

Graduate Surveys

REVIEW OF INTERNATIONAL PRACTICE

OCTOBER 2015

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Denise Frawley & Valerie Harvey

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Contents

Chapter 1: Introduction	4
1.1 Introduction	5
1.2 The Current Graduate Survey in Ireland	7
1.2.1 Context	8
1.2.2 New requirements	9
1.2.3 Governance	10
1.2.4 Timescale for delivery of project	11
Chapter 2: International Comparative Graduate Surveys	12
2.1 Introduction	13
2.2 Eurograduate Feasibility Study	14
2.3 Careers after Higher Education – a European Research Survey (CHEERS)	18
2.4 REFLEX (Research into Employment and professional FLEXibility) project	20
2.5 Higher Education as a Generator of Strategic Competences (HEGESCO) Project (successor to REFLEX project)	22
2.6 Summary	23
Chapter 3: Key European Approaches to Measuring Graduate Outcomes	24
3.1 Introduction	25
3.2 Summary	36
Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries	38
4.1 Introduction	39
4.2 United Kingdom	40
4.2.1 Destination of Leavers from Higher Education (DLHE) Longitudinal survey	40
4.2.2 Moving On and Seven Years On, Class of '99	46
4.2.3 Future Track	49
4.2.4 On Track	51
4.3 Germany	55
4.3.1 The DZHW (formally HIS Graduate Panel) Graduate Survey	55
4.3.2 The graduate survey cooperation project (KOAB)	56
4.3.3 Higher education and the transition to work, a sub-study of the National Educational Panel Study (NEPS) (Longitudinal Study)	59

4.4	Australia	60
4.4.1	Graduate Pathways Survey (GPS)	60
4.4.2	Australian Graduate Survey (AGS)	62
4.4.3	Beyond Graduation Survey (BGS)	64
4.4.4	Longitudinal Surveys of Australian Youth (LSAY)	65
4.5	Canada	68
4.5.1	National Graduates Survey (NGS)	68
4.6	United States of America	71
4.6.1	Baccalaureate and Beyond Longitudinal Study (B&B)	71
4.6.2	Beginning Postsecondary Students (BPS)	74
4.7	New Zealand	76
4.7.1	Graduate Longitudinal Study New Zealand (GLSNZ)	76
4.8	Summary	78

Chapter 5: Limitations and Challenges of Graduate Surveys **82**

5.1	Introduction	83
5.1.1	Response Rates	84
5.1.2	Representativeness	85
5.1.3	The Annual versus Longitudinal debate	85
5.1.4	Linking survey and administrative data	86

Chapter 6: Summary and Conclusion **88**

6.1	Introduction	89
6.2	Learning from international practice	90
6.3	The Irish model: Choosing the best way forward	92
6.4	Summary	95

References **96**

Appendices **103**

Appendix 1:	The Current Irish Graduate Survey	103
Appendix 2A:	UK's Destination of Leavers from Higher Education (DLHE) – Early Questionnaire	109
Appendix 2B:	UK's Destination of Leavers from Higher Education (DLHE) – Longitudinal Questionnaire	113
Appendix 3A:	Australian Graduate Survey (AGS)	139
Appendix 3B:	Example of follow-up postcard used in the Australian Graduate Survey (AGS)	141

Chapter 1

Introduction



1.1 Introduction


There is growing recognition, both nationally and internationally, of the importance of measuring the quality and output of higher education. As a consequence of increasing higher education participation worldwide, the employability of graduates and their entry to the labour market becomes an important criterion for assessing higher education provision. While the notion of employability has been the focus of education policy since the 1999 Bologna Declaration, it has received greater attention in times of economic downturn – whereby governments have to weigh up where best to invest scarcer public resources (Gaebel et al., 2011).

Graduate surveys are increasingly becoming one of the main instruments used to measure higher education output. This is because they provide concrete information that is useful for a wide variety of stakeholders, including policy makers, higher education institutions and prospective students. Furthermore, the results of graduate surveys can be used for benchmarking institutional performance over time and against other similar institutions.

Chapter 1: Introduction

While graduate surveys have many positive attributes, the limitations of cross-sectional (or one point in time) approaches have been heavily criticised. Most contributors to this debate draw on evidence from traditional graduate surveys which rely on limited and unrepresentative samples, which provide snapshots of the first destinations of graduates, not that long after graduation. Moreover, such approaches have been criticised for being predominantly concerned with the labour market return of higher education, in terms of employability, in isolation from other factors. Such a focus is linked to human capital theories which assume that education determines marginal productivity (Marginson, 2015). As argued by the OCED (2014, p. 151), the picture is much more complex, in that ‘a host of education-related and context-related factors... affect the returns to education’. In addition, the entry into the labour market is only one part of the employability concept. The mid- and long-term performance of graduates are of equal importance (Unger and Raggautz, 2011).

