Planning for success: Technical Annex

March 2017

Jan Shury, David Vivian, Catherine Turner, Christabel Downing – IFF Research

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Introduction

IFF Research was commissioned by BIS to survey the 2011-12 Higher Education graduate cohort and to revisit their responses to the six month survey, two years later. Specifically the Planning for Success Survey sought to provide further insight into student outcomes, expanding BIS' knowledge and evidence base on higher education. The Planning for Success Survey has not been designed to be a replacement for the Longitudinal DLHE; rather it was aimed to supplement our existing data on graduate outcomes.

The overall aims of the project were to:

- Provide a better understanding of the results presented in the annual Destination of Leavers' from Higher Education (DLHE) survey and the extent to which they provide a robust picture for comparing outcomes for different types of student;

- Understand the expectations, ambitions and job search strategies of different types of student.

The research specifically aimed to further the evidence base in the following areas:

- Graduates' career planning strategies – when they started planning their career, what job search strategies were used and what factors influenced these strategies;

- Detail on applications to work and / or further study – number of applications submitted, evidence of targeting applications in terms of graduate level jobs, sector or employer type (and subject in the case of applications made to further study);

- Application outcomes – number of interviews and job / further study offers (along with when this role was secure e.g. before leaving university);

- Expectations of the job market and whether these changed with time;

- Changes in graduates' employment / study status since DLHE and future career plans;

- Satisfaction with progress to date.

This technical annex provides detail on the survey methodology, weighting and data analysis and accompanies the full Planning for Success publication.

Survey methodology

The research comprised two elements, an initial quantitative survey of graduates (comprising online and telephone surveys) and a small-scale, in-depth qualitative follow-up of a sub-set of those who completed the quantitative survey. The following section summarises the methodological approach taken.

Defining the survey population

The study was focussed on understanding more about what informs and influences graduates' careers choices and pathways.

It is well known that graduates are a diverse and heterogeneous population, and studies of graduate populations – such as the DLHE surveys cited in the main report - are typically very large studies which attempt to understand their population in its full diversity. This level of resource was not available to the Planning for Success Survey, and it was therefore agreed at an early stage that the focus here should be on a specific sub-section of the graduate population, namely those who:

- completed an undergraduate degree in the 2011/12 academic year;

- studied a full-time or sandwich course;

- were aged 21 or under when starting their course;

- were UK domiciled immediately prior to commencing their course.

The survey sought to reach its population of interest by collating contact details from the HEPs that they attended: this is the method most likely to yield accurate contact information for graduates and provides a representative population to sample from.

Here again we looked to restrict the scope of the survey by focusing only on publicly-funded, English HEPs which provided a 'generalist' offering. This meant that specialist providers including conservatoires or performing arts institutions, creative arts and other specialist institutions which focussed on very narrow student populations were out of scope of the study. A small number of additional HEPs were also excluded on the basis that their student cohort was less typical even though there were not considered specialist providers in the strictest of senses.[1]

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[1] These additional HEPs included those that only offered provision at a certain level or whose student population was demographically different.

Sampling the survey population

One of the starting hypotheses for the study was that the institution that graduates attend is likely to have some degree of influence on the outcomes that graduates achieve. We therefore sought to control as far as possible the profile of participating HEPs. All in-scope HEPs were classified according to their TRAC grouping which, along with a 'preparedness for employment' classification[2].' score formed a two dimensional sampling grid.

TRAC (Transparent Approach to Costing) was developed under the Transparency Review of Higher Education funding of 1998-99 as a standard methodology for UK HEPs to disclose their expenditure across four main activities; Teaching, Research, Support activities (i.e. proposal writing and administration) and Other (i.e. commercial activities and residences).

TRAC Groups categorise HEPs into seven groupings depending on the percentage of their total income derived from research income. Table A below provides a breakdown of the all English HEPs that were in scope of the Planning for Success Survey.

Table A University TRAC groupings

TRAC Group	Universities
A *Russell Group (all have medical schools) excluding LSE plus specialist medical schools.*	University of Birmingham University of Bristol University of Cambridge Institute of Cancer Research Imperial College London King's College London University of Leeds University of Leicester University of Liverpool University College London London School of Hygiene & Tropical Medicine University of Manchester University of Newcastle upon Tyne University of Nottingham University of Oxford Queen Mary, University of London St George's Hospital Medical School University of Sheffield University of Southampton University of Warwick
B	University of Bath Birkbeck College

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[2] 'Preparedness for employment' quintiles were derived by ranking providers in descending order of a mean score of their graduates' perception of how well their higher education experience prepared them for employment (taken from 11/12 DLHE data – Q29).

TRAC Group	Universities
All other institutions with Research income of 22% or more of total income.	University of Durham University of East Anglia Institute of Education University of Essex University of Exeter Goldsmiths' College Keele University University of Kent Lancaster University Loughborough University University of Reading Royal Holloway, University of London University of Surrey University of Sussex University of York
C *Institutions with a Research income of 8%-21% of total income*	Aston University University of Bradford University of Brighton Brunel University City University, London De Montfort University University of Hull Liverpool John Moores University London Business School London School of Economics and Political Science School of Oriental and African Studies University of Plymouth Royal Veterinary College University of Salford
D *Institutions with a Research income of between 5% and 8% of total income and those with a total income > £120m*	Birmingham City University University of Central Lancashire University of Greenwich University of Hertfordshire Kingston University Leeds Metropolitan University University of London London Metropolitan University Manchester Metropolitan University Middlesex University University of Northumbria at Newcastle Nottingham Trent University Oxford Brookes University University of Portsmouth Sheffield Hallam University University of the West of England, Bristol University of Westminster

TRAC Group	Universities
	University of Wolverhampton
E *Teaching institutions with a turnover of between £40m and £119m*	Anglia Ruskin University University of Bedfordshire University of Bolton Bournemouth University Buckinghamshire New University Canterbury Christ Church University University of Chester Coventry University University of Cumbria University of Derby University of East London Edge Hill University University of Huddersfield University of Lincoln Liverpool Hope University London South Bank University University of Northampton Roehampton University Southampton Solent University Staffordshire University University of Sunderland Teesside University The University of West London
F *Smaller teaching institutions*	Bath Spa University University College Birmingham Bishop Grosseteste University University of Chichester University of Gloucestershire Harper Adams University Leeds Trinity University Newman University Royal Agricultural University University of St Mark & St John St Mary's University College University of Winchester University of Worcester Writtle College York St John University

We then invited HEPs to participate in the survey in line with their representation across this two dimensional grid. Approximately two HEPs were selected from each cell in the table below and prioritised according to the proportion of graduates for whom they held contact information and therefore likely to yield a decent survey response (informed by work on similar studies).

In total 68 HEPs were invited to participate in the study, and a total of 27 agreed to do so.

Table B: Profile of participating HEPs

Defining the population of interest and the survey population						
		Preparedness for employment quintile				
University TRAC Group		1	2	3	4	5
A	No. of HEPs	5	6	3	5	0
	Participating HEPs	**1**	**1**	**0**	**2**	**0**
B	No. of HEPs	3	2	2	3	6
	Participating HEPs	**1**	**1**	**0**	**2**	**2**
C	No. of HEPs	3	1	2	3	4
	Participating HEPs	**1**	**0**	**0**	**0**	**1**
D	No. of HEPs	2	2	4	3	7
	Participating HEPs	**0**	**2**	**1**	**1**	**2**
E	No. of HEPs	3	5	6	4	5
	Participating HEPs	**0**	**0**	**1**	**2**	**1**
F	No. of HEPs	4	3	2	2	0
	Participating HEPs	**1**	**2**	**1**	**1**	**0**

Participating HEPs were asked to supply contact information for those graduates who had not opted out of being re-contacted about a follow-up survey.

Understanding the survey population

It should be clear from the description of the survey methodology that – unlike the DLHE series, which starts with a census survey and then proceeds, at the longitudinal stage, to a sampled survey of the entire population - the survey population for the Planning for Success Survey represented a sub-section of the population of interest, as summarised in the table below.

Table C Understanding the Planning for Success Study population

Defining the population of interest and the survey population			
	Total population (all 2011-12 HE leavers)	Population of interest (in-scope 2011-12 leavers at in-scope HEPs)	Survey population (in scope 2011-12 leavers at in-scope HEPs who responded to the survey)
No. of HEPs	**165**	**100**	**27**
No. of Students	477,424	152,675	7,499

This resulted in a population which had a higher proportion of females, were more likely to have achieved a higher class of degree and more drawn from families from the higher Socio-Economic Classifications compared to the total 2011-12 HEP leaver population, as shown in Table D.

Table D Profiling the Planning for Success Survey population

Comparisons between total population and the survey population		Total population (%)	Survey population (%)
Gender	*Base: All*	*(477,424)*	*(7,499)*
Female		42	60
Male		58	40
Degree class	*Base: All where classification applicable*	*(281,087)*	*(7,499)*
First		18	22
2:1		49	56
2:2		24	18
Third		4	2

Comparisons between total population and the survey population		
Profile	Total population (%)	Survey population (%)
Other	7	3
SEC (family background) *Base: All with SEC classification*	(244,659)	(6,287)
Higher managerial & professional occupations	23	30
Lower managerial & professional occupations	30	31
Intermediate occupations	15	14
Small employers & own account workers	8	7
Lower supervisory & technical occupations	5	5
Semi-routine occupations	14	10
Routine occupations	6	5
Never worked & long-term unemployed	<1	0
Subject *Base: All*	(477,424)	(7,499)
Medicine & dentistry	3	1
Subjects allied to medicine	10	6
Biological sciences	9	14
Veterinary science	<1	<1
Agriculture & related subjects	1	1
Physical sciences	4	5
Mathematical sciences	2	4
Computer science	4	4
Engineering & technology	6	6
Architecture, building & planning	3	2
Social studies	10	11
Law	4	4
Business & administrative studies	13	11
Mass communications and documentation	3	4
Languages	5	9
Historical and philosophical studies	4	5
Creative arts & design	8	9
Education	11	4
Combined	1	1

Survey response

Quantitative survey

A total of 7,499 graduates participated in the initial online and telephone surveys. Table E below shows both the unweighted and weighted profiles of those who took part in the survey by key demographic groups. Further detail on the weighting is provided below (Table H).

The online survey was open from 1st October 2014 until the end of the telephone interviewing period; the telephone survey ran between 7th October and 17th November 2014. The telephone survey lasted an average of 22 minutes.

