



Graduate Outcomes Cognitive Testing Technical Report

HESA

May 2018

Contents

1	Introduction	3
	Background	3
	Aims and Objectives	4
	About this report	4
<hr/>		
2	Sample design and selection	5
	Defining the in-scope population	5
	Sampling the graduate population	7
	Recruiting graduates	10
<hr/>		
3	Design and Development of the Graduate Outcomes Questionnaire	13
	Survey content and structure	13
	Question Appraisal System (QAS)	14
<hr/>		
4	Conducting fieldwork	15
	Cognitive interviews	15
	Standalone online survey	16
<hr/>		
5	Analysis	19
	Appendix I – Graduate Outcomes Questionnaire	20
	Appendix II – Cognitive Guide	77

1 Introduction

Background

- 1.1 The Higher Education Statistics Agency (HESA) has collected data on the destinations of Higher Education (HE) leavers since the early 90s. Every year, HE providers are required by HESA to collect information on their graduates six months after graduating. The survey uses a snapshot date to collect information about graduates' employment status, employment and study details on that date and their preparedness for employment, study and being self-employed / freelance or starting up a business.
- 1.2 DLHE data is now being used in an increasing number of ways and by an increasingly varied audience. It features in several different HE performance metrics, including university league tables, Unistats and TEF. In England the data is also used as a condition of HEFCE funding. Therefore, given so much now rides on DLHE data, it is subject to more scrutiny than ever before.
- 1.3 In addition to this, graduate trajectories are changing: the labour market has evolved since HESA first started collecting destinations data, for example, through the rise of the gig economy and the prevalence of more fluid job roles, working patterns and definition of employment activities. This necessitates a change in how graduate outcomes are recorded and how 'successful' graduate outcomes are defined.
- 1.4 In the meantime, the DLHE survey series has not been developed to reflect these wider changes; data collection on employment and other life outcomes following higher education has not changed substantially since 2002. It is in this context that between July 2015 and June 2017 HESA conducted a major review of destinations and outcomes data, referred to as the NewDLHE review.
- 1.5 The outcome of the review was a mandate to proceed with a new data collection model – The Graduate Outcomes Survey - underpinned by the following principles¹:
 - Open centralisation meaning that the survey will be run centrally with HE providers having near real-time access to responses and a significant stake in the survey's governance
 - A census covering all full-time and part-time students completing relevant HE qualifications
 - A snapshot survey of graduates 15 months after completing their studies
 - Four surveys each year, beginning in December, March, June and September to account for the different times of the academic year at which students graduate
 - The introduction of a new set of measures that capture the graduate's 'voice' and allow their self-assessment to be accounted for in the definition of 'successful' outcomes
 - The use of linked data sources to collect information on graduates' earning and further study information
 - A target response rate of 70%

¹ <https://www.hesa.ac.uk/innovation/records/reviews/newdlhe/model/methodology>

- The introduction of optional and bespoke question banks (much like the NSS) to allow HEPs to gain supplementary information about their graduates

Aims and Objectives

- 1.6 The Graduate Outcomes Survey will launch later this year in December and the first graduate cohort to participate will be those who left HE in the 2017/18 academic year.
- 1.7 Thorough testing of the proposed Graduate Outcomes Survey is key to ensuring its successful launch and so in November 2017, HESA commissioned IFF Research to undertake a full cognitive testing programme of the survey including:
 - The core sections of the survey with a particular focus on any new questions within this and more limited testing of the optional banks
 - The overall sequencing and flow of the survey
 - Graduate understanding and interpretation of the survey questions
 - Graduates' views and opinions on the name of the survey
- 1.8 The findings from the cognitive testing will be used to inform the final design of the Graduate Outcomes survey.

About this report

- 1.9 This report provides a detailed explanation of the project design and implementation, from sample design, to the conduct of fieldwork and analysis of the research findings.
- 1.10 Findings from the cognitive testing of the proposed Graduate Outcomes Survey are detailed in the separate main findings report.

2 Sample design and selection

Defining the in-scope population

- 2.1 A key feature of the new Graduate Outcomes survey, compared to the DLHE surveys, will be that interviews will move from 6 months after graduation to 15 months after graduation.
- 2.2 A major consideration for this cognitive exercise was the extent to which this temporal shift disrupts respondents' understanding of the existing questions, or the way in which they answer them. This meant that our survey population was necessarily defined by the cognitive testing timetable i.e. that by the time we conducted the cognitive fieldwork in January-February 2018, graduates would have ideally completed their HE course 15 months prior.
- 2.3 In each year, the Graduate Outcomes population will be split into four distinct cohorts, defined by the point in the year when they graduate. We mapped these Graduate Survey Cohorts against DLHE survey cohorts along with the cognitive fieldwork dates (in pink) to determine which graduates should be in our sample for the cognitive testing exercise. We had originally planned to define our survey population in the most purist way, which would mean the in-scope population for the cognitive exercise would be those who graduated in September 2016 - a subgroup of 'Cohort A0' in the diagram overleaf.
- 2.4 However, by defining our population in this way, we would have ended up substantially reducing the in-scope population of the Graduate Outcomes survey – less than one-fifth of graduates (21%) would have been represented. We would have also skewed the sample towards certain types of graduates e.g. those of particular subjects like nursing or Master's graduates.
- 2.5 To further reduce 'sample skewing' we opened up the population to include all those who completed an HE course between June - July 2016 – a subgroup of 'Cohort D-1'. This meant that we included some HE completers forming the largest Graduate Outcomes cohort. **Therefore, our final in-scope population was all graduates completing an HE course between June – October 2016 (outlined in orange).**
- 2.6 This meant that we tested the Graduate Outcomes Survey with graduates who completed their HE course somewhere between 15 and 18 months prior.

Figure 2.1 Defining the in-scope population

Completed HE studies		Cohort	Graduate Outcomes sub-group	Graduate Outcomes fieldwork period	DLHE sub group	DLHE fieldwork period				
2016	May	Class of 2015-16	Cohort D-1	[Grey shaded area]	15/16 DLHE Cohort B	[White area]				
	Jun		Class of 2016-17				Cohort A0	16/17 DLHE Cohort A		
	Jul						Cohort B0		15/16 DLHE Cohort B	
	Aug	Cohort C0			16/17 DLHE Cohort B					
	Sep	Cohort D0					16/17 DLHE Cohort A			
	Oct	Class of 2017-18						Cohort A1 (21% of cohort)		[Grey shaded area]
	Nov				Cohort B1 (6% of cohort)			Cohort D-1		
	Dec				Cohort C1 (4% of cohort)		Cohort A0			
	2017	Jan			Class of 2017-18		Cohort D1 (69% of cohort)	Cohort B0	[Grey shaded area]	
		Feb					Cohort C0	Cohort C0		
		Mar	Cohort D0				Cohort D0			
		Apr	Class of 2018-19		Cohort A1		[Grey shaded area]			
May		Cohort B1		16/17 DLHE Cohort B						
Jun		Cohort C1								
Jul		Class of 2019-20	Cohort D1		[Grey shaded area]					
Aug			Cohort A1	16/17 DLHE Cohort B						
Sep			Cohort B1							
Oct		Cohort C1	16/17 DLHE Cohort B							
Nov		Cohort D1								

Sampling the graduate population

- 2.7 The key consideration when developing the sample of graduates for the cognitive testing was making sure that the achieved sample reflected the full range of graduate “types” who will complete the main Graduate Outcomes survey.
- 2.8 Additionally, we also needed to give consideration to representing different types of institution, as institutional characteristics may also impact the ways in which graduates experience their education and how they respond to the survey, including their perceptions of it.
- 2.9 To access graduate contact details, we went directly to HEPs and, given the relatively tight timescales for this study, we adopted the following approach to selecting HEPs to approach:
- Selecting a representative sample of HEPs
 - Requesting each selected HEP to provide contact details for all their in-scope graduates so they could be invited to take part in the cognitive testing.
- 2.10 Table 2.1 below provides a breakdown of the HEPs that were approached (67) and those that participated (27) in the cognitive study.

Table 2.1 HEPs that were approached and participated in the cognitive exercise

	Number of HEPs approached	Number of participating HEPs
Provider type	67	27
HEI	32	16
Specialist HEI	11	5
FEC	12	2
Alternative Provider	12	4
Provider location		
England	44	20
Scotland	9	3
Wales	9	2
Northern Ireland	5	2
Tariff entry		
High	16	8
Middle	13	6
Low	11	5
N/A	27	8
Size of institution		
Small	11	6
Medium	18	7
Large	14	7
Unknown	24	7

- 2.11 To arrive at a 'tariff entry' and 'size of institution' categorisation, HEPs were sorted in descending order by both tariff score and then student population and split evenly into three groups (high / large, middle / medium or low / small).
- 2.12 Not all HEPs who were approached to take part in the study were able to participate: several institutions could not resource the provision of contact information for this study alongside the 16/17 DLHE collection. Some institutions were unwilling to send graduates additional email correspondence, and others expressed concerns over data protection.
- 2.13 Further Education Colleges (FECs) and Alternative Providers (APs) were generally less likely to engage with the research. In addition to the reasons cited above, FECs and APs stated they did not consider participation worth the time commitment in preparing the sample because of their small student cohorts. To increase their participation in the study, IFF oversampled Further Education Colleges (FECs) and Alternative Providers (APs), while HESA also spoke to their contacts at these institutions.
- 2.14 In total, we received email addresses for 54,393 'in-scope' graduates. The table overleaf provides a breakdown of these graduates according to some of the key characteristics by which we structured the graduate sample.

Table 2.2 Profile of starting sample of in-scope graduates

	Number of graduates	Proportion of all graduates
Provider type	54,393	100%
HEI	50,144	92%
Specialist HEI	2,989	5%
FEC	982	2%
Alternative Provider	278	1%
Mode of study		
Full-time	47,213	87%
Part-time	4,781	9%
Distance learner / e-learner	1,427	3%
Unknown / Information refused	972	2%
Age upon entry		
21 or over (Mature)	20,995	39%
Under 21	32,496	60%
Unknown / Information refused	902	2%
Ethnicity		
White	29,236	54%
BAME	15,116	28%
Unknown / Information refused	10,041	18%
Nationality		
UK	41,925	77%
EU	3,591	7%
Non-EU	7,959	15%
Unknown / Information refused	918	2%
Subject areas		
Medicine, Veterinary and Biological Sciences	12,706	23%
STEM (excluding biological sciences)	8,670	16%
Social science, Business and Law	14,762	27%
Languages, History, Education and Combined	9,719	18%
Creative Arts and Design	4,961	9%
Unknown / Information refused	3,575	7%
Welsh language speaking	1,020	2%

2.15 In addition to the characteristics listed in Table 2.2, we also tried to ensure a spread of graduates according to their census week activity and whether they had graduated from a research degree (these details were established as part of the recruitment exercise which is discussed in the next section). This was to ensure that all sections of the questionnaire were thoroughly tested.

Recruiting graduates

- 2.16 Upon receipt of the databases from participating HEPs, graduates were sent an email outlining the research and inviting them to take part in the study. The email contained an embedded link to a short online survey in which graduates were asked provide detail on what they were doing in the census week, whether the qualification they had completed 15-18 months prior was a research degree and to provide any demographic information that their HEP was not able to supply and was being used to structure the interviews. A date and approximate time for a cognitive interview was also confirmed as part of this exercise.
- 2.17 Those graduates who had indicated in the online recruitment exercise that they would like to take part and had indicated their availability were then followed up by an IFF recruiter by telephone to arrange a date and time for the cognitive interview.
- 2.18 The key focus of the recruitment exercise was to ensure that a good spread of graduate characteristics (primarily their activity in the census week, type of institution graduated from, subject studied) to ensure all sections of the questionnaire were properly tested. Another key consideration was that the interview structure achieved a good geographical spread of graduates from across the UK and that it was thoroughly tested in the Welsh language. Therefore, minimum targets were set within these categories (and were not necessarily designed to be representative of the in-scope graduate population received from HEPs). This meant that some groups were oversampled, including Creative Arts and Design graduates as well as Welsh speaking graduates.
- 2.19 The final profile of graduates who were recruited and completed a cognitive interview are shown in Table 2.3 overleaf.

Table 2.3 Profile of graduates completing a cognitive interview

	Number of graduates	Proportion of all graduates
Total	95	100%
Interview location / type		
London	21	22%
Manchester	15	16%
Glasgow	16	17%
Cardiff	12	13%
Belfast	4	4%
Skype	27	25%
Provider type		
HEI	84	88%
Specialist HEI	6	6%
FEC	4	4%
Alternative Provider	1	1%
Main activity in census week		
Working	67	71%
Studying	14	15%
Unemployed	4	4%
Doing something else	10	11%
Mode of study		
Full-time	80	84%
Part-time	10	11%
Distance learner / e-learner	5	5%
Age upon entry		
21 or over (Mature)	39	41%
Under 21	56	59%
Ethnicity		
White	72	76%
BAME	19	20%
Unknown / Information refused	4	4%
Nationality		
UK	85	89%
EU	6	6%
Non-EU	4	4%
Subject areas		
Medicine, Veterinary and Biological Sciences	24	25%

	Number of graduates	Proportion of all graduates
STEM (excluding biological sciences)	14	15%
Social science, Business and Law	24	25%
Languages, History, Education and Combined	21	22%
Creative Arts and Design	12	13%
Welsh language speaking	6	6%
Research student	7	7%

3 Design and development of the Graduate Outcomes Questionnaire and the cognitive guide

3.1 The Graduate Outcomes question set was designed by HESA following consultation with the sector. The questionnaire incorporates aspects of the previous DLHE survey series and includes new questions to allow for the capture of outcomes of specific groups of graduates for example, those developing a portfolio or starting up their own business. Additionally, a new section of survey questions was added to the Graduate Outcomes Survey which aimed to capture the graduate voice and the diversity of graduate outcomes.

Graduate Outcomes Survey content and structure

3.2 The main part of the Graduate Outcomes questionnaire is made up of six survey sections as follows:

- A – What were you doing at the start of the census week?
- B – Your employment in the census week
- C – Your further study, training or research during the census week
- D – Employment in the last 12 months
- E – Further study, training or research in the last 12 months
- F – Reflections on career to date

3.3 HEPs will also be able to supplement the core Graduate Outcomes survey with a range of opt-in banks which have been approved by the Graduate Outcomes steering group. 10 different opt-in banks were available for the cognitive testing exercise, but to avoid the survey becoming too long, graduates were asked a maximum of two (depending on their length). The opt-in banks that were tested as part of the cognitive exercise were:

- Net Promoter Entity
- Subjective well-being
- Graduate Choice
- Impact of HE
- Research Students
- Research topic
- Job during census week
- PhD/Research degree experience
- Newly qualified teachers

- Careers Service

3.4 The question set was initially designed by HESA who provided this to IFF along with an accompanying flowchart summarising the route through the questionnaire for different graduate groups. IFF combined these documents and worked them up into an online survey for internal testing.

