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Learning from Futuretrack:
studying and living at home

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RESEARCH

Acknowledgments

This report, written by Jane Artess, Andrew McCulloch and Pearl Mok at the Higher Education Careers Service Unit (HECSU), builds upon the Futuretrack study undertaken by researchers at the Institute for Employment Research at the University of Warwick, led by Professor Kate Purcell.

Established in 1972, the HECSU is an independent research charity specialising in higher education and graduate employment. We seek to support careers advisory services as they guide students and graduates through university and into postgraduate education and the labour market.

We aim to:

- improve the dissemination of information about higher education and graduate employment
- contribute to knowledge of student and graduate career development and employment by conducting and commissioning research
- work with careers advisers, academic staff, and employers to support graduate employability

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Executive Summary

This report uses data from the Futuretrack study to investigate the characteristics and outcomes of students who lived at home and away from home while at university. Futuretrack is a longitudinal study of all people who applied in 2005/06 to enter university in the UK during the autumn of 2006. The Futuretrack study participants were first contacted in the summer of 2006 and have subsequently been contacted in summer 2007, spring 2009 and winter 2011/2012, six years on from the initial survey.

This study was conducted in two stages. The first descriptive stage aimed to give an overview of differences in the motivations, characteristics and outcomes between students (the respondents) who lived at home and who lived away from home while at university. The second modelling stage then examined whether the differences in outcomes between respondents who lived at home and away from home were statistically significant after controlling for a range of respondent and institutional characteristics.

Characteristics and attributes of students who study locally

The study found that around 30 per cent of respondents lived at home during their period of higher education (HE) study. Certain groups were more likely to study at home than others:

- Older students were more likely to live at home. Less than 20 per cent of those aged 18 years and under when they applied to university lived at home but around 80 per cent of respondents aged 26 years and over studied while living at home.
- Students with lower UCAS tariff scores were more likely to be living at home than those with higher tariff scores. Students with non-standard prior qualifications, including access courses and vocational qualifications were more likely to have applied as mature students and this group of students had a significantly higher likelihood of living at home than remaining respondents.
- Females were more likely than males to choose to live at home.
- Students whose parents worked in routine or semi-routine occupations were more likely to live at home as were those whose parents had not been to university.
- Students studying at a lower entry tariff institution were more likely to live at home compared with those at higher tariff institutions

Factors influencing the decision to study locally

There were differences in the motivations and attitudes of students between those who lived at home and those who lived away from home:

- For students who lived at home, the reputation or level of prestige of the institution was a less important factor in choice of university than for students who lived away from home. Students who lived at home were also less likely to have made use of university guides/league tables, university websites or prospectuses, or to have been influenced by the teaching or reputation of the institution.
- Students who lived at home were less likely to give as reasons for entering HE that they 'wanted to be a student' and that it was the 'normal thing for somebody like me'. They were also somewhat less likely to report that their 'parents encouraged them to apply'.
- Students who lived at home appeared to have a weaker attachment to the intrinsic value of HE and a more clearly defined sense of the extrinsic value of HE in

comparison to those who lived away from home. For example, students who lived at home were less likely than those who lived away from home to say that they “enjoyed the subject” but were more likely to report that they “needed to complete the course in order to enter a particular occupation”.

- The difference in the attitudes towards HE of students who lived at home and away from home are likely to be partly a consequence of the differences in age and family background of the two groups of students.

Higher Education Experiences

Despite the differences in family background and in the type of institution attended, students who lived at home and those who lived away from home tended to report largely similar experiences of HE.

- The study found some differences between students in the likelihood of participation in university career development activities but these were not particularly large.
- Differences in participation in extra-curricular activities were more significant. Students who lived at home had less involvement in university clubs and societies than those living away from home.

Future Intentions

The study also examined whether the decision to live at home was associated with differences in what students planned to do after leaving HE.

- Those living at home had a preference for developing their careers locally or regionally: around half expressed this view compared to less than a quarter of those who lived away from home. They also had greater clarity in career planning when they entered HE.
- A higher proportion of those who lived away indicated an intention to undertake a gap year in comparison to those who lived at home.
- Students who lived away from home were also more likely to report that they were considering further study than those who lived at home but the differences were relatively small.

Outcomes of HE for students who live at home compared with those who live away from home

Differences in the outcomes of students who lived at home and away from home were examined in relation to development of skills, class of degree and employment outcomes: .

- Students who lived away from home and those who lived at home showed similar patterns of change over time in their level of self-reported skills. Respondents who lived at home were less likely, however, to have achieved a first or upper-second class degree.
- In comparison to respondents who lived at home, those who lived away from home were more likely to be working in a job being undertaken only or mainly by graduates
- While the decisions to enter HE by students who lived at home may have been directed towards improving career opportunities there was some indication that this had not been fulfilled. Respondents who lived at home were less likely to think that

university had been an advantage in finding employment and were less likely to be optimistic about their long-term career prospects in comparison to those who lived away from home.

Comparing outcomes for young and mature entrants

Finally, the study examined whether the differences in the outcomes of students who lived at home and away from home were statistically significant. The descriptive analysis showed that older students were more likely than younger students to have had a specific reason, such as employment, for going to university and were also more likely to have lived at home. It was considered likely that the relationship between the decision to live at home and the outcomes of HE would be different for older and younger students. The analyses were therefore undertaken separately for students who were under 21 years of age and those who were 21 years and over when they entered HE.

- Among students who were aged 21 years and over when they entered HE the differences in outcomes (i.e. for employment, degree class and having a graduate job) between those who lived at home and away from home were not statistically significant.
- Among younger students the differences in the degree class and employment outcomes of those who lived away from home and at home during HE were statistically significant. In comparison to students who lived at home, those who lived away from home were significantly more likely to have achieved a first or upper-second class degree or to be working in a graduate job and were also significantly less likely to report that their job was not appropriate to their skills.

A series of regression analyses were then undertaken in order to examine whether differences in the characteristics of students who lived at home and away from home could explain the differences in the outcomes of HE found for younger students.

- The associations between whether students lived at home and outcomes of HE could be accounted for by student and household characteristics, the characteristics of the institution attended by the respondent and the subject of study. However, a significant difference remained for class of degree where respondents who lived away from home continued to be more likely to have obtained a first or upper-second class degree than those who lived at home after adjustment for other factors.
- This leads us to conclude that association of poor outcomes and living at home mainly reflects the pre-existing characteristics of respondents who live at home rather than disadvantages they experience as a result of living at home whilst studying.

Introduction

This report was commissioned by the Department for Business, Innovation and Skills (BIS) following the publication of the fourth (and final) stage of the Futuretrack study in November 2012. Our aim has been to investigate the characteristics and outcomes of students who study at their 'local' higher education institution (HEI). The research questions that have been addressed are:

- What are the characteristics/attributes of students who study locally?
- What factors influence students to make the decision to study locally?
- How do the higher education experiences of students who study locally differ from those who decide to study away from home?
- Are there any differences in outcomes between those who study whilst living at home and those who study away from home?

Our approach has been to collate and amplify what is already reported and to provide further granularity of analyses. An important part of this project is to understand the underlying reasons behind decisions about location of study. In some conurbations prospective students live within daily traveling distance of a full range of types of institution and so living at home does not restrict course decision-making (or access to any part of the curriculum). In more rural locations, a decision to live at home whilst studying could restrict access to some type of institution or course. Conversely some students choose to study in a local (within the same region) institution and to live away from home although this was not 'necessary' to access the course; thus the exercise of personal choice is a feature. Yet other students' participation in higher education (HE) is accompanied by domestic responsibilities and/or home ownership that effectively limits both their choice of institution and the way in which they access course components.

Data Source

Futuretrack¹ is a longitudinal study of all people who applied in 2005/06 to enter full-time university courses in the UK during the autumn of 2006. Data has been collected at four stages, the first being as prospective students made applications to HE in 2006, the second approximately eighteen months later, a third as most were approaching their final examinations and the fourth between eighteen and thirty months post-graduation, when in 2012, most had either entered the labour market or undertaken post-graduation further education or training. Futuretrack is thus unique in capturing the whole of the student journey, from application to outcome. This provides the opportunity to track students' progression into, through and beyond HE as no other survey has been able to do.

The 'baseline' for Futuretrack is the number of respondents to the stage 1 survey. Stage 1 was a census not a sample, as all the applicants to HE made via the Universities and Colleges Admissions Service (UCAS) during the academic year 2005/06 were invited to participate. There was no sampling strategy. The stage 1 main survey achieved a sample size of 121,368 responses, a response rate of 23.9 per cent, comparable to that reported by previous postal surveys of graduates in the UK. The survey has had a relatively high attrition rate, however, with only around 30 per cent of the previous stage's respondents answering the survey at the following stage. Table 1 shows the number of respondents at each stage of the survey.

Table 1 Stage 1 responses for respondents with complete and incomplete responses.

Stage	Total remaining in sample	% of stage 1 sample	Attrition from previous stage	Return to survey after nonresponse
1	121368	1	—	—
2	41794	0.344	79574	—
3	20850	0.171	22431	1487
4	13204	0.108	13215	5569

Note: these attrition rates condition on being a respondent at stage 1.

The analyses here were carried out in two phases; the first comprised collation and bivariate analyses of relevant variables across all four stages (the descriptive phase) and the second comprised a range of multivariate analyses aimed to address the research questions (the Modeling phase) in more detail. No new empirical data has been collected. Findings are reported in two main sections: (i) Descriptive Analyses which reports findings from all stages of data collection and (ii) Modelling and Regression Analyses which controls for a range of variables in addition to domicile of study.

In order to report on the experiences of students who lived at home during their higher education study, it has been important to be able to identify students who lived at home and whether for all or part of their period of study. At stage 2 and stage 3 respondents were asked, "In this academic year, which of the following applied to you during term". The

¹ For further information about the Futuretrack study conducted on behalf of HECSU by the Institute for Employment Research at the University of Warwick, under the leadership of Professor Kate Purcell, see also, www.hecsu.ac.uk and <http://www2.warwick.ac.uk/fac/soc/ier/futuretrack/what-is/>

response options were: I lived at home with my family or partner, I lived at home on my own, I lived in a student hall of residence, I lived in university-owned self-catering accommodation with other students, I lived in other rented self-catering accommodation, I lived in rented accommodation where some meals were provided and Other.

Table 2 shows the type of accommodation at stage 2 and stage 3 for students who were domiciled in the UK at the time they applied to UCAS. It is usual for institutions to make an offer of accommodation to non-local students during their first year of study and Table 2 shows that around 60 per cent of respondents either lived in a student hall of residence or in university owned self-catering accommodation at stage 2. Respondents who were not living in university accommodation at stage 2 either lived at home with their family or on their own (30 per cent of respondents) or in other rented accommodation (7 per cent). The majority of students are expected to find their own accommodation after the end of their first year and at stage 3 the proportion of respondents who were living in university owned accommodation had fallen to around 13 per cent with more than 50 per cent of respondents living in other rented accommodation. The proportion of respondents either living at home with their family or on their own remained largely unchanged between stage 2 and stage 3, however.

Table 2 Number of respondents living in different types of accommodation at stage 2 and stage 3

Type of Accommodation	Stage 2		Stage 3	
	Number	%	Number	%
Home on my own	867	3.1	425	3.5
Home with my family or partner	7433	26.5	3060	25.2
Student hall of residence	13909	49.6	1169	9.6
Other rented self-catering accommodation	1950	6.9	6589	54.2
Rented accommodation where some meals were provided	114	0.4	25	0.2
University-owned self-catering accommodation with other students	3293	11.7	404	3.3
Other	499	1.8	480	3.9
Total number of respondents	28065	—	12152	—

In this report our main interest is in the comparison of differences between students who lived at home and away from home (referred to as ‘elsewhere’) while at university. Respondents who either lived on their own or with their family or partner were considered to have lived at home while the remaining respondents were considered to have lived away from home. The analyses using data collected at stage 1 and stage 2 focus on how the association between the respondent’s characteristics, attitudes and experiences differ depending on whether the respondent lived at home or ‘elsewhere’ at stage 2. In contrast, the analyses of the respondent’s experiences and outcomes at stage 3 and stage 4 contrasted respondents who lived away from home at both stage 2 and stage 3 with remaining respondents, including those who may have lived away from home at either stage 2 or stage 3.

Table 3 shows the type of accommodation reported by respondents at stage 2 and stage 3 for those respondents who also provided information at stage 4. In analyses of the association between the respondent’s residential location and outcomes following HE respondents who did not provide information on the type of their accommodation at stage 2 and at stage 3 were omitted. The table shows that only a minority of respondents (n = 4222) reported their accommodation at both stage 2 and at stage 3 and remained in the study at stage 4 and are available for the modeling stage of the study. The relatively small sample size in the modeling stage of the study is due to the significant number of respondents at stage 4 who were missing information on accommodation at stage 2 and stage 3 (n = 3903).

The table shows, however, that the number of respondents who moved either into or out of their own home between stage 2 and stage 3 was relatively low.

Table 3 Number (and row per cent) of stage 4 respondents living in different types of accommodation at stage 2 and stage 3

Stage 2	Stage 3			Total
	Home	Elsewhere	Missing	
Home	855 (52.5)	103 (6.3)	668 (41.0)	1626
Elsewhere	245 (4.6)	3019 (57.2)	2013 (38.1)	5277
Missing	135 (3.0)	456 (10.1)	3903 (86.8)	4494
Total	1235 (10.8)	3578 (31.3)	6584 (57.7)	11397

Previous Futuretrack Findings

In this report we have distinguished between students who study locally whilst living at home and those who are described as living 'elsewhere' or 'away' during study. Respondents who lived at home while studying are not a single group and could either still be living in the parental home or be living independently in their own home. The decision not to examine differences within the group of respondents who lived at home was taken for reasons of simplicity and was based on the assumption that respondents who lived at home would have shared a common experience of HE which distinguished them from respondents who lived away from home.

The previous survey reports have attempted to distinguish between respondents who lived in the parental home and those who lived in their own home whilst studying based on the age at which the respondent entered HE. Chapter 8 of the report on Futuretrack findings at stage 4 distinguished between those who lived in the parental home whilst studying and those who studied whilst living in their own home:

... an assumption was made that those who were mature students (aged over 21) when they entered HE were living in their own home, while those who entered HE as younger students were living in their parental home. (Purcell et al. 2012 pp. 119)

Important differences between these two groups were noted, including, the extent of participation in extra-curricular activities. Additionally, it was noted that those who lived at home were not an undifferentiated group and "...it was clear that not all groups of students who lived at home had the same experiences" (ibid, pp. 131) and that younger students appeared to be at a relative disadvantage in the transition into the labour market.

Younger students, who it was assumed remained in their parental home when they indicated that they lived at home while they studied, were found to be the most likely to be working in a non-graduate job, the most likely to be earning less than £15,000 per annum, to be least likely to say they were satisfied to some extent with their current job and to agree to some extent that their job was appropriate for someone with their skills and qualifications and to be less likely to agree that they were positive about their long-term career prospects. They were also least likely to have achieved a 1st or 2:1 degree. (ibid, pp. 131).

Earlier Futuretrack reports identified that living accommodation is an important component of the higher education student experience. Purcell *et al.* (2009a) reported that at stage 2 of the study (approximately eighteen months since beginning their courses), age was a key variable in living at home whilst studying, with older students more likely to be living either in their own home or with family or partners than younger students. Other differences were noted at stage 2; notably there was a slightly greater likelihood of living at home whilst studying amongst women, and more substantially amongst those from routine and manual backgrounds and those attending a lower entry tariff or general HE institution. At stage 2 of Futuretrack students reported different levels of satisfaction with their accommodation in terms of noise, safety, convenience, privacy and cost; and those living at home spent the highest amount of time travelling between accommodation and the institution.

Students living at home with their partner or other family members spent the longest time, on average, travelling to their classes. Only 34 per cent travelled for half an hour or less, and a quarter spent more than an hour travelling.

(Purcell et al. 2009a, pp. 49)

Bangladeshi and Pakistani students were the least likely to report short journey times and along with Black African students were the most likely to report journey times of over one hour. Type of institution was also associated with traveling time, (presumably due to the availability of on- or near-campus accommodation) as was mode of transport, with those able to walk to classes reporting shorter journey times. Those who lived at home were more likely to be satisfied with the quality and comfort of their accommodation as well as its privacy and safety, than those living elsewhere.

Purcell *et al.* (2009a) found that the type of accommodation in which students lived during their first year was associated with their view of extra-curricular activities; those living at a distance from the institution were more likely to disagree that extra-curricular opportunities were excellent. Regional differences were also reported, with around half of those living and studying in Greater London reporting that extra-curricular activities were excellent, compared with around three quarters of those in the North East of England agreeing so. The extent of involvement in extra-curricular activities (thought to enhance skills sought after by potential graduate recruiters) was found to vary by region. The specific activity of participation as an office-holder or student representative was more prevalent amongst those from professional and managerial backgrounds and those at the highest entry tariff universities.

*Overall, students in Northern Ireland and Greater London, areas with the highest proportions of students living at home, were the least likely to engage in extra-curricular activities within their university. However, the region that was most likely to have students engage in any [extra-curricular] activity was the Eastern region, which was not the region with the lowest proportion of students living at home. (Purcell *ibid.*, pp. 67)*

Whether extra-curricular activities were undertaken within or external to the institution was found to be associated with type of institution attended. At stage 2, Futuretrack found that students from higher socio-economic groups and at higher entry tariff institutions were more likely to be able to engage in those activities that added to their skills, self-confidence and social and cultural capital and by implication their employability, within their institution. Students whose choices and circumstances required them to live at home whilst studying were more likely to be unable to participate in extra-curricular activities.

*Students from highest tariff universities were most likely to have taken part in extra-curricular activities within their university, with students at general HE colleges being least likely. This trend is reversed when looking at extra-curricular activities undertaken externally, with students at general HE colleges being most likely to have undertaken these activities, and students at highest tariff universities the least. (Purcell *ibid.*, pp. 65)*

Hence a key feature of this analysis is to explore whether studying for a higher education qualification whilst living at home is associated with reinforcing existing advantages and disadvantages and importantly, whether or not these impact on students' outcomes and perception of their higher education experience. Given the differences in the characteristics and in the experiences of HE between respondents who lived at home and 'elsewhere' a key focus of our analysis was to examine whether differences in experiences of HE are independently associated with living at home or whether they could be explained by differences in the characteristics of respondents who lived at home and 'elsewhere'. In addition, we extend previous analyses to examine the association between whether the respondent lived at home or 'elsewhere' and subsequent labour market outcomes.

Descriptive Analyses

Factors influencing the decision to study locally

The full descriptive tables are given in Appendix A. In the descriptive analysis the number of cases varies between analyses depending on the total number of cases at each stage and the number of valid responses; that being the case, for ease of reading proportions have been used throughout.

The decision to enter higher education is likely to be the outcome of a process which has taken place over a long period of time and decisions at the individual level are inevitably complex. At stage 1 of the Futuretrack study respondents were asked twenty questions about what or who influenced their choice of university (or college). Of those who answered this question at stage 1 (89,938) 25.3 per cent (22,759) indicated that they were influenced by 'location, because I could continue to live at home'. Thus the capacity to remain at home whilst studying is an important factor for as many as one quarter of applicants to HE in choosing an institution.

Figure 1 (Appendix Table 1) shows the factors at stage 1 that influenced respondents' choice of university (or college) separately for respondents who lived at home and away from home at stage 2. The figure shows how important being able to live at home is in influencing choice of university for a significant number of students. While around 72 per cent of respondents who lived at home at stage 2 had stated that being able to stay at home was a factor in their choice of institution, only around 40 per cent of respondents who lived away from home at stage 2 had stated that they wanted to study away from home. The set of attributes associated with the location of the institution remained important for respondents who lived away from home, however, with around 60 per cent of respondents who lived away from home at stage 2 stating that the perceived attractiveness of the place had been a factor in choosing where to study.

Location was only one of a range of factors, however, that had influenced the choices of respondents who lived away from home at stage 2. As might be expected, an important factor for around 60 per cent of all applicants irrespective of where they lived is that the university or college offers the particular course wanted. Visits to institutions were undertaken by 43 per cent of students who lived at home but by 74 per cent of those who lived elsewhere at stage 2. Respondents who lived elsewhere were also more likely than those who lived at home to have made use of university guides/league tables (44 vs 19 per cent), university websites or prospectuses (47 vs 28 per cent), to have been influenced by the teaching (53 vs 36 per cent) or research (30 vs 15 per cent) reputation of the institution or by the availability of suitable accommodation (18 vs 3 per cent). The proportion of students who lived at home and elsewhere who had been influenced by consideration of the cost of living and course fees/bursaries was relatively low, however.