Table E Unweighted and weighted profiles of HEPs and graduates participating in the quantitative phase of the Planning for Success Survey

	Completed interviews (unweighted)		Completed interviews (weighted)	
HEP TRAC Group				
A	1,953	26%	1,946	26%
B	1,511	20%	1,411	19%
C	458	6%	458	6%
D	2,266	30%	2,285	30%
E	735	10%	782	10%
F	576	8%	616	8%
Gender				
Male	3,032	40%	3,305	44%
Female	4,467	60%	4,194	56%
Socio Economic Classification				
Higher managerial & professional occupations	1,857	25%	1,826	24%
Lower managerial & professional occupations	1,921	26%	1,909	25%
Immediate occupations	875	12%	875	12%
Smaller employers & own account workers	419	6%	419	6%
Lower supervisory & technical occupations	290	4%	292	4%
Semi-routine occupations	622	8%	636	8%
Routine occupations	300	4%	307	4%
Never worked & long term unemployed	3	*%	3	*%
Not classified	1,174	16%	1,191	16%
Class of degree				
First	1,650	22%	1,293	17%
2:1	4,168	56%	3,998	53%
2:2	1,336	18%	1,696	23%

	Completed interviews (unweighted)		Completed interviews (weighted)	
Third	142	2%	212	3%
Other	203	3%	299	4%
Subject studied				
Medicine and Dentistry	528	7%	692	9%
Biological and Veterinary Sciences	1,103	15%	1,001	13%
Mathematics and Physical Sciences	946	13%	889	12%
Engineering and Architecture	594	8%	526	7%
Business, Law and Education	1,413	19%	1,493	20%
Social Studies and Communications	1,123	15%	1,126	15%
Arts	1,048	14%	1,003	13%
Creative Arts and Design	680	9%	740	10%
Main activity at DLHE				
Full-time professional or managerial[3] employment	4,600	61%	4,596	61%
Part-time professional or managerial employment	195	3%	208	3%
Professional or managerial employment	4,795	64%	4,803	64%
Non-professional[4] employment	1,471	20%	1,499	20%
Further study	786	10%	743	10%
Unemployment	168	2%	173	2%
Other	279	4%	281	4%

Response rate is one indicator of survey representativeness. The higher the response rate, the less likely it is that bias affects the achieved sample.

The 7,499 responses achieved represented an **overall response rate of 22 per cent** (calculated as the number of completed interviews as a proportion of all graduates for whom either an email address or telephone number was supplied).

Altogether, 33,716 graduates were emailed and asked to complete the survey online, of which 5,499 responded, representing **an online response rate of 17 per cent**.

Graduates for whom we held a telephone number but had not completed the online survey (nor indicated that they did not want to participate in the study) were then called and asked to complete the survey over the phone. A stratified approach was taken to the telephone

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[3] Professional or managerial roles are classified as any roles categorised in Standard Occupational Classification (SOC) codes 1-3.
[4] Defined here as any roles classified in SOC codes 4-9.

survey to ensure that the overall response rate achieved across both methodologies in each cell of the sampling matrix shown in Table B was consistent but also that at least 200 interviews were achieved in each of these cells.

A total of 2,000 graduates completed the questionnaire over the telephone, with an achieved response rate of 78 per cent[5]. A more detailed breakdown of the telephone response rate is provided in Table F.

In total, telephone numbers were supplied for 15,043 graduates (who had not already completed the online survey). Overall, 2,000 telephone interviews were completed which represents a response rate of 78 per cent of complete contacts.

Table F Telephone response rate

	N	Population in scope of study %	Population in scope of fieldwork %	Complete Contacts
Number sampled for telephone fieldwork	**15,043**	-	-	-
Invalid cases: screenouts	3	-	-	-
Over quota[6]	8,994			
In scope of study	**6,028**	**100%**	-	-
Invalid cases: Unobtainable numbers	1,487	25%	-	-
In scope of fieldwork	**4,541**	**75%**	**100%**	-
General call backs	1,956	32%	43%	
Appointments	23	<1%	1%	
Incomplete contacts	*1,979*	*33%*	*44%*	
Complete contacts	**2,562**	**43%**	**56%**	**100%**
Transferred to online survey	170	3%	4%	7%
Refusals	293	5%	6%	11%
Partial (abandoned) interviews	99	2%	2%	4%
Complete interviews	2,000	33%	44%	78%

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[5] Response is calculated as the number of completed interviews as a proportion of all calls made and a definite outcome achieved.

[6] Over quota includes anyone who fell into one of the cells of the two-dimensional sampling grid for which the required response rate had been achieved

Qualitative fieldwork

In addition to the main survey, a total of 30 in depth qualitative interviews were conducted over the phone, the profile of which are shown in the table below. Interviews were completed between November and December 2014 and lasted an average of 30 minutes.

Table G Profile of qualitative interviews achieved

	Completed interviews
TRAC Group	30
A	6
B	10
C	2
D	7
E	2
F	3
Gender	
Male	14
Female	16
Class of Degree	
First	7
2:1	17
2:2	4
Third / Unclassified	2
Subject studied	
Medicine and Dentistry	1
Biological and Veterinary Sciences	2
Mathematics and Physical Sciences	8
Engineering and Architecture	2
Business, Law and Education	4
Social Studies and Communications	5
Arts	4
Creative Arts and Design	2
Combined Subjects	2

Weighting strategy

Survey data were weighted to correct for variation in levels of non-response by sub-groups. The profile of the 7,499 achieved interviews was compared to the profile of all 2011/12 graduates who would have been eligible for the study by key demographics. This comparison showed that the profiles differed by three key variables – gender, class of degree achieved and subject studied. Therefore weights were applied to the survey data to correct for this discrepancy and the proportions used are shown in Table H.

Table H Weighting proportions

	Male	Female
Classification of Degree		
First class honours	7.94%	9.31%
Upper second class honours	21.99%	31.33%
Lower second class honours	10.78%	11.84%
Third class honours/Pass/unclassified	3.38%	3.43%
Subject studied		
Medicine and Dentistry	2.79%	6.44%
Biological and Veterinary Sciences	4.94%	8.40%
Mathematics and Physical Sciences	7.88%	3.98%
Engineering and Architecture	5.59%	1.42%
Business, Law and Education	7.90%	12.00%
Social studies and communications	6.72%	8.29%
Arts	4.58%	8.79%
Creative Arts and Design	3.52%	6.35%
Combined subjects	0.16%	0.25%

Analysis

Quantitative analysis

To assist the reporting of results, the quantitative survey data collected was analysed via sub-groups analysis and multivariate analysis.

Bivariate analysis was used to identify key differences by graduate sub-groups. Differences between sub-group data were tested to assess whether the differences between data were statistically significant, i.e. not due to random chance, at the 95 per cent confidence level. The difference needed to be statistically significant depended on the two survey estimates being compared and the base sizes of the two sub-groups.

In addition to the bivariate analysis, key driver analysis was carried out using Correlated Component Regression (CCR) method to explore which factors were independently associated with specific graduate outcomes:

- Unemployment at the Planning for Success Survey stage, as opposed to having a positive outcome (being in employment or in further study);

- Of those in a positive outcome, further study as opposed to employment (of whatever type);

- Of those in employment, professional or managerial level employment as opposed to non-professional employment;

- Among those in professional or managerial employment, full-time professional or managerial employment rather than part-time professional or managerial employment

As these Dependent Variables (DVs) are binary (they either are 'yes' or 'no') a Logistic Regression CCR was used. This regression technique was chosen as it enables us to understand the association of one variable with the DVs whilst controlling for other variables.

Following the basic descriptive analysis stage, a long list of variables were identified, that might be expected to have a relationship with the DVs. These were then inputted in the model.

The CCR regression produced a drivers model that made optimal predictions for new cases, rather than the cases on which the model was built, using a unique cross validation procedure which ran the modelling process 1000s of times and then identified the optimal specification for predicting new cases. So called 'irrelevant' predictors which did not contribute anything unique to the relationship with the DV were screened out.

The different behaviours, characteristics and factors (predictors) tested for their relative importance in terms of influence or impact on graduate outcomes are shown overleaf.

Each predictor was tested in four successive, separate models which grouped graduates according to their main outcome and sought to understand and predict:

1. Which students were unemployed at the Planning for Success Survey stage, as opposed to having a positive outcome (being in employment or in further study);

2. What factors drew or determined some graduates to further study and others to employment (of whatever type);

3. What factors had the most influence in distinguishing those who were employed in professional or managerial roles from those who were employed in non-professional roles;

4. What factors meant that some graduates were able to achieve full-time professional or managerial roles, with others occupying part-time roles;

Table I Predictors used in key driver analysis

Type	Predictor
Demographic	SEC
	Gender
	Class of degree
	TRAC Group
Attitudinal	Detail of career plan graduate had when applying to university
	Detail of career plan graduate had on leaving university
	Main reason for going to university
	Main reason for going to studying subject
Work experience	Whether undertook work experience placements as part of course
	Whether undertook shorter structured non-compulsory work placements
	Whether undertook vacation internship
	Whether undertook graduate internship
	Whether undertook paid work to gain useful career related experience
	Whether undertook unpaid work to gain useful career related experience
	Whether undertook paid work whilst at university or in the 6 months after
University careers service	Extent to which graduate used careers service
CV building activities	Whether did additional courses to build skills
	Whether studied abroad
	Whether did any volunteering or charity work
	Whether became a Student Union representative
	Whether represented their university in a competitive capacity
	Whether became a society committee member
	Whether received an official award for extracurricular activities
Approach to making applications	Whether made job applications whilst at university or in the 6 months after
	Whether made applications to further study
	Whether made job applications only to *graduate roles*[7] whilst at university

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[7] Graduates were asked about the level of jobs they had applied for and assessed at an individual level whether they would categorise the roles as at a *graduate level*. A distinction is made in the report between *graduate level jobs*; where graduates assessed themselves the level of the jobs they applied for; and 'professional or managerial' roles which have been classified (by IFF) using graduates' job title and job

The key drivers for each model, are show in the separate tables below. Within each model drivers are ranked according to their importance (the contribution of each predictor to R-squared). For example in Model 1 below, whether graduates made job applications only to *graduate level* roles whilst at university contributed 29% (as a proportion of all predictors in the model) to whether the graduate was in employment or further study compared to unemployment.

The correlation column shows the strength of the impact the predictor has on whether a graduate enters into employment or further study as opposed unemployment. The correlation coefficient is generally a value between 0 and 1 with stronger relationships being closer to 1[8]. Generally this is categorised as follows:

- 0-0.25 small

- 0.25- 0.5 medium

- +0.5 large

Small correlation coefficients <0.25 illustrate that the predictor variable does not have a notable impact on the dependent variable and will definitely not be a statistically significant finding; whereas medium and large correlation coefficients are usually statistically significant findings.

In the case of Model 1 the following predictors have the highest, most positive impact (largest correlation coefficients) on whether a graduate was in employment or further study compared to unemployment:

- Whether job applications made only to *graduate level* roles whilst at university

- Whether undertook paid work whilst at university or in the 6 months after

- Gradate knew exactly or had a good idea about their career plan upon leaving university.