Question Appraisal System (QAS)

3.5 This stage of internal testing took place before the cognitive testing launched and included an assessment against Question Appraisal System (QAS) techniques. This method of analysing the survey involved using 8 key metrics to check the questions provided by HESA were ready to be tested cognitively. Each member of the team analysed the survey using these checks before a workshop was organised to go through any queries or concerns raised by our analysis. The key methods of testing the question set were:

- Reading – checking if any of the questions will be difficult for interviewers to read uniformly to all respondents or if the questions could be problematic when read in the respondent’s “inner voice”.
- Instructions – reviewing all introductions, instructions or explanations from a respondent’s perspective.
- Clarity – identifying problems related to communicating the intent or meaning of the question.
- Assumptions – assessing whether any of the questions create problems as a result of any assumptions made or as a result of the underlying logic of each question.
- Knowledge or memory – checking whether respondents are unlikely to know any information or have trouble remembering it.
- Sensitivity or bias – reviewing any potentially sensitive questions or wording, and to see if they are likely to create biased responses.
- Response categories – assessing the adequacy of the range of set response options that can be used to answer specific questions.
- Other problems – any other issues with the question set.

3.6 Our feedback from the QAS workshop was collated in a framework and recommendations for changes to the survey sent to HESA which were signed off and made to create the final version of the survey to be used for cognitive testing in both the English and Welsh language. The Welsh language version was translated by an approved translator and quality assured by colleagues at HEFCW.

Cognitive guide development

3.7 The semi-structured discussion guide was developed in collaboration with HESA and revolved around the key metrics used in the QAS – comprehension, recall, clarity and suitability of the question text and response options. It was then tested with recent graduates employed by the Higher Education Funding Council for England (HEFCE) before the launch of the main testing exercise.

3.8 Final versions of the Graduate Outcomes survey and the cognitive guide can be found in Appendix I and II.

4 Conducting fieldwork

4.1 The main testing of the Graduate Outcomes survey was conducted via cognitive interviewing which was supplemented with the testing of a standalone online survey.

Cognitive interviews

4.2 Cognitively testing the Graduate Outcomes survey involved a combination of face-to-face interviews and Skype interviews during which graduates completed the survey and were asked questions about their experience doing so.

Method of completion

4.3 The majority of cognitive interviews were conducted as one on one face to face interviews and the remainder conducted through a combination of Skype or telephone interviews. Interviews were conducted by members of the IFF project team, of which six interviews were conducted in the Welsh language by IFF's associate researcher.

4.4 In order to thoroughly test the survey across online and telephone methods, the cognitive sample was split so graduates completed the survey in a variety of different ways. The breakdown of the method of completing is shown in Table 4.1 below.

Table 4.1 Mode of completing the interview

Type of cognitive interview	Method of completing Graduate Outcomes survey	Number of graduates	Proportion of all graduates
Face to face	Online (laptop)	15	16%
	Online (mobile phone)	15	16%
	Online (tablet)	36	38%
Telephone interview	Telephone interview	25	26%
	Online (mobile phone)	1	1%
	Online (laptop)	3	3%
Total		95	100%

4.5 All graduates completed a cognitive interview in one sitting, however the form of this 'sitting' took one of two approaches:

- Graduates completed the Graduate Outcomes Survey in its entirety before being asked any cognitive questions
- Graduates completed one section of the Graduate Outcomes Survey at a time and answered cognitive questions relating to that section before moving on to the next

4.6 Using this combination of approaches ensured that:

- the survey was properly tested in the context in which it will eventually be completed i.e. in one sitting allowing for exploration of the flow and ordering of questions and time taken to complete

- individual segments of the survey were thoroughly reviewed while the content of them was fresh in the mind of graduates

Standalone online survey

- 4.7 Graduates who were not able to complete a cognitive interview were invited to complete an online version of the survey. This version of the survey included a small number of top-level questions asking graduates about their experience of completing the questionnaire.
- 4.8 This survey also provided some quantifiable data to check for response patterns and gauge an average length of time to complete the survey online.
- 4.9 In total, 1,094 graduates from Higher Education completed the online survey. This was made up of individuals who were either unable to participate in our cognitive interviewing exercise or those who were 'out of quota'. The profile of those who completed a cognitive interview is shown in table 4.2 below.

Table 4.2 Breakdown of graduates completing standalone online survey by key demographics

	Number of graduates	Proportion of all graduates
Total	1,094	100%
Provider type		
HEI	989	90%
Specialist HEI	83	8%
FEC	14	1%
Alternative Provider	6	1%
Unknown	2	-
Mode of study		
Full-time	953	87%
Part-time	84	8%
Distance learner / e-learner	57	5%
Age upon entry		
21 or over (Mature)	458	42%
Under 21	607	55%
Ethnicity		
White	845	77%
BAME	239	22%
Unknown / Information refused	10	1%
Nationality		
UK	854	78%
EU	115	11%
Non-EU	125	11%
Subject areas		

	Number of graduates	Proportion of all graduates
Medicine, Veterinary and Biological Sciences	302	28%
STEM (excluding biological sciences)	224	20%
Social science, Business and Law	215	20%
Languages, History, Education and Combined	243	22%
Creative Arts and Design	110	10%
Welsh language speaking	25	2%
Research Student	19	2%

4.10 The online survey also provided an initial indication of graduates' likelihood to complete the survey. Overall, 1,481 graduates started the standalone online survey element of the project (i.e. clicked on to A1 – What activities were you doing in [the census week]?' but did not necessarily complete it), of whom 386 dropped out at some point before reaching the end of Section F: a dropout rate of 26%. Table 4.3 below shows dropout rates at each section of the survey based on those who a.) started the questionnaire and b.) answered A1.

Table 4.3 Number and proportion of survey dropouts per core survey section

	All who started the questionnaire and dropped out before completing section F		All answered A1 and dropped out before completing section F	
	N	%	Number of dropouts	Proportion of all dropouts
Total	1,481	100		
Completed the survey in full (up to the end of Section F)	1,094	73%		
Dropped out before reaching the end of the survey	386	26%	303	100%
Landing page	89	6%		
Section A Census Week Activities	102	7%	19	6%
Section B Employment	176	12%	176	58%
Section C Further study, training or research	8	1%	8	3%
Section D Employment in the last 12 months	52	4%	52	17%
Section E	40	3%	40	13%

	All who started the questionnaire and dropped out before completing section F		All answered A1 and dropped out before completing section F	
Further study, training or research in the last 12 months				
Section F Reflection on career to date	8	1%	8	3%

4.11 Most dropouts occurred in the longest of the survey sections, Section B - Your employment in the [census week] in which approaching three-fifths of all dropouts occurred (58%) the most common question for dropouts to occur, both at the overall level and within Section B was at B5 – What did you mainly do in your job? It was at the same question in Section D - Employment in the last 12 months that saw the second highest number of dropouts - 12%.

5 Analysis

- 5.1 To ensure that all results of our cognitive testing were incorporated into our analysis, interviewers made notes throughout the interview but also, with the permission of graduates, used encrypted Digital Voice Recorders to create audio records of the interviews. A combination of these notes and audio files were used during the analysis stage of this research to ensure comprehensive coverage of each interview undertaken.
- 5.2 Cognitive interviews were analysed in a bespoke Excel based analysis framework. This allowed for analysis of interviews on a case by case basis, by graduate sub group (e.g. subject or census week activity) and also by theme. The framework was further developed following a group analysis session, which was used to draw out key areas and aspects of the questionnaire that the team viewed as being the focal points of the analysis.
- 5.3 The standalone online survey data was outputted into a set of data tables to cross-analyse all questions by a series of cross-breaks (i.e. different graduate groups) onto which significance testing was applied to explore statistically significant differences across different types of graduates e.g. likelihood to have been developing a professional portfolio during the census week.
- 5.4 Other online survey metrics were explored including dropout rates throughout the survey (to suggest problematic sections or questions) and average time taken to complete the survey by referring back to the raw data.

Appendix I – Graduate Outcomes Questionnaire

Cognitive Testing of Graduate Outcomes Survey

J5879

Date 25/5/18

Online

Landing page

Welcome!

Thank you for your interest in taking part in the survey, where we explore what students are doing 15 months after leaving university.

As you go through the questions please only use the 'Next' button on the page rather than the 'back' and 'forward' buttons in your browser.

Please click the 'forward' button' to begin the survey.

A What were you doing at the start of the census week?

ASK ALL

A core objective of the Graduate Outcomes Survey is to take a census of all the activities that graduates from the UK Higher Education sector are engaged in around 15 months after they leave their studies. By activities we mean working, not working, studying, travelling or caring for someone.

For this survey we are going to focus on what you were doing in [the week commencing 4th December 2017 (from Monday 4th December 2017 to Sunday 10th December)] around 15 months after you graduated from [TEXT SUB: NAME OF INSTITUTION].

ASK ALL

A1 **What activities were you doing in [the census week]? (ALLACT)**

SELECT ALL THAT APPLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED. PLEASE DO NOT ALLOW RESPONDENTS TO CHOOSE ANY OF THE FOLLOWING TOGETHER (CODE 1 AND CODE 7) (CODE 1 AND CODE 8) (CODE 7 AND CODE 8).

Working	1	
Contracted to start a job in the next month	2	
Studying	3	
Due to start studying in the next month	4	
Travel/Taking time out to travel – this does not include short-term holidays	5	
Caring for someone (<i>unpaid</i>)	6	
Retired	7	
Unemployed	8	
Doing something else	9	

ASK IF MORE THAN ONE RESPONSE SELECTED AT A1

A2 **And which of these activities do you consider to be your most important activity in the [census week]? (MIMPACT)**

SELECT ONE OPTION ONLY

DS INSTRUCTION: IF ONLY ONE OPTION SELECTED AT A1 CODE TO A2

DS INSTRUCTION: DISPLAY OPTIONS SELECTED AT A1

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED / FORCED

Working	1	
Contracted to start a job in the next month	2	
Studying	3	
Due to start studying in the next month	4	
Travel/Taking time out to travel – this does not include short-term holidays	5	
Caring for someone (<i>unpaid</i>)	6	
Retired	7	
Unemployed	8	
Doing something else	9	

ASK ALL

- A3 [IF A1=1: You've already said that you were working in [the census week], were you **also** engaged in starting up your own business, or in developing a professional, artistic or creative portfolio?] [IF A1≠1: Were you engaged in starting up your own business, or developing a professional, artistic or creative portfolio in [census week]?] (BUSPORT) (NEW QUESTION)
 SELECT ALL OPTIONS THAT APPLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes, I was starting up my own business	1	
Yes, I was developing a professional / artistic or creative portfolio	2	
No	3	

ASK ALL WHO WERE WORKING AND STARTING THEIR OWN BUSINESS / DEVELOPING A PORTFOLIO (A1 = 1 AND (A3 = 1 OR 2)

A4: [IF A3 = 1 but not 2: **And just to check, was the work you were engaged in during [the CENSUS WEEK] separate from the business that you were engaged in starting up?**]

[if A3 = 2 but not 1: **And just to check, was the work you were engaged in during [the CENSUS WEEK] separate from the portfolio that you were developing?**]

[if A3 = 1 AND 2: **And just to check, was the work you were engaged in during [the CENSUS WEEK] separate from the business that you were engaged in starting up and from the portfolio that you were developing?**]

Yes, these activities were different	1	
No, these activities were the same	2	

B Your employment in the [census week]

ASK THOSE IN WORK (A1=1 EXCEPT IF A4=2)

- B1 **Were you working in one or more than one job during [the census week]? (MULTIJOB)**
SELECT ONE OPTION ONLY

One job	1	
More than one job	2	

DISPLAY IF B1=2)

For the following questions, please provide details of what you consider to be your **MAIN** job during [the census week]. Your main job might be the one that you spend the most time doing, the one which pays you the most money or the one which is most related to your future plans.

DISPLAY IF A1≠1 AND A1=2

For the following questions, please provide details about the job that you were starting in the month after [the census week].

DISPLAY IF A3=1 ONLY AND A4=1

You've told us that you were working and setting up your own business in [the census week], the following questions relate to the work you were doing and not the business you were setting up. You will be asked about the business that you were engaged in starting up later in the survey.

DISPLAY IF A3=2 ONLY AND A4=1

You've told us that you were working and developing a portfolio in [the census week], the following questions relate to the work you were doing and not the portfolio you were developing.

DISPLAY IF A3=1 AND 2 AND A4=1

You've told us that you were working, setting up your own business and developing a portfolio in [the census week], the following questions relate to the work you were doing and not the business you were setting up or the portfolio you were developing.

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

- B2 **Were you working for an employer or were you self-employed? (SELFEMD) (NEW QUESTION)**
SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Employee	1	
Self-employed	2	

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B3 **Were you working full time or part time? (EMPINTENSITY)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Full time	1	
Part time	2	

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B4 **What was your job title? (JOBTITLE)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B5 **What did you mainly do in your job? (JOB DUTIES)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B6 **Were you responsible for formally supervising anyone? (SUPERVISE) (NEW QUESTION)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes	1	
No	2	

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2 OR B2=2).

- B7 **Which of the following best describes the basis on which you were employed? (EMPBASIS)**
SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

On a permanent / open ended contract	1	
On a fixed-term contract lasting 12 months or longer	2	
On a fixed-term contract lasting less than 12 months	3	
Temping (including supply teaching)	4	
On a zero hours contract	5	
Volunteering	6	
On an internship	7	
Other	8	
Not known	9	

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

- B8 **What was your annual pay for your main employment to the nearest thousand before tax?**

TYPE IN

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

- B9 **What currency were you paid in?**

TYPE IN

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B10 **What is the name of the company / organisation that you were working for? (EMPNAME)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B11 **What does the company / organisation you were] working for mainly do? (EMPDUTIES)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B12 **Was this organisation part of the NHS? (NHSORG)**

SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes	1	
No	2	
Don't know	3	

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)
 B13 **Where was your place of work?] (EMPPLOC)**

PLEASE SELECT ONE OPTION ONLY

IF YOU PLACE OF WORK VARIED PLEASE SELECT THE COUNTRY YOU CONSIDER TO BE YOUR MAIN PLACE OF WORK. THIS MIGHT BE WHERE YOU SPENT MOST OF YOUR TIME. SINGLE CODE

England	1
Scotland	2
Wales	3
Northern Ireland	4
Outside the United Kingdom (please start typing in the country below and select from the list, if it does not appear please type it out in full)	5

ASK IF PLACE OF WORK BASED IN UK (B13=1/2/3/4)
 B14 **What was the postcode for your place of work? (EMPPCODE)**
 DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN	1 Don't know
---------	--------------

DS - IF POSTCODE IS INVALID DISPLAY: **We have attempted to validate your postcode against some postcode checking software and have been unable to do so. Please type in your postcode again.**

DS - IF postcode is still invalid after one failed validation:

Unfortunately, we were unable to validate the postcode. Please tell us the first part of the postcode.

