i>	<i>8.4</i>	<i>4.9</i>	<i>4.9</i>	<i>4.9</i>	<i>5.3</i>	<i>3.0</i>	<i>4.6</i>	<i>2.9</i>	<i>3.9</i>
<i>Opt-out from link (%)</i>	<i>0.9</i>	<i>0.3</i>	<i>0.5</i>	<i>0.7</i>	<i>0.8</i>	<i>0.8</i>	<i>0.8</i>	<i>1.1</i>	<i>0.8</i>	<i>0.6</i>	<i>0.8</i>	<i>0.6</i>
<i>Opened, no action (%)</i>	<i>34.8</i>	<i>39.7</i>	<i>27.8</i>	<i>26.7</i>	<i>29.5</i>	<i>29.5</i>	<i>26.4</i>	<i>25.9</i>	<i>24.4</i>	<i>25.0</i>	<i>23.7</i>	<i>24.3</i>
Unopened (%)	40.2	22.3	62.0	63.2	64.1	64.1	67.0	66.9	70.9	67.4	71.6	70.3
Soft bounce (%)	0.6	0.2	0.7	0.8	0.7	0.7	0.8	0.8	0.8	0.9	1.0	1.0
Hard bounce (%)	7.9	0.1	0.3	0.2	<0.1	<0.1	<0.1	<0.1	<0.1	1.5	<0.1	<0.1
<i>Clicked on link as % opened</i>	<i>30.2</i>	<i>48.4</i>	<i>23.8</i>	<i>23.5</i>	<i>13.8</i>	<i>13.8</i>	<i>15.4</i>	<i>16.3</i>	<i>10.5</i>	<i>15.2</i>	<i>10.5</i>	<i>13.6</i>

The characteristics of graduates who did not open any emails is outlined in Table 8. Groups over-represented amongst the unopened email sample included graduates who spoke a language other than English at home, undergraduates, those aged under 30, females and graduates not born in Australia.

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

	Total in-scope sample approached	%	Unopened email sample	%
<b>Base</b>	<b>87,802</b>	<b>100.0</b>	<b>16,918</b>	<b>100.0%</b>
<b>Course type</b>				
Undergraduate	50,336	57.3	10,174	60.1
Postgraduate coursework	32,964	37.5	6,073	35.9
Postgraduate research	4,502	5.1	671	4.0
<b>Gender</b>				
Male	34,314	39.1	6,236	36.9
Female	53,463	60.9	10,678	63.1
<b>Aboriginal and Torres Strait Islander</b>				
Non-Indigenous	87,009	99.1	16,742	99.0
Indigenous	775	0.9	172	1.0
<b>Disability</b>				
No disability	83,487	95.1	16,130	95.3
Disability	4,301	4.9	786	4.6
<b>Age</b>				
		0.0		0.0
30 years or under	46,518	53.0	9,671	57.2
Over 30 years	41,260	47.0	7,243	42.8
<b>Mode of attendance</b>				
Internal and mixed mode	73,530	83.7	14,255	84.3
External	12,761	14.5	2,357	13.9
No information	1,511	1.7	306	1.8
<b>Type of attendance</b>				
Mainly Full-time	60,805	69.3	11,681	69.0
Mainly Part-time	26,932	30.7	5,224	30.9
<b>Main Language Spoken at Home</b>				
English	62,091	70.7	11,389	67.3
Language other than English	23,386	26.6	5,094	30.1
No information	2,325	2.6	435	2.6
<b>Born in Australia</b>				
Yes	53,703	61.2	10,078	59.6
No	29,607	33.7	6,000	35.5
Unknown	4,492	5.1	840	5.0

\* Some sub-groups may not add up to 100 per cent due to missing data.

### 3.2.2. Propensity model

A logistic regression model was used to predict response propensities to identify graduates who were less likely to respond. This information was then used to prioritise the reminder activities.

The response propensity model included known characteristics of sample members such as age, gender, course level, study area, attendance type, locality, and so on. The output of the model was a 'propensity to respond' score (from zero to one) which indicated a sample member's probability of responding to the survey, conditional upon their characteristics. In field reminder activities targeted sample members with lower propensity to respond scores.

### 3.2.3. Telephone reminder calls

Telephone reminder calls to follow-up non-response were undertaken during the online fieldwork period ('in field reminders') The budget for telephone reminder call activity was spent by targeting sample members with lower propensity to respond scores (refer to section 3.2.2. Propensity model).

Telephone reminder calls involved attempting to contact graduates who had not completed or opted out of the online survey. Upon contact, updated email address details were collected, with a survey invitation emailed by the following day. If selected for the telephone reminder calls, up to two call attempts were made to graduates with no email addresses in the sample to maximise contact effectiveness for this cohort as there was no other contact channel available. One call attempt was made to graduates with an email address.

Telephone reminder calls used contacts as the sample outcome metric. Contact was defined as speaking to the graduate and included outcomes such as a consent to complete, refusal and away for the duration of study.

#### *In field telephone reminder calls*

In field telephone reminder calls were undertaken from 5 to 22 March 2020.

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

- Mobile number available in sample.
- Did not complete the survey.
- Did not opt-out of the 2020 GOS-L contact list (i.e. either via the unsubscribe link in the emails, an SMS or by submitting an opt-out request via the GOS-L Helpdesk).
- Did not receive an SMS reminder in the previous 48 hours.
- Selected by the propensity model in accordance with the available budget.

In field reminder call activity was attempted for 39.6 per cent of the total eligible sample for the GOS-L.

Table 9 on the next page provides a summary of telephone reminder outcomes. Of note is that the reminder call outcomes for undergraduate and postgraduates are similar, and that the proportion of non-contacts is increasing over time (up from 57.4 per cent in 2019 to 69.1 per cent in 2020), with a commensurate decrease in the proportion of contacts (down from 33.7 per cent in 2019 to 25.0 per cent in 2020).

**Table 9** In field telephone reminder outcomes

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
<b>Total sample initiated</b>	<b>18,973</b>	<b>100.0</b>	<b>12,798</b>	<b>100.0</b>	<b>31,771</b>	<b>100.0</b>
Unusable sample	1,116	5.9	781	6.1	1,897	6.0
No contact	13,310	70.2	8,632	67.4	21,942	69.1
<b>Total contact</b>	<b>4,547</b>	<b>24.0</b>	<b>3,385</b>	<b>26.4</b>	<b>7,932</b>	<b>25.0</b>
Collected graduate's email	3,518	18.5	2,589	20.2	6,107	19.2
Other call outcome	1,029	5.4	796	6.2	1,825	5.7

*Post field telephone reminder calls*

Post field telephone activity is typically offered to institutions as a fee-for-service option to facilitate the 'top-up' of response rates for institutions' internal analysis and reporting purposes. The post field telephone reminder process is similar to the in field process described above, with online survey completions resulting from post field telephone reminder activity eligible for inclusion in nationally reported data, as the mode of completion is consistent with online surveys completed as part of the main data collection.

For the 2020 GOS-L, no post field telephone reminder activity was undertaken, due to the impact of COVID-19 social distancing restrictions on call centre resourcing. Institutions seeking to invest in response maximisation activities were encouraged to undertake additional SMS activity (refer to Section 3.2.7).

**3.2.4. Full CATI**

Full CATI refers to the completion of the GOS-L by telephone, rather than online, as a fee-for-service activity for institutions seeking to boost the number of completed surveys for their internal reporting purposes only.

Given that the mode of completion (telephone interviewer-administered) is inconsistent with the main survey (online self-completion), surveys completed using a full CATI approach are not included in the *National Report* but are included in the files provided to institutions for their own internal analysis and reporting purposes.

For the 2020 GOS-L no institutions commissioned full CATI services.

**3.2.5. Interviewer briefing**

A total of 29 interviewers were selected to work on the 2020 GOS-L in field reminder calls, and attended a briefing session delivered by the Social Research Centre project management team. The interviewer briefing covered:

- survey context and background
- survey procedures (i.e. sample management protocols, response maximisation procedures)
- privacy and confidentiality issues
- targeted refusal aversion techniques
- strategies to maintain co-operation (i.e. minimise mid-survey terminations), and

- comprehensive practice interviewing and role play.

The briefing slides are provided at Appendix 4 with the interviewer handout included at Appendix 5.

### 3.2.6. Quality control

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

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

### 3.2.7. SMS reminders

SMS follow-up was used as needed for sample members at institutions which provided mobile numbers to the Social Research Centre. SMS complemented the email strategy by reminding graduates using an alternative channel and targeting those sample members known to be least likely to respond based on the propensity to respond score (refer to Section 3.2.2).

The content of the SMS was aimed at referring graduates to the email reminders sent (refer to Figure 2). All SMS contact had provision for recipients to opt-out of further contact and complied with legislation for electronic communications.

**Figure 2 Example SMS content**

Hi Andrew, the Social Research Centre and the Dept of Education, Skills and Employment is interested in hearing your experiences three years on from graduation. Check your email for an invite and complete the GOS-L by tonight for a chance to win \$1000! For more info call 1800 055 818.

The SMS deployment was timed to follow an email reminder. SMSs were scheduled on Mondays to coincide with the close of the prize draw.

To qualify for the SMS reminders, a graduate was required to meet the following criteria:

- Mobile number available in sample.

- Did not complete the survey.
- Did not opt-out of the 2020 GOS-L contact list (i.e. either via the unsubscribe link in the emails or by submitting an opt-out request via the GOS-L Helpdesk).
- Selected by the propensity model in accordance with available budget.

A breakdown of SMS send outcomes by round of activity is provided at Table 10. Of note is the relatively strong performance, in terms of open rate, of SMS 2 and SMS 3.

SMS 3 included sample members in fee-for-service additional SMS institutions, as well as non-respondents with a higher propensity to respond, as identified by the response propensity mode.

SMS 1 only included non-respondents with the lowest propensity to respond, as identified by the response propensity model.

**Table 10 SMS based follow-up activity outcomes**

Round of activity	Date (2020)	Sent		Opened		Unopened		Unsubscribed	
		n	%	n	%	n	%	n	%
SMS 1	Mon 2 Mar	8,707	100	5,272	60.5	3,250	37.3	185	2.1
SMS 2	Tue 10 Mar	7,383	100	5,946	80.5	1,121	15.2	316	4.3
SMS 3	Thu 26 Mar	32,173	100	26,058	81.0	4,866	15.1	1,249	3.9

### 3.2.8. Social media

A social media advertising campaign of three posts, using Facebook Ads Manager, was conducted to support the GOS-L response maximisation strategy. An example of the Facebook post is shown in Figure 3.

**Figure 3 Example Facebook post**





Facebook campaign outcomes by gender are shown in Table 11. This table presents data for 'impressions', that is, the number of times the ad was on screen; 'reach', that is, the number of people who saw the ad at least once and 'link clicks', that is, the number of people who clicked on the survey link<sup>2</sup>. As can be seen, males were generally more likely to see the ad and click on the link compared to their female counterparts.

**Table 11 Facebook campaign outcomes by gender**

Audience	Impressions		Reach		Link clicks	
	n	%	n	%	n	%
Female	129,860	41.1	60,832	43.0	59	49.6
Male	182,488	57.8	79,104	56.0	59	49.6
Unknown	3,606	1.1	1,376	1.0	1	0.8
<b>Total</b>	<b>315,954</b>	<b>100.0</b>	<b>141,312</b>	<b>100.0</b>	<b>119</b>	<b>100.0</b>

### 3.3. Data collection

#### 3.3.1. Online survey

The online survey could be accessed by either clicking on the link in the email invitation or reminders, or via the GOS-L landing page on the QILT website. Graduates who selected the link from the email invitation or reminder were routed directly to the beginning of the survey. Graduates who accessed the landing page were advised to check in their inbox for the email invitation or to contact the GOS-L helpdesk to obtain access to the survey.

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

- optimisation for small screen devices
- inclusion of 'Next' and 'Previous' buttons
- input controls and internal logic / validation checks
- presentation of a progress bar
- tailoring error messages, as appropriate
- sizing the panels for free text responses commensurate with the level of detail required in the response
- automatically 'saving' with progression to the next screen, and
- the capacity to save and return to finish off at another time, resuming at the last question completed.

A copy of the questionnaire is included at Appendix 6 with screenshots of the online survey included in Appendix 7. Figure 4 illustrates the look and feel of the online survey link when viewed on a small screen device.

<sup>2</sup> <https://www.facebook.com/business/help/447834205249495>

**Figure 4** Presentation of the GOS-L online survey on a small screen device

GOS-L  
Graduate Outcomes Survey - Longitudinal

14%

Thinking about your **job**, do you work for an employer, or in your own business?

☒ Employer

☐ Own business

☐ Other or uncertain

Next

Previous

Save

Further detail is provided on relevant elements below.

### 3.3.1.1. Look and feel

The survey's look and feel was designed in line with the QILT branding guidelines, including the use of the GOS-L logo and colour scheme. This ensured consistency with communications such as images included in the email invitation and reminders, advertisements placed on Facebook and the QILT website. Refer to Figure 4, Figure 5 and Figure 6 for an example of the online survey look and feel.

### 3.3.1.2. Navigation buttons

Navigation buttons used were consistent with respect to the relative placement of 'Previous' and 'Next' buttons and colouring of the 'Next' button (Couper, Baker, and Mechling 2011; Romano Bergstrom, Lakhe, and Erdman 2016; Wroblewski 2009).

### 3.3.1.3. Optimisation for small screen devices

Small screen users were classified using a JavaScript function that returned details from the respondent's browser, including browser name and version, device type and operating system and version. Small screen optimisation was also triggered where screen width was less than 768 pixels, regardless of device type. Several elements of the survey were changed for small screen users. Grid (also known as table or matrix) items were reconfigured to ensure that they were usable on a small screen device; Figure 5 shows an example of a grid item in standard view and Figure 6 shows the same item in small screen device view. The small screen device view ensured that response options on the right-hand side of the grid did not fall off-screen, leading to response error (see Couper 2008:195-96). Besides the treatment of grid items, the size and orientation of the navigation (i.e. 'Previous' and 'Next') and 'Save' buttons was changed for small screen devices. The desktop layout

placed the 'Previous' button on the bottom left corner, the 'Next' button on the bottom right corner and the 'Save' button on the top right corner. The small screen device layout stacked the buttons vertically at the bottom of the screen, with the 'Next' button in the highest position, the 'Previous' button in the middle and the 'Save' button in the lowest position. The size of the navigation and 'Save' buttons was also increased in the small screen device view.

**Figure 5** Grid item in desktop view

**GOS-L**  
Graduate Outcomes Survey – Longitudinal

47%

Save

The following statements are about your skills, abilities and education.  
Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My job requires less education than I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more job skills than are required for this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less education than myself could perform well on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My previous training is being fully utilised on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more knowledge than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My education level is above the level required to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less work experience than myself could do my job just as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more abilities than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous Next

**Figure 6** Grid item in small screen device view

**GOS-L**  
Graduate Outcomes Survey – Longitudinal

65%

For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Social Research from the Social Research Centre prepared you for your current job?  
If the skill is not required in your role, you can answer 'Not applicable'.

Getting on well with others in the workplace

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree  
Strongly agree  
Not applicable

Working collaboratively with colleagues to complete tasks

Strongly disagree  
Disagree

Working well in a team

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree  
Strongly agree  
Not applicable

Ability to interact with co-workers from different or multicultural backgrounds

Strongly disagree  
Disagree

Neither disagree nor agree  
Agree  
Strongly agree  
Not applicable

Understanding of different points of view

Strongly disagree  
Disagree  
Neither disagree nor agree  
Agree  
Strongly agree  
Not applicable

Next  
Previous  
Save

Figure 6 note: while displayed as three columns in Figure 6, grid items in small screen device view are accessed by scrolling down to the next item in the grid.

#### **3.3.1.4. Progress bar**

The online survey presentation included a progress bar indicating how far the respondent had progressed through the survey – this can be seen as the green coloured horizontal bar showing ‘65%’ at the top of the small screen device in Figure 6.

#### **3.3.1.5. Error message**

In contrast to other QILT surveys, there was no error message for GOS-L because all sample members were in-scope given they all completed the GOS three years ago.

#### **3.3.1.6. Saving responses**

Responses to the survey were automatically saved each time the respondent clicked the ‘Next’ button. There was also a ‘Save’ button to allow the respondent to save their answers on the page. These features enabled respondents to complete the survey in multiple sessions.

#### **3.3.1.7. Testing**

The survey was thoroughly tested before fieldwork to ensure the look and feel, and logic aligned with the questionnaire design. The online survey link was tested to check the layout, wording, question type and respondent experience. Dummy data was generated and checked to enable testing of all question bases and survey sequencing. Institutions with additional questions were sent a test link with the specific items as part of final testing and institution sign off.

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

### **3.3.2. Quality assurance and applicable standards**

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

### **3.3.3. Institution progress reporting**

Institutions were provided with two types of fieldwork monitoring:

1. Weekly updates delivered by email.
2. Live progress reporting delivered on the online Reporting Module.

In addition, as part of the ongoing dialogue with institutions, the QILT team attempted to contact all universities and selected NUHEIs during fieldwork via telephone to discuss their response rate and

graduate engagement activities (refer Section 3.1.4). The NUHEIs were selected on the basis of size and performance relative to the 2019 GOS-L, such that a large and underperforming NUHEI was prioritised for contact above a small and high performing institution.


### Weekly email updates

At the start of each week, a fieldwork update was emailed to institutions to communicate their weekly response rate. To facilitate the interpretation of the 2020 GOS-L response rate the email provided comparative data, including the 2019 GOS-L response rate and their cohort (i.e. university or NUHEI) average.

The 'Technical response rate' was first introduced in the 2019 GOS-L weekly updates, and continued to be used in the 2020 GOS-L weekly updates. The 'Technical response rate' included all completed and partially completed surveys where a graduate provided enough information to be included in the *National Report*. In this way the response rate reported in the weekly email more closely aligned to the final rate reported in the *National Report* following post data collection processing activities. Previously the 'Operational response rate' was reported in the weekly email updates. The 'Operational response rate' includes only completed surveys regardless of whether a graduate has provided enough information to be included in the *National Report*. As a result, the 'Operational response rate' is generally lower than the 'Technical response rate', as it does not include partial surveys.

Contextual information, such as reminder activities conducted by the QILT team, and recommendations on institution led engagement activities (e.g. social media advertising) were also provided to further support institutions. A separate fieldwork update was emailed to the department each week outlining similar metrics but at an aggregate level and is discussed further at Section 3.4.11. Figure 7 provides an example of an institution's weekly email update received during 2020 GOS-L fieldwork.

**Figure 7** Example of weekly fieldwork update sent to institutions



Graduate Outcomes Survey – Longitudinal

Dear Lauren,

The Graduate Outcomes Survey - Longitudinal (GOS-L) has been in field for two weeks. Thank you for your efforts so far in engaging your graduates with the study.

This weekly update includes your institution's progress compared to the national average and your cohort average (either universities or non-university higher education institutions). Below is the progress for your institution across the first two weeks in field (up to and inclusive of Sunday 1 March). Over the next few weeks we will continue to provide weekly progress updates.

	Your 2020 technical RR (%)	Your 2019 technical RR (%)	National technical RR average (%)	Cohort technical RR average (%)
<b>Week 1</b>	20.1	18.4	13.2	31.2
<b>Week 2</b>	31.1	34.1	24.7	24.9

You can also monitor progress by logging in to The Social Research Centre's [reporting module](#) using the details provided below:


**Username:** TEST  
**Password:** TEST

Please note, the Technical RR includes all completed and partial surveys where a graduate has provided enough information to be included in the National Report. This metric provides a better view during fieldwork of what the final response rate is likely to be.

As always, if your institution is engaged in any GOS-L awareness activities please let us know - we're always happy to hear from you. Have you seen any of our [Facebook](#) or [Twitter](#) updates? We're always keen for institutions to follow us and share or retweet.

Kind regards,

The QILT Team

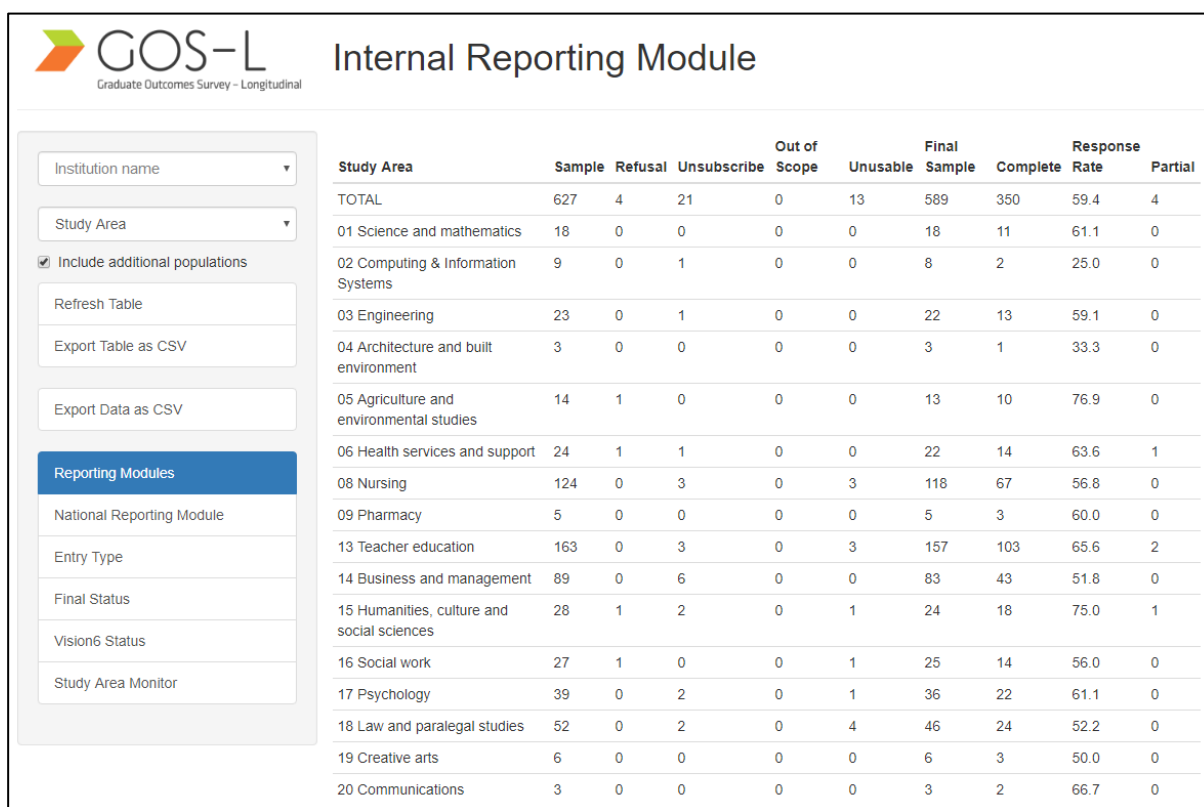


**QILT**  
Quality Indicators for  
Learning and Teaching

## Live online Reporting Module

Institutions were provided with a unique login to access the 2020 GOS-L national reporting module. This online platform was designed to deliver 'live' online monitoring of fieldwork data including response rates and national average. It included counts of completed surveys, partially completed surveys, out-of-scope sample records and opt-outs at the course level (i.e. undergraduate or postgraduate), study area, faculty or campus and demographic level. An example of the national reporting module is shown at Figure 8.