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duties and coding against the SOC classification. All roles falling into the top 3 SOC codes are defined as professional or managerial'.

[8] It is possible to have a negative correlation coefficient which shows that a predictor has a negative impact on an independent variable – in this case (whether a graduate enters into employment or further study as opposed unemployment). The correlation is also a correlation with the logit (used to predict the probability) rather than directly with the DV

The Effect column - the standardised effect - indicates the relative effect and direction of a one standard deviation change in the predictor on the outcome. Like correlation, the higher the value, the larger the effect.

Table J Model 1 Run 1 – Employment or further study versus unemployment

Type	Predictor	Importance	Effect	Correlation
Approach to making applications	Made job applications only to *graduate level* roles whilst at university	29%	2.138	0.595
Work experience	Undertook paid work whilst at university or in the 6 months after	26%	2.160	0.544
Attitudinal	Detail of career plan graduate had on leaving university – Knew exactly or had a good idea	18%	1.737	0.469
Demographic	Gender - female	8%	1.259	0.282
CV building activities	Became a Student Union representative	7%	1.076	0.275
Work experience	Undertook shorter structured non-compulsory work placements	6%	0.931	0.299
Approach to making applications	Made applications to further study	6%	-1.094	-0.235
Overall effect scores				
Approach to making applications		34%		
Work experience		33%		
Attitudinal		18%		
Demographic		8%		
CV building activities		7%		

Table K Model 1 Run 2 – Employment or further study versus unemployment

Type	Predictor	Importance	Effect	Correlation
Attitudinal	Detail of career plan graduate had on leaving university – Knew exactly or had a good idea	21%	1.464	0.585
Work experience	Undertook paid work whilst at university or in the 6 months after	17%	1.629	0.435
Attitudinal	Main reason for studying subject- a prerequisite for chosen career.	8%	0.872	0.385
Work experience	Undertook shorter structured non-compulsory work placements	8%	0.898	0.369
Approach to making applications	Made job applications within 6 months of graduating	8%	1.033	0.306
Demographic	Gender - female	6%	0.973	0.265
CV building activities	Became a Student Union representative	5%	0.85	0.25
Work experience	Took paid work experience in the 6 months after graduating	6%	0.745	0.316
Overall effect scores				
Attitudinal		42%		
Work experience		37%		
Approach to making applications		8%		
Demographic		8%		
CV building activities		5%		

Table L Model 2 Run 1 – Employment versus further study

Type	Predictor	Importance	Effect	Correlation
Approach to making applications	Made applications to further study	70%	-2.876	-0.882
Demographic	TRAC Group	17%	1.321	0.457
	Class of degree – 1st	7%	-0.829	-0.304
Work experience	Undertook paid work whilst at university or in the 6 months after	3%	0.465	0.202
Approach to making applications	Made job applications only to *graduate level* roles whilst at university	2%	0.626	0.141
Work experience	Undertook graduate internship	1%	0.451	0.120
Overall effect scores				
Approach to making applications		72%		
Demographic		24%		
Work experience		4%		

Table M Model 2 Run 2 – Employment versus further study

Type	Predictor	Importance	Effect	Correlation
Demographic	TRAC Group	42%	1.481	0.676
Approach to making applications	Made job applications within 6 months of graduating	26%	1.163	0.532
Demographic	Class of degree – 1st	17%	-0.904	-0.448
Work experience	Undertook paid work whilst at university or in the 6 months after	6%	0.491	0.275
CV Building activities	Do any volunteering or charity work	4%	-0.414	-0.249
Work experience	Undertook graduate internship	3%	0.469	0.161
Attitudinal	Mean reason for studying subject-prerequisite for chosen career	2%	-0.336	-0.154
Overall effect scores				
Demographic		59%		
Approach to		26%		

Type	Predictor	Importance	Effect	Correlation
making applications				
Work experience		9%		
CV Building activities		4%		

Table N Model 3 Run 1 – Professional level employment versus non-professional employment

Type	Predictor	Importance	Effect	Correlation
Approach to making applications	Made job applications only to *graduate level* roles whilst at university	40%	1.101	0.740
Attitudinal	Detail of career plan graduate had on leaving university – Knew exactly or had a good idea	21%	0.822	0.520
Demographic	TRAC Group	15%	-0.639	-0.465
	Gender - female	8%	-0.497	-0.324
Attitudinal	Main reason for going to university – needed a degree to pursue a specific career	6%	0.322	0.399
Work experience	Undertook paid work to gain useful career related experience	4%	0.325	0.242
	Undertook vacation internship	4%	0.208	0.375
	Undertook graduate internship	2%	0.217	0.199
Overall effect scores				
Approach to making applications		40%		
Attitudinal		27%		
Demographic		23%		
Work experience		10%		

Table O Model 3 Run 2 - Professional level employment versus non-professional employment

Type	Predictor	Importance	Effect	Correlation
Attitudinal	Detail of career plan graduate had on leaving university – Knew exactly or had a good idea	36%	1.048	0.602
Demographic	TRAC Group	21%	-0.723	-0.521
Attitudinal	Main reason for going to university – needed a degree to pursue a specific career	10%	0.403	0.435
Demographic	Gender - female	9%	-0.479	-0.328
Work experience	Undertook vacation internship	8%	0.303	0.446
	Undertook paid work experience	5%	0.327	0.283
	Undertook graduate internship	3%	0.227	0.243
Overall effect scores				
Attitudinal		46%		
Demographic		38%		
Work experience		16%		

Table P Model 4 Run 1 – Full-time professional or managerial employment versus part-time professional or managerial employment

Type	Predictor	Importance	Effect	Correlation
Approach to making applications	Made job applications only to *graduate level* roles whilst at university	40%	1.875	0.699
Work experience	Undertook unpaid work to gain useful career related experience	20%	-1.154	-0.555
CV building activities	Did volunteering or charity work	17%	-1.186	-0.471
Approach to making applications	Made applications to further study	13%	-0.988	-0.427
Demographic	TRAC Group	10%	-0.969	-0.322
Overall effect scores				
Approach to making applications		53%		
Work experience		20%		
CV building activities		17%		
Demographic		10%		

Table Q Model 4 Run 2 - Full-time professional or managerial employment versus part-time professional or managerial employment

Type	Predictor	Importance	Effect	Correlation
Work experience	Undertook unpaid work to gain useful career related experience	42%	-1.295	-0.737
CV building activities	Did volunteering or charity work	39%	-1.332	-0.670
Demographic	TRAC Group	19%	-1.088	-0.404
Overall effect scores				
Work experience		42%		
CV building activities		39%		
Demographic		19%		

Qualitative analysis

All 30 teledepth interviews were coded, analysed and entered into a bespoke electronic analysis framework in such a way that themes and findings from each element of the research were explored alone or in conjunction with other elements to look for patterns and conflicts in the entire data set. Data was 'cut' by subject or theme (for example use of careers service, work experience) as well as by audience (for example type of university attended) to ensure cross-cutting themes were fully triangulated.

Survey instruments

This section provides the online/telephone question and the topic guide for the qualitative interviews.

Online / telephone questionnaire

Planning for Success: Questionnaire   J5349m   Date 29/3/17

Telephone / Online

SCREENER – TO BE USED FOR TELEPHONE SURVEY ONLY ASK PERSON WHO ANSWERS PHONE

S1 **Good morning / afternoon / evening; my name is** NAME **and I'm calling from IFF Research. Please can I speak to [**INSERT NAME FROM SAMPLE**]?**

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Wrong number (respondent no longer lives here / not known at address)	5	CONTINUE TO S3
Respondent has died	6	THANK AND CLOSE
Unobtainable number	7	IF SAMPLE HAS SECOND TELEPHONE NUMBER MOVE TO 'WRONG NUMBER' QUEUE AND SWITCH TO 2ND NUMBER (DP - RESET TRYCOUNT AND WRITE THAT THIS SWITCH HAS HAPPENED TO SAMPLE) – TEL SWITCH = 1?
Respondent wants reassurances	8	GO TO REASSURANCES

S2   **Good morning / afternoon, my name is NAME, calling from IFF Research, an independent market research company. We're conducting a government survey on behalf of the Department for Business, Innovation and Skills (BIS) exploring what jobs graduates take up and what influences and impacts on their choices.**

We understand that you graduated from [INSERT HEI NAME FROM SAMPLE] having completed a degree in [INSERT EARLY DLHE COURSE NAME FROM SAMPLE].

Six months after leaving university you completed the DLHE survey and indicated that you were happy to be re-contacted for a future survey. Please note answers you provided in the original DLHE survey will be linked to your responses to this survey.

The interview should take about 20 minutes. Is now a convenient time to talk?

Continue	1	GO TO SECTION A
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	
Did not graduate from Higher Education in 2011/12	4	GO TO S5
Refused	5	GO TO S4
Respondent has died	6	THANK AND CLOSE
Has already completed online	7	
Respondent wants reassurances	8	GO TO REASSURANCES

S3 **Do you have a forwarding number for [INSERT NAME FROM SAMPLE]?**

Yes (RECORD NEW NUMBER)	1	OVER-WRITE EXISTING NUMBER ON SAMPLE RESET TRYCOUNT TO 0 AND SEND TO 'RECALL QUEUE'
No	2	THANK AND CLOSE IF SAMPLE HAS SECOND TELEPHONE NUMBER MOVE TO WRONG NUMBER QUEUE AND SWITCH TO TEL2 AND RESET TRYCOUNT. WRITE THAT THIS SWITCH HAS HAPPENED TO SAMPLE (TEL SWITCH = 1?). IF SAMPLE ONLY HAS ONE TELEPHONE NUMBER SENT TO WRONG NUMBER QUEUE.
Respondent wants reassurances	3	GO TO REASSURANCES

S4 **Would you be willing to complete the survey online instead?**

Yes	1	CONTINUE
No	2	THANK AND CLOSE

DISPLAY IF REFUSED (S2 = 5) AND WILLING TO COMPLETE ONLINE (S4=1)
Thank you. We'll send you an e-mail which has a link to the survey.

IF HAVE EMAIL (FROM SAMPLE)

I have your email address as DISPLAY CONTACT ADDRESS. **Is that correct?**

Yes – correct	1
No – incorrect (Please type in correct email address)	2

IF NO EMAIL ADDRESS

What is your email address?

WRITE IN EMAIL ADDRESS

THANK AND CLOSE

ASK IF DID NOT GRADUATE FROM HE IN 2011/12 (S2 = 4)

S5 **Just to check, you did not complete a course of any type at a higher education institution in 2011/012?**

PROMPT AS NECESSARY: **We have been advised by [INSERT NAME OF HEI FROM SAMPLE] that you completed a degree in [INSERT EARLY DLHE COURSE FROM SAMPLE] with them in 2011/12.**

Did not graduate from HE in 2011/12	1	THANK AND CLOSE
Did graduate from HE in 2011/12	2	GO BACK TO S2

This call may be recorded for quality and training purposes only.

