

Longitudinal Destinations of Leavers from Higher Education 12/13

Technical Report

HESA

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1 Introduction

The Destinations of Leavers from Higher Education (DLHE) survey investigates the career patterns of Higher Education graduates. There are two stages to this, the *six month* survey and the *longitudinal* survey.

The *six month* survey asks all leavers what they are doing six months after they qualified from their HE course. It is carried out at an institutional level (rather than as a single centralised survey). The data collected by each Higher Education Provider (HEP) are then submitted to HESA. These data are used to prepare statistics about the destinations of qualifiers by HEP. Since the introduction of Key Information Sets¹ (KIS) in September 2012 the emphasis on these data has increased; universities and colleges are now required to provide standardised information for all their undergraduate courses. This information is published centrally on the Unistats website to aid prospective students in their choice of HE organisation.

The *longitudinal* survey, the second stage of the DLHE research, to which this technical report relates, is a follow-up survey that looks at the longer-term destinations of leavers up to three and a half years after they graduate. This survey has traditionally provided national context figures for the KIS, but is now equally focused on providing graduate employment outcomes at an institutional level. This new requirement of the data led to a change in the methodological approach, as discussed later.

The current longitudinal survey, conducted with the 2012/13 graduate cohort, is the sixth time the survey has been conducted. The first survey of this kind was conducted in 2006/07 with

those graduating from Higher Education in 2002/03.

All surveys have involved an online, postal and telephone element, although the order in which these methodologies have been employed has changed over time. Text messages have also been sent to a selection of graduates in recent surveys.

The survey initially evolved as a sample survey – i.e. it was designed to seek responses from a specific subset of graduates purposively sampled to include certain demographic groups. There was a modification to this approach from the second longitudinal survey onwards: as well as drawing a sample of those completing the early survey and attempting to contact these leavers via e-mail, telephone or post, all graduates *not* in the drawn sample but for whom an email address or (from the fourth survey onwards) mobile phone number was available were also invited to take part in the online element, thereby delivering a much larger cohort for little additional cost.

A revised sampling approach was employed in this, the sixth longitudinal, survey. Reflecting the objective of providing graduate employment outcomes at an institutional level, this new approach ensured the research captured more statistically robust data at an individual institution level.

The new method entailed a census of all graduates to begin with. Therefore all graduates were initially provided the opportunity of participating in the survey, by email, phone (if they had no email) or postal invite to the online survey (if they had no email or phone). After this first phase of surveying, we then reviewed responses and focussed resource at boosting responses in specific areas, either in terms of achieving a minimum number of interviews within each institution, or meeting certain

¹ The KIS draws data from a number of student / graduate surveys including satisfaction data drawn from the National Student Survey (NSS) and the *six*

month DLHE survey along with information provided by individual universities and colleges around items such as accommodation costs, tuition fees and learning hours.

requirements for particular sub-groups. In this second phase, graduates who had not yet completed were randomly sampled within each HEP, and were contacted by telephone.

This technical report aims to provide a full understanding and transparency of the mechanics involved in the survey. The report covers a number of different aspects:

- A summary of the sampling and fieldwork process (Chapter 2)
- A reflection on how the sampling process has changed since the 10/11 survey (Chapter 3)
- A review of the outcomes of the process of obtaining graduate details from HEPs (Chapter 4)
- An analysis of survey response and non response (Chapter 5)

- A summary of the questionnaire and changes since the 10/11 survey (Chapter 6)
- A description of the data coding and weighting (Chapter 7)
- A set of appendices containing the survey questionnaire, graduate invitations and a detailed breakdown of response rates and usability of contact details (Chapter 8)

This is expected to be the last survey of the Long DLHE series. After an extensive review, HESA have designed a new model for collecting information about what students from higher education do after graduating. This intends to expand on the existing questions contained within both DLHE surveys, and focusses on a different timeframe as well.²

² More details of the new survey model can be found here: <https://www.hesa.ac.uk/innovation/newdlhe>

2 Summary

A total of 370,435 graduates were eligible for the Longitudinal Destinations of Leavers from Higher Education (Long DLHE) survey having graduated in 2012/13. Contact details were secured for 312,715 graduates; the majority of graduates without contact details had explicitly opted out of the survey at the Early DLHE stage.

Across all methodologies, 107,380 graduates completed the survey. This accounts for 29% of the total Long DLHE population, and represents a response rate of 34% of contactable sample. This represented a considerable increase from the 2010/11 Long DLHE survey, when 81,650 interviews were achieved (24% of the total 10/11 population).

Split by methodology, 66,270 completed the online survey, and 41,110 completed by telephone. Survey fieldwork was conducted between November 2016 and May 2017.

Sampling strategy

For the 2012/13 Long DLHE survey there was a new requirement to maximise the statistical robustness of the data collected at an institutional level. Hence the sampling approach was revised from previous years, incorporating HEP targets as a primary focus, while ensuring that data remained representative of the UK population.

At the first stage of sampling ('Phase 1') a census was conducted among all graduates that had contact details. The vast majority of graduates received an email invitation to the online survey, but where graduates did not have an email address they were either contacted by telephone or sent a postal letter inviting them to the online survey.

When Phase 1 was complete, and all graduates had been contacted in this way (including reminder emails), disproportionate samples of graduates who had not yet completed were then re-drawn in order to try to reach the target

number of interviews for each HEP (which was predicated on their response level in 2010/11, a minimum response rate of 25% and a survey sample that generated a finite confidence interval within +/-5%).

This marked the start of Phase 2. Alongside requirements at an institutional level, certain demographic subgroups were also targeted at Phase 2, including ethnic minority graduates, Doctorate and Masters Research graduates, those who were unemployed 6 months after graduating and graduates domiciled or studying in Northern Ireland and Wales. In total 107,300 graduates were drawn for Phase 2 and these interviews were conducted by telephone.

Accessing contact details

In advance of the survey, IFF liaised with all 159 HEPs to obtain contact details (email addresses, phone numbers and postal addresses) for graduates eligible to participate in the Long DLHE survey.

A total of 50,510 graduates (14% of the population) opted out from the Longitudinal survey, an increase from 9% in 10/11, and opt out rates varied considerably by HEP.

Contact details were supplied for 312,715 graduates, 98% of the survey population (i.e. once opt outs were removed) and in line with the previous Long DLHE survey.

Reflecting the trend over the past few waves, the proportion of email addresses supplied by HEPs increased once more, and was in line with the proportion of telephone numbers for the first time (both 91%). This compared to 87% of graduates with an email address in 10/11 survey, 77% in 08/09, 60% in 06/07 and 36% in 04/05.

Methodology

The survey commenced on Monday 28th November 2016, and closed just over five months later, on Sunday 14th May 2017.

A total of 295,180 graduates were invited to the online survey, either through an email, SMS text message or postal letter. Only a small proportion (7%) of graduates with an email address did not receive the online invite owing to their email 'bouncing back' after delivery. Where they had a phone number these graduates were then selected to participate in the phone survey in Phase 1 (accounting for 12,175 graduates), to ensure they had a chance of participating in the survey.

Over one in five (22%) graduates invited to participate in the online survey completed, accounting for 66,270 responses. This was an increase from a 16% online response rate in the 10/11 survey. The majority of those completing online used a mobile device such as a smartphone (55%) or tablet (6%). This was the first Long DLHE survey where more graduates completed the online survey on a mobile device than on a desktop computer.

A total of 137,010 graduates were invited to participate in the survey by telephone. Of these 41,110 completed, returning a response rate of 30%, or 77% of 'completed contacts' (i.e. a base of those who completed or refused to participate). Around one in six (17%) graduates had telephone numbers that we found to be unusable. In contrast, 34,300 completed by telephone in 2010/11.

Combining methodologies, 107,380 graduates completed the survey, accounting for 29% of the total Long DLHE population, and representing a response rate of 34% of contactable sample. Findings can, at an overall level, be reported with a statistical error of $\pm 0.3\%$ (at the 95% confidence level, for findings of 50%).

For the majority of HEPs the number of survey responses achieved compared to the population means that we can report with a finite confidence interval within the $\pm 5\%$ threshold that we set as our target.

Questionnaire

The survey captures a snapshot of the activities that people who graduated during the 2012/13 academic year were engaged in on 28th November 2016.

Details were captured on graduates' employment, such as their job role and industry, the nature of their contract and salary, and how their degree helped them in their career. Those engaged in further study were asked where and what they were studying, what funding source they were using and their motivations for doing more training. Graduates were also asked more generally about their satisfaction with the course.

While the core survey retained consistency with the 10/11 survey there were some amendments. One new set of questions was introduced, around the graduates' feelings of wellbeing.

In addition, some questions, and the layout of the online survey, were adapted to improve their compatibility on mobile devices, which as we reported earlier were the most common platform for responding to the online survey.

Data coding and weighting

Chapter 7 contains information on the methods used to code verbatim responses, paying particular attention to classifying job title and business activity. It also documents the process of finalising the data file and the method used to weight responses such that they were representative of the Long DLHE population.

3 Sampling strategy

Change to strategy from 2010/11

The Longitudinal Destinations of Leavers from Higher Education (Long DLHE) survey seeks to track the destinations of students roughly 3.5 years after they completed their degree. Leavers who completed the Early DLHE survey – six months after completing their degree – were invited to take part in this follow-up survey, unless their Early DLHE record had not been entered by the graduate themselves, or they were non-EU overseas students.

Previous iterations of the Long DLHE survey sought to achieve responses from specific subsets of graduates and thus sampled according to various demographic profiles of graduates. In order to maximise the value of the survey, all graduates not included in the drawn sample were then invited to participate in the online survey, resulting in a much larger cohort. These groups were categorised as Sample 'A' and Sample 'B' respectively.

For the 2012/13 Long DLHE survey, there was a greater focus on generating data that were statistically robust at an institutional level. This therefore had ramifications for the sampling strategy, with the focus transferring away from particular demographic subgroups, towards HEP-based targets, while ensuring that data remained representative of the UK population. Despite the new focus on HEP level data, there was still a requirement to deliver robust findings within certain demographic groups as well. The sampling took a two-stage approach, as set out below.

Drawing the sample (Phase 1 and Phase 2)

Target numbers of interviews were drawn up for each HEP. These targets were based on a desired sample size that would deliver findings within a certain standard error. In this case we sought to achieve a standard error of +/-5% for findings of 50%. Where this target fell short of the number of interviews achieved in the

previous Long DLHE survey, the target was raised to the completed figure from that survey. While this meant that for most HEPs their target represented a relatively high proportion of their Long DLHE population, among some of the larger HEPs this was not always the case. Therefore an additional requirement was included, that ensured that a minimum response rate of 25% was achieved across each HEP.

At the first stage of sampling ('Phase 1'), a census was conducted with all graduates with a contact detail (from a Long DLHE population of 370,435 graduates): email invitations were sent to all of those for whom an email was available (292,480), those with no email but with a telephone number were contacted by phone (17,535), and those with only a postal address approached by post to take part in the online survey (2,700).

Once all mailouts had been conducted, samples of eligible graduates who had not yet completed were then re-drawn for follow-up in the second stage of sampling ('Phase 2'), using sampling fractions to try to achieve the target number of interviews within each HEP (for 2 HEPs this target had already been reached in Phase 1). For some HEPs this entailed conducting a census; for other cases where there were larger numbers of graduates, graduates were selected at random (i.e. on a 1 in 2.5 basis although this varied by HEP depending on the quality of telephone numbers as tested in Phase 1). Fieldwork for this second phase occurred solely over the phone.

Once graduates had been selected in this fashion, their demographic profile was reviewed. Where there were concerns about representation within certain groups, or where there was desire among survey stakeholders to maximise response, an additional sample of graduates was sampled that met these criteria. Such 'boosts' occurred among ethnic minority graduates, Doctorate and Masters Research graduates, those who were unemployed 6 months after graduating, graduates attending

Northern Ireland HEPs, and Welsh domicile graduates studying at HEPs in Wales.

In total 312,715 graduates were drawn for Phase 1 (i.e. all graduates with some form of contact detail), and 137,010 for Phase 2. Chapter 5 contains more detail on these figures.

4 Accessing contact details

This chapter reviews the process of collating sample (graduate contact details) from HEPs.