Learning from Futuretrack: studying and living at home

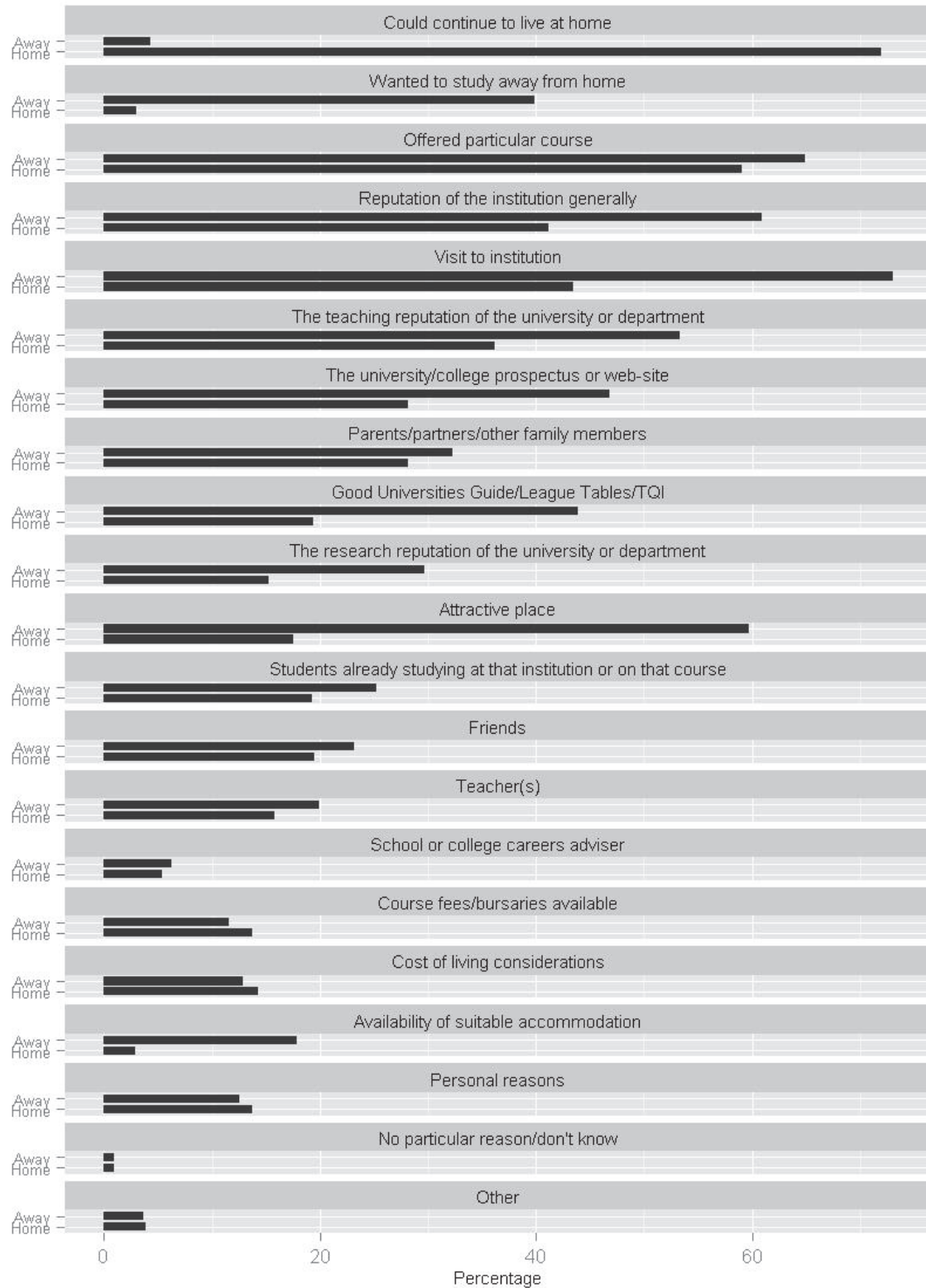


Figure 1 Factors influencing choice of university at stage 1 and domicile of study at stage 2

At stage 1 motivation to study was captured in Futuretrack via a range of questions about the reasons for entering HE and for choosing the particular course of study. Figure 2 (Appendix Table 2) shows the proportion of respondents who lived at home and away from

home at stage 2 who reported applying to enter higher education for each of a range of reasons. The figure shows that over 70 per cent of students who lived at home and who lived elsewhere gave reasons for deciding to enter HE that were either related to longer-term career plans, in order to get a good job or an interest in a particular subject or course, while over 60 per cent stated that they wished to 'realise my potential'. Respondents who lived elsewhere were distinguished by being more likely to report that they wanted to be a student (57 vs 26 per cent), that it was the normal thing for them to do (45 vs 22 per cent) or that they had been encouraged by either parents (38 vs 22 per cent) or teachers (36 vs 20 per cent). Appendix Table 3 gives the corresponding figures for the main reason given by the respondent for entering HE.

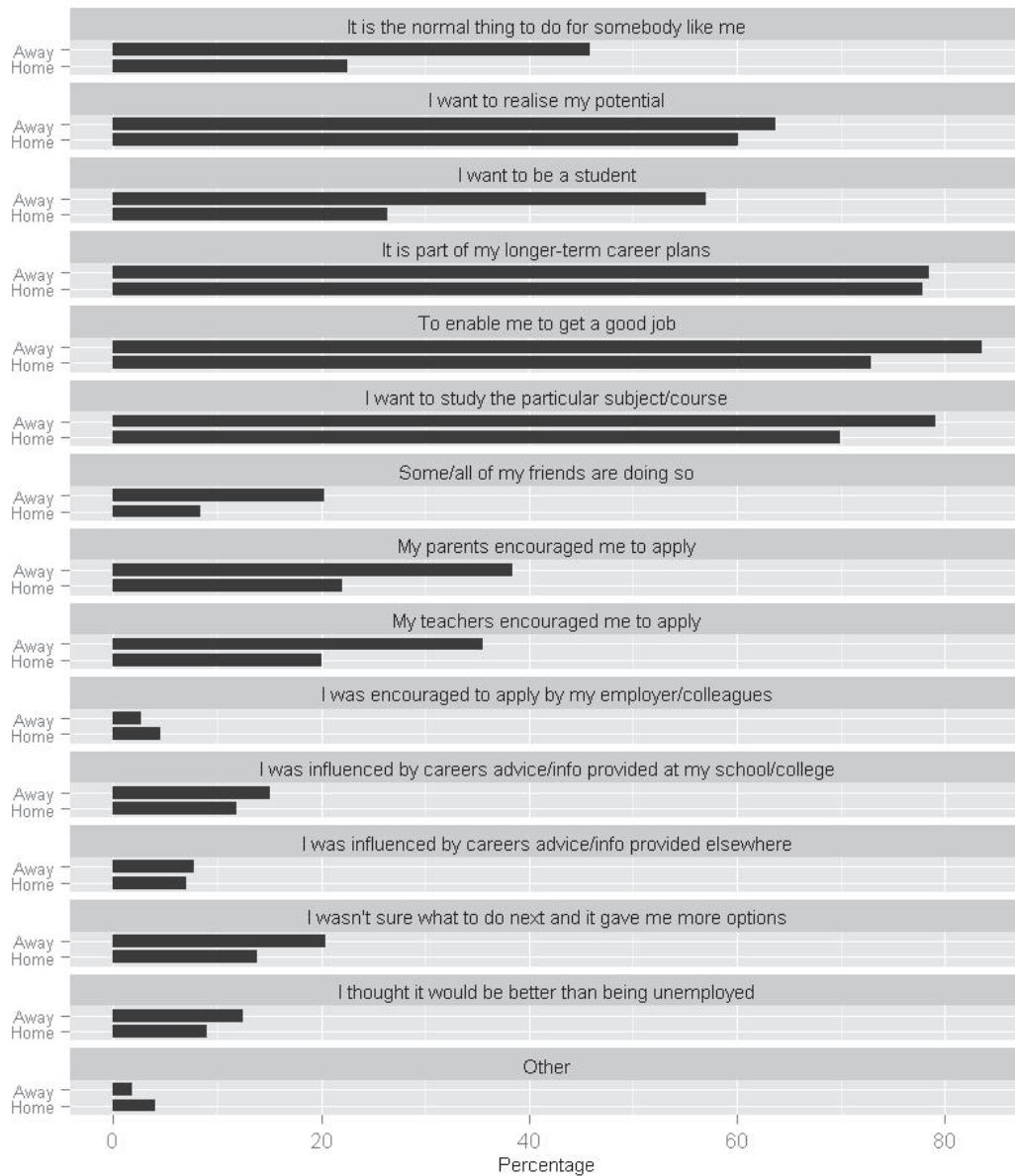


Figure 2 Reasons for applying to enter higher education and domicile of study at stage 2

Figure 3 (Appendix Table 4) shows the proportion of respondents who lived at home and elsewhere who reported choosing their particular course for a range of reasons. The figure suggests that while the main reasons for choosing the course of study are the same for

respondents who lived at and away from home, there appears to be different levels of intensity in agreement. Responses suggest a stronger, or more clearly defined sense of the extrinsic value of HE (e.g. in order to enter a particular occupation) and a weaker attachment to the more intrinsic value of HE (e.g. enjoy studying the subject) amongst those respondents who continued to live at home. Appendix Table 5 gives the corresponding figures for the main reason given by the respondent for choosing a particular course of study.

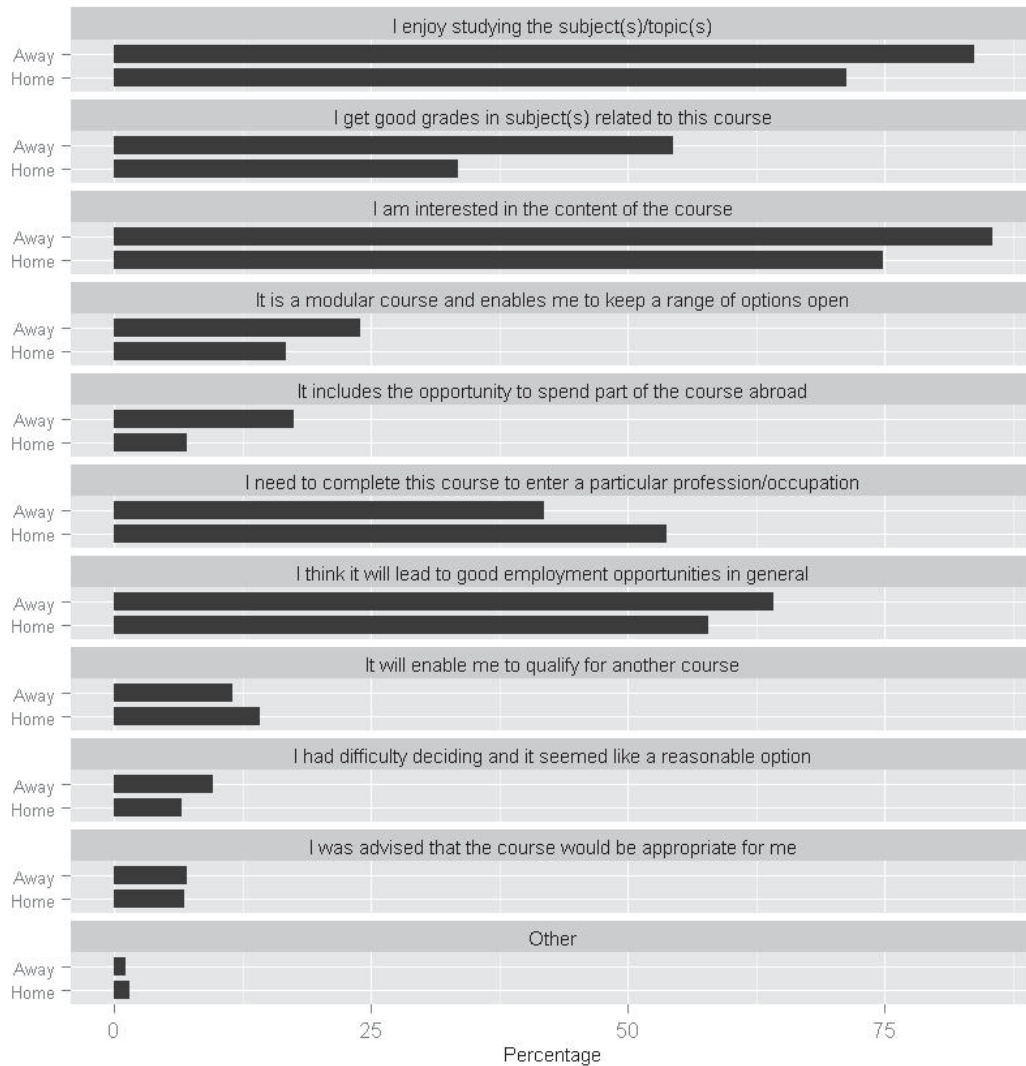


Figure 3 Reasons for choosing course of study and domicile of study at stage 2

The course respondents had enrolled upon also differed with domicile of study, with a higher proportion of respondents who lived at home taking vocationally oriented Foundation Degrees and HND/other courses in comparison to those who lived elsewhere whilst studying (Figure 4, Appendix Table 6).

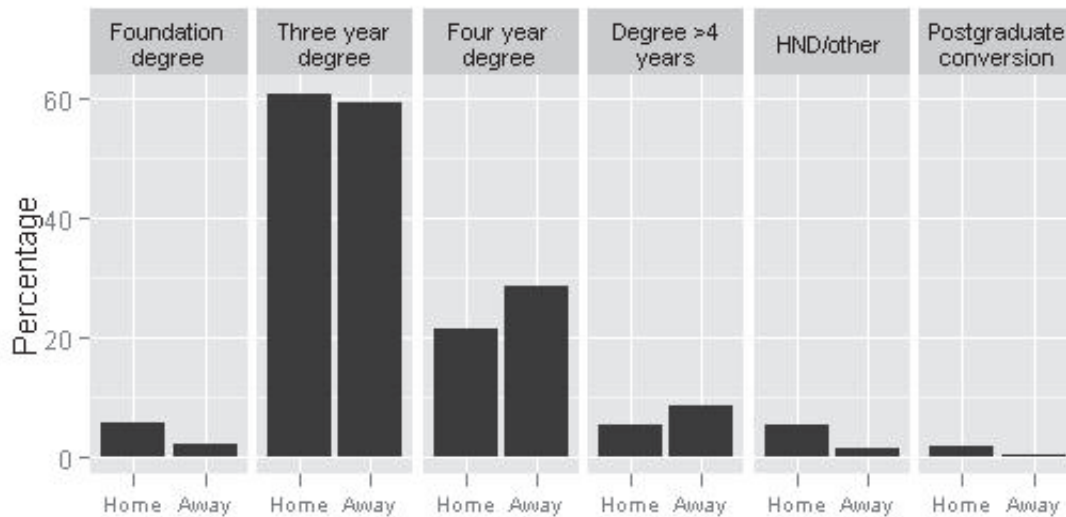


Figure 4 Proportion of respondents living at home at stage 2 by type of course

Applicants to higher education in 2005/06 were the first cohort to experience the ‘new’ funding arrangement in which students were able to apply for loans that become repayable upon reaching an income threshold following graduation. It was widely assumed that this new funding arrangement, which was introduced alongside a significant increase in the level of student fees, would change prospective students’ attitudes to the management of debt and/or applicant behaviour. At stage 1, applicants were asked whether they anticipated ‘significant debts’ as a result of participation in HE; 52 per cent of those who lived at home at stage 2 indicated that they did, as compared to 71 per cent of those who lived elsewhere. Plans to fund HE also differed. Figure 5 (Appendix Table 7) reveals less likelihood of borrowing, or being supported financially by family or own resources and greater reliance on university funding mechanisms amongst those who lived at home in comparison to those who lived elsewhere at stage 2. Applicants’ views of whether an ‘HE qualification is a good investment’ are remarkably similar, however, with 94 per cent of all agreeing that it is (Appendix Table 8).

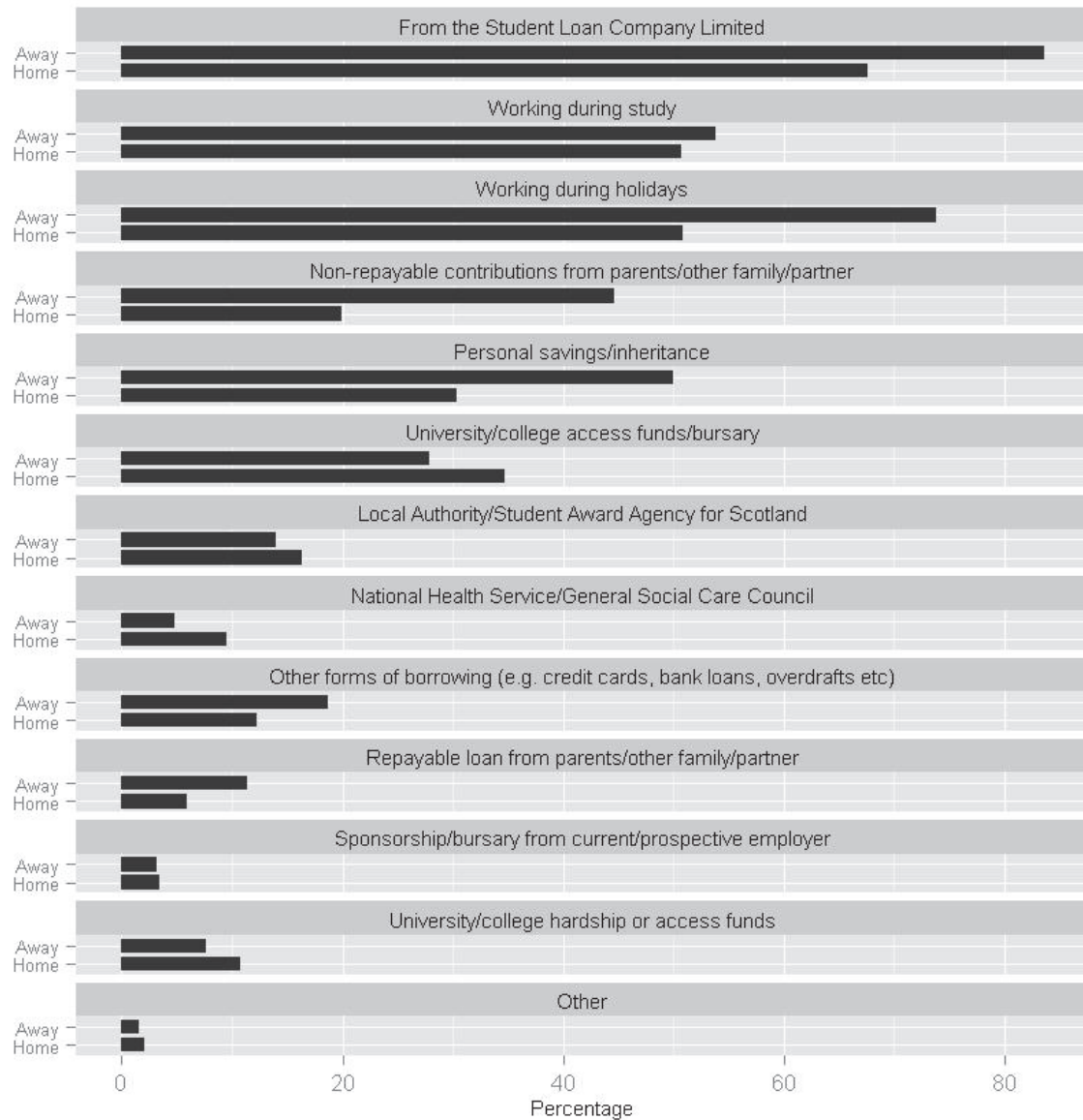


Figure 5 Plans to fund higher education and domicile of study at stage 2

Characteristics and attributes of students who study locally

The characteristics and attributes of those who lived at home to study differ from those who lived elsewhere. Figure 6 (Appendix Table 9) shows how the proportion of respondents who lived at home at stage 2 varies by age group, ethnic group, gender and UCAS tariff score category (non-standard, low < 240 points, medium 240-359 points and high \geq 360 points).

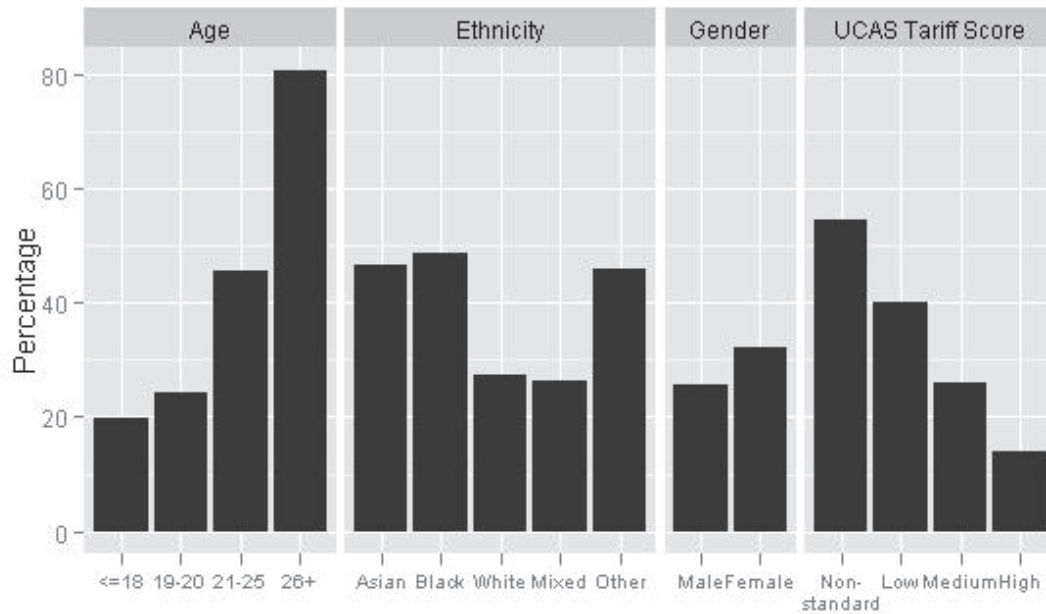


Figure 6 Proportion of respondents living at home at stage 2 by respondent age, ethnicity, gender and UCAS tariff score

The figure shows that there is a positive association between age and the likelihood of living at home at stage 2 with the proportion of respondents living at home at stage 2 increasing from less than 20 per cent for respondents who were age 18 years and under when they applied to university to over 80 per cent of respondents who were aged 26 years and over. The likelihood of living at home at stage 2 also varied with the respondent's ethnic group with respondents from Black, Asian and Other backgrounds being more likely to have lived at home in comparison to respondents in the White group, while women were more likely to have lived at home at stage 2 in comparison to men. The respondent's UCAS tariff score also showed a significant association with whether they lived at home at stage 2 with respondents with lower tariff scores being more likely to live at home than respondents with higher tariff scores. Students with non-standard tariff scores, including access courses and vocational qualifications (Purcell *et al.* 2008) were more likely than remaining students to have applied as mature applicants and this group of students had a significantly higher likelihood of living at home at stage 2 than remaining students.