REASSURANCES TO USE IF NECESSARY
The interview will take around 20 minutes to complete.

Please note that all data will be reported in aggregate form to the Department for Business, Innovation and Skills – no-one will be personally identified or identifiable.

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:
- **MRS: Market Research Society on 0500396999**
- **IFF: Margaret Anderson or Christabel Downing on 0207 250 3035**
- **BIS: Emma Sadler on 0114 207 5334**
- **Or you can access the data processing agreement on the IFF website <INSERT LINK TO FAIR PROCESSING NOTICE>.**

A Reasons for study and expectations of course

We'd like to start by asking you to think back to when you were applying to university…

ASK ALL

A1 **Why did you decide to go to university in the first place? Was it…**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

ASK ALL

A1A **And what was the <u>main</u> reason? Was it…**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

DP INSTRUCTION - ONLY SHOW OPTIONS SELECTED AT A1. PLEASE ENSURE A1 'OTHER RESPONSES' APPEAR AS A TEXT SUB.

	A1	**A1A**
Because you needed a degree to pursue the specific career that you wanted	1	1
To improve your ability to get a job	2	2
Out of academic interest or curiosity	3	3
Because your friends or peers were going	4	4
Because your family, friends or school encouraged you to	5	5
Because you wanted to be a student	6	6
Because you didn't know what else to do	7	7
Don't know	8	8

A2 **Why did you choose to study the subject that you did? Was it…**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

A2A **And what was the <u>main</u> reason? Was it…**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

DP INSTRUCTION - ONLY SHOW OPTIONS SELECTED AT A2.

	A2	A2A
A prerequisite for a chosen career	1	1
Because you thought it would lead to good employment opportunities	2	2
Out of enjoyment or interest in the subject	3	3
To keep my options open	5	5
It was a subject area I was strong in at school/college	6	6
Don't know	4	4

A3 **And still thinking back to when you were applying to universities, which of the following best describes you …?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

You knew exactly what job or career you wanted to pursue	1	
You had a good idea about the types of jobs or careers you wanted to pursue	2	
You had a vague idea about the types of jobs or careers you might have wanted to pursue	3	
You had no idea	4	

B Career planning at and straight after university

I'd now like you to think about the time you were at university and the period immediately after, up until the end of 2012.

*DP NOTE: FOR ONLINE ADD TITLE '**WORK EXPERIENCE'** FOR QUESTIONS B1-B5A*

B1 **Did you undertake any work experience placements as part of your university degree?**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

An industrial or sandwich year placement	1	
Shorter structured work placements as part of your course	2	
Shorter structured non-compulsory work placements secured with or without the help of your university	4	
SINGLE CODE ONLY: **None of the above**	3	

B2 **And did you undertake any of the following [**IF CODE 1-2 OR 4 AT B1: **additional] types of work experience whilst at university or in the 6 months after, up until the end of 2012?**

An internship is taken to mean a fixed and limited period of time spent working within an organisation as part of a structured programme.

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select either yes or no for each option

	Yes	No
_1 A vacation internship (completed during university holidays, typically over the summer)	1	2
_2 A graduate internship (internship completed after graduation)	1	2
_3 Paid work to gain useful career related experience (not as part of an internship)	1	2
_4 Unpaid work to gain useful career related experience (not as part of an internship)	1	2

B2A **When did you complete this paid work to gain useful career related experience which was not part of an internship? Was it…** *TELEPHONE: READ OUT. MULTICODE.*

ONLINE: Please select all that apply

At university	1	
In the 6 months after leaving university	2	
Don't know	3	

IF DID UNPAID WORK TO GAIN CAREER RELATED EXPERIENCE (B2_4=1)

B2B **When did you complete this unpaid work to gain useful career related experience which was not part of an internship? Was it…**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

At university	1	
In the 6 months after leaving university	2	
Don't know	3	

IF NOT UNDERTAKEN WORK EXPERIENCE (B1=4 AND ALL B2 ITERATIONS=2)

B3 **Did you apply for any work experience placements or internships, or jobs intended to gain you useful career related experience?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	
Don't know	3	

IF DID NOT APPLY FOR WORK EXPERIENCE (B3=2)

B3A **Were any of the following reasons for you not applying for any work experience placements or internships, or jobs intended to gain you useful career related experience?**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

There were no suitable placements / opportunities available at that time	1	
I did not have time to undertake an internship or work placement at that time	2	
I couldn't afford to undertake an internship or work placement (and needed to start earning as quickly as possible)	3	
It did not occur to me at this time	4	
I wanted to focus on my studies	5	
DISPLAY IF A3=2-4: I did not have an interest in pursuing a particular career at that point	6	
I did not think it was worth my while	7	
None of the above	8	

ASK IF UNDERTOOK WORK EXPERIENCE (B1=1-2 OR 4) OR (ANY ITERATION OF B2 =1) OR (B3 =1)

B4 **How did you go about exploring possible work experience opportunities?**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

The university organised it for me	1	
Internet searches	2	
Used university careers service / University Department	3	
Attended careers fair / events	4	
Spoke to personal tutor or lecturers	5	
Made speculative enquiries direct to employers	6	
Spoke to parents / siblings / other family members	7	
Through friends	8	
Social media	11	
Don't know	10	

ASK IF UNDERTOOK WORK EXPERIENCE (B1=1-2 OR 4) OR (ANY ITERATION OF B2 =1)

B5 **And were you offered employment or a promise of employment at the end of the work experience or as part of the arrangement?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	
Don't know	3	

ASK ALL THOSE THAT WERE OFFERED EMPLOYMENT AT THE END OF THEIR WORK EXPERIENCE (B5 = 1)

B5A **And did you accept this offer and later go on to work for the employer you did this work experience with?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	
Don't know	3	

ASK ALL

B6 [IF HAVE UNDERTAKEN WORK EXPERIENCE (B1=1-2 or 4) OR (ANY ITERATION OF B2=1) OR (B3=1): **Not including any work experience** (TELEPHONE: **we have already discussed**) (ONLINE: **you have just covered**)], **did you undertake any paid work whilst at university or in the 6 months after, up until the end of 2012?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	
Don't know	3	

B7 **Did you make use of the university careers service at any point, either whilst studying or in the 6 months after leaving university? This could be centrally or through your academic school or department.**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

IF YES PROBE WHETHER USED WHILE AT UNIVERSITY OR IN 6 MONTHS AFTER, OR BOTH

Yes	1	
No	2	
Don't know	3	

B8 **Why didn't you use your university careers service at this time?**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

No need - had no idea what I wanted to do then	1	
No need - knew exactly what I wanted to do	2	
Lack of awareness of services provided	3	
Had heard bad things about service	4	
Used other careers services instead (WRITE IN WHICH ONES)	5	
For some other reason (WRITE IN)	6	
Don't know	7	

ASK IF USED UNIVERSITY CAREERS SERVICE (B7=1-3) OR (B4=3)

B9 **Thinking about your use of your university careers service, did you...**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

ASK IF USED SERVICE (B9=1)

B10 **When did you [**INSERT ITERATION TEXT]**? Was it…**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

DP INSTRUCTION: ASK B9 & B10 CONSECUTIVELY FOR EACH ITERATION

	B9		B10			
	Yes	No	In the 6 months after leaving university	Final year of university	Prior to final year of university	Don't know / Can't remember
Use their website or communications for information on careers or specific job opportunities	1	2	1	2	3	4
Have an interview with a university careers adviser	1	2	1	2	3	4
Get help with job search skills such as CV writing, interview technique or practice with standard assessments	1	2	1	2	3	4
Attend their careers fair	1	2	1	2	3	4
Use them to provide you with useful contacts in the field you wanted to work in	1	2	1	2	3	4
Use them for anything else (WRITE IN 1)	1	2	1	2	3	4
(WRITE IN 2) DP INSTRUCTION: DO NOT SHOW IF B9=2 FOR FIRST WRITE IN	1	2	1	2	3	4

B10A [TEXT SUB IF USE UCS (B4=3 OR B7=1) – **Apart from the careers service,]** who did you speak to about possible career paths while at university or in the 6 months after?

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

Parents / siblings / other family members	1	
Peers	2	
Lecturers	3	
Personal tutor / director of studies / supervisor	4	
Professionals in the field / fields of interest	5	
A previous employer or your employer during this time	6	
[SINGLE CODE] No-one	7	

B11 **I'd now like to ask you about some other activities you might have engaged in at university or in the 6 months after up until the end of 2012. During this period, did you…?**

TELEPHONE: READ OUT. SINGLE CODE FOR EACH.

ONLINE: Please select one for each

	Yes	No	Don't know
_1 **Do additional courses to build your skills, for example presentations, IT, cv writing, maths or language skills**	1	2	3
_2 Study abroad	1	2	3
_3 Do any volunteering or charity work	1	2	3
_4 Become a Student Union representative	1	2	3
_5 **Represent your university in a competitive capacity, for example in a sports team**	1	2	3
_6 **Become a society committee member**	1	2	3
_7 **Receive an official award for extracurricular activities**	1	2	3

ASK ALL EXCEPT THOSE WHO UNDERTOOK FURTHER STUDY AT EARLY DLHE (ASK EDLHE STUDY=2)

B12 **Whilst at university or in the 6 months after leaving, did you consider the option of further studies?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	
Don't know	3	

ASK IF CONSIDERED FURTHER STUDY (B12=1)

B13 **Did you make any applications for further study?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	
Don't know	3	

ASK IF MADE APPLICATIONS (B13=1)

B14 **In what subject area did you want to study?**

ONLINE: Please type in your answer below

DP NOTE: FOR THE ONLINE SURVEY PLEASE SET UP QUESTION TO AUTOCODE USING THE JACS 3.0 LIST – SEE LINK IN EMAIL

WRITE IN		
Don't know	1	

B15 **Which of the following best describes the type or types of qualification you were applying for…?**

TELEPHONE: DO NOT READ OUT. PROMPT AS NECESSARY. MULTI CODE.

ONLINE: Please select all that apply

Higher degree, mainly by research (e.g. PhD, DPhil, MPhil)	1
Higher degree, mainly by taught course (e.g. MA, MSc)	2
Postgraduate diploma or certificate (including PGCE)	3
Professional qualification (e.g. Legal Practice Course, Chartered Institute of Marketing)	4
First degree (e.g. BA, BSc, MEng)	5
Other diploma or certificate	6
Other qualification (WRITE IN)	7
Not aiming for a formal qualification	8

B16 **And, thinking about your motivation behind applying for further study, on a scale of 1 to 5, where 1 is not at all and 5 is to a great extent, to what extent would you say your decision was driven by the following factors…?**

At the first follow-up survey that took place six months after you left university, you stated that you were in were engaged in further study, training or research. Thinking about your motivation behind applying for this further study, on a scale of 1 to 5, where 1 is not at all and 5 is to a great extent, to what extent would you say your decision to undertake this study was driven by the following factors…?