IF RESPONDED DK AT B14

Please tell us the first part of the postcode?

Please select from the list below.

If none are relevant, please leave drop down menu on 'select'

DS – Please show drop down list of first part of postcodes

IF SELECT PART-POSTCODE AT B14

And, which of the postcode districts does the postcode begin with?

Please select from the list below.

If none are relevant, please choose 'select'

DS – Please show postcode districts

IF INVALID OR PARTIAL POSTCODE

What was the town, city or area in which you worked?]

Please type in the town, city or area where your place of work was based and not the county. If your place of work was based in London, please give the local area e.g. Holborn.

--

B15 REMOVED AS REPEATS B13 INFORMATION.

B15 **QUESTION DELETED**

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B16 **Did you need the qualification that you completed 15 months ago to get the job? (QUALREQ)**
SELECT ONE OPTION ONLY

Yes: the qualification was a formal requirement	1	
Yes: while the qualification was not a formal requirement it did give me an advantage	2	
No: the qualification was not required	3	
Don't know	4	

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B17 **Why did you decide to take up the job? (JOBRSNALL)**

SELECT ALL THAT APPLY

It fitted into my career plan / it was exactly the type of work I wanted	1	
It was the best job offer I received	2	
It was the only job offer I received	3	
It was an opportunity to progress in the organisation	4	
To see if I would like the type of work it involved	5	
To gain and broaden my experience in order to get the type of job I really want	6	
It was in the right location	7	
The job was well-paid	8	
In order to earn a living / In order to pay off debts	9	

ASK IF SELECTED MORE THAN ONE OPTION AT B18

B18 **What was the main reason for you deciding to take up the job? (JOBRSNMAIN)**

SELECT ONE OPTION ONLY

DS INSTRUCTION: IF ONLY ONE OPTION SELECTED AT B18 CODE TO B198

It fitted into my career plan / it was exactly the type of work I wanted	1	
It was the best job offer I received	2	
It was the only job offer I received	3	
It was an opportunity to progress in the organisation	4	
To see if I would like the type of work it involved	5	
To gain and broaden my experience in order to get the type of job I really want	6	
It was in the right location	7	
The job was well-paid	8	
In order to earn a living / In order to pay off debts	9	

ASK IF IN WORK OR DUE TO START WORK (A1=1/2 EXCEPT IF A4=2)

B19 **How did you first find out about this job? (JOBFOUND)**

SELECT ALL OPTIONS THAT APPLY

Your university/college Careers Service	1	
Employer’s website	2	
Other university / college source (e.g. lecturer, website)	3	
Recruitment agency / website	4	
Media (e.g. newspaper / magazine advertisement)	5	
Speculative application	6	
Personal contacts, including family and friends	7	
Already worked there (including on an internship / placement)	8	
Social media / professional networking sites	9	
Online job site	10	
Other	11	

ASK IF IN WORK A1=1 (EXCEPT IF JOB IS SAME AS BUSINESS STARTED A4=2 OR IF SELF-EMPLOYED B2=2)

B20 **Have you worked for your employer for 12 months or more? (EMPYEAR) (NEW QUESTION)**

SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes, 12 months or more	1	
No, less than 12 months	2	

ASK IF WORKED FOR EMPLOYER FOR MORE THAN 12 MONTHS (B21=1)

B21 **Approximately how many years have you worked for your employer?(YEARWORK) (NEW QUESTION)**

IF YOU ARE UNSURE, PLEASE ROUND THIS TO THE NEAREST YEAR

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN NUMBER OF YEARS DS TO LIMIT ANSWERS TO A MAXIMUM OF 2 DIGITS

ASK IF WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS (B21=2)
 B22 **How many months have you worked for your employer? (EMPMONTH) (NEW QUESTION)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN NUMBER OF MONTHS DS TO LIMIT ANSWERS TO 1-11

B23 **ASK IF WORKED FOR EMPLOYER FOR LESS THAN 12 MONTHS (B21=2) OR IF WORK IS SAME AS BUSINESS STARTED (a4=2) OR Self-employed (B2=2) (EXCEPT IF STATED PART-TIME (B3=2) Is this your first full-time job since you graduated 15 months ago? (FIRSTJOB) (NEW QUESTION)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes	1	
No	2	

DISPLAY IF A3=1

We would now like to ask you a few questions about the business you were engaged in starting up in [census week].

ASK IF STARTED UP OWN BUSINESS (A3=1)
 B24 **What tasks did you undertake during [the census week] when setting up your business? (JOB DUTIES)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF STARTED UP OWN BUSINESS (A3=1)
 B25 **How much, if anything, were you drawing in salary from the business?**

TYPE IN

ASK IF STARTED UP OWN BUSINESS (A3=1)

B26 **What currency were you drawing your salary in?**

TYPE IN

ASK IF STARTED UP OWN BUSINESS (A3=1)

B27 **What is the name of your business? (EMPNAME)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF STARTED UP OWN BUSINESS (A3=1)

B28 **What does your business mainly do? (EMPDUTIES)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF STARTED UP OWN BUSINESS (A3=1)

B29 **Were you working on your own or did you have employees during [the census week]?**

(OWNEMP) (NEW QUESTION)

SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

No employees – on my own	1	
Employees	2	

ASK IF STARTED OWN BUSINESS (A3=1)

B30 **Where was your business based during [the census week]?**

PLEASE SELECT ONE OPTION ONLY

If your place of work varied, please select the country you consider to be the main base of your business. This might be where you spend most of your time.

SINGLE CODE

England	1
Scotland	2
Wales	3
Northern Ireland	4
Outside the United Kingdom (please start typing in the country below and select from the list, if it does not appear please type it out in full)	5

ASK IF STARTED OWN BUSINESS (B31=1/2/3/4)

B31 **What was the postcode of your business during [the census week]?**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN	1 Don't know
---------	--------------

DS - IF POSTCODE IS INVALID DISPLAY: We have attempted to validate your postcode against some postcode checking software and have been unable to do so. Please type in your postcode again.

DS - IF postcode is still invalid after one failed validation:

Unfortunately, we were unable to validate the postcode. Please tell us the first part of the postcode.

IF RESPONDED DK AT B31

Please tell us the first part of the postcode?

Please select from the list below.

If none are relevant, please leave drop down menu on 'select'

DS – Please show drop down list of first part of postcodes

IF SELECT PART-POSTCODE AT B31

And, which of the postcode districts does the postcode begin with?

Please select from the list below.

If none are relevant, please choose 'select'

<i>DS – Please show postcode districts</i>
--

IF INVALID OR PARTIAL POSTCODE

What was the town, city or area in which your business was based during [the census week]?
WRITE IN.

Please type in the town, city or area where your business was based and not the county. If your business was based in London, please give the local area e.g. Holborn.

--

ASK IF STARTED UP OWN BUSINESS (A3=1)

B32_A Did you need the qualification that you completed 15 months ago to start your own business? (QUALREQ)

SELECT ONE OPTION ONLY

Yes: the qualification was a formal requirement	1	
Yes: while the qualification was not a formal requirement it did give me an advantage	2	
No: the qualification was not required	3	
Don't know	4	

ASK IF STARTED UP OWN BUSINESS (A3=1)

B32 **Why did you decide to start up your own business? (JOBRSNALL)**

SELECT ALL THAT APPLY

It fitted into my career plan / it was exactly the type of work I wanted	1	
I did not receive any job offers	2	
It was an opportunity to progress in the industry I am interested in	3	
To see if I would like the type of work it involved	4	
To gain and broaden my experience in order to get the type of job I really want	5	
It was in the right location	6	
It was well-paid	7	
In order to earn a living / In order to pay off debts	8	

ASK IF SELECTED MORE THAN ONE OPTION AT B33

B33 **What was the main reason that you decided to start up your own business? (JOBRSNMAIN)**

SELECT ONE OPTION ONLY

DS INSTRUCTION: IF ONLY ONE OPTION SELECTED AT B33 CODE TO B34

It fitted into my career plan / it was exactly the type of work I wanted	1	
I did not receive any job offers	2	
It was an opportunity to progress in the industry I am interested in	3	
To see if I would like the type of work it involved	4	
To gain and broaden my experience in order to get the type of job I really want	5	
It was in the right location	6	
It was well-paid	7	
In order to earn a living / In order to pay off debts	8	

ASK IF STARTED UP OWN BUSINESS (A3=1)

B34 **What is your companies house number? (COMPHOUSE) (NEW QUESTION)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED.).

TYPE IN

Don't know	1	
-------------------	---	--

ASK IF STARTED OWN BUSINESS (A3=1)

B35 **What is the website for your business? (COMPURL) (NEW QUESTION)**

TYPE IN

We do not have a website	1	
---------------------------------	---	--

ASK IF STARTED OWN BUSINESS (A3=1)

B36 **How was your business or company funded before or during [the census week]? (COMPFUND) (NEW QUESTION)**

SELECT ALL THAT APPLY

Self / family	1	
Crowdfunding	2	
Loan	3	
Venture capital	4	
University business incubation	5	
Other	6	

C Your further study, training or research during [the census week]

ASK THOSE STUDYING (A1=3) OR THOSE TO STUDY IN THE NEXT MONTH (A1=4)

The next few questions are about the study, training or research you [IF A1=3 OR 3&4: were engaged in during [the census week] [IF A1=4:].[started the month after [the census week].

ASK THOSE STUDYING OR THOSE TO STUDY IN THE NEXT MONTH (A1=3 OR A1=4)

C1 Were you studying full time or part time? (STUINTEGRITY)

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Full time	1	
Part time	2	

ASK THOSE STUDYING OR THOSE TO STUDY IN THE NEXT MONTH (A1=3 OR A1=4)

C2 Which of the following best describes the type of qualification you were aiming for? (TYPEQUAL)

SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK THOSE STUDYING OR THOSE TO STUDY IN THE NEXT MONTH (A1=3 OR A1=4)

- C3 **What is the name of the university or college at which you were registered? (UCNAME)**
*PLEASE START TYPING THE UNIVERSITY OR COLLEGE NAME AND SELECT FROM THE LIST.
IF IT DOES NOT APPEAR, PLEASE TYPE IT OUT IN FULL*

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

WRITE IN

D Employment in the last 12 months

ASK SECTION IF UNEMPLOYED DURING CENSUS WEEK OR NOT FIRST JOB SINCE GRADUATED OR CURRENTLY WORKING PART-TIME (A1≠1 UNLESS B24=2 OR B3=2).

DISPLAY IF NOT WORKING DURING CENSUS WEEK OR WORKING PART-TIME (A1≠1 OR B3=2):

We would now like to find out a bit more about any full-time employment you have had in the last 12 months.

DISPLAY IF WORKING DURING CENSUS WEEK (A1=1) AND NOT FIRST JOB (B24=2):

We would now like to find out a bit more about any other full-time employment you have had in the last 12 months.

ASK IF NOT WORKING DURING CENSUS WEEK (A1≠1)

D1 **Were you employed in a full-time role at any point in the last 12 months? (FTPREVEMP) (NEW QUESTION)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes	1	
No	2	

ASK IF EMPLOYED FULL TIME AT SOME POINT DURING LAST 12 MONTHS (D1=1) OR NOT FIRST JOB SINCE GRADUATED (B24=2) OR CURRENTLY WORKING PART-TIME (B3=2)

D2 **DISPLAY IF NOT WORKING DURING CENSUS WEEK OR WORKING PART-TIME (A1≠1 or B3=2): How many full-time jobs have you had in last 12 months? (PREVJOBduties)**

DISPLAY IF NOT FIRST JOB SINCE GRADUATED (B24=2): **How many other full-time jobs have you had in last 12 months? Please do not include your current job in this number.**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED. A LOOP MUST BE CREATED FROM D3 IF THEY STATE MORE THAN 1 JOB AT THIS QUESTION.

TYPE IN NUMBER OF JOBS.

DS INSTRUCTION: IF STATED MORE THAN 1 JOB AT D2, PLEASE LOOP D3-D7 UNTIL NUMBER OF JOBS ENTERED AT D2 ARE COVERED. PLEASE ALSO INCLUDE FOLLOWING GUIDANCE FOR RESPONDENTS:

The next set of questions will be asked of all the full-time jobs you have undertaken in the last 12 months [DISPLAY IF NOT FIRST JOB SINCE GRADUATED B24=2: excluding your current job]. Please tell us about your jobs in chronological order, starting with your most recent job and then working backwards from that.

FIRST JOB PAGE SHOULD BE TITLED – Most recent job.

SUBSEQUENT PAGES SHOULD STATE FOLLOWING AT THE START – Now please tell us about the full-time job you had before the one you just told us about.

ASK IF BEEN EMPLOYED F-T IN LAST 12 MONTHS (D1=1) OR NOT FIRST JOB SINCE GRADUATED (B23=2) OR WORKING PART-TIME (B3=2)

D3 **What was your job title? (PREVJOBTITLE)**

PLEASE START TYPING YOUR JOB AND SELECT FROM THE LIST. IF IT DOES NOT APPEAR, PLEASE TYPE IT OUT IN FULL.

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF BEEN EMPLOYED F-T IN LAST 12 MONTHS (D1=1) OR NOT FIRST JOB SINCE GRADUATED (B24=2) OR WORKING PART-TIME (B3=2)

D4 **What did you mainly do in your job? (PREVJOB DUTIES)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF BEEN EMPLOYED IN LAST 12 MONTHS (D1=1) OR WORKING AND NOT FIRST JOB SINCE GRADUATED (B24=2) OR WORKING PART-TIME (B3=2)

D5 **What was the name of the company / organisation that you were working for? (PREVEMPNAME)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF BEEN EMPLOYED IN LAST 12 MONTHS (D1=1) OR WORKING AND NOT FIRST JOB SINCE GRADUATED (B24=2)

D6 **What did the company / organisation you were working for mainly do? (PREVEMP DUTIES)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

TYPE IN

ASK IF BEEN EMPLOYED IN LAST 12 MONTHS (D1=1) OR WORKING AND NOT FIRST JOB SINCE GRADUATED (B24=2) OR WORKING PART-TIME (B3=2)

D7 **Did you work for your employer for one year or more? (PREVEMPYEAR) (NEW QUESTION)**
SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes, 12 months or more	1	
No, less than 12 months	2	

E Further study, training or research in the last 12 months

ASK ALL

The next set of questions are about any additional study, training, or research you have undertaken in the last 12 months. [IF A1=3 OR 3&4: Please do not include the course you were undertaking in [the census week]. [IF A1=4: Please do not include the course you were starting a month after [the census week].