Figure 7 (Appendix Table 10) shows the variation in the type of institution attended prior to applying to enter higher education. The older overall age of respondents who lived at home is also reflected in the type of institution that respondents who lived at home attended prior to applying to enter higher education. The figure shows that respondents who attended a further or higher education institution were more likely to live at home in comparison to remaining respondents.

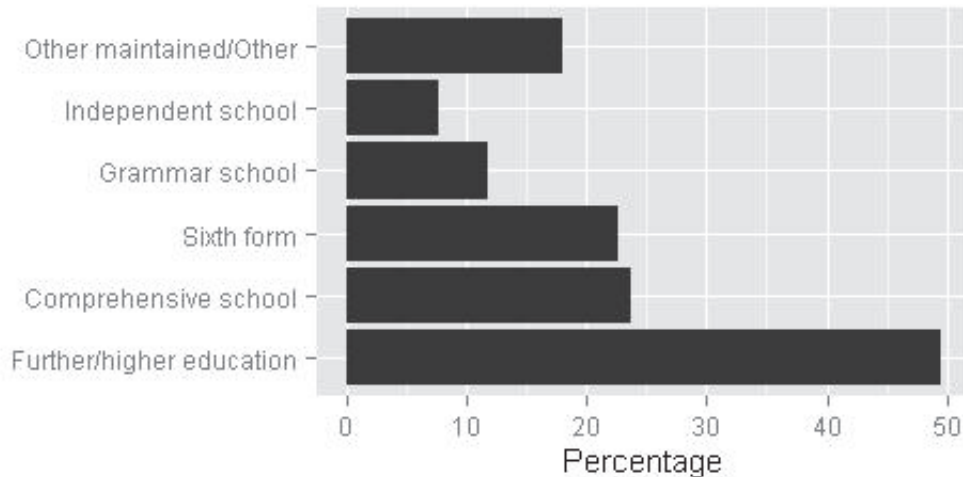


Figure 7 Proportion of respondents living at home at stage 2 by type of prior institution attended

Figure 8 (Appendix Table 11) shows how the proportion of respondents who lived at home at stage 2 varies by whether the respondent's parents had been to university, the occupation of the respondent's parents and the type of institution attended by the respondent. The figure shows that respondents from lower socioeconomic status households had a higher likelihood of living at home than respondents from higher socioeconomic status households. Respondents who had parents who worked in routine or semi-routine occupations or who did not have a parent who had been to university were more likely to live at home in comparison to respondents whose parents worked in professional and managerial occupations or who had parents who had both attended university. The association between the entry tariff score of the institution and living at home reflected that found at the respondent level with around 55 per cent of respondents at institutions in the lowest tariff score category having lived at home compared to less than 20 per cent of respondents at institutions in the highest tariff score category.

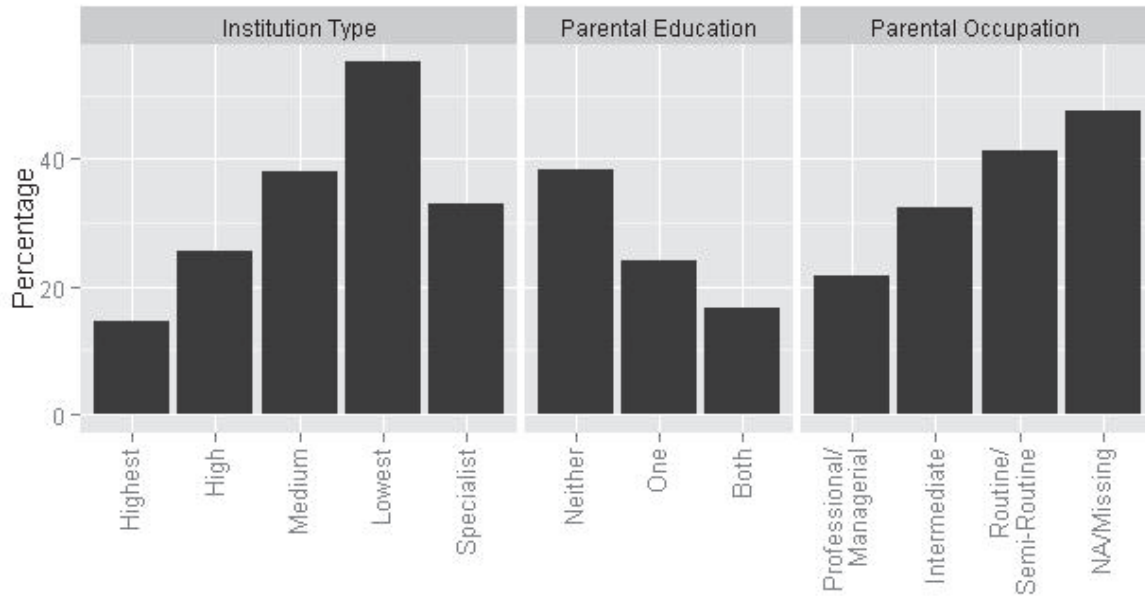


Figure 8 Proportion of respondents living at home at stage 2 by type of institution, parental experience of higher education and parental occupation

Figure 9 (Appendix Table 12) shows the proportion of respondents who lived at home at stage 2 separately by the subject of study. The choice of subject of study made by applicants who plan to live at home appears to support an enhanced interest in employment outcomes, although we are cautious about suggesting this in light of the fact that many subjects are neither ‘vocational’ nor ‘non-vocational’ in the UK graduate labour market context. Those who lived at home at stage 2 were more likely to choose Education, Subjects Allied to Medicine, Business and Administration, Mathematics and Computer Science and Social Studies than those who did not, and less likely to choose Languages, Medicine and Dentistry and Physical Sciences.

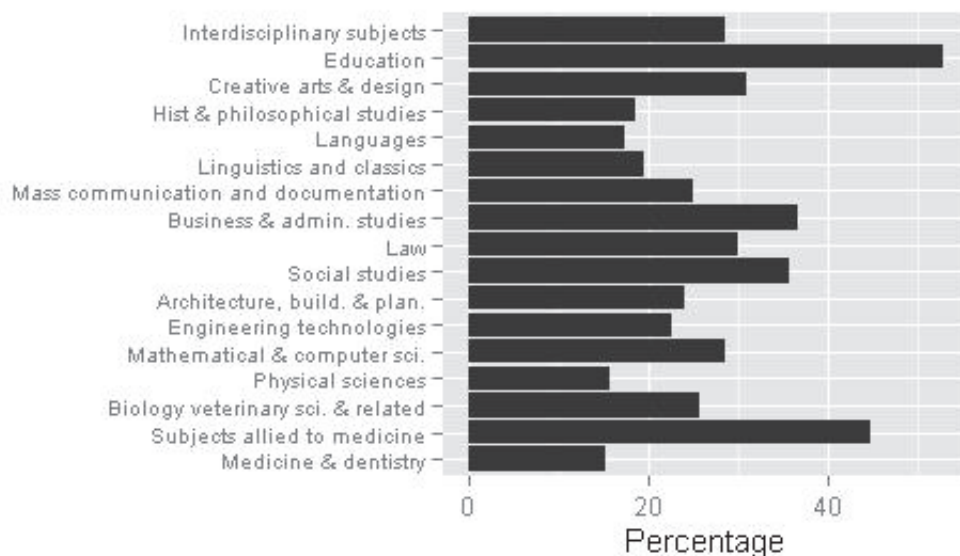


Figure 9 Proportion of respondents living at home at stage 2 by subject of study

Figure 10 (Appendix Table 13) shows how the proportion of respondents who lived at home varies across region. The regional context is an important factor shaping the character of student populations and regions which had a high proportion of respondents living at home at stage 2 (Scotland, Merseyside, North East) tended to be more deprived than regions with the lowest proportion of respondents living at home (South West, South East, East of England).

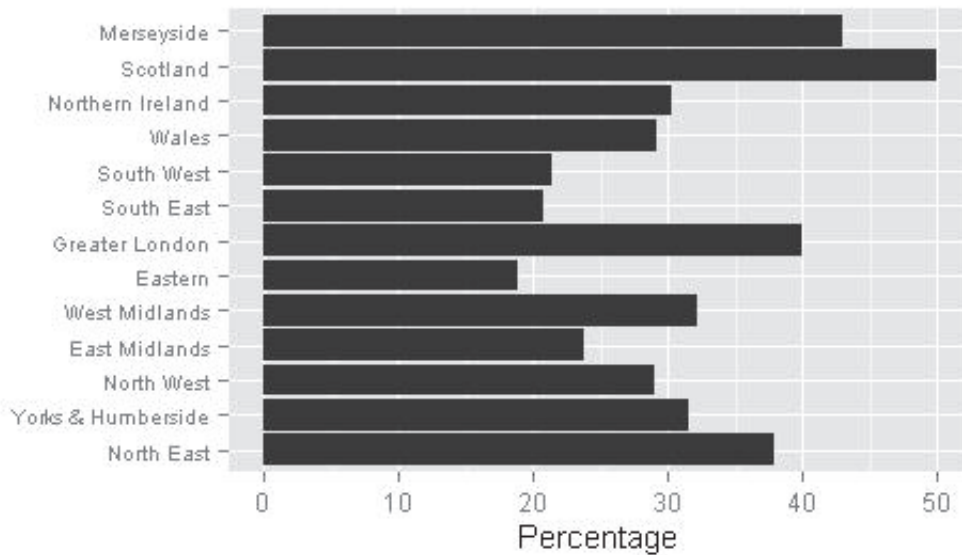


Figure 10 Proportion of respondents living at home at stage 2 by region of study

Respondents who lived at home while at university could either still be living in the parental home or independently in their own home. The living arrangements of respondents who lived at home reflected these different situations (Figure 11; Appendix Table 14). Unsurprisingly, respondents who lived at home at stage 2 were more likely to live with adult dependents and were more likely to have children living with them than respondents who lived away from home. Respondents who lived at home and had children were also more likely to have children of school age than children under 5 years of age, perhaps reflecting the difficulties of balancing full-time study and family responsibilities.

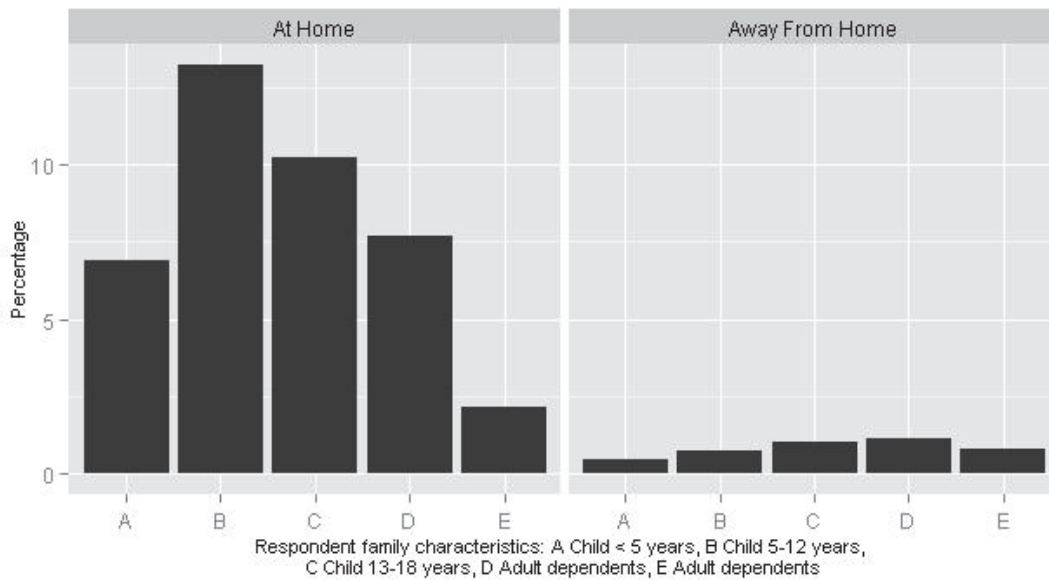


Figure 11 Respondent family characteristics at stage 2 separately for respondents who lived at home and away from home at stage 2

Higher education experiences of students who study locally compared to those who decide to study away from home

Stages 2 and 3 of the Futuretrack study reported substantial information on the nature of the student experience of higher education. Students' experiences of HE are affected by their previous experiences and their expectations, however. The majority of all applicants to HE at stage 1 (80 per cent) indicated agreement that time in HE is an opportunity to clarify career options. Questions about the career information, advice and guidance (IAG) received by respondents were therefore aimed to understand what had prepared applicants to make their application to HE.

At stage 1, respondents were asked how much of a range of components of information, advice and guidance they had received prior to applying to HE with response options: too much, what I needed, not enough and none at all. Figure 12 (Appendix Table 15) shows the proportion of respondents who stated they had received not enough or none at all of each component separately for respondents who lived at home and away from home at stage 2. The figure shows that there are likely to be clear gaps in information accessed by all applicants but particularly amongst those who lived at home whilst studying. In particular it was found that those who lived at home at stage 2 were particularly more likely to report they had not enough or no access to publications such as 'good university' guides, visits to careers fairs and information about the career implications of post 16 exam choices.

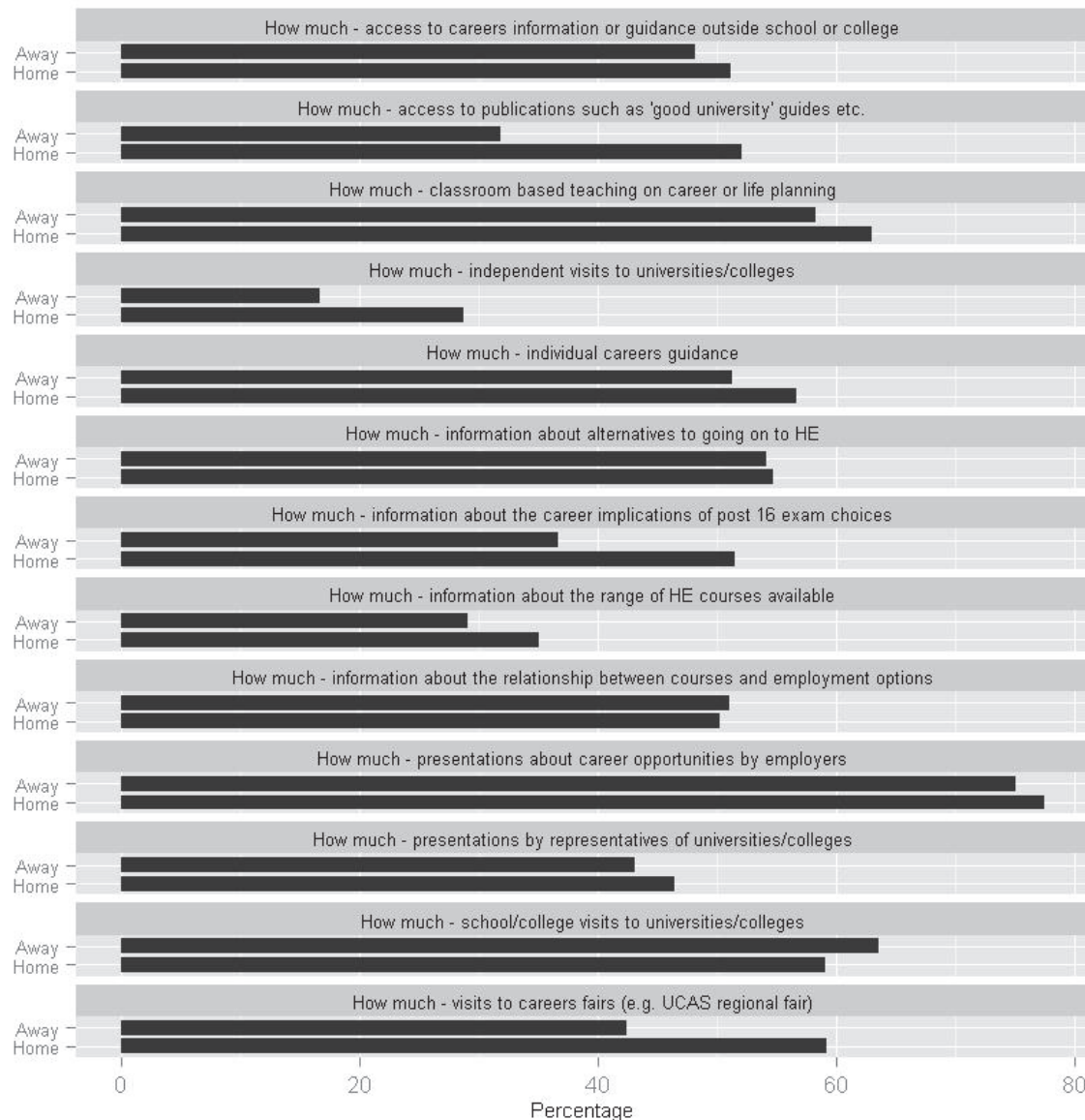


Figure 12 Proportion of respondents receiving ‘not enough’ or ‘none at all’ of a range of components of information, advice and guidance separately for respondents who lived at home and away from home at stage 2

Data on the clarity of career planning was captured in the first three stages of Futuretrack via responses to the statement, ‘I have a clear idea about the occupation I eventually want to enter and the qualifications required to do so’ on a seven-point scale, where 1 = I have a clear idea, and 7 = I have no idea at all. It has been noted, that for all applicants, clarity of career ideas tends to follow a pattern in which clarity is stronger at stages 1 and 3 than at stage 2. This is interpreted to reflect that whilst in higher education, students become exposed to a range of career-related options, and this introduces a level of uncertainty, adaptation and change of career plans.

At stage 1, applicants planning to live at home expressed greater clarity in career planning than those who did not; around 79 per cent of applicants planning to live at home had a clear idea (defined as a score of 3 or less) compared to 66 per cent of those planning to live elsewhere. In order to show the change in career ideas over time, Figure 13 (Appendix Table 16 and 17) shows how the mean score varied between stage 1 and stage 3 separately

by age group and for respondents who lived at home and away from home. The figure shows that respondents in the older age groups tended to have much clearer ideas about their future careers in comparison to respondents in the younger age groups. The figure also shows that among respondents who were aged either 18 years or less or 19 to 20 years on application to HE, those respondents who lived at home tended initially to have significantly clearer ideas than those who lived away from home. The differences between respondents who lived at home and away from home can be judged fairly large and are statistically significant. An interesting feature of the patterning of the clarity of career planning amongst younger respondents is that the change in the overall score between stage 1 and stage 3 tends to be larger, however, among respondents who lived away from home in comparison to respondents who lived at home. As a result, at stage 3 the difference in the clarity of career ideas between respondents who lived at home and away from home is no longer statistically significant.

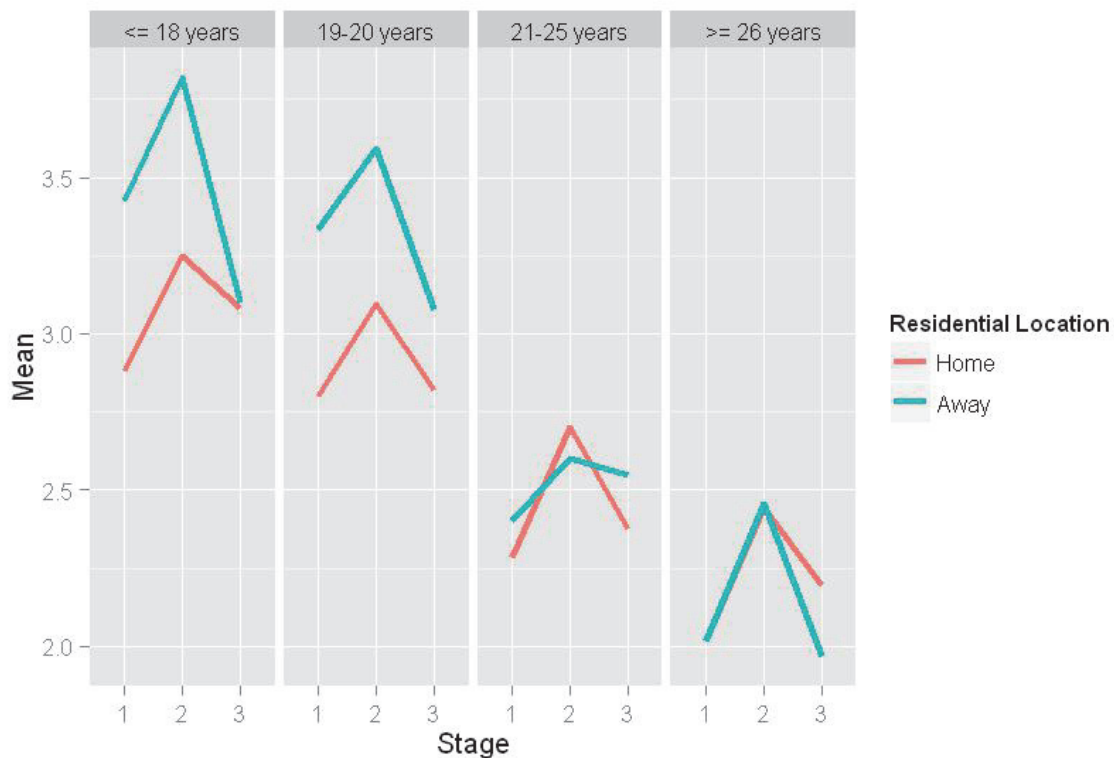


Figure 13 Mean clarity of career ideas by stage and age group separately for respondents who lived at home and away from home at stage 2 and stage 3

Students have access to a range of opportunities for career-related IAG within the institution. At stage 2 respondents were asked, “During your first year at university or college, did you take advantage of any of the following careers information or guidance opportunities.” Figure 14 (Appendix Table 18) shows the proportion of respondents who reported using each type of information or guidance separately for respondents who lived at home and away from home. The figure suggests that a similar proportion of respondents who lived at home and away from home had taken advantage of opportunities for career development.