**Figure 8** National reporting module detailed institution view



The screenshot shows the 'Internal Reporting Module' interface for the Graduate Outcomes Survey - Longitudinal (GOS-L). On the left is a sidebar with filters: 'Institution name' (dropdown), 'Study Area' (dropdown), a checked box for 'Include additional populations', and buttons for 'Refresh Table', 'Export Table as CSV', and 'Export Data as CSV'. Below these are 'Reporting Modules' with links for 'National Reporting Module', 'Entry Type', 'Final Status', 'Vision6 Status', and 'Study Area Monitor'. The main area displays a table with the following columns: Study Area, Sample, Refusal, Unsubscribe, Out of Scope, Unusable, Final Sample, Complete, Response Rate, and Partial. The table lists 20 study areas, starting with 'TOTAL' and ending with '20 Communications'.

Study Area	Sample	Refusal	Unsubscribe	Out of Scope	Unusable	Final Sample	Complete	Response Rate	Partial
TOTAL	627	4	21	0	13	589	350	59.4	4
01 Science and mathematics	18	0	0	0	0	18	11	61.1	0
02 Computing & Information Systems	9	0	1	0	0	8	2	25.0	0
03 Engineering	23	0	1	0	0	22	13	59.1	0
04 Architecture and built environment	3	0	0	0	0	3	1	33.3	0
05 Agriculture and environmental studies	14	1	0	0	0	13	10	76.9	0
06 Health services and support	24	1	1	0	0	22	14	63.6	1
08 Nursing	124	0	3	0	3	118	67	56.8	0
09 Pharmacy	5	0	0	0	0	5	3	60.0	0
13 Teacher education	163	0	3	0	3	157	103	65.6	2
14 Business and management	89	0	6	0	0	83	43	51.8	0
15 Humanities, culture and social sciences	28	1	2	0	1	24	18	75.0	1
16 Social work	27	1	0	0	1	25	14	56.0	0
17 Psychology	39	0	2	0	1	36	22	61.1	0
18 Law and paralegal studies	52	0	2	0	4	46	24	52.2	0
19 Creative arts	6	0	0	0	0	6	3	50.0	0
20 Communications	3	0	0	0	0	3	2	66.7	0

The national reporting module also provided an option to download the data in MS Excel format. This online report helped survey managers to monitor response rate progress towards the overall institutional target.

### 3.3.4. Department progress reporting

Similar to the institution progress reporting, the department was provided with weekly email updates and access to the national reporting module for real-time monitoring.

The online reporting provided an overview of response rates for each institution and the national average for universities and NUHEIs, and for undergraduates and postgraduates. It also included progress against target at the study area within institution level, and a comparison to the final 2019 response rate.

## 3.4. GOS-L Support

### 3.4.1. Support for institutions

The QILT research team provided email and phone support to institutions participating in the GOS-L from Monday to Friday, 9:00am to 5:00pm (AEST), during the fieldwork period. The email and phone contact details were provided to institutions as part of project specific email communications.

### 3.4.2. Support for graduates

A GOS-L inbox helpdesk was established for graduates to make email contact with any queries throughout the fieldwork period. The GOS-L email address was provided in the invitation and reminder emails.

The Social Research Centre also established a GOS-L 1800 helpdesk to provide graduates an avenue to establish telephone contact with the GOS-L helpdesk team. This number was also available to international graduates (with an international dialling code) and remained operational for the duration of the overall fieldwork period. The helpdesk was staffed between 9:00am and 8:30pm on weekdays and between 11:00am and 5:00pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

The GOS-L helpdesk team was briefed on the GOS-L background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to retrieve sample member information.

A summary of graduate enquiries to the GOS-L helpdesk is provided at Table 12.

Emails comprised the majority of helpdesk traffic, with 'survey specific queries' the most frequently occurring reason for contacting the helpdesk (including sample members advising they were going to complete online / had already completed online, requesting a call-back in response to in field reminder activity, or requesting assistance with access to the online survey). 'General queries' include sample members with a legitimacy / privacy concern.

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

Type of enquiry	1800 number	GOS-L inbox	Total
<b>Total</b>	20	426	446
Survey specific query	6	293	299
Opt-out	3	71	74
General query	4	37	41
Change of contact details	7	22	29
Deletion or removal request	0	1	1
Follow-up call	0	2	2

All refusals and out-of-scope sample members identified via the helpdesk were removed from the reminder email / SMS sample on a regular basis to avoid future reminders being sent to these sample members.

Contact details updated via the helpdesk were also updated in the master contact file before each reminder email / SMS for those requesting an update to their details.



### 3.5. Incentives

The five-week rolling prize draw was designed to encourage early survey completion by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first week the graduate would be entered into all five prize draws).

There were five prize draws in total, with one \$1,000, two \$500 and five \$100 prepaid Visa gift cards to be won each week. The total prize pool was valued at \$12,500.

Table 13 provides the schedule of prize draws across the fieldwork period.

**Table 13** Prize draw schedule

Activity	Date (2020)
Prize draw period opens / Fieldwork starts	Tue 18 Feb
Prize draw 1 close	Mon 24 Feb
Prize draw conducted	Wed 26 Feb
Prize draw 2 close	Mon 2 Mar
Prize draw conducted	Wed 4 Mar
Prize draw 3 close	Mon 9 Mar
Prize draw conducted	Wed 11 Mar
Prize draw 4 close	Mon 16 Mar
Prize draw conducted	Wed 18 Mar
Prize draw 5 close	Mon 23 Mar
Prize draw conducted	Wed 25 Mar
Fieldwork closes	Sun 29 Mar

## 4. Questionnaire

### 4.1. Overview

Following the shift from the AGS to the GOS as the source of the GOS-L sample, and the significant revisions to the screening and confirmation, the labour force and the employment history modules of the GOS-L questionnaire for 2019, the 2020 GOS-L questionnaire was characterised by stability, with minimal, cosmetic changes for 2020.

Table 14 outlines the thematic areas of the eight main modules in the questionnaire. The core design of the GOS-L was modular and longitudinal so that the initial survey supported the active, ongoing follow-up of graduates within the GOS framework. A copy of the generic survey instrument (i.e., excluding any institution-specific items) is included at Appendix 6 with screen shots of the online survey at Appendix 7.

**Table 14**      **GOS-L module themes**

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

### 4.2. Changes from 2019

Following the significant changes to Modules A, B and H of the GOS-L 2019 questionnaire, the 2020 GOS-L questionnaire saw only very minor refinements.

In addition to administrative updates, such as the department name change, updates to the reference year(s) displayed in question stems and response frames, and the like, EMPSTATE / LOCATION was added to collect the postcode and state / territory of the employer, and CURSTATE / CURCODE (collecting the postcode and state / territory of usual residence) were moved from Module G to B.

### 4.3. Institution-specific items

Institutions have the option to commission institution-specific items. These additional questions are the property of the institutions – data is not included in the *National Report* and the questions are not included in the questionnaire instrument as publicly available. In 2020, two institutions and the Group of Eight (Go8) institutions included some institution-specific items:

- RMIT maintained the same net promoter-related additional items as in 2019.
- The University of Melbourne maintained the same leadership and careers services-related additional items as in 2019.
- Go8 institutions maintained the same entrepreneurship and volunteering-related additional items as in 2019.

## 5. Data processing

### 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 2020 GOS-L data set, a record was considered complete and valid if the graduate had:

- completed the GOS in 2017
- provided a response as to whether they had worked in the last week, or
- responded that they were in further study.

### 5.2. Data cleaning and preparation

Data preparation occurred on the raw data file exported from the data collection platform, with cleaning routines applied, including:

- derivation of labour force status, salary and other reporting outcome variables
- re-coding value labels where required
- re-coding of 'no answers' to the missing values conventions outlined in Table 15, and
- cleaning of employer name and coding of occupation, industry, further study field of education and other verbatim answers

**Table 15**      **Missing data conventions**

Missing data type	Data file convention
Item skipped	99
Don't know / Unsure	98
Item not applicable	97
Not asked	95

### 5.3. Weighting

As was the case for previous surveys in the series, no weights were applied to the GOS-L data. Refer to Section 8.3 for analysis related to the decision not to weight the data.

## 5.4. Coding and processing of free text responses

Spell checking and light cleaning of 'other specify' responses were applied to remove identifiers and expletives.

Code frames were developed in conjunction with, and approved by the department, and remained largely unchanged in 2020.

Table 16 summarises those items which were coded and the source code frame that was used.

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

Item coded	Source
Occupation (ANZSCO)	Occupation was coded using the Australian and New Zealand Standard Classification of Occupations (ANZSCO, Version 1.2, 2013, ABS catalogue number 1220.0) at the six digit level
Industry (ANZIC)	Industry was coded using the Australian and New Zealand Standard Industrial Classification (ANZSIC, 2006, ABS catalogue number 1292.0.55.002) at the four-digit level.
Location of employment (LOCATION)	For graduates working overseas, country of employment was coded using the Standard Australian Classification of Countries (SACC, Second edition, ABS catalogue number 1269.0). The online survey included a postcode look up list such that respondents entered the postcode or suburb of their employer and the location was automatically applied.
Further study field of education (FQFOE_L)	Field of education was coded using the Australian Standard Classification of Education (ASCED, 2001, ABS catalogue number 1272.0) at the six-digit level.

## 6. Deliverables

The Social Research Centre provided institutions and the department with the following deliverables for the 2020 GOS-L:

- finalised questionnaire in MS Word
- weekly progress reports to the department and institutions during data collection
- data files:
  - institution data files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format
  - department national data file in SAS format
- data dictionary and data maps specific for each institution
- files in Tableau packaged workbook format at the national (department), institution and Universities Australia level for institutions
- files of verbatim responses to open-ended questions in CSV and SPSS format, at the institution level
- files of updated graduate contact details for institution alumni services where permissible in CSV and SPSS format
- *National Report* in PDF and MS Word format, available from the QILT website
- *National Report* website tables and *National Report* additional tables, available from the QILT website
- press release, and
- *Methodological Report*.

## 7. Final response rates

The overall response rate for the 2020 GOS-L was 50.0 per cent, with response rates highest for postgraduate research graduates (60.9 per cent), and lowest for NUHEIs (45.1 per cent), as shown in Table 17. Response rates by institution are provided at Appendix 8.

**Table 1717 Response summary**

Institution	Sample provided <sup>1</sup>	Unusable sample	Out-of-scope	Opted-out	Final sample	Surveys completed	Response rate <sup>2</sup>
<b>Total</b>	87,802	468	7	7,034	80,293	40,153	50.0
Universities	84,313	437	7	6,665	77,204	38,760	50.2
NUHEIs	3,489	31	0	369	3,089	1,393	45.1
<b>Course type</b>							
Undergraduate	50,336	210	2	4,190	45,934	22,644	49.3
Postgraduate	37,466	258	5	2,844	34,359	17,509	51.0
Postgraduate coursework	32,964	230	4	2,557	30,173	14,960	49.6
Postgraduate research	4,502	28	1	287	4,186	2,549	60.9

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

<sup>2</sup> For the purpose of QILT projects, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out.

Whilst not as strong as the response rate performance in 2019 (55.9 per cent), the 2020 GOS-L overall response rate remained significantly higher than in 2018 (43.3 per cent) and 2017 (42.2 per cent).

The main factors that contributed to the strong response rates for the 2019 and 2020 GOS-L, relative to previous surveys in the series, include:

- The use of GOS sample (as opposed to AGS sample), where the GOS sample is generally considered more complete and accurate, and was collected with all the controls and checks inherent in the centralised QILT methodology
- The refinement of the in-scope definition, whereby for the 2019 and 2020 GOS-L, GOS respondents who opted out of further contact were not approached for the GOS-L and were excluded from the base for response rate calculation. When AGS sample was used as the source sample for the GOS-L, it was not possible to exclude AGS respondents in this way.
- Incremental improvements to the contact strategy, where learnings related to email presentation and the timing and use of SMS reminders were incorporated into the GOS-L 2019 and 2020 contact strategy
- Enhancements to the GOS-L questionnaire, first applied in 2019 and carried into 2020, where the initial module (verifying data from the GOS) was streamlined, and the employment history module was simplified, resulting in significantly fewer break offs through these sections, and an improved overall survey experience.

For the almost 24,000 GOS-L 2020 sample members who participated in Panel Maintenance activity in April 2019 (either by confirming or updating their contact information) a response rate of 79.3 per cent was achieved. This suggests that sample members willing to participate in Panel Maintenance activities are generally 'good respondents', and that Panel Maintenance participation is a strong predictor of GOS-L participation. Initial analysis also suggests that the Panel Maintenance responding population has a broadly similar profile to the GOS-L responding population (refer to next section).

Further analysis of Panel Maintenance sample performance and profile will be undertaken prior to the GOS-L 2021, to identify whether e.g. GOS L Panel Maintenance activity helps to improve the achieved sample profile for GOS-L, and to compare the response rate achieved for sample members participating in Panel Maintenance, relative to those who either had an institution provided email address, or a GOS long term email address or an email address from the GOS population file.

Several factors may have contributed to the decrease in response rate in the 2020 GOS-L, relative to the 2019 GOS-L. Whilst the email filtering environment is becoming increasingly complex, awareness of privacy issues is heightened, propensity to participate in surveys, generally, is declining, and the COVID-19 pandemic was emerging as an issue in the latter stages of the GOS-L 2020 online fieldwork period, it is noted that the GOS-L sample profile changed somewhat between 2019 and 2020. The number of 'Main language spoken at home – language other than English' and 'Citizen / resident indicator – International', students in the population approached almost doubled between 2019 and 2020. Historically, these groups, have been under-represented in the achieved GOS-L sample, hence a change in the response rate for 2020 could reasonably have been expected, given the change in sample composition. Refer to Section 8.2 for more information about response by demographic sub-group.

## 8. Response analysis

### 8.1. Response by time

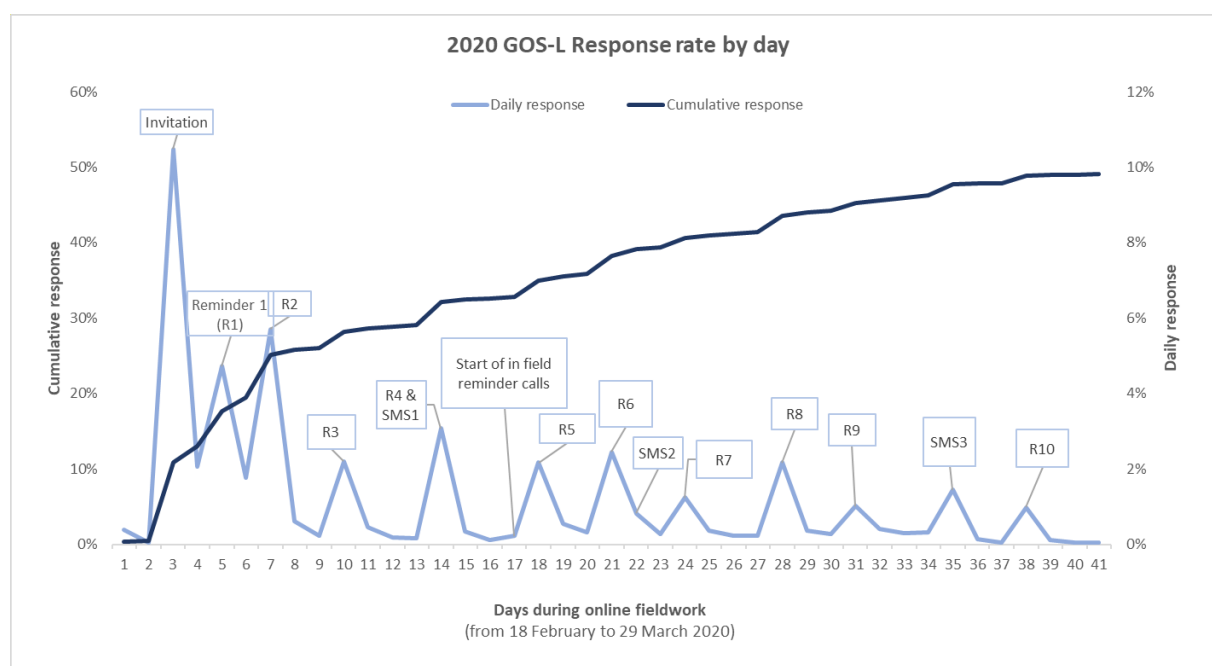
Figure 9 shows the daily and cumulative response rate by day, overlaid with each successive component of the contact strategy.

The first three elements of the contact strategy (Invitation, Reminder 1 and Reminder 2) are responsible for approximately half of the total responses, with a particularly strong response for the Invitation email, supported by the procedures for attempting contact with the sample member via each available email address, as described in Section 3.2.1.

It is noted that there is a clear and consistent 'lift' in response for each successive round of reminder activity, with Reminders 7 and 9 performing relatively poorly in terms of generating additional completed online surveys.

SMS 3 performed relatively strongly in terms of generating additional online completes. On this basis, consideration will be given to increasing the use of SMS for future surveys in the series, and to offering additional rounds of SMS as an alternative fee-for-service activity to post field telephone reminders.

**Figure 9** Response rates by day



As is the case with email-based activity for other surveys in the series, the lift in response for each successive round of reminder activity is short-lived, with little 'run-on' survey completion activity in the days following a reminder. This would appear to suggest that sample members do not typically flag the email or SMS for actioning at a later date, they instead tend to act upon the email or SMS when they see it, when it is at the 'top' of their inbox.



## 8.2. Non-response

Table 18 compares the achieved sample with the sample approached, to provide some initial insights into sub-groups that are under-represented in the achieved sample.

Sub-groups that are under-represented in the achieved sample include 'Main language spoken at home – language other than English' and 'Citizen / resident indicator – International', and, to a lesser extent, Males, and those aged 30 years or under.

**Table 18**      **Respondent characteristics**

Group	Total Sample <sup>1</sup>		Respondents	
	n	%	n	%
<b>Base</b>	<b>87,802</b>	<b>100.0</b>	<b>40,153</b>	<b>100.0</b>
<b>Institution type</b>				
Universities	84,313	96.0	38,760	96.5
NUHEIs	3,489	4.0	1,393	3.5
<b>Enrolment type</b>				
Undergraduate	50,336	57.3	22,644	56.4
Postgraduate	37,466	42.7	17,509	43.6
<b>Course type</b>				
Undergraduate	50,336	57.3	22,644	56.4
Postgraduate coursework	32,964	37.5	14,960	37.3
Postgraduate research	4,502	5.1	2,549	6.3
<b>Gender</b>				
Male	34,314	39.1	14,656	36.5
Female	53,463	60.9	25,484	63.5
<b>Aboriginal and Torres Strait Islander</b>				
Non-Indigenous	87,009	99.1	39,756	99.0
Indigenous	775	0.9	389	1.0
<b>Disability</b>				
No disability	83,487	95.1	37,842	94.2
Disability	4,301	4.9	2,303	5.7
<b>Age</b>				
30 years or under	46,518	53.0	19,316	48.1
Over 30 years	41,260	47.0	20,828	51.9
<b>Mode of attendance</b>				
Internal and mixed mode	73,530	83.7	32,802	81.7
External	14,253	16.2	7,343	18.3
<b>Type of attendance</b>				
Mainly full-time	60,805	69.3	27,037	67.3
Mainly part-time	26,932	30.7	13,089	32.6
<b>Main language spoken at home</b>				
English	62,091	70.7	31,659	78.8
Language other than English	23,386	26.6	7,475	18.6
<b>Citizen/resident indicator</b>				
Domestic	53,703	61.2	27,605	68.7
International	29,607	33.7	10,972	27.3

<sup>1</sup>Some sub-groups may not add up to 100 per cent due to missing data.

Sub-groups such as 'Disability' and 'Indigenous' that are typically under-represented in achieved samples in other research, are well represented in the GOS-L.

In response to the consistent under-representation of international students in the GOS-L, there is a requirement for the 2021 GOS-L, as part of the 2020-2023 QILT contract period, to develop and implement a strategy which specifically seeks to boost response amongst international students.

The contact strategy and the content of email and SMS communications will also be reviewed to assess how the representation of other groups, such as males and those aged under 30, can be improved in future iterations.

### **8.3. Comparison of unweighted and weighted data**

In order to assess whether the under-representation of specific demographic groups as described in Section 8.2 is impacting the GOS-L results at an overall level, a comparison of unweighted and weighted values for selected GOS-L indicators was undertaken.

To perform the weighting analysis, two sets of non-response regression modelling were used as follows:

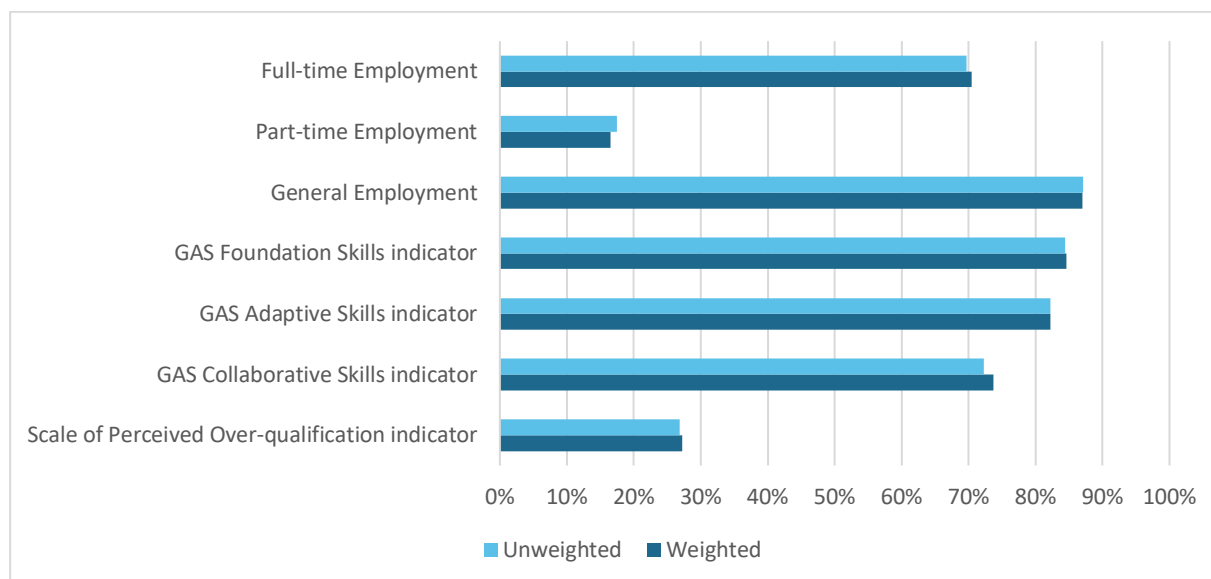
- An 'in field model' was undertaken before fieldwork commenced to identify potential respondents for the in field telephone reminder calls as discussed in Section 3.2.2.
- A 'post field' model' was completed during fieldwork to confirm that the characteristics of non-respondents were consistent with the in field model.