ASK ALL

E1 **Have you undertaken further or additional study in the last 12 months?(FURSTU) (NEW QUESTION)**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Yes	1	
No	2	

ASK IF UNDERTAKEN STUDY AT SOME POINT DURING LAST 12 MONTHS (E1=1)

DISPLAY IF UNDERTAKEN STUDY AT SOME POINT DURING LAST 12 MONTHS (E1=1) AND NOT STATED STUDYING (A1≠3) OR TO STUDY IN NEXT MONTH (A1≠4):

E2 **How many courses have you undertaken in last 12 months? (PREVJOB DUTIES)**

DISPLAY IF UNDERTAKEN STUDY AT SOME POINT DURING LAST 12 MONTHS AND STATED STUDYING (A3=3) OR TO STUDY IN NEXT MONTH (A1=4): **How many other courses have you undertaken in the last 12 months? [IF A1=3: Please do not include the course you were undertaking in [the census week]. [IF A1=4: Please do not include the course you were starting a month after [the census week].**

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED. A LOOP MUST BE CREATED FROM E3 IF THEY STATE MORE THAN 1 COURSE AT THIS QUESTION.

TYPE IN NUMBER OF COURSES.

DS INSTRUCTION: IF STATED MORE THAN 1 COURSE AT E2, PLEASE LOOP E3-E5 UNTIL NUMBER OF COURSE ENTERED AT E2 ARE COVERED. PLEASE ALSO INCLUDE FOLLOWING GUIDANCE FOR RESPONDENTS:

The next set of questions will be asked of all the course you have undertaken in the last 12 months [[IF A1=3: Please do not include the course you were undertaking in [the census week]. [IF A1=4: Please do not include the course you were starting a month after [the census week].

Please tell us about your courses in chronological order, starting with your most recent course and then working backwards from that.

FIRST COURSE PAGE SHOULD BE TITLED – Most recent course.

SUBSEQUENT PAGES SHOULD STATE FOLLOWING AT THE START – Now please tell us about the course you undertook before the one you just told us about.

ASK IF UNDERTAKEN FURTHER STUDY (E1=1)

E3 Were you studying full time or part time in your previous study? (PREVINTENSITY)

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

Full time	1	
Part time	2	

ASK IF UNDERTAKEN FURTHER STUDY (E1=1)

E4 Which of the following best describes the type of qualification you were aiming for in your previous study? (PREVTYPEQUAL)

SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF UNDERTAKEN FURTHER STUDY (E1=1)

- E5 **What is the name of the university or college at which you were registered for your previous study? (PREVUCNAME)**
PLEASE START TYPING THE UNIVERSITY OR COLLEGE NAME AND SELECT FROM THE LIST. IF IT DOES NOT APPEAR, PLEASE TYPE IT OUT IN FULL

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

WRITE IN

F Reflection on career to date

ASK IF JUST IN EMPLOYMENT AND NO OTHER ACTIVITY (A1=ONLY1)

- F1 **To what extent do you agree or disagree with this statement: My current work fits with my future plans? (WRKONTRACK) (NEW QUESTION)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF JUST IN EMPLOYMENT AND NO OTHER ACTIVITY (A1=ONLY1)

- F2 **To what extent do you agree or disagree with this statement: My current work is meaningful and important? (WRKMEAN) (NEW QUESTION)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF JUST IN EMPLOYMENT AND NO OTHER ACTIVITY (A1=ONLY1)
 F3 **To what extent do you agree or disagree with this statement: I am utilising what I learnt during my studies in my current work? (WRKSKILLS) (NEW QUESTION)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF JUST IN STUDY AND NO OTHER ACTIVITY (A1=ONLY3)
 F4 **To what extent do you agree or disagree with this statement: My current study fits with my future plans? (STUONTRACK) (NEW QUESTION)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF JUST IN STUDY AND NO OTHER ACTIVITY (A1=ONLY3)
 F5 **To what extent do you agree or disagree with this statement: My current study is meaningful and important? (STUMEAN) (NEW QUESTION)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF JUST IN STUDY AND NO OTHER ACTIVITY (A1=ONLY3)
 F6 **To what extent do you agree or disagree with this statement: I am utilising what I learnt during my studies in my current study? (STUSKILLS) (NEW QUESTION)**
 SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF IN BOTH EMPLOYMENT AND STUDY (A1=1 AND A1=3) OR DOING SOMETHING ELSE (A1= ANY OF 2, 4, 5, 6, 7, 8, 9 AND A1≠1 AND A1≠3)

F7 **To what extent do you agree or disagree with this statement: My current** [IF SELECTED MORE THAN ONE CODE AT A1: **activities fit**] [IF JUST SELECTED ONE OF FOLLOWING CODES AT A1= ONLY 2, 4, 5, 6, 7, 8, 9: **activity fits**] **with my future plans? (ACTONTRACK) (NEW QUESTION)**
SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF IN BOTH EMPLOYMENT AND STUDY (A1=1 AND A1=3) OR DOING SOMETHING ELSE (A1= ANY OF 2, 4, 5, 6, 7, 8, 9 AND A1≠1 AND A1≠3)

F8 **To what extent do you agree or disagree with this statement: My current** [IF SELECTED MORE THAN ONE CODE AT A1: **activities are**] [IF JUST SELECTED ONE OF FOLLOWING CODES AT A1= ONLY 2, 4, 5, 6, 7, 8, 9: **activity is**] **meaningful and important? (ACTMEAN) (NEW QUESTION)**
SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

ASK IF IN BOTH EMPLOYMENT AND STUDY (A1=1 AND A1=3) OR DOING SOMETHING ELSE (A1= ANY OF 2, 4, 5, 6, 7, 8, 9 AND A1≠1 AND A1≠3)

F9 **To what extent do you agree or disagree with this statement: I am utilising what I learnt during my studies in my current** [IF SELECTED MORE THAN ONE CODE AT A1: activities?]] [IF JUST SELECTED ONE OF FOLLOWING CODES AT A1= ONLY 2, 4, 5, 6, 7, 8, 9: activity?] **(ACTSKILLS)**
(NEW QUESTION)
SELECT ONE OPTION ONLY

DS INSTRUCTION: THIS QUESTION MUST BE ANSWERED

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

G Opt-in Question Banks - Net Promoter Entity

ASK ALL

- G1 **On a scale of zero (not at all likely) to ten (definitely), how likely are you to recommend [TEXT SUB – INSTITUTION NAME] to a friend of colleague? (RECPROV)**
SELECT ONE OPTION ONLY

Not at all likely	0	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Definitely	10	

ASK ALL

- G2 **Why did you score [TEXT SUB – INSTITUTION NAME] in this way? (PROVSCORE)**

TYPE IN

H Opt-in Question Bank: Subjective well-being

ASK ALL

H1 On a scale of zero (extremely dissatisfied) to ten (extremely satisfied) how satisfied are you with your life nowadays? (SATLIFE)
SELECT ONE OPTION ONLY

Extremely dissatisfied	0	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Extremely satisfied	10	

ASK ALL

H2 **On a scale of zero (not at all worthwhile) to ten (extremely worthwhile), to what extent do you feel the things you do in your life are worthwhile? (LIFEWORTH)**
SELECT ONE OPTION ONLY

Not at all worthwhile	0	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Extremely worthwhile	10	

ASK ALL

H3 **On a scale of zero (extremely unhappy) to ten (extremely happy), how happy did you feel yesterday? (HAPYEST)**
SELECT ONE OPTION ONLY

Extremely unhappy	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Extremely happy	10	

ASK ALL

H4 **On a scale of zero (not at all anxious) to ten (extremely anxious), how anxious did you feel yesterday? (ANXYEST)**
SELECT ONE OPTION ONLY

Not at all anxious	0	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Extremely anxious	10	

ASK ALL

H5 How much do you agree or disagree with the following statement?

Most people can be trusted. (TRSTPPL)

SELECT ONE OPTION ONLY

Extremely disagree	0	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Extremely agree	10	

I Opt-in Question bank: Graduate Choice

ASK ALL

- 11 **If you were to choose whether or not to do your course again, how likely or unlikely is it that you would:**

SELECT ONE OPTION ONLY

	Very likely	Likely	Neither likely nor unlikely	Unlikely	Very unlikely	Don't Know
_1 do a different subject? (DIFFSUB)	1	2	3	4	5	6
_2 study at a different provider? (DIFFPROV)	1	2	3	4	5	6
_3 work towards a different type of qualification? (DIFFQUAL)	1	2	3	4	5	6
_4 decide to do something completely different? (COMPDIFF)	1	2	3	4	5	6

J Opt-in question bank: Impact of HE

ALL STATEMENTS ASKED OF THOSE WORKING (A1=1). THOSE UNDERTAKING ACTIVITY OR NOT WORKING (A1= 2,3,4, 5, 6, 7, 8, 9 AND NOT A1=1) ASKED STATEMENTS 7 TO 10.

J1 **To what extent has your HE experience enabled you to...?**

SELECT ONE OPTION PER STATEMENT

	A great extent	Some extent	Not at all	Don't know	
_1 be innovative in the workplace (INVWRKPLC)	1	2	3	4	
_2 make a difference in the workplace (DIFFWRKPLC)	1	2	3	4	
_3 change organisational culture and/or working practices (ORGCULT)	1	2	3	4	
_4 influence the work of others in the workplace (INFLWRK)	1	2	3	4	
_5 access immediate or short-term job opportunities in your chosen career (ACCOPP)	1	2	3	4	
_6 enhance your credibility or standing in the workplace (CREDWRK)	1	2	3	4	
_7 progress towards your long term career aspirations (CARASP)	1	2	3	4	
_8 enhance social and intellectual capabilities beyond employment (CAPEMP)	1	2	3	4	
_9 enhance your quality of life generally (QUALLIFE)	1	2	3	4	
_10 To what extent has your HE experience had an impact on you that hasn't been previously specified (OTHERIMP)	1	2	3	4	

K Opt-in question bank: Overseas Students – this section has been removed.

K1 this section was removed during scripting as it repeats questions in section b. Has been removed during scripting

K2 Has been removed during scripting

L Opt-in question bank: Research Students

ASK ALL RESEARCH STUDENTS

- L1 **Thinking about the research degree you completed 15 months ago, what was the main reason you decided to undertake it? (MRSCHDEG)**
SELECT ONE OPTION ONLY

Interested in subject	1	
Interested in research	2	
Wanted to continue being a student / postpone job hunting	3	
Awarded funded studentship	4	
Encouraged or required to do so by employer	5	
Wanted an academic career	6	
It would improve my career prospects	7	
Essential to get into area of employment I wanted	8	
Other	9	

ASK ALL RESEARCH STUDENTS

- L2 **Thinking about the research degree you completed 15 months ago, what were the other reasons (excluding MAIN reason) you decided to undertake it? (OTHRRSCHDEG)**
SELECT ALL OPTIONS THAT APPLY

Interested in subject	1	
Interested in research	2	
Wanted to continue being a student/postpone job hunting	3	
Awarded funded studentship	4	
Encouraged or required to do so by employer	5	
Wanted an academic career	6	
It would improve my career prospects	7	
Essential to get into area of employment I wanted	8	
Other	9	

ASK ALL RESEARCH STUDENTS

- L3 **Did you receive any funding towards these research studies in terms of fees or maintenance, or were you self-funded? Please include any accommodation costs under maintenance.**
(RSCHFUND)

SELECT ONE OPTION ONLY

Received funding towards fees	1	
Received funding towards maintenance	2	
Received funding towards both fees and maintenance	3	
No funding / self-funding	4	

ASK IF RECEIVED FUNDING TOWARDS FEES (L3=1 OR L3=3)

- L4 **What were the sources of funding for your fees? (OSFUNFEE)**

SELECT ALL THAT APPLY

The provider where I studied	1	
Arts & Humanities Research Council (AHRC)	2	
Biotechnology and Biological Sciences Research Council (BBSRC)	3	
Engineering and Physical Sciences Research Council (EPSRC)	4	
Economic and Social Research Council (ESRC)	5	
Medical Research Council (MRC)	6	
Natural Environment Research Council (NERC)	7	
Science and Technology Council (STFC)	8	
UK Educational/Scientific charity (including the Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational/Scientific charity)	9	
Other competitively awarded scholarship or award	10	
EU/EC funded	11	
Support from my employer or industry body	12	
Other (please specify)	13	

ASK IF RECEIVED FUNDING TOWARDS FEES (L3=1 OR L3=3)

L5 **What was the main source of funding for your fees? (MSFUNFEE)**

SELECT ONE OPTION ONLY

The provider where I studied	1	
Arts & Humanities Research Council (AHRC)	2	
Biotechnology and Biological Sciences Research Council (BBSRC)	3	
Engineering and Physical Sciences Research Council (EPSRC)	4	
Economic and Social Research Council (ESRC)	5	
Medical Research Council (MRC)	6	
Natural Environment Research Council (NERC)	7	
Science and Technology Council (STFC)	8	
UK Educational/Scientific charity (including the Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational/Scientific charity)	9	
Other competitively awarded scholarship or award	10	
EU/EC funded	11	
Support from my employer or industry body	12	
Other	13	
No other sources of funding	14	

ASK IF RECEIVED FUNDING TOWARDS MAINTENANCE (L3=2 OR L3=3)

L6 **What was the main source of funding for your maintenance? (MSFUNMAIN)**

SELECT ONE OPTION ONLY

The provider where I studied	1	
Arts & Humanities Research Council (AHRC)	2	
Biotechnology and Biological Sciences Research Council (BBSRC)	3	
Engineering and Physical Sciences Research Council (EPSRC)	4	
Economic and Social Research Council (ESRC)	5	
Medical Research Council (MRC)	6	
Natural Environment Research Council (NERC)	7	
Science and Technology Council (STFC)	8	
UK Educational/Scientific charity (including the Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational/Scientific charity)	9	
Other competitively awarded scholarship or award	10	
EU/EC funded	11	
Support from my employer or industry body	12	
Other	13	

ASK IF RECEIVED FUNDING TOWARDS MAINTENANCE (L3=2 OR L3=3)

L7 **What were the other sources (excluding your MAIN source) of funding for your maintenance?****(OSFUNMAIN)**

SELECT ALL THAT APPLY

The provider where I studied	1	
Arts & Humanities Research Council (AHRC)	2	
Biotechnology and Biological Sciences Research Council (BBSRC)	3	
Engineering and Physical Sciences Research Council (EPSRC)	4	
Economic and Social Research Council (ESRC)	5	
Medical Research Council (MRC)	6	
Natural Environment Research Council (NERC)	7	
Science and Technology Council (STFC)	8	
UK Educational/Scientific charity (including the Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational/Scientific charity)	9	
Other competitively awarded scholarship or award	10	
EU/EC funded	11	
Support from my employer or industry body	12	
Other	13	
No other sources of funding	14	

M Opt-in question bank: Research topic

ASK ALL RESEARCH STUDENTS

M1 To what extent did your research topic require...?