Process of acquiring contact details

HEPs were contacted by the IFF Research Project Team by e-mail and then through a series of follow-up telephone conversations, which were pursued until a database of graduate contacts (and opt out information) was successfully received at IFF's offices. The initial e-mail included reassurances as to the Data Protection implications of providing contact details, a template database indicating how the contact details would ideally be provided / formatted and a telephone number and reply e-mail address for the Project Team at IFF. All HEPs were given the name of a dedicated "handler" at IFF, who was their first point of contact.

A total of 159 HEPs¹ were approached to participate in Long DLHE 12/13 survey, all of which supplied contact information where possible. Before accepting the data, each file was checked thoroughly, and analysis conducted on the extent of details provided. Given the survey's revised objective to pursue HEP-level data, it was even more incumbent on each HEP to provide all contact details that they held.

Therefore the Project Team returned to HEPs where there were any instances of low levels of contact details (lower than 80% for each type of contact), and a relatively high or low proportion of opt outs (higher than 20%, or less than 5%) to determine if there had been an error, or – in the case of low contact details for example – whether there might be other available sources for these details. A handful of HEPs subsequently re-submitted their sample file.

Although a different sampling approach was adopted for the 12/13 survey (as discussed in Chapter 3), the process of obtaining graduates' contact details from HEPs remained unchanged from the 10/11 Longitudinal DLHE survey.

In total, postal addresses, email addresses, landline telephone numbers and mobile telephone numbers were sought for 370,435 graduates.

Opt out details

In the Early DLHE survey, graduates were provided the opportunity of opting out of the Longitudinal DLHE survey. Graduates could also choose to opt out of the survey at any point subsequent to the Early DLHE survey. A total of 50,510 graduates (14% of the population) opted out from the Longitudinal survey, an increase from 9% in 10/11.

¹ Due to the merging of certain institutions, we asked for data from the current 159 HEPs, but HEP sampling

targets and the response rates presented in this report are based on the 161 HEPs that existed at the time this 12/13 cohort graduated.

There was quite considerable variation in the proportion of opt outs recorded by institution, as Table 4.1 shows. Around three-quarters of HEPs (118 out of 159) had an opt out proportion lower than 20%, but a few had a significant proportion of graduates opting out of the survey. In these instances, the profile of graduates completing the Long DLHE survey is likely to deviate further from the population profile, although as Chapter 7 shows such deviation was accounted for in the weighting.

Table 4.1 Level of opt outs by HEP

Proportion of opt outs	Number of HEPs
50%+	2
40-49%	3
30-39%	11
25-29%	8
20-24%	17
15-19%	31
10-14%	25
5-9%	28
<5%	34
<i>Total number of opt outs</i>	<i>50,510</i>

Base: All HEPs (159)

Positively, opt outs were distributed fairly evenly across demographic subgroups, as shown by tables in Appendix E. There was little or no difference by gender and age, while by ethnicity, Black graduates were the least likely to opt out (10%). Higher opt out levels occurred

among graduates from Higher degree research courses (16%) and Other postgraduate courses (16%).

These opt outs resulted in a survey population of 319,675 graduates, representing 86% of the total 12/13 survey population. This starting sample figure provides the basis for the proportion of contact details given in this chapter.

Volume and proportion of contact details provided

As shown in 02 below, contact information was supplied for 312,715 of the 319,675 graduates in the 12/13 survey population. This amounts to 98% of the survey population, one percentage point higher than the proportion of contact information supplied for the 2010/11 graduate cohort (97%) and continuing the trend of improvement seen since the first Longitudinal DLHE conducted amongst the 02/03 graduate cohort.

Nearly all HEPs (156 out of 159) provided some form of contact detail for at least 80% of their graduates in the effective starting sample. Indeed, the majority of HEPs (127) provided contact details for all of their graduates in the effective starting sample. Only one HEP failed to supply contact details for at least 70% of their effective starting sample. 02 shows the number of providers supplying different proportions and types of contact information for the graduates eligible to take part in the 12/13 Longitudinal DLHE.

Table 4.2 Number of HEPs providing contact details of different types

Proportion of contact details provided	Any form of contact	Email address	Telephone number	Postal address
100%	127	29	38	102
95 to 99%	21	72	68	31
90 to 94%	4	25	12	13
80 to 89%	4	18	22	7
70 to 79%	2	6	12	2
60 to 69%	0	4	1	0
50 to 59%	1	2	4	2
40 to 49%	0	3	1	0
30 to 39%	0	0	0	1
20 to 29%	0	0	1	1
<20%	0	0	0	0
<i>Total Number of contacts</i>	<i>312,715</i>	<i>292,480</i>	<i>290,500</i>	<i>306,210</i>
<i>Proportion of effective starting sample (12/13)</i>	<i>98%</i>	<i>91%</i>	<i>91%</i>	<i>96%</i>
<i>Proportion of effective starting sample (10/11)</i>	<i>97%</i>	<i>87%</i>	<i>89%</i>	<i>95%</i>

Base: All HEPs (12/13: 159; 10/11: 158)

The proportion of emails supplied has increased over the course of the Longitudinal DLHE, rising from 87% in the 10/11 Longitudinal DLHE to 91% in the 12/13 survey. This compared with 77% in 08/09, 60% in 06/07 and 36% in 04/05. In 12/13 they were the second most common form of contact detail provided. Of the 159 HEPs, 101 (64%) provided an email address for at least 95% of their graduates in their survey population. This compares with just under half (46%) of HEPs in the 10/11 survey, and under three in ten (28%) in the 08/09 survey.

The proportion of telephone numbers supplied has also risen, from 89% in the 10/11 survey to 91%, and 106 of the 159 HEPs supplied phone numbers for at least 95% of their graduates.

As seen in previous iterations of the Longitudinal DLHE surveys, postal addresses were the most common form of contact detail provided and were supplied for 96% of graduates in the survey population.

Owing to the high proportion of contact details supplied, the usable sample of contactable graduates closely mirrored the initial survey sample in most respects. That is, there were no demographic sub-groups for whom we were markedly more or less able to gather contact details, and there was no marked skew in the usable sample. Most sub-groups of graduates were represented in similar proportions in the effective sample. At a HEP level however, sample representativeness was more skewed, either due to the quantity of opt outs, or the level of contact details supplied.

5 Survey response and non-response

This chapter starts by considering the overall response rate to the survey. It then distinguishes between the two core methodologies of the survey: online and telephone. In each of these subsections, the fieldwork process is summarised, the quality of contact details is considered and there is an assessment of response rates as well. We present response rates based on the mode of completion as opposed to by phase.

Overall response

Across all methodologies, and both phases of the research, 107,380 graduates completed the survey. This accounts for 29% of the total Long DLHE population, and represents a response rate of 34% of contactable sample.

The number of interviews achieved was considerably higher than previous iterations of the survey (the 10/11 Long DLHE survey achieved 81,650 interviews). This was in part due to the change in methodological approach, but also occurred due to a much improved response to the online survey. This year the online response rate rose from 16% in 10/11 to 22%, with 66,270 online interviews achieved in 12/13. Meanwhile 41,110 graduates completed by telephone.

Findings can, at an overall level, be reported with a statistical error of $\pm 0.3\%$ (at the 95% confidence level, for findings of 50%). This is a very high degree of statistical confidence; if the survey reports that 50% of all 2012/13 graduates share a characteristic or experience, the “real” value is 95% likely to lie between 49.7% and 50.3%.

It should be noted that for findings which are considerably above or below 50%, the statistical

error will reduce. By contrast, where reported findings relate to questions not asked of all of the sub-group (e.g. if one is looking at findings among all black graduates who were engaged in study, training or research on 28th November 2016) then the statistical error will increase – sometimes considerably.

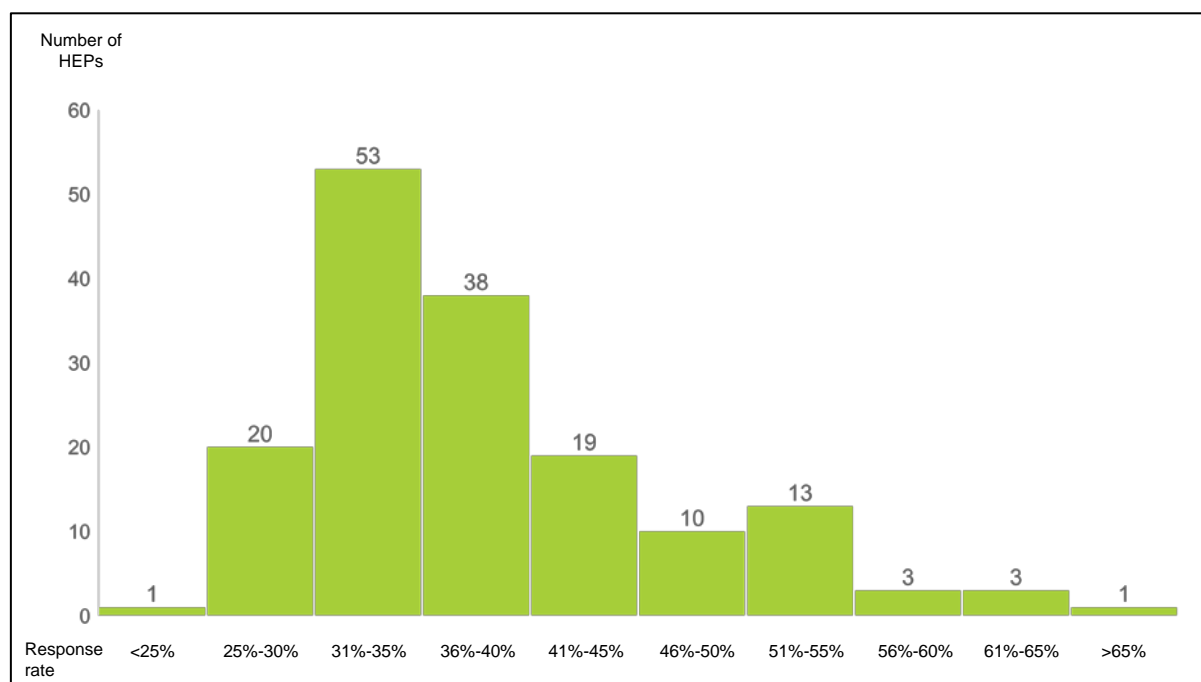
Tables in Appendix F show the confidence intervals with which findings can be reported by key survey sub-groups. These tables also show the variation in response rates by sub-groups. Response discussed in this chapter, and in the Appendix tables, is based on the contactable sample (i.e. all those given an opportunity to respond), rather than the starting sample (i.e. those that were selected for inclusion in the initial survey sample).

Response by HEP

The revised objectives for the survey required a robust set of data within each HEP. Key to reaching this objective was ensuring a healthy response rate by HEP.

The sampling for Phase 2 ensured that more sample was assigned within HEPs that had achieved a relatively low response rate in Phase 1, and thus there were few HEPs with low response rates once Phase 2 was complete. Nevertheless, there was a substantial spread of response rates by HEP, as Figure 5.1 illustrates.

Only one, relatively small, HEP failed to reach the 25% response rate target (achieving 22%), while the highest response rate was 70%. The majority of HEPs achieved a response rate of between 30% and 39% (94 out of 161), with a median of 36%. Figure 5.1 shows there was some skew at the higher end of response. Typically higher response rates were achieved by small, more specialised institutions.

Figure 5.1 Response rates by HEPs (grouped)

The approach to Phase 2 sampling meant graduates from certain HEPs were also targeted further, depending on their location. Graduates from HEPs based in Northern Ireland and Wales were thus more likely to be targeted at this stage. While this was reflected in a higher than average response rate within HEPs in Wales (39%), the response rate within HEPs in Northern Ireland was still relatively low (32%). Response rates in England and Scotland HEPs were in line with the average (34% and 35% respectively).

For the majority of HEPs (129 out of 161) the size of the achieved sample means that we are able to report with a confidence interval below the $\pm 5\%$ threshold. A further 23 achieved a confidence interval between $\pm 5\%$ and $\pm 10\%$, while the highest was $\pm 22\%$.