The 2017 GOS data was used for training the in field model since the 2017 GOS was the survey completed three years prior by the same population. Significant characteristics of the sample were used to build up the in field model for the 2020 GOS-L. Email outcomes were also included in the in field model given this is a good predictor of engagement levels indicating if the contact details are valid. Thereafter, a post field model was built to assess the representativeness of the responding sample.

The post field model can also be used to judge whether weighting the data is necessary. The inverse of the estimated probability of response for each case can be used as a weight to adjust for non-response bias. This weight can then be used to generate key output indicators for the study to see if the weight makes a difference

Figure 10 shows the weighted and unweighted results for the 2020 GOS-L key indicators. The unweighted and weighted figures were generally very close, with the greatest change in estimates being only 1.4%.

**Figure 10 Comparison of weighted and unweighted values for selected GOS-L indicator**



## 8.4. Institutional performance relative to predicted performance

Analysis of institutional performance, in terms of response rate, relative to predicted performance, was undertaken to:

- Seek to identify stronger performing institutions, and assess whether (additional) initiatives, if any, were used by the institution to support the response maximisation effort, so that these could be incorporated, as appropriate, into supporting documentation for future surveys
- Seek to identify poorer performing institutions, with a view to supporting these institutions to better support the response maximisation effort for future surveys.

To examine which institutions were most engaged with the survey, predicted response rates from the probabilities generated by the post field logistic regression<sup>3</sup> were compared to actual response rates (refer to Table 19). This in effect compares each institution to an average institution with the same mix of graduates. Each of the following four institutions have at least a 10 per cent better response rate than what was predicted: The University of Queensland, Queensland University of Technology and The Australian National University.

<sup>3</sup> Post field model adjusted by dropping the institution variable as a predictor in order to compare the results against expectation of given the characteristics of the respondents.

**Table 19**      **Achieved rates of response compared with predicted rates of response based on graduate mix<sup>4,5</sup>**

Institution <sup>6</sup>	Achieved (%)	Predicted (%)	Achieved / Predicted (%)	N
Australian Catholic University	45.01	47.90	93.96	1,793
Bond University	34.74	43.01	80.78	426
Central Queensland University	41.90	44.19	94.81	1,203
Charles Darwin University	46.82	46.25	101.24	645
Charles Sturt University	47.15	49.10	96.01	2,698
Curtin University	44.02	46.08	95.53	3,253
Deakin University	51.14	48.04	106.45	3,232
Edith Cowan University	48.63	48.48	100.30	1,711
Federation University Australia	36.32	40.57	89.51	961
Flinders University	47.97	49.60	96.71	1,795
Griffith University	46.17	47.46	97.28	3,379
James Cook University	48.45	48.88	99.11	997
La Trobe University	51.09	48.14	106.13	2,388
Macquarie University	41.57	43.56	95.44	2,509
Monash University	45.62	44.17	103.29	5,217
Murdoch University	48.04	51.50	93.29	1,097
Queensland University of Technology	53.30	46.87	113.73	2,105
RMIT University	39.77	40.08	99.22	3,455
Southern Cross University	40.91	47.89	85.43	853
Swinburne University of Technology	43.91	45.61	96.26	1,970
The Australian National University	51.42	45.98	111.82	1,482
The University of Adelaide	47.26	44.82	105.46	2,336
The University of Melbourne	50.33	46.37	108.53	5,965
The University of Notre Dame Australia	42.66	49.59	86.02	783
The University of Queensland	56.25	45.64	123.26	4,133
The University of South Australia	42.32	45.32	93.38	1,888
The University of Sydney	40.97	43.06	95.16	3,412
The University of Western Australia	41.63	46.80	88.96	1,936
Torrens University	46.15	49.70	92.86	52
University of Canberra	45.94	46.35	99.11	1,145
University of Divinity	57.95	60.95	95.08	176
University of New England	55.70	52.96	105.17	1,465
University of New South Wales	40.20	39.74	101.16	3,522
University of Newcastle	45.69	48.51	94.18	2,364
University of Southern Queensland	49.90	48.37	103.17	1,525
University of Tasmania	51.84	49.17	105.44	1,927
University of Technology Sydney	40.45	39.87	101.45	2,245

<sup>4</sup> Red indicates lowest three values and blue indicates the highest three values.

<sup>5</sup> Institutions have been dropped from the post field model to predict the response rates.

<sup>6</sup> Only institutions with at least 100 graduates in the sample file were included in this analysis

Institution <sup>6</sup>	Achieved (%)	Predicted (%)	Achieved / Predicted (%)	N
University of the Sunshine Coast	48.28	48.97	98.58	957
University of Wollongong	42.11	44.70	94.21	1,432
Victoria University	36.71	42.63	86.11	1,460
Western Sydney University	37.75	44.02	85.76	2,421
NUHEI	39.93	44.45	89.82	3,489

## 9. Considerations for future surveys

The main opportunities for improvement for future iterations of the GOS-L relate to

- Strategies to incrementally improve the quality of the initial sample, in terms of the accuracy of contact details, and recognition of the QILT brand amongst sample members
- Ongoing refinements to the contact strategy, and in particular, the potential for tailoring of content and messaging for specific audiences
- Enhancements to survey functionality to improve the respondent experience.

Specific potential initiatives relating to these broad themes are briefly discussed below.

### Panel maintenance activity

The 2020 GOS-L response rate for participants in panel maintenance activity in 2019 was very strong, relative to other groups. Further analysis is required to better understand whether panel maintenance activity simply shores up the participation of sample members who are already positively pre-disposed towards participation, and just enhances the representation of sub-groups which are already well represented in the achieved GOS-L sample.

Ideally, panel maintenance would assist in improving the representation of sub-groups which are currently under-represented in the achieved sample and provide an avenue for the collection of updated contact details for sub-groups which are more mobile or transient, or which tend not to be included in institutional alumni activity.

A formal plan for how to best proceed with panel maintenance activity will be prepared ahead of the 2021 GOS-L.

### Strategies to increase the proportion of institutions providing updated contact information

Sample members whose contact details are updated by institutions via alumni administrative systems as part of the GOS-L sample preparation process typically have stronger response rates than sample members whose best contact information is the long term email address collected in the GOS, or the email address in the GOS population file.

It follows that every effort would ideally be made to encourage institutions to maintain and provide up to date contact details for their alumni, via communications related to planning and preparation for the GOS-L.

### Engagement between rounds

In addition to any formal panel maintenance activities that may be undertaken, additional engagement with GOS-L sample between the GOS and the GOS-L, for instance, at the time when GOS or GOS-L results are released, may be worthy of consideration.

Each communication with the sample member could provide an opportunity to invite the panel member to update their contact details. The communications could also continue to strengthen the sense of participating in something trusted, important and worthwhile.

### Incorporation of a direct survey link in the SMS

The historical approach for the GOS-L has been to use SMS as a reminder for sample members to 'check their inbox'. The mobile number available may be some three years out of date, and given that personal information about e.g. course, institution, and occupation is piped into the survey, there would be some risk, from a privacy perspective, in the provision of a direct link to the survey in the SMS, when we cannot be certain that the mobile number is still associated with the target respondent.

Consideration could be given to the incorporation of a direct survey link in the SMS where, for example, the mobile number has more recently been confirmed as part of panel maintenance activity, or provided from alumni administrative systems.

Alternatively, an authentication process similar to that used in other QILT surveys could be considered for the GOS-L, so that SMS recipients could be directed to a GOS-L landing page to authenticate, prior to gaining access to their survey.

## **Targeted response strategies for selected groups**

Response analysis has consistently suggested that specific groups are under-represented in the achieved GOS-L sample. For the 2021 GOS-L, consideration could be given to the development of sub-group specific response maximisation strategies. This may take the form of e.g. tailored imagery, subject lines, messaging, content, or format of reminder communications.

The 2020-2023 contract period requires the development and deployment of a response strategy for international students, and as such, this group will be a focus for initial efforts to develop a targeted response strategy for a specific sub-group.

## **Improvements to the collection of occupation and industry information**

QILT projects currently use a searchable list of occupations, where the respondent types the first three digits of the position title to filter the list.

For the 2021 GOS-L, consideration could be given to using historical information to present the most common industries of employment that are associated with the selected occupation as pre-coded response options.

This approach can be expected to reduce the incidence of coding of industry to the division, sub-division or group level (where the respondent does not provide enough detail to code to the desired level), and increases the proportion of responses coded to the 'class' (4 digit, or most detailed) level.

It also provides an improved respondent experience, given that selecting from pre-coded options is generally easier than providing a free text response, particularly when completing the survey on a small screen device.

For the GOS-L, this approach is likely to work best for study areas such as medicine, pharmacy, dentistry, veterinary science, teacher education and social work which classically lead to occupations in well-defined industries, where the industry description is highly intuitive for the respondent.

## List of abbreviations and terms

<b>ABS</b>	Australian Bureau of Statistics
<b>AGS</b>	Australian Graduate Survey
<b>AMSRs</b>	Australian Market and Social Research Society
<b>AMSRO</b>	Association of Market and Social Research Organisations
<b>ANZSIC</b>	Australian New Zealand Standard Industrial Classification
<b>ANZSCO</b>	Australian New Zealand Standard Classification of Occupations
<b>BGS</b>	Beyond Graduation Survey
<b>CATI</b>	Computer Assisted Telephone Interviewing
<b>GCA</b>	Graduate Careers Australia
<b>GCAID</b>	Graduate Careers Australia Identifier
<b>GOS</b>	Graduate Outcomes Survey
<b>GOS-L</b>	Graduate Outcomes Survey - Longitudinal
<b>HEIMS</b>	Higher Education Information Management System
<b>ISO</b>	International Standards Organisation
<b>NUHEI</b>	Non University Higher Education Institution
<b>QILT</b>	Quality Indicators for Learning and Teaching



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# **Appendix 1      Collection and Sample Guide**



Graduate Outcomes Survey – Longitudinal

## Collection Guide and Sample Guide

**2020 GOS-L Collection**



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# Summary points to note

Key release changes follow:

Version	Date published	Comment
1.0	1 October	Original version released

Please note:

Complete the Participation and Additional Services form. This is your centralised place to confirm your institutions' participation in the research and nominate additional services.

**The first date is to confirm your institutions' participation by 7 October 2019.** We have strived to separate out correspondence and deadlines between the GOS-February and the GOS-Longitudinal (GOS-L) as much as possible. In response to institution feedback, we have brought forward sample preparation for GOS-L.

This is the second year that the GOS-L will draw upon the GOS as the source of sample, rather than the previous Australian Graduate Survey (AGS). The 2019 GOS-L benefited from the higher quality GOS sample and we expect this to be the case also in the 2020 GOS-L.

Guidance has been prepared to clarify the definition of and expectations for the in-scope audience (refer 'Section 2 Target audience and sample provision'). Updated guidance has also been prepared to assist with populating the sample file (refer 'Section 3 Populating the sample file template').

Keeping to timelines for return of the sample means the project can go to field on time – otherwise one institutions' delay impacts all others. There are a couple of points in time where late delivery can have significant downstream impacts on the delivery of the project.

We have fast tracked sample extraction and provision for 10 October. This has been done to separate sample preparation for GOS-L from GOS-February. Last year this work was undertaken concurrently and caused some confusion and additional work. **It is critical that institutions return their sample to us by 25 October 2019.**

**Data collection must be ready to commence when the survey opens on 18 February 2020.** The limited flexibility around launch proceedings means that data quality risks being compromised if timelines are compressed, or that other institutions are impacted by a delayed start date potentially impacting response maximisation activity and the overall response rate. Please familiarise yourself with 'Table 1 GOS-L summary timeline'.

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

Institutions are expected to send their own hardcopy letter or email to arrive in the week before the survey officially opens – please work with your Alumni area for this. This institution led contact adds a sense of legitimacy so when graduates get an email or SMS they will not think the GOS-L is spam. Contact with graduates should be advised to the Social Research Centre (refer 'Section 5 Response maximisation').

We ask that [gilt@srcentre.com.au](mailto:gilt@srcentre.com.au) is included in the send list for the engagement letter and emails. This enables us to effectively track supporting activities' impact on response maximisation and ensure the content messaging is consistent with the broader QILT study.

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

## Checklist

Please note and ensure the following are completed:

- Confirmed participation and nominated additional fee-for-service activities.
- Sent pre-survey awareness raising correspondence to graduates and liaised with Alumni for promotion.
- Prepared social media, newsletters, etc and liaised with Alumni for promotion.
- Completed sample returned by institutions to the Social Research Centre by the due date of 25 October.
- Ensure all contact details and course details are correct for the sample member, that is, the email, phone number and other details align with correct name. A simple way to check is manually review a selection of records at the top, in the middle and at the bottom of your sample.
- Liaised with your IT team to ensure whitelisting is in place.
- Minimised respondent burden by considering other potentially conflicting surveys of the graduate population.
- Advised the Social Research Centre of any possible contextual issues that should be considered as part of survey deployment.



# 1. Introduction and overview

## 1.1. Background and objectives

The focus of the Graduate Outcomes Survey - Longitudinal (GOS-L) is to provide reliable, valid and generalisable information on medium term labour force graduate outcomes to the Australian government and to higher education providers. The GOS-L is conducted three years post completion of higher education studies.

Since 2016, the GOS-L has replaced the Beyond Graduation Survey (BGS) and is undertaken with both Table A and Table B universities, and non-university higher education institutions (NUHEIs).

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

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

The GOS-L is an attempted census of all in-scope graduates (refer 'Section 2.1 In-scope audience and reference period') and is administered under the Quality Indicators for Learning and Teaching (QILT) survey suite, commissioned by the Australian Government Department of Education (the department). The Social Research Centre is working with higher education providers and key stakeholders to administer the GOS-L.

The sample of graduates is provided from the 2017 Graduate Outcomes Survey (GOS).

## 1.2. Summary timeline

The schedule for the 2020 GOS-L collection is shown at Table 1. These timings may be required to change subject to stakeholder changes, methodological learnings and operational requirements.

**Table 1** GOS-L summary timeline

Key milestones	Responsible	Date
Participation and Additional Services form distributed to institutions	SRC	1-Oct-19
Collection and Sample Guide distributed to institutions	SRC	1-Oct-19
Marketing and Communication Pack distributed to institutions	SRC	1-Oct-19
Institutions to confirm participation in the GOS-L	Institutions	7-Oct-19
Extra populations nominated by institutions	Institutions	7-Oct-19
Send out sample to institutions	SRC	10-Oct-19
Institution sample preparation undertaken	Institutions	10 - 25 Oct-19
Completed sample to be returned by institutions	Institutions	25-Oct-19
All sample checked, followed up with institutions as required	SRC	31-Oct-19
Sample absolutely finalised (queries resolved and QA undertaken)	SRC	31-Oct-19
Additional questions nominated by institutions	Institutions	20-Jan-20
Additional questions (MS Word) approved by institutions	Institutions	31-Jan-20
Proposed variations to engagement activity plan to the Social Research Centre	Institutions	03-Feb-19

Key milestones	Responsible	Date
Additional questions scripted and online survey test link provided to institutions for testing	SRC	07-Feb-19
Additional questions survey test link approved	Institutions	14-Feb-19
Soft launch – Main online fieldwork period	SRC	18-Feb-20
Main launch – Main online fieldwork period	SRC	20-Feb-20
Telephone follow up nominated by institutions	Institutions	10-Mar-20
Final institutional reports and data outputs		
Institutional files	SRC	7-Aug-20
National reports	SRC	TBA

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

### 1.3. Privacy provisions

All aspects of this research will be undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2014, the Australian Market and Social Research Society's Code of Professional Practice, ISO 20252 standards and the ethical guidelines laid out in the Australian Code for the Responsible Conduct of Research<sup>1</sup>. The Social Research Centre will also enter into a Deed of Confidentiality with institutions as required. The Deed of Confidentiality can be located on the QILT portal ([www.qilt.edu.au/login](http://www.qilt.edu.au/login)) under QILT Resources > Deed of Confidentiality QILT.

### 1.4. Institutional support

General enquiries and all queries relating to sampling and sample files, file formats, any questions or feedback on the instrument, should be directed to the Social Research Centre's QILT team. The team can be contacted on (03) 9236 8500 or by emailing [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au). We will endeavour to get back to you by the next working day – even if only to acknowledge receipt of your communication. The QILT provider portal (through the QILT website) also contains a range of factsheets and other resources to assist institutions in administration of the QILT suite of surveys – log in to the Provider Portal, and click on QILT Resources.

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

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

## 2. Target audience and sample provision

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

Graduates are in-scope for the 2020 GOS-L collection if they participated in the 2017 GOS and did not explicitly refuse to be contacted for future research participation, that is, they did not respond 'No' at the variable CONTACT.

In-scope graduates who completed the 2017 GOS via Computer Assisted Telephone Interviewing (CATI), will be provided the opportunity to participate in the GOS-L (as appropriate to the above points) as an 'additional population'. Costs for completed online surveys, verbatim cleaning and coding of open-ended responses will be passed on in a fee-for-service capacity for additional populations.

Out-of-scope populations from the 2017 GOS can also be included in the 2020 GOS-L as an 'additional population' on a fee-for-service basis (this is discussed further at Section 4.1).

Both of these populations were excluded from the 2017 GOS National Report and will be excluded from the 2020 GOS-L National Report.

Respondents in the 2017 GOS that explicitly refused to be contacted for future research participation, that is, responded 'No' at the variable CONTACT, are included in the sample provided to institution and flagged as INSCOPE = 1 (graduate declined future follow up in GOS 2017). We provide this information to institutions for transparency. While we will not approach these graduates in the GOS-L, institutions may wish to initiate contact with them during the sample preparation period to promote the GOS-L and encourage them to participate. If institutions wish to proactively contact these graduates and are able to confirm their willingness to participate, the sample should be edited to indicate the record is now 'in-scope' to contact by revising the record to INSCOPE = 0. This is discussed further at Section 3.2.1. We stress it is up to the institutions to make decisions around this activity.

## 3. Populating the sample file template

### 3.1. Preamble

The 2020 GOS-L population consists of all graduates who completed a course of study at an Australian higher education institution in 2016 and is present in the 2017 GOS data file.

While the Social Research Centre can source most of the information for the sample population frame directly from 2017 GOS, we need help from the institutions to update a small amount information for each graduate to facilitate survey execution.

### 3.2. What you need to do

One GOS-L sample population file will be uploaded to your QILT SFX as per 'Table 1 GOS-L summary timeline'. The file will include all respondents from GOS 2017 for your institution regardless of whether or not they were used for national reporting.

Table 2 lists the variables that will be included in the file. In comparison to the 2019 sample file, E307 (Course code) has been added while E314 (Date of birth) has been removed.

Please update as instructed in Section 3.2.1 and return your sample population file to the Social Research Centre via the QILT SFX no later than **25 October 2019**.

While 31 October 2019 is the final deadline for the return of the population file, earlier returns will be much appreciated.

**Table 2** Data map for the 2020 GOS Longitudinal (GOS-L)

Position	Variable	Variable Label	Format	Status
1	GOSID	GOS Identifier	F13	Pre-pop
2	E306	Higher Education Provider code	F4	Pre-pop
3	E306C	Higher Education Provider name	A72	Pre-pop
4	E307	Course code	A10	Pre-pop
5	E308A	Course name for qualification 1	A75	Pre-pop
6	E308B	Course name for qualification 2	A60	Pre-pop
7	E313	Student identification code	A10	Pre-pop
8	EXTQUOTA	Extra quota group flag	F1	Pre-pop
9	SURVEY	Mode of completion	F1	Pre-pop
10	INSCOPE	Flag denoting graduate is in-scope for the GOS-L	F1	Pre-pop (update if req)
11	E402	Student surname	A35	Pre-pop (update if req)
12	E403	Student given name - first	A30	Pre-pop (update if req)
13	FACULTY	Faculty name	A100	Pre-pop (update if req)
14	CAMPUS	Campus name	A100	Pre-pop (update if req)
15	E469	Residential address - suburb or town	A27	Essential
16	E470	Residential address - state	A3	Essential
17	E413	Address of permanent home residence - postcode	A4	Essential
18	E471	Residential address - country name	A20	Essential
19	EMAIL1	Primary email	A50	Essential
20	EMAIL2	Secondary email	A50	If available
21	EMAIL3	Tertiary email	A50	If available

22	PHONE1	Best number to call	A20	Optional
23	PHONE2	Alternate number (if available)	A20	Optional
24	PHONE3	Alternate number (if available)	A20	Optional

### 3.2.1. Data elements to be updated by institutions

#### INSCOPE (optional update)

The INSCOPE flag denotes whether the graduate is in-scope for GOS-L 2020.

0 = In-scope (graduate did not refuse future followed up in GOS 2017)

Includes records that completed the establishment GOS and did not decline future follow up. If your institution has advised the Social Research Centre that you would like to include additional population(s) in the GOS\_L on a fee-for-services basis, the additional population(s) will also be included in your sample file as INSCOPE = 0. Only records in this category will be surveyed in the GOS-L.

1 = Out-of-scope (graduate declined future follow up in GOS 2017)

Includes records that completed the establishment GOS but declined future follow up. Institutions are free to try and convert these records to INSCOPE = 0 as stipulated in section 2.1.

2 = Out-of-scope (ineligible for GOS-L)

Includes either secondary records or records that did not have sufficient information. These are included to provide transparency between the final establishment GOS data file and GOS-L. No action is required for records in this category.

3 = Not to be surveyed as instructed by institution (e.g. deceased or not to be contacted under any circumstances)

Institutions are to reclassify INSCOPE = 0 records to this category where graduates have since become deceased or have made it clear they do not want to be contacted.

4 = Additional population that will not be surveyed in the GOS-L

These are records of Additional Population in the 2017 GOS. These are provided in the GOS-L sample file for transparency. If your institution is not including additional population in the GOS-L, these records will remain as INSCOPE = 4 and no further action is required.

Notes:

All records have been pre-flagged in the sample file as code 0, 1, 2 or 4 based on their responses in the GOS 2017. Institutions are asked to review records that have been flagged as INSCOPE = 0 or 1 and update (as per section 2.1) as applicable. Similarly, records that have been pre-flagged as INSCOPE = 0 may be moved to INSCOPE = 3 if the graduate should not be contacted.

No action is required for records pre-flagged as INSCOPE = 2 or 4.

Please **do not** change an In-scope graduate (INSOPE = 0) to Out-of-scope (INSOPE = 2) or Not to be surveyed (INSOPE = 3) simply because your institution does not have an email address for the graduate. The Social Research Centre conducted a round of GOS-L Panel Maintenance in April 2019 and may have on file a valid email address for the graduate.

#### Residential address

The address fields listed (E469, E470, E413 and E471) are used for data analysis and to determine time zone and location for survey execution and response maximisation initiatives.