SINGLE CODE

	A great extent	Some extent	Not at all	Don't Know
_1 working on your own (WRKOWN)	1	2	3	4
_2 collaborating with others in the same broad discipline or subject area as yours (COLLSUBSAME)	1	2	3	4
_3 collaborating with others in different disciplines or subject area (COLLSUBDIFF)	1	2	3	4
_4 development of knowledge and skills that cross other disciplines or subject areas as well as your own (KNOWSKILDEV)	1	2	3	4
_5 collaborating with others outside the higher education research community (COLLOUT)	1	2	3	4
_6 work placement(s) or internship(s) (PLCINTSHP)	1	2	3	4
_7 periods of international mobility (working or studying in non-UK research teams (INTLMOB)	1	2	3	4

N Job during census week

ASK IF EMPLOYED IN CENSUS WEEK (A1=1)

N1 In the job you were doing in [the census week], how often did you...?

SELECT ONE OPTION PER STATEMENT

	All the time	Most of the time	Occasionally	Hardly ever	Never	Don't Know
_1 conduct research (CONDRSCH)	1	2	3	4	5	6
_2 interpret / critically evaluate research findings (RSCHFIND)	1	2	3	4	5	6
_3 draw on detailed knowledge on which your research degree was based (KNOWBASE)	1	2	3	4	5	6
_4 use general disciplinary knowledge (DISKNOW)	1	2	3	4	5	6
_5 use the research skills developed as a research student (RSCHSKILDEV)	1	2	3	4	5	6
_6 use the general skills developed as a research student (GENSKILDEV)	1	2	3	4	5	6
_7 work autonomously (WRKAUTO)	1	2	3	4	5	6
_8 work as part of a team (WRKPART)	1	2	3	4	5	6
_9 work under close supervision (WRKSUPER)	1	2	3	4	5	6
_10 have the responsibility for supervising the work of others (SUPEROTHR)	1	2	3	4	5	6

O Opt-in question bank: PhD/Research degree experience

STATEMENTS 1-6 ASKED TO RESEARCH STUDENTS (FROM SCREENER) AND WORKING (A1=1). STATEMENTS 7-9 ASKED OF ALL RESEARCH STUDENTS (FROM SCREENER).

O1 To what extent has your PhD degree experience enabled you to...?

SELECT ONE OPTION PER STATEMENT

	A great extent	Some extent	Not at all		Don't Know
_1 be innovative in the workplace (RINVWRKPLC)	1	2	3		5
_2 make a difference in the workplace (RDIFFWRKPLC)	1	2	3		5
_3 change organisational culture and/or working practices (ROCGCULT)	1	2	3		5
_4 influence the work of others in the workplace (RINFLWRK)	1	2	3		5
_5 access immediate or short-term job opportunities in your chosen career (RACOPP)	1	2	3		5
_6 enhance your credibility or standing in the workplace (RCREDWRK)	1	2	3		5
_7 progress towards your long term career aspirations (RCARASP)	1	2	3		5
_8 enhance social and intellectual capabilities beyond employment (RCAEMP)	1	2	3		5
_9 enhance your quality of life generally (RQUALLIFE)	1	2	3		5

O2 ASK all RESEARCH students (FROM Screener)To what extent has your PhD / Research degree experience had an impact on you that hasn't been previously specified? (ROTHRIMP)

A great extent	1	
Some extent	2	
Not at all	3	
Unemployed since finishing course	4	
Don't know	5	

P Opt-in question bank: Newly qualified teachers

ASK NEWLY QUALIFIED TEACHERS

P1 **Were you employed as a teacher during [the census week]? (EMPLDTEACH)**

Yes	1	
No	2	

ASK IF EMPLOYED AS A TEACHER (P1=1)

P2 **Were you employed as a teacher through the GTC Scotland Teacher Induction Scheme? (GTCSTIS)**

Yes	1	
No	2	

ASK IF EMPLOYED AS A TEACHER (P1=1)

P3 **Were you teaching in a state-funded or non-state-funded school or college? (TEACHFUND)**
SELECT ONE OPTION ONLY

State-funded school or college	1	
Both state-funded and non-state-funded school or college	2	
Non-state-funded school or college	3	
Don't know	4	

ASK IF EMPLOYED AS A TEACHER (P1=1)

P4 **Were you teaching at the primary or secondary phase, or in a college or other establishment? (TEACHPHS)**
SELECT ONE OPTION ONLY

Primary	1	
Secondary	2	
Both primary and secondary	3	
College (e.g. sixth form) or other educational establishment	4	

ASK NEWLY QUALIFIED TEACHERS AND NOT EMPLOYED AS A TEACHER IN THE CENSUS WEEK (P1=2)

P5 **If you were not employed as a teacher in during [the census week] or were on a temporary teaching contract, were you seeking a teaching post in the census week? (SEEKTEACH)**

Yes	1	
No	2	

Q Opt-in question bank: Careers Service

ASK ALL

Q1 If you would like [INSTITUTION TEXT SUB]'s careers service to get in touch to provide support, please tick the following box.

Yes	1	
Unselected	2	

R Opt-out

ASK ALL

- R1 **Are you willing for IFF Research to pass your data back to [INSTITUTION TEXT SUB]? (PROVOUT)**

Yes	1	
No	2	
Not answered	3	

ASK IF RESEARCH STUDENT

- R2 **Research Councils may like to contact you for further research purposes, the results of which are to inform policy development and will be published to help inform individuals' career decisions. Are you happy for IFF Research to pass on your responses and contact details for this purpose? (RCOPTOUT)**

Yes	1	
No	2	
Not answered	3	

ASK ALL

- R3 **Are you willing to be invited to take part in future research into graduates' training, development and employment by organisations responsible for this research? (SBOPTOUT)**

Yes	1	
No	2	
Not answered	3	

ASK ALL

- R4 **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	
I do not want to be called back	2	

ASK ALL

R5 **And could I just check if [telephone 1 in sample] is the best number to call you on?**

Yes	1	
No – write in number	2	
Not answered	3	

S Cognitive questions

We would now like to ask you a few questions about your experience of completing the survey.

- S1 Did you experience any difficulties with any of the terminology used, wording of questions or wording of the answer options? If so, please detail the sections or questions that you found difficult.

PLEASE WRITE IN		
No	1	

- S2 Were there any activities that you were doing during [the census week] that you did not feel you had the opportunity to tell us about? If so please tell us what you struggled to tell us about and why.

PLEASE WRITE IN		
No	1	

- S3 How did you feel about the order of the questions? Tell us about any questions that you felt did not flow well and why.

PLEASE WRITE IN		
No comment	1	

- S4 How did you feel about the length of the survey?

PLEASE WRITE IN		
No comment	1	

S5 What did you think of the name of the survey (Graduate Outcomes Survey)?

PLEASE WRITE IN		
No comment	1	

T Demographic questions

ASK ALL WHERE DEMOGRAPHIC INFORMATION IS MISSING IN THE SAMPLE.

We would now like to ask you a few final questions about yourself and the course you completed 15 months ago.

ASK ALL THAT DID NOT HAVE MODE OF STUDY IN THE SAMPLE.

T1 How were you studying for the course you completed 15 months ago?

SINGLE CODE – MUST BE ANSWERED

Full time	1	
Part time	2	
Distance learning	3	
E-learning	4	
Other (specify)	5	

ASK ALL THAT DID NOT HAVE JACS SUBJECT AREA IN SAMPLE.

T2 Which of the following describes the subject area you were studying in 15 months ago?

SINGLE CODE – MUST BE ANSWERED

(1) Medicine & dentistry	1	
(2) Subjects allied to medicine	2	
(3) Biological sciences	3	
(4) Veterinary science	4	
(5) Agriculture & related subjects	5	
(6) Physical sciences	6	
(7) Mathematical sciences	7	
(8) Computer science	8	
(9) Engineering & technology	9	
(A) Architecture, building & planning	10	
(B) Social studies	11	
(C) Law	12	

(D) Business & administrative studies	13	
(E) Mass communications & documentation	14	
(F) Languages	15	
(G) Historical & philosophical studies	16	
(H) Creative arts & design	17	
(I) Education	18	
(J) Combined	19	

ASK ALL THAT DID NOT HAVE GENDER IN SAMPLE.

T3 Please confirm your gender.

Male	1	
Female	2	
Prefer not to say	3	

ASK ALL THAT DID NOT HAVE DATE OF BIRTH IN SAMPLE.

T4 What is your date of birth?

MUST BE ANSWERED.

Please set to following format - DD/MM/YYYY.

ASK ALL THAT DID NOT HAVE ETHNICITY IN SAMPLE.

T5 **Which of the following best describes your ethnicity?**

SINGLE CODE – MUST BE ANSWERED.

White	1
Black	2
Asian	3
Chinese	4
Arab	5
Mixed background	6
Other ethnic background	7
Prefer not to say	8

ASK ALL THAT DID NOT HAVE DOMICILE IN SAMPLE.

T6 **Which of the following describes the location that you would consider your permanent home?**

SINGLE CODE – MUST BE ANSWERED

UK	1	
EU (not including UK)	2	
Non-EU	3	

ASK ALL THAT DID NOT HAVE INFORMATION ON WHETHER THEY WERE WELSH SPEAKER OR NOT IN SAMPLE.

T7 **Do you speak Welsh?**

SINGLE CODE – MUST BE ANSWERED

Yes	1	
No	2	

Appendix II – Cognitive Guide

Graduate Outcomes Cognitive Testing – All sections

J5879

Date 25/5/18

Face to face

Introduction, warm-up and completion of survey

<p>Introduction to the session</p> <ul style="list-style-type: none"> ● Interviewer introduction ● Thank respondent for agreeing to participate ● Background to the research: My company, IFF Research – an independent Market Research agency – have been commissioned by the Higher Education Statistics Agency (HESA) to cognitively test the proposed Graduate Outcomes Survey. The survey seeks to explore what graduates are doing approximately 15 months after completing their studies and helps institutions to evaluate their courses, and helps current and future students gain an insight into career destinations and development. ● The cognitive testing Cognitive interviewing is a technique adopted to comprehend the way in which respondents react to, respond to and understand a survey/questionnaire. Today this will involve you going through the survey and then being asked follow up questions to discuss how you found each question. ● MRS Code of Conduct and Confidentiality: IFF Research is an independent market research company, operating under the strict guidelines of the Market Research Society's Code of Conduct. This means that anything you tell us will be treated in the strictest confidence, and none of your answers will be attributed to you unless you give explicit permission for us to do so. ● Permission to record: We like to audio record all interviews of this nature so we don't have to take a lot of notes – the recording will only be used for analysis purposes. Is this ok? 	<p><u>PROCESS NOTES:</u></p> <p><i>The purpose of this section is to explain what will be covered during the cognitive interview.</i></p> <p><i>The description of the cognitive interview process will be kept minimal to avoid 'priming' the respondent and thus affecting the answers they might give.</i></p>
--	--

Overall thoughts

<p>ASK ALL:</p> <ul style="list-style-type: none"> ● Overall, how did you find the survey? <ul style="list-style-type: none"> ● Were the questions relevant? ● How did you feel about the length? ● Was there anything you particularly liked or disliked about it? <ul style="list-style-type: none"> ● Any particular questions than stand out to you and why? ● What did you think of the format? ● How easy or difficult did you find it to complete the survey? <ul style="list-style-type: none"> ● Any particular questions that stand out to you and why? ● What did you think of the format? ● Did you feel the questionnaire gave you the opportunity to give a full account of what you have been doing since graduating from your course? <ul style="list-style-type: none"> ● Why did / didn't it? ● What was not included that you feel is relevant, and why? ● What do you think of the name of the survey (Graduate Outcomes Survey)? <ul style="list-style-type: none"> ● What does it suggest to you? What do you like/dislike about it? 	<p><u>PROCESS NOTES:</u></p> <p><i>These questions will be asked upfront to those who completed the survey before the cognitive interview. Those completing the survey during the cognitive interview will be asked these questions at the end of the cognitive interview.</i></p> <p><i>Testing participant engagement of comprehension and judgement of overall survey</i></p> <p><i>Cognitive techniques: probing</i></p>
---	---

A What they were doing at start of census week

<p>ASK ALL:</p> <ul style="list-style-type: none"> ● The purpose of this section was to summarise what you were doing during the census week. How successful do you think it was as a section of questions in doing this? ● Based on your responses, the survey would have categorised you principally as someone who was . Does this reflect how you would have described or thought of yourself? <ul style="list-style-type: none"> ● Why / why not? <p>A1: (ALLACT) In response to the first question, ‘What activities were you doing in [census week]?’ you said _____</p> <ul style="list-style-type: none"> ● What did you think of this question and response options? Why? <ul style="list-style-type: none"> ● What sorts of things were you considering in your answer? ● Describe to me everything you were doing in that week. ● How easy/difficult was it to recall what you were doing on this specific week? <ul style="list-style-type: none"> ● Did you consider the full week (e.g. including the weekend, time outside day job)? ● Were there any activities you were doing around this time (for example, the week before or after, but not specifically in this week? Did you include or exclude these? ● To what extent did you consider the w/c date as a specific and fixed period or did you answer more generally, thinking about ‘around that time’? ● IF ONLY SELECTED ONE OPTION: Was it easy to select this option? <ul style="list-style-type: none"> ● Did you consider selecting any other options? IF YES: Which ones and why? Why did you end up not selecting them at this question as well? ● Did you notice that you could select more than one option? ● IF ‘DOING SOMETHING ELSE’: What were you doing? <ul style="list-style-type: none"> ● Why didn’t these activities fit under any of the other options? 	<p><u>PROCESS NOTES:</u></p> <p><i>It will be important to understand if and why graduates focus on certain jobs rather than others – i.e. if they are working part-time in a restaurant but also building a portfolio to apply for a job or course related to their degree.</i></p> <p><i>Testing participant engagement of comprehension, recall, judgement, and response</i></p> <p><i>Cognitive techniques: Probing, ‘in your own words’, paraphrasing</i></p>
---	--

IF SELECTED MORE THAN ONE OPTION:

- Can you briefly tell me why you selected multiple options?

A2: **(MIMPACT)** Now thinking about the next question, and the activity you consider to be your most important in the [census week], you said

- Talk me through how you decided this was your most important activity
 - Did you find it hard to choose? If so, why?

A3: **(BUSPORT)** In response to the question, ‘Were you engaged in starting up your own business, or developing a professional, artistic or creative portfolio in [census week]?’ you said

- Can you tell me what this question is asking you about?
 - Were there any other types of ‘portfolio’ that you might develop, that aren’t covered in this question?

- IF STARTED YOUR OWN BUSINESS: Can you please tell me a little bit about what that entailed. What were you doing in that week when it came to starting up your business?