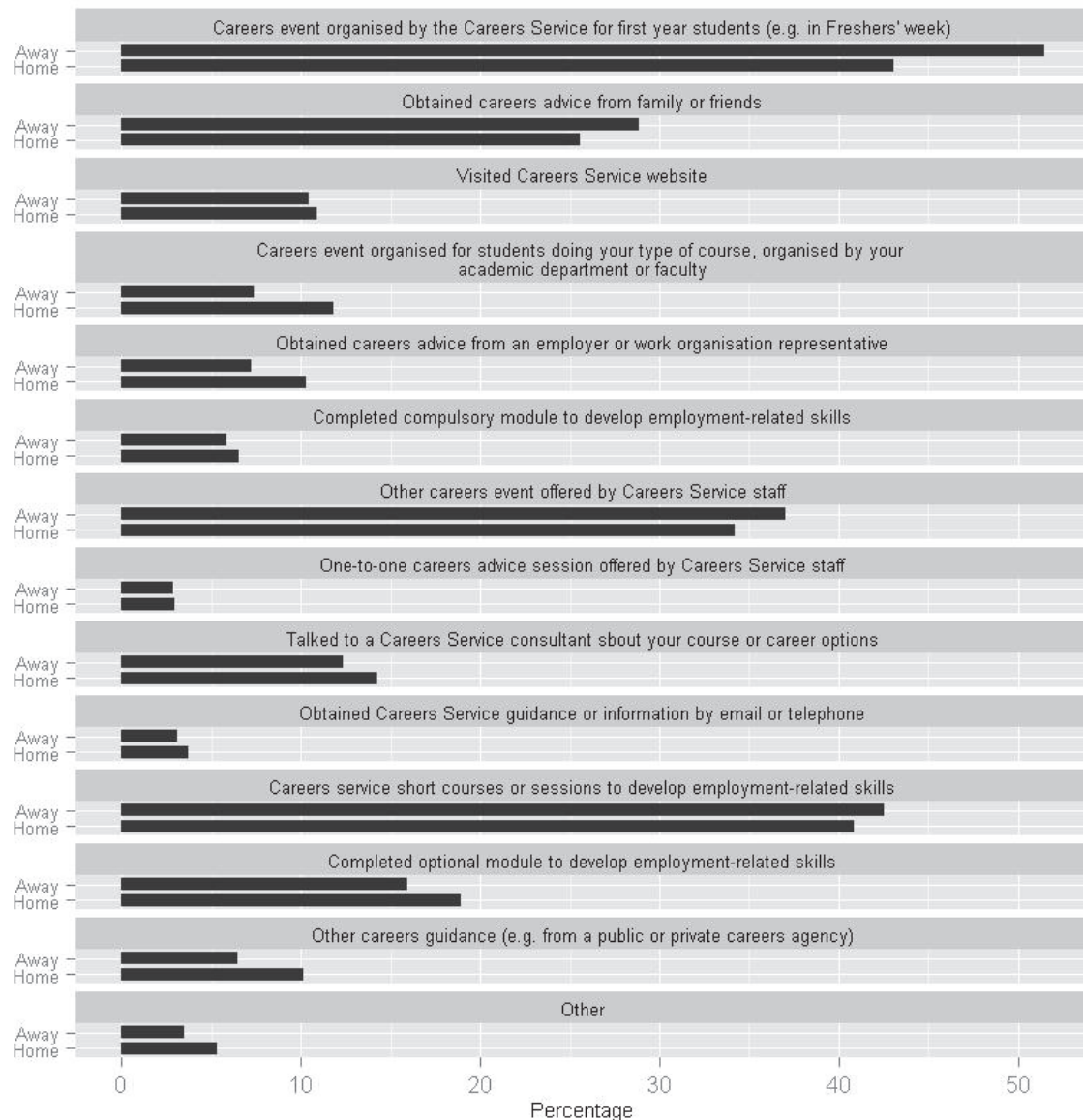


Figure 14 Career-related opportunities taken up since the end of the first year separately for respondents who lived at home and away from home at stage 2

At stage 2 the survey also asked, “How many times in the 2006-2007 academic session did you use the Careers Service at your university or college?” with the response options: 1-2 times, 3-4 times, 5 or more times, I was aware of the service but did not visit it and I was unaware of the service. In order to avoid categories with low numbers of responses, respondents who had visited the careers service were grouped into a single response category. Figure 15 (Appendix Table 19) shows the responses separately for respondents who lived at home and those who lived away from home at stage 2. The figure shows that whether the respondent had lived at home or away from home did make a difference to their experience and knowledge of the career service. In comparison to respondents who lived at home, those who lived away from home were more likely to have visited the careers service (33 vs 31 per cent) and were less likely not to be aware of the careers service (17 vs 22 per cent).

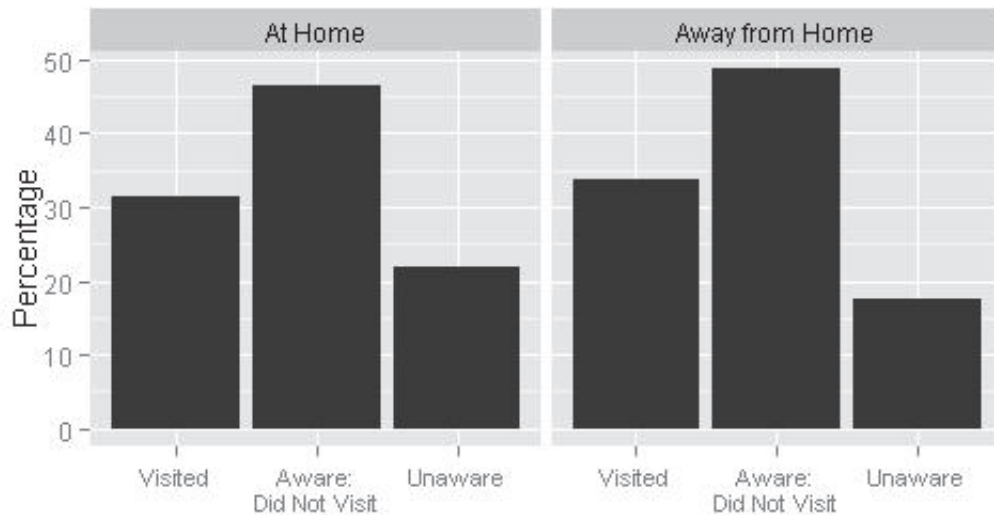


Figure 15 Experience of careers service separately for respondents who lived at home and away from home at stage 2

At stage 2 respondents were asked, “Which of the following activities did you participate in on more than three occasions in the academic session 2006-07?” Figure 16 (Appendix Table 20 and 21) shows the proportion of respondents who lived at home and away from home at stage 2 who reported taking part in none, one and two or more activities. Differences are apparent in the extent of participation in extra-curricular activities amongst those who lived at home at stage 2 and those who did not. Among respondents who lived at home more than 60 per cent had been involved in no activities at university while among respondents who lived away from home only around 30 per cent had been involved in no activities and a significant proportion had been involved in more than one activity at university. In addition, just 9 per cent of those living at home at stage 2 indicated they had been an office holder or student representative compared to 18 per cent of those who lived elsewhere.

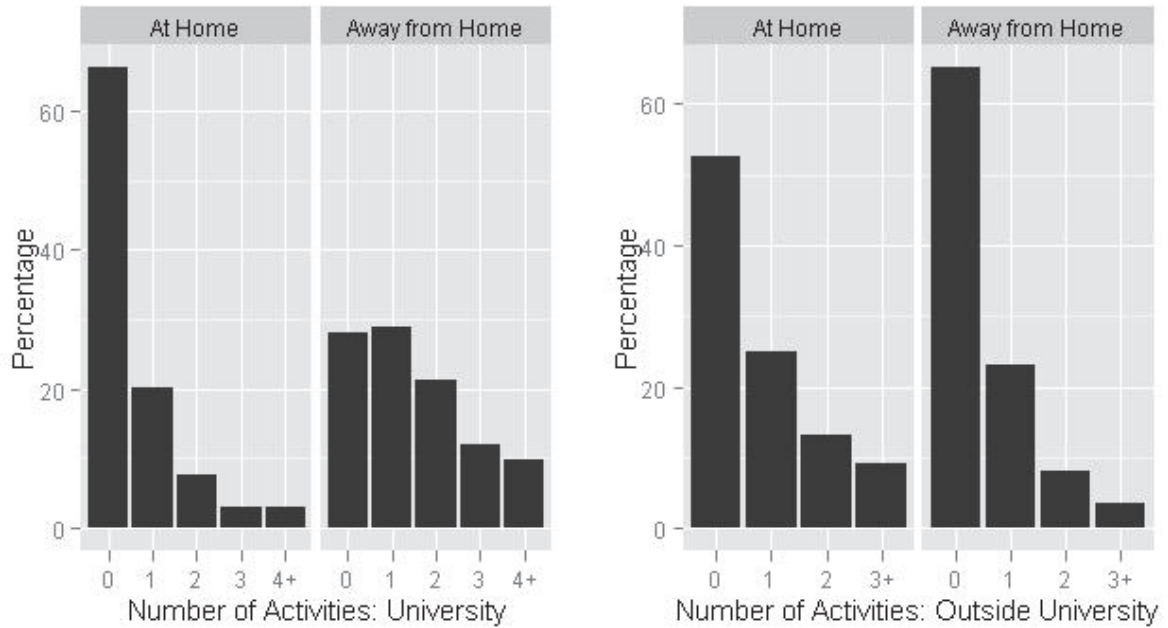


Figure 16 Number of internal and external extra-curricular activities undertaken at stage 2 separately for respondents who lived at home and away from home at stage 2

This data suggests that two thirds of students who live at home are not participating in activities at the university and it might be inferred that this could put them at a disadvantage academically if activities such as subject societies are not being accessed. Participation in institution-based activities such as course or student union representative enables the development of important interpersonal skills, valued by employers; where access to such opportunities is diminished for those living at home there is a risk that this would be disadvantageous in terms of labour market outcomes. The particular extra-curricular studies taken up are described in Figure 17 (Appendix Table 22 and 23).

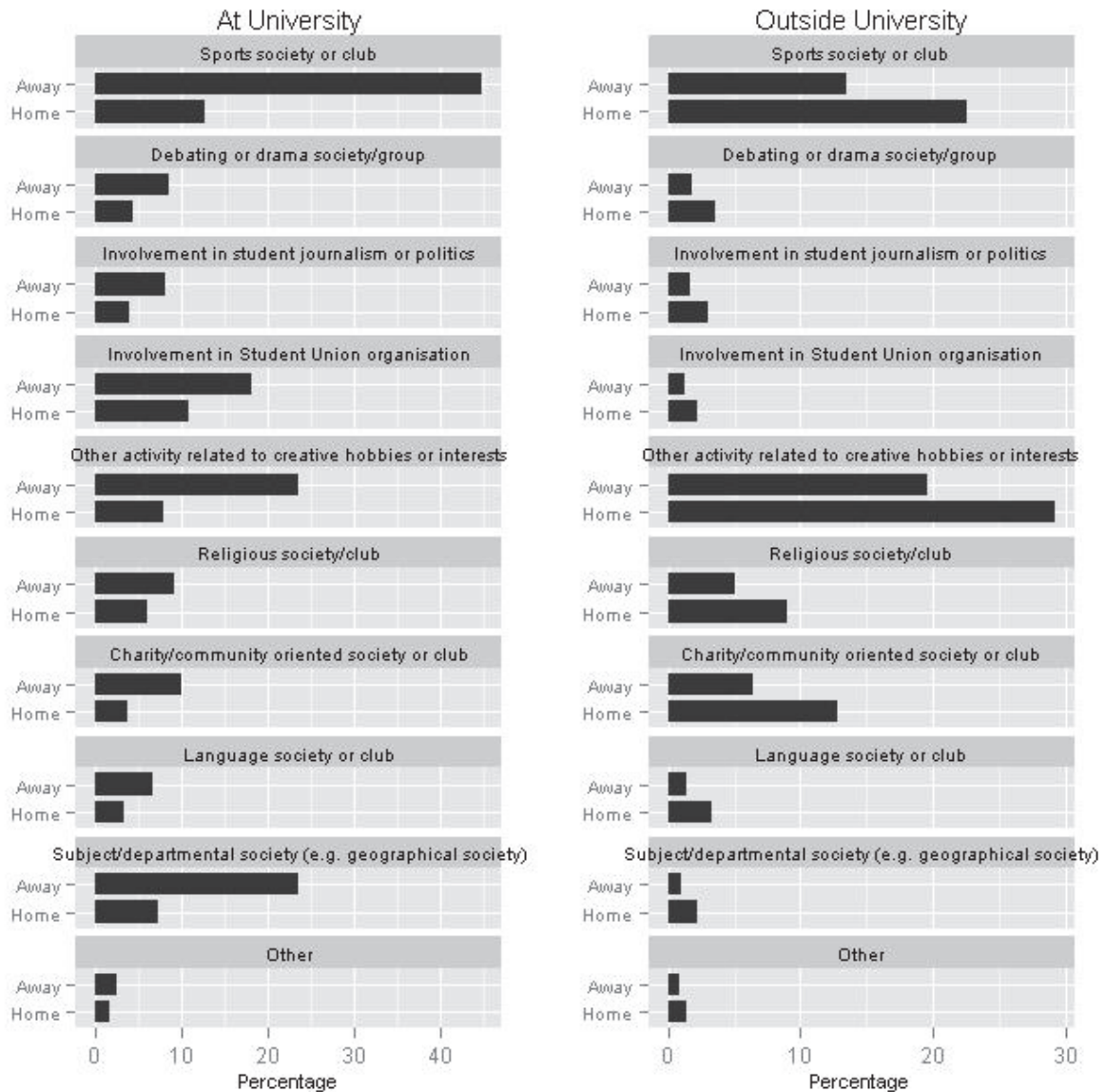


Figure 17 Range and type of extra-curricular activities taken up at stage 2 both at university and outside university separately for respondents who lived at home and away from home at stage 2

Planning for the period beyond HE begins on or prior to making an application. At stages 2 and 3 planning to take up further study or professional training was being considered. At stage 2 respondents were asked whether they planned to do a range of different types of training after completing their current course. Figure 18 (Appendix Table 24) shows the proportion of respondents who reported that they planned to undertake different types of further training separately for respondents who lived at home and away from home. The figure shows that a higher proportion of respondents who lived elsewhere indicated an intention to take a gap year in comparison to those who lived at home (31 vs 12 per cent). The differences in the proportion of respondents who lived at home and away from home who intended to undertake some type of further study or training were of a smaller magnitude, however. Respondents who lived away from home were more likely than those who lived at home to intend to undertake a taught masters (33 vs 29 per cent), a professional qualification (13 vs 9 per cent) or a research degree (13 vs 10 per cent).



Figure 18 Further training intentions at stage 2 separately for respondents who lived at home and away from home at stage 2

At stage 3 plans were likely to be more specific. The stage 3 survey asked, “What do you hope to do in the year after you graduate (excluding vacation employment between degrees)?” Figure 19 (Appendix Table 25) shows the proportion of respondents who lived at home and away from home for each response category. The figure shows that 18 per cent of those living at home indicated an intention to undertake a full-time postgraduate course as compared to 20 per cent of those who lived elsewhere.

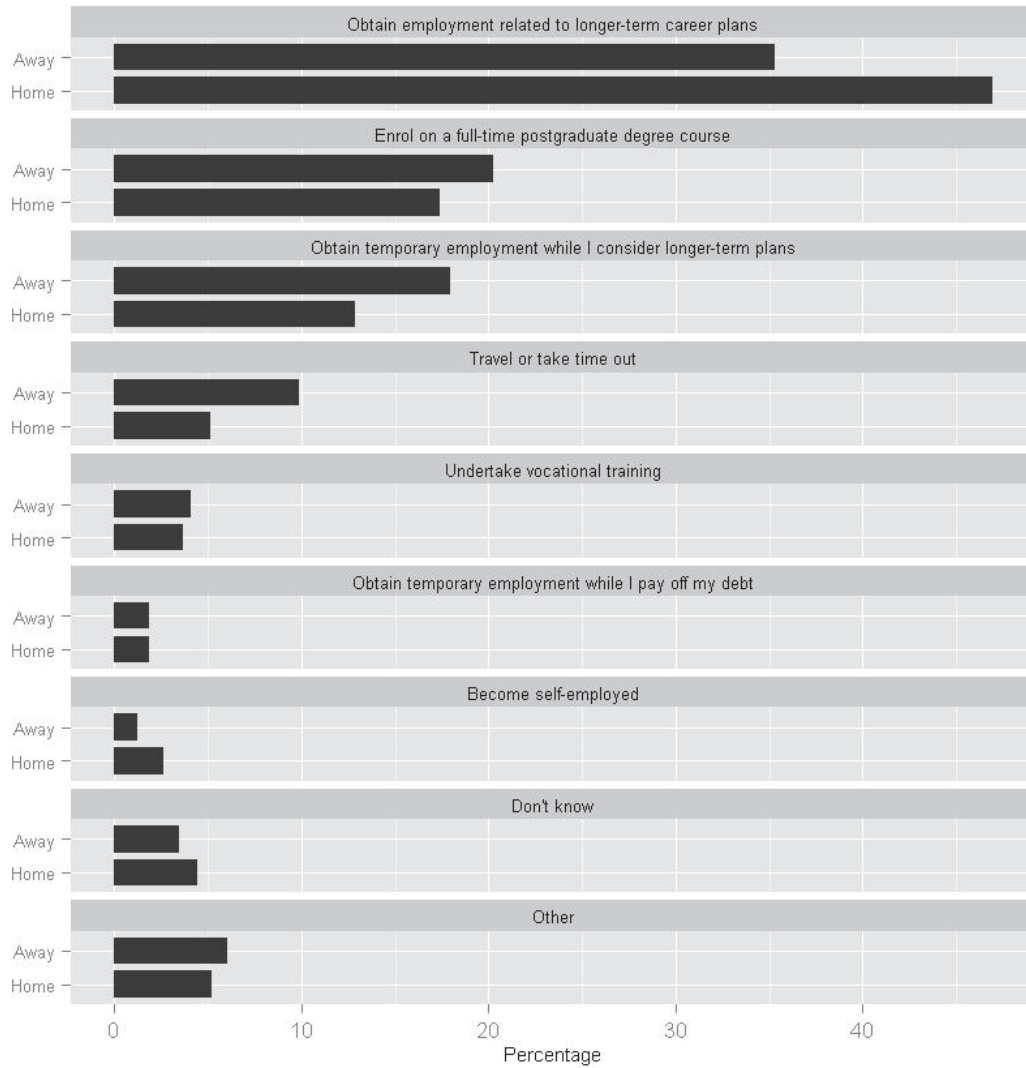


Figure 19 Further training intentions at stage 3 separately for respondents who lived at home and away from home at stage 2 and stage 3

At stage 3 respondents were also asked where “in the medium to long term, do you expect that the job-market you develop your career in will be”. Table 4 shows that those who lived at home had a distinct preference for developing their careers locally or regionally with around 50 per cent of respondents who lived at home looking to the work in local or regional labour market compared to less than 24 per cent of respondents who lived away from home.

Table 4 Expectations at wave 3 of geographical location of job market by whether lived at home.

Job Market	At Home			Away from Home		
	Number	Row%	Col%	Number	Row%	Col%
Local	254	61.5	21.3	159	38.5	5.3
Regional	325	37.5	27.3	542	62.5	18.0
National	166	22.0	13.9	590	78.0	19.6
UK based	110	22.7	9.2	374	77.3	12.4
International	310	19.5	26.0	1282	80.5	42.6
Other	26	28.6	2.2	65	71.4	2.2
Total	1191			3012		

Outcomes of those who study whilst living at home compared to those who study away from home

A key aim of this study is to identify whether there has been change as a result of participation in HE. We begin with examination of the outcomes and continue in the next section with an examination of the extent to which changes are associated with place of domicile or with other variables. There appear to be clear differences in characteristics and experiences for those who study for their HE qualification whilst living at home. Here we describe similarities and differences in outcomes; notably in relation to the class of degree obtained, participation in employment-related activities while studying, development of skills and competencies and debt.

Figure 20 (Appendix Table 26) shows how the class of degree obtained by respondents varies depending on whether the respondent lived at home or elsewhere whilst studying. The figure shows that those who lived at home are less likely to have achieved a 'good' degree; 74 per cent of those who lived at home at stages 2 and 3 obtained a first class or upper second classification compared to 83 per cent of those living elsewhere. In comparison, respondents who lived away from home were more likely than those living at home to have achieved a lower second class, third class or ordinary degree classification or an 'other' qualification.