## Email addresses

As much as possible, please provide at least one valid email address for each graduate in the sample file.

Email 1 should be the email address which you feel is most likely to find the graduate and the next best options in email2 and email3 if available.

The graduate's personal email address (hotmail, gmail, etc.) is the best way to reach the graduate. Other options may include the email address issued by the institution while they were enrolled, or an alumni email address issued after graduation. Please double check the format of the email addresses you provide in the return file. They should contain an @ symbol and do not end with a full stop.

Please take extra care when appending email addresses to the file to ensure the email addresses are not mis-sorted within the file. Mis-sorted email address can lead to a breach of privacy when the survey link is opened by a fellow graduate. It will also lead to a significant delay in the field work for your institution when the Social Research Centre have to deactivate the survey links to fix the sample. Institutions will be charged a fee to cover the hours that the Social Research Centre takes to remedy mis-sorted emails addresses in the sample after the survey has been launched.

If you do not have a valid email for the graduate, please leave the email address fields blank and **do not** change the graduate to out-of-scope. The Social Research Centre conducted a round of GOS-L Panel Maintenance in April 2019 and may have on file a valid email address for the graduate.

## Phone numbers

Phone numbers are used for in field telephone reminder calls, SMS, or fee-for-service post field telephone follow ups. Mobile numbers are preferred (where available) as they can be used for SMS reminders. Providing a main number and alternate number increases our chances of getting through to the graduate and achieving a completed interview.

Similar to email addresses, please take extra care when appending phone numbers to the file to ensure the phone numbers are not mis-sorted within the file. It is extremely difficult for the Social Research Centre to identify mis-sorted phone numbers in the sample file prior to using as part of reminders calls and SMS. Any remedial action to realign the sample file and the partially completed data is very time consuming. Institutions will be charged a fee to cover the hours the Social Research Centre takes to remedy mis-sorted phone numbers in the sample after the survey has been launched.

Please leave the phone number fields blank if you do not have this information in your system or if you do not wish the Social Research Centre to contact your graduates by telephone or SMS.

## E402 and E403 (optional update)

The surname and first name fields have been pre-populated using information collected in GOS 2017. These fields will be used in communications to the graduate. Institutions are asked to review and update this information as required as it is possible for graduates to undergo name changes in the three year period between GOS and GOS-L.

## Faculty and Campus (optional update)

The Faculty and Campus fields have been pre-populated using information collected in GOS 2017. Faculty and campus information is very useful to institutions when it comes to analysing the data from the survey. The information is not used in national or website reporting. Institutions are asked to review and update this information as required. Updates should be provided as text values.

Please ensure that your Faculty and Campus information is formatted and worded consistently. For example, if you have a mix of

- Business and Management
- Business and management
- business and management
- business & management

in the sample file, they will be presented as different faculties in your reports.

### 3.2.2. Data elements that require no further action from institutions

The following data elements are sourced from the GOS 2017 data: **GOSID, E306, E306C, E313, E307, E308A, E308B, EXTQUOTA and SURVEY**. These are provided for information and require no update from institutions.

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

## 4. Data collection

### 4.1. The standard GOS-L instrument

The standard GOS-L instrument focuses on measuring:

- labour force status
- further study
- graduate attributes, and
- graduate preparation.

The items and definitions used in the GOS-L questionnaire are consistent with those in the GOS. A fully scripted version of the instrument is available on request.

### 4.2. Adding additional questions

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

Refer to 'Table 1 GOS-L summary timeline' for the final date to nominate additional questions and to approve the wording, response options and structure. Remember to use your Participation and Additional Services Form to register for additional questions. If you need this form sent to you again please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

### 4.3. Survey testing

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

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

### 4.4. Including additional populations

Institutions can include out-of-scope populations surveyed as part of the GOS 2017 collection. This includes additional populations in GOS 2017 (e.g. graduates who studied at an off-shore campus) and / or in-scope graduates who completed the 2017 GOS via CATI. Further information and fees are presented in the '[Additional Populations](#)' fact sheet on the QILT website – log in to the Provider Portal, and click on QILT Resources.

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



## 5. Response maximisation

### 5.1. Basic principles

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

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

Some basic guidelines apply:

- Awareness raising and engagement
  - Institutions should send a pre-survey awareness raising letter or email (available in the Marketing and Communications pack). This may involve liaison and coordination of activities with your Alumni. This correspondence should say upfront how sample member details are provided, the importance of this government commissioned work and introduce the Social Research Centre.
  - **Institutions should not send actual survey links in any correspondence** except through their Learning Management System (which is not applicable for the GOS-L).
  - Any direct correspondence with in-scope graduates during the main online fieldwork period should be discussed with the Social Research Centre and the materials provided.
- Prize draws
  - Refer 'Section 5.6.5 Incentivisation' for the core prize draw process.
  - Institutions are welcome to consider their own incentives; however, they need to advise the Social Research Centre of any planned activities to ensure they are completely independent and do not interfere with the standard methodology or prize draw terms and conditions. Institutions are responsible for meeting all relevant gaming and lottery legislation.
  - No monetary or financial prizes are permitted, however, tangible prizes can generally be expected to be in-scope, for example, institutional branded hoodies, dinner vouchers, etc. There has been some discussion in the past regarding laptops. We suggest consideration be given to whether sample members can already be expected to have technology and devices of their choice and if this is a worthwhile investment.
- Social media
  - Social media is prevalent and provides a readily available means to communicate to large groups of people. This means negative comments from a small minority of sample members can gain significant momentum, but it also provides an opportunity for institutions to proactively engage with sample members during the:

- pre-survey phase as part of raising awareness, explaining the purpose and why the research is so important.
- in field phase as part of thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contact has the opportunity for sample members to opt-out.
- end of survey phase to thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.

## 5.2. Institutional engagement

### 5.2.1. Guide to marketing the GOS-L

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

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

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

- Pre-survey awareness Monday 10 February;
- GOS-L now open messaging, Monday 20 February; and
- Last chance to complete the GOS-L, Monday 23 March (be mindful not to say last chance to win, this should be done the week before, as the last prize draw closes 23 March).

The **Marketing and Communication Pack** will be distributed to institutions and will include:

- The **GOS-L pack user guide**, which provides useful guidance to institutions on how to best use the engagement materials.
- **Logos**: GOS-L and QILT logos, both horizontal and vertical in various colours (EPS and PNG format).
- **Digital flyers**: There are a total of sixteen digital flyers, eight with the option to be co-branded (with your institution's logo) and each containing messaging appropriate to use prior to or during survey period and during prize draw period.
- **Social media tiles**: artwork and suggested captions to be shared on institutional pages as relevant. There are ten different social media tiles you can use, each with a suggested timeframe and caption. Please also refer and share updates (and prize draw announcements!) from the QILT facebook [www.facebook.com/QILT1/](https://www.facebook.com/QILT1/).
- **Web tiles**: These can be included on institutions' websites to raise awareness and provide a generic link to the GOS-L webpage. There are four images, all to be used during the prize draw period, in multiple sizes of web tiles (mRec, leaderboard and skyscraper formats) featuring GOS-L branding and messaging.
- **Emails**: email templates to be used prior to the survey to raise awareness among the graduates and to be used during field work to ensure continued engagement. The template can also be adapted to be used for letters as appropriate.

### 5.2.2. Pre-field awareness raising institution-branded email

It is expected that institutions send an early awareness raising email to assure graduates of the legitimacy of the survey. Most institutions should have the facilities to conduct this in-house and it is recommended that institutions begin to organise this early. Signatories such as the Vice-Chancellor (VC) or Faculty Head have the biggest impact. This particular activity is exceptional in that it is an engagement activity that can be institution-branded (i.e., institutional logo with QILT logos). Institutions are asked to notify us of the content and date of delivery of the email.

## 5.3. Engagement activity plan

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

Any additional efforts on the part of the institutions is **voluntary** and **optional**. If you wish to conduct any additional engagement with graduates through alumni services, or similar, and would like advice from the QILT team, please feel free to get in touch. All materials mentioned below are included in the Marketing and Communications Pack.

**Table 3 Standard GOS-L Engagement Activity Plan**

The Social Research Centre	How institutions can help
<b>In the lead-up to the launch: Monday 10 February – Awareness Campaign</b>	
	<ul style="list-style-type: none"> <li>Send pre-field awareness raising institution-branded email or letter from the Vice-Chancellor or Faculty Head to all in-scope graduates advising of the GOS-L, with the aim of this correspondence being received during the week of 10 February.</li> <li>Create a web presence for GOS-L (or update a previous GOS-L information page) on institutional website under 'current surveys' or similar.</li> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter).</li> <li>Upload digital flyers to your institution's alumni page or website for the duration of the fieldwork period.</li> <li>Advertise the GOS-L in alumni newsletters (or similar).</li> <li>Ensure whitelisting strategies are in place.</li> </ul>
<b>Online survey launch: Week commencing Monday 17 February – Open Campaign</b>	
<b>Thursday 20 February: Email invitation will be sent to all graduates sampled for inclusion in the GOS-L</b>	<ul style="list-style-type: none"> <li>Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important.</li> <li>Post an announcement on your institution's alumni page or website Display and share digital flyers at alumni events as relevant.</li> </ul>
<b>Saturday 22 February: The Social Research Centre Reminder email #1</b>	

The Social Research Centre		How institutions can help
Week commencing Monday 24 February – Open Campaign		
Monday 24 February: The Social Research Centre Reminder email #2	<ul style="list-style-type: none"><li>• Post a reminder on your institution's alumni page or website .</li><li>• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter), raising awareness, explaining the purpose and why the research is so important.</li><li>• Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li></ul>	
Thursday 27 February: The Social Research Centre Reminder email #3		
Week commencing Monday 2 March – Open Campaign		
Monday 4 March: The Social Research Centre Reminder email #4	<ul style="list-style-type: none"><li>• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter), thanking those who have already participated, discussing email and telephone reminders, how the data is used and that all contacts have the opportunity for recipients to opt-out.</li><li>• Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li><li>• Send out a mid-field email from the Vice-Chancellor / Faculty Head. Remember to remove any completes and opt outs using the download from the reporting module .</li></ul>	
Friday 6 March: The Social Research Centre Reminder email #5		
Week commencing Monday 9 March – Open Campaign		
Monday 9 March: The Social Research Centre Reminder email #6	<ul style="list-style-type: none"><li>• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter). Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li><li>• If you haven't already, send out a mid-field email from the Vice Chancellor/ Faculty Head. Remember to remove any completes and opt outs using the download from the reporting module.</li></ul>	
Thursday 12 March: The Social Research Centre Reminder email #7		
Week commencing Monday 16 March – Closing Campaign		
Monday 16 March: The Social Research Centre Reminder email #8	<ul style="list-style-type: none"><li>• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.</li><li>• Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li><li>• Post a reminder on your alumni page or website.</li></ul>	
Thursday 19 March: The Social Research Centre Reminder email #9		
Week commencing Monday 23 March – End of campaign		

The Social Research Centre	How institutions can help
<b>Monday 23 March: The Social Research Centre Reminder email #10</b>	<ul style="list-style-type: none"> <li>• Use your institution's social media platforms to promote the survey (e.g. Facebook, Twitter), absolute last chance to participate, thank everyone for helping to make a difference and how they can access the reports and data on the QILT website.</li> <li>• Check to see if your institution has any prize winners on the QILT Facebook page and share this if so (<a href="http://www.facebook.com/QILT1/">www.facebook.com/QILT1/</a>).</li> <li>• Post a reminder on your alumni page or website.</li> </ul>

## 5.4. Social media campaign

Social media campaigns will be conducted through the QILT Twitter and Facebook accounts and will be managed by the Social Research Centre. Survey Managers are encouraged to share QILT posts and tweets, if possible. Where possible, using alumni social media channels is also recommended.

Due to the targeted nature of GOS-L, the social media presence will be more 'low-key' than it is for the other QILT surveys.

## 5.5. Institutional web presence

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

## 5.6. Standard QILT response maximisation activities

### 5.6.1. Email invitations and reminders

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

The reminder schedule is based on sound operational experience, and has been used across various QILT surveys with success. Given that centralisation of data collection for the GOS-L is designed to provide more robust, consistent and comparable data, the methodology cannot be altered without impacting on comparability. Requests to modify the email schedule cannot be accommodated unless there are especially unique circumstances and will involve an approval process with the department. The email schedule is outlined in

Table 4. The prize draw close dates are repeated for context. In compliance with the Australian Privacy Principles and the SPAM Act, all communications have the functionality for recipients to unsubscribe.

**Table 4**      **GOS-L Response Maximisation Activities**

Activity	Date
Main online fieldwork period starts / email invite sent - NUHEI	Tuesday 18 February
Main online fieldwork period starts / email invite sent - University	Thursday 20 February
Email reminder 1 preparation and sending (Email 1 and Email 2)	Saturday 22 February
Email reminder 2 preparation and sending	Monday 24 February
PRIZE DRAW 1 CLOSE	Monday 24 February (11:59pm)
PRIZE DRAW 1 CONDUCTED	Wednesday 26 February
Email reminder 3 preparation and sending + in field telephone reminders start	Thursday 27 February
Email reminder 4 preparation and sending + SMS 1	Monday 2 March
PRIZE DRAW 2 CLOSE	Monday 2 March (11:59pm)
PRIZE DRAW 2 CONDUCTED	Wednesday 4 March
Email reminder 5 preparation and sending	Friday 6 March
Email reminder 6 preparation and sending + SMS 2	Monday 9 March
Open up email reminders to Email 3 and Email 4 if available	Monday 9 March
PRIZE DRAW 3 CLOSE	Monday 9 March (11:59pm)
PRIZE DRAW 3 CONDUCTED	Wednesday 11 March
Email reminder 7 preparation and sending	Thursday 12 March
Email reminder 8 preparation and sending	Monday 16 March
PRIZE DRAW 4 CLOSE	Monday 16 March (11:59pm)
PRIZE DRAW 4 CONDUCTED	Wednesday 18 March
Email reminder 9 preparation and sending (if required)	Thursday 19 March
Email reminder 10 preparation and sending (if required)	Monday 23 March
PRIZE DRAW 5 CLOSE	Monday 23 March (11:59pm)
PRIZE DRAW 5 CONDUCTED	Wednesday 25 March
Main online fieldwork period closes	Up to Sunday 29 March (TBA)

### 5.6.2. Whitelisting and spam mitigation

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

- 'Whitelist' emails from the following domain: [srcentre.com.au](mailto:srcentre.com.au)
- The return-path is '[research.srcentre.com.au](mailto:research.srcentre.com.au)'
- It can also help to whitelist the actual email address: [goss-l@srcentre.com.au](mailto:goss-l@srcentre.com.au)

- Whitelist server name that email originates from. Hostname ending in '[emdbms.com](https://emdbms.com)'

Other useful information:

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

Examples of relevant mail headers:

- Return-Path: [ca0a847.a83403.16000191.1@research.srcentre.com.au](mailto:ca0a847.a83403.16000191.1@research.srcentre.com.au)
- Received: from mail164-229.au164.emdbms.com (103.69.164.229) by ...
- .... (envelope-from <[ca0a847.a83403.16000191.1@research.srcentre.com.au](mailto:ca0a847.a83403.16000191.1@research.srcentre.com.au)>).
- From: "The QILT team" [gos-l@srcentre.com.au](mailto:gos-l@srcentre.com.au).
- Email subject headings (indicative text below)<sup>2</sup>:
  - Invitation: Graduate Outcomes Survey Longitudinal – Where are you now?
  - Reminder 1: Graduate Outcomes Survey Longitudinal – 10 minutes to help future graduates
  - Reminder 2: Graduate Outcomes Survey Longitudinal – Prize draw tonight
  - Reminder 3: Graduate Outcomes Survey Longitudinal – Help others by sharing your journey
  - Reminder 4: Graduate Outcomes Survey Longitudinal – You could win \$1,000 for your feedback
  - Reminder 5: Graduate Outcomes Survey Longitudinal – 10 mins of your insights so future graduates benefit
  - Reminder 6: Graduate Outcomes Survey Longitudinal – We know you've received several emails
  - Reminder 7: Graduate Outcomes Survey Longitudinal – Help future students
  - Reminder 8: Graduate Outcomes Survey Longitudinal – Closing soon
  - Reminder 9: Graduate Outcomes Survey Longitudinal – Final prize draw tonight
  - Reminder 10: Graduate Outcomes Survey Longitudinal – Final week

### 5.6.3. SMS

The Social Research Centre uses SMS during fieldwork to target underperforming areas. If your institution chooses to provide mobile numbers, it is considered that your institution consents to the graduates receiving SMS. We expect to send between one and three SMS' across the main online fieldwork period. The SMS would include a short link to the online survey. As part of best practice compliance with the Australian Privacy Principles and the SPAM Act, all SMS' identify us as from the

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<sup>2</sup> The Social Research Centre may vary subject headings depending on needs arising during fieldwork.



Social Research Centre, what study the SMS is referring to and have the functionality for recipients to unsubscribe.

#### **5.6.4. In field telephone reminder calls**

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

#### **5.6.5. Incentivisation**

All completing graduates will be entered into a rolling prize draw in the GOS-L. The prize pool will total \$12,500, comprised of five weekly prize pools of \$2,500. Each weekly prize pool will be made up of one \$1,000, two \$500 and five \$100 prepaid VISA gift cards. The prize pool is designed to encourage early completion, as early completers are entered into all remaining prize draws from the date of their survey submission.

All conduct related to the prize draw including permits, drawing of prizes, contacting winners, and advertising of winners will be carried out by the Social Research Centre. The terms and conditions of the prize pool will be available at <http://www.srcentre.com.au/gosltcs> (this link remains the same each collection and is updated by SRC before fieldwork). The link to the terms and conditions will be inserted into email activity sent to graduates and can be included on a webpage presence. The key prize draw dates are included at

Table 4. Refer to 'Table 1 GOS-L summary timeline' for the final date to nominate post main online fieldwork telephone activity.

## 5.7. Fee-for-service response maximisation activities

The GOS-L offers optional non-response follow up via post field reminder calls using the Social Research Centre's in-house call centre. Post field reminder calls take place after main online fieldwork period has closed.

The Social Research Centre is offering one type of fee-for-service telephone follow up – telephone reminder calls. The telephone reminder call is designed to drive graduates to go online to complete the survey, maintaining methodological consistency and these responses will be included in aggregations published on the QILT website.

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

Refer to 'Table 1 GOS-L summary  
timeline' for the final date to nominate post field reminder calls. Remember to use your Participation and Additional Services form to register for telephone based activity. If you need this form sent to you again please contact the Social Research Centre at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

## 6. Fieldwork monitoring

### 6.1. Liaison

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

### 6.2. Real-time reporting

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

The standard reporting link for the online survey features:

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

If your institution is new to QILT, you will be provided a login for the GOS-L collection when fieldwork starts. Otherwise, your institution's previous login will work. Please go to <https://data.srcentre.com.au/>.

## 7. Deliverables

### 7.1. Institution Datafiles

Participating institutions in the GOS-L will receive an institutional report. This file contains records and data items specific to the institution, which includes fully completed surveys, partially completed surveys and the fee-for-service items, where applicable, namely:

- data items surveyed at the request of the institution;
- additional populations surveyed at the request of the institution; and
- surveys completed via CATI.

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

### 7.2. Benchmarking data file

Benchmarking data files are national data files distributed to institutions according to the data sharing agreement between universities that has been coordinated by Universities Australia (UA). These files contain respondent level data from all universities that signed up to the data sharing agreement.

The files do not contain data from NUHEIs and universities that are not UA members, and therefore will not sum to the data published in the GOS-L National Report. The files also do not include institution specific fee-for-service items described above.

Only 'members' of Universities Australia receive a copy of the UA data file. To receive benchmarking data files, an institutional representative is required to apply for the file by completing the Department's standard data request form which is available from the QILT website. UA files are only dispatched to approved personnel within the institution. Data releases are compliant with the privacy requirements of the Higher Education Support Act 2003 (HESA). Release date of the UA data files and the UA Tableau file described below is set at the discretion of the Department.

### 7.3. Tableau packaged workbooks

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

The Tableau packaged workbooks containing institutional data are released at the same time as the institution specific data files; the Tableau packaged workbooks containing UA data are released at the same time as the UA data files. Additional population completed survey data can be viewed from the Tableau packaged workbooks by selecting the appropriate filters.

### 7.4. Verbatim files

Verbatim responses are provided as a separate file to the GOS-L data set. The standalone file contains the appropriate IDs to link cases between the data and verbatim files. The verbatim file contains all other verbatim responses collected in the GOS-L survey for that year. All institutions participated in the survey receive a verbatim file unless there was no respondent.

## 7.5 Student Contact file (Alumni)

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

## **Appendix 2      Participating institutions**

# Participating institutions

## Universities

Australian Catholic University

Bond University

Central Queensland University

Charles Darwin University

Charles Sturt University

Curtin University

Deakin University

Edith Cowan University

Federation University Australia

Flinders University

Griffith University

James Cook University

La Trobe University

Macquarie University

Monash University

Murdoch University

Queensland University of Technology

RMIT University

Southern Cross University

Swinburne University of Technology

The Australian National University

The University of Adelaide

The University of Melbourne

The University of Notre Dame Australia

The University of Queensland

The University of South Australia

The University of Sydney

The University of Western Australia

Torrens University

University of Canberra

University of Divinity

University of New England

University of New South Wales

University of Newcastle

University of Southern Queensland

University of Tasmania

University of Technology Sydney

University of the Sunshine Coast

University of Wollongong

Victoria University

## NUHEIs

Academies Australasia Polytechnic Pty Limited

Academy of Information Technology

ACAP and NCPS

Adelaide Central School of Art

Adelaide College of Divinity

Australian College of Christian Studies

Australian College of Theology Limited

Australian Institute of Business Pty Ltd

Australian Institute of Management Education & Training

Australian Institute of Professional Counsellors

Avondale University College

Box Hill Institute

Christian Heritage College

CIC Higher Education

Eastern College Australia

Endeavour College of Natural Health

Excelsia College

Holmes Institute

Holmesglen Institute

INSEARCH

International College of Management, Sydney

Jazz Music Institute

Kaplan Business School

Kaplan Higher Education Pty Ltd

King's Own Institute

Macleay College

Melbourne Institute of Technology

Melbourne Polytechnic

Morling College

National Art School

North Metropolitan TAFE

Perth Bible College

Photography Studies College (Melbourne)

SAE Institute

Study Group Australia Pty Limited

Sydney College of Divinity

Tabor College of Higher Education

TAFE NSW

TAFE Queensland

TAFE South Australia

The Australian College of Physical  
Education

The Australian Institute of Music

The MIECAT Institute

Whitehouse Institute of Design, Australia

William Angliss Institute

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

# 2020 Graduate Outcomes Survey - Longitudinal (GOS-L)

## Email and SMS plan: Invitation and reminder text

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# 1. Email footer



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Social  
Research  
Centre

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#) | [www.qos.edu.au/](http://www.qos.edu.au/)



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

## 2. Invitation and reminder emails

### 2.1 INVITATION (Tuesday 18 / Thursday 20 February)



IMAGE: A

Graduate Outcomes Survey Longitudinal - Where are you now?