- IF DID NOT SELECT WORKING AT A1: Can you explain how setting up a business is different to ‘working’? Under what circumstances would you consider this activity to be ‘work’?
- IF DID SELECT WORKING AT A1: Can you explain how setting up a business is the same as ‘working’?

- IF SELECTED DEVELOPING A PORTFOLIO: Describe to me what your own portfolio is?

- What activities were you doing to develop your portfolio in that week?
- Do you consider these portfolio activities to be employment activities or something else? Why?
- IF DID NOT SELECT WORKING AT A1: Can you explain how developing a portfolio is different to ‘working’? Under what circumstances would you consider this activity to be ‘work’?
- IF DID SELECT WORKING AT A1: Can you explain how developing a portfolio is the same as ‘working’?
- If we asked you what your job title is in relation to your portfolio, would you be able to answer this? What job title would you give?

<ul style="list-style-type: none">● IF NOT SELECTED DEVELOPING A PORTFOLIO: Can you tell me in your words what this term means? Is this something you have done since graduating at any point?● IF YES: Tell me more about this and what it involved	
--	--

B Their employment in the [census week]

<p>ASK IF IN WORK:</p> <p>Section B1</p> <ul style="list-style-type: none"> ● This section (B1-B9) was intended to get a picture of the work you were doing, and your role within the work you were doing. How well do you think the questions covered the work you were doing? <p>B1: (MULTIJOB) In response to the question, ‘Were you working in one or more jobs during [census week]?’ you said [REDACTED]</p> <ul style="list-style-type: none"> ● Why did you choose this option? <ul style="list-style-type: none"> ● Did you have any other jobs around this time (for example, the week before or after) but not specifically in this week? ● To what extent did you consider the w/c date as a specific and fixed period or did you answer more generally thinking about ‘around that time’? ● What do you understand the term ‘job’ to include? <ul style="list-style-type: none"> ● Did you think about other activities, such as developing a portfolio or setting up a business? IF YES: Did you include them in the your job count? Why / why not? ● Would there be a better word to use than ‘job’? IF YES: What? <p>B1a: (MULTIJOB) IF SELECTED MORE THAN ONE JOB at B1: How did you decide what your main job was when answering the next set of questions?</p> <ul style="list-style-type: none"> ● Can you tell me briefly what all the jobs were that you had in that week? What was the main factor when choosing your main job? <p>ASK ALL, EXCEPT THOSE STARTING OWN BUSINESS:</p> <p>B2: (SELFEMD) (NEW QUESTION) You said you were AN EMPLOYEE/SELF-EMPLOYED.</p> <ul style="list-style-type: none"> ● Was this straightforward to answer? Why / why not? <p>ASK IF IN WORK OR DUE START WORK:</p> <p>B3: (EMPINTENSITY) You said you were/will be working FT/PT.</p>	<p><u>PROCESS NOTES:</u></p> <p><i>The purpose of this section is to get a deeper understanding of the graduate’s employment during the census week; we want to understand the level at which they were working and what responsibilities this included for them.</i></p> <p><i>For those due to start work, the questions should cover off a hypothetical situation of what level and responsibility they see their intended job to include</i></p> <p>INTERVIEWER NOTES: <i>this bank is split into six sections in total. Please allow the participant to pause between each section, and then cognitively test the questions in the section before moving on to the next section. Sections 5 and 6 are only for those who have started their own business.</i></p> <p><i>Testing participant engagement of comprehension, recall, judgement and response</i></p>
--	---

B8 & B9: Now looking at these two questions together (B8 and B9), how does the layout impact on your answer, in your opinion?

- Would you answer differently if they weren't on the same page? Why?

Section B2

• **This section (B10-B15) was intended to find out further details about your company including, what the company does and where it is based. How did you find this section of questions?**

- Were there any questions you had concerns about answering?

B10: (EMPNAME) In response to the question, 'What is the name of the company/organisation that you were/will be working for?' you said [redacted]

- Did you have any difficulties here? i.e. with recall, spelling, concerns about providing company name

B11: (EMPDUTIES) For the next question, 'What does the company/organisation you were/will be working for mainly do?' you said [redacted]

- How broad/detailed did you decide to answer? What else might you have said that isn't in your current answer?

B12: (NHSORG) In response to the question, 'Was this / will this organisation be part of the NHS?' you said [redacted]

- IF DON'T KNOW: Why are you unsure? Is the organisation associated with the NHS, or works alongside the NHS?
- Do you have any further thoughts on this question?

B13-15: (EMPPLOC) (EMPPCODE) (EMPCOUNTRY) Can you tell me how you found answering these questions?

- How easy or difficult was it to recall your work postcode?
- Probe to explore set-up / layout on the page

Interview discretion to be used here to decide which questions should be probed on in more detail

Section B3

- These questions were intended to find out about what was required of you to secure your 'job' and your motivation for taking the job. How did you find answering these questions?

ASK IF IN WORK OR DUE TO START WORK:

B17: (QUALREQ) In response to the next question, 'Did you need the qualification that you completed 15 months ago to get the job?' you said [REDACTED]

- Can you talk me through your reasoning for answering in this way?
- What does 'formal requirement' mean in this statement?
- IF DON'T KNOW: In what ways might it have helped you, that you can think of?

INTERVIEWER NOTE: SKIP B18-B19 AS NOT NEW QUESTIONS – EXPLORE ANY ISSUES IN SUMMARY SECTION

Section B4

- This next set of questions (B20-B23) was intended to clarify whether your career since graduating was limited to one job, or spanned several jobs. From your responses, it looks like [REDACTED] Is that right?

- Explore reactions

B21-23: (EMPYEAR) (YEARWORK) (EMPMONTH) (NEW QUESTION) When calculating the 12 months or more, were you thinking about from today, or from the census week?

- Furthermore, did you interpret it as 12 months continuously, or 12 months cumulatively? (e.g. for those that have worked for the same employer intermittently, those on zero hour contracts of fixed term contracts, and those setting up their own businesses)
- Did you interpret the question as being since graduation, or did you also factor in work whilst at, or prior to, studying?

B23: (FIRSTJOB) (NEW QUESTION) You answered [REDACTED] to 'Is this your first full-time job since you graduated?'

- Did you have any difficulties here?

<ul style="list-style-type: none">● IF ANSWERED NO: what other jobs were you considering? <p>Section B5</p> <p>ASK FOLLOWING QUESTIONS ONLY TO THOSE WHO HAVE STARTED OWN BUSINESS:</p> <ul style="list-style-type: none">● The next set of questions were asking you about business you were setting up in the census week, including the name and focus of your business, and whether you work with anyone else (employees and/or partners). <p>Overall, how well do you think they did at capturing this? Were there any questions which you thought weren't appropriate to setting up a business?</p> <p>B24: (JOB DUTIES) Thinking about the tasks you were involved in during the census week when setting up your business, you said [redacted]</p> <ul style="list-style-type: none">● Can you tell me why you included this? What did you understand 'tasks' to mean? <p>B25-26: Check reaction to set-up/layout of the questions and whether it was the case that they were drawing a salary from their business</p> <p>B27: (EMP NAME) How did you feel about providing information regarding your business's name?</p> <ul style="list-style-type: none">● IF GAVE NAME: Is this name 'registered'?● IF DIDN'T GIVE NAME: Can you tell me why? (i.e. didn't have a name, uncomfortable providing information) <p>B28: (EMP DUTIES) In response to the question, 'What does your business mainly do?' you said [redacted]</p> <ul style="list-style-type: none">● How easy/difficult was it explaining this?● How did you choose what level of detail to include? What else were you thinking about that you didn't write here? <p>B29: (OWN EMP) (NEW QUESTION) What do you consider 'to have employees' to mean?</p> <ul style="list-style-type: none">● Why did you respond as you did?	
---	--

- Can you explain to me who else if anyone, was involved in the setting up of your business at this time? How would you describe your professional relationship with them?
- IF HAD EMPLOYEES: what status do these employees have?

B29: (OWNEMP) (NEW QUESTION) Are you working with any partners to develop the business?

- IF YES: Can you tell me how you would describe them in relation to your business?

B30-31: Did you encounter any difficulties with the statements asking you about where your business is based?

Section B6

- This section asked you in more detail about your business, including the website and companies house number, and also your reasons for starting up a business. Overall, how did you feel answering these questions?

B32_A: (QUALREQ) In response to 'Did you need the qualification that you completed 15 months ago to start your own business?' you said

- Can you talk me through your response here please?
- How easy / difficult was it to respond to this question? Why? IF DIFFICULT: What was difficult?

B32: (JOBRSNALL) In response to 'Why did you start up your own business?' you said

- Can you talk me through your response here? What did you think of the options available? Is there anything missing?

ASK IF CHOSE MORE THAN ONE AT B32:

B33: (JOBRSNMAIN) Why did you choose this as the MAIN reason for starting up your own business?

B34: (COMPHOUSE) (NEW QUESTION) Did you have any difficulties answering, 'What is your companies house number?'

<ul style="list-style-type: none">● Do you know what a Companies House number is / what it means?● How could it be described differently (e.g. company house 'registration' number). What extra information could help here?● How did you feel being asked this question? Did you find it intrusive at all?● What do you think the information could be used for? Would / could it lead to you quitting the survey? <p>B35: (COMPURL) (NEW QUESTION) Did you have any difficulties answering, 'What is the website for your business?'</p> <ul style="list-style-type: none">● IF EXPERIENCED DIFFICULTY: What problems did you have?● Do you have more than one website?● What other online channels do you use? (i.e. social media sites)? Are these more / less important than your website for running or promoting your business?● How did you feel being asked this question? Did you find it intrusive at all?● What do you think the information could be used for? Would / could it lead to you quitting the survey? <p>B36: (COMPFUND) (NEW QUESTION) In response to the question, 'How was your business or company funded before or during the [census week]?' you said </p> <ul style="list-style-type: none">● How did you feel being asked this question? Did you find it intrusive at all?● What do you think the information could be used for? Would / could it lead to you quitting the survey?● Do you understand what each of these options are?● Can you describe to me in your own words the following terms: 'Crowdfunding', 'Venture capital' and 'University business incubation'.● Are there any key sources missing?	
--	--

C Further study, training, or research during the [census week] – ONLY ASK THOSE STUDYING OR DUE TO STUDY IN NEXT MONTH

<p>ONLY ASK THOSE STUDYING OR THOSE TO STUDY IN THE NEXT MONTH</p> <p>Questions: (STU) (TYPEQUAL) (UCNAME)</p> <ul style="list-style-type: none"> ● Overall, how were these questions to answer? <ul style="list-style-type: none"> ● Anything unclear or worth mentioning? ● What do you take ‘full-time’ to mean? And ‘part-time’? What guidance would be useful here? ● And in terms of the qualification options, did they make sense? 	<p><u>PROCESS NOTES:</u></p> <p><i>This is a short section to find out the mode and qualification of graduates who are currently studying, or intend to study. As there are no new questions here this section can be cut if short on time.</i></p> <p><i>Testing participant engagement of comprehension, judgement, and response</i></p> <p><i>Cognitive techniques: Probing</i></p>
--	--

D Employment in the last 12 months

<p>ASK ALL:</p> <ul style="list-style-type: none"> ● This section was intended to find out about any full-time employment you have had in the past 12 months. Do you think the questions were successful in achieving this? ● Did you remember to consider full-time employment only? How easy or difficult was it to just focus on full-time employment? <p>D1: (FTPREVEMP) (NEW QUESTION) In response to the question, ‘Were you employed in a full-time role at any point in the last 12 months?’ you said </p> <ul style="list-style-type: none"> ● What did you consider ‘full-time role’ to include? ● Are there any roles you didn’t include when answering this question, because you were unsure? <p>D2: In response to the question, ‘How many full-time jobs have you had in the past 12 months?’ you said </p> <ul style="list-style-type: none"> ● Did you have any issues answering this question? i.e. problems with recall etc. ● IF MORE THAN ONE JOB: Could you briefly tell me all the full-time jobs you have had in the past 12 months? (Graduate to write down all the full-time jobs they have had in the past 12 months) <ul style="list-style-type: none"> ● Were you able to tell us about all the different types of full-time employment you had, if there was more than one? If not, what was missing in your answers? ● How easy/difficult was it to think about the past 12 months exactly? i.e. did you think about any jobs more than 12 months ago? ● ASK IF WORKING IN CENSUS WEEK: How clear was it not to include your job on the census date you told us about in the last section? ● ASK IF WORKING IN CENSUS WEEK AND IN MORE THAN ONE JOB: Did you include the other jobs you were doing in the census week, that you did not consider to be your main job in the census week, in this count? <p>D3-7: (PREVJOBTITLE) (PREVJOB DUTIES) (PREVEMPNAME) (PREVEMP DUTIES) (PREVEMPYEAR) Now looking at these questions, how did you find them?</p> <ul style="list-style-type: none"> ● Was there anything you found repetitious or onerous? 	<p><u>PROCESS NOTES:</u></p> <p><i>The purpose of this section is to find out about ALL full-time jobs the participant has had in the past 12 months.</i></p> <p><i>It will be important to capture everything here to ensure we get a full coverage of the types of jobs the participant has had in the past 12 months.</i></p> <p><i>Testing participant engagement of comprehension, recall, judgement and response</i></p> <p><i>Cognitive techniques: Probing, Sorting (D3-7)</i></p>
--	--

<ul style="list-style-type: none">● Did you omit any of your previous jobs? Why?● Did you answer thinking about your most recent job, and work back from that?	
---	--

E Further study, training or research in the last 12 months

<p>● The purpose of this section was to find out about any further study you had done in the past 12 months. How well do you think the questions achieved this?</p> <ul style="list-style-type: none"> ● Was there anything about further study that you didn't cover off with these questions? ● Were you able to tell us about all the further study that you had undertaken in the last 12 months, if there was more than one course? ● ASK IF STUDYING IN CENSUS WEEK: How clear was it not to include the study you already told us you were doing during the census week? <p>E1: (FURSTU) (NEW QUESTION) You said that in the last 12 months you had/had not undertaken further study</p> <ul style="list-style-type: none"> ● What did you take 'further study' to mean in this question? <p>ASK IF UNDERTAKEN STUDY AT SOME POINT IN LAST 12 MONTHS:</p> <p>E2: (PREVJOBduties) You said that you have undertaken _____ courses in the last 12 months</p> <p>E3: (PREVintensity) You said that you were studying FT/PT in your previous study</p> <ul style="list-style-type: none"> ● Did you have any problems answering this? i.e. unsure if you were FT or PT? What guidance would be useful here? <p>E4: (PREVtypequal) In response to, 'Which of the following best describes the type of qualification you were aiming for in your previous study?' you said _____</p> <ul style="list-style-type: none"> ● What did you think of the options here? Was it straightforward to pick one? ● IF CHOSE OTHER QUALIFICATION: Can you tell me the name of the qualification? <p>E2-4: (PREVtypequal) (PREVintensity) (PREVtypequal)</p> <ul style="list-style-type: none"> ● Was there anything you found repetitious or onerous? ● Did you omit any of your previous studies? Why ● Did you answer thinking about your most recent study, and work back from that? 	<p><u>PROCESS NOTES:</u></p> <p><i>This section is intended to capture all the further study, training, or research the participant has done in the last 12 months. The questions should loop back to ensure that each course is covered off.</i></p> <p><i>Testing participant engagement of comprehension, recall, judgement and response</i></p> <p><i>Cognitive techniques: Probing</i></p>
--	---