TELEPHONE: READ OUT. SINGLE CODE FOR EACH.

ONLINE: Please select one for each

	Not at all				To a great exten	DK
_1 **An interest in the field of study**	1	2	3	4	5	6
_2 **Hope of pursuing a career in a specific field**	1	2	3	4	5	6
_3 **Improving your employability more generally**	1	2	3	4	5	6
_4 **Wanting to continue education and not enter the working world**	1	2	3	4	5	6
_5 **It was encouraged by your family**	1	2	3	4	5	6
_6 **Thought it necessary to stand out when applying for jobs**	1	2	3	4	5	6

ASK ALL

B17 **[ONLINE: The next questions are about] [TELEPHONE: We're now going to ask you some questions about] any job applications or job search activity you engaged in whilst at university and in the 6 months immediately after, up until the end of 2012. These questions refer to jobs that were intended to start after leaving university.**

When did you start applying for such jobs? Was this…?

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

During the six months after leaving university	1	
In the final year of university	2	
Prior to the final year of university	3	
Or had you not applied for any jobs by the end of 2012	4	
Don't know	5	

ASK IF HAD NOT APPLIED TO ANY JOBS BY THE END OF 2012 (B17=4)

B17A **Were any of the following reasons why you had not applied for any jobs by the end of 2012?**

TELEPHONE: READ OUT. MULTICODE

ONLINE: Please select all that apply

I was unsure about the type of job I wanted to apply to	1	
There were very few job opportunities to apply to in my local area	2	
I wanted to take a break from job search activity at this time	3	
(ASK IF B12=1 OR EDLHE STUDY=1) **I was planning to engage in further study at this time and was not looking for jobs**]	4	
I had gone travelling	5	
I was busy with other commitments	6	
~~**Other (PLEASE SPECIFY)**~~	~~7~~	
Don't know	8	

B18 **Approximately how many jobs did you apply for [**IF B17=2 OR 3 **whilst at university and] in the 6 months after leaving university? Would you say you applied for...**

Less than 5 jobs	1
5 to 9 jobs	2
10 to 14 jobs	3
15 to 19 jobs	4
20 to 24 jobs	5
25 to 29 jobs	6
30 to 39 jobs	7
40 to 49 jobs	8
50 jobs or more	9
Don't Know	10

ASK IF STARTED MAKING APPLICATIONS BEFORE LEAVING UNI (B17=2 OR 3)

B19 **Did you make most of these applications while you were at university or in the 6 months after?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Most while at university	1	
Most in 6 months after	2	
About the same	3	
Don't Know	4	

ASK ALL WHO MADE APPLICATIONS (B17=1-3)

B20 **In what sector or sectors were you applying for jobs?**

TELEPHONE: DO NOT READ OUT. MULTICODE.

ONLINE: Please select all that apply

WHERE MORE THAN ONE SECTOR APPLIES TO A JOB ROLE, PLEASE SELECT ALL RELEVANT CODES.

Accountancy, banking and finance	1	
Armed forces and emergency services	2	
Business, consulting and management	3	
Charities and voluntary work	4	
Creative arts and culture	5	
Energy and utilities	6	
Engineering and manufacturing	7	
Environment and agriculture	8	
Health and social care	9	
Hospitality, tourism and sport	10	
IT and information services	11	
Law	12	
Marketing, advertising and PR	13	
Media and publishing	14	
Property and construction	15	
Local or central government	16	
Recruitment and HR	17	
Retail and sales	18	
Science and pharmaceuticals	19	
Teaching and education	20	

Transport and logistics	21	
Other (WRITE IN)	22	
Cannot remember	23	

B20a **DELETED**

B20b **DELETED**

ASK ALL WHO MADE APPLICATIONS (B17 = 1-3)
B20c **Which region were you applying for jobs in?**

TELEPHONE: DO NOT READ OUT. PROMPT AS NECESSARY. SINGLE CODE.

ONLINE: Please select one only

North East	1	
North West	2	
Yorkshire and the Humber	3	
East Midlands	4	
West Midlands	5	
East of England	6	
London	7	
South East	8	
South West	9	
Outside England (PLEASE SPECIFY)	10	
Don't know	12	

ASK ALL WHO MADE APPLICATIONS (B17 = 1-3)
B20d **And did you specifically look for jobs…?**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

Near your parental home	1	
In or near your university town	2	
Neither	3	

ASK ALL WHO MADE APPLICATIONS (B17=1-3)
B20e **And on a scale of 1 to 4 where 1 is not at all important and 4 is very important, how important were each of the following to you in your choice of jobs to apply for?**

TELEPHONE: READ OUT. SINGLE CODE FOR EACH.

ONLINE: Please select one for each

	Not at all Important	Not Very Important	Fairly Important	Very Important	Don't know	N/A
The opportunity to develop a career	1	2	3	4	5	6
Balancing home and work life	1	2	3	4	5	6
Job satisfaction	1	2	3	4	5	6
High level of responsibility	1	2	3	4	5	6
High financial reward	1	2	3	4	5	6
Having a job with status and respect	1	2	3	4	5	6
Doing work that benefits society	1	2	3	4	5	6
~~**Being based locally to me**~~	~~1~~	~~2~~	~~3~~	4	~~5~~	~~6~~

ASK ALL WHO MADE APPLICATIONS (B17 = 1-3)
B21 **And, thinking about the types of jobs you applied for during this time, to what extent would you say you focused on graduate level jobs in comparison to other jobs that didn't require a degree or equivalent? Would you say you…**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Applied only to graduate level jobs	1	
Applied mostly to graduate level jobs	2	
Applied to roughly the same number of graduate level jobs as non-graduate level jobs	3	
Applied mostly to non-graduate level jobs	4	
Applied only to non-graduate level jobs	5	
Don't know	6	

THOSE NOT APPLYING TO GRADUATE SCHEMES (B21=5)

B22 **Why did you not apply to any graduate level jobs?**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

I missed the application deadlines	1
Too competitive	2
Application process was too time consuming	3
Didn't get a high enough degree class	4
I didn't know what roles to apply for	5
They were not relevant to the career I wanted	6
There weren't any available in the locations I wanted to work in	7
I only wanted a job for a temporary amount of time / did not want to commit to a longer-term position	8
~~**I didn't have a career plan and so a graduate scheme did not seem applicable**~~	~~9~~
~~**Other (WRITE IN)**~~	~~10~~
Don't know	11

ASK ALL WHO MADE APPLICATIONS (B17 = 1-3)

B23 **How many of all the job applications you made at university or in the 6 months since graduating resulted in an interview or assessment centre? Would you say…**

ADD IF NECESSARY: PLEASE INCLUDE TELEPHONE INTERVIEWS

DP NOTE: SENSE CHECK – IF B18=1, B23 SHOULD EQUAL 1-3. IF B18=2, B23 SHOULD EQUAL 1-4. IF B18=3/4, B23 SHOULD EQUAL 1-5.

None	1
1 or 2 applications	2
3 or 4 applications	3
5 to 9 applications	4
10 to19 applications	5
20 applications or more	6

Don't Know	7

B24 **Overall, how many job offers did you receive as a result of the job applications you made whilst at university and the 6 months after?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

None	
1 job offer	
2 job offers	
3 job offers	
4 job offers	
5 jobs offers	
More than 5 job offers (specify number)	
Don't Know	

B25 **Thinking back to when you left university, which of the following best describes you? Would you say…**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

You knew exactly what job or career you wanted to pursue when you left university	1
You had a good idea about the types of jobs or careers you wanted to pursue	2
You had a vague idea about the types of jobs or careers you might have wanted to pursue	3
You had no idea what type of career you wanted to pursue	4
You had no interest in or plans to pursue a career	5

C Early DLHE activities

[TEL: Now we'd like you to think back to January last year, around six months after you graduated from [TEXT SUBSTITUTION: HEI from sample].]

[ONLINE: Can you please think back to around six months after you graduated from [TEXT SUBSTITUTION: HEI from sample].]

ASK ALL EMPLOYED AT EARLY DLHE (EDLHE EMPLOYED=1)

C1 **When you were surveyed previously, you mentioned that you were working as a [INSERT JOB TITLE FROM EARLY DLHE] for [INSERT COMPANY NAME FROM EARLY DLHE / LEAVE BLANK IF REFUSED]? When did you start this job? Was it…**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Prior to starting university	1	
Prior to the final year of university	2	
In the final year of university	3	
After leaving university	4	
Don't Know	5	

IF AFTER LEAVING UNI (C1=4)

C2 **And when did you get offered this job? Was it while you were still at university or after you left?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

While at university	1	
After leaving university	2	

C3 **As far as you are aware, how important were the following factors to the company you were working for when you gained this employment?**

IF IMPORTANT PROMPT: **Was it important or a formal requirement?**

IF NOT IMPORTANT PROMPT: **Was it not very important but helped, or not important?**

TELEPHONE: READ OUT. SINGLE CODE FOR EACH.

ONLINE: Please select one for each.

	A formal requirement	Important	Not very important but helped	Not important	Don't Know	N/A
The subject you studied	1	2	3	4	5	6
The class or grade of the qualification you obtained	1	2	3	4	5	6
The university you attended	1	2	3	4	5	6
Evidence of skills and competencies	1	2	3	4	5	6
Relevant work experience	1	2	3	4	5	6
The grades you achieved at school or college prior to university	1	2	3	4	5	6
Any qualifications that you might have obtained after the degree you got in 2011 to 2012	~~1~~	~~2~~	~~3~~	4	5	6

ASK ALL EMPLOYED AT EARLY DLHE (EDLHE EMPLOYED=1)

C4 **And as far as you are aware, how important were the following in getting you this job?**

IF IMPORTANT PROMPT: **Was it important or very important?**

IF NOT IMPORTANT PROMPT: **Was it not very important but helped, or not important?**

TELEPHONE: READ OUT. SINGLE CODE FOR EACH.

ONLINE: Select one option for each.