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

We would love to learn where your studies have taken you after you completed your %%QUALNAME\*\*qualification%% with %%E306CTXT\*\*your institution%%. The Graduate Outcomes Survey - Longitudinal (GOS-L) gives you the opportunity to express your views on your course over three years on, and the part it played in your current employment situation.

Based on experiences from past graduates like you, %%HEPTYPE\_TXT\*\*institutions%% have been able to improve their %%COURSE\*\*course%%s and outcomes for future graduates.

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

**\*BUTTON:**

Text: Start survey now

Link: %%SRVYLINK%%

**Complete the survey by Monday 24 February to have five chances to win \$1,000.**

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%SRVYLINK%%>

## 2.2 APOLOGY (Friday 21 February)

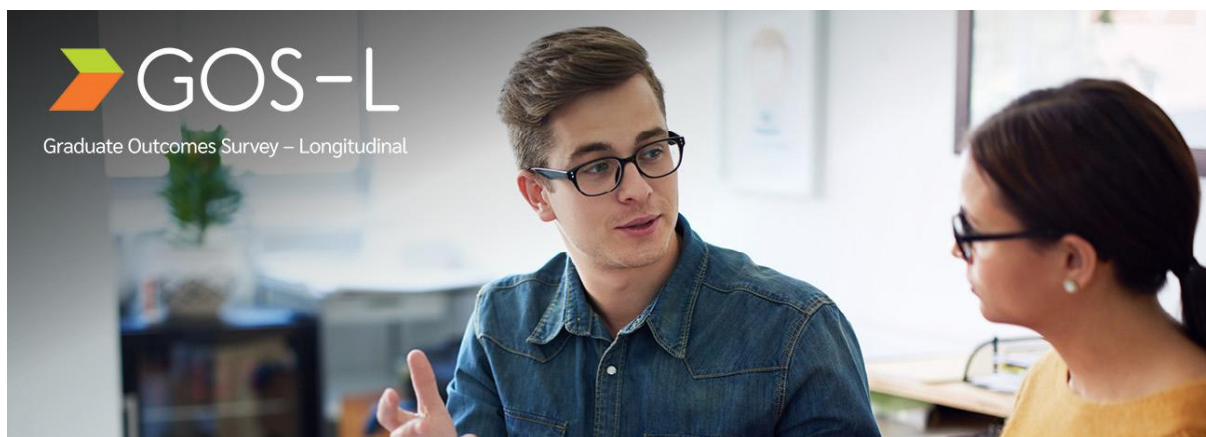


IMAGE: D

Graduate Outcomes Survey – Longitudinal: We're sorry

Dear %E403\*\*graduate%%,

Yesterday we invited you to provide feedback about your experiences of your %%QUALNAME\*\*qualification%% at %%E306CTXT\*\*your institution%%, through the Graduate Outcomes Survey - Longitudinal (GOS-L), the largest Australian longitudinal study of graduates.

We are aware that you may have had trouble accessing the survey. We sincerely apologise for the inconvenience this may have caused. This issue has now been resolved and we would still love to hear from you.

Your feedback is very important and will contribute directly to the experience of current and future students. If you could spare 10 minutes we'd really appreciate it.

**\*BUTTON:**

Text: Take the survey

Link: %%SRVYLINK%%

**Complete the survey by Monday 24 February to have five chances to win \$1,000.**

Thank you for your interest in the GOS-L. We wish you all the best for your future activities.

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%SRVYLINK%%>

## 2.3 REMINDER 1 (Saturday 22 February)



IMAGE: D

Graduate Outcomes Survey Longitudinal - 10 minutes to help future graduates

Dear %E403\*\*graduate%,

Earlier this week we invited you to provide feedback about your experiences of your %QUALNAME\*\*qualification% at %E306TXT\*\*your institution%, through the Graduate Outcomes Survey - Longitudinal (GOS-L), **the largest Australian longitudinal study of graduates.**

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

**\*BUTTON:**

Text: Take the survey

Link: %SRVYLINK%

**Complete the survey by Monday 24 February to have five chances to win \$1,000.**

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%SRVYLINK%>

## 2.4 REMINDER 2 (Monday 24 February)

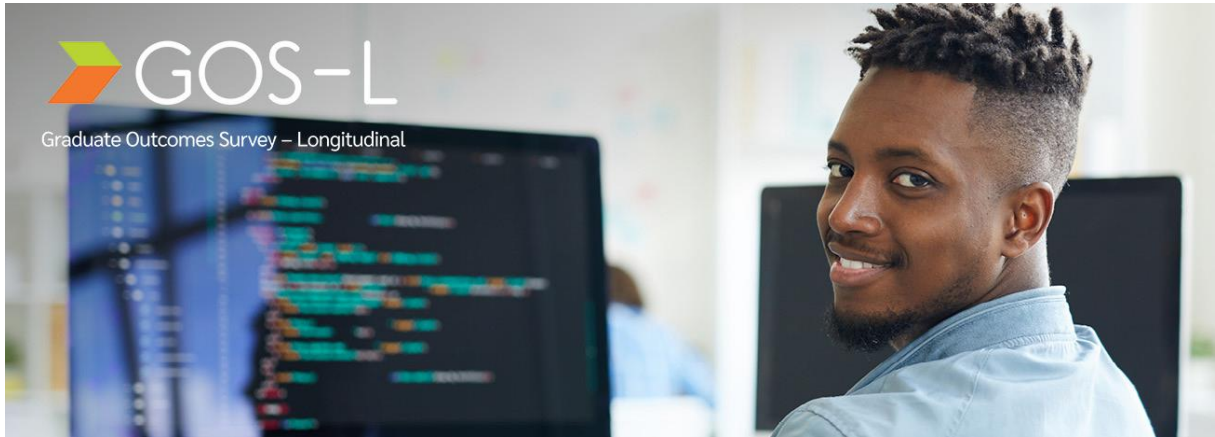


IMAGE: B

Graduate Outcomes Survey Longitudinal - Prize draw tonight

Dear %E403\*\*graduate%%,

Over three years have passed since you graduated from %E306CTXT\*\*your institution%% and we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal (GOS-L). The GOS-L helps %HEPTYPE\_TXT\*\*institutions%% improve their %QUALNAME\*\*qualification%%s for graduates and helps meet the needs of Australian workplaces.

**Complete the survey by Monday 24 February to have five chances to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: %SRVYLINK%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%SRVYLINK%>



## 2.5 REMINDER 3 (Thursday 27 February)



IMAGE: I

Graduate Outcomes Survey Longitudinal - Help others by sharing your journey

Dear %E403\*\*graduate%%,

The Graduate Outcomes Survey - Longitudinal (GOS-L) collects your real world experiences and knowledge so future graduates can get the best possible start to work and life beyond studying. Completing the GOS-L is the best way to reflect on the three years since you graduated and provide feedback to help improve the %QUALNAME\*\*qualification%% at %E306CTXT\*\*your institution%%.

Sharing your experiences over the last three years can help shape future students through their higher education journey and improve outcomes for graduates.

**Complete the survey by Monday 2 March to have four chances to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: %SRVYLINK%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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

[%SRVYLINK%%](#)



## 2.6 REMINDER 4 (Monday 2 March)

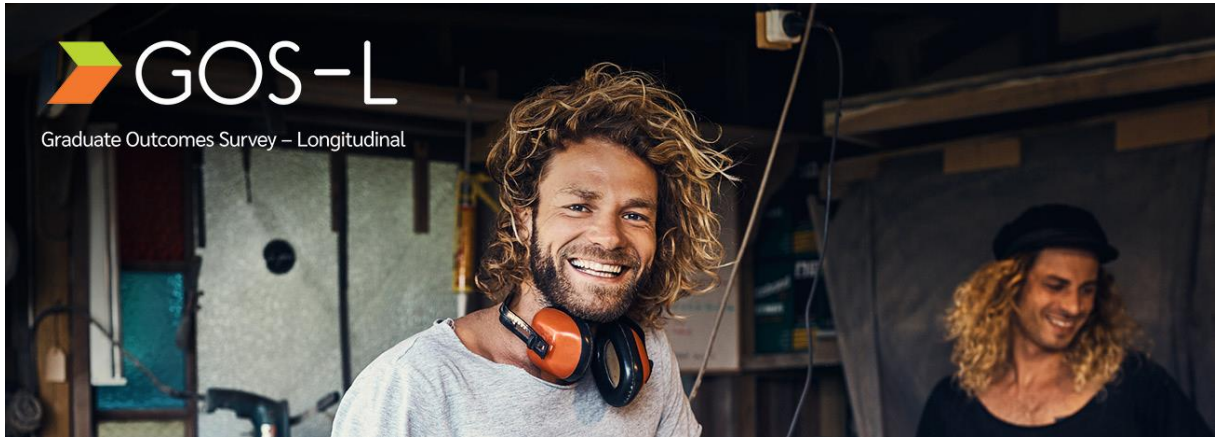


IMAGE: G

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

Dear {{graduate}},

We would be very grateful if you could take 10 minutes to provide feedback on your {{qualification}} in the Graduate Outcomes Survey - Longitudinal (GOS-L). You are in a position to contribute your experiences based on the three years since you graduated from {{your institution}} and give future graduates the best possible start to work and life beyond studying.

**Remember, complete the survey before tonight, Monday 2 March to have four chances to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: {{SRVYLINK}}

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<{{SRVYLINK}}>

## 2.7 SMS 1 (Monday 2 March)

Hi %%E403%%, the Social Research Centre and the Dept of Education, Skills and Employment is interested in hearing your experiences three years on from graduation. Check your email for an invite and complete the GOS-L by tonight for a chance to win \$1000! For more info call 1800 055 818.

## 2.8 REMINDER 5 (Friday 6 March)



IMAGE: F

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

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

I understand that this is a busy time of year, but it is really important that you complete the Graduate Outcomes Survey - Longitudinal (GOS-L) since you are from a unique group of graduates that studied the %%QUALNAME\*\*qualification%% at %%E306CTXT\*\*your institution%%.

Help future students by letting us know what you have been doing since graduating from your %%QUALNAME\*\*course%%.

**\*BUTTON:**

Text: Take the survey

Link: %%SRVYLINK%%

**Complete the survey by Monday 9 March to have three chances to win \$1,000.**

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%SRVYLINK%%>

## 2.9 REMINDER 6 (Monday 9 March)

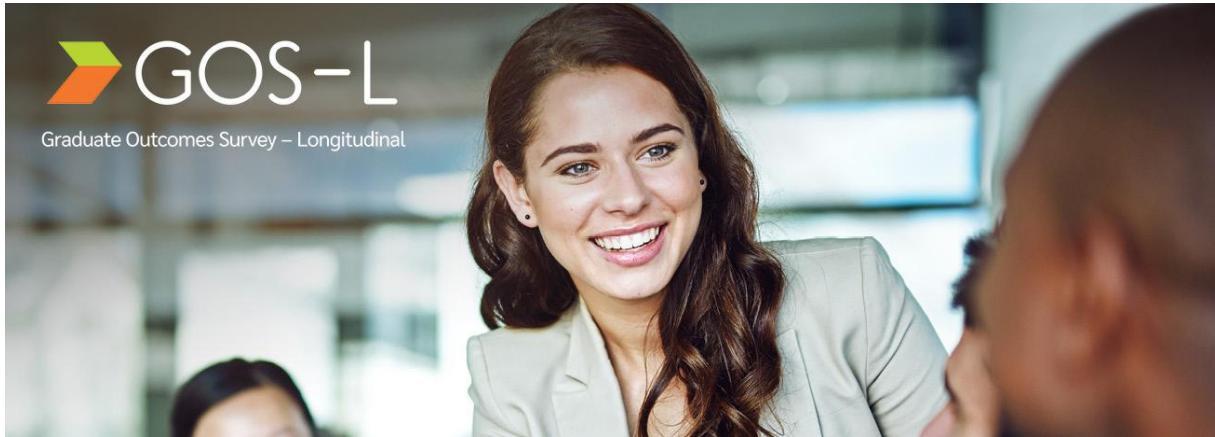


IMAGE: H

Graduate Outcomes Survey Longitudinal - We know you've received several emails

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

The reason for the emails is that it's important for the Australian Government to hear the experiences of as many graduates over the last three years as possible so that higher education can best reflect graduate and business needs. Graduates completing the GOS-L is the reason %%HEPTYPE\_TXT\*\*institutions%% have been able to respond to feedback and improve career resources and develop students' work readiness.

**Complete the survey by tonight, Monday 9 March to have three chances to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: %%SRVYLINK%%

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%SRVYLINK%%>

## 2.10 SMS 2 (Tuesday 10 March)

Hi %E403%, the Social Research Centre and Dept of Education, Skills and Employment wants to hear about your experiences three years on since graduation. We've sent an invite to your email – complete the GOS-L now for a chance to win \$1000. For more info call 1800 055 818.

## 2.11 REMINDER 7 (Thursday 12 March)

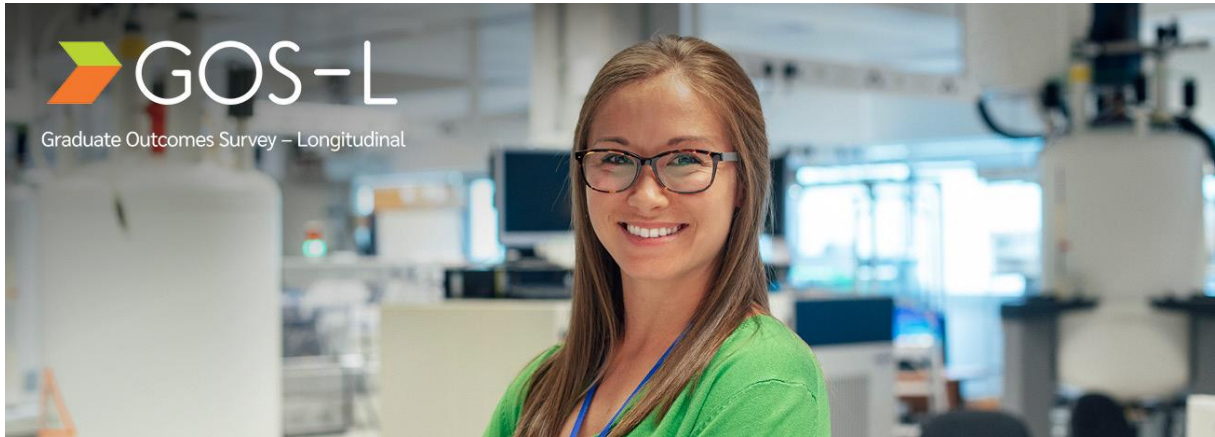


IMAGE: J

Graduate Outcomes Survey Longitudinal - Help future students

Dear %E403\*\*graduate%,

The Graduate Outcomes Survey - Longitudinal (GOS-L) collects your real world experiences and knowledge three years since graduation so future graduates are best prepared for life and work after studying. Completing the GOS-L is the best way to ensure your unique experiences count for future graduates and helps %E306CTXT\*\*your institution% improve what it offers to students.

**Complete the survey by Monday 16 March to have two chances to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: %SRVYLINK%

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

[%SRVYLINK%](#)

## 2.12 REMINDER 8 (Monday 16 March)



IMAGE: E

Graduate Outcomes Survey Longitudinal - Australian Government wants to hear from you

Dear %E403\*\*graduate%%,

We appreciate that you are busy, but the Australian Government still wants to hear from you to better understand employment and further study outcomes of graduates). You are from a unique group of graduates who studied the %QUALNAME\*\*qualification%% at %E306CTXT\*\*your institution%% three years ago and we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the Graduate Outcomes Survey - Longitudinal (GOS-L).

**Complete the survey by tonight, Monday 16 March, to be part of the final two prize draws to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: %SRVYLINK%%

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

Graham Challice  
Executive Director  
The Social Research Centre

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

[%SRVYLINK%%](#)



## 2.13 REMINDER 9 (Thursday 19 March)



IMAGE: F

Graduate Outcomes Survey Longitudinal - Final prize draw closes soon

Dear %E403\*\*graduate%,

The Graduate Outcomes Survey - Longitudinal (GOS-L) is closing soon. Complete the survey now so future students know what their future could hold if they study the %QUALNAME\*\*qualification% at %E306CTXT\*\*your institution%. **Complete the survey by Monday 23 March to be part of the final prize draw to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: %SRVYLINK%

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

Graham Challice

Executive Director

The Social Research Centre

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

[%SRVYLINK%](#)



## 2.14 REMINDER 10 (Monday 23 March)

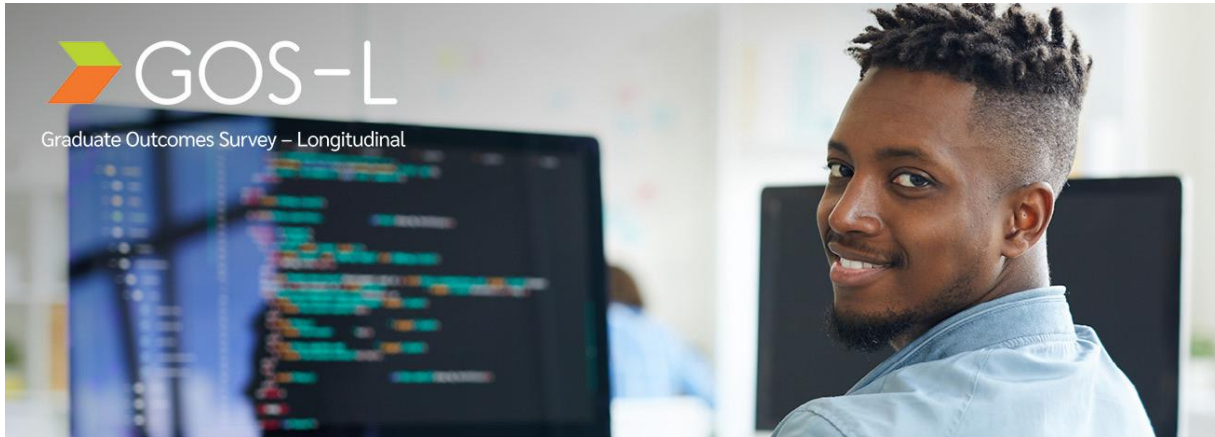


IMAGE: B

Graduate Outcomes Survey Longitudinal - Last chance to win

Dear %E403\*\*graduate%%,

This is the very last email we will send you about the Graduate Outcomes Survey - Longitudinal (GOS-L), as it closes this weekend. We appreciate that you are busy but it's important for the Australian Government to get feedback from as many graduates as possible. If you spend 10 minutes sharing your ideas, it can go a long way to helping %HEPTYPE\_TXT\*\*institutions%% best prepare their graduates for work and further study. **Complete the survey by tonight, Monday 23 March, to be part of the final prize draw to win \$1,000.**

**\*BUTTON:**

Text: Take the survey

Link: %SRVYLINK%%

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

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

Graham Challice  
Executive Director  
The Social Research Centre

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

[%SRVYLINK%](#)

## 2.15 SMS 3 (Thursday 26 March)

Hi %E403%, the Social Research Centre and Dept of Education, Skills and Employment invites you to complete the GOS-L before it closes. It takes 10 minutes and your feedback will help future students. Check your email for an invite. For more info call 1800 055 818

## 2.16 CATI Reminder (in-field)



IMAGE: I

Graduate Outcomes Survey Longitudinal - Invitation to complete online

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

We recently spoke to you on the phone about completing the Graduate Outcomes Survey - Longitudinal (GOS-L) and providing feedback about your experiences of your %%QUALNAME\*\*qualification%% at %%E306TXT\*\*your institution%%.

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

**\*BUTTON:**

Text: Take the survey

Link: %%SRVYLINK%%

This is a rare opportunity to contribute to education policy. The GOS-L is the only source of national data on graduate employment outcomes three years on. By sharing your thoughts and experiences you can help improve courses for students in the future. **As a thank you for participating in the survey I can also provide you with a summary of the research findings once the study is complete. You could also win a weekly prize of \$1,000. There is a total prize pool of \$12,500! The earlier you submit your survey the more chances you have of winning the weekly prize!**

Thank you in advance for your time and feedback.

Graham Challice  
Executive Director  
The Social Research Centre

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

<%%SRVYLINK%%>

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

# GOS-L 20 IFR Briefing slides



Quality Indicators for Learning and Teaching (QILT)

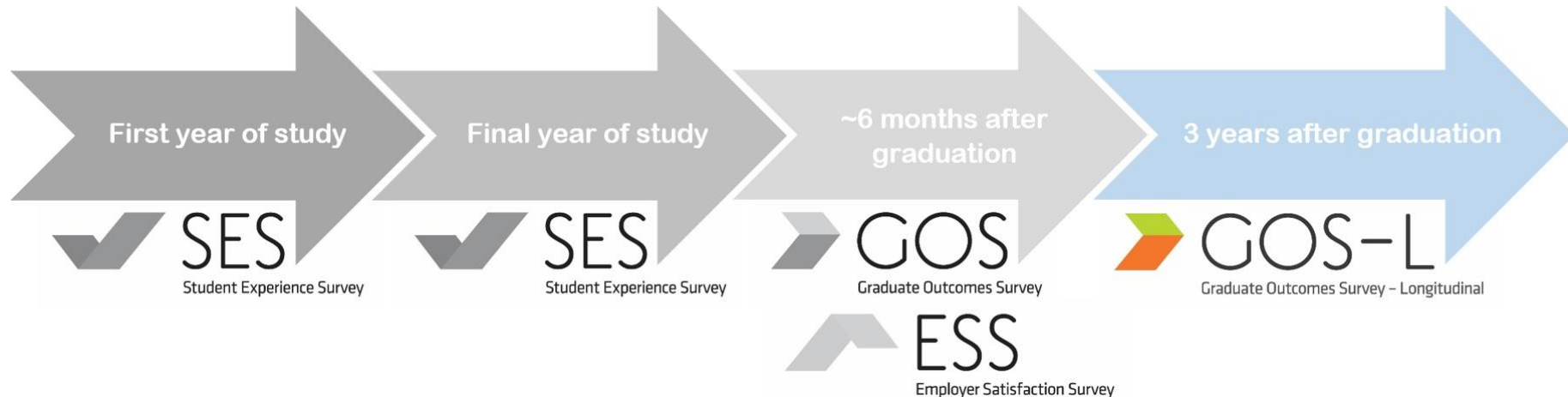
# Briefing overview

- **GOS-L**
  - Project background
  - Privacy and confidentiality
- **In-field reminder calls**
  - Project overview
  - Ops performance
  - Survey procedures
  - Engagement techniques

# Project background

- The Graduate Outcomes Survey – Longitudinal (GOS-L) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment.
- The GOS-L falls within the Quality Indicators for Learning and Teaching (QILT) suite of surveys.
- It measures the medium-term employment outcomes of higher education graduates, approximately three years after they have completed their course.
- There are 90,000~ graduates from 86 institutions invited to participate in this year's collection.
- Outcomes from GOS-L are reported at [www.qilt.edu.au](http://www.qilt.edu.au)

# The QILT journey



- The QILT suite of surveys take snapshots of students in their first and final years of study; 6 months after they graduate; and 3 years after graduation.
- The GOS-L is at the end of that journey. We will be calling people who completed the GOS in 2017.