Response by demographic

Following historic trends in the Long DLHE survey, female graduates were slightly more likely to respond than male graduates (35% compared with 33%). Similarly, older graduates,

aged 51+, were once again far more likely to respond than average (42%).

Certain subgroups were targeted during Phase 2 sampling and this was reflected in high response rates among graduates in the following categories:

- Higher degree research: 48%
- Welsh domicile: 39%
- (Previously) unemployed: 39%

Black and minority ethnic graduates were slightly less likely to respond to the online survey. For this reason interviewing was more focussed on these graduates in Phase 2, and this ensured that overall response rates by ethnicity were fairly even (ranging from 34% to 36% across the five ethnic categories).

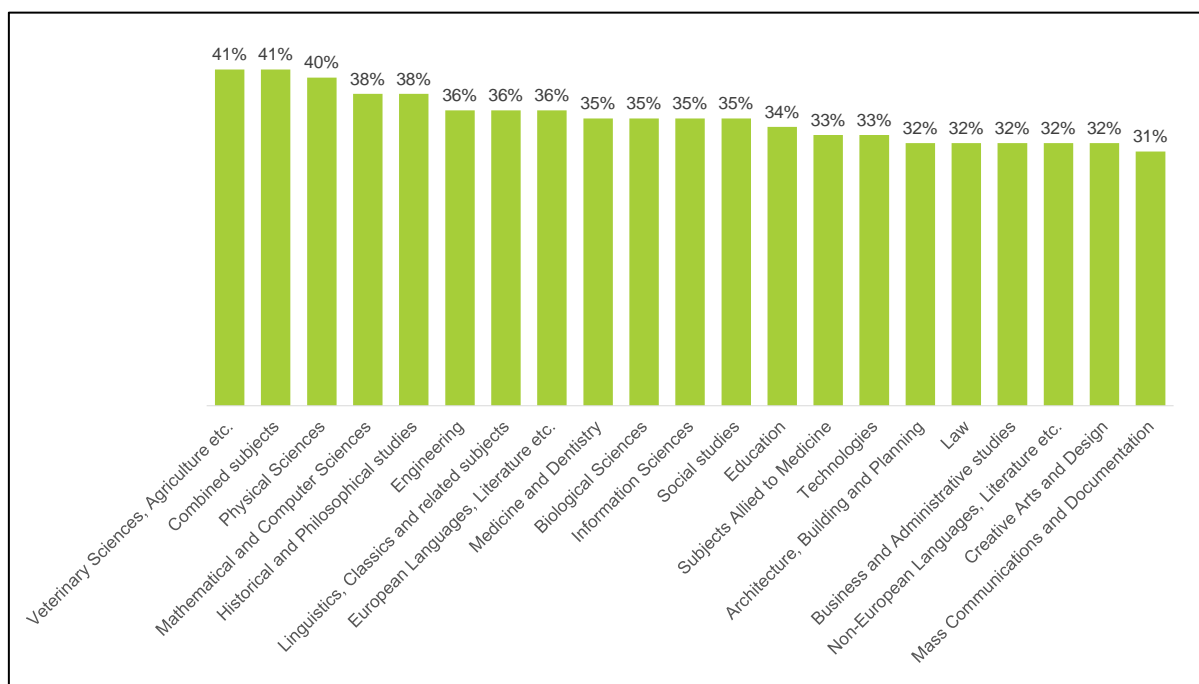
Slightly lower than average response rates were evident among Northern Ireland domiciled graduates (32%) as well as those on 'Other' undergraduate courses (28%).

Response by subject of study

In contrast to previous iterations of the Long DLHE survey response rates by subject of study were relatively similar, with a difference of 10 percentage points between the highest and lowest response rates, reflecting the fact that the sampling did not account for subject of study in 12/13. The highest response rates

occurred in Veterinary Sciences, Agriculture and related subjects (41%), Combined subjects (41%) and Physical Sciences (40%). Response rates were lowest among graduates who studied Mass Communications and Documentation (31%). The full range of response rates by subject of study is illustrated in Figure 5.2.

Figure 5.2 Response rates by subject of study



Response to the online survey

Graduates were invited to the survey through at most two of the following methods: email invite, SMS text invitation, and a postal letter. In total 295,180 graduates were invited to partake in the online survey, with 66,270 responses achieved (a response rate of 22%). We explore each methodology in turn, before discussing response rates to the online survey.

Email invitation

In Phase 1 all 292,480 graduates with an email address were directed to the online survey through an email invitation. This was sent on 30th November 2016. Over the following two months four reminder emails were then sent to

those who had not completed, prior to Phase 2 fieldwork commencing.

The invitations included a link to the dedicated survey website, and were individualised. This website comprised several pages explaining the background to the project, information on HESA and IFF Research and a page on data protection information which contained links to HESA's data protection policy and their registration on the Information Commissioner's website. A copy of the initial email forms Appendix B.

As in 10/11 institutional logos were included in the email invitations (where we were given HEP consent) and the name of the relevant HEP was

included in the subject line and sender name (again where consent was gained).

Prior to the invitations being sent all email addresses were 'cleaned', where possible. This was to correct for formatting errors (e.g. a missing '@' sign) or common typos (e.g. 'hotmail.con rather than hotmail.com).

As some graduates had more than one email address, a total of 339,020 emails were sent. Despite the initial cleaning process 33,855 email addresses were classified as undeliverable, either because the address was not known or because they were 'soft bounce backs' (where the email was successfully sent but a message was later received from the recipient's mail server saying that it could not be delivered for example because their inbox was full).

This represents 10% of all supplied email addresses, and maintains a recent trend of improved accuracy in email addresses supplied for the Long DLHE survey (50% for the 04/05 survey; 25% in 06/07; 12% in 08/09, 9% in 10/11).

While 10% of all emails went undelivered, due to the availability of multiple emails for some graduates, only 7% of graduates with an email address would not have received the email invitation to participate in the online survey. For the remainder of this report 'undeliverable rates' refer to the proportion of graduates with an email address who would not have seen any email inviting them to participate in the survey.

Tables in Appendix G outline undeliverable rates by a number of key demographics. In summary:

- As in previous years, emails for graduates from HEPs in Wales were slightly less accurate, although they were more in line with the average in this survey (10% undeliverable compared with 7% average). This compares with 4% of graduates in Northern Ireland, 7% in England and

8% in Scotland. Similar patterns occurred by country of domicile.

- Generally the trend by individual HEP was fairly consistent: for only four HEPs was the undeliverable rate greater than 20% (rising to 41% in the worst case).
- Consistent with previous Long DLHE surveys, there was little variation in email quality with respect to gender, age and ethnicity, although emails to 10% of graduates aged 51+ were undelivered.

SMS text invitation

Text message invites were also sent to 176,730 graduates who had a mobile phone number if they had not completed the survey after the second email reminder, on 19th December 2016. The text message contained an individualised link which logged the recipient straight into the online survey, as shown in Appendix C.

Postal letter invitation

The 2,700 graduates who had no email address and no telephone number were sent a letter. This contained a unique link to the online survey. No reminder letter was sent owing to the experience of diminishing returns from reminder letters in previous iterations of the Long DLHE survey.

A copy of the postal letter forms Appendix D.

Response levels

A total of 66,270 graduates completed the survey online. Of these, around six in ten (61%) used a mobile device to complete the survey, either a smartphone (55%) or a tablet (6%). This represented an increase from 44% in 2010/11 and 23% in 2008/09, highlighting a shift in the way graduates respond to the online survey. Chapter 6 contains information on how the questionnaire was adapted to meet this challenge.

With 66,270 interviews achieved from a starting online sample of 295,180 (including those with only a postal address) this represents an online response rate of 22%. While the Long DLHE methodologies have changed over time, this represents a considerable increase on online response rates from previous surveys (in 10/11 the online response rate was 16%, in 08/09 14%).

Response rates within HEP ranged from 8% to 48%, although the vast majority (152 out of 161) achieved an online response rate of at least 15%. They were typically lower among institutions in Northern Ireland (an average online response rate of 15%), which tended to supply institutional email addresses rather than personal email addresses.

Key variations in patterns of response included:

- Female graduates (24%) were more likely to complete than male graduates (21%);
- Graduates aged 51+ were most likely to respond (28%);
- White graduates (24%) were more likely to respond than Asian (16%) and Black (17%) graduates, and those from Other ethnic backgrounds (17%);
- Graduates domiciled in Northern Ireland were less likely to respond (15%) than graduates based elsewhere;
- Those graduating from a higher degree research (30%) or taught (26%) were much more likely to respond than graduates of other undergraduate (15%) and postgraduate (20%) degrees;
- Those who were unemployed six months after graduating were also less likely to respond (19%).

There was also some variation by subject of study. Graduates who completed a Physical Sciences degree (29%), European Languages, Literature and related subjects (28%) or Combined subjects (28%) were all more likely to respond to the online survey. Meanwhile, those who studied Creative Arts and Design (19%) or Architecture, Building and Planning (19%) were least likely to respond.

Appendix G details online response rates by subgroups of interest.

Response to the telephone survey

A total of 137,010 graduates were invited to participate in the survey by telephone. Of these 41,110 completed, returning a response rate of 30%, and 77% of all 'complete contacts' (i.e. a base of those who completed or refused to participate). In contrast, 34,300 graduates completed by telephone in 2010/11 (a response rate of 74% of all complete contacts).

Here we explore the methodological process, summarise the outcomes of each call, before outlining response rates by subgroups of interest.

Telephone Fieldwork

Telephone interviewing commenced on 28th November 2016. For Phase 1 only those with a telephone number but no email address were loaded into the CATI software. This accounted for 17,535 graduates; however, the 12,175 graduates whose emails were found to be unusable but who had a telephone number were then also loaded into telephone fieldwork, bringing the total figure to 29,710.

All Phase 2 fieldwork was conducted by phone, hence graduates sampled at this stage had to have a phone number. A total of 107,300 graduates were loaded into fieldwork during Phase 2. This period of fieldwork started on 25th January 2017 and ended on 14th May 2017.

Calls were generally made over the weekend or on weekday evenings between 5 and 9pm, but they were also timed to accommodate the various timezones of graduates now living abroad.

Outcomes of telephone survey

Table 5.1 shows the sample outcomes of all 137,010 records contacted during the telephone stage.

Table 5.1 Sample outcomes of telephone fieldwork

Outcome	Number	% of all telephone sample	% of all complete contacts
<i>Base</i>	<i>137,010</i>	<i>137,010</i>	<i>53,290</i>
Unusable	23,370	17%	
No final outcome achieved	60,350	44%	
Breakdown during Interview	1,690	1%	3%
Completed telephone interview	41,110	30%	77%
Completed online interview	1,010	1%	2%
Refusal	9,480	7%	18%

For 60,350 respondents, no final outcome was achieved (44%); in these instances typically we had either not managed to reach the graduate despite the phone number being usable, or we had spoken to them and, while they had not explicitly refused to participate, they had not completed the survey either. Only a small minority (7%) refused to take part in the survey, while 1% terminated the interview before reaching the end.

A total of 23,370 records proved to be unusable (i.e. telephone numbers were unobtainable, or forwarding contact details were not available). This represents one sixth of the total number of graduates available at the start of telephone fieldwork (17%) and compared with 25% from the 10/11 survey.

As ever there was some disparity by HEP with regards the quality of telephone numbers, although the highest unusable proportion was only 35%. For the vast majority (144 out of 161) of HEPs the proportion of graduates with an unusable telephone number was less than 25%.

Tables in Appendix H detail the quality of telephone contact details by key sample demographics and key differences are noted below:

- By age graduates aged 26-30 and 31-40 (both 19%) were the most likely to have unusable telephone numbers, while only 12% of those aged 51+ had an unusable number;
- By type of degree, unusable phone numbers were most common among graduates on higher degree research courses (22%);
- By subject of study the unusable proportion was highest among graduates who had studied Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects (23%).

Response levels

A total of 41,110 graduates completed the telephone survey. With 53,290 either completing the telephone survey or explicitly refusing to participate, this represents a response rate of all complete contacts of 77%, and a response rate of 30% of all telephone sample.

By institution the telephone response rate ranged from 15% to 47%, with 148 out of 161 achieving a response rate of at least 25%.

HEPs in Scotland typically returned a higher than average response rate (33%).