F Reflection on career to date

<ul style="list-style-type: none"> ● This section was intended to establish how ‘on track’ you consider your career to be. ● How well do you think it does this? Did the questions feel relevant? Did any particularly stand out as important, or less important? <p>ASK IF JUST IN EMPLOYMENT AND NO OTHER ACTIVITY:</p> <p>F1: (WRKONTRACK) (NEW QUESTION) In response to the statement, ‘My current work fits with my future plans?’ you said [REDACTED]</p> <ul style="list-style-type: none"> ● Can you talk me through your answer for this question please? ● What are your ‘future plans’, if you have them? ● ASK IF WORKING IN MORE THAN ONE JOB IN THE CENSUS WEEK: Did you consider all the jobs you were doing in the census week when answering this question, or just the job you considered to be your main job? <p>F2: (WRKMEAN) (NEW QUESTION) In response to the statement, ‘My current work is meaningful and important’ you said [REDACTED]</p> <ul style="list-style-type: none"> ● Can you talk me through your answer for this question please? ● In what way is / isn’t your current work meaningful and important? Why did you respond as you did? ● IF WORKING IN MORE THAN ONE JOB OR (STARTING UP BUSINESS OR DEVELOPING A PORTFOLIO ALONGSIDE WORKING): Which work were you referring to / thinking about? How easy or difficult was it to provide an answer? Why? How is this similar or different to ‘important’? <p>F3: (WRKSKILLS) (NEW QUESTION) In response to the statement, ‘I am utilising what I learnt during my studies in my current work’ you said [REDACTED]</p> <ul style="list-style-type: none"> ● What studies were you referring to when you answered this question? ● In what ways are you using your studies. Why did you respond as you did? How easy or difficult was it to provide an answer? Why? 	<p><u>PROCESS NOTES:</u></p> <p>ANSWER CODES: Strongly Agree, Agree, Neither agree nor disagree, Disagree, Strongly Disagree</p> <p>Testing participant engagement of comprehension, recall, judgement and response</p> <p>Cognitive techniques: Probing, ‘in your own words’</p>
---	---

ASK IF JUST IN STUDY AND NO OTHER ACTIVITY:

F4: (STUONTRACK) (NEW QUESTION) In response to the statement, 'My current study fits with my future plans' you said

- Can you talk me through your answer for this question please?
- What are your 'future plans', if you have them?

F5: (STUMEAN) (NEW QUESTION) In response to the statement, 'My current study is meaningful and important' you said

- Can you talk me through your answer for this question please?
- In what way is / isn't your current study meaningful and important? Why did you respond as you did?

F6: (STUSKILLS) (NEW QUESTION) In response to the statement, 'I am utilising what I learnt during my studies in my current study' you said

- What studies were you referring to when you answered this question?
- In what ways are you using your studies. Why did you respond as you did?
- How easy or difficult was it to provide an answer? Why?

ASK IF (IN BOTH EMPLOYMENT AND STUDY) OR DOING SOMETHING ELSE

IF NEITHER WORKING NOR STUDYING IN CENSUS WEEK:

- Overall, how did you feel answering these questions? Did they feel relevant to you? What were you thinking about in your answers?

F7: (ACTONTRACK) (NEW QUESTION) In response to the statement, 'My current activity fits with my future plans?' you said

- Can you talk me through your answer for this question please?
- What are your 'future plans', if you have them?
- IF DOING MORE THAN ONE ACTIVITY AT A1: Did you consider all the activities you were doing in the census week when answering this question or did you focus on one more than others? Why?
- IF DOING MORE THAN ONE ACTIVITY AT A1: Which of you current activities fits in most with you future plans? Why? Is this the activity you considered to be your main activity (at A2)?

F8: (ACTMEAN) (NEW QUESTION) In response to the statement, 'My current activity is meaningful and important' you said

- Can you talk me through your answer for this question please?
- In what way is / isn't your current activity meaningful and important? Why did you respond as you did?

IF DOING MORE THAN ONE ACTIVITY AT A1:

- Which activity were you referring to / thinking about? How easy or difficult was it to provide an answer? Why?

F9: (ACTSKILLS) (NEW QUESTION) In response to the statement, 'I am utilising what I learnt during my studies in my current activity' you said

- What studies were you referring to when you answered this question?
- In what ways are you using your studies. Why did you respond as you did?
- How easy or difficult was it to provide an answer? Why?

G Opt-in Question Bank: Net Promoter Entity

<p>ASK ALL:</p> <ul style="list-style-type: none"> ● This section was intended to assess how likely you are to recommend your provider to someone else, how well do you think it achieves this? <p>G1: (RECPROV) You chose on a scale of zero (not at all likely) to ten (definitely), how likely are you to recommend your provider to a friend or colleague?</p> <ul style="list-style-type: none"> ● What sorts of things were you thinking about here? ● Are there any issues with this question? <ul style="list-style-type: none"> ● Probe on: 'friend and colleague': is this relevant? Who would be a better person to recommend to? (e.g. family member) ● How did you feel about scoring your provider in this way (i.e. a scale of one to ten)? ● Overall what do you think of the concept of asking someone how likely they would be to recommend a HE provider? For example, how likely is it you would recommend a university to someone? <p>G2: (PROVSCORE) Now can you tell me about your answer for why you scored your provider in this way?</p> <ul style="list-style-type: none"> ● What were your reasons for choosing the score that you chose? <ul style="list-style-type: none"> ● Probe on: <ul style="list-style-type: none"> ● What are the characteristics of a provider that you would recommend to others? (e.g. prestige, contact hours, facilities, extra-curricular opportunities, etc.) ● Was it just a reflection on how much you personally enjoyed your provider? Or were you considering how likely it is that you would actually recommend it to a friend or colleague? Would your answer change based on how relevant this is to your friends and colleagues? 	<p><u>PROCESS NOTES:</u></p> <p><i>The purpose of this section is to assess how they view their institution now, reflecting upon it 15 months after graduation.</i></p> <p><i>Testing participant engagement of comprehension, judgement and response</i></p> <p><i>Cognitive techniques: Probing</i></p>
--	---

H Opt-in Question Bank: Subjective well-being

<p>ASK ALL:</p> <p><i>Reassure participant that you understand that the questions they have just gone through are more personal, and that they do not have to answer any of your questions on this section of the survey if they do not wish to. Everything they say will be treated in strictest confidence and we are not trying to probe deeply into their mental health for the purposes of this interview.</i></p> <ul style="list-style-type: none"> ● Overall, how did you feel answering this set of questions? <ul style="list-style-type: none"> ● Did you have any concerns with the questions? If so, what were they? ● Were there any that you struggled to understand? ● Were you surprised that they were in this survey? Why / why not? ● How did you feel about the scale for answering these statements? Did this work, or would there be a better way of responding? ● <i>Probe around any comments they make about how it made them feel, any emotions that were raised whilst answering them</i> <p>H1: (SATLIFE) The first statement asks you about how satisfied you are with your life nowadays.</p> <ul style="list-style-type: none"> ● What did you take 'satisfied' to mean in this question? <ul style="list-style-type: none"> ● What factors were you considering here? I.e. work, relationships, lifestyle, money, etc.? ● What would 'extremely satisfied' look like? And what would 'extremely dissatisfied' look like? ● What did you take the phrase 'life nowadays' to mean? <ul style="list-style-type: none"> ● What was your reference point? Did you think about today, the past week, the past year? Were you thinking about the future at all? ● Why did you give the score that you did? <p>H2: (LIFEWORTH) The second statement asks you about to what extent you feel the things you do in your life are worthwhile</p> <ul style="list-style-type: none"> ● What did you understand the term 'worthwhile' to mean? 	<p><u>PROCESS NOTES:</u></p> <p><i>This is sensitive set of questions and should be handled accordingly. Equally, be careful not to spend too much time on this section as it has potential for participants to speak for longer than some of the other sections.</i></p> <p><i>Testing participant engagement of comprehension, judgement and response</i></p> <p><i>Cognitive techniques: Probing, 'in your own words'</i></p>
--	--

- Were you thinking about what you personally consider worthwhile, or what wider society considers to be worthwhile?
- Did this have an impact on your answer? Would you answer differently if it was split between the two?

- What sorts of 'things' were you thinking about when answering this?
 - Probe on types of activities

H3: (HAPYEST) The third statement asks you how happy you felt yesterday.

- Why did you give the score that you did?
- How did you feel answering this question?
- Would you have answered differently if you had been asked the same question a week ago? Why?

H4: (ANXYEST) The fourth statement asks you about how anxious you felt yesterday.

- Why did you give the score that you did?
- How did you feel answering this question?
- Would you have answered differently if you had been asked the same question a week ago? Why?

H5: (TRSTPPL) In response to the final statement in this bank of questions, 'Most people can be trusted', you said

- What were you thinking about when answering this statement?
 - What did you understand this question to be asking you about?

I Opt-in Question Bank: Graduate Choice

<p>ASK ALL:</p> <ul style="list-style-type: none"> ● Overall, what did you think of these set of questions? ● Was there anything confusing or unclear in the question wording, 'If you were to choose whether or not to do your course again, how likely or unlikely is it that you would...'? <ul style="list-style-type: none"> ● Probe on whether they considered when they <i>originally</i> started their course, or if they were to do another <i>degree</i> ● When answering these questions, did you consider each question separately, or think of them as a whole? <ul style="list-style-type: none"> ● i.e. if you would have studied a different subject, would this have had an impact on the provider you would have chosen? ● What did you think about the answering scale? <ul style="list-style-type: none"> ● Were there any questions you struggled to answer? <p>I1_1: (DIFFSUB) You said it was _____ that you would do a different subject</p> <ul style="list-style-type: none"> ● Why did you answer in this way? What sorts of things were you considering? ● IF WOULD HAVE DONE A DIFFERENT SUBJECT: What subject would you do and why? <p>I1_2: (DIFFPROV) You said it was _____ that you would study at a different provider</p> <ul style="list-style-type: none"> ● Why did you answer in this way? What sorts of things were you considering? ● IF WOULD HAVE STUDIED AT DIFFERENT PROVIDER: What provider would you have studied at and why? <p>I1_3: (DIFFQUAL) You said it was _____ that you would work towards a different type qualification</p> <ul style="list-style-type: none"> ● Why did you answer in this way? What sorts of things were you considering? 	<p><u>PROCESS NOTES:</u></p> <p><i>The purpose of this section is to gauge how they feel about their qualification and institution, upon reflection. Probe around reasons why they might have changed their course or institution, and crucially, if this is to do with their experience since graduating.</i></p> <p>ANSWER CODES: <i>Very likely, Likely, Neither likely nor unlikely, Very unlikely, Don't know</i></p> <p><i>Testing participant engagement of comprehension, recall, judgement and response</i></p> <p><i>Cognitive techniques: Probing, paraphrasing, 'in your own words'</i></p>
--	--

<ul style="list-style-type: none">● IF WOULD HAVE DONE A DIFFERENT TYPE OF QUALIFICATION: What type would it be and why? <p>I1_4: (COMPDIFF) You said it was [redacted] that you would decide to do something completely different</p> <ul style="list-style-type: none">● Why did you answer in this way? What sorts of things were you considering?● IF WOULD HAVE DONE SOMETHING COMPLETELY DIFFERENT: What type would it be and why?	
--	--

J Opt-in Question Bank: Impact of HE

ASK ALL:

- Overall, what did you think of these set of questions?
 - Was there anything confusing or unclear in the question wording, 'To what extent has your Higher Education experience enabled you to...?'
- What did you understand 'Higher Education experience' to mean?
- What did you understand 'workplace' to mean?
- What did you think about the answering scale?
 - Were there any questions you struggled to answer?

'To what extent has your HE experience enabled you to....?'

J1_1: (INVWRKPLC) You said _____ in response to 'be innovative in the workplace'

- What does 'innovative' mean in this context?
- What sorts of things were you considering in your answer?

J1_2: (DIFFWRKPLC) You said _____ in response to 'make a difference in the workplace'

- What sorts of things 'make a difference in the workplace', in your opinion?
 - How are you able to judge these factors?

J1_3: (ORGCULT) You said _____ in response to 'change organisational culture and/or working practices'

- Why did you give the answer that you did?
- What does 'organisational culture' mean here?
 - What practices do you feel can change organisational culture?

J1_4: (INFLWRK) You said _____ in response to 'influence the work of others in the workplace'

- Why did you give the answer that you did?