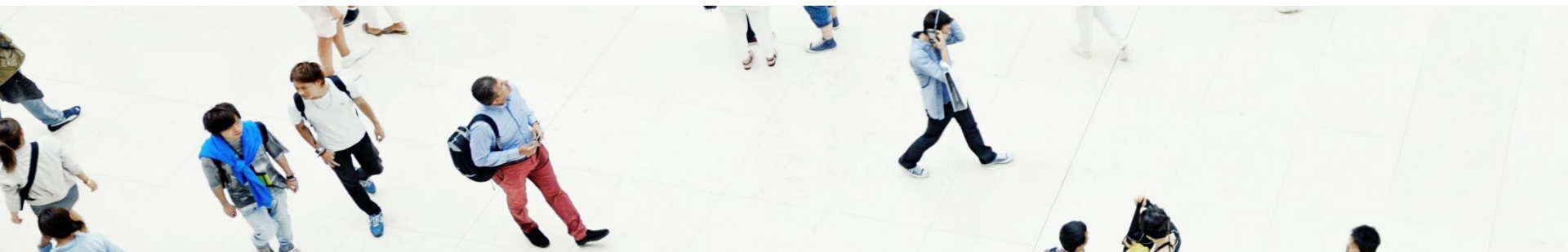
# 2020 GOS-L

- This is the second year of using the GOS for the "establishment" year data in the GOS-L (2017 GOS completers in this case) instead of the AGS.
- Please be aware that the department's name has changed to the Department of Education, Skills and Employment.

# Privacy and confidentiality

- Graduate contact details in the GOS-L are collated from a mix of sources, including the graduate's institution via the department or by the graduate themselves upon completing the GOS three years prior.
- The Social Research Centre complies with the Australian Privacy Principles.
- No direct identifying information (such as name or phone number) forms part of the final data. A unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website.
- Please contact the Project Coordinator (Alex) if you have any queries or concerns about privacy and confidentiality.
- The SRC's GOS-L page provides answers to commonly asked questions from respondents: <https://srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal>

# In-field reminder calls



# Project overview

- In-field reminders are open to all institutions who provide phone numbers in their sample.
- The job is different to others at SRC in that no actual interviewing will be done.
- Instead, the **purpose of the reminder call is to collect a current email from the QR** so we can send them an email invitation to complete the survey.

# Key project dates

- IFR will take place between **5<sup>th</sup> March – 23<sup>rd</sup> March** (starts during third week of online fieldwork and finishes on closing date of final prize draw).
- Sample selection is based on underperforming institutions and study areas.
- Online fieldwork for GOS-L runs 20<sup>th</sup> February – 29<sup>th</sup> March.

# Ops performance – in-field reminders

- Overall response rate for GOS-L 2019 was 55.8%
  - This would not have been achieved without in-field reminder calls
- Of the 40,510 sample records initiated for in-field reminder calls in GOS-L19:
  - 29% resulted in a contact
  - 87% of contacts resulted in collection of a graduate's email
  - Of those cases where an email was collected, 48% went on to complete the survey
- CATI Performance:
  - CATI Rate – 10.6
  - Interview length – 2.2 minutes
  - Response Rate – 94%

# Introductions – who we are

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

# Survey procedures

- We are only dialling mobile numbers.
- Very short calls so **avoid making appointments**. Aim of the call is to collect up-to-date contact information, so try to push through the script and complete the call.
- Completing the call on the first contact is ideal and should be attempted in all cases. Appointments should only be made when absolutely necessary due to the nature of this project.
- Roughly 5% of sample records have international numbers. Be mindful of time zones when calling.
- We will be leaving a short pre-recorded answering machine message if there is no answer.
- No LOTEs.



# Survey procedures

- Vital that we collect a current and accurate email address – important to read the email back and confirm spelling where needed.
  - We will be conducting reviews on email bounces by interviewer to monitor accuracy of collection.
- Very important that we provide enough support and information to graduates to leave them positively predisposed to completing the online survey.
  - A copy of the questionnaire and email communications will be on the Hub for context (i.e. invitation and reminder emails).
- We would prefer you to spend a minute or two longer on the phone to reassure graduates if they have concerns than leave them dissatisfied with the call.
- **True measure of success is how many reminder calls translate into completes.**

# Survey procedures - Appointments

- **Why do we need to avoid appointments?**
  - Reminder calls are very quick, less than two minutes.
  - Introductions, probing out the best time to call back and writing the appointment note is likely to take as long as completing the reminder.
  - Reminders have a very short call cycle (**most records get 1 call attempt**). Soft appointments may never get called.
  - The reminder projects require a high volume of calls per hour to meet budget.
- **Tips to reduce appointments**
  - When a qualifying respondent (QR) requests an appointment, make it clear that we only need a minute to confirm their contact details. We aren't looking to do a phone survey.

# Call outcomes

Please ensure you are correctly coding all call outcomes in CATI as budgeting is based on these outcomes.

There are different call outcomes for this job:

- Midway termination
- Hard appointment
- No answer
- Answering machine - no message left
- Engaged
- Incoming call restrictions
- Fax
- Number disconnected
- Away for duration
- LOTE - no follow up
- Soft appointment
- Named person/organisation not known
- Too old / frail / ill-health
- Unreliable respondent / drunk
- Claims to have done survey
- Remove number from list
- Deceased
- Not a graduate of institution
- Claims to not have completed GOS

Speak to a Call Centre Leader or Project Administrator if you're unsure of any of these outcomes.

# Engagement techniques – In-field

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

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

# Project information

2376R GOS-L 2020	
Project Coordinator	Alessandra Chinsen
QILT Research Team	<a href="mailto:qilt@srcentre.com.au">qilt@srcentre.com.au</a>  Lauren Spencer, Senior Research Consultant: <a href="mailto:lauren.spencer@srcentre.com.au">lauren.spencer@srcentre.com.au</a>  Blair Johnston, Project Manager: <a href="mailto:blair.johnston@srcentre.com.au">blair.johnston@srcentre.com.au</a>
General QILT/GOS-L websites	<ul style="list-style-type: none"><li>• <a href="http://www.qilt.edu.au">www.qilt.edu.au</a></li><li>• <a href="http://www.gos.edu.au/">www.gos.edu.au/</a></li><li>• <a href="https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal">https://www.srcentre.com.au/our-research/graduate-outcomes-survey-longitudinal</a></li><li>• <a href="http://www.compared.edu.au">www.compared.edu.au</a></li></ul>
Prize draw and T&Cs	<a href="http://www.srcentre.com.au/gostcsb">www.srcentre.com.au/gostcsb</a>
Privacy policy	<a href="https://www.srcentre.com.au/research-participants/privacy">https://www.srcentre.com.au/research-participants/privacy</a>



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# Thank you

## Any questions?



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Law Courts Victoria 8010



03 9236 8500



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

## **Appendix 5      Interviewer handout**

# GOS-L 2020 Interviewer handout

## Contents

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## Key performance indicators

CATI rate	In-field: 10.6
Expected response rate	In-field: 94%
Interview length	In-field: 2.2 minutes

## General overview

In Field Dates	Online: 20 <sup>th</sup> February – 29 <sup>th</sup> March In-field: 5 <sup>th</sup> March – 23 <sup>rd</sup> March Post-field: 30 <sup>th</sup> March – 9 <sup>th</sup> April
Project numbers	In-field: 2376R
Client	Australian Government Department of Education, Skills and Employment
Geographical Area	Nationwide and International
Sample Source	Provided by institutions
LOTES	No
In-scope	Named respondent completed the GOS in 2017
Emails sent	Graduates will have received 1 invitation and up to 10 reminder emails
Answering machine messages	On first call attempt for reminder calls

## Key contact numbers / info

QILT hotline	1800 055 818 (from within Australia) +61 3 8327 1951 (from outside Australia)
GOS-L inbox	<a href="mailto:gos-l@srcentre.com.au">gos-l@srcentre.com.au</a>
SRC 1800 number	1800 023 040
ComparED website	<a href="https://www.compared.edu.au/">https://www.compared.edu.au/</a>

GOS-L website

[www.gos.edu.au/l](http://www.gos.edu.au/l)

## GOS-L project background

- The Graduate Outcomes Survey – Longitudinal (GOS-L) is conducted by the Social Research Centre on behalf of the Australian Government Department of Education, Skills and Employment
- The GOS-L falls within the Quality Indicators for Learning and Teaching (QILT) survey suite and in theory is a replacement for the Australian Graduate Survey (AGS)
  - The AGS commenced more than 30 years ago! We conducted the AGS for a number of universities so you may recall that project
- The GOS-L is conducted annually
- The GOS-L is designed to measure what graduates are doing three years on from the completion of the GOS in terms of work or further study
- Extremely important national benchmarking study for institutions to be able to improve their courses and the outcomes of graduates
- The Australian Government Department of Education, Skills and Employment uses the results to make key decisions about the future of institutions and monitor course quality
- This data is also available to students on the ComparED website (<https://www.compared.edu.au/>) when they are making decisions about applying for undergraduate or postgraduate courses. The ComparED website is a new initiative which replaces the previous QILT website as a source of information.

## Introduction

- It is important we are clear with graduates about where we are calling from and how we received their contact information
- It has likely been 3 years since they have thought about their course, or the GOS
- Mentioning ANU can also make things more confusing for graduates, so if this is mentioned it's important we're transparent about our relationship with ANU
- We should never mention that we are calling *from* the institution – i.e. 'I'm calling from University of Melbourne'
- Some example text for how to handle further queries about who we are and where we are calling from:
  - 'We're calling from the Social Research Centre on behalf of the Australian Government Department of Education and Training. Your contact information was provided to us by <INSTITUTION NAME> for the explicit purpose of conducting this research. Your personal information and any information you provide during the survey is only used for the purposes of conducting the Graduate Outcomes Survey – Longitudinal'

## Reminder calls

### Project overview

- Reminder calls are conducted at two time points for the GOS-L
  - In-field (open to all Institutions who provide phone numbers in their sample)
  - Post-field (an additional fee-for-service on an opt-in basis)
- The job is different to others at SRC in that no actual interviewing will be done
- We are calling to remind graduates to complete the online survey, and where possible collecting an email address so we can re-invite them to participate
- Sample selections
  - **In-field:** Underperforming institutions and study areas – analysis done in-house to determine where efforts are best directed
  - **Post-field:** Institution opt-in. All non-completers with valid telephone contact information
- **Online survey remains open until 9<sup>th</sup> April for institutions who have opted in to post-field telephone activity**
- Vital we are collecting a current and accurate email address – important to read the email back and confirm spelling where needed
- Leaving a short answering machine message after first call attempt – this will be pre-recorded

### Engagement techniques

- In-field
  - Emphasis on the prize draw to entice respondents to go online and complete ASAP
  - Importance of providing feedback to help contribute to a better understanding of the Australian higher education system
- Post-field
  - Emphasis on fact that survey is closing soon
  - This is the last chance for graduates to have their say
  - Only calling because institution still needs feedback from graduates like them
  - No prize draw (so don't mention it!)

### Answering machine messages

- Leaving answering machine messages on first call attempt
- Message has been pre-recorded for you, but is:

Good afternoon/evening my name is <NAME> and I'm calling on behalf of The Australian Government Department of Education and Training from the Social Research Centre. I'm calling to follow up on email invitations we've sent to you for the Graduate Outcomes Survey. We are asking graduates to go online and complete it in the next few days. By completing,

you will be entered into the weekly prize draws to win up to \$1,000. Thanks in advance your time is really appreciated.

## Privacy and confidentiality

- All records are provided by the institutions themselves. The survey is voluntary.
- The Social Research Centre complies with the Australian Privacy Principles
- No direct identifying information (such as name or phone number) forms part of the final data. A unique identifying number is retained to ensure students are only contacted again as appropriate. Only aggregated data will appear on the QILT website
- Please contact the Project Coordinators (Alex and Josh) if there are any queries or concerns
- General information about the Graduate Outcomes Survey – Longitudinal can be found here: [www.gos.edu.au/](http://www.gos.edu.au/)

## International dialling

- Roughly 5% of sample records have international numbers. Be mindful of time zones when calling
  - All records will have a country in participant info that corresponds to the supplied telephone number(s)
  - Records will automatically be set to the correct time zone if they only have an international number so there shouldn't be any issues about calling at an appropriate time
  - When making appointments, use the dropdown box in Appointments window in Dimensions if a new time zone for respondent is identified

## Multi-num

- We need to dial **every number** in the multi-num dialler box (this should pop up when you click the green phone).

Multi-Number Dialler			X
Key	Number	Previous Outcome	
1	03 [REDACTED]		
2	04 [REDACTED]	Dialing...	

- In the appointment notes, we need to make clear **which** numbers we've called and the **outcome** of each
  - We do this by referring to each number by its Key number (K1, K2...etc.)
  - App notes should look similar to this:  
SOFT. **K1** = ST M NQR. F QR NA ATOC. Said to try MOB (K2).  
**K2** = ST F QR. Busy ATOC. Asked for CB now. **K3**= Not dialled.
- The only time we won't call every number is when we've already spoken to the QR or the appointment notes specifically say not to call that number. (e.g. K1= Wrong number).
- If you call through all numbers and **don't** speak to anyone just code as the outcome of key 1 on the side bar (after calling all alternative numbers).
  - So if the first number listed is a no answer and the second an AM, code the whole record as a 'no answer' on the 'Call Outcomes' side bar.
- **Do** still edit the notes to specify when a number is disconnected/business number/wrong number etc. even if we don't speak to anyone e.g. K1 = Disconnected, keep calls to K2.
  - This is important info for interviewers to avoid calling numbers needlessly

If you have any questions about this see your CCL or PA. Thanks!



## INVALIDEMAIL

- Around 350 records have no valid email attached. They can be identified by the INVALIDEMAIL field displaying a 1.
- The introductory script will change slightly to conform with this change – you don't need to do anything differently as long as you stick to the script.

Id	1910197000168	Phone Number	0x99999999	edit	PreviousQueue	FRESH
Comments				edit	Project	TSRC2176R - GOS L 2019 In-field Reminder
Altnum 1		Altnum1Country			Altnum 2	
Altnum2Country		Altnum 3			Altnum3Country	
AppCallCentreTime	12:00:00 AM	Institution	Pennine Cook University		Grad full name	Disha Mysore
InternalDialerFlags		INVALIDEMAIL	1		Status	
Time Zone	260	TryCount	0		User Id	SRCENTRE\dhaysom

- Please speak to your CCL or a PA if you have any questions.

## Total Survey Error paradigm and measurement error

- TSE is an overarching framework or paradigm. The framework provides a holistic structure for guiding our approach to designing and undertaking surveys and analysing and interpreting the results.
- It also provides a lens through which to view the interviewing team's influence on TSE
- Interviewers can impact on non-response error and measurement error
- Ways to minimise error:
  - Read the whole question as scripted
  - Repeat the question / code frame as required
  - Take care recording responses at 'numeric' questions
  - Probe as per on-screen instructions
  - Neutral, non-leading probing
  - Attempt to avoid item level refusals (using the on-screen scripts, as appropriate)

## FAQ's

### **What is the Graduate Outcomes Survey – Longitudinal?**

The Graduate Outcomes Survey – Longitudinal (GOS-L) is part of the largest survey of Australian higher education students to date. The GOS-L is being conducted among almost all higher education institutions in Australia

### **Is this the first time the survey has been conducted?**

From 2016, the Graduate Outcomes Survey (GOS) replaced the Australian Graduate Survey (AGS) and will measure the same aspects. The AGS has been conducted in conjunction with higher education students since 1972.

### **Who is undertaking the research?**

The survey is coordinated by the Social Research Centre, and is funded by the Australian Government Department of Education, Skills and Employment.

### **What is the purpose of the research?**

The survey provides current higher education students with the opportunity to talk about their experience of the institution they are enrolled in. The GOS-L also intends to measure medium term employment and further study outcomes for graduates.

The results of the research are used to help higher education providers and the government gain insight into students' experiences, and use this information to monitor and improve teaching and learning in Australia.

### **Who can complete the survey?**

Graduate students from both undergraduate and postgraduate courses, who studied onshore at a higher education institution in Australia and completed the Graduate Outcomes Survey around 3 years ago will be invited to participate.

### **How can I take part?**

If you completed the GOS in 2017 you may be contacted by the Social Research Centre and asked to complete the online survey.

### **What sort of questions will be asked?**

The questions are about: labor force outcomes; further study; graduate attributes; and graduate preparation.

### **Are my answers confidential?**

Yes, all information you provide is treated as confidential. Please be assured that no personal information will be disclosed to any outside organisation or individual, nor will it be linked to any of the responses you give to this survey.

### **What happens if I do not wish to participate?**

While participation is purely voluntary, the benefits are far-reaching. The survey data collected is used to help higher education providers and government improve teaching and learning in Australia. Your responses are important to us and we want to hear about all student experiences, whether positive or

negative. To remove your name from our list please contact the Social Research Centre on 1800 055 818 or via [gos-l@srcentre.com.au](mailto:gos-l@srcentre.com.au)

**What happens if I do not complete the survey?**

If we do not hear from you, we will send weekly emails to provide a gentle reminder about the survey. These reminder emails will contain the unique link that will enable you to enter the survey directly. Once we receive your completed survey, your name will be removed from our follow up reminder process.

**Do I have to complete all the survey questions?**

All questions on the GOS-L are voluntary. You are not obligated to answer any question that you are uncomfortable with. Simply ignore the question and move on to the next one.

**Who can I contact for further information?**

If you have any queries or concerns regarding completing the survey, please contact The Social Research Centre GOS-L Helpdesk on 1800 055 818 or via [gos-l@srcentre.com.au](mailto:gos-l@srcentre.com.au).

## Appendix 6      Questionnaire instrument

## 2376 GOSL20 questionnaire

### SAMPLE VARIABLES

Questionnaire Variable name - old	Questionnaire Variable name - new	Brief description	Detailed description (if applicable)	Key use points
GRADYR/YEAR	YEAR	Year of establishment	For example, for 2020 GOS-L, the year of establishment is 2017.	Throughout survey
<i>New variable created in 19GOS-L</i>	COLYEAR	Survey completion year	Survey completion year	Use over YEAR if wording talks about time survey was completed
E306C	E306CTXT	Institution name	Institution name	Throughout survey
<course>	<course>	Mention 'course' or 'program' as defined by institution	course / program	Throughout survey
E308	QUALNAME	Concatenation of course name A and B	Course name A / Course name B	Throughout survey
FinalCourseA	E308A	Course name A	Course name for qualification 1	Throughout survey
FinalCourseB	E308B	Course name B	Course name for qualification 2	Throughout survey
Age	E913	Age	Identification of 65+ respondents *where Age is blank show all response frames for WORKED, WWOPAY, AWAYWORK, LOOKFTWK, LOOKPTWK	Module B: Labour Force, WORKED, WWOPAY, AWAYWORK, LOOKFTWK, LOOKPTWK
ADDFlag	ADDFLAG	Address provided	ADDFlag=1, address provided ADDFlag=0, no address provided	Module G: Contact Details
<ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY>	<ADD1, ADD2, ADD3, SUBURB, PCODE, STATE, COUNTRY>	Address details	Address provided in sample	Module G: Contact Details
<email1>	Email1	Email	Primary email provided in sample	Module G: Contact Details
<WORKING/EWORKING>	GENEMP	Employment status in 2016	Examine carefully as genemp differs to working	Throughout questionnaire (value=0/1/2/3)
<PRVOCC/EOCC>	VOCC	Occupation in 2017		Module A: Screening and confirmation
<EMPNAME>	VEPLOYR	Employer in 2017		Module A: Screening and confirmation
<round_txt>	PERIODTXT	Time of completing GOS in 2017	Whether respondent completed GOS in	Module A: Screening and confirmation

			first or second half of 2017	
partial		Status	0 = not started 1 = started	Introduction
section		What section paused at	What section respondent stopped when completing online	Introduction
minutes	MINUTESLEFT	How many minutes left if partial=1	Module A=13 minutes Module B=11 minutes Module H=6 minutes Module C=4-5 minutes Module D=3-4 minutes Module E=2 minutes Module F=1 minute Module G=1 minute	Introduction
TransferDate		Date of transfer to web		INTRO2
Full Name	FULLNAME	Full name	E403 + E402	
CATIType		CATI type	Reminder/Full	
		Refusals	0=OK to call 1=Not to be called	
N/A	FFTJOB_DIM	First full time job in establishment	1=Yes 2=No	FFTJOB

## SUMMARY OF DERIVED VARIABLES

Questionnaire Variable name	Brief description	Detailed description (if applicable)	Key use points
GRADYR2/YEAR_2	Year of establishment less two years	For example, for 2020 GOS-L, the year of establishment is 2017 less two years would be 2015.	Throughout survey
<daystart>	Start of week day		Module B: Labour Force
<datestart>	Start of week date		Module B: Labour Force
<dayend>	End of week day		Module B: Labour Force
<dayend>	End of week date		Module B: Labour Force
<FinalcourseA/B>	Respondent course name	Respondent correct course name	Throughout survey
<newqual>	New qualification	Completed new qualification since 2017 GOS	Module C: Further study
<FinalWorking/FI NWORK>	Employment status	Respondent corrected employment status	Throughout survey
EarlyComplete	Early completion flag	Survey technically complete prior to submission	
STARTMODE	Mode of survey entry	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field reminder call 8. VM link	START

		9. Full CATI – complete online 10. SMS 11. Post-field reminder call	
FINISHMODE	Mode of survey exit	1. Link 2. Type-in 3. CATI 4. Postcard 5. Authentication 6. LMS 7. In-field reminder call 8. VM link 9. Full CATI – complete online 10. SMS 11. Post-field reminder call	END

### GENERAL PROGRAMMING NOTES

- Text if 'SAVE' is pressed should read 'Thanks for your time so far. You can come back to complete your survey at any time before Sunday 29 March.'

\*SRC LOGO AND GOS-L LOGO

\*GOS-L COLOUR SCHEME (RGB: 183, 212, 50)

\*(TS 0)

### START SURVEY PAGE TEXT

\*(BEFORE SURVEY OPENS)

The GOS-L opens on Tuesday 18 February 2020.

If you have any queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or [gos-l@srcentre.com.au](mailto:gos-l@srcentre.com.au).

\*(DURING FIELDWORK)

To access the survey directly, please open one of the invitation emails we've sent you and click on the personal link provided.

You can also request your personal link and login details by contacting the Social Research Centre on 1800 055 818 (from inside Australia) or +61 3 8327 1951 (from outside Australia) or [gos-l@srcentre.com.au](mailto:gos-l@srcentre.com.au).

\*(AFTER SURVEY IS CLOSED)

The GOS-L is now closed. If you have any queries please contact the Social Research Centre on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or [gos@srcentre.com.au](mailto:gos@srcentre.com.au).