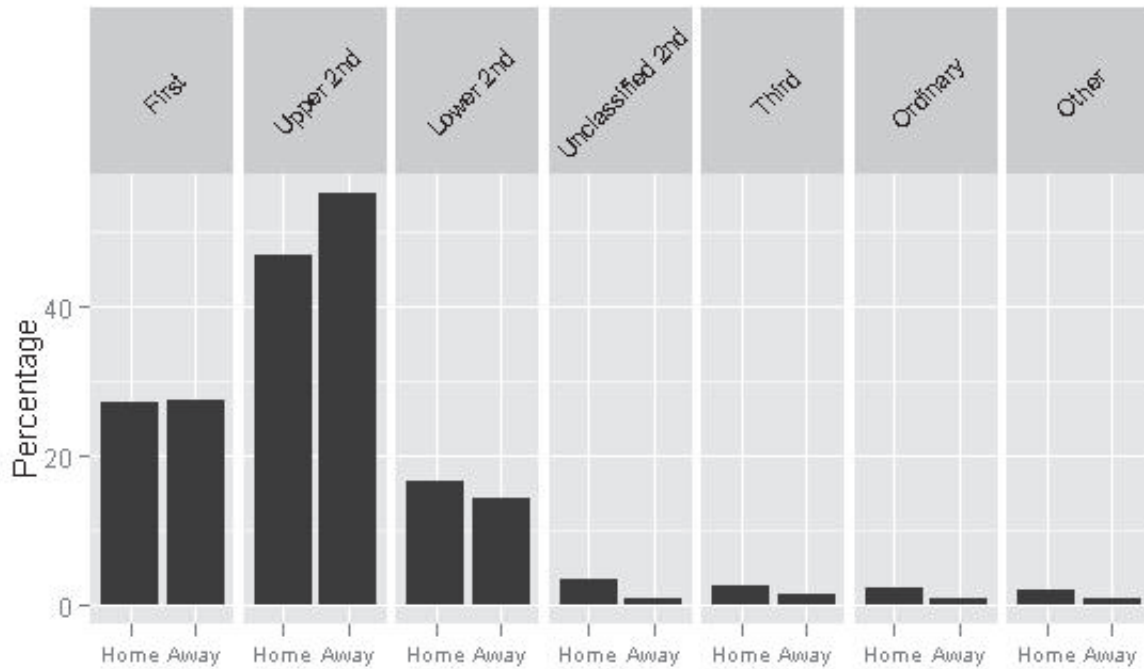


Figure 20 Class of degree separately for respondents who lived at home and away from home at stage 2 and stage 3

In recent years, there has been an increased emphasis on the role of forms of work-based learning, such as work placements, in improving the employability skills of students. The stage 4 survey asked respondents whether they had undertaken a range of different employment-related activities during the course. Figure 21 (Appendix Table 27) shows the variation in employment-related activities separately for respondents who lived at home and away from home. The figure shows that those respondents who lived at home were more likely to have undertaken a structured work placement as part of their course than those who lived away from home. Respondents who lived at home were less likely, however, to have undertaken any of the remaining forms of work than those who lived away from home.

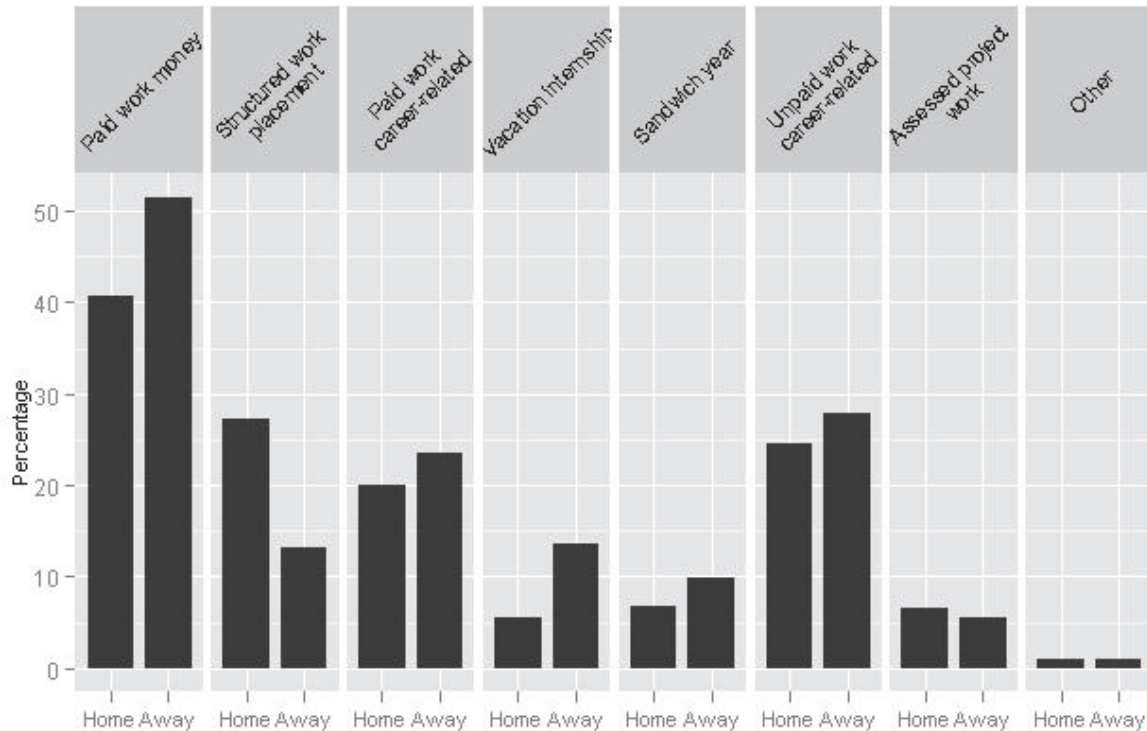


Figure 21 Employment related activities during the course separately for respondents who lived at home and away from home at stage 2 and stage 3

At each stage of the study respondents were asked to rate their efficacy in a range of skills (written, spoken, computer literacy, numeracy) with response options excellent, very good, good, adequate and not very good scored from 1 to 5. Outcomes at wave 4 suggested that respondent's overall self-assessment of their skill levels tended to improve over time. It is therefore important to be able to determine whether changes in skills improve at a similar or different rate for those who lived at home versus those who lived elsewhere, given that the initial assessment varies and in light of other variables (e.g. type of institution) which may also influence change in the respondent's ratings of their skills.

Figure 22 (Appendix Tables 28 to 32) shows how the proportion of respondents who rated their skills as either good, adequate or not very good varies between stage 1 and stage 4 separately for each type of skill and for respondents who lived at home and away from home at stage 2 and stage 3. The figure shows that, with the exception of numeracy, the proportion of respondents who rated their skills as poor falls over time. The figure also shows that respondents who lived at home at stage 2 and stage 3 were more likely to rate themselves as having low levels of numeracy skills in comparison to respondents who had not lived at home. There was no significant difference, however, in the ratings of computer, spoken and writing skills or in self-confidence according to whether the respondent lived at home.



Figure 22 Change in self-assessed skills separately for respondents who lived at home and away from home at stage 2 and stage 3

At stage 4 respondents were asked whether the subject or institution had been an advantage in looking for employment and whether the skills they had developed made them more employable with responses on a scale of 1 to 7, where 1 means strongly agree and 7 means strongly disagree. Figure 23 shows how the mean response varies for respondents who lived at home and away from home at stage 2 and stage 3 (the distribution of responses are given in Appendix Tables 33 and 34). The figure shows that there was little difference between the groups of respondents in whether they reported that the subject had been an advantage in looking for employment or whether the skills they had developed made them more employable. However, those who lived at home were less likely to agree that the university attended had been an advantage in looking for employment. If they were starting again they would be rather less likely than those who lived away from home to choose the same course (63 vs 66 per cent) but were more likely to agree that they would either choose a '...similar course at a different university' (8 vs 6 per cent) or 'would not go to university' (4 per cent vs 1 per cent).

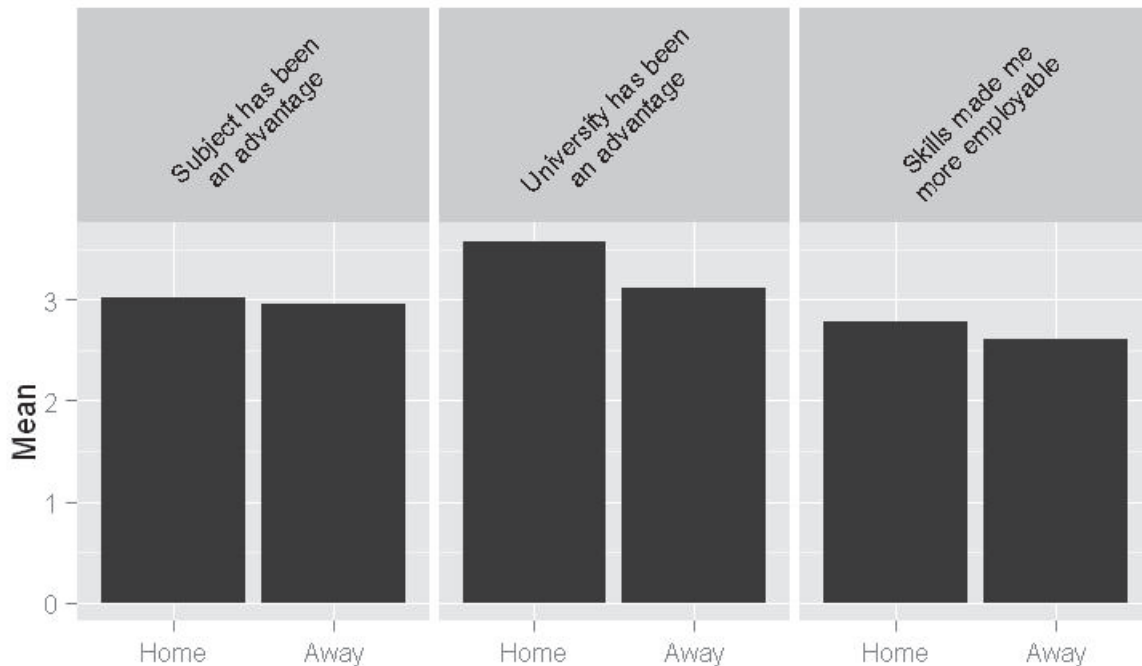


Figure 23 Respondents’ views of whether their subject/institution had been an advantage, separately for respondents who lived at home and away from home at stage 2 and stage 3

At stage 4 respondents who were employed were asked, “Do you use the subject discipline knowledge you acquired on your undergraduate degree programme?” and “Do you use skills developed on your undergraduate degree programme?” An examination of these experiences of employment (Appendix Tables 35, 36 and 37), suggests that those who lived at home are more likely to agree that their subject or discipline knowledge is being used (67 vs 60 per cent), but less likely to agree that (general) undergraduate course skills are being used in their current job (80 vs 83 per cent). In comparison to respondents who lived at home, those who lived elsewhere more often worked in jobs being undertaken only or mainly by graduates (49 vs 57 per cent), which reinforces the notion that they are required to use ‘graduate skills’ and are less likely to be employed in ‘non-graduate’ job roles than those who studied at home.

Respondents’ satisfaction with their current job was assessed using two questions: “all things considered, how satisfied are you with your present job?” with responses ranging from completely satisfied to not satisfied at all, and “how appropriate do you think your current job is for someone with your skills and qualifications?” with responses ranging from ideal to very inappropriate. Respondents’ attitude to their future career was assessed using three questions: “I have a clear idea about the occupation I hope to have in 5 years’ time”, “I am optimistic about my long-term career prospects” and “I have the skills employers are likely to be looking for recruiting for the type of jobs I want” with responses ranging from strongly agree to strongly disagree. All responses were scored on a scale of 1 to 7. Figure 24 shows the mean responses separately for respondents who lived at home and away from home at stage 2 and stage 3 (the distribution of responses are given in Appendix Tables 38 and 39). The figure shows that there was little overall variation in respondents’ views about their job and future career prospects depending on whether they had lived at home or away from home while studying. The most significant difference in career attitudes was in the proportion of respondents who were optimistic about their long-term career prospects where

respondents who had lived at home had lower levels of optimism in comparison to those who lived at home.

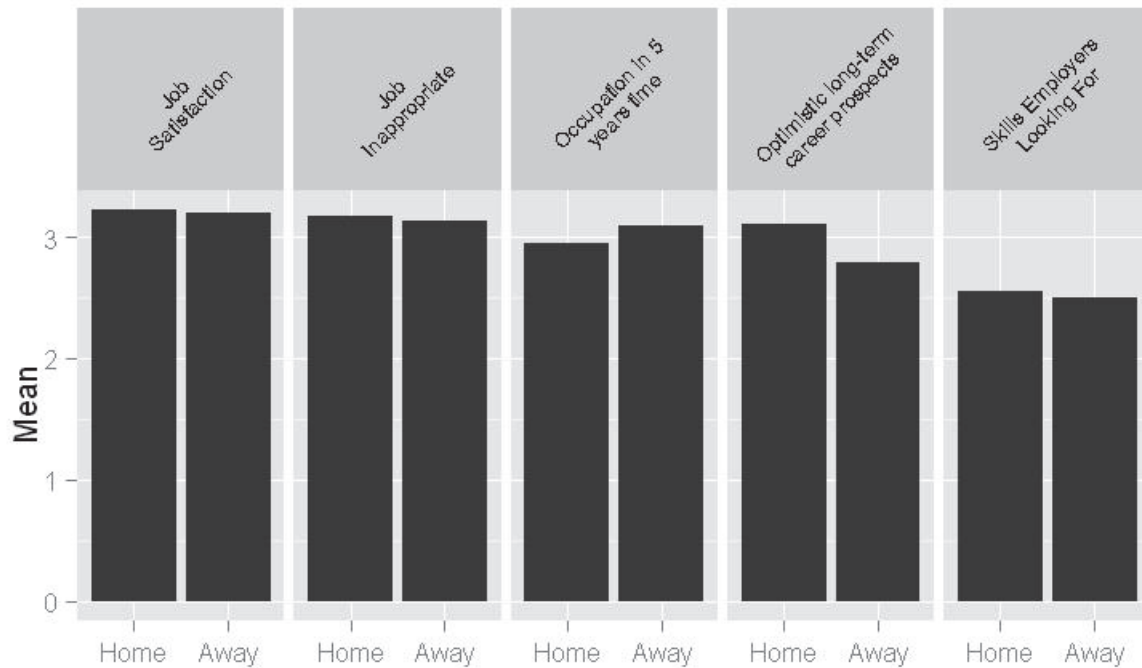


Figure 24 Respondents' views about their job and future career prospects separately for respondents who lived at home and away from home at stage 2 and stage 3 (higher scores indicate a poorer outcome)

To conclude the descriptive analyses we now turn to differences in attitudes to debt and whether these had impacted upon career progression. As anticipated at stage 1, the actual amounts of repayable debt accrued as the result of HE study differed by whether respondents lived at home or not (Figure 25; Appendix Table 40), with those who lived at home having lower levels of debt than those who lived elsewhere.

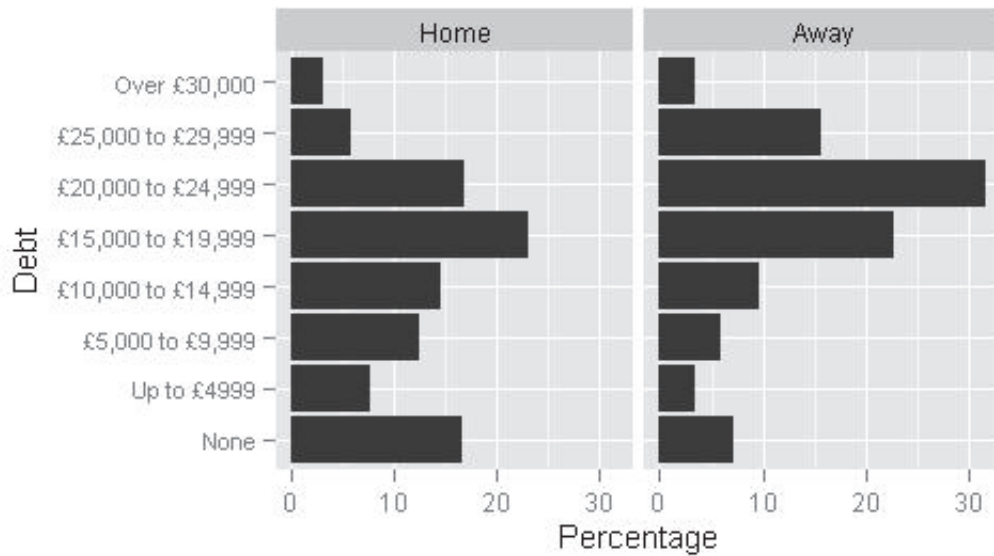


Figure 25 Level of debt separately for respondents who lived at home and away from home at stage 2 and stage 3

Although respondents who lived at home had lower overall levels of debt than those who lived away from home, they were more likely to agree that ‘my options after graduating were limited by my debts’ (18 per cent vs. 16 per cent). Figure 26 (Appendix Table 41) shows the specific ways in which the respondents’ options were limited by their debts. The figure shows that a similar proportion of respondents who lived at home and away from home agreed that they wanted to do a postgraduate course but did not want to add to debts (47 per cent), while 11 per cent of those who lived at home had applied for a postgraduate course where they could continue to live at home not where they would have preferred to study compared to 8 per cent of those who had lived elsewhere. Interestingly, more of those who had lived elsewhere indicated that they either had to live at home and be supported by their family post-graduation or take the best paid rather than preferred job, perhaps reflecting their higher levels of repayable debt.

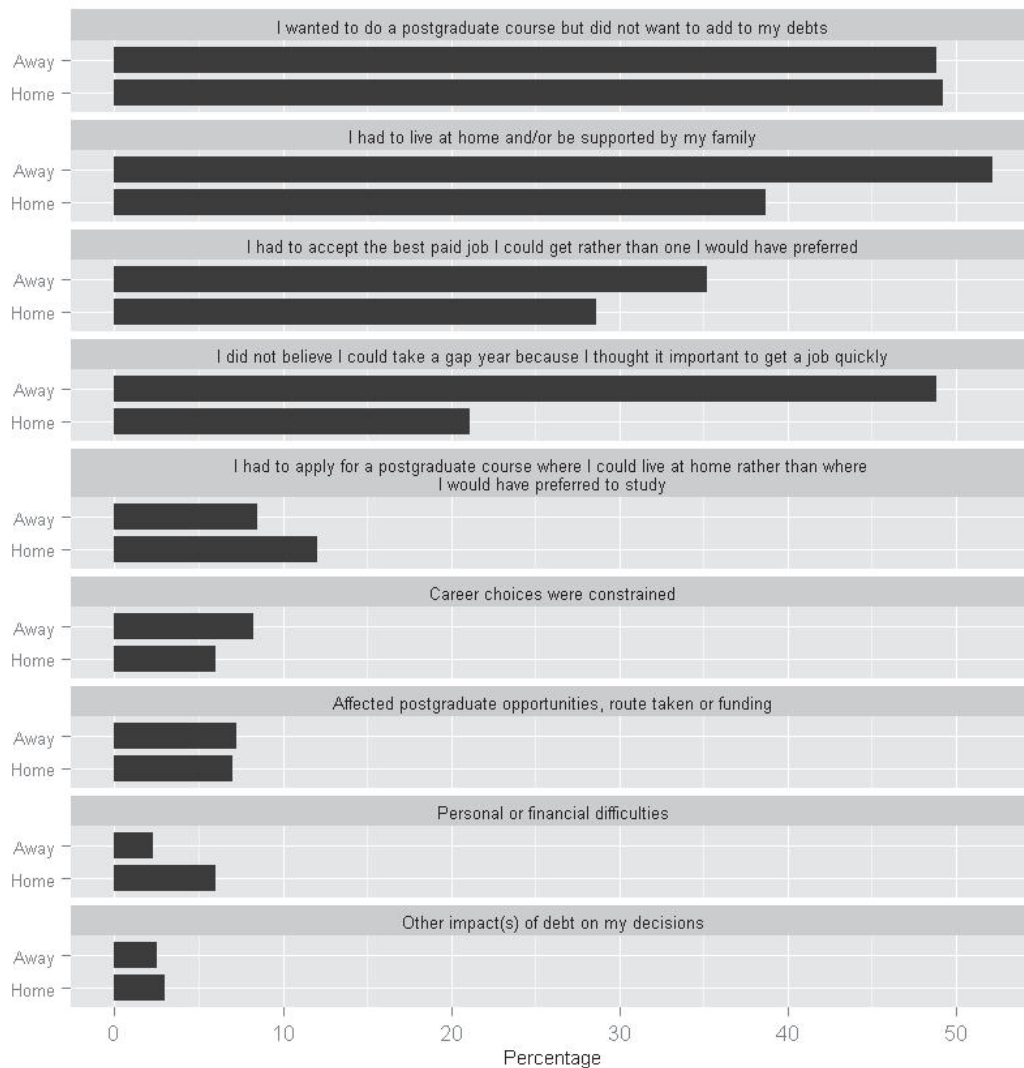


Figure 26 Options limited by debt separately for respondents who lived at home and away from home at stage 2 and stage 3

Summary

The descriptive analyses in this study have aimed to give an overview of differences in the motivations, characteristics and outcomes between students who lived at home and who lived away from home while at university. The study shows that differences existed in the motivations and attitudes of these two groups of students prior to entering university. The reputation or level of prestige of the institution was a more important factor in choice of university for students who lived away from home than for those who lived at home. Students who lived at home also had a weaker attachment to the intrinsic value of HE and were more likely to see HE as a departure from their expected career route in comparison to students who lived away from home.