PROCESS NOTES:

ANSWER CODES: A great extent, Some extent, Not at all, Don't know, Unemployed since finishing course

Testing participant engagement of **comprehension, judgement and response**

Cognitive techniques: Probing, paraphrasing

<ul style="list-style-type: none"> ● What sorts of things do you consider influencing the work of others in the workplace? <p>J1_5: (ACCOPP) You said_____ in response to ‘access immediate or short-term job opportunities in your chosen career’</p> <ul style="list-style-type: none"> ● What did you take this question to be asking you about? ● IF ANSWERED TO SOME OR GREAT EXTENT: Have you got any examples of this? <p>J1_6: (CREDWRK) You said_____ in response to ‘enhance your credibility in the workplace’</p> <ul style="list-style-type: none"> ● Why did you give the answer that you did? ● In what ways can HE experience enhance credibility within the workplace? <p>J1_7: (CARASP) You said_____ in response to ‘progress towards your long term career aspirations’</p> <ul style="list-style-type: none"> ● What do you understand ‘long term career aspirations’ to mean? <ul style="list-style-type: none"> ● Can you explain how your HE experience has or hasn’t helped you progress? <p>J1_8: (CAPEMP) You said_____ in response to ‘enhance social and intellectual capabilities beyond employment’</p> <ul style="list-style-type: none"> ● What do you take ‘social and intellectual capabilities’ to mean? <ul style="list-style-type: none"> ● Would you answer differently if you separated out ‘social’ and ‘intellectual’, if so, why? <p>J1_9: (QUALLIFE) You said_____ in response to ‘enhance your quality of life generally’</p> <ul style="list-style-type: none"> ● Why did you give the answer that you did? <ul style="list-style-type: none"> ● Can you explain how your HE experience has or hasn’t helped you enhance your life generally? ● How is this similar or different to the other questions? Were you thinking about anything else specifically? 	
--	--

<p>J1_10: (OTHERIMP) You said _____ in response to ‘to what extent has your HE experience had an impact on you that hasn’t been previously specified?’</p> <ul style="list-style-type: none">● Why did you give the answer that you did?● IF TO A GREAT/SOME EXTENT: can you explain the other reasons, that aren’t listed previously?	
--	--

K Opt-in Question Bank: Overseas Students

<p>THIS SECTION HAS BEEN REMOVED FROM SURVEY</p>	
--	--

L Opt-in Question Bank: Research Students

<p>ASK ALL RESEARCH STUDENTS:</p> <ul style="list-style-type: none"> ● This section was intended to find out about why you chose the research degree that you did, and to determine any funding you received for your fees or maintenance. ● Overall, what did you think of these set of questions? How well did they achieve their aim? ● Was there anything you struggled to understand, or felt was missing? <p>L1: (MRSCHDEG) In response to the statement, ‘Thinking about the research degree you completed in (YYYY), what was the main reason you decided to undertake it?’ you said_____</p> <ul style="list-style-type: none"> ● Why did you choose the option you did as the MAIN reason? <ul style="list-style-type: none"> ● Probe on reasoning ● Was it hard to choose one? Why? <p>L2: (OTHRRSCHDEG) In response to the statement, ‘Thinking about the research degree you completed in (YYYY), what were the other reasons (excluding main reason) you decided to undertake it?’ you said_____</p> <ul style="list-style-type: none"> ● Why did you choose this/these option(s)? <ul style="list-style-type: none"> ● IF CHOSE ‘OTHER’: What is missing from the current list? <p>L3: (RSCHFUND) Statement L3 asked, ‘Did you receive any funding towards these research studies in terms of fees or maintenance, or were you self-funded?’</p> <ul style="list-style-type: none"> ● Did you encounter any difficulties in answering this question? If so, what caused trouble? <p>ASK IF RECEIVED FUNDING FOR FEES:</p> <p>L4: (OSFUNFEE) In response to the statement, ‘What was the main source of funding for your fees?’ you said_____</p> <ul style="list-style-type: none"> ● Why did you choose this option? <ul style="list-style-type: none"> ● Probe on reasoning 	<p><u>PROCESS NOTES:</u></p> <p><i>The purpose of this section is to ascertain motivations for studying a research degree, and any funding the participant has received towards fees and maintenance</i></p> <p><i>Testing participant engagement of comprehension, recall judgement and response</i></p> <p><i>Cognitive techniques: Probing, paraphrasing</i></p>
--	---

<ul style="list-style-type: none">● Did you have any trouble choosing just one? <p>L5: (MSFUNFEE) In response to the statement, ‘What were the other sources (excluding your MAIN source) of funding for your fees?’ you said _____</p> <ul style="list-style-type: none">● How easy/difficult was this to answer? Why? <p>ASK IF RECEIVED FUNDING FOR MAINTENANCE:</p> <p>L6: (MSFUNMAIN) In response to the statement, ‘What was the main source of funding for your maintenance?’ you said _____</p> <ul style="list-style-type: none">● Why did you choose this option?<ul style="list-style-type: none">● Probe on reasoning● Did you have any trouble choosing just one? <p>L7: (OSFUNMAIN) In response to the statement, ‘What were the other sources (excluding your MAIN source) of funding for your maintenance?’ you said _____</p> <ul style="list-style-type: none">● How easy/difficult was this to answer? Why?	
--	--

M Opt-in question bank: Research topic

<p>ASK ALL RESEARCH STUDENTS:</p> <ul style="list-style-type: none"> ● Overall, what did you think about these set of questions? <ul style="list-style-type: none"> ● Were there any you struggled to understand? ● Were there any that were more or less relevant than others? Why? ● What did you think of the phrase, ‘To what extent did your research topic require.....?’ <ul style="list-style-type: none"> ● What did the word ‘require’ mean to you? Did it imply that it was an essential part of your research? If so, did this have an impact on the answers you gave? ● What did you understand the phrase ‘research topic’ to mean? <ul style="list-style-type: none"> ● Is this the same or different to simply ‘research’? ● What did you think about the answering scale? <ul style="list-style-type: none"> ● Would there be a better way of answering these statements? <p><i>‘To what extent did your research topic require.....?’</i></p> <p>M1_1: (WRKOWN) You said your research topic required working on your own_____</p> <ul style="list-style-type: none"> ● Why did you give the answer that you did? <p>M1_2: (COLLSUBSAME) You said your research topic required collaborating with others in the same broad discipline or subject area as yours_____</p> <ul style="list-style-type: none"> ● What did you take ‘collaborating with others’ to mean? ● What did you take ‘same broad discipline or subject area’ to include? <p>M1_3: (COLLSUBDIFF) You said your research topic required collaborating with others in different disciplines or subject areas_____</p> <ul style="list-style-type: none"> ● What did you understand this question to be asking you about? ● How is it different to the previous statement? 	<p><u>PROCESS NOTES:</u></p> <p><i>The purpose of this section is to explore the experience of the participant’s research degree</i></p> <p>ANSWER CODES: A great extent, Some extent, Not at all, Don’t know</p> <p><i>Testing participant engagement of comprehension, recall, judgement and response</i></p> <p><i>Cognitive techniques: Probing, paraphrasing, ‘in your own words’</i></p>
--	---

M1_4: (KNOWSKILDEV) You said your research topic required development of knowledge and skills that cross other disciplines or subject areas as well as your own_____

- What was this question asking you about?
- What did you understand 'development of knowledge and skills' to include?

M1_5: (COLLOUT) You said your research topic required collaborating with others outside the higher education research community_____

- Why did you give the answer that you did?
- What sorts of people/organisations were you thinking about 'outside the higher education research community'?

M1_6: (PLCINTSHP) You said your research topic required work placement(s) or internship(s)_____

- What sorts of things were you thinking about here?
- Did you do a work placement and/or internship? Why / why wasn't it essential to your research topic?

M1_7: (INTLMOB) You said your research topic required periods of international mobility (working or studying in non-UK research teams)_____

- What did you take 'international mobility' to mean?
 - How could this be clearer?

N Job during census week – ASK IF EMPLOYED IN CENSUS WEEK

<p>ASK IF EMPLOYED IN CENSUS WEEK:</p> <ul style="list-style-type: none"> ● Overall, what did you think about these set of questions? <ul style="list-style-type: none"> ● Were there any you struggled to understand? ● Were there any that were more or less relevant than others? Why? ● The phrase asked you to think about how often you were doing something; how easy or difficult was it to recall? ● What did you think about the answering scale? <ul style="list-style-type: none"> ● Would there be a better way of answering these statements? <p><i>In the job you were doing in the census week, how often did you...?</i></p> <p>N1_1: (CONDRSCH) In response to ‘conduct research’ you said _____</p> <ul style="list-style-type: none"> ● Can you talk me through your answer here please? ● Were you thinking of ‘research’ related to your degree, or separate? Why? <p>N1_2: (RSCHFIND) In response to ‘interpret/critically evaluate research findings’ you said _____</p> <ul style="list-style-type: none"> ● Can you give me some examples of what this means? <p>N1_3: (KNOWBASE) In response to ‘draw on detailed knowledge on which your research degree was based’ you said _____</p> <ul style="list-style-type: none"> ● Why did you put this as answer? ● What does ‘research degree’ mean in this question? Did you interpret this any differently than simply ‘degree’? <p>N1_4: (DISKNOW) In response to ‘use general disciplinary knowledge’ you said _____</p> <ul style="list-style-type: none"> ● What does ‘general disciplinary knowledge’ mean to you? 	<p><u>PROCESS NOTES:</u></p> <p><i>ANSWER CODES: All the time, Most of the time, Occasionally, Hardly ever, Never, Don’t know</i></p> <p><i>INTERVIEWER NOTES: Be sure to probe any answers where participants answer ‘Don’t Know’. Is it due to not understanding the question, problems with recall, or another reason?</i></p> <p><i>Testing participant engagement of comprehension, recall, judgement and response</i></p> <p><i>Cognitive techniques: Probing, paraphrasing</i></p>
--	---

<ul style="list-style-type: none"> ● How is it different to other types of knowledge? E.g. like those gained through your degree? <p>N1_5: (RSCHSKILDEV) In response to ‘use the research skills developed as a research student’ you said _____</p> <ul style="list-style-type: none"> ● What were you thinking about when you read ‘research skills’? what skills come to mind? <p>N1_6: (GENSKILDEV) In response to ‘use the general skills developed as a research student’ you said _____</p> <ul style="list-style-type: none"> ● What were you thinking about when you read ‘general skills’? what do they include? ● Does the phrase ‘research student’ mean anything different here? <p>N1_7: (WRKAUTO) In response to ‘work autonomously’ you said _____</p> <ul style="list-style-type: none"> ● Can you talk me through your answer here? What does working autonomously mean to you? <p>N1_8: (WRKPART) In response to ‘work as part of a team’ you said _____</p> <ul style="list-style-type: none"> ● Can you talk me through your answer here? <p>N1_9: (WRKSUPER) In response to ‘work under close supervision’ you said _____</p> <ul style="list-style-type: none"> ● What did you understand ‘close supervision’ to mean? <ul style="list-style-type: none"> ● Have you got any examples? <p>N1_10: (SUPEROTHR) In response to ‘have the responsibility for supervising the work of others’ you said _____</p> <ul style="list-style-type: none"> ● Can you tell me what you were thinking about when answering this question? <ul style="list-style-type: none"> ● Are there different ‘levels’ of supervision? I.e. it being a formal part of your role, mentoring, being a manager, helping junior staff 	
---	--

O Opt-in question bank: PhD/Research degree experience

<p>ASK ALL RESEARCH STUDENTS</p> <ul style="list-style-type: none"> ● Overall, what did you think about these set of questions? <ul style="list-style-type: none"> ● Were there any you struggled to understand? ● Were there any that were more or less relevant than others? Why? ● What did you think about the answering scale? <ul style="list-style-type: none"> ● Would there be a better way of answering these statements? <p style="color: #76923c; font-style: italic;">To what extent has your PhD degree experience enabled you to...?</p> <p>O1_1: (RINVWRKPLC) In response to ‘be innovative in the workplace’ you said _____</p> <ul style="list-style-type: none"> ● What did you understand by the term ‘innovative’ here? <p>O1_2: (RDIFFWRKPLC) In response to ‘make a difference in the workplace’ you said _____</p> <ul style="list-style-type: none"> ● Can you tell me in what ways you would expect your PhD experience to help make a difference in the workplace? <p>O1_3: (RORGCULT) In response to ‘change organisational culture and/or working practices’ you said _____</p> <ul style="list-style-type: none"> ● What did you understand this question to be asking you about? ● What is ‘organisational culture’? and ‘working practices’? how are they similar/different to each other? <p>O1_4: (RINFLWRK) In response to ‘influence the work of others in the workplace’ you said _____</p> <ul style="list-style-type: none"> ● Can you tell me how you might expect your PhD experience to enable you to influence the work of others in the workplace? What sorts of things were you thinking about here? 	<p><u>PROCESS NOTES:</u></p> <p><i>ANSWER CODES: A great extent, Some extent, Not at all, Unemployed since finishing course, Don’t know</i></p> <p><i>Testing participant engagement of comprehension, judgement and response</i></p> <p><i>Cognitive techniques: probing, paraphrasing</i></p>
---	---

O1_5: (RACOPP) In response to 'access immediate or short-term job opportunities in your chosen career' you said_____

- Can you tell me how it has or hasn't enabled you to do this?

O1_6: (RCREDWRK) In response to 'enhance credibility or standing in the workplace' you said_____

- What did you think about here? How might your PhD experience enhance your credibility in the workplace?

O1_7: (RCARASP) In response to 'progress towards your long term career aspirations' you said_____

- What were you thinking about here? What are your long term career aspirations?

O1_8: (RCAPEMP) In response to 'enhance social and intellectual capabilities beyond employment' you said_____

- What did you understand this question to be asking you about?

O1_9: (RQUALLIFE) In response to 'enhance your quality of life generally' you said_____

- Finally, what did you make of this question?

P Opt-in question bank: Newly qualified teachers

<p>ASK ALL NEWLY QUALIFIED TEACHERS</p> <ul style="list-style-type: none"> ● Overall, how did you feel answering these questions? <ul style="list-style-type: none"> ● Were there any confusing? Anything unnecessary, or that you feel was missing? <p>P1: (EMPLDTEACH) In response to ‘were you employed as a teacher during the census week?’ you said _____</p> <ul style="list-style-type: none"> ● Were there any problems with this question? <p>ASK IF OBTAINED QUALIFICATION IN SCOTLAND:</p> <p>P2: (GTCSTIS) In response to ‘were you employed as a teacher through the GTC Scotland Teacher Induction Scheme?’ you said _____</p> <ul style="list-style-type: none"> ● Were there any problems with this question? <p>P3: (TEACHFUND) How clear was the question, ‘Were you teaching in a state-funded or non-state-funded school or college?’</p> <ul style="list-style-type: none"> ● IF ANSWERED DON’T KNOW: probe on reasons – do they not know, or not understand the question? <p>P4: (TEACHPHS) In response to, ‘Were you teaching at the primary or secondary phase, or in a college or other establishment?’ you said _____</p> <ul style="list-style-type: none"> ● Was straightforward for you to answer? Why / why not? <p>P5: (SEEKTEACH) You answered _____ to ‘If you were not employed as a teacher in during the census week or were on a temporary teaching contract, were you seeking a teaching post in the census week?’</p> <ul style="list-style-type: none"> ● Can you explain a bit about why you answered in this way? 	<p><u>PROCESS NOTES:</u></p> <p><i>Only ask to newly qualified teachers</i></p> <p><i>Testing participant engagement of comprehension, and judgement</i></p> <p><i>Cognitive techniques: Probing</i></p>
---	--

“

IFF Research illuminates the world for organisations businesses and individuals helping them to make better-informed decisions.”

Our Values:

1. Impartiality and independence:

IFF is a research-led organisation which believes in letting the evidence do the talking. We don't undertake projects with a preconception of what “the answer” is, and we don't hide from the truths that research reveals. We are independent, in the research we conduct, of political flavour or dogma. We are open-minded, imaginative and intellectually rigorous.

2. Being human first:

Whether employer or employee, client or collaborator, we are all humans first and foremost. Recognising this essential humanity is central to how we conduct our business, and how we lead our lives. We respect and accommodate each individual's way of thinking, working and communicating, mindful of the fact that each has their own story and means of telling it.

3. Making a difference:

At IFF, we want to make a difference to the clients we work with, and we work with clients who share our ambition for positive change. We expect all IFF staff to take personal responsibility for everything they do at work, which should always be the best they can deliver.



Chart House
16 Chart Street
London N1 6DD
Tel: +44(0)20 7250 3035
Website: iffresearch.com

Contact details: Jan Shury and David Vivian
jan.shury@iffresearch.com
david.vivian@iffresearch.com