The telephone response rate by demographic subgroups rarely deviated from the average, although where there were differences these typically followed a similar pattern as experienced on the online survey.

Those groups with a higher than average telephone response rate included graduates aged 51+ (37%) and those studying Higher degree research (34%), while response rates were slightly lower among black graduates and those from other ethnic backgrounds (both 27%).

By subject studied, the telephone response rate ranged from 26% to 34%; lowest was among graduates studying Mass Communications and Documentation (26%) and the highest among those studying Combined subjects (34%).

Appendix H contains telephone response rates by subgroups of interest.

6 Questionnaire

The Long DLHE questionnaire has always focussed on the longer-term outcomes of graduates 3 ½ years after graduating. This chapter documents survey coverage before exploring how the survey has changed since 2010/11.

The full questionnaire is shown in Appendix A.

Survey coverage

The survey captures a snapshot of the activities that people who graduated during the 2012/13 academic year were engaged in on 28th November 2016.

Where graduates were in employment, the following data were collected:

- When first obtained the particular job;
- Employer's name, and location of employment;
- Job role / title and industry working in;
- Terms and conditions of contract / salary;
- Size of employing organisation;
- Role of qualification(s) in gaining employment;
- Motivations for taking the job; and.
- How first found out about position

For those engaged in study, training or research, the following data were also captured:

- When first started the course of study, training or research;
- Name and type of HEP;
- Qualification aim and subject;

- Nature of study (full vs. part-time, by research or teaching, length of course);
- Funding source; and
- Motivations for undertaking further study.

The interview also gained details of other qualifications that these graduates had obtained since 2012/13. The final main section explored how graduates thought their course had benefited them, and whether they considered it good value for money.

Changes to the survey since 10/11

One key change for the 12/13 survey was the introduction of a set of questions relating to graduates' wellbeing (**Q55a**). These questions were asked of all graduates studying in England, Northern Ireland and Wales. Specifically the questions asked the extent to which graduates:

- Were satisfied with their life nowadays;
- That the things they do in their life are worthwhile;
- Felt happy; and
- Felt anxious.

Across the four statements only between 1% and 2% of all graduates either refused to answer, or selected 'Don't know', suggesting that most felt comfortable answering these questions.

The re-contact section (**Q55-59**) was also updated, with a view to condensing the time taken to answer them, while maintaining the high proportions of graduates in previous years agreeing for their details to be shared with their HEP, or survey partners. Close to three-quarters of graduates said they were happy for their contact details and, separately, their data linked to their name, to be passed back to their

HEP, in line with figures from 10/11. Furthermore, 54% said they were happy for their contact details to be used more widely, by stakeholders involved in the Long DLHE. This represented an increase of 7 percentage points from 10/11.

In addition, a question asking whether graduates were working for the NHS was removed.

Survey layout

As the sixth iteration in the survey series, the Long DLHE questionnaire is a well-established survey instrument. However this period of time has witnessed a shift in the method by which graduates respond to the survey.

Over the last few iterations of the survey, the number of graduates responding to the online survey has considerably increased – from 38,600 in 08/09 to 47,345 in 10/11 and up to 66,270 this year. Additionally, greater numbers have been using mobile devices, such as smartphones and tablets, to complete the online survey. In the 10/11 survey, 44% who completed the online survey did so using a mobile device (11% tablet, 34% smartphone). This nearly doubled the proportion using a mobile device in the 08/09 survey (23%). For Long DLHE 12/13 survey 61% of those who completed the online survey used a mobile device (6% tablet and 55% smartphone).

Hence the questionnaire was reviewed prior to fieldwork to ensure that the online survey was suitable for completion on small devices. This not only entailed a review of the question wording and answer options, but also the layout of the online survey and its functionality.

In this vein, a number of small tweaks were made to improve the survey's compatibility on small devices, addressing aspects such as colour, white space, font size etc. Where possible, certain questions and instruction texts were simplified, thus making the layout more compact. In some cases this entailed a different type of functionality depending on the device used. For example, questions that appeared in grid format on a desktop computer were altered to appear as descending radio buttons on a mobile phone.

Positively, of those starting the online survey there was not much difference between the proportion using a mobile device who quit the survey before completion (21%) and those who quit while using a desktop computer (16%).

7 Data coding and weighting

Data coding

After survey responses were collated verbatim responses were coded to official classifications (in the case of industry, occupation and/or education data) and/or to code frames developed by IFF to classify responses to some of the more open survey questions (e.g. activities engaged in on 28th November).

As with the previous wave of the survey, the “triangulation” method was used for the approach to coding Standard Industrial Classification (SIC) and Standard Occupational Classification (SOC) descriptions. This involved looking at the employer name, description of employer’s business activity and job title and role alongside one another allowing for a more complete picture when coding SIC and SOC.

Responses were also grouped together thematically to ensure that verbatim was coded efficiently and into peer group (e.g. research students) as a way of maximising the data available.

In line with changes made for the 2012/13 graduate cohort for the Early DLHE survey, this year saw subject areas coded to an updated classification system, namely the Joint Academic Coding System (JACS) V3.

Building the data files

In advance of building the final data file IFF provided a test delivery of coded and edited data in February 2017. This enabled HESA to test the data upload process and the checking procedures that would be carried out on the final dataset. Part of this process involved the production of a technical specification which detailed the following:

- Field names, types and widths;
- Valid field values and labels; and

- Information on the data validation process.

The final phase of producing a data file was to quality control / logic check the combined data file, making amends to correct for one-off and systematic errors in responses.

Weighting

The probability of being sampled via at least one mode of communication (Email, Phone or Post) was 1 for all members of the universe, with the exception of the 16% of graduates without any contact details. The main weighting model was applied to the contactable universe, and therefore the sampling weight was dropped out of the model and was assumed constant. A balancing weight was applied to ensure that the final weight reflected the profile of HEPs for the whole universe, including those not contactable.

The main weighting model was therefore correcting for different rates of response to the survey given that all in the contactable universe were sampled. The existence of a large number of profiling variables for the Long DLHE sampling frame meant that an approach was needed which took into account as many of these variables as possible:

- HEP (Banded)
- HEP Location
- Gender
- Ethnicity
- Domicile
- Age Band
- Disability
- Polar3
- Subject of Study
- Type of course

- Class of First Degree
- Mode of Study
- DLHE Activity
- Mode of completing Early DLHE
- Contactable by Phone, Email and/or Post

In the case of this mixed mode survey, the response probability was as much a function of the mode of contact, modal combination and number of follow-ups by mode as it was of a graduate's overall tendency to take part when the opportunity arose. As these were all perfect functions of their available mode of contact, it was important to include available mode of contact in the weighting model, along with mode of completion for the Early DLHE survey and other demographic and profiling variables. Thus graduates were classified according to the types of contacts we were supplied (e.g. Email/Phone).

In the case of people contactable by Email/Phone and Post/Email/Phone, all were emailed, but only a random sample were followed-up by phone. We could assume that the probability of phone follow-up was constant for these groups (given the random nature of selection for follow-up) and therefore did not need to split this group further in the model.

Rim weighting was ruled out on the basis that we would only be able to weight to relatively small and arbitrary subset of these variables, which was not guaranteed to correct for any non-response patterns. Target cell weighting was ruled out on the basis that combining more than a very small number of weighting variables would lead to too sparse a weighting matrix, even with the large sample available. Cell weighting can also lead to extreme weights, but the impracticality of working with such a large number of variables ruled it out.

In order to work with as many of the available profiling variables as possible a Regression Weighting approach was adopted. Each case on the sampling frame was flagged as "complete" or "incomplete" where a complete flag represented a Long DLHE responder and incomplete flag a Long DLHE non-responder. A logistic regression model was built to predict and score the probability of completing the survey for each case, conditional on its predictor profile.

The probability of completion was then inverted to create a non-response weight for those cases completing the survey. A final balancing step was proposed to ensure that the proportion in each of the 161 HEPs was proportional to that in the entire population, incorporating non-contactables. The approach to weighting ensured there was no need to generate HEP-specific weights for running institutional level data, as has been done on previous iterations of the survey.

8 Appendices

Appendix A – DLHE Longitudinal 12/13 questionnaire

Section A: What were you doing on 28 November 2016?

I would like to start by asking a few questions about what you were doing on 28 November 2016.

ASK ALL

Q1 On 28 November 2016 were you...?

ADD AS NECESSARY: If you were on maternity or paternity leave but were still on the payroll of your employer please count this as both employed and doing something else

READ OUT. MULTICODE.

Employed, either full-time or part-time (including self-employed, freelance, voluntary work or other unpaid work)	1	NB: DO NOT ALLOW BOTH CODE 1 AND 2 TO BE SELECTED
Unemployed and looking for work	2	
Engaged in study, training or registered as a research student	3	
Developing a professional portfolio or creative practice with a view to starting a business / becoming freelance	4	
Doing something else (e.g. retired, travelling, maternity leave). Please type in below	5	



ASK IF MORE THAN ONE RESPONSE SELECTED AT Q1

IF JUST ONE RESPONSE SELECTED AT Q1 AUTOMATICALLY CODE THIS TO Q2 AND GO TO ROUTING BEFORE Q3

Q2 Which one of these do you regard as your MAIN activity?

PROMPT AS NECESSARY. SINGLE CODE.

Employed, whether full-time or part-time (including self-employed, freelance, voluntary work or other unpaid work)	1	SCRIPT TO SHOW OPTIONS SELECTED AT Q1
Unemployed and looking for work	2	
Engaged in study, training or registered as a research student	3	
Developing a professional portfolio or creative practice with a view to starting a business / becoming freelance	4	
[TEXT SUBSTITUTION: OTHER ACTIVITY FROM Q1/5]	5	

IF EMPLOYED ON 28 November 2016 (Q1=1): ASK SECTION B

Section B: Your employment on 28 November 2016

ASK ALL EMPLOYED (Q1=1)

Q3 Were you working in more than one job on 28 November 2016?

Please include all work, including any work which was part-time, self-employed, freelance, voluntary or unpaid.

Yes	1	GO TO Q4
No	2	GO TO Q5

ASK ALL WITH MORE THAN ONE JOB (Q3=1)

Q4 How many jobs did you have on 28 November 2016? Please include all work, including any work which was part-time, self-employed, freelance, voluntary or unpaid.

WRITE IN

ASK IF WORKING MORE THAN 5 JOBS AT Q4=1

Q4CHK Can we just check, you had <INSERT NUMBER OF JOBS AT Q4> on 28 November 2016?

Yes	1
No - IF NO, GO BACK TO ASK Q4 AGAIN	2

[TEXT SUBSTITUTION: ALL WITH MORE THAN ONE JOB (Q3=1) **The next few questions are about the job you regarded as your MAIN job on 28 November 2016.**]

[TEXT SUBSTITUTION: ALL WITH ONE JOB (Q3=2) **The next few questions are about the job you had on 28 November 2016.**]

Q5 When did you start this job?

INTERVIEWER NOTE: If working through an employment agency, we need the time they started at the placement organisation, NOT at the agency

Month

January	1
February	2
March	3
April	4
May	5
June	6
July	7
August	8
September	9
October	10
November	11
December	12
Can't remember	13

Year

Before 2012	1
2012	2
2013	3
2014	4
2015	5
2016	6
Can't remember	7

Q6 ASK ALL EMPLOYED ON 28 November 2016 (Q1=1)
And were you...?

READ OUT. SINGLE CODE.

Employed full-time	1
Employed part-time	2
Self-employed or freelance	3
Doing voluntary work / other unpaid work (including internships)	4

Q7 ASK ALL EMPLOYED ON 28 November 2016 (Q1=1)
What is the name of the organisation you were working for [TEXT SUB IF SELF EMPLOYED / FREELANCE Q6=3: or running] on 28 November 2016?

ADD IF NECESSARY: *The data you provide for the following questions will be used for classification purposes only, and no contact will be made with your employer*

INTERVIEWER NOTE: If working through an employment agency, we need the time they started at the placement organisation, NOT at the agency

WRITE IN

ALLOW REFUSED

Q8 [ALL IN WORK EXCEPT SELF EMPLOYED (Q1=1 Q6≠3): **What does the organisation you were working for mainly do?**] [ALL SELF EMPLOYED (Q6=3): **What does this organisation mainly do?**]

- What exactly is made or done at this establishment?
- Please consider what you might type into a search engine to find an organisation like yours online

TO BE CODED TO 4 DIGIT SIC.
 PROBE FULLY.