Differences in the motivations and attitudes between students who lived at home and away from home are likely to reflect differences in family background and position in the life course. In particular, the study found that students who lived at home were more likely to be aged 21 years and over, to have non-standard prior qualifications and to come from lower socioeconomic status family backgrounds than those who lived away from home. Students

who lived at home were also more likely than those who lived away from home to be at a lower tariff institution.

Despite the differences in family background and in the type of institution attended, students who lived at home and those who lived away from home tended to report largely similar experiences of HE. The study found some differences between students who lived at home and away from home in the likelihood of participation in university career development activities but these were not particularly large. Students who lived away from home were also more likely to report that they were considering further study in comparison to those who lived at home but again the difference was relatively small. Differences in participation in extra-curricular activities were more significant with a majority of those who lived at home not participating in any university-based clubs and societies.

The differences in the outcomes of students who lived at home and away from home while at university were also mixed. Respondents who lived at home were less likely to have achieved a first or upper-second class degree in comparison to those who lived away from home. Students who lived away from home and those who lived at home showed similar patterns of change over time in their level of self-reported skills, however. While the decisions to enter HE by students who lived at home may have been directed towards improving career opportunities there was some indication that this had not been fulfilled. Respondents who lived at home were less likely to think that university had been an advantage in finding employment and were less likely to be optimistic about their long-term career prospects in comparison to those who lived away from home.

Modelling and Regression Analyses

Strategy for analyses

The main interest in the modelling stage is on whether a range of different outcome variables measured at stage 4 are related to whether the respondent lived at home while studying. The descriptive analysis presented in the previous section, suggests that we should examine a range of individual outcomes. For the purpose of the analysis in this report we identified ten outcome variables. The choice of outcomes was deliberately exploratory and sought to find as many interesting relationships as possible.

The outcomes chosen indicate either the development of social and technical skills or successful progress into the labour market following HE. Development of technical skills was assessed at stage 4 using the respondent's class of degree. The degree outcome was given the value 1 if the respondent achieved a first or upper second class degree and 0 otherwise. The respondents' level of technical skills was also assessed using the respondent's self-reported ratings of their skills (written, spoken, computer literacy, numeracy and self-confidence) with the response being given a value 1 if the respondent reported a good, adequate or not very good level of ability (i.e. relatively poor skills). Labour market outcomes assessed at stage 4 included current unemployment and, if employed, whether the respondent had obtained a graduate job (SOC 1 to 3) and their level of satisfaction with their current job. Job satisfaction was measured using responses to questions regarding the respondent's satisfaction with their current job and whether they felt the job was appropriate given their skills and qualifications. Responses were scored on a scale of 1 (completely satisfied) to 7 (not satisfied at all) and a score of 5 or more was used to indicate low satisfaction.

The main interest in the statistical analysis is whether there are significant differences in outcomes between respondents who lived at home and those who lived away from home. The analysis was conducted in two steps. The first step examined the size and statistical significance of the difference in outcomes between respondents who lived at home and away from home. If there was a significant difference in outcomes between respondents who lived at home and away from home, the second step then examined a series of regression models (Appendix B). The regression models successively adjust for a range of respondent characteristics. Model 1 includes whether the respondent lived at home while studying as the only explanatory variable and serves as a baseline against which subsequent models are compared (Model 1). Model 2 adds the explanatory variables which were characteristics of the individual respondent (age group, gender, ethnicity and the respondent's UCAS tariff score). Subsequent models included the family background characteristics of the respondent (Model 3) and the characteristics of the wider context such as the type of institution and subject of study (Model 4). For those outcomes where the outcome was also measured at stage 1 (i.e. those variables that relate to self-assessment of skills) a final model (Model 5) was also estimated which added the outcome measured at stage 1 as an explanatory variable. The comparison of results from this sequence of models allows us to see how far the respondent's outcomes are associated with domicile of study. It also allows us to see how far any association might be accounted for, or mediated by the respondent's

characteristics, the material disadvantage associated with the respondent's family background and the pathway through higher education such resources may permit.

The descriptive analysis showed that respondents who were 21 years of age and over were more likely to live at home than younger respondents. Older students are also more likely than younger students to have a specific reason, such as employment, for going to university. It was thought likely therefore that the association between living at home and outcomes would be different for older and younger students and the analysis was undertaken separately for respondents who were under 21 years of age and those who were 21 years of age and over when they applied to university.

Results

Table 5 shows the means of the explanatory variables included in the analysis separately by domicile of study for respondents who were aged under 21 years when they made their application to enter HE. The table shows that among respondents who were under 21 years of age when they applied to university there is a significant difference between those living at home and away from home in the proportion who were from Asian backgrounds (11 vs 3 per cent) or who had high levels of prior academic achievement (45 vs 67 per cent). As expected respondents who lived away from home were more likely to have parents who worked in professional and managerial occupations in comparison to respondents who lived at home (64 vs 47 per cent). The difference in the proportion of respondents who lived away from home and at home and who did not have a parent who had been to HE was of a similar magnitude (40 vs 60 per cent). Respondents who lived away from home were also more likely to be studying at an institution in the highest tariff category in comparison to those who lived at home (48 vs 23 per cent) and were also more likely to be studying a discipline-based subject (29 vs 18 per cent).

Table 5 Means of explanatory variables included in analyses separately by residential location (respondents aged under 21 years)

	N	Home Row%	Col%	N	Away Row%	Col%
<u>Ethnicity</u>						
Asian	75	43.6	11.3	97	56.4	3.7
Black	9	21.4	1.4	33	78.6	1.3
White	560	19.0	84.7	2388	81.0	91.9
Mixed	13	16.3	2.0	67	83.8	2.6
Other	4	22.2	0.6	14	77.8	0.5
<u>Gender</u>						
Female	231	19.5	34.9	951	80.5	36.6
Male	430	20.7	65.1	1648	79.3	63.4
<u>UCAS Tariff Score</u>						
Non-standard	56	33.3	8.5	112	66.7	4.3
Low	80	31.7	12.1	172	68.3	6.6
Medium	225	29.0	34.0	552	71.0	21.2
High	300	14.5	45.4	1763	85.5	67.8
<u>Parental Occupation</u>						
Managerial and professional occupations	315	15.8	47.7	1685	84.3	64.8
Intermediate occupations	132	22.1	20.0	464	77.9	17.9
Routine and manual occupations	200	31.8	30.3	428	68.2	16.5
Not known & UCS missing	14	38.9	2.1	22	61.1	0.8
<u>Parental Education</u>						
Neither/not declared	398	27.5	60.2	1047	72.5	40.3
One of parents	139	16.6	21.0	698	83.4	26.9
Both parents	124	12.7	18.8	854	87.3	32.9
<u>Institution Type</u>						
Highest	158	11.2	23.9	1257	88.8	48.4
Highest	178	20.4	26.9	695	79.6	26.7
Medium	209	30.9	31.6	467	69.1	18.0
Lowest	97	43.7	14.7	125	56.3	4.8
Specialist	19	25.7	2.9	55	74.3	2.1
<u>Subject Group¹</u>						
Specialist vocational	161	25.1	24.4	480	74.9	18.5
Occupationally-oriented	376	21.7	56.9	1358	78.3	52.3
Discipline-based academic	124	14.0	18.8	761	86.0	29.3
Number of respondents	661			2599		

¹ specialist vocational subjects include medicine, engineering, law and education; occupationally-oriented subjects include biology, mathematics, social studies, business, creative arts and interdisciplinary studies; discipline based subjects include physical sciences, linguistics, classics, history and philosophy.

Table 6 Means of explanatory variables included in analyses separately by residential location (respondents aged 21 years and over)

	Home			Away		
	N	Row%	Col%	N	Row%	Col%
<u>Ethnicity</u>						
Asian	6	75.0	1.4	2	25.0	1.1
Black	9	60.0	2.1	6	40.0	3.3
White	411	71.7	93.6	162	28.3	90.0
Mixed	6	42.9	1.4	8	57.1	4.4
Other	7	77.8	1.6	2	22.2	1.1
<u>Gender</u>						
Female	126	57.5	28.7	93	42.5	51.7
Male	313	78.3	71.3	87	21.8	48.3
<u>UCAS Tariff Score</u>						
Non-standard	377	71.8	85.9	148	28.2	82.2
Low	47	68.1	10.7	22	31.9	12.2
Medium	5	38.5	1.1	8	61.5	4.4
High	10	83.3	2.3	2	16.7	1.1
<u>Parental Occupation</u>						
Managerial and professional occupations	180	64.7	41.0	98	35.3	54.4
Intermediate occupations	114	74.5	26.0	39	25.5	21.7
Routine and manual occupations	137	78.3	31.2	38	21.7	21.1
Not known & UCS missing	8	61.5	1.8	5	38.5	2.8
<u>Parental Education</u>						
Neither/not declared	293	75.7	66.7	94	24.3	52.2
One of parents	93	67.4	21.2	45	32.6	25.0
Both parents	53	56.4	12.1	41	43.6	22.8
<u>Institution Type</u>						
Highest	88	67.2	20.0	43	32.8	23.9
Highest	96	72.7	21.9	36	27.3	20.0
Medium	144	67.9	32.8	68	32.1	37.8
Lowest	94	81.7	21.4	21	18.3	11.7
Specialist	17	58.6	3.9	12	41.4	6.7
<u>Subject Group</u>						
Specialist vocational	150	67.3	34.2	73	32.7	40.6
Occupationally-oriented	226	73.4	51.5	82	26.6	45.6
Discipline-based academic	63	71.6	14.4	25	28.4	13.9
Number of respondents	439			180		

Table 6 shows the corresponding results for respondents who were aged 21 years and over when they applied to enter HE. For respondents aged 21 years and over the available sample size is relatively low (n = 619). The differences in characteristics between respondents who lived at home and away from home are also less marked in comparison to those for respondents aged under 21 years. The most notable differences between respondents who lived at home and away from home are the lower proportion of those living

away from home who are male (71 vs 48 per cent) or who are at an institution in the lowest tariff category (21 vs 11 per cent).

Table 7 shows the means of the chosen outcome variables separately by age group and domicile of study and the results of a z-test for a significant difference in the proportion of respondents with each outcome in the two groups. The results of the z-test show that for respondents who were under 21 years of age, the only significant differences in the outcomes of those who lived at home and away from home were in the class of degree obtained, employment in a graduate job and whether the respondent viewed their current job as appropriate to their skills. Respondents who lived away from home while studying were more likely to have achieved a good degree or to be working in a graduate job in comparison to those who lived at home, and were also less likely to be working in a job that they felt was not appropriate to their skills. Among respondents who were 21 years of age and over, there were no significant differences in outcomes between respondents who lived at home and away from home while studying.

Table 7 Means of outcome variables with number of responses in parentheses separately by age group and domicile of study.

	Age < 21 years			Age >= 21 years		
	Home	Away	z-test ¹	Home	Away	z-test ¹
Good degree	72.0 (647)	82.9 (2560)	-6.28 (0.01)	76.0 (434)	74.7 (608)	1.22 (0.22)
Written skills	19.8 (655)	18.2 (2584)	0.98 (0.33)	17.2 (437)	17.9 (616)	0.13 (0.89)
Spoken skills	34.0 (655)	31.7 (2582)	1.16 (0.25)	24.8 (436)	24.6 (615)	-0.70 (0.48)
Numeracy skills	52.1 (654)	49.2 (2580)	1.35 (0.18)	56.2 (436)	56.3 (615)	0.20 (0.84)
Computer skills	22.9 (655)	26.0 (2581)	-1.65 (0.1)	38.0 (437)	37.1 (615)	-0.05 (0.96)
Self-confidence	54.9 (654)	51.7 (2582)	1.44 (0.15)	55.6 (437)	54.2 (616)	0.73 (0.46)
Unemployed	8.3 (661)	7.2 (2585)	0.95 (0.34)	10.5 (439)	10.7 (619)	-1.45 (0.15)
Graduate job	61.0 (495)	69.6 (1856)	-3.64 (0.01)	74.0 (315)	75.8 (455)	1.08 (0.28)
Job satisfaction (low)	23.6 (517)	21.6 (1937)	0.98 (0.33)	20.8 (331)	22.7 (476)	-0.23 (0.82)
Job (not) appropriate	32.0 (518)	26.1 (1938)	2.72 (0.01)	21.9 (333)	21.8 (478)	-1.39 (0.17)

¹ test statistic and in parentheses the p-value from a z-test of the difference in each outcome between respondents who lived at home and away from home

The results of the regression models for the three outcomes where there was a significant difference in the outcome between respondents who stayed at home and those who lived away from home are shown in Tables 8 to 10. Regression results are not presented where there was no difference in the outcome between respondents who lived at home and those who lived away from home.

Class of Degree

Table 8 shows the results for the regression models with class of degree as the dependent variable. The results of the first model show that the odds of obtaining a good degree for respondents who lived away home were over 80 per cent higher ($=\exp(0.635)$) than for respondents who lived at home. In the remaining models, the results show that adjustment for individual, family and institution factors significantly attenuates the magnitude of the domicile coefficient which however remains statistically significant. In the final model adjusting for all factors the odds of obtaining a good degree for respondents who lived away home is only around 40 per cent higher ($=\exp(0.311)$) than that of respondents who lived at

home. The additional model factors therefore explain around a half of the difference in the odds of obtaining a good degree between respondents who lived at home and away from home.

In addition to domicile, the main factors in the final model which are associated with the respondent's degree outcome are: ethnicity, prior level of academic achievement, parental occupation and subject. Respondents with non-standard, medium or high levels of prior academic achievement were more likely to have achieved a good degree in comparison to respondents with low levels of prior academic achievement. The association between the respondent's prior level of academic achievement and the class of degree obtained was particularly significant with respondents with high levels of prior achievement having an odds of obtaining a good degree which were around 6 times those of respondents with low levels of prior academic achievement. In addition, the odds of a respondent from a Black background achieving a good degree were around 40 per cent of respondents from White backgrounds while respondents with parents who worked in routine and semi-routine occupations also had a lower odds of obtaining a good degree in comparison to those with parents working in professional and managerial occupations. Finally, respondents from discipline based subjects had a higher odds of obtaining a good degree in comparison to those from specialist vocational subjects.

Graduate Job

Table 9 shows the results for the regression models with employment in a graduate job as the dependent variable. The results from the first model show that the odds of working in a graduate job is nearly 50 per cent ($=\exp(0.381)$) higher for respondents who lived away from home relative to those who lived at home. In the results from the second model, adjustment for the individual characteristics of the respondent attenuated the magnitude of the domicile coefficient which, however, remained statistically significant. The factors that had an independent association with employment in a graduate job were gender and the respondent's prior level of academic achievement. Women had a lower odds of employment in a graduate job in comparison to men while respondents with high levels of prior academic achievement were more likely to be employed in a graduate job in comparison to those with low levels of prior academic achievement.

In the following model, adjustment for the socioeconomic status of the respondent's family background resulted in a further reduction in the magnitude of the domicile coefficient from the previous model. The respondent's family background (i.e. parental occupation and education) was not significantly associated with employment in a graduate job, however. In the final model, additional adjustment for type of institution and subject of study removes the statistical significance from the domicile coefficient. The model factors are therefore able to explain the association between whether students lived at home or away from home while studying and employment in a graduate job. The model results show that there is a positive relationship between the probability of working in a graduate job and the tariff score of the institution. Subject of study was also an important factor in the probability of working in a graduate job with respondents from occupationally-oriented and discipline-based subjects having a lower probability of working in a graduate job than respondents from specialist-vocational subjects.

Inappropriate job

Table 10 shows the results for the regression models with whether the respondent thought their job was inappropriate to their skills as the dependent variable. The results of the first model show that respondents who lived away from home have a significantly lower odds of working in a job they thought was inappropriate to their skills relative to respondents who lived at home. The odds of a respondent who lived at home reporting that their job was

inappropriate are around 75 per cent of those of a respondent who lived away from home. In the following model adjustment for the individual respondent characteristics removes the significance from the domicile coefficient in the previous model. The lower levels of job satisfaction among respondents who lived at home appears to be explained therefore by their individual characteristics. In particular, respondents with high levels of prior academic achievement were less likely to report that their job was inappropriate to their skills in comparison to those with low levels of prior academic achievement while women were more likely to state that their job was inappropriate to their skills in comparison to men.

In the remaining models adjustment for the respondent's family background and characteristics of the institution resulted in little change in the magnitude or statistical significance of the domicile coefficient. In the model adjusting for all factors, institution type and subject of study additionally showed significant associations with the odds of reporting working in a job that was inappropriate. Respondents who had studied at institutions in the high and medium tariff group were more likely to report working in an inappropriate job in comparison to those at institutions in the highest tariff category while respondents who had studied either an occupationally-oriented or discipline-based subject were more likely to report that their job was inappropriate in comparison to those who had studied a specialist-vocational subject

Summary

In summary, the statistical analysis showed that among respondents who were under 21 years of age when they applied to HE there are significant differences in outcomes between respondents who lived at home and those who lived away from home. In comparison to respondents who lived at home, those who lived away home were more likely to have achieved a first or upper-second class degree or to be working in a graduate job and were also less likely to report that their job was inappropriate to their skills. The statistical analysis shows that the associations between the respondent's outcomes and domicile of study, can to varying degrees be accounted for by individual and household characteristics, the characteristics of the institution attended by the respondent and the subject of study. The only outcome for which a significant difference remained was the class of degree where respondents who lived away from home continued to be more likely to have obtained a first or upper-second class degree than those who lived at home after adjustment for other factors. This leads us to conclude that association of poor outcomes and living at home mainly reflects the pre-existing characteristics of respondents who live at home rather than disadvantages they experience as a result of living at home whilst studying.

Table 8 Regression model for class of degree (first or upper second) for respondents aged under 21 years at the time of application to university

	Model I		Model II		Model III		Model IV	
	Coef.	t-stat	Coef.	t-stat	Coef.	t-stat	Coef.	t-stat
<u>Domicile</u>								
At Home	—	—	—	—	—	—	—	—
Away from Home	0.635***	6.22	0.379***	3.46	0.340**	3.07	0.311**	2.77
<u>Age Group</u>								
<= 18 years			—	—	—	—	—	—
19-20 years			0.123	1.1	0.129	1.15	0.142	1.25
<u>Ethnicity</u>								
Asian			-0.134	-0.69	-0.05	-0.25	-0.023	-0.11
Black			-1.018**	-3.03	-0.990**	-2.92	-1.011**	-2.98
White								
Mixed			0.407	1.15	0.417	1.17	0.401	1.13
Other			0.725	0.93	0.717	0.92	0.642	0.83
<u>Gender</u>								
Male			—	—	—	—	—	—
Female			0.016	0.16	0.032	0.32	0.029	0.29
<u>Tariff Score</u>								
Non-standard			0.597**	2.78	0.584**	2.71	0.536*	2.45
Low			—	—	—	—	—	—
Medium			0.767***	4.97	0.755***	4.87	0.724***	4.55
High			1.789***	11.81	1.758***	11.46	1.629***	9.38
<u>Parental Occupation</u>								
Professional/managerial					—	—	—	—
Intermediate					-0.026	-0.2	-0.018	-0.13
Routine/semi-routine					-0.342**	-2.73	-0.315*	-2.5
Missing/NA					-0.721	-1.84	-0.745	-1.9
<u>Parental Education</u>								
Neither/not declared					-0.01	-0.07	0.028	0.22
One of parents					-0.088	-0.66	-0.061	-0.45
Both parents					—	—	—	—
<u>Institution Type</u>								
Highest							—	—
High							-0.047	-0.36
Medium							-0.266	-1.83
Lowest							0.04	0.2
Specialist							-0.075	-0.25
<u>Subject Group</u>								
Specialist-vocational							—	—
Occupationally-oriented							0.141	1.19
Discipline-based							0.473**	3.21
Constant	0.946***	10.8	-0.12	-0.69	0.03	0.15	-0.011	-0.04

Table 9 Regression model for whether employed in graduate job for respondents aged under 21 years at the time of application to university

	Model I		Model II		Model III		Model IV	
	Coef.	t-stat	Coef.	t-stat	Coef.	t-stat	Coef.	t-stat
<u>Domicile</u>								
At Home	—	—	—	—	—	—	—	—
Away from Home	0.381***	3.63	0.261*	2.37	0.228*	2.04	0.194	1.65
<u>Age Group</u>								
<= 18 years			—	—	—	—	—	—
19-20 years			-0.059	-0.55	-0.065	-0.6	-0.056	-0.5
<u>Ethnicity</u>								
Asian			-0.174	-0.88	-0.102	-0.51	-0.33	-1.57
Black			0.001	0	0.04	0.1	0.05	0.11
White								
Mixed			-0.204	-0.69	-0.19	-0.64	-0.117	-0.38
Other			-0.252	-0.44	-0.251	-0.44	-0.131	-0.22
<u>Gender</u>								
Male			—	—	—	—	—	—
Female			-0.479***	-4.92	-0.475***	-4.86	-0.420***	-4.18
<u>Tariff Score</u>								
Non-standard			0.021	0.09	0.018	0.08	-0.135	-0.55
Low			—	—	—	—	—	—
Medium			0.389*	2.3	0.376*	2.21	0.303	1.71
High			0.660***	4.14	0.631***	3.92	0.262	1.44
<u>Parental Occupation</u>								
Professional/managerial					—	—	—	—
Intermediate					-0.149	-1.2	-0.127	-1
Routine/semi-routine					-0.231	-1.85	-0.203	-1.58
Missing/NA					-0.611	-1.52	-0.618	-1.49
<u>Parental Education</u>								
Neither/not declared					0.021	0.17	0.129	1.02
One of parents					0.118	0.93	0.19	1.44
Both parents					—	—	—	—
<u>Institution Type</u>								
Highest							—	—
High							-0.585***	-4.77
Medium							-0.782***	-5.39
Lowest							-0.916***	-4.53
Specialist							-0.686*	-2.23
<u>Subject Group</u>								
Specialist-vocational							—	—
Occupationally-oriented							-1.183***	-8.46
Discipline-based							-1.324***	-8.34
Constant	0.448***	4.86	0.402*	2.2	0.486*	2.34	2.110***	7.77