The move towards large-scale longitudinal graduate studies (as conducted in the UK, Germany, Canada, USA, New Zealand and Australia) recognise the importance of revisiting the same graduates over time. Longitudinal graduate surveys can provide evidence about the extent to which graduates are using the knowledge and skills acquired in their course of study, how employers require and utilise the increasingly highly-qualified pool of graduates available to them, and – at a wider level – how the expansion of higher education has changed the nature of employment opportunities. Methodologically, longitudinal data addresses problems with cross-sectional data analysis, in allowing for time order of cause and effect between variables (Blossfeld, 2009). Furthermore, the potential of longitudinal graduate surveys (in comparison to administrative or cross-sectional data) lies in the combination of objective and subjective data. In addition to the purely ‘quantitative’ criteria of professional success (income, employment, job title etc.), such surveys also collect information on an individual’s level of satisfaction and motivation. Longitudinal graduate surveys trace individual study paths, motivation for study choices as well as the transition to work and their professional career, over time. As a consequence, graduates can retrospectively assess their course of study, which is not always possible upon initial completion of study. The inclusion of the ‘graduate voice’ therefore contributes to a more subjective and holistic picture of higher education, and ultimately allows for a longer-term and outcome-orientated assessment of the value and experience of higher education.



This report will provide an overview of the current graduate survey in Ireland and the proposed changes. Chapter 2 will provide an overview of international comparative graduate surveys, while chapter 3 is concerned with key European approaches to measuring graduate outcomes. Chapter 4 provides a review of existing longitudinal graduate studies, in six case study countries. The limitations and challenges of graduate surveys will be discussed in chapter 5. Finally, chapter 6 will provide a summary and conclusion of international approaches to graduate surveys.

1.2 The Current Graduate Survey in Ireland

The Higher Education Authority's First Destinations Survey¹ was first carried out by the institutions in 1982 and the results of this survey continue to benefit policy makers, students, guidance counsellors, teachers and all with an interest in education. Graduate destinations data reflects higher education's contribution to the economy through the provision of graduate labour from undergraduate and postgraduate programmes, and gathering and communicating graduate destinations data is particularly relevant in the current economic climate in Ireland. More generally, the HEA strives to produce high-quality, consistent, relevant and timely statistical information on higher education to underpin the development of policy and services to meet the needs of the learner, education providers and other users. A strong evidence-base allows for the enhancement of accountability and transparency in the education sector, and for better informed decision-making. The report of the most recent survey on the first destinations of graduates, *What Do Graduates Do?* 2013, gives outputs of the 2013 HEA survey. It shows the employment and further studies outcomes of graduates nine months after graduation. It breaks these figures down by field of study, salary and gender, and also considers the relevance of the graduate's area of study to their sector of employment.

In the context of ongoing changes to higher education policy, the HEA, in conjunction with key stakeholders, are developing a new graduate outcomes survey.

¹ See Appendix 1 for current Irish graduate survey

1.2.1 Context

The National Strategy for Higher Education to 2030, announced in 2011, sets out a package of reforms for the higher education system. The strategy proposes a range of changes to improve performance and accountability, with the aim of developing a more coherent system of higher education institutions to deliver on stated national priorities. In this regard, the government has set out a System Performance Framework which states the national priorities and objectives for the higher education system over the next number of years, and a high level indicator for the system in relation to higher education's contribution to meeting Ireland's capital needs is that the institutions and HEA report on trends in graduate employment rates.

The higher education system is also informed by the National Plan for Equity of Access to Higher Education. In this regard, a key policy priority for the HEA, and a goal of the forthcoming National Access Plan, will be the collection of data on graduate outcomes for students from the equity of access target groups. Furthermore, the government's Action Plan for Jobs requires that the HEA provides reliable and up-to-date information on the employability and skills of Ireland's most recent graduates. Complimentary to the HEA's graduate outcomes survey, the HEA/QQI/Solas National Employers Survey provides valuable information on the view of employers of higher education outcomes.

A crucial element of delivering for these policy priorities is reflected in the development of a HEA Data Development and Knowledge Management Strategy. This strategy aims to minimise the bureaucratic burden and to maximise the strategic