WRITE IN

Q9 **Where was your place of work?**

ADD IF NECESSARY: *If it varies, please select the country you consider to be your main place of work. This might be where you spend most of your time.*

READ OUT. SINGLE CODE.

England	1	Go to Q10
Scotland	2	Go to Q10
Wales	3	Go to Q10
Northern Ireland	4	Go to Q10
Outside the United Kingdom (please select a country from the next screen)	5	Go to Q11



--	--	--

IF PLACE OF WORK BASED IN UK (Q9/1-4)
Q10 **What was the postcode for your place of work?**

ALLOW DON'T KNOW

IF INVALID OR PARTIAL POSTCODE
What was the town, city or area in which you worked?

WRITE IN.

INTERVIEWER INSTRUCTION: PLEASE DO NOT RECORD COUNTIES. IF LONDON PLEASE GIVE THE LOCAL AREA E.G. HOLBORN.

Town / City / Area

ALLOW DON'T KNOW

ASK ALL EMPLOYED ON 28 November 2016 (Q1=1)
Q11 **What was your job title on 28 November 2016?**

INTERVIEWER INSTRUCTION: Probe for full details, for example, rather than "supervisor", specify "customer service supervisor in a bank"

Q11a **And please could you briefly describe your main duties or responsibilities? What did you mainly do in your job?**

INTERVIEWER INSTRUCTION: Probe for a line of detail

- Are they supervising anyone?
- If in sales, what are they selling? If in design, what are they designing?

WRITE IN. TO BE CODED TO 5 DIGIT SOC.

- Q12 Which of the following best describes the basis on which you were employed by [TEXT SUBSTITUTION: ORGANISATION NAME AT Q7] on 28 November 2016?

READ OUT. SINGLE CODE.

On a permanent or 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
Setting up or managing your own business	5
Self-employed/freelance	4
Temporarily, through an agency	6
Temporarily, other than through an agency	7
Employed on another basis	8
Don't know	x

- Q13 APPROXIMATELY how many people work in the entire organisation (including all branches, departments, etc.)?

READ OUT. SINGLE CODE.

1 to 49	1
50 to 249	2
250 or more	3
Don't know	4

- ASK ALL EXCEPT THOSE WHO WERE DOING VOLUNTARY/UNPAID WORK (Q6=1-3)
Q14 [TEXT SUBSTITUTION ALL EXCEPT THOSE SELF EMPLOYED OR FREELANCE (Q6=1-2 AND (Q12=1-3 OR 6-8 OR X)): What was your approximate gross pay before tax? Please just state basic pay; do not include bonuses or benefits in kind./ IF SELF EMPLOYED OR FREELANCE (Q6=3 OR Q12=4-5): Please indicate the amount of money that you paid yourself out of the business. Please just state basic pay; do not include bonuses or benefits in kind.]

DS: ALLOW BLANKS FOR THOSE UNWILLING TO ANSWER

Salary

And what currency does that figure refer to?

Pounds sterling	1
Other (please type in)	2

↓

What payment period does that refer to?

Annually	1
Monthly	2
Weekly	3
Hourly	4
Other (please type in)	5

↓

ASK ALL PAID HOURLY (Q14 PERIOD=4)
 Q15 **Typically, how many hours a week were you paid to work in that job?**

CATI CHECK: IF HOURS \geq 40

Can I just check that you worked [TEXT SUBSTITUTION: NUMBER OF HOURS AT Q15] **hours per week in this job on average?**

Yes	1
No - IF NO, GO BACK TO ASK Q15 AGAIN	2

ASK ALL EMPLOYED ON 28 NOVEMBER (Q1=1)
 Q16 **As far as you are aware, how important were the following factors to** [TEXT SUBSTITUTION: ORGANISATION NAME AT Q7] [TEXT SUBSTITUTION IF Q7=REFUSED: the company you were working for on 28th November 2016] **when you gained this employment?**

	Formal requirement	Important	Not very important but helped	Not important	Don't know
The subject you studied	1	2	3	4	5
The type of qualification you obtained in 2012/2013 (e.g. BA, MSc, PhD, etc)	1	2	3	4	5
The class or grade of the qualification you obtained	1	2	3	4	5
Evidence of skills and competencies	1	2	3	4	5

Q17 And how important were the following factors?

<i>READ OUT</i>	Formal requirement	Important	Not very important but helped	Not important	Don't know	Did not do any work experience or placement as part of your qualification
Any work experience or work placement that was part of the qualification you obtained in 2012/2013	1	2	3	4	5	6
	Formal requirement	Important	Not very important but helped	Not important	Don't know	Did not obtain any further qualifications
Any qualifications that you have obtained after the one you got in 2012/2013	1	2	3	4	5	6
	Formal requirement	Important	Not very important but helped	Not important	Don't know	Did not have any previous (relevant) work experience
Relevant work experience from previous employment	1	2	3	4	5	6

- Q18 [TEXT SUBSTITUTION ALL EXCEPT THOSE SELF EMPLOYED OR FREELANCE (Q6=1-2 OR 4 AND (Q12=1-3 OR 6-8 OR X)): **Why did you decide to take the job at [TEXT SUBSTITUTION: ORGANISATION NAME AT Q7]?]** [IF SELF EMPLOYED (Q6=3 AND (Q12=1-3 OR Q12=6-8 OR X)) OR (Q12=4): **Why did you decide to become self-employed?]** [IF SETTING UP OWN BUSINESS (Q12=5) **Why did you decide to set up or manage your own business?]**

MULTI CODE. READ OUT.

It fitted into my career plan / it was exactly the type of work I wanted	1
ASK TO ALL EXCEPT SELF-EMPLOYED / FREELANCE OR SETTING UP OWN BUSINESS (Q6=1-2 OR 4 AND (Q12=1-3 OR 6-8 OR X)) It was the best job offer I received / only job offer I received	2
ASK TO ALL EXCEPT SELF-EMPLOYED / FREELANCE OR SETTING UP OWN BUSINESS (Q6=1-2 OR 4 AND (Q12=1-3 OR 6-8 OR X)) It was an opportunity to progress in the organisation	3
To gain experience in order to get the type of job I really want	4
To see if I would like the type of work it involved	5
To broaden my experience / to develop general skills	6
DO NOT SHOW IF Q6=4: In order to pay off debts	7
DO NOT SHOW IF Q6=4: In order to earn a living	8
Other	9
Don't know / can't remember	X

- Q19 **How did you first find out about this job?**

SINGLE CODE. PROMPT AS NECESSARY.

Own institution's career service / website	1
Other careers service/or its website	2
Employer's website	3
Newspaper/magazine advertisement/or its website	4
High street recruitment agency	5
Online / web-based recruitment agency	6
Already/previously worked for the organisation	7
Professional, work or educational contacts or networks	8
Personal contacts, including family, friends and social networks	9
Speculative approach to employer	10
Other	11
Don't know / can't remember	X
IF SELF EMPLOYED OR OWN BUSINESS (Q12/4 OR 5): Not applicable	12

ASK IF HAVE MORE THAN ONE JOB (Q3=1) OR IF DEVELOPING A BUSINESS OR PORTFOLIO ALONGSIDE WORK (Q1=1 AND 4)

Q20 **You said earlier that you [TEXT SUB IF MORE THAN ONE JOB (Q3/1) had more than one job on 28 November 2016 / TEXT SUB IF DEVELOPING BUSINESS OR PORTFOLIO ALONGSIDE WORK (Q1=1 AND 4) were developing a business or portfolio alongside work on 28 November 2016). To what extent is it because....**

READ OUT. SINGLE CODE.

	A great extent	Some extent	Not at all	Not relevant	Don't Know
I am unable to secure any full-time position	1	2	3	X	X
Combining two or more jobs is the only way to get sufficient full-time equivalent work in my preferred type of employment	1	2	3	X	X
At least one of my work roles or activities is allowing me to develop the skills and/or contacts necessary to move into the type of work I really want	1	2	3	X	X
I like the variety	1	2	3	X	X
My preferred work is on a freelance basis so I need other paid work as well	1	2	3	X	X
It gives me time to maintain a balance between work and my personal or family commitments	1	2	3	X	X
To supplement my income	1	2	3	X	X

IF ENGAGED IN STUDY OR TRAINING ON 28 November 2016 (Q1=3), ASK SECTION C

Section C: Your study, training or research on 28 November 2016

The next few questions are about the study, training or research you were engaged in on 28 November 2016?

Q21 When did you start the course of study, training or research you were engaged in on 28 November 2016?

Month

January	1
February	2
March	3
April	4
May	5
June	6
July	7
August	8
September	9
October	10
November	11
December	12
Can't remember	X

Year

Before 2012	1
2012	2
2013	3
2014	4
2015	5
2016	6
Can't remember	X

Q22 Were you studying full-time or part-time?

SINGLE CODE.

Full-time	1
Part-time	2

Q23 What is the name of the institution or organisation at which you were registered?

WRITE IN

Q24 What type of organisation was this? Was it a...?

READ OUT. SINGLE CODE.

University or Higher Education Institution	1
College of Further Education	2
Private training company	3
Other (type in below)	4

PLEASE TYPE IN TYPE OF ORGANISATION

Q25 Which of the following best describes the type of qualification you were aiming for?

READ OUT SINGLE CODE.

Higher degree mainly by research (PhD, DPhil, MPhil)	1
Higher degree, mainly by taught course (MA, MSc)	2
Postgraduate diploma or certificate (incl. PGCE)	3
First degree (BA, BSc, MEng)	4
Professional qualification (e.g. Chartered Accountancy, Chartered Institute of Marketing)	5
Other diploma or certificate	6
Other qualification (please type in below)	7

↓

Not aiming for a qualification	8
Don't know	x

Q26 What subject area were you studying, training or researching?

PROBE AS NECESSARY: for example: if history ask which period/country/topic covered
WRITE IN. PROBE FULLY.

Q28 Which ONE of these do you consider to be your MAIN source of funding for this course of study, training or research?

READ OUT. SINGLE CODE.

Grant/Award (e.g. Research Council Studentship/Bursary)	1
My employer provided financial support	2
Self-funded e.g. savings/loan/income	3
Other funding	4
Don't know	x

Q29 IF WORKING AND STUDYING ON 28 November 2016 (Q1=1&3) Did your employer provide you with any of the following in order to help you with the course of study, training or research that you were pursuing on 28 November 2016?

READ OUT. MULTI CODE.

Paid study leave	1
Training related to my course	2
Mentoring	3
Provision of materials to help with study	4
More flexible or reduced working hours to accommodate study	5
Other (Please type in below)	6



None of the above	7

Q30 IF ENGAGED IN STUDY OR TRAINING ON 28 November 2016 (Q1=3)
Why did you decide to undertake the further study, training or research?

READ OUT. MULTI CODE.

Because it was a requirement of my employment on 28 November 2016 that I did	1
To develop a broader or more specialist range of skills or knowledge	2
To change or improve my career options	3
Because I was interested in the content of the course	4
Because I had enjoyed my first course and wanted to continue studying	5
I wanted to go on being a student/I wanted to postpone job hunting	6
I had been unable to find a suitable job	7
Other	8
Don't know	x

Section D: What else have you been doing since finishing your course in 2012/13?

ASK ALL

I'd now like to find out a bit more about what you have been doing since completing your [TEXT SUBSTITUTION: qualification from sample] course at [TEXT SUBSTITUTION: HEI from sample] in 2012/13.

ASK IF EMPLOYED ON 28 November 2016 AND IN ONE JOB (Q3/2)
Q31 Apart from the job that you have already told us about, have you had any other jobs between graduating and 28 November 2016?

ADD AS NECESSARY: If you have changed jobs within an organisation, or were promoted, please count these as SEPARATE jobs.

ASK IF EMPLOYED ON 28 November 2016 AND IN MORE THAN ONE JOB (Q3/1)
You've already told us that you had [INSERT NUMBER OF JOBS FROM Q4] on 28 November 2016. Apart from these have you had any other jobs between graduating and 28 November 2016?