	Very import-ant	Important	Not very important but helped	Not important	Don't Know	N/A
SHOW IF (B4=3 OR B7=1): **Careers guidance you received from your university or academic department**	1	2	3	4	5	6
SHOW IF (B1=1-2 OR 4) OR (ANY ITERATION OF B2=1) OR (B3=1): **Work experience you gained during or just after university**	1	2	3	4	5	6
SHOW IF (B6=1): **Other Ppaid work you did during or just after university**	1	2	3	4	5	6
SHOW IF (B11_1=1): **Additional courses you did to build your skills, for example presentation, IT or language skills**	1	2	3	4	5	6
SHOW IF (B11_2=1): **Your study abroad**	1	2	3	4	5	6
SHOW IF (B11_3=1): **Volunteering or charity work**	1	2	3	4	5	6
SHOW IF (B11_4=1 OR B11_5=1 OR B11_6=1 OR B11_8=1): **Other extra-curricular activities such as being a Student Union representative, being a society committee member, representing your university in a competitive capacity, or anything else**	1	2	3	4	5	6
SHOW IF (B11_7=1): **Receiving an official award for your academic performance or extra curriculum activities**	1	2	3	4	5	6
Family contacts	1	2	3	4	5	6

C5 **And how would describe this job in terms of how it fitted into your longer term career plans or goals? Would you say it was…**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Select one option only.

The job you intended to be doing in the long term	1	
A stepping stone into the type of work you wanted to be doing in the long term	2	
A job that did not fit into your career plan	3	
Did not have a clear career plan at this time	4	
Don't Know	5	

C5A **DELETED**

C6 **When you were surveyed previously six months after graduating, you mentioned that you were engaged in further study, training or research. How would you describe this further study in terms of how it fitted into your longer term career plans or goals?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

It was a requirement for the job you wanted to be doing in the long term	1	
Helped develop skills for the type of work you wanted to be doing in the long term	2	
Unrelated to longer term career plans or goals	3	
Don't know	4	

ASK ALL EMPLOYED-AT EARLY DLHE (EDLHE EMPLOYED=1)

C7 **To what extent has this job enabled you to progress towards your long term career aspirations?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

To a great extent	1	
To some extent	2	
A little	3	
Not at all	4	
Not applicable – you don't have long term career aspirations	5	
Don't know	6	

ASK ALL IN FURTHER STUDY AT EARLY DLHE (EDLHE STUDY=1)

C8 **To what extent has this study enabled you to progress towards your long term career aspirations?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

To a great extent	1	
To some extent	2	
A little	3	
Not at all	4	
Not applicable – you don't have long term career aspirations	5	
Don't know	6	

D Career since Early DLHE

Moving on to what you are doing now…

I would like to ask you a few questions about what you were doing on [INSERT CENSUS DATE] 2014.

DP INSTRUCTION: PLEASE MAKE CENSUS DATE 29TH SEPTEMBER 2014 FOR MAIN SURVEY

ASK ALL
D1 **Which of the following best describes your circumstances on [INSERT CENSUS DATE] 2014?**

TELEPHONE: READ OUT. MULTICODE.

ONLINE: Please select all that apply

DP INSTRUCTION: PLEASE DO NOT ALLOW CODE 1 OR 2 TO BE COMBINED WITH CODE 3.

IF MORE THAN ONE ACTIVITY AT D1
D1A **What would you say was your <u>main</u> activity on [INSERT CENSUS DATE] 2014?**

TELEPHONE: DO NOT READ OUT. PROMPT AS NECESSARY. SINGLE CODE.

ONLINE: Please select one only

DP INSTRUCTION: PLEASE ONLY SHOW THOSE CODES SELECTED AT D1.

	D1 'Activities'	D1A 'Main activity'
Working **full-time** (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)	1	1
Working **part-time** (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)	2	2
Unemployed and looking for work	3	3
Due to start a job in the next month	4	4
Engaged in **full-time** further study, training or research	5	5
Engaged in **part-time** further study, training or research	6	6
Taking time out in order to travel	7	7
Something else	8	8

D2 **Were you working in <u>more than one</u> job or occupation on [INSERT CENSUS DATE] 2014? Please include all work, including any work which was part-time, self-employed, freelance, voluntary or unpaid.**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	

D3 **How many jobs did you have on [INSERT CENSUS DATE] 2014? Please include all work, including any work which was part-time, self-employed, freelance, voluntary or unpaid.**

ONLINE: Please write in number below

DP INSTRUCTION: PLEASE DO NOT ALLOW A NUMBER GREATER THAN 9

WRITE IN NUMBER		
More than 9	1	

For the following questions, please provide details of what you consider to be your MAIN job. Your main job might be the one that you spent the most time doing, the one which paid you the most money or was related to your future plans.

D4 **What was your job title and main duties and responsibilities?**

ONLINE ONLY: **In your job title please include information on the area of work, just not the job level e.g. 'HR Manager' rather than 'Manager'**

DP INSTRUCTION: PLEASE DISPLAY D4 AND D5 ON ONE PAGE.

INTERVIEWER PROBE FOR FULL DETAILS. E.G. IF RESPONDENT IS A "SUPERVISOR" ASK WHAT KIND OF ACTIVITIES THEY SUPERVISE, IF 'ASSISTANT, WHAT SORT OF ASSISTANT?

JOB TITLE

D5

DUTIES

D6 **What was your annual pay** [TEXT SUBSTITUTION: ALL WITH MORE THAN ONE JOB (D2=1) **for your main employment]** **to the nearest thousand (£) before tax?**

RECORD INTEGER ONLY THEN CODE TO RANGE		
Unpaid work	1	
Refused	2	

DP INSTRUCTION: IF D1 = 1 AND LOWER THAN £7,000 OR D1 = 1 AND HIGHER THAN £50,000 (EXCEPT UNPAID WORK)

Can I just check that your annual pay for your main employment was approximately £<INSERT AMOUNT> per year before tax?

Yes	1	CONTINUE
No	2	RE-ASK D5

D7 **You mention you were working on [INSERT CENSUS DATE]. Was this for the same employer [,INSERT EDLHE Company Name,] you were working for six months after graduating?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

Yes	1	
No	2	
Don't know	3	

ASK ALL WORKING FOR DIFFERENT EMPLOYER (D7 = 2 OR 3) OR MOVED INTO EMPLOYMENT SINCE DLHE

D8 **What is the name of the company/organisation you were working for on [INSERT CENSUS DATE] 2014?**

PROMPT IF NECESSARY: **If you got the job that you were doing through an agency, please provide the name of your place of work and not the name of the agency.**

REASSURANCE IF NECESSARY: **This data is for classification purposes only and no contact would be made with your employer.**

WRITE IN

ASK ALL WORKING FOR DIFFERENT EMPLOYER (D7 = 2 OR 3) OR MOVED INTO EMPLOYMENT SINCE DLHE

D9 **What does the company/organisation you were working for mainly do? (e.g. software design, primary school education).**

INTERVIEWER PROBE FOR THE FOLLOWING - START WITH FIRST PROBE AND ONLY USE THE OTHERS IF NECESSARY TO GET CLEAR INFORMATION

- **What would you type into a search engine to find an organisation like yours online?**
- **What is the main product or service of this establishment?**
- **What exactly is made or done at this establishment?**

PROMPT IF NECESSARY: **If you got the job that you were doing through an agency, please describe what the company that you were placed with does, and not what the agency does**

WRITE IN

ASK ALL WORKING NOW (D1=1 OR 2) AND WORKING 6 MONTHS AFTER (EDLHE EMPLOYED=1)

D10 **Have any of the following things happened at work since six months after graduating…**

TELEPHONE: READ OUT. SINGLE CODE FOR EACH.

ONLINE: Please select one option for each

	Yes	**No**	Don't know
_1. [IF WORKING FOR THE SAME EMPLOYER D7 =1: **Have you had a promotion?**] [IF WORKING FOR A DIFFERENT EMPLOYER D7 = 2 OR 3: **Are you working in a higher level job?**]	1	2	3
_2. [IF WORKING FOR THE SAME EMPLOYER D7 =1: **Has your pay increased?**] [IF WORKING FOR A DIFFERENT EMPLOYER D7 = 2 OR 3: **Do you have a more highly paid job?**]	1	2	3
_3. [IF WORKING FOR THE SAME EMPLOYER D7 =1: **Have you been given more responsibility at work?**] [IF WORKING FOR A DIFFERENT EMPLOYER D7 = 2 OR 3: **Do you have a job with more responsibility?**]	1	2	3
_4. Are you getting more job satisfaction?	1	2	3
_5. Do you feel your job is more secure?	1	2	3
_6. Have your pay and promotion prospects improved?	1	2	3

ASK ALL WORKING (D1 = 1 OR 2)

D10A **And how would describe this job in terms of how it fits into your longer term career plans or goals? Would you say it was…**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Select one option only.

The job you intend to be doing in the long term	1	
A stepping stone into the type of work you want to be doing in the long term	2	
A job that does not fit into your career plan	3	
Or do you not have a clear career plan at this time	4	
Don't Know	5	

ASK ALL ENGAGED IN FURTHER STUDY (D1 = 5 OR 6)
Thinking about the study, training or research you were engaged in on [INSERT CENSUS DATE] 2014.

D11   **Which of the following best describes the type of qualification you were aiming for?**

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one option only

Higher degree, mainly by research (e.g. PhD, DPhil, MPhil)	1
Higher degree, mainly by taught course (e.g. MA, MSc)	2
Postgraduate diploma or certificate (including PGCE)	3
Professional qualification (e.g. Legal Practice Course, Chartered Institute of Marketing)	4
First degree (e.g. BA, BSc, MEng)	5
Other diploma or certificate	6
Other qualification (WRITE IN)	7
Not aiming for a formal qualification	8

(D12 AND D13 SHOWN ON ONE PAGE)
ASK ALL ENGAGED IN FURTHER STUDY (D1 = 5 OR 6)
D12   **What is the name of the course you were registered on? (e.g. MSc in Interactive Media)**

PROBE FULLY

ASK ALL ENGAGED IN FURTHER STUDY (D1 = 5 OR 6)
D13   **What subject were you studying, training in or researching?**

DP NOTE: FOR THE ONLINE SURVEY PLEASE SET UP QUESTION TO AUTOCODE USING THE JACS 3.0 LIST – SEE LINK IN EMAIL

PROBE FULLY

ASK ALL ENGAGED IN FURTHER STUDY (D1 = 5 OR 6)

D14 What is the name of the university or college at which you were registered?

Don't know	1	

D15A MOVED TO AFTER D10 (D10A)

ASK ALL ENGAGED IN FURTHER STUDY (D1 = 5 OR 6)

D15B How would you describe this further study in terms of how it fits into your longer term career plans or goals?

TELEPHONE: READ OUT. SINGLE CODE.

ONLINE: Please select one only

A requirement for the job you want to be doing in the long term	1	
Helping develop skills for the type of work you want to be doing in the long term	2	
Unrelated to longer term career plans or goals	3	
Don't know	4	

ASK ALL THOSE CURRENTLY UNEMPLOYED (D1 = 3)

D15 You mention that you are not currently working, since when have you been unemployed?

PROMPT AS NECESSARY.