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



**MODULE A: SCREENING AND CONFIRMATION**

\*(IF CATI)

\*(ALL)

WELCOME SCREEN

**Agreed to complete online date: 12:00:00 AM****Minutes left: <minutes>**

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

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

\*(IF TRANSFERDATE=BLANK)

INTRO IF NECESSARY: Good afternoon/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and the Department of Education, Skills and Employment from the Social Research Centre.

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

\*(DISPLAY IF PARTIAL=0) We are seeking feedback about what you are doing now it's been some time since you completed your studies at <E306CTXT>.

This survey is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your <course/program>.

Your feedback will help facilitate the ongoing improvement of <E306CTXT> and the quality of Australian higher education in general. Your feedback is very important and we would appreciate your participation.

\*(DISPLAY IF PARTIAL=0) This interview should only take about 13 minutes and all information you give to us will be strictly confidential.

\*(DISPLAY IF PARTIAL=1) It looks like you have already started the survey and, based on the section you are up to, it should only take <minutes> from here.

Do you have some time now?

IF NECESSARY: All information will be used for research purposes only, will remain completely confidential and it will not identify you in any way.

IF NECESSARY: Your telephone number was provided to us under strict privacy provisions by <E306CTXT> and will be used only for this research.

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

\*(IF TRANSFERDATE≠BLANK)

INTRO2 IF NECESSARY: Good morning/evening my name is <NAME> and I'm calling on behalf of <E306CTXT> and the Department of Education, Skills and Employment from the Social Research Centre.

We spoke to you on <TransferDate> and you said you would like to complete the survey online yourself. It doesn't look like it's been completed yet so we were calling back to see if you'd like to finish it off over the phone?

\*(DISPLAY IF PARTIALCOMP=1) Based on the section you are up to, it should take <minutes> from here.

Participation in this study is voluntary and you can stop the interview at any time. Do you have time now to complete the study?

IF NECESSARY: All information will be used for research purposes only, will remain completely confidential and it will not identify you in any way.

IF NECESSARY: Your telephone number was provided to us under strict provisions by <E306CTXT> and will be used only for this research.

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

\*(IF INTRO=2, RESPONDENT WANTS TO COMPLETE SURVEY ONLINE)

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

<email1>

1. Email address shown is correct
2. Email address: <email text box>

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

\*(IF INTRO=5, RESPONDENT EXPERIENCES LANGUAGE DIFFICULTIES)

LOTE RECORD LANGUAGE

1. Cantonese
2. Mandarin
3. Vietnamese
4. Italian
5. Greek
6. Arabic
7. Lebanese
8. Turkish
9. Other language [VERBATIM TEXT BOX]
10. Language not identified

\*(ALL)

MOB (INTERVIEWER NOTE: Do not read out, check whether respondent is on a mobile.)

1. Yes
2. No

\*(IF MOB=1, RESPONDENT ON A MOBILE)

SAFE Are you OK to talk with me now for the next minute?

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

\*(IF SAFE=2, RESPONDENT NOT SAFE TO CALL AT THE MOMENT)  
SAFE1 (INTERVIEWER NOTE: Please make an appointment.)

1. Returning from appointment (GO TO INTRO)

\*(ALL)  
MON

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

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

\*(IF ONLINE)

CONFIRM Thank you for agreeing to take part 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, Skills and Employment.

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>.

Most people take less than 10 minutes to complete all the questions. If you need to take a break you can press the 'Save' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

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

Please press the 'Next' button to continue below.

\*(IF GENEMP=1 AND VOCC AND VEMPLOYR ≠ BLANK, EMPLOYED LAST GOS AND VALID VOCC/VEMPLOYR)

SAMEEMP In <COLYEAR>, you told us your occupation was '<VOCC>' and your employer was '<VEMPLOYR>'.

Which one of the following statements best describes your current situation?

1. Yes, I am still at <VEMPLOYR> as <VOCC>
2. I am still at <VEMPLOYR> but in a different occupation
3. '<VOCC>' is still my occupation but I have changed employer
4. No, I am neither at <VEMPLOYR> nor working as <VOCC>

\*(TS 1 MODULE A)

**MODULE B: LABOUR FORCE**

\*(ALL)

The last time we heard from you was as part of the 2017 GOS. We are really interested to learn what you've been doing since you graduated from <E306CTXT> in <YEAR>, and your experiences of the leap from study to work and life beyond studying.

\*(DISPLAY IF GENEMP=1, EMPLOYED LAST GOS AND VALID VOCC/VEPLOYR) We would like to hear about what you are currently doing...

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

BETWEENWRK

(DISPLAY FIRST LINE IF, WORKED≠1 AND WWOPAY≠1 AND AWAYWORK≠1) In <COLYEAR>, following on from the completion of your <QUALNAME >, you told us you were not working. 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

\*(IF 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. 2017 or earlier
2. 2018
3. 2019
4. 2020
5. I have not obtained employment

\*(ALL)

\*PROGRAMMER NOTE: DO NOT PROMPT QUESTION IF BETWEENWRK=6,7. AUTO-CODE ACCORDINGLY INSTEAD

WORKED

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

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

\*(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
5. No
6. Permanently unable to work \*PROGRAMMER NOTE: auto-code based on BETWEENWRK response
7. \*(DISPLAY IF E913>64) Permanently not intending to work \*PROGRAMMER NOTE: auto-code based BETWEENWRK response

\*(WORKED=5, NOT WORKING)

WWOPAY

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

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

\*(WWOPAY=5, NOT WORKING WITHOUT PAY)  
AWAYWORK

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

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

\*(WORKED NE 6 OR 7 OR WWOPAY NE 6 OR AWAYWORK NE 6, WORKING OR INTENDING TO WORK)

LOOKFTWK

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

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

\*(LOOKFTWK#6, INTENDING TO WORK AT SOME POINT)

LOOKPTWK

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

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

\*((LOOKFTWK =1 OR LOOKPTWK=1) AND (WORKED=1 OR WWOPAY=1 OR AWAYWORK =1), WORKING AND LOOKING FOR WORK)

BEGNLOOK When did you begin looking for work?

1. Enter **month** <dropdown list>
2. Enter **year** (NUMERIC RANGE 1960 – 2020)

\*(LOOKFTWK=1 OR LOOKPTWK=1, LOOKING FOR FULL-TIME OR PART-TIME WORK)  
STARTWK

If you had found a job, could you have started last week?

1. Yes
5. No

\*(LOOKFTWK=5 AND LOOKPTWK=5, NOT LOOKING FOR FULL-TIME OR PART-TIME WORK)  
WAITWORK

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

(INTERVIEWER NOTE: 'work you had already obtained' = 'This refers to new types of work that you have acquired but not yet commenced.')

\*PROGRAMMER NOTE: POP UP 'work you had already obtained' = 'This refers to **new types** of work that you have acquired but not yet commenced.'

1. Yes
5. No

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR AWAY FROM JOB)  
MORE1JOB

Did you have **more than 1 job or business last week**?

(INTERVIEWER NOTE: 'more than 1 job or business' = 'This includes jobs or businesses that you had even if you didn't work at one or more of those jobs or business last week.')

\*PROGRAMMER NOTE: POP UP 'more than 1 job or business' = 'This includes jobs or businesses that you had even if you didn't work at one or more of those jobs or business last week.'

1. Yes
5. No

\*(IF MORE1JOB=1, HAVE 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**.

\*(IF AWAYWORK=1, WAS AWAY FROM WORK)

INTROSELFEMPiii

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

\*(WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK)

SELFEMP

Thinking about your **<main job/job>**, do you work for an employer, or in your own business?

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

\*(IF 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

\*(IF SELFEMP=3 OR PAYMENT=5, OTHER WORK ARRANGEMENTS)

PAYARRNG

What are your <working/payment> arrangements?

\*(CATI: DISPLAY READ OUT)

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

\*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, 14-20: <employer at the place you work> OR <employer>

SELFEMP=BLANK AND PAYARRNG=BLANK: <job>

\*RESEARCHER NOTE: ALL BASES FOR THE REST OF MODULE B EXCEPT FOR CURCOUNTRY, CURPCODE, CURSTATE AND OSCOUNTRY WILL ALSO EXCLUDE PAYARRNG=10, 11 OR 16, AS THESE GRADUATES SKIP TO MODULE H

\*(IF MORE1JOB=1, MORE THAN ONE JOB)  
ACTLHRSM

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

(INTERVIEWER NOTE: 'time off' = 'This includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.'

'extra hours' = 'These include any hours worked during the reference week over and above the standard or scheduled paid hours whether at penalty or award pay rates.')

\*PROGRAMMER NOTE: POP UP 'time off' = 'This includes hours lost due to illness, vacation or holidays, personal or family responsibilities, or job strike.'

'extra hours' = 'These include 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)

\*(IF MORE1JOB=1, MORE THAN ONE JOB)  
USLHRSM

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

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

\*(WORKED=1 OR WWOPAY=1, WORKING)  
ACTLHRS

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

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

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

How many hours do you **usually** work each week (\*DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all your jobs**?

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

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

Would you prefer to work more hours than you usually work \*(DISPLAY IF MORE1JOB=1, MORE THAN ONE JOB) **in all your jobs**?

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

\*(IF PREFMHRM=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.'

\*(IF PREFMHRS=1, PREFER WORK MORE HOURS)  
AVLMHRS

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

1. Yes
2. No

\*(TS 2 PARTIAL MODULE B)

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

Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current **<main job/job>**.

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

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

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

1. Enter occupation: <text box>

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

What are your main tasks and duties?

1. Enter main tasks and duties: <text box>

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

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

(INTERVIEWER NOTE: 'business or service' = 'This refers to the industry your work falls under. For example, retail, construction, education.')

\*PROGRAMMER NOTE: POP UP 'business or service' = 'This refers to the industry your work falls under; for example, retail, construction, education.'

1. Enter business or service: <text box>

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

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

(INTERVIEWER NOTE: 'business or service' = 'This refers to the industry your work falls under; for example, retail, construction, education.')

\*PROGRAMMER NOTE: POP UP 'business or service' = 'This refers to the industry your work falls under; for example, retail, construction, education.'

1. Enter employer/business name: <text box>



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

In what sector are you wholly or mainly employed?

\*(CATI: DISPLAY READ OUT)

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

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

Are you working in Australia?

1. Yes
2. No
3. Not sure

\*(IF INAUST=1, WORKING IN AUSTRALIA)

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

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

\*(IF INAUST=1, WORKING IN AUSTRALIA)

LOCATION

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

1. Enter postcode or suburb \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

\*(INAUST=2, WORKING OR AWAY FROM JOB AND WORKING OUTSIDE AUSTRALIA)

COUNTRYX

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

1. Country list (SACC)
90. Other (please specify)

\*\*\*RESEARCHER NOTE: CURCOUNTRY

\*(ALL)

CURCOUNTRY Do you currently live in Australia or Overseas?

1. Australia
2. Overseas

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you usually live?

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

\*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

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

1. <verbatim text box> \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

\*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

1. <Predictive text verbatim text box> \*PROGRAMMER NOTE: USE GO8 COUNTRY LIST

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

EMP12

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

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

\*(IF 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)

\*(IF 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)

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

FFTJOB

Is this your first full-time job?

1. Yes
2. No

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

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

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

\*(IF 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 (\$).*

(INTERVIEWER NOTE: 'all your jobs' = 'This refers to the combined income received from all jobs.')

\*PROGRAMMER NOTE: POP UP 'all your jobs' = 'This refers to the combined income received from all jobs.'

\*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

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

\*(IF 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?

\*(CATI: DISPLAY READ OUT)

\*(DISPLAY IF CATI) Sorry but the salary you entered doesn't fit within our range.

I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

(INTERVIEWER NOTE: 'all your jobs' = 'This refers to the combined income received from all jobs.')

\*PROGRAMMER NOTE: POP UP 'all your jobs' = 'This refers to the combined income received from all jobs.'

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

\*(IF INAUST=1 AND MORE1JOB=1, 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 (\$).*

(INTERVIEWER NOTE: 'main job' = 'This refers to the job that you work the most hours.')

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

\*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

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

\*(IF (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?

\*(CATI: DISPLAY READ OUT)

\*(DISPLAY IF CATI) Sorry but the salary you entered doesn't fit within our range.

I will read out some salary ranges, please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?

(INTERVIEWER NOTE: 'main job' = 'This refers to the job that you work the most hours.')

\*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

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

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

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

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

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

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

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

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

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?

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

\*(IF INAUST=2, WORKING OUTSIDE AUSTRALIA)  
SALARYOS

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

Please select currency <currency drop down list> \*(DISPLAY LIST OF CURRENCIES IN ACCOMPANYING EXCEL SHEET)

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

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

SALARYOS\_OTH Please specify the currency you referred to.

1. <verbatim text box>

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

How did you first find out about this job?

\*(CATI: DISPLAY READ OUT)

1. University of college careers service
2. Careers fair of 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 agency
11. Work contacts or networks
12. Social media (e.g. LinkedIn)
13. An employer promotional event
14. Graduate program / internship / work placement
90. Other (please specify) <text box>

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

## SPOQ

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

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

(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)

\*(CATI: DISPLAY READ OUT)

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

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

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

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

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

\*(SPOQCL  $\geq 3.5$ , 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.*

\*(CATI: DISPLAY READ OUT)

1. No suitable jobs in my local area
2. No jobs with a suitable number of hours
3. No suitable jobs in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
6. Short-term illness or injury
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
11. I'm satisfied with my current job
90. Other (please specify)

\*(IF USLHRS<35 AND PREFMHRS=5, USUALLY WORKING LESS THAN 35 HOURS AND NOT LOOKING FOR MORE HOURS)  
RSNOMORE

You mentioned that you are **not** looking to work more hours. What is the **main reason** you work the numbers of hours you are currently working?

*Please select only one answer.*

\*(CATI: DISPLAY READ OUT)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
6. Short-term illness or injury
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
11. I'm satisfied with the number of hours I work
12. No more hours available in current position
90. Other (\*(CATI: display read out)) <text box>

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

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

*Please select only one answer.*

\*(CATI: DISPLAY READ OUT)

1. No suitable job in my local area
2. No job with a suitable number of hours
3. No suitable job in my area of expertise
4. Considered to be too young by employers
5. Considered to be too old by employers
6. Short-term illness or injury
7. Long-term health condition or disability
8. Caring for family member with a health condition or disability
9. Caring for children
10. Studying
11. No more hours available in current position
90. Other (please specify) <text box>

\*PROGRAMMER NOTE: SPOQSCL CALCULATION IF 6 VALID RESPONSES OTHERWISE SKIP. CALCULATE THE AVERAGE RATING ACROSS ALL OF THE ITEMS SOMEONE ANSWERS – RANGE 1 TO 5 AS PER CODEFRAME.

\*PROGRAMMER NOTE: SCORES FOR SPOQ4 ARE REVERSED, STRONGLY AGREE=1, STRONGLY DISAGREE=5.

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

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

\*(TS 3 MODULE B)

\*PROGRAMMER NOTE: CREATE <EarlyComplete> VARIABLE

\*(IF (WORKED AND WWOPAY AND AWAYWORK AND LOOKFTWK AND LOOKPTWK AND WAITWORK) = (5 OR BLANK), (NOT WORKING OR INTENDING TO WORK OR LOOKING FOR WORK OR WAITING TO START WORK OR WORKING STATUS UNKNOWN))



## UNEMP

What is the main reason you are currently not working or looking for work?

1. <text box>

**MODULE H: EMPLOYMENT HISTORY**

\*(IF (WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=0))

OR

((IF (WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=1) AND (SAMEEMP=1),  
((CURRENTLY WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND  
(PREVIOUSLY NOT WORKING)

OR

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

## OTHWORKi

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

\*(IF (WORKED AND WWOPAY AND AWAYWORK≠1) AND (GENEMP=1), (NOT CURRENTLY  
WORKING OR WORKING WITHOUT PAY, OR ON LEAVE OR SICK) AND (PREVIOUSLY  
WORKING))

## OTHWORKii

Aside from your <VOCC> role at <VEMPLOYR>(IF VEMPLOYR=BLANK,'your 2017  
employer'), have you worked anywhere else since <YEAR>?

\*(IF (WORKED=1 OR WWOPAY=1 OR AWAYWORK=1) AND (GENEMP=1) AND (SAMEEMP≠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 <VOCC> role at <VEMPLOYR> and your current occupation(s), have  
you worked anywhere else since <YEAR>?

(INTERVIEWER NOTE: 'occupation' = 'This refers to any permanent, contract, casual or  
self-employed occupation in which you were paid a wage, salary, commission or any  
payment in kind.')

\*PROGRAMMER NOTE: POP UP 'occupation' = 'This 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

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

## OTHGCC

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

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

1. Yes
2. No

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

## NUMOCC

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

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

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

\*(TS 4 MODULE H)

### MODULE C: FURTHER STUDY

\*(ALL)

FQUALi

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

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

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

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

\*(IF FQUALi/ii=1, 2, STUDIED)

FQLOC

Where did you complete this **qualification**?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Australia
2. Overseas

\*(IF FQUALi/ii=1, 2, STUDIED)

VFQUAL

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

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Qualification title <text box>

\*(IF FQUALi/ii=1, 2, STUDIED)

FQFOE

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

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

\*(CATI: DISPLAY READ OUT)

1. Natural and Physical Sciences
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health
7. Education
8. Management and Commerce
9. Society and Culture
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
90. Other (please specify)

\*(IF FQUALi/ii=1,2, STUDIED)

FQLEV

What was the level of this qualification?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

\*(CATI: DISPLAY READ OUT)

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 Diploma
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV
16. Other (\*DISPLAY IF FS7/FQLOC=2)

\*(IF FQUALi/ii=1, 2, STUDIED)

VFQINST

And the institution where you completed this qualification?

\*(CATI) INTERVIEWER NOTE: **Please type at least 3 letters**

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

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you recently completed.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you recently completed.'

1. Enter name of the institution <look up list> \*PROGRAMMER NOTE: USE FURINST 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

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

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

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you are currently studying.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

1. Australia
2. Overseas

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

VFURQUAL

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

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you are currently studying.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

1. Enter qualification title <text box>

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

FURFOE

What is your major field of education for this **qualification**?

(INTERVIEWER NOTE: 'qualification' = 'This refers to the course, degree or program that you are currently studying.')

\*PROGRAMMER NOTE: POP UP 'qualification' = 'This refers to the course, degree or program that you are currently studying.'

\*(CATI: DISPLAY READ OUT)

1. Natural and Physical Sciences
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture Environmental and Related Studies
6. Health
7. Education
8. Management and Commerce
9. Society and Culture
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed field qualification
90. Other (please specify)

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

What is the level of this qualification?

\*(CATI: DISPLAY READ OUT)

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 Diploma
12. Diploma
13. Non-award course
14. Bridging and Enabling course
15. Certificate I-IV
16. Other (\*DISPLAY IF FS7/FQLOC2=2)

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

And the institution where you are currently studying?

\*(CATI) INTERVIEWER NOTE: **Please type at least 3 letters**

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

1. Enter name of the institution <look up list> \*PROGRAMMER NOTE: USE FURINST LOOKUP LIST

\*(TS 5 MODULE C)

#### MODULE D: GRADUATE ATTRIBUTES

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

GAS \*(DISPLAY IF ONLINE) For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for your current job?

If the skill is not required in your role, you can answer "not applicable".

\*(DISPLAY IF CATI) I'm now going to read some skills or attributes, if the skill is not required in your role, you can answer 'Not applicable'.

For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for this job?

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

(STATEMENTS)

Foundation skills

FOUNDATION1/GFOUND1	Oral communication skills
FOUNDATION2/GFOUND2	Written communication skills
FOUNDATION3/GFOUND3	Numeracy skills
FOUNDATION4/GFOUND4	Ability to develop relevant knowledge
FOUNDATION5/GFOUND5	Ability to develop relevant skills
FOUNDATION6/GFOUND6	Ability to solve problems
FOUNDATION7/GFOUND7	Ability to integrate knowledge
FOUNDATION8/GFOUND8	Ability to think independently about problems

Adaptive skills and attributes

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

Teamwork and interpersonal skills

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

(RESPONSE FRAME)

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

\*(TS 6 MODULE D)

## MODULE E: GRADUATE PREPARATION

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

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

(INTERVIEWER NOTE: 'main job' = 'This refers to the job that you work the most hours.')

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

1. Yes

2. No

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

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

\*(CATI: DISPLAY READ OUT)

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

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

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

\*(CATI: DISPLAY READ OUT)

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

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

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

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

1. <text box>

\*(IF WORKED=1 OR WWOPAY=1 OR AWAYWORK=1, 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  
<GRADYR/YEAR\_2> and early <YEAR>, if you had to make this choice again, would you  
study...

*Please select only one answer.*

\*(CATI: DISPLAY READ OUT)

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

\*(IF STCHOICE#1, IF NOT 1 AT STCHOICE)  
VCHOICE

What is the main reason you say that?

1. <text box>

\*(TS 7 MODULE E)

#### MODULE F: ADDITIONAL ITEMS

#### MODULE G: CONTACT DETAILS

\*(ALL)

CONTACT It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research to improve higher education?

1. Yes
2. No

\*(ALL)

ALUMNI Do you consent to your details being passed on to your Alumni services to your institution for them to update your details?

1. Yes
2. No

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

EMAIL We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: <email>

1. Permanent email address is as above
2. Enter new permanent email address
3. Don't have a permanent email address
4. Do not wish to be re-contacted by email

\*(IF (CONTACT=1 OR ALUMNI=1) AND ADDFLAG=1, CONSENT TO FURTHER RESEARCH AND ADDRESS IN SAMPLE FILE)

ADDRESS The postal address we have for you is:

<add1> <add2> <add3>  
<suburb> <state> <pcode>  
<country>

Is this correct?

\*PROGRAMMER NOTE: DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY

1. Yes
2. No
3. Do not wish to be contacted by post



\*(IF (CONTACT=1 OR ALUMNI=1) ADDFLAG=0, CONSENT TO FURTHER RESEARCH AND ADDRESS MISING)

ADDRESS2

We do not have any postal information provided for you. Would you like to update your postal details?

1. Yes
2. No
3. Do not wish to be contacted by post

\*(TS 11 MODULE G)

\*(ALL)

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

1. Yes
2. No

\*(IF (CONTACT=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?

<email>

1. Address as above
2. Enter new email address

\*(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

\*(IF CATI) We appreciate your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. I can give you the details of some websites if you would like further information:

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

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

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

Thank you for your time. Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education, Skills and Employment.

\*(CATI ONLY)  
INT

**DO NOT ASK, INTERVIEWER PLEASE RECORD**

Was the interview conducted on a domestic number or international number?