ASK IF NOT EMPLOYED 28 November 2016 (Q1 NOT 1)
Have you had any jobs between graduating and 28 November 2016?

Please include any part-time, self-employed, freelance, voluntary or other unpaid work that you have had.

ADD AS NECESSARY: If you have undertaken consecutive periods of employment through one or more temping agencies please count this as ONE job

Yes	1	ASK Q32
No	2	GO TO Q33
Don't know	3	

ASK ALL WHO HAVE HAD ANY JOBS SINCE GRADUATING (Q31=1)
Q32 How many [IF Q1=1 other] jobs have you had between graduating and 28 November 2016?

Please include any part-time, self-employed, freelance, voluntary or other unpaid work that you have had.

ADD AS NECESSARY: If you have changed jobs within an organisation, or were promoted, please count these as SEPARATE jobs.

ADD AS NECESSARY: If you have undertaken consecutive periods of employment through one or more temping agencies please count this as ONE job

WRITE IN. ALLOW DK.

- ASK ALL
- Q33 **Have you ever been unemployed and seeking work for a period lasting one month or more since you graduated in 2012/13?**

SINGLE CODE.

Yes	1	ASK Q34
No	2	GO TO Q36
Don't know	3	

- ASK IF HAVE BEEN UNEMPLOYED (Q33/1)
- Q34 **How many separate periods of unemployment lasting one month or more have you had?**

WRITE IN

- ASK IF MORE THAN ONE PERIOD OF EMPLOYMENT (Q34/2-6)
- Q35 **How many months would you say these periods of unemployment add up to?**

ASK IF ONLY ONE PERIOD OF UNEMPLOYMENT (Q34/1)

How many months would you say this period of unemployment adds up to?

INTERVIEWER NOTE: [TEXT SUB IF Q34=2-6: WE WANT TO KNOW HOW MANY MONTHS IN TOTAL THESE SEPARATE PERIODS OF UNEMPLOYMENT ADD UP TO]

INTERVIEWER NOTE: [TEXT SUB IF Q34=1: WE WANT TO KNOW HOW MANY MONTHS THIS ONE PERIOD OF UNEMPLOYMENT ADDS UP TO]

WRITE IN NUMBER OF MONTHS.

- ASK ALL
- Q36 **Did you obtain any qualifications between the time you completed your course at [TEXT SUBSTITUTION: HEI from sample] in the academic year 2012/13 and 28 November 2016?**

[TEXT SUB: IF Q1/3) **Please exclude any qualifications gained from any of the courses that you have already told us about.**]

SINGLE CODE.

Yes	1	Go to Q37
No	2	Go to NEXT SECTION

Q37 IF OBTAINED FURTHER QUALIFICATIONS (Q36/1)
How many other separate qualifications did you obtain?

WRITE IN

Q38 **What was the highest level of qualification you obtained between graduating from your [TEXT SUBSTITUTION: course from sample] course in the academic year 2012/13 and 28 November 2016?**

READ OUT. SINGLE CODE.

Higher degree mainly by research (PhD, DPhil, MPhil)	1
Higher degree, mainly by taught course (MA, MSc)	2
Postgraduate diploma or certificate (incl. PGCE)	3
First degree (BA, BSc, MEng)	4
Professional qualification (e.g. Chartered Accountancy, Chartered Institute of Marketing)	5
Other diploma or certificate	6
Other qualification (please type in below)	7



Not aiming for a qualification	8
Don't know	x

Q39 **And what was the subject area of this qualification?**
WRITE IN PROBE FULLY.

PROBE AS NECESSARY. For example: if history, ask which period/country/topic covered.

Q40 **And how did you MAINLY fund your studies for this qualification? Was it by...?**

READ OUT. SINGLE CODE.

Grant/award (e.g. Research Council Studentship / Bursary)	1
Employer provided financial support	2
Self-funded e.g. Savings / loan / income	3
Other funding	4
Don't know	X

ASK ALL

Section E – Satisfaction and skills

**Thank you for describing what you have been doing since completing your [TEXT
SUBSTITUTION: qualification obtained from sample] course. Thinking back**

- Q41 If you were to choose whether or not to do your course again, how likely or unlikely is it that you would...?**

READ OUT. SINGLE CODE.

	Very likely	Likely	Not very Likely	Not likely at all	Don't Know
Do a different subject?	1	2	3	4	5
Study at a different institution?	1	2	3	4	5
Work towards a different type of qualification	1	2	3	4	5
Decide to do something completely different?	1	2	3	4	5

- Q42 Given what you have told us so far, how satisfied or dissatisfied are you with your career to date?**

READ OUT SINGLE CODE.

Very satisfied	1
Fairly satisfied	2
Not very satisfied	3
Not at all satisfied	4
Don't know	5
Not applicable	6

- Q43 Thinking about your overall experience of the course you completed in 2012/13, to what extent do you agree or disagree that the course was good value for money?**

READ OUT. SINGLE CODE.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
Don't know	6

The following questions now focus on your general higher education experience.

This includes the course you completed in 2012/13, as well any extra-curricular activities you were involved in during this time (including placements undertaken while you were studying).

Q44A How well did this higher education experience prepare you for or help you progress your career aspirations?

READ OUT. SINGLE CODE.

Very well	1
Quite well	2
Not very well	3
Not at all	4
Don't know	5

ASK ALL WHO DID NOT COMPLETE RESEARCH DEGREE PROGRAMME IN 2012/13 (from sample)

Q44AA Still considering your higher education experience, which includes the course you completed in 2012/13 as well as any extra-curricular activities and work placements you undertook in this time, to what extent has your higher education experience enabled you to...?

READ OUT. SINGLE CODE.

	A great extent	Some extent	Not at all	Don't know	Not worked since finishing course	Not relevant
Be innovative in the workplace	1	2	3	4	5	
Solve problems in your work	1	2	3	4	5	
Communicate effectively in your work	1	2	3	4	5	
Make good decisions in your work	1	2	3	4	5	
Work effectively with others	1	2	3	4	5	
Take initiative and personal responsibility in your work	1	2	3	4	5	
Make effective use of information and communication technology in your work	1	2	3	4	5	6
Work effectively with numbers	1	2	3	4	5	6

ASK ALL IN WORK EXCEPT SELF EMPLOYED ON 28 November 2016 (Q6=1/2/4)

Q44AB To what extent does your employer enable you to use the skills you gained during your higher education experience (including and extra-curricular activities and work placements)?

READ OUT. SINGLE CODE.

A great extent	1
Some extent	2
Not at all	3
Don't know	4

ASK ALL

Q44B And still considering your higher education experience (including any extra-curricular activities and work placements), how well did this prepare you for being self employed or setting up your own business?

READ OUT. SINGLE CODE.

Very well	1
Quite well	2
Not very well	3
Not at all	4
Don't know	5
Have never considered becoming self employed / setting up own business	6

Section F – Research Degree

ASK ALL WHO COMPLETED RESEARCH DEGREE PROGRAMME IN 2012/13 (from sample)
Q45TEL **Thinking about the research degree you took in 2012/13, why did you decide to undertake it?**

READ OUT, MULTICODE

Q46TEL **And what was the main reason you decided to undertake it?**

READ OUT, SINGLE CODE

	Other reason	Main reason
I was interested in the subject	1	1
I was interested in research	2	2
I wanted to go on being a student/I wanted to postpone job hunting	3	3
I was awarded a funded studentship	4	4
I was encouraged or required to do so by my employer at the time	5	5
I was encouraged to do so by previous tutors/lecturers.	6	6
I wanted an academic career.	7	7
I thought it would improve my career prospects more broadly.	8	8
It was essential to get into the area of employment I want(ed) to work in.	9	9
Other (Please type in below)	10	10



Q47 **Did you receive any funding towards these research studies in terms of fees or maintenance, or were you self-funded?**

ADD AS NECESSARY: **Please include any accommodation costs under maintenance**

READ OUT. SINGLECODE.

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

Q48 ASK ALL IN RECEIPT OF FUNDING FOR FEES (Q47=1 OR 3)
Firstly, could you tell me the main source of funding for your fees?

PLEASE SELECT ONE OPTION ONLY

Q49 ASK ALL IN RECEIPT OF FUNDING FOR FEES (Q47=1 OR 3)
From which other sources did you receive funding for your fees?

PLEASE SELECT ALL THAT APPLY

	Main source	Other sources
A) The institution where I studied		
B) Research Councils:		
Arts & Humanities Research Council (AHRC)		
Biotechnology and Biological Sciences Research Council (BBSRC)		
Engineering and Physical Sciences Research Council (EPSRC)		
Economic and Social Research Council (ESRC)		
Medical Research Council (MRC)		
Natural Environment Research Council (NERC)		
Science and Technology Facilities Council (STFC)		
C) UK Educational / Scientific charity (including The Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational / Scientific charity):		
D) Other competitively-awarded scholarship or award (Please specify)		
E) EU / EC funded		
G) Support from my employer or an industry body		
F) Other (Please type in below)		
G) No other sources of funding		

ASK ALL IN RECEIPT OF FUNDING FOR MAINTENANCE (Q47=2 OR 3)
Q50 **What was the main source of funding for your maintenance?**

PROMPT AS NECESSARY, SINGLE CODE

ASK ALL IN RECEIPT OF FUNDING FOR MAINTENANCE (Q47=2 OR 3)
Q51 **From which other sources did you receive funding for your maintenance?**

PROMPT AS NECESSARY, MULTICODE

	Main source (Please select one option only)	Other sources (Please select all that apply)
A) The institution where I studied		
B) Research Councils:		
Arts & Humanities Research Council (AHRC)		
Biotechnology and Biological Sciences Research Council (BBSRC)		
Engineering and Physical Sciences Research Council (EPSRC)		
Economic and Social Research Council (ESRC)		
Medical Research Council (MRC)		
Natural Environment Research Council (NERC)		
Science and Technology Facilities Council (STFC)		
C) UK Educational / Scientific charity (including The Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational / Scientific charity):		
D) Other competitively-awarded scholarship or award (Please specify)		
E) EU / EC funded		
G) Support from my employer or an industry body		
F) Other (Please type in below)		
G) No other sources of funding		

Q52 To what extent did your research topic require....?

READ OUT, SINGLE CODE

	A great extent	Some extent	Not at all	Don't know
Working on your own	1	2	3	4
Collaborating with others in the same broad discipline or subject area as yours (e.g. chemistry, management)	1	2	3	4
Collaborating with others in different disciplines	1	2	3	4
Development of knowledge and skills that cross other disciplines or subject areas as well as your own	1	2	3	4
Collaborating with others outside the higher education research community	1	2	3	4
Work placement(s) or internship(s)	1	2	3	4
Periods of international mobility, i.e. working or studying in non-UK research team(s)	1	2	3	4

IF DID RESEARCH DEGREE AND EMPLOYED ON 28 NOVEMBER (Q1/1)

Q53 In the job that you were doing on 28 November 2016, how often do you / did you...?

READ OUT, SINGLE CODE

	Most of the time	Some of the time	Occasi onally	Not at all	Don't know
A) Conduct research	1	2	3	4	5
B) Interpret or critically evaluate research findings	1	2	3	4	5
C) Draw on the detailed knowledge on which your research degree was based	1	2	3	4	5
D) Use your general disciplinary knowledge	1	2	3	4	5
E) Use the research skills you developed as a research student	1	2	3	4	5
F) Use the generic skills you developed as a research student	1	2	3	4	5
G) Work autonomously	1	2	3	4	5
H) Work as part of a team	1	2	3	4	5
I) Work under close supervision	1	2	3	4	5
J) Have responsibility for supervising the work of others	1	2	3	4	5

ASK ALL RESEARCH DEGREE FROM SAMPLE
Q54 To what extent has your PhD / Research degree experience enabled you to...?