Table 10 Regression model for whether job inappropriate for respondents aged under 21 years at the time of application to university

	Model I		Model II		Model III		Model IV	
	Coef.	t-stat	Coef.	t-stat	Coef.	t-stat	Coef.	t-stat
<u>Domicile</u>								
At Home	—	—	—	—	—	—	—	—
Away from Home	-0.291**	-2.71	-0.193	-1.72	-0.155	-1.36	-0.162	-1.39
<u>Age Group</u>								
<= 18 years			—	—	—	—	—	—
19-20 years			0.062	0.56	0.072	0.65	0.072	0.65
<u>Ethnicity</u>								
Asian			-0.252	-1.17	-0.318	-1.45	-0.23	-1.04
Black			-0.289	-0.65	-0.325	-0.73	-0.283	-0.63
White			—	—	—	—	—	—
Mixed			0.245	0.83	0.241	0.82	0.234	0.78
Other			0.909	1.72	0.934	1.76	0.898	1.68
<u>Gender</u>								
Male			—	—	—	—	—	—
Female			0.258**	2.62	0.259**	2.62	0.225*	2.25
<u>Tariff Score</u>								
Non-standard			0.124	0.54	0.128	0.55	0.21	0.89
Low			—	—	—	—	—	—
Medium			-0.346*	-2.02	-0.323	-1.88	-0.333	-1.9
High			-0.665***	-4.1	-0.628***	-3.83	-0.522**	-2.88
<u>Parental Occupation</u>								
Professional/managerial					—	—	—	—
Intermediate					0.061	0.48	0.055	0.43
Routine/semi-routine					0.119	0.93	0.099	0.77
Missing/NA					0.479	1.12	0.47	1.08
<u>Parental Education</u>								
Neither/not declared					0.06	0.49	0.025	0.2
One of parents					-0.208	-1.58	-0.221	-1.67
Both parents					—	—	—	—
<u>Institution Type</u>								
Highest							—	—
High							0.281*	2.28
Medium							0.370*	2.57
Lowest							0.23	1.14
Specialist							0.064	0.21
<u>Subject Group</u>								
Specialist-vocational							—	—
Occupationally-oriented							0.479***	3.74
Discipline-based							0.655***	4.47
Constant	-0.752***	-7.98	-0.540**	-2.92	-0.614**	-2.92	-1.251***	-4.8

Discussion

This study has examined the attitudes, experience and outcomes of students who lived at home and those who lived away from home while at university using longitudinal data from Futuretrack. In common with other studies (Callender and Jackson 2008), we found that being able to live at home had been an important factor in the choice of institution for a significant proportion of students. Following previous studies (Callender and Jackson 2008, Purcell *et al.* 2009a), we also found significant differences between the characteristics of students who lived at home and away from home while at university. In comparison to students who lived away from home those who lived at home were more likely to be from non-traditional student backgrounds and to be studying at institutions with the lowest entry requirements.

Previous studies have tended to conclude that living at home was disadvantageous to students, although it has also been noted that living at home provides students from non-traditional backgrounds with a way of gaining a degree while reducing the risks attached in going to HE (Christie, 2007). In this study, we found that students who lived at home were less likely than those who lived away from home to have been involved in university-based extra-curricular activities but differences in participation in career-related activities between students who lived at home and away from home was not large. The study did find, however, that students who lived away from home were more likely to have obtained a first or upper-second class degree in comparison to those who lived at home while studying.

It has been suggested that living at home may be a factor which perpetuates social and economic inequalities for students from disadvantaged family backgrounds although previous studies have not examined the significance of the relationship. In this study, we found that students who had lived away from home while studying tended to have better employment outcomes following graduation than those who had lived at home. Whether students had lived at home or not was not an important influence on employment outcomes, however, after taking into account a range of individual, family and institution characteristics. This leads us to conclude that the association of poor outcomes and living at home mainly reflects the pre-existing characteristics of respondents who live at home rather than disadvantages they experience as a result of living at home whilst studying.

The current study has not been able to investigate a range of important questions. A major disadvantage of the study lies in not providing much insight into the extent to which the decision, by young entrants in particular, to live at home reflects financial constraints as against the benefits of living at home. It has also been argued that students who live at home while at university may have a more limited choice of the type of institution they attend than those who live away from home (Mangan *et al.* 2010). In order to examine whether home location had restricted the choices made by students and whether this is a pathway through which living at home influences outcomes following graduation, would require more detailed geographical information than we have been able to use in this study.

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Appendix A: Descriptive Tables

Appendix Table 1 Factors influencing choice of university at stage 1 and domicile of study at stage 2

Response	Home		Away	
	Col%	N	Col%	N
Parents/partners/other family members	28.2	2282	32.3	6297
Friends	19.5	1578	23.2	4514
Teacher(s)	15.8	1278	19.9	3884
Students already studying at that institution or on that course	19.2	1560	25.2	4904
School or college careers adviser	5.3	433	6.2	1210
Good Universities Guide/League Tables/TQI	19.4	1571	43.9	8552
The teaching reputation of the university or department	36.2	2935	53.3	10387
The research reputation of the university or department	15.3	1238	29.7	5778
Reputation of the institution generally	41.2	3339	60.9	11860
The university/college prospectus or web-site	28.1	2281	46.8	9120
Visit to institution	43.4	3521	73.0	14231
Could continue to live at home	72.0	5839	4.3	829
Wanted to study away from home	2.9	239	39.9	7772
Attractive place	17.6	1424	59.7	11627
Offered particular course	59.0	4784	65.0	12656
Course fees/bursaries available	13.7	1113	11.6	2256
Cost of living considerations	14.3	1159	12.9	2505
Availability of suitable accommodation	2.8	229	17.8	3467
Personal reasons	13.8	1116	12.6	2447
No particular reason/don't know	0.9	72	0.9	180
Other	3.8	311	3.6	705
Number	8106		19482	

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 2 Reasons for applying to enter higher education and domicile of study at stage 2

Response	Home		Away	
	Col%	N	Col%	N
It is the normal thing to do for somebody like me	22.5	1863	45.8	9048
I want to realise my potential	60.2	4986	63.7	12573
I want to be a student	26.4	2187	57.0	11251
It is part of my longer-term career plans	77.9	6454	78.4	15488
To enable me to get a good job	72.9	6042	83.6	16498
I want to study the particular subject/course	70.0	5796	79.1	15628
Some/all of my friends are doing so	8.3	689	20.3	4009
My parents encouraged me to apply	22.1	1828	38.5	7595
My teachers encouraged me to apply	20.1	1663	35.6	7028
I was encouraged to apply by my employer/colleagues	4.5	376	2.6	519
I was influenced by careers advice/info provided at my school/college	11.8	978	15.1	2974
I was influenced by careers advice/info provided elsewhere	7.0	583	7.7	1520
I wasn't sure what to do next and it gave me more options	13.8	1147	20.5	4043
I thought it would be better than being unemployed	9.0	748	12.5	2461
Other	4.1	336	1.8	358
Number	8285		19746	

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 3 Main reason for applying to enter higher education and domicile of study at stage 2

Response	Home			Away		
	N	Row%	Col%	N	Row%	Col%
It is the normal thing to do for somebody like me	171	15.3	2.1	945	84.7	4.9
I want to realise my potential	1226	32.9	15.0	2498	67.1	12.8
I want to be a student	77	10.9	0.9	629	89.1	3.2
It is part of my longer-term career plans	3190	32.8	39.1	6522	67.2	33.5
To enable me to get a good job	1656	29.8	20.3	3894	70.2	20.0
I want to study the particular subject/course	1338	25.7	16.4	3878	74.3	19.9
Some/all of my friends are doing so	7	22.6	0.1	24	77.4	0.1
My parents encouraged me to apply	42	32.3	0.5	88	67.7	0.5
My teachers encouraged me to apply	20	44.4	0.2	25	55.6	0.1
I was encouraged to apply by my employer/colleagues	11	45.8	0.1	13	54.2	0.1
I was influenced by careers advice/info provided at my school/college	18	45.0	0.2	22	55.0	0.1
I was influenced by careers advice/info provided elsewhere	27	57.4	0.3	20	42.6	0.1
I wasn't sure what to do next and it gave me more options	218	23.1	2.7	724	76.9	3.7
I thought it would be better than being unemployed	27	46.6	0.3	31	53.4	0.2
Other	122	44.7	1.5	151	55.3	0.8
Number	8150			19464		

Appendix Table 4 Reasons for choosing course of study and domicile of study at stage 2

Response	Home		Away	
	Col%	N	Col%	N
I enjoy studying the subject(s)/topic(s)	71.3	5881	83.7	16478
I get good grades in subject(s) related to this course	33.5	2761	54.4	10710
I am interested in the content of the course	74.8	6168	85.5	16820
It is a modular course and enables me to keep a range of options open	16.7	1374	24.0	4713
It includes the opportunity to spend part of the course abroad	7.0	576	17.5	3442
I need to complete this course to enter a particular profession/occupation	53.7	4432	41.9	8241
I think it will lead to good employment opportunities in general	57.8	4765	64.2	12637
It will enable me to qualify for another course	14.1	1164	11.5	2256
I had difficulty deciding and it seemed like a reasonable option	6.5	536	9.6	1887
I was advised that the course would be appropriate for me	6.9	565	7.1	1391
Other	1.5	122	1.1	215
Number	8246		19677	

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 5 Main Reason for choosing course of study and domicile of study at stage 2

Response	Home		Away	
	N	Row%	N	Row%
I enjoy studying the subject(s)/topic(s)	2644	23.3	8709	76.7
I get good grades in subject(s) related to this course	155	25.1	462	74.9
I am interested in the content of the course	1372	27.4	3629	72.6
It is a modular course and enables me to keep a range of options open	145	30.7	327	69.3
It includes the opportunity to spend part of the course abroad	17	12.5	119	87.5
I need to complete this course to enter a particular profession/occupation	2523	40.4	3726	59.6
I think it will lead to good employment opportunities in general	981	32.8	2010	67.2
It will enable me to qualify for another course	191	45.7	227	54.3
I had difficulty deciding and it seemed like a reasonable option	123	25.9	352	74.1
I was advised that the course would be appropriate for me	39	51.3	37	48.7
Other	62	38.3	100	61.7
Number	8252		19698	

Appendix Table 6 Respondents living at home at stage 2 by type of course

Type of Course	Home			Away		
	Number	Row %	Col %	Number	Row %	Col %
Foundation degree	454	53.3	5.6	397	46.7	2.0
Three year degree	4931	29.9	60.8	11559	70.1	59.3
Four year degree	1744	23.9	21.5	5562	76.1	28.5
Degree > 4 years	415	20.4	5.1	1622	79.6	8.3
HND/other	435	60.9	5.4	279	39.1	1.4
Postgraduate conversion	136	67.7	1.7	65	32.3	0.3
Number	8115			19484		

Appendix Table 7 Plans to fund higher education and domicile of study at stage 2

Source of Funding	Home		Away	
	Col%	N	Col%	N
From the Student Loan Company Limited	67.6	5608	83.6	16522
Personal savings/inheritance	30.4	2522	50.0	9876
Non-repayable contributions from parents/other family/partner	20.0	1658	44.6	8812
Repayable loan from parents/other family/partner	5.9	486	11.3	2234
Local Authority/Student Award Agency for Scotland	16.3	1356	13.9	2753
National Health Service/General Social Care Council	9.5	791	4.7	933
Working during study	50.7	4211	53.9	10648
Working during holidays	50.8	4217	73.8	14582
University/college hardship or access funds	10.8	896	7.7	1515
Other forms of borrowing (e.g. credit cards, bank loans, overdrafts etc.)	12.3	1020	18.7	3696
University/college access funds/bursary	34.7	2880	27.8	5503
Sponsorship/bursary from current/prospective employer	3.4	286	3.2	635
Other	2.0	166	1.5	305
Number	8300		19765	

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 8 Attitudes to education and domicile of study at stage 2

Attitudes to education	Home		Away	
	Col%	N	Col%	N
HE qualification is a good investment	5.9	476	5.8	1127
For most good jobs a degree is essential	30.2	2446	29.8	5793
Education is valuable in its own right	5.1	415	5.3	1026
Opportunity for extra-curricular activities one of the main benefits of HE	49.9	4040	32.5	6318
Being a student provides opportunities for personal growth and independence	5.7	462	2.3	440
I see my time in HE as the opportunity to clarify my career options	22.0	1781	21.8	4237
Number	8100		19468	

Figures are the number of respondents who were either not sure or who disagreed or strongly disagreed with each statement

Appendix Table 9 Respondent age, ethnicity, gender and tariff score and domicile of study at stage 2

Variable	Home			Away		
	N	Row%	Col%	N	Row%	Col%
<u>Age</u>						
<=18	3113	19.4	37.5	12903	80.6	65.3
19-20	1549	24.1	18.7	4882	75.9	24.7
21-25	1150	45.4	13.9	1385	54.6	7.0
26+	2488	80.7	30.0	595	19.3	3.0
Total	8300			19765		
<u>Ethnicity</u>						
Asian	1064	46.4	12.8	1231	53.6	6.2
Black	432	48.1	5.2	467	51.9	2.4
White	6456	27.2	77.8	17311	72.8	87.6
Mixed	197	25.6	2.4	573	74.4	2.9
Other	145	45.9	1.7	171	54.1	0.9
Total	8294			19753		
<u>Gender</u>						
Male	2534	25.3	30.5	7478	74.7	37.8
Female	5766	31.9	69.5	12287	68.1	62.2
Total	8300			19765		
<u>UCAS Tariff Score</u>						
Non-standard	3698	55.8	44.6	2933	44.2	14.8
Low	1350	39.7	16.3	2048	60.3	10.4
Medium	1632	25.9	19.7	4678	74.1	23.7
High	1620	13.8	19.5	10106	86.2	51.1
Total	8300			19765		

Appendix Table 10 Type of prior institution attended and domicile of study at stage 2

Type of Institution	Home			Away		
	N	Row%	Col%	N	Row%	Col%
Further/higher education	3355	49.5	48.2	3427	50.5	18.8
Comprehensive school	2014	23.7	28.9	6483	76.3	35.6
Sixth form	806	22.6	11.6	2755	77.4	15.1
Grammar school	216	11.7	3.1	1629	88.3	8.9
Independent school	180	7.7	2.6	2166	92.3	11.9
Other maintained/Other	387	18.0	5.6	1761	82.0	9.7
Number	6958			18221		

Appendix Table 11 Respondent institution type, parental education and parental occupation and domicile of study at stage 2

Variable	Home			Away		
	N	Row %	Col %	N	Row %	Col %
Institution type						
Highest	1277	14.6	16.5	7476	85.4	39.2
High	1777	25.4	23.0	5206	74.6	27.3
Medium	2737	37.9	35.4	4477	62.1	23.5
Lowest	1684	55.2	21.8	1369	44.8	7.2
Special.	267	33.0	3.4	541	67.0	2.8
Total	7742			19069		
Parental education						
Neither	5546	38.2	66.8	8978	61.8	45.4
One	1709	24.9	20.6	5146	75.1	26.0
Both	1045	15.6	12.6	5641	84.4	28.5
Total	8300			19765		
Parental occupation						
Professional/Managerial	3189	21.8	38.4	11437	78.2	57.9
Intermediate	1827	32.3	22.0	3825	67.7	19.4
Routine/Semi-routine	2754	41.3	33.2	3917	58.7	19.8
NA/Missing	530	47.5	6.4	586	52.5	3.0
Total	8300			19765		

Appendix Table 12 Subject and domicile of study at stage 2

Subject	Home			Away		
	N	Row %	Col %	N	Row %	Col %
Medicine & dentistry	179	15.2	2.3	999	84.8	5.2
Subjects allied to medicine	995	44.8	12.9	1225	55.2	6.4
Biology veterinary sci. & related	790	25.7	10.2	2278	74.3	11.9
Physical sciences	263	15.7	3.4	1407	84.3	7.4
Mathematical & computer sci.	499	28.7	6.4	1242	71.3	6.5
Engineering technologies	305	22.7	3.9	1040	77.3	5.5
Architecture, build. & plan.	95	24.2	1.2	298	75.8	1.6
Social studies	828	35.8	10.7	1484	64.2	7.8
Law	366	30.1	4.7	849	69.9	4.5
Business & admin. studies	677	36.7	8.7	1168	63.3	6.1
Mass communication and documentation	116	25.1	1.5	347	74.9	1.8
Linguistics and classics	203	19.5	2.6	838	80.5	4.4
Languages	231	17.5	3.0	1089	82.5	5.7
Hist & philosophical studies	218	18.7	2.8	947	81.3	5.0
Creative arts & design	738	31.0	9.5	1640	69.0	8.6
Education	540	52.9	7.0	481	47.1	2.5
Interdisciplinary subjects	699	28.7	9.0	1737	71.3	9.1
Number	7742			19069		
Subject Group						
Specialist vocational	2480	32.0	33.6	4892	25.7	66.4
Occupationally-oriented	4347	56.1	30.5	9896	51.9	69.5
Discipline-based academic	915	11.8	17.6	4281	22.5	82.4
Number	7742			19069		

Appendix Table 13 Region and domicile of study at stage 2

Region	Home			Away		
	N	Row%	Col%	N	Row%	Col%
North East	373	37.7	4.5	617	62.3	3.2
Yorks & Humberside	624	31.3	7.6	1368	68.7	7.1
North West	672	28.9	8.2	1651	71.1	8.5
East Midlands	437	23.5	5.3	1425	76.5	7.3
West Midlands	812	32.0	9.9	1723	68.0	8.9
Eastern	487	18.4	5.9	2156	81.6	11.1
Greater London	1437	39.7	17.5	2179	60.3	11.2
South East	849	20.4	10.3	3320	79.6	17.1
South West	536	21.0	6.5	2022	79.0	10.4
Wales	363	28.8	4.4	897	71.2	4.6
Northern Ireland	216	29.5	2.6	516	70.5	2.7
Scotland	1177	49.6	14.3	1197	50.4	6.2
Merseyside	245	42.9	3.0	326	57.1	1.7
Number	8228			19397		

Appendix Table 14 Respondent family characteristics at stage 2 separately for respondents who lived at home (n = 8159) and away from home (n = 19402) at stage 2

Variable	Home		Away	
	N	Col%	N	Col%
Child < 5 years	559	6.9	97	0.5
Child 5-12 years	1091	13.4	145	0.7
Child 13-18 years	834	10.2	198	1.0
Adult dependents living with me	631	7.7	219	1.1
Adult dependents not living with me	173	2.1	163	0.8
Number	8159		19402	

Appendix Table 15 Respondents receiving 'not enough' or 'none at all' of a range of components of information, advice and guidance separately for respondents who lived at home and away from home at stage 2

Response	Home		Away	
	Col%	N	Col%	N
Career implications of post 16 exam choices	51.5	3786	36.6	6806
Range of HE courses available	35.1	2577	29.1	5401
Relationship between courses and employment options	50.2	3690	51.1	9490
Alternatives to going on to HE	54.7	4018	54.1	10057
Classroom based teaching on career or life planning	63.0	4625	58.3	10840
Access to careers information or guidance outside school or college	51.2	3760	48.1	8948
Individual careers guidance	56.7	4165	51.3	9535
Presentations by representatives of universities/colleges	46.4	3409	43.1	8003
Presentations about career opportunities by employers	77.5	5693	75.1	13962
School/college visits to universities/colleges	59.1	4341	63.5	11810
Independent visits to universities/colleges	28.7	2106	16.7	3099
Visits to careers fairs (e.g. UCAS regional fair)	59.2	4352	42.4	7884
Access to publications such as 'good university' guides etc.	52.1	3829	31.8	5918
Number	7347		18586	

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 16 Mean and variation in clarity of career ideas by stage and age group for respondents who lived at home at stage 2 and stage 3

Age	Stage 1		Stage 2		Stage 3		N			
	Mean	SD	SE	Mean	SD	SE				
<=18	2.88	1.60	0.07	3.25	1.71	0.08	3.08	1.89	0.09	461
19-20	2.80	1.61	0.10	3.09	1.62	0.10	2.82	1.85	0.12	244
21-25	2.28	1.56	0.14	2.70	1.56	0.14	2.37	1.73	0.16	123
26+	2.02	1.45	0.08	2.44	1.54	0.08	2.20	1.65	0.09	363

SD = standard deviation, SE = standard error

Appendix Table 17 Mean and variation in clarity of career ideas by stage and age group for respondents who lived away from home at stage 2 and stage 3

Age	Stage 1		Stage 2		Stage 3		N			
	Mean	SD	SE	Mean	SD	SE				
<=18	3.43	1.84	0.04	3.82	1.83	0.04	3.10	1.90	0.04	2031
19-20	3.34	1.78	0.06	3.59	1.78	0.06	3.08	1.86	0.07	770
21-25	2.40	1.53	0.13	2.60	1.47	0.13	2.55	1.63	0.14	130
26+	2.02	1.62	0.21	2.46	1.34	0.18	1.96	1.45	0.19	57

SD = standard deviation, SE = standard error

Appendix Table 18 Career-related opportunities taken up since the end of the first year separately for respondents who lived at home and away from home at stage 2