1. Domestic number
2. International number

**SUBMIT**

\*PROGRAMMER NOTE: FOR ONLINE, SUBMIT BUTTON LINKS TO:

<https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal/thank-you>

\*(INTRO=3, 4 OR INTRO2=3, 4, HOUSEHOLD OR RESPONDENT REFUSAL)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Don't trust surveys / government
8. Never do surveys
9. Survey is too long
10. Get too many calls for surveys / telemarketing
11. Silent number
12. Other (Please specify)

\*(INTRO=3, 4 OR INTRO2=3, 4, HOUSEHOLD OR RESPONDENT REFUSAL)

RR2

**RECORD RE-CONTACT TYPE**

1. Definitely don't call back \*(GO TO TERM2)
2. Possible conversion \*(GO TO TERM2)

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

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

\*(INTRO=3,4,5 OR INTRO2=3,4,5, LANGUAGE DIFFICULTY OR HOUSEHOLD REFUSAL OR RESPONDENT REFUSAL)

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

\*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	INTRO=3 OR INTRO2=3	Household refusal	Refusal
3	INTRO=4 OR INTRO2=4	Respondent refusal	Refusal
4	INTRO=5 OR INTRO2=5	Language difficulty	Other contacts

5	EM1=1 OR 2	Agreed to complete online	Other contacts
6	QET	Terminated midway	Refusal

## **Appendix 7      Questionnaire screen shots**

# Questionnaire screenshots



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Thank you for agreeing to take part 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, Skills and Employment.

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 the University of Sydney. The GOS-L is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your course.

Most people take less than 10 minutes to complete all the questions. If you need to take a break you can press the 'Save' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

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

Please press the 'Next' button to continue below.

Next



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In 2017, you told us your occupation was 'customer service' and your employer was 'Coles'. Which one of the following statements best describes your current situation?

- ☐ Yes, I am still at Coles as customer service
- ☐ I am still at Coles but in a different occupation
- ☐ Customer Service is still my occupation but I have changed employer
- ☒ No, I am neither at Coles nor working as customer service

Previous

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1%

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The last time we heard from you was as part of the 2017 GOS. We are really interested to learn what you've been doing since you graduated from the Social Research Centre in 2016, and your experiences of the leap from study to work and life beyond studying.

We would like to hear about what you are currently doing...

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4%

[Save](#)

Thinking about **last week**, the week starting Monday, 20/04/2020 and ending last Sunday, 26/04/2020.

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

- ☒ Yes  
☐ No  
☐ Permanently unable to work

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

- ☐ Yes  
☒ No

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

- ☐ Yes  
☒ No

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7%

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

- ☐ Yes  
☒ No

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8%

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

- ☐ Yes  
☒ No

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9%

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When did you begin looking for work?

Enter **month**

Enter **year**

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10%

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If you had found a job, could you have started last week?

- ☐ Yes  
☐ No

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12%

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Did you have **more than 1 job or business** last week?

- ☐ Yes  
☐ No

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13%

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

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14%

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Thinking about your **main job**, do you work for an employer, or in your own business?

- ☐ Employer  
☐ Own business  
☐ Other or uncertain

Previous

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15%

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

- ☐ Wage or salary  
☐ Other or uncertain

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16%

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

Enter hours

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17%

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

Enter hours

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21%

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How many hours do you **usually** work each week **in all your jobs**?

Enter hours

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22%

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Would you prefer to work more hours than you usually work **in all your jobs?**

- ☐ Yes  
☐ No  
☐ Don't know

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23%

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How many hours a week would you like to work?

Enter hours

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24%

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

- ☐ Yes  
☐ No

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25%

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Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current **main job**.

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What is your occupation in your **main job**?

Please type at least 3 letters.

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Save

What are your main tasks and duties?

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28%

Save

What kind of **business or service** is carried out by your employer at the place you work?

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Save

What is the **name of your employer?**

Previous

Next

30%

Save

In what sector are you wholly or mainly employed?

- ☐ Public or government
- ☐ Private
- ☐ Not-for-profit

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31%

Save

Are you working in Australia?

- ☐ Yes
- ☐ No
- ☐ Not sure

Previous

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32%

Save

In which state or territory is your employer currently located?

- ☐ NSW
- ☐ VIC
- ☐ QLD
- ☐ SA
- ☐ WA
- ☐ TAS
- ☐ NT
- ☐ ACT
- ☐ Don't know

Previous

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33%

Save

And what is the postcode or suburb of your employer?

☐ Not sure

Previous

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34%

Save

Do you currently live in Australia or overseas?

- ☒ Australia
- ☐ Overseas

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35%

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In which state or territory do you usually live?

- ☐ NSW
- ☐ VIC
- ☐ QLD
- ☐ SA
- ☐ WA
- ☐ TAS
- ☐ NT
- ☐ ACT
- ☒ Don't know

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36%

Save

What is the postcode or suburb where you usually live?

MELBOURNE 3000 VIC

☐ Not sure

Previous

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37%

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Have you worked for your employer for 12 months or more?

- ☐ Yes, more than 12 months
- ☐ No, less than 12 months

Previous

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41%

Save

In **Australian dollars**, how much do you usually earn in **all your jobs**, before tax or anything else is taken out?

Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).

Annual income for all your jobs: \$0

- ☐ Amount per day (please specify)
- ☐ Amount each week (please specify)
- ☐ Amount each fortnight (please specify)
- ☐ Amount each month (please specify)
- ☐ Amount each year (please specify)
- ☐ No earnings
- ☐ Don't know

And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out?

Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).

Annual income for your main job: \$0

- ☐ Amount per day (please specify)
- ☐ Amount each week (please specify)
- ☐ Amount each fortnight (please specify)
- ☐ Amount each month (please specify)
- ☐ Amount each year (please specify)
- ☐ No earnings
- ☐ Don't know

Previous

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47%

Save

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

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

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My job requires less education than I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more job skills than are required for this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less education than myself could perform well on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My previous training is being fully utilised on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more knowledge than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My education level is above the level required to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone with less work experience than myself could do my job just as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more abilities than I need in order to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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48%

Save

Aside from your customer service role at Coles and your current **occupation(s)**, have you worked anywhere else since 2016?

- ☐ Yes  
☒ No

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50%

Save

Have you changed occupations within the same business since 2016?

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

- ☐ Yes  
☒ No

Previous

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51%

Save

The next few questions are about qualifications you may have completed between 2016 and now.

Since you completed your Bachelor of Health Sciences have you completed another **qualification**?

- ☒ Yes - full-time  
☐ Yes - part-time  
☐ No

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52%

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Where did you complete this **qualification**?

- ☒ Australia  
☐ Overseas

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53%

Save

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

Qualification title:

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54%

Save

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

- ☒ Natural and Physical Sciences  
☐ Information Technology  
☐ Engineering and Related Technologies  
☐ Architecture and Building  
☐ Agriculture Environmental and Related Studies  
☐ Health  
☐ Education  
☐ Management and Commerce  
☐ Society and Culture  
☐ Creative Arts  
☐ Food, Hospitality and Personal Services  
☐ Mixed field qualification  
☐ Other (please specify)

Previous

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55%

Save

What was the level of this **qualification**?

- ☐ Higher Doctorate
- ☐ Doctorate by Research
- ☐ Doctorate by Coursework
- ☐ Master Degree by Research
- ☐ Master Degree by Coursework
- ☐ Graduate Diploma
- ☐ Graduate Certificate
- ☐ Bachelor (Honours) Degree
- ☐ Bachelor (Pass) Degree
- ☐ Advanced Diploma
- ☐ Associate Degree
- ☐ Diploma
- ☒ Non-award course
- ☐ Bridging and Enabling course
- ☐ Certificate I-IV

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56%

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And the institution where you completed the **qualification**?

Please type at least 3 letters.

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57%

Save

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?

- ☐ Yes – full-time
- ☐ Yes – part-time
- ☐ No

Previous

Next

63%

Save

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Health Sciences** from the Social Research Centre prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Ability to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to integrate knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop relevant knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think independently about problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next

64%

Save

For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Health Sciences** from the Social Research Centre prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Capacity to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply skills in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify new opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop innovative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broad general knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt knowledge in different contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

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65%

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For each of the following skills or attributes, to what extent do you agree or disagree that your **Bachelor of Health Sciences** from the Social Research Centre prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
Working collaboratively with colleagues to complete tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting on well with others in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of different points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interact with co-workers from different or multicultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous

Next

66%

Save

Is a **Bachelor of Health Sciences** or similar qualification a formal requirement for you to do your current **main job**?

- ☐ Yes  
☐ No

Previous

Next

66%

Save

To what extent is it important for you to have a **Bachelor of Health Sciences**, to be able to do your **main job**?

- ☐ Not at all important  
☐ Not that important  
☐ Fairly important  
☐ Important  
☐ Very important

Previous

Next

67%

Save

Overall, how well did your **Bachelor of Health Sciences** prepare you for your **main job**?

- ☐ Not at all
- ☐ Not well
- ☐ Well
- ☐ Very well
- ☐ Don't know / Unsure

Previous

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68%

Save

What are the main ways that the Social Research Centre prepared you for employment in your organisation?

What are the main ways the Social Research Centre could have better prepared you for employment in your organisation?

Previous

Next

69%

Save

Thinking about your original decision to complete your **Bachelor of Health Sciences** between 2014 and early 2016, if you had to make this choice again, would you study...

Please select one answer

- ☐ The same qualification at the same institution
- ☐ The same qualification at a different institution
- ☐ The same subject area(s) at the same institution
- ☐ The same subject area(s) at a different institution
- ☐ Something completely different at the same institution
- ☐ Something completely different at a different institution
- ☐ I wouldn't study at all

Previous

Next

90%

Save

It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research to improve higher education?

- ☐ Yes
- ☐ No

Previous

Next

91%

Save

Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

- ☐ Yes
- ☐ No

Previous

Next

92%

Save

We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: **test@srcentre.com.au**

- ☐ Permanent email address is as above
- ☐ Enter new permanent email address
- ☐ Don't have a permanent email address
- ☐ Do not wish to be re-contacted by email

Previous

Next

95%

Save

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

- ☐ Yes
- ☐ No

Previous

Next

100%

Thank you for your responses.

Please click '**Submit**' to finalise your answers and be re-directed to our home page.

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

Submit

0%

Thank you for agreeing to take part 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 and Training.

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 the Social Research Centre. The GOS-L is a follow-up to the Graduate Outcomes Survey (GOS) that you completed after you finished your course.

Most people take less than 10 minutes to complete all the questions. If you need to take a break you can press the 'Save' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

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

Please press the 'Next' button to continue below.

Next

Previous

Save

0%

In 2017, you told us your occupation was 'customer service' and your employer was 'Coles'.

Which one of the following statements best describes your current situation?

- ☐ Yes, I am still at Coles as customer service
- ☐ I am still at Coles but in a different occupation
- ☐ Customer Service is still my occupation but I have changed employer
- ☒ No, I am neither at Coles nor working as customer service

Next

Previous

Save

1%

The last time we heard from you was as part of the 2017 GOS. We are really interested to learn what you've been doing since you graduated from the Social Research Centre in 2016, and your experiences of the leap from study to work and life beyond studying.

We would like to hear about what you are currently doing...

Next

Previous

Save



4%

Thinking about **last week**, the week starting Monday, 20/04/2020 and ending last Sunday, 26/04/2020.

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

- ☒ Yes  
☐ No  
☐ Permanently unable to work

Next

Previous

Save

7%

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

- ☐ Yes  
☒ No

Next

Previous

Save

8%

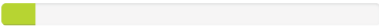
Have you been looking for part-time work at any time during the last 4 weeks?

- ☒ Yes  
☐ No

Next

Previous

Save



9%

When did you begin looking for work?

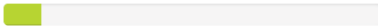
Enter month

Enter year

Next

Previous

Save



10%

If you had found a job, could you have started last week?

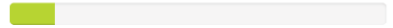
☐ Yes

☐ No

Next

Previous

Save



12%

Did you have **more than 1 job or business** last week?

☐ Yes

☒ No

Next

Previous

Save

13%

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

Next

Previous

Save

14%

Thinking about your **job**, do you work for an employer, or in your own business?

- ☒ Employer  
☐ Own business  
☐ Other or uncertain

Next

Previous

Save

15%

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

- ☐ Wage or salary  
☐ Other or uncertain

Next

Previous

Save

20%

How many hours did you **actually** work last week less **time off** but counting any **extra hours** worked?

Enter hours

Next

Previous

Save

21%

How many hours do you **usually** work each week?

Enter hours

Next

Previous

Save

22%

Would you prefer to work more hours than you usually work?

- ☐ Yes  
☐ No  
☐ Don't know

Next

Previous

Save

23%

How many hours a week would you like to work?

Enter hours

**Next**

Previous

Save

24%

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

- ☐ Yes  
☐ No

**Next**

Previous

Save

25%

Over time occupation and employer names can change. In the next few questions we would like to confirm the most up to date information for your current job.

**Next**

Previous

Save

26%

What is your occupation in your job?

Please type at least 3 letters.

Next

Previous

Save

27%

What are your main tasks and duties?

Next

Previous

Save

28%

What kind of **business or service** is carried out by your employer at the place you work?

Next

Previous

Save

29%

What is the **name of your employer**?

Next

Previous

Save

30%

In what sector are you wholly or mainly employed?

- ☐ Public or government
- ☐ Private
- ☐ Not-for-profit

Next

Previous

Save

31%

Are you working in Australia?

- ☐ Yes
- ☐ No
- ☐ Not sure

Next

Previous

Save

32%

In which state or territory is your employer currently located?

- ☐ NSW
- ☐ VIC
- ☐ QLD
- ☐ SA
- ☐ WA
- ☐ TAS
- ☐ NT
- ☐ ACT
- ☐ Don't know

Next

Previous

Save

33%

And what is the postcode or suburb of your employer?

☐ Not sure

Next

Previous

Save

34%

Do you currently live in Australia or overseas?

- ☒ Australia
- ☐ Overseas

Next

Previous

Save



35%

In which state or territory do you usually live?

- ☐ NSW
- ☐ VIC
- ☐ QLD
- ☐ SA
- ☐ WA
- ☐ TAS
- ☐ NT
- ☐ ACT
- ☒ Don't know

Next

Previous

Save

36%

What is the postcode or suburb where you usually live?

MELBOURNE 3000 VIC

☐ Not sure

Next

Previous

Save

37%

Have you worked for your employer for 12 months or more?

- ☐ Yes, more than 12 months
- ☐ No, less than 12 months

Next

Previous

Save

39%

How many years have you worked for your employer?

Enter number of years

Next

Previous

Save

41%

In **Australian dollars**, how much do you usually earn in this job, before tax or anything else is taken out?

*Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).*

Annual income: \$0

☐ Amount per **day** (please specify)

☐ Amount each **week** (please specify)



☐ Amount each **fortnight** (please specify)

☐ Amount each **month** (please specify)

☐ Amount each **year** (please specify)

☐ No earnings

☐ Don't know

Next

Previous

Save

46%

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

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

**My job requires less education than I have**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**I have more job skills than are required for this job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**Someone with less education than myself could perform well on my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**My previous training is being fully utilised on this job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**I have more knowledge than I need in order to do my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**My education level is above the level required to do my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**Someone with less work experience than myself could do my job just as well**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

**I have more abilities than I need in order to do my job**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Next

Previous

Save

46%

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

Please select only one answer.

- ☐ No suitable job in my local area
- ☐ No job with a suitable number of hours
- ☐ No suitable job in my area of expertise
- ☐ Considered to be too young by employers
- ☐ Considered to be too old by employers
- ☐ Short-term illness or injury
- ☐ Long-term health condition or disability
- ☐ Caring for family member with a health condition or disability
- ☐ Caring for children
- ☐ Studying
- ☐ No more hours available in current position
- ☐ Other (please specify)

Next

Previous

Save

48%

Aside from your customer service role at Coles and your current **occupation(s)**, have you worked anywhere else since 2016?

- ☐ Yes
- ☒ No

Next

Previous

Save

50%

Have you changed occupations within the same business since 2016?

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

- ☐ Yes
- ☐ No

Next

Previous

Save

50%

How many other occupations (excluding your current occupation) have you performed since 2016? If you changed occupations within the same business, please include each occupation separately.

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

Enter number of occupations:

Next

Previous

Save

51%

The next few questions are about qualifications you may have completed between 2016 and now.

Since you completed your Bachelor of Social Research have you completed another **qualification**?

- ☐ Yes – full-time
- ☐ Yes – part-time
- ☐ No

Next

Previous

Save

57%

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?

- ☐ Yes – full-time
- ☐ Yes – part-time
- ☐ No

Next

Previous

Save

63%

For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Social Research from the Social Research Centre prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

**Ability to develop relevant knowledge**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Numeracy skills**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to think independently about problems**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to solve problems**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to develop relevant skills**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Written communication skills**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to integrate knowledge**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Oral communication skills**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

Next

Previous

Save

64%

For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Social Research from the Social Research Centre prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

**Capacity to work independently**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to identify new opportunities**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to develop innovative ideas**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to apply skills in different contexts**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable

**Ability to adapt knowledge in different contexts**

Strongly disagree

Disagree

Neither disagree nor agree

Agree

Strongly agree

Not applicable
<b>Broad general knowledge</b>
Strongly disagree
Disagree
Neither disagree nor agree
Agree
Strongly agree
Not applicable

<b>Next</b>
Previous
Save



65%

For each of the following skills or attributes, to what extent do you agree or disagree that your Bachelor of Social Research from the Social Research Centre prepared you for your current job?

If the skill is not required in your role, you can answer 'Not applicable'.

<b>Getting on well with others in the workplace</b>
Strongly disagree
Disagree
Neither disagree nor agree
Agree
Strongly agree
Not applicable
<b>Working collaboratively with colleagues to complete tasks</b>
Strongly disagree
Disagree
Neither disagree nor agree
Agree
Strongly agree
Not applicable
<b>Working well in a team</b>
Strongly disagree
Disagree
Neither disagree nor agree
Agree
Strongly agree
Not applicable
<b>Ability to interact with co-workers from different or multicultural backgrounds</b>
Strongly disagree
Disagree
Neither disagree nor agree
Agree
Strongly agree
Not applicable
<b>Understanding of different points of view</b>
Strongly disagree
Disagree
Neither disagree nor agree
Agree
Strongly agree
Not applicable

<b>Next</b>
Previous
Save

66%

Is a **Bachelor of Social Research** or similar qualification a formal requirement for you to do your current job?

- ☐ Yes  
☐ No

Next

Previous

Save

66%

To what extent is it important for you to have a **Bachelor of Social Research**, to be able to do your job?

- ☐ Not at all important  
☐ Not that important  
☐ Fairly important  
☐ Important  
☐ Very important

Next

Previous

Save

67%

Overall, how well did your **Bachelor of Social Research** prepare you for your job?

- ☐ Not at all  
☐ Not well  
☐ Well  
☐ Very well  
☐ Don't know / Unsure

Next

Previous

Save



68%

What are the main ways that the Social Research Centre prepared you for employment in your organisation?

What are the main ways the Social Research Centre could have better prepared you for employment in your organisation?

Next

Previous

Save

69%

Thinking about your original decision to complete your Bachelor of Social Research between 2014 and early 2016, if you had to make this choice again, would you study...

Please select one answer

- ☐ The same qualification at the same institution
- ☐ The same qualification at a different institution
- ☐ The same subject area(s) at the same institution
- ☐ The same subject area(s) at a different institution
- ☐ Something completely different at the same institution
- ☐ Something completely different at a different institution
- ☐ I wouldn't study at all

Next

Previous

Save

90%

It would be great to stay in touch to see how your career develops in coming years. Do you consent to being contacted to participate in future research to improve higher education?

- ☐ Yes
- ☐ No

Next

Previous

Save

91%

Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?

- ☒ Yes  
☐ No

Next

Previous

Save

92%

We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?

Email address: **test@srcentre.com.au**

- ☒ Permanent email address is as above  
☐ Enter new permanent email address  
  
☐ Don't have a permanent email address  
☐ Do not wish to be re-contacted by email

Next

Previous

Save

95%

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

- ☒ Yes  
☐ No

Next

Previous

Save

100%

---

Thank you for your responses.

Please click '**Submit**' to finalise your answers and be re-directed to our home page.

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

**Submit**

---

## **Appendix 8      Response rates by institutions**

## Response rate by institution

Universities Institution name	Response Rate (%)
Australian Catholic University	50.1
Bond University	38.0
Central Queensland University	46.0
Charles Darwin University	51.7
Charles Sturt University	51.3
Curtin University	48.4
Deakin University	55.2
Edith Cowan University	53.6
Federation University Australia	39.4
Flinders University	50.2
Griffith University	50.0
James Cook University	53.9
La Trobe University	55.1
Macquarie University	46.0
Monash University	50.5
Murdoch University	51.9
Queensland University of Technology	57.0
RMIT University	45.1
Southern Cross University	45.7
Swinburne University of Technology	48.6
The Australian National University	55.3
The University of Adelaide	51.6
The University of Melbourne	55.1
The University of Notre Dame Australia	46.7
The University of Queensland	59.7
The University of South Australia	45.4
The University of Sydney	46.3
The University of Western Australia	45.0
Torrens University	49.0
University of Canberra	50.6
University of Divinity	64.6
University of New England	61.0
University of New South Wales	44.5
University of Newcastle	48.7
University of Southern Queensland	54.0
University of Tasmania	55.2
University of Technology Sydney	44.8
University of the Sunshine Coast	51.9
University of Wollongong	45.3
Victoria University	40.6
Western Sydney University	40.9
<b>All Universities</b>	<b>50.2</b>

Non-university Higher Education Providers Institution name	Response Rate (%)
Academies Australasia Polytechnic Pty Limited	-
Academy of Information Technology	33.3
ACAP and NCPS	53.0
Adelaide Central School of Art	70.6
Adelaide College of Divinity	66.7
Australian College of Christian Studies	100.0
Australian College of Theology Limited	70.7
Australian Institute of Business Pty Ltd	50.6
Australian Institute of Management Education & Training	58.8
Australian Institute of Professional Counsellors	46.2
Avondale College of Higher Education	50.0
Box Hill Institute	55.6
Christian Heritage College	53.4
CIC Higher Education	-
Eastern College Australia	52.9
Endeavour College of Natural Health	54.8
Excelsia College	63.9
Holmes Institute	27.6
Holmesglen Institute	45.6
INSEARCH	12.5
International College of Management, Sydney	24.1
Jazz Music Institute	0.0
Kaplan Business School	35.5
Kaplan Higher Education Pty Ltd	40.4
King's Own Institute	24.7
Macleay College	35.6
Melbourne Institute of Technology	14.8
Melbourne Polytechnic	40.5
Morling College	71.4
National Art School	50.0
North Metropolitan TAFE	0.0
Perth Bible College	50.0
Photography Studies College (Melbourne)	52.2
SAE Institute	39.0
Study Group Australia Pty Limited	16.7
Sydney College of Divinity	60.6
Tabor College of Higher Education	66.7
TAFE NSW	41.3
TAFE Queensland	62.5
TAFE South Australia	47.4
The Australian College of Physical Education	37.8
The Australian Institute of Music	57.1
The MIECAT Institute	70.0
Whitehouse Institute of Design, Australia	38.1
William Angliss Institute	41.9
<b>All NUHEIs</b>	<b>45.1</b>