***RECORD MONTH AND YEAR** (DP – USE DROP DOWN LIST)*		
Don't know	1	
Refused	2	

ASK ALL THOSE CURRENTLY UNEMPLOYED (D1 = 3) AND NOT WORKING 6 MONTHS AFTER GRADUATING (EDLHE EMPLOYED=0)

D16 **Have you had any employment in the period six months after graduating to now?**

TELEPHONE: READ OUT. SINGLE CODE

ONLINE: Please select one option only

Yes	1	
No	2	
Don't know	3	

ASK ALL

D17 **How satisfied or dissatisfied are you with the progress you have made in your career to date? Are you..?**

TELEPHONE: READ OUT. SINGLE CODE

ONLINE: Please select one option only

Very satisfied	1	
Fairly Satisfied	2	
Not very satisfied	3	
Not at all satisfied	4	
Don't Know	5	

D18 **DELETED**

ASK ALL

D19 **In hindsight, what, if anything, could you or your university have done differently to help you achieve your longer term goals?**

ONLINE: Please type in your answer below

WRITE IN		
Nothing	1	
Don't know	2	

68

D20 **DELETED**

E Contact information

E1 **DELETED**

E2 **DELETED**

ASK ALL

E1A **Thank you very much for taking the time to complete this survey today.**

As part of this research study we will be conducting some further telephone interviews to explore in more detail what graduates take into consideration and how they go about planning and working towards their longer term career goals. Would you be willing to be contacted in the next few weeks for a follow-up interview?

READ OUT. SINGLE CODE.

Yes – willing to be contacted about follow-up research	1	
No – not willing to be contacted about follow-up research	2	

ASK ALL

E1B **Occasionally, it is necessary to call people back to clarify information; may we please call you back if required?**

REASSURE IF NECESSARY: **Your details will only be used by IFF Research to call you back regarding this particular study.**

Yes	1	
No	2	

ASK ALL

E3 **Are you willing for IFF Research to pass on your contact details to [INSERT HEI NAME FROM SAMPLE], if they are different from the ones we already hold for you, so that they can update their records?**

These contact details may be used by your institution to undertake further research or to contact you with information or news about the institution in the future.

READ OUT. SINGLE CODE.

Yes - willing for contact details to be passed on	1	
No - not willing	2	

E4 **You have said you are willing to be re-contacted or have your details passed on. Can I just check whether the contact details we have for you are correct?**

Your name: DISPLAY CONTACT NAME. **Is that correct?**

Yes – correct	1
No – incorrect (Please type in correct name)	2

ASK ALL
Is this the best number by which to contact you?

Yes – correct	1
No – incorrect (Please type in correct number)	2

IF HAVE EMAIL (FROM SAMPLE)
Your email address: DISPLAY CONTACT ADDRESS. **Is that correct?**

Yes – correct	1
No – incorrect (Please type in correct email address)	2

IF NO EMAIL ADDRESS
What is your email address?

WRITE IN EMAIL ADDRESS

ASK ALL
And can you provide your full postal address?

Address Line 1	WRITE IN
Address Line 2	WRITE IN
Address Line 3	WRITE IN
Address Line 4	WRITE IN
Address Line 5	WRITE IN
Post code	WRITE IN

THANK RESPONDENT AND CLOSE INTERVIEW

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

Qualitative follow up discussion guide

Topic Guide Planning for Success   J5349   Date 29/3/17

                                          Telephone

A   Introduction to the research

- **ASK TO SPEAK WITH NAMED CONTACT**

- **THANK RESPONDENT FOR AGREEING TO TAKE PART**

- **INTRODUCE SELF**

- **INTRODUCE IFF RESEARCH**

- **INTRODUCE STUDY:**

IFF RESEARCH HAS BEEN COMMISSIONED BY THE DEPARTMENT FOR BUSINESS INNOVATION AND SKILLS (BIS) TO CONDUCT RESEARCH TO EXPLORE HOW GRADUATES GO ABOUT PREPARING AND PLANNING THEIR CAREER. IN PARTICULAR WE'D LIKE TO UNDERSTAND MORE ABOUT WHAT IMPACTS ON THE CAREER RELATED DECISIONS GRADUATES MAKE.

YOU RECENTLY COMPLETED [IF CATI: a telephone interview] [IF ONLINE: an online survey] for us and your experiences sounded particularly interesting. We'd really like to explore some of the answers you gave us then in a bit more detail.

- **CONFIDENTIALITY**

- **RECORDING - PERMISSION TO RECORD**

REASSURANCES TO USE IF NECESSARY
The interview will take around 30-40 minutes to complete.
Please note that all answers will be reported in such a way that will mean that you cannot be identified.
If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:
- **MRS: Market Research Society on 0500396999**
- **IFF: Margaret Anderson or Christabel Downing: 0207 250 3035**
- **Department for occupation**
- **Innovation and Skills (BIS): Emma Sadler: 0114 207 5334**

INFORMATION FOR ROUTING

Whether used university careers service whilst at uni or in the six months after	Y/N
Whether undertook any work experience	**Y/N**
Type of work experience undertaken	
An industrial or sandwich year placement	*Y/N*
Shorter structured work placements as part of your course	*Y/N*

Summary of quantitative interview

A summary of the key information describing the graduate's use of their university careers service; work experience undertaken; job applications and current outcome will appear here. The purpose of the summary is to provide the interviewer with a 'background' to the graduate so that they are able to prompt and probe on key areas in the most appropriate way and 'pick up' from the previous interview

Shorter structured non-compulsory work placements secured with or without the help of your university	*Y/N*
A vacation internship (completed during university holidays, typically over the summer)	*Y/N*
A graduate internship (internship completed after graduation)	*Y/N*
Paid work to gain useful career related experience (not as part of an internship)	*Y/N*
Unpaid work to gain useful career related experience (not as part of an internship)	*Y/N*
Whether undertook any work experience whilst at uni	
Whether undertook any paid work at uni / 6 months after graduating separate to work experience	Y/N
Whether only activity was unemployment at last survey	Y/N
Whether only activity was part-time work at last survey	Y/N
Whether satisfied or dissatisfied with career to date	SATISFIED / DISSATISFIED
Whether had a career plan a at point of leaving uni	a/b/c

B University Careers Service

I'd like to start off by understanding a bit more about your university careers service.

B1　**During the previous survey, you told us that you used your university careers service whilst you were at university and / or during the six months after. Can you tell me a bit about when you were first in touch with them?**

INTERVIEWER TO PROBE FOR THE FOLLOWING:

- **How and when did you first became aware of the university careers service?**

- **When did you first actually use the careers service?**

- **Why did you initially use the careers service?**

  - What information, guidance or services were you aware they offered?

  - What information or guidance were you looking for? What else?

  - What services did you want access to?

B2　**How would you describe when and how often you used your university careers service?**

- **How regularly would you say you used the service? Did this change over time?** IF YES: **Why?**

- **What would prompt you to use and return to the university careers service?**

B3　**To what extent have your dealings with your university's careers service affected your career planning?**

- In what ways have your dealings with them impacted on the decisions related to your career?

INTERVIEWER TO PROBE FOR THE FOLLOWING:

  - When you have made decisions

  - Examples of specific decisions made that have been influenced by the university careers service

IF CAREERS SERVICE HAS HAD NO IMPACT ON CAREER PLANNING:

- Why do you think your experience of using your university careers service has not had any bearing on the career planning or career related decisions you have made?

B4 **What other sources of advice and guidance have you used and how influential have they been in your career planning?**

- **How have these other sources influenced you career planning?**

- **How influential have they been on you career to date compared to your university careers service?**

B5 **Overall how satisfied would you say you were with your university careers service? Why do you say this?**

- **In what ways did the careers service help you most?**

- **In what ways was your university careers service less helpful?**

  - Why do you think this was? - *(INTERVIEWER TO PROBE WHETHER THIS SOMETHING TO DO WITH THE QUALITY OF THE CAREERS SERVICE OR TO DO WITH THE GRADUATE NOT REALLY KNOWING WHAT THEY WANTED / NEEDED FROM THE CAREERS SERVICE)*

B6 **If you were to return to the time when you were at university and the period immediately after you graduated, do you think you would use the university careers service any differently? Why / Why not?**

IF YES: **In what ways would you have used the service differently?**

- **How do you think this different approach might have impacted on your career planning and your career path?**

ASK A7 TO A10 TO THOSE WHO DID NOT USE UNIVERSITY CAREERS SERVICE WHILST AT UNI OR DURING THE SIX MONTHS AFTER GRADUATING

B7 **During the first survey, you told us that you did not use your university careers at any time either whilst you were at university or during the six months after.**

Can you tell me about any interaction you might have had with your university careers service? For example you might not have actively used their services but you might have received emails from them, or seen their presence around the university.

B8   **Did you ever try and approach them for advice, information or guidance?** IF YES: **What happened?**

- **What sort of information, advice or services were you ideally looking for?**

- **Why did you not actually end up using the service?**

- **What would have prompted you to actually go on and actively use their service?**

B9   **To what extent do you think it is up to the careers service to proactively involve themselves in a student's / graduate's career planning and to what extent do you think it is up to the individual to seek out careers services?**

- **Why do you say this?**

B10   **If you were to return to the time when you were at university and the period immediately after you graduated, do you think you would now use the university careers service? Why / Why not?**

IF YES: **What services, information or advice would you take advantage of?**

- **In what ways do you think you would have benefitted from using the careers service?**

- **How do you think using the university careers service might have changed the way you went about planning you career path?**

C Work Experience

I'd now like to talk about the opportunity of work experience while you were at university and in the six months following graduation.

C1 **In the previous survey you mentioned that you** [INTERVIEWER TO REFER TO CRIBSHEET AT BEGINNING OF GUIDE: **undertook / applied for work experience] during this time. Can you tell me a bit about when you first considered doing work experience?**

INTERVIEWER TO PROBE FOR THE FOLLOWING:

- **When did you start thinking about work experience?**

- **What prompted you to do so?**

  - Was work experience important for the career you wanted to pursue?

- **How aware would you say you were of the importance of doing work experience at this time?**

C2 **Can you describe what kinds of work experience you were searching and applying for? Why?**

INTERVIEWER TO PROBE FOR THE FOLLOWING:

- **How proactive would you say you were in this process?**

- **How selective would you say you were in terms of the types of work experience you were looking for?**

INTERVIEWER NOTE: IF MORE THAN ONE TYPE OF WORK EXPERIENCE GAINED, ASK THE FOLLOWING QUESTIONS (B3-B5) IN SUMMARY FORM SO WE UNDERSTAND THE OVERALL IMPACT OF ALL THE WORK EXPERIENCE UNDERTAKEN BY GRADUATES.