Response	Home		Away	
	Col%	N	Col%	N
Careers event organised by the Careers Service for first year students (e.g. in Freshers' week)	43.1	2023	51.5	6228
Obtained careers advice from family or friends	25.6	1201	28.8	3489
Visited Careers Service website	10.9	513	10.4	1262
Careers event organised by your academic department or faculty for students doing your type of course	11.8	556	7.4	894
Obtained careers advice from an employer or work organisation representative	10.3	483	7.2	874
Completed compulsory module to develop employment-related skills	6.5	306	5.9	709
Other careers event offered by Careers Service staff	34.2	1608	37.1	4485
One-to-one careers advice session offered by Careers Service staff	3.0	139	2.8	343
Talked to a Careers Service consultant about your course or career options	14.2	669	12.3	1490
Obtained Careers Service guidance or information by email or telephone	3.7	176	3.1	372
Careers service short courses or sessions to develop employment-related skills	40.8	1918	42.5	5147
Completed optional module to develop employment-related skills	18.9	888	15.9	1925
Other careers guidance (e.g. from a public or private careers agency)	10.2	477	6.5	786
Other	5.3	249	3.5	419
Number	4698		12100	

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 19 Experience of careers service separately for respondents who lived at home and away from home at stage 2

Experience	Home			Away		
	N	Row%	Col%	N	Row%	Col%
Visited	2548	31.4	27.9	6569	33.6	72.1
Aware: Did Not Visit	3769	46.5	28.3	9531	48.8	71.7
Unaware	1785	22.0	34.2	3440	17.6	65.8
Number	8102			19540		

Appendix Table 20 Internal extra-curricular activities undertaken at stage 2 separately for respondents who lived at home and away from home at stage 2

Number of Activities	Home		Away	
	N	Col %	N	Col %
0	5498	66.2	5537	28.0
1	1672	20.1	5709	28.9
2	635	7.7	4199	21.2
3	248	3.0	2371	12.0
4+	247	3.0	1949	9.9
Total	8300		19765	

Appendix Table 21 External extra-curricular activities undertaken at stage 2 separately for respondents who lived at home and away from home at stage 2

Number of Activities	Home		Away	
	N	Col %	N	Col %
0	4376	52.7	12894	65.2
1	2076	25.0	4587	23.2
2	1096	13.2	1611	8.2
3+	752	9.1	673	3.4
Total	8300		19765	

Appendix Table 22 Range and type of extra-curricular activities taken up at stage 2 at university by respondents who lived at home and away from home at stage 2

Activity	Home		Away	
	Col%	N	Col%	N
Sports society or club	12.8	1059	44.8	8860
Debating or drama society/group	4.3	353	8.6	1691
Involvement in student journalism or politics	3.9	327	8.0	1591
Involvement in Student Union organisation	10.7	889	18.0	3563
Other activity related to creative hobbies or interests	7.8	650	23.5	4642
Religious society/club	5.9	491	9.1	1790
Charity/community oriented society or club	3.8	315	10.0	1968
Language society or club	3.3	271	6.6	1300
Subject/departmental society	7.1	593	23.6	4655
Other	1.7	138	2.5	499

Appendix Table 23 Range and type of extra-curricular activities taken up at stage 2 at home by respondents who lived at home and away from home at stage 2

Activity	Home		Away	
	Col%	N	Col%	N
Sports society or club	22.5	1868	13.5	2660
Debating or drama society/group	3.5	293	1.7	343
Involvement in student journalism or politics	3.0	246	1.7	341
Involvement in Student Union organisation	2.1	178	1.2	236
Other activity related to creative hobbies or interests	29.2	2420	19.6	3879
Religious society/club	8.9	741	5.1	1004
Charity/community oriented society or club	12.7	1056	6.4	1263
Language society or club	3.3	277	1.3	262
Subject/departmental society	2.3	188	1.0	202
Other	1.5	121	0.9	171
Number		8300		19765

Appendix Table 24 Further training intentions at stage 2 separately for respondents who lived at home and away from home at stage 2

	Home			Away		
	N	Row %	Col%	N	Row%	Col%
Enrol on taught Masters course (e.g. MSc)	2375	27.0	29.2	6433	73.0	33.2
Apply to do a research degree (e.g. PhD)	795	23.6	9.8	2571	76.4	13.3
Enrol on a Postgraduate Certificate in Education (PGCE)	1164	32.9	14.3	2377	67.1	12.3
Study for professional qualification (e.g. Law or Accountancy)	838	23.9	10.3	2671	76.1	13.8
Apply for a postgraduate course outside UK	269	18.7	3.3	1166	81.3	6.0
Complete other education/training course	981	31.4	12.0	2140	68.6	11.0
Take a gap year to travel	1008	14.1	12.4	6130	85.9	31.6
None of these	3191	36.1	39.2	5660	63.9	29.2
Number	8146			19376		

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 25 Further training intentions at stage 3 separately for respondents who lived at home and away from home at stage 2 and stage 3

Intention	Home			Away		
	N	Row%	Col%	N	Row%	Col%
Obtain employment related to longer-term career plans	563	34.2	47.0	1083	65.8	35.9
Become self-employed	29	51.8	2.4	27	48.2	0.9
Obtain temporary employment while consider long-term plans	140	21.3	11.7	516	78.7	17.1
Obtain temporary employment while I pay off my debt	16	22.5	1.3	55	77.5	1.8
Enrol on a full-time postgraduate degree course	225	26.9	18.8	612	73.1	20.3
Undertake vocational training	43	25.9	3.6	123	74.1	4.1
Travel or take time out	58	16.2	4.8	301	83.8	10.0
Don't know	56	35.0	4.7	104	65.0	3.5
Other	68	26.2	5.7	192	73.8	6.4
Total	1198			3013		

Appendix Table 26 Class of degree separately for respondents who lived at home and away from home at stage 2 and stage 3

Class of degree	Home			Away		
	N	Row%	Col%	N	Row%	Col%
First	326	28.6	27.7	812	71.4	27.3
Upper 2nd	543	24.8	46.1	1644	75.2	55.3
Unclassified 2nd	36	64.3	3.1	20	35.7	0.7
Lower 2nd	189	31.7	16.0	408	68.3	13.7
Third	30	43.5	2.5	39	56.5	1.3
Ordinary	28	54.9	2.4	23	45.1	0.8
Other	27	51.9	2.3	25	48.1	0.8
Total	1179			2971		

Appendix Table 27 Employment related activities during the course separately for respondents who lived at home and away from home at stage 2 and stage 3

	Home		Away	
	Col%	N	Col%	N
Sandwich year	6.7	79	9.9	294
Structured work placement	27.2	321	13.1	389
Assessed project work	6.5	77	5.5	162
Vacation internship	5.6	66	13.7	405
Paid work career-related	19.9	235	23.5	698
Paid work money	40.7	479	51.5	1527
Unpaid work career-related	24.5	289	27.9	826
Other	1.0	12	1.0	29
Number		1178		2964

Note: percentages may not add to 100 per cent due to multiple response options

Appendix Table 28 Change in self-assessed numeracy skills separately for respondents who lived at home and away from home at stage 2 and stage 3

Location	Stage	Numeracy Skills														
		Excellent			Very Good			Good			Adequate			Not Very Good		
		N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%
Home	1	200	17.0	21.0	335	28.4	27.7	389	33.0	31.0	219	18.6	34.9	35	3.0	31.5
Away	1	754	25.3	79.0	873	29.3	72.3	864	29.0	69.0	409	13.7	65.1	76	2.6	68.5
Home	2	216	18.3	23.4	379	32.2	28.4	339	28.8	30.3	200	17.0	31.6	44	3.7	30.3
Away	2	707	23.8	76.6	957	32.2	71.6	779	26.2	69.7	432	14.5	68.4	101	3.4	69.7
Home	3	192	16.3	23.8	392	33.3	29.7	373	31.7	29.3	191	16.2	29.8	30	2.5	27.0
Away	3	615	20.7	76.2	928	31.2	70.3	901	30.3	70.7	451	15.2	70.2	81	2.7	73.0
Home	4	195	16.6	24.3	352	29.9	28.5	402	34.1	29.1	205	17.4	31.6	24	2.0	27.6
Away	4	609	20.5	75.7	882	29.6	71.5	978	32.9	70.9	444	14.9	68.4	63	2.1	72.4

Appendix Table 29 Change in self-assessed spoken skills separately for respondents who lived at home and away from home at stage 2 and stage 3

Location	Stage	Spoken Skills														
		Excellent			Very Good			Good			Adequate			Not Very Good		
		N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%
Home	1	202	17.2	26.9	425	36.1	28.7	376	31.9	27.6	146	12.4	31.9	28	2.4	26.7
Away	1	550	18.4	73.1	1056	35.4	71.3	988	33.1	72.4	311	10.4	68.1	77	2.6	73.3
Home	2	228	19.4	28.1	460	39.1	29.0	335	28.5	28.1	127	10.8	28.0	27	2.3	23.1
Away	2	584	19.6	71.9	1125	37.7	71.0	857	28.7	71.9	326	10.9	72.0	90	3.0	76.9
Home	3	257	21.8	27.0	536	45.5	30.1	280	23.8	26.3	82	7.0	27.4	22	1.9	33.8
Away	3	695	23.3	73.0	1244	41.7	69.9	783	26.3	73.7	217	7.3	72.6	43	1.4	66.2
Home	4	297	25.2	27.7	524	44.5	29.1	289	24.6	27.8	59	5.0	26.7	8	0.7	33.3
Away	4	776	26.0	72.3	1276	42.8	70.9	752	25.2	72.2	162	5.4	73.3	16	0.5	66.7

Appendix Table 30 Change in self-assessed written skills separately for respondents who lived at home and away from home at stage 2 and stage 3

Location	Stage	Written Skills														
		Excellent			Very Good			Good			Adequate			Not Very Good		
		N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%
Home	1	310	26.1	26.6	496	41.8	28.7	299	25.2	30.2	75	6.3	29.1	7	0.6	16.7
Away	1	857	28.6	73.4	1233	41.1	71.3	690	23.0	69.8	183	6.1	70.9	35	1.2	83.3
Home	2	346	29.1	26.8	511	43.0	29.1	237	20.0	27.2	78	6.6	35.1	15	1.3	33.3
Away	2	944	31.5	73.2	1247	41.6	70.9	633	21.1	72.8	144	4.8	64.9	30	1.0	66.7
Home	3	358	30.2	26.0	578	48.7	29.9	198	16.7	28.7	47	4.0	30.1	6	0.5	22.2
Away	3	1018	34.0	74.0	1357	45.3	70.1	493	16.4	71.3	109	3.6	69.9	21	0.7	77.8
Home	4	414	34.9	26.0	544	45.8	30.1	204	17.2	30.7	20	1.7	18.3	5	0.4	55.6
Away	4	1180	39.4	74.0	1265	42.2	69.9	460	15.3	69.3	89	3.0	81.7	4	0.1	44.4

Appendix Table 31 Change in self-assessed computer skills separately for respondents who lived at home and away from home at stage 2 and stage 3

Location	Stage	Computer Skills														
		Excellent			Very Good			Good			Adequate			Not Very Good		
		N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%
Home	1	294	24.9	27.8	390	33.1	27.0	353	29.9	29.0	129	10.9	31.6	14	1.2	38.9
Away	1	763	25.6	72.2	1056	35.4	73.0	864	29.0	71.0	279	9.3	68.4	22	0.7	61.1
Home	2	327	27.7	27.9	434	36.8	28.0	298	25.3	28.1	110	9.3	31.3	11	0.9	35.5
Away	2	844	28.3	72.1	1117	37.4	72.0	762	25.5	71.9	241	8.1	68.7	20	0.7	64.5
Home	3	349	29.6	29.6	474	40.2	28.8	281	23.8	26.9	72	6.1	26.7	4	0.3	17.4
Away	3	832	27.9	70.4	1173	39.3	71.2	762	25.5	73.1	198	6.6	73.3	19	0.6	82.6
Home	4	373	31.6	27.2	473	40.1	28.4	262	22.2	28.3	68	5.8	35.1	4	0.3	36.4
Away	4	997	33.4	72.8	1191	39.9	71.6	663	22.2	71.7	126	4.2	64.9	7	0.2	63.6

Appendix Table 32 Change in self-assessed self-confidence separately for respondents who lived at home and away from home at stage 2 and stage 3

Location	Stage	Self-confidence														
		Excellent			Very Good			Good			Adequate			Not Very Good		
		N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%	N	Row%	Col%
Home	1	130	11.0	29.1	319	26.9	27.2	439	37.0	28.5	214	18.1	29.2	83	7.0	29.1
Away	1	316	10.6	70.9	854	28.5	72.8	1100	36.8	71.5	520	17.4	70.8	202	6.8	70.9
Home	3	147	12.4	26.5	456	38.5	28.5	386	32.6	28.8	150	12.7	28.8	46	3.9	28.4
Away	3	407	13.6	73.5	1145	38.3	71.5	954	31.9	71.2	370	12.4	71.2	116	3.9	71.6
Home	4	158	13.3	29.4	386	32.6	26.4	411	34.7	29.0	164	13.8	29.5	66	5.6	32.4
Away	4	379	12.7	70.6	1078	36.0	73.6	1005	33.6	71.0	392	13.1	70.5	138	4.6	67.6

Appendix Table 33 Whether subject, university or skills an advantage in looking for work (I = strongly agree to VII = strongly disagree) for respondents who lived at home at stage 2 and stage 3

Question Item	I		II		III		IV		V		VI		VII	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Subject	403	34.3	160	13.6	169	14.4	141	12.0	136	11.6	83	7.1	82	7.0
University	163	13.9	192	16.4	226	19.3	270	23.0	133	11.3	93	7.9	97	8.3
Skills	331	28.2	294	25.0	210	17.9	143	12.2	89	7.6	50	4.3	57	4.9

Appendix Table 34 Whether subject, university or skills an advantage in looking for work (I = strongly agree to VII = strongly disagree) for respondents who lived away from home at stage 2 and stage 3

Question Item	I		II		III		IV		V		VI		VII	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Subject	849	28.6	568	19.2	537	18.1	339	11.4	334	11.3	211	7.1	128	4.3
University	655	22.1	609	20.5	546	18.4	522	17.6	286	9.6	196	6.6	152	5.1
Skills	855	28.8	831	28.0	623	21.0	239	8.1	194	6.5	136	4.6	88	3.0

Appendix Table 35 Use of undergraduate skills in current job separately for respondents who lived at home and away from home at stage 2 and stage 3

	Home			Away		
	N	Row%	Col%	N	Row%	Col%
Yes	711	28.0	80.0	1832	72.0	83.7
No	178	33.3	20.0	357	66.7	16.3
Total	889			2189		

Appendix Table 36 Use of undergraduate knowledge in current job separately for respondents who lived at home and away from home at stage 2 and stage 3

	Home			Away		
	N	Row%	Col%	N	Row%	Col%
Yes	601	31.1	67.6	1331	68.9	60.8
No	288	25.1	32.4	858	74.9	39.2
Total	889			2189		

Appendix Table 37 Frequency with which current job is undertaken by graduates separately for respondents who lived at home and away from home at stage 2 and stage 3

	Home			Away		
	N	Row%	Col%	N	Row%	Col%
Only by graduates	280	27.9	29.9	725	72.1	31.8
Mainly by graduates	183	24.1	19.6	577	75.9	25.3
Equal mixture graduates / non-graduates	200	31.1	21.4	443	68.9	19.5
Mainly non-graduates	193	34.9	20.6	360	65.1	15.8
Only non-graduates	20	34.5	2.1	38	65.5	1.7
Only by me	59	30.6	6.3	134	69.4	5.9
Total	935			2277		

Appendix Table 38 Satisfaction with current job (I = completely satisfied to VII = not satisfied at all), whether job is appropriate (I = ideal to VII = very inappropriate) and attitudes to future career (I = strongly agree to VII = strongly disagree) for respondents who lived at home at stage 2 and stage 3

Question item	I		II		III		IV		V		VI		VII	
	N	Row%	N	Row%	N	Row%	N	Row%	N	Row%	N	Row%	N	Row%
Job satisfaction	97	10.6	299	32.6	216	23.6	102	11.1	77	8.4	56	6.1	69	7.5
Job appropriate	238	26.0	231	25.2	103	11.2	93	10.2	81	8.8	74	8.1	96	10.5
Occupation in 5 years time	266	29.0	205	22.4	160	17.5	81	8.8	74	8.1	63	6.9	67	7.3
Optimistic long-term career prospects	200	21.8	217	23.7	176	19.2	116	12.7	82	9.0	63	6.9	62	6.8
Future skills	244	26.6	267	29.1	211	23.0	104	11.4	45	4.9	26	2.8	19	2.1

Appendix Table 39 Satisfaction with current job (I = completely satisfied to VII = not satisfied at all), whether job is appropriate (I = ideal to VII = very inappropriate) and attitudes to future career (I = strongly agree to VII = strongly disagree) for respondents who lived away from home at stage 2 and stage 3

Question item	I		II		III		IV		V		VI		VII	
	N	Row%	N	Row%	N	Row%	N	Row%	N	Row%	N	Row%	N	Row%
Job satisfaction	193	8.6	792	35.3	549	24.4	226	10.1	193	8.6	165	7.3	128	5.7
Job appropriate	486	21.6	598	26.6	377	16.8	213	9.5	214	9.5	191	8.5	167	7.4
Occupation in 5 years time	544	24.2	503	22.4	427	19.0	214	9.5	237	10.6	167	7.4	154	6.9
Optimistic long-term career prospects	506	22.5	666	29.7	468	20.8	252	11.2	170	7.6	119	5.3	65	2.9
Future skills	542	24.1	757	33.7	512	22.8	253	11.3	115	5.1	37	1.6	30	1.3

Appendix Table 40 Level of debt separately for respondents who lived at home and away from home at stage 2 and stage 3

Debt	N	Home		Away		
		Col%	Row%	Col%	Row%	
None	195	16.6	48.5	207	7.0	51.5
Up to 4,999	96	8.1	48.5	102	3.4	51.5
5,000 to 9,999	147	12.5	45.5	176	5.9	54.5
10,000 to 14,999	167	14.2	37.3	281	9.5	62.7
15,000 to 19,999	269	22.8	28.4	678	22.8	71.6
20,000 to 24,999	199	16.9	17.4	946	31.9	82.6
25,000 to 29,999	70	5.9	12.9	472	15.9	87.1
Over 30,000	35	3.0	24.5	108	3.6	75.5
Total	1178			2970		

Appendix Table 41 Options limited by debt separately for respondents who lived at home and away from home at stage 2 and stage 3

Option	Home		Away	
	Col%	N	Col%	N
I wanted to do a postgraduate course but did not want to add to my debts	47.5	85	47.8	215
I had to accept the best paid job I could get rather than one I would have preferred	30.2	21	36.2	39
I had to live at home and/or be supported by my family	37.4	54	53.1	163
I did not believe I could take a gap year because I thought it important to get a job quickly	22.3	67	48.2	239
I had to apply for a postgraduate course where I could live at home rather than where I would have preferred to study	11.7	21	8.6	39
Other impact(s) of debt on my decisions	3.4	40	2.4	217
Affected postgraduate opportunities, route taken or funding	7.3	6	6.9	11
Personal or financial difficulties	6.7	13	2.2	31
Career choices were constrained	6.7	12	8.7	10
Number	179		450	

Note: percentages may not add to 100 per cent due to multiple response options

Appendix B: Description of Logistic Regression Model

The logistic regression model is used to analyse outcomes where the response is either 'No' or 'Yes' (coded as 0 and 1, respectively). In the logistic model the probability of a 'Yes' response for individual i , p_i , can be written as:

$$P(Y_i = 1) = p_i = \frac{\exp(X_i\beta)}{1 + \exp(X_i\beta)} \quad (1)$$

or equivalently the logit of p_i can be expressed as:

$$\text{logit}(p_i) = \log\left(\frac{p_i}{1 - p_i}\right) = X_i\beta \quad (2)$$

where X_i are explanatory variables and β are a vector of regression coefficients associated with X_i . The logit transformation is used to ensure that p_i lies between 0 and 1. To illustrate the interpretation of the regression coefficients consider a model with a single explanatory variable (e.g. age group with 4 categories: 18 years and under, 19-20 years, 21-25 years and 26 years and over). The logistic model can then be expressed as:

$$\text{logit}(p_i) = \log\left(\frac{p_i}{1 - p_i}\right) = \log\left(\frac{Y_i = 1}{Y_i = 0}\right) = \beta_0 + \text{Age}_{19-20 \text{ years}}\beta_2 + \text{Age}_{21-25 \text{ years}}\beta_3 + \text{Age}_{26 \text{ years and over}}\beta_4$$

where the effect of age is measured relative to that of the omitted age group (18 years and under).

The interpretation of the model usually uses the exponential transformation of the model coefficients which can be interpreted as the ratio of the odds of a positive response for the relevant category of the explanatory variable to the odds of a positive response for the omitted category of the explanatory variable. For example, in the above model the odds of a positive response for a respondent in the youngest age group (18 years and under) is given by:

$$\frac{p_1}{1 - p_1} = \exp(\beta_0)$$

while that for a respondent in the j^{th} age group is given by:

$$\frac{p_i}{1 - p_i} = \exp(\beta_0 + \beta_j) \quad j = 2,3,4$$

The ratio of the odds of a positive outcome for a respondent in the j^{th} age group relative to a respondent in the youngest age group is therefore given by:

$$\psi_{j1} = \frac{p_j/(1 - p_j)}{p_1/(1 - p_1)} = \exp(\beta_j)$$

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