READ OUT, SINGLE CODE

	A great extent	Some extent	Not at all	Don't know	Have not worked since finishing course
Be innovative in the workplace	1	2	3	4	5
Make a difference in the workplace	1	2	3	4	5
Change organisational culture and/or working practices	1	2	3	4	5
Influence the work of others in the workplace	1	2	3	4	5
Access immediate or short-term job opportunities in your chosen career	1	2	3	4	5
Enhance your credibility or standing in the workplace	1	2	3	4	5
Progress towards your long term career aspirations	1	2	3	4	
Enhance your social and intellectual capabilities beyond employment	1	2	3	4	
Enhance the quality of your life generally	1	2	3	4	
Any other impact in the workplace (Please specify)	1	2	3	4	5

Section G – Wellbeing – ASK OF ALL EXCEPT SCOTTISH HEPs

Q55a We'd just like to finish by asking you some questions about your general well-being. Please respond to the following questions using a scale of '0' to '10' where '0' is 'not at all' and '10' is 'completely'.

READ OUT. CODE ONE PER ROW.

	0 - 'Not at all' 10 - 'completely'										
Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10
Overall, to what extent do you feel the things you do in your life are worthwhile?	0	1	2	3	4	5	6	7	8	9	10
Overall, how happy did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10
Overall, how anxious did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10

Section H – Contact information

- ASK ALL WHO COMPLETED RESEARCH DEGREE PROGRAMME IN 2012/13 (from sample)
- Q55 **The Research Councils may like to contact you for further research purposes, the results of which are used to inform policy development and published to help inform individuals' career decisions.**

Are you happy for us to pass on your responses and contact details for this purpose?

Yes	1	
No	2	

- ASK ALL
- Q58 **Are you willing to be invited to take part in future research into graduates' training, development and employment by organisations responsible for this research?**

For example, The Higher Education Statistics Agency (HESA), [TEXT SUBSTITUTION IF HEI EN FROM SAMPLE: Department for Education (DfE), Higher Education Funding Council for England (HEFCE)] [TEXT SUBSTITUTION IF HEI SC FROM SAMPLE: Scottish Funding Council (SC)] [TEXT SUBSTITUTION IF HEI WA FROM SAMPLE: Higher Education Funding Council for Wales (HEFCW)] [TEXT SUBSTITUTION IF HEI NI FROM SAMPLE: NI Government] etc.

We would need to share your contact details, but only for this purpose.

SINGLE CODE.

Yes	1
No	2

- ASK ALL
- Q56 **Are you willing for IFF Research to pass the following back to [TEXT SUBSTITUTION: name of HEP from sample]**

PLEASE SELECT ONE OPTION PER ROW.

	Yes	No
Your contact details, if they are different to the ones we already hold, so they can update their records?		
They may use these to undertake further research or to contact you with information or news about the institution in the future.	1	2
Your name, along with the information you have given us today?		
They may wish to contact you in connection with your participation in this survey.	1	2

Q59 IF WILLING FOR ANY REASON (Q55/1 OR Q56/1 OR Q57/2 OR Q58/1)
Thank you. Can we just check we have the best details to reach you on?

DS- SHOW EMAIL ADDRESS AND TELEPHONE NUMBER ON THE SAME PAGE AND NAME AND POSTAL ADDRESS ON A SECOND PAGE.

IF HAVE EMAIL (FROM SAMPLE)

According to our records, your email address is: DISPLAY CONTACT ADDRESS. Is that correct?

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

And what is the best number to contact you on?

WRITE IN TELEPHONE NUMBER

According to our records your name: DISPLAY CONTACT NAME. Is that correct?

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

And what is the best postal address to contact you on?

RECORD CORRECT ADDRESS LINE 1
RECORD CORRECT ADDRESS LINE 2
RECORD CORRECT ADDRESS LINE 3
RECORD POSTCODE

That is the end of the survey.

Thank you very much for your participation; your contribution is much appreciated.

If you are interested in viewing the results of the survey, they will be available to view in Autumn 2017 through this link: <https://www.hesa.ac.uk/data-and-analysis/publications#destinations-leavers-higher-education-longitudinal-survey>.

CLOSE INTERVIEW

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

Appendix B – Initial email invitation



HEP LOGO

Dear <NAME>,

<NAME OF INSTITUTION>: The class of 2012/2013

[IF DOCTORAL: **What are doctoral graduates doing now?** We'd like you to take part in an important survey tracking the career paths of those who left higher education in the 2012/13 academic year. Findings from the research will help improve the support available to prospective doctoral students and graduates in the future, whilst highlighting the diverse range of opportunities open to them.]

[REMAINING STUDENTS: **What are graduates doing now?** We'd like you to take part in an important survey tracking the career paths of those who left higher education in the 2012/13 academic year. Findings from the research will help improve the opportunities and support available to prospective students and graduates in the future.]

We hope you're able to take part, it should take around ten minutes and your participation will prove invaluable to <NAME OF INSTITUTION>.

To complete the survey please follow this link:

Take Part Now

Or visit here: [INSERT SURVEY LINK] and enter your Survey ID: **XXXX**

The research is being conducted by IFF Research, on behalf of the Higher Education Statistics Agency (HESA). For more information about IFF and HESA and to find out more about the survey please go to www.graduate-destinations.co.uk.

Alternatively, you can call the IFF Research helpline on (0800 054 2377) or email (graduate-destinations@iffresearch.com).

If for any reason you are having difficulty accessing the survey, please click [INSERT LINK].

Thank you in advance for your help with this important study.

Best wishes

Sarah Coburn
Research Manager

IFF Research
Chart House
16 Chart Street
London, N1 6DD
Web: www.iffresearch.com | **Tel:** 020 7250 3035



Appendix C – Text message invitation

Reminder: Please tell us what you've done since uni. Take part in the largest UK graduate survey
www.iffresearch.com/hesa/a12345xx Reply:Class1213+MSG to 60777

Appendix D – Postal invitation



IFF Research



<contact>
<add1>
<add2>
<add3>
<add4>
<add5>
<postcode>
<country>

[Date] December 2016

Survey ID: <ID>

Dear <fname>,

<NAME OF INSTITUTION>: The class of 2012/13

[IF DOCTORAL: **What are doctoral graduates doing now?** We'd like you to take part in a survey which will track the career paths of those who left higher education in the 2012/13 academic year. Findings from the research will help improve the support available to prospective doctoral students and graduates in the future, whilst highlighting the diverse range of opportunities open to them.]

[REMAINING STUDENTS: **What are graduates doing now?** We'd like you to take part in a survey which will track the career paths of those who left higher education in the 2012/13 academic year. Findings from the research will help improve the opportunities and support available to prospective students and graduates in the future.]

We hope you're able to take part, it should take around ten minutes and your participation will prove invaluable to your institution.

To complete the survey, please go to www.iffresearch.com/hesa and enter your Survey ID: <ID>

The research is being conducted by IFF Research, on behalf of the Higher Education Statistics Agency (HESA). For more information about IFF and HESA and to find out more about the survey please go to www.graduate-destinations.co.uk. Alternatively, you can call the IFF Research helpline on 0800 054 2377 or email graduate-destinations@iffresearch.com.

This is the sixth survey of its kind to be commissioned by HESA and undertaken by IFF Research. Since the first survey, the career destinations of around 260,000 leavers from higher education have been tracked. You can read the key findings from any of these surveys by visiting <https://www.hesa.ac.uk/data-and-analysis/publications>.

Thank you in advance for your participation,

Sarah Coburn
Research Manager
IFF Research

Appendix E – Opt outs by key demographics¹

Table 8.1 Opt outs by gender

	Total Sample	Opt out	Opt out as a proportion of total sample
Male	154,515	21,090	14%
Female	215,890	29,415	14%
Other	30	0	0%
Total	370,435	50,510	14%

Table 8.2 Opt outs by age

	Total Sample	Opt out	Opt out as a proportion of total sample
25 or under	138,295	18,040	13%
26 - 30	118,725	15,855	13%
31 - 40	57,465	8,160	14%
41 - 50	33,450	4,765	14%
51 +	22,480	3,680	16%
Unknown	20	5	Base<25
Total	370,435	50,510	14%

Table 8.3 Opt outs by ethnicity

	Total Sample	Opt out	Opt out as a proportion of total sample
Any White (including Unknown)	308,155	43,005	14%
Any Black	18,090	1,855	10%
Any Asian	30,360	4,005	13%
Any Mixed	10,285	1,230	12%
Other Ethnic background	3,540	410	12%
Total	370,435	50,510	14%

¹ Please note the total figures given in the appendices are the total figures rounded to the nearest 5. These may not always match the sum of the sub-groups due to rounding.

Table 8.4 Opt outs by type of qualification

	Total Sample	Opt out	Opt out as a proportion of total sample
Higher degree research	11,350	1,805	16%
Higher degree taught	48,355	6,615	14%
Other postgraduate	30,375	4,990	16%
First Degree	229,245	29,360	13%
Other undergraduate	51,115	7,735	15%
Total	370,435	50,510	14%

Table 8.5 Opt outs by type of subject studied

	Total Sample	Opt out	Opt out as a proportion of total sample
Medicine and Dentistry	8,265	995	12%
Subjects Allied to Medicine	41,920	5,110	12%
Biological Sciences	35,955	4,660	13%
Veterinary Sciences, Agriculture and related subjects	4,195	630	15%
Physical Sciences	16,320	2,265	14%
Mathematical and Computer Sciences	8,295	1,310	16%
Engineering	17,745	2,550	14%
Information Sciences	13,490	1,715	13%
Technologies	2,540	390	15%
Architecture, Building and Planning	9,790	1,470	15%
Social studies	37,720	4,855	13%
Law	14,190	1,885	13%
Business and Administrative studies	43,505	5,920	14%
Mass Communications and Documentation	9,675	1,085	11%
Linguistics, Classics and related subjects	15,015	1,895	13%
European Languages, Literature and related subjects	5,675	910	16%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	985	105	11%
Historical and Philosophical studies	15,225	2,245	15%
Creative Arts and Design	32,190	4,405	14%
Education	34,360	5,320	15%
Combined subjects	3,380	790	23%
Total	370,435	50,510	14%

Table 8.6 Opt outs by HEP location

	Total Sample	Opt out	Opt out as a proportion of total sample
England	316,625	43,870	14%
Northern Ireland	9,050	825	9%
Scotland	26,975	3,370	12%
Wales	17,785	2,445	14%
Total	370,435	50,510	14%

Table 8.7 Opt outs by Domicile

	Total Sample	Opt out	Opt out as a proportion of total sample
England	319,935	43,855	14%
Northern Ireland	11,450	1,230	11%
Scotland	23,685	3,085	13%
Wales	15,360	2,335	15%
Total	370,435	50,510	14%

Appendix F – Overall Response rates by key demographics

Table 8.8 Overall response rate by gender

	Total Sample	Total Contactable	Total Completes	Response Rate	Finite CI (+/-)
Male	154,515	130,145	43,420	33%	0.4%
Female	215,890	182,540	63,955	35%	0.3%
Other	30	30	5	17%	36.4%
Total	370,435	312,715	107,380	34%	0.3%

Table 8.9 Overall response rate by age

	Total Sample	Total Contactable	Total Completes	Response Rate	Finite CI (+/-)
25 or under	138,295	118,285	40,380	34%	0.4%
26 - 30	118,725	100,210	33,115	33%	0.5%
31 - 40	57,465	47,890	16,185	34%	0.7%
41 - 50	33,450	27,990	9,990	36%	0.8%
51 +	22,480	18,325	7,705	42%	0.9%
Unknown	20	15	Base<25		
Total	370,435	312,715	107,380	34%	0.3%

Table 8.10 Overall response rate by ethnicity

	Total Sample	Total Contactable	Total Completes	Response Rate	Finite CI (+/-)
Any White (including Unknown)	308,155	259,005	88,685	34%	0.3%
Any Black	18,090	15,955	5,370	34%	1.1%
Any Asian	30,360	25,825	9,185	36%	0.9%
Any Mixed	10,285	8,845	3,040	34%	1.5%
Other Ethnic background	3,540	3,085	1,095	35%	2.5%
Total	370,435	312,715	107,380	34%	0.3%

Overall response rate by type of qualification

	Total Sample	Total Contactable	Total Completes	Response Rate	Finite CI (+/-)
Higher degree research	11,350	8,855	4,250	48%	1.2%
Higher degree taught	48,355	40,795	14,475	35%	0.7%
Other postgraduate	30,375	24,795	8,035	32%	0.9%
First degree	229,245	196,715	69,040	35%	0.3%
Other undergraduate	51,115	41,555	11,580	28%	0.8%
Total	370,435	312,715	107,380	34%	0.3%