C3 **Can you tell me a bit more about the work experience that you did during this time?**

INTERVIEW TO PROBE FOR:

- **How did you obtain this work experience?**

- **What role were you working in? Tell me what this entailed?**

- **What skills did you gain from this particular work experience?**

C4   **What was your motivation behind doing this particular work experience?**

- **Was it relevant / necessary for a type of career that you were interested in or hoping to pursue at the time?**

C5   **How valuable would you say this experience was in your career planning and development? Why do you say that?**

- **In what ways did this work experience contribute to your career and your current outcome specifically? What exactly about this work experience has helped?**

IF UNDERTAKEN MORE THAN ONE TYPE OF WORK EXPERIENCE

- **Which work experience placement was of most value to you career-wise? Why do you say this?**

ASK IF UNDERTOOK WORK EXPERIENCE WHILST AT UNI

C6   **In what ways would you say the work experience you did whilst at university helped you academically?**

- **How did it help you in terms of what you achieved whilst at university?**

ASK IF APPLIED FOR WORK EXPERIENCE BUT DID NOT UNDERTAKE

C7   **In the previous survey you stated that while you were at university and in the six months after graduating, you applied for work experience but didn't actually end up doing any work experience. Tell me about the work experience you applied to and why you decided to apply to this particular opportunity.**

- **What was it about this work experience opportunity that made you apply?**

- **How did you think it would benefit your career planning?**

ASK IF DID NOT UNDERTAKE WORK EXPERIENCE

C8   **In the survey you said that you did not undertake any career related work experience whilst at university or in the six months after graduating. If given the chance again, do you think you would have done any work experience?**

- IF YES:

  - Why do you say that?

  - What types of work experience would you like to have undertaken? Why?

  - In what ways do you think this work experience would have benefitted you?

- IF NO:

  - Why do you say that?

  - Are there any circumstances under which you would have undertaken work experience during this time?

  - Why do you think some people decide to undertake work experience placements?

C9 **You mentioned that you did some separate paid work (which was not considered work experience) whilst at university and in the six months after leaving university. Do you think this work has had any impact on your career?**

- **Why do you say that?**

- IF POSITIVE IMPACT: **What elements of this work have helped your career? How?**

ASK ALL
C10 **Looking back, what would you have done differently, if anything, in terms of work experience to get where you wanted to be today? Why do you say that?**

D Experience of Unemployment

I'd now like to understand a little more about your current situation.

D1 **At the last survey, you told us that you were unemployed and that this had been the case since [INSERT ANSWER FROM D15 ON MAIN SURVEY]. Can you tell me a bit more about how this period of unemployment came about?**

INTERVIEWER TO PROBE FOR THE FOLLOWING:

- **What were you doing immediately before this period of unemployment?**

D2 **And can you tell me what you did / have been doing during this period of unemployment?**

- **Have you been undertaking any career related activities?** IF YES: **What have you been doing?**

ALLOW SPONTANEOUS RESPONSE FIRST. THEN INTERVIEWER TO PROBE FOR:

- **Applied for jobs**

- **Applied to further study or training**

- **Applied to / undertook work experience**

- **Undertook other CV building activities**

- **Other** (SPECIFY)

D3 **What sorts of job titles and sectors have you been applying / did you apply to?**

INTERVIEWER TO COLLECT JOB TITLES AND SECTORS SEPARATELY.

- **Are these the job titles and sectors you'd ideally be applying to?**

  IF NO:

  - What job titles or sectors would you ideally be applying to?

  - Why are you not applying to the jobs or sectors that you'd prefer to work in?

D4 **How if at all, has this period of unemployment impacted on your overall career plan?**

- What, if anything, has it made you think about differently? Why do you think this is?

ASK IF UNEMPLOYED AT THE TIME OF THE LAST SURVEY

D5 **Are you still unemployed?**

IF NO:

- **What are you doing now?**

E Part-time work

E1 **At the last survey, you told us that you were working part-time. Can you tell me a bit about how this job came about?**

- **How did the job opportunity present itself?**

E2 **Are there any particular reasons why you decided to enter into part-time work as opposed to full-time employment?**

- **To what extent is working part-time part of your career plan?**

- **How has working part-time help impacted positively on your career plans? In what ways?**

- **Has anything prevented you from being able to enter full-time employment?** IF YES: **What? Do you consider this to be a long term issue? Why / why not?**

E3 **Do you have any plans to enter into full-time work in the near future, say in the next year or so?**

IF YES: **What sort of role and sector would you like to move into?**

- **What sort of career development activities have you been doing to be able move into full-time employment?**

- **How easy or difficult do you think it will be to transfer to full-time employment? Why?**

- **How well do you think this part-time work will have prepared you for entering into the full-time work you'd like to be doing? Why do you say this?**

F Non-professional occupations

I'd now like to turn to what you were doing when you completed the first survey. At that point you said that you were working as a [INSERT JOB TITLE].

F1 **Jobs can be classified into graduate and non-graduate occupations. [For simplicity the terms graduate and non-graduate occupations are used as this is terminology most likely to be understood by graduates and is based on their own views of what constitutes a graduate occupation]**

- **Were you aware of this classification of roles into graduate and non-graduate occupations?**

- **In your own words, how would you define a graduate occupation and a non-graduate occupation?**

  - What types of jobs would you consider graduate occupations?

  - And which non-graduate?

- **How important do you consider this classification of jobs? Why do you say this?**

F2 **Into which grouping (graduate or non-graduate occupation) do you think your role as a [INSERT JOB TITLE] would fall?**

NOTE TO INTERVIEWER ALL GRADUATE'S ANSWERING THIS SECTION WOULD BE CLASSIFIED AS HAVING NON-PROFESSIONAL OCCUPATIONS.

INTERVIEWER TO CONFIRM OCCUPATION IS CLASSIFIED AS NON-GRADUATE(NON-PROFESSIONAL). THEN ASK:

- **How do you feel about this?**

F3 **Were you aware when you first applied for this job that it was not a traditional graduate occupation?**

IF AWARE THAT JOB WAS NOT A TRADITIONAL GRADUATE OCCUPATION WHEN APPLYING:

To what extent was the fact that this role is a non-graduate role a factor when you decided to apply for this role? Why / why not?

- **To what extent were you attracted to a non-graduate role and to what extent were you deterred from a graduate role?**

IF AWARE THAT JOB WAS NOT A TRADITIONAL GRADUATE OCCUPATION WHEN APPLYING:

F4 **To what extent would you say that starting out in a non-graduate role is typical of or necessary to gaining employment in the sector that you work in?**

ASK IF CURRENTLY WORKING IN A NON-PROFESSIONAL OCCUPATION FROM CRIBSHEET

F5 **Can you tell me a bit more about how you arrived at this job?**

- **How did you find out about the job?**

- **Why did you decide to apply for the job?**

- **Did you undertake any specific work experience or training specifically in preparation for applying to this role?**

  IF YES:

  - Tell me about the work experience or training that you did.

F6 **How long do you see yourself remaining in this role as a [INSERT JOB TITLE]?**

IF DECIDE TO MOVE ON AT ANY POINT:

- **What do you think would be your next career step?**

- **How well do you think this role as a [INSERT JOB TITLE] will help you to prepare for your next career step?**

- **Do you anticipate any barriers to applying for graduate roles?** IF YES: **What do you think these might be?**

G   Satisfaction with career to date

G1   **In the previous survey, you told us that you are not satisfied with the progress you have made in your career to date. Can you tell me why this is?**

- **What aspects of your career are you least happy with?**

- **Do you plan to do something about these aspects that you are less happy with?** IF YES: **What are you planning to do? When are you planning to do this?**

- **Are there any elements of your career that you are happy or satisfied with?** IF YES: **What are these aspects? Why would you say you are happy with them?**

G2   **What is your benchmark of success?**

- **What do you need to do achieve your long-term career goals?**

  - How easy or difficult will it be to achieve these goals? Why?

- **How far away from reaching your career aspirations do you think you are currently?**

G3   **In the previous survey, you told us that you are satisfied with the progress you have made in your career to date. Can you tell me why this is?**

- **What aspects of your career are you most proud of?**

- **What areas of your career are you still looking to do better in? Why?**

  - How do you plan to do this? How long do you think it will take to realise these goals?

G4   **What do you think has been key to getting you to where you want to be career-wise? Why?**

G5 **Thinking back over your time at university and the time since graduating, what if anything, would you have done differently to better help you realise your career aspiration?**

ALLOW RESPONDENT TO ANSWER SPONTANEOUSLY AND THEN PROBE ON THE FOLLOWING.

FOR EACH TO WHICH THE GRADUATES SAYS YES - PROBE WHY THEY WOULD HAVE DONE IT

- **Started to plan career earlier**

- **Approach career planning in a different way**

  IF SELECTED:

  - How would your approach differ?

- **Studied a different subject**

- **Studied at a different university**

- **Decided not to go to university and take an alternative route into employment**

  IF SELECTED:

  - What would you have done instead of going to university?

  - Were you aware of any alternative routes available to you at this time when you were applying to university?

ASK ALL

G6 **How important do you think having a career plan is to having a successful career? Why / Why not?**

ASK IF HAD A CAREER PLAN AT POINT OF LEAVING UNI

G7 **In the previous survey you told us that at the point of leaving university you:**

INTERVIEWER TO REFER TO CRIB SHEET

a.) knew exactly what job or career you wanted to pursue when you left university
b.) had a good idea about the types of jobs or careers you wanted to pursue
c.) had a vague idea about the types of jobs or careers you might have wanted to pursue

How has having a career plan helped you progress to where you want to be?

G8   **How has your career plan changed with time?**

- **What factors have influenced your career plan? Why?**

- **How set in stone in your current career plan? Why do you say this?**

    IF LIKELY TO CHANGE:

    - In what way will your career plans change?

In the previous survey you told us that you were working but that you did not have a clear career plan.

G9   **How did you end up in the work that you were doing at the last survey?**

- How long do you intend to stay in this role?

G10   **Has being in this role helped you develop a clearer idea about what you'd like to be doing?**

    IF YES: **Tell me about this?**

- **To what extent would you say you now have a career plan mapped out?**

- **And to what extent do you wish you had planned your career earlier on? Why / why not?**

G11   **What difference do you think having a career plan would have had on your career to date?**

H Wrap up

H1 **Thank you for your time today.   Is there anything else relating to your career that you feel is relevant to what we have been discussing today that we haven't already covered?**

THANK RESPONDENT AND CLOSE INTERVIEW

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.		
Interviewer signature:	Date:	
Finish time:	Interview Length	Mins

H2 **Thank you very much for taking the time to speak to us today. Would you be willing for us to call you back regarding:**

This particular study – if we need to clarify any of the information	1	
Other research studies which may be relevant to you	2	
Neither of these	3	

H3 **And could I just check, is [NUMBER] the best number to call you on?**

Yes	1	
No - write in number	2	

THANK RESPONDENT AND CLOSE INTERVIEW

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.