Table 8.11 Overall response rate by type of subject studied

	Total Sample	Total Contactable	Total Completes	Response Rate	Finite CI (+/-)
Medicine and Dentistry	8,265	6,915	2,425	35%	1.7%
Subjects Allied to Medicine	41,920	35,585	11,615	33%	0.8%
Biological Sciences	35,955	30,680	10,770	35%	0.8%
Veterinary Sciences, Agriculture and related subjects	4,195	3,445	1,410	41%	2.1%
Physical Sciences	16,320	13,450	5,360	40%	1.1%
Mathematical and Computer Sciences	8,295	6,700	2,580	39%	1.6%
Engineering	17,745	14,715	5,325	36%	1.1%
Information Sciences	13,490	11,565	4,075	35%	1.3%
Technologies	2,540	2,090	690	33%	3.2%
Architecture, Building and Planning	9,790	8,215	2,610	32%	1.6%
Social studies	37,720	32,345	11,360	35%	0.8%
Law	14,190	12,045	3,820	32%	1.4%
Business and Administrative studies	43,505	36,990	11,715	32%	0.8%
Mass Communications and Documentation	9,675	8,560	2,675	31%	1.6%
Linguistics, Classics and related subjects	15,015	12,845	4,565	36%	1.2%
European Languages, Literature and related subjects	5,675	4,550	1,625	36%	2.1%
Eastern, Asiatic, African, American and Australasian Languages,	985	845	275	33%	5.1%

Literature and related subjects					
Historical and Philosophical studies	15,225	12,675	4,870	38%	1.2%
Creative Arts and Design	32,190	27,450	8,915	32%	0.9%
Education	34,360	28,535	9,665	34%	0.9%
Combined subjects	3,380	2,520	1,040	41%	2.5%
Total	370,435	312,715	107,380	34%	0.3%

Table 8.12 Overall response rate by HEP location

	Total Sample	Total Contactable	Total Completes	Response Rate	Finite CI (+/-)
England	316,625	266,160	90,705	34%	0.3%
Northern Ireland	9,050	8,215	2,660	32%	1.6%
Scotland	26,975	23,035	7,970	35%	0.9%
Wales	17,785	15,310	6,045	39%	1.0%
Total	370,435	312,715	107,380	34%	0.3%

Table 8.13 Overall response rate by Domicile

	Total Sample	Total Contactable	Total Completes	Response Rate	Finite CI (+/-)
England	319,935	269,540	92,335	34%	0.3%
Northern Ireland	11,450	10,150	3,250	32%	1.5%
Scotland	23,685	20,140	6,830	34%	1.0%
Wales	15,360	12,890	4,960	38%	1.2%
Total	370,435	312,715	107,380	34%	0.3%

Appendix G – Online response rate

Table 8.14 Online response rate by gender

	Total Sample	Sent online survey (via email or post)	Online Completes	Email Undelivered	Response Rate
Male	154,515	122,340	25,210	7%	21%
Female	215,890	172,815	41,055	7%	24%
Other	30	25	5	8%	Base<25
Total	370,435	295,180	66,265	7%	22%

Table 8.15 Online response rate by age

	Total Sample	Sent online survey (via email or post)	Online Completes	Email Undelivered	Response Rate
25 or under	138,295	112,800	25,290	7%	22%
26 - 30	118,725	94,470	20,500	7%	22%
31 - 40	57,465	44,955	9,780	6%	22%
41 - 50	33,450	26,075	5,945	8%	23%
51 +	22,480	16,865	4,745	10%	28%
Unknown	20	15	5	Base<25	
Total	370,435	295,180	66,265	7%	22%

Table 8.16 Online response rate by ethnicity

	Total Sample	Sent online survey (via email or post)	Online Completes	Email Undelivered	Response Rate
Any White (including Unknown)	308,155	244,305	57,555	7%	24%
Any Black	18,090	15,045	2,605	5%	17%
Any Asian	30,360	24,585	3,870	5%	16%
Any Mixed	10,285	8,365	1,745	6%	21%
Other Ethnic background	3,540	2,875	490	6%	17%
Total	370,435	295,180	66,265	7%	22%

Online response rate by type of qualification

	Total Sample	Sent online survey (via email or post)	Online Completes	Email Undelivered	Response Rate
Higher degree research	11,350	8,090	2,400	8%	30%
Higher degree taught	48,355	38,840	10,205	6%	26%
Other postgraduate	30,375	23,375	4,775	7%	20%
First Degree	229,245	186,840	43,220	7%	23%
Other undergraduate	51,115	38,030	5,665	8%	15%
Total	370,435	295,180	66,265	7%	22%

Table 8.17 Online response rate by type of subject studied

	Total Sample	Sent online survey (via email or post)	Online Completes	Email Undelivered	Response Rate
Medicine and Dentistry	8,265	6,250	1,365	7%	22%
Subjects Allied to Medicine	41,920	33,210	6,815	7%	21%
Biological Sciences	35,955	29,110	6,950	7%	24%
Veterinary Sciences, Agriculture and related subjects	4,195	3,250	870	8%	27%
Physical Sciences	16,320	12,740	3,665	6%	29%
Mathematical and Computer Sciences	8,295	6,410	1,705	5%	27%
Engineering	17,745	13,635	3,215	6%	24%
Information Sciences	13,490	11,005	2,465	7%	22%
Technologies	2,540	1,960	410	8%	21%
Architecture, Building and Planning	9,790	7,680	1,440	6%	19%
Social studies	37,720	30,680	7,295	7%	24%
Law	14,190	11,485	2,370	6%	21%
Business and Administrative studies	43,505	34,190	6,800	7%	20%
Mass Communications and Documentation	9,675	8,215	1,730	7%	21%
Linguistics, Classics and related subjects	15,015	12,325	3,165	6%	26%
European Languages,	5,675	4,330	1,200	5%	28%

Literature and related subjects					
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	985	820	180	13%	22%
Historical and Philosophical studies	15,225	12,140	3,305	6%	27%
Creative Arts and Design	32,190	26,340	5,060	7%	19%
Education	34,360	26,980	5,585	8%	21%
Combined subjects	3,380	2,425	670	5%	28%
Total	370,435	295,180	66,265	7%	22%

Table 8.18 Online response rate by HEP location

	Total Sample	Sent online survey (via email or post)	Online Completes	Email Undelivered	Response Rate
England	316,625	251,905	56,545	7%	22%
Northern Ireland	9,050	8,105	1,255	3%	15%
Scotland	26,975	20,665	4,945	7%	24%
Wales	17,785	14,500	3,525	9%	24%
Total	370,435	295,180	66,265	7%	22%

Table 8.19 Online response rate by Domicile

	Total Sample	Sent online survey (via email or post)	Online Completes	Email Undelivered	Response Rate
England	319,935	255,055	57,985	7%	23%
Northern Ireland	11,450	9,880	1,620	4%	16%
Scotland	23,685	17,955	4,055	7%	23%
Wales	15,360	12,290	2,605	10%	21%
Total	370,435	295,180	66,265	7%	22%

Appendix H – Quality of telephone numbers and response rate of complete contacts

Table 8.20 Quality of telephone numbers and response rate by gender

	Total Sample	Loaded for telephone fieldwork	Unusable Contacts	Complete contacts	Phone Completes	Response Rate
Male	154,515	58,830	17%	23,425	18,210	31%
Female	215,890	78,160	17%	29,720	22,900	29%
Other	30	15	Base<25			
Total	370,435	137,005	17%	53,145	41,110	30%

Table 8.21 Quality of telephone numbers and response rate by age

	Total Sample	Loaded for telephone fieldwork	Unusable Contacts	Complete contacts	Phone Completes	Response Rate
25 or under	138,295	51,195	16%	19,350	15,090	29%
26 - 30	118,725	43,940	19%	16,175	12,615	29%
31 - 40	57,465	21,360	19%	8,235	6,405	30%
41 - 50	33,450	12,580	14%	5,410	4,045	32%
51 +	22,480	7,925	12%	3,975	2,955	37%
Unknown	20	5	Base<25			
Total	370,435	137,005	17%	53,145	41,110	30%

Table 8.22 Quality of telephone numbers and response rate by ethnicity

	Total Sample	Loaded for telephone fieldwork	Unusable Contacts	Complete contacts	Phone Completes	Response Rate
Any White (including Unknown)	308,155	102,020	17%	40,470	31,130	31%
Any Black	18,090	10,260	18%	3,380	2,770	27%
Any Asian	30,360	17,820	15%	6,820	5,315	30%
Any Mixed	10,285	4,670	18%	1,680	1,295	28%
Other Ethnic background	3,540	2,235	19%	800	605	27%
Total	370,435	137,005	17%	53,145	41,110	30%

Table 8.23 Quality of telephone numbers and response rate by type of qualification

	Total Sample	Loaded for telephone fieldwork	Unusable Contacts	Complete contacts	Phone Completes	Response Rate
Higher degree research	11,350	5,405	22%	2,335	1,850	34%
Higher degree taught	48,355	15,095	20%	5,625	4,265	28%
Other postgraduate	30,375	10,195	15%	4,260	3,260	32%
First Degree	229,245	86,245	16%	33,075	25,820	30%
Other undergraduate	51,115	20,070	17%	7,850	5,910	29%
Total	370,435	137,005	17%	53,145	41,110	30%

Table 8.24 Quality of telephone numbers and response rate by type of subject studied

	Total Sample	Loaded for telephone fieldwork	Unusable Contacts	Complete contacts	Phone Completes	Response Rate
Medicine and Dentistry	8,265	3,305	16%	1,390	1,060	32%
Subjects Allied to Medicine	41,920	15,700	17%	6,130	4,805	31%
Biological Sciences	35,955	12,755	16%	4,845	3,820	30%
Veterinary Sciences, Agriculture and related subjects	4,195	1,635	15%	685	535	33%
Physical Sciences	16,320	5,090	17%	2,100	1,700	33%
Mathematical and Computer Sciences	8,295	2,650	16%	1,110	875	33%
Engineering	17,745	6,430	18%	2,630	2,115	33%
Information Sciences	13,490	5,495	17%	2,155	1,610	29%
Technologies	2,540	900	17%	360	280	31%
Architecture, Building and Planning	9,790	3,860	18%	1,525	1,165	30%
Social studies	37,720	13,620	17%	5,175	4,065	30%
Law	14,190	5,305	17%	1,940	1,450	27%
Business and Administrative studies	43,505	17,900	18%	6,520	4,915	27%
Mass Communications and Documentation	9,675	3,695	19%	1,270	945	26%
Linguistics, Classics and related subjects	15,015	4,935	19%	1,815	1,400	28%
European Languages, Literature and related subjects	5,675	1,625	18%	575	425	26%

Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	985	345	23%	110	90	26%
Historical and Philosophical studies	15,225	4,835	18%	2,020	1,565	32%
Creative Arts and Design	32,190	13,255	17%	5,010	3,855	29%
Education	34,360	12,585	15%	5,290	4,075	32%
Combined subjects	3,380	1,080	13%	500	370	34%
Total	370,435	137,005	17%	53,145	41,110	30%

Table 8.25 Quality of telephone numbers and response rate by HEP location

	Total Sample	Loaded for telephone fieldwork	Unusable Contacts	Complete contacts	Phones Completes	Response Rate
England	316,625	114,200	17%	44,250	34,165	30%
Northern Ireland	9,050	4,905	12%	1,870	1,400	29%
Scotland	26,975	9,125	19%	3,840	3,025	33%
Wales	17,785	8,775	16%	3,190	2,525	29%
Total	370,435	137,005	17%	53,145	41,110	30%

Table 8.26 Quality of telephone numbers and response rate by Domicile

	Total Sample	Loaded for telephone fieldwork	Unusable Contacts	Complete contacts	Phone Completes	Response Rate
England	319,935	115,025	17%	44,425	34,350	30%
Northern Ireland	11,450	5,530	12%	2,170	1,630	29%
Scotland	23,685	8,360	18%	3,560	2,775	33%
Wales	15,360	8,095	15%	2,990	2,355	29%
Total	370,435	137,005	17%	53,145	41,110	30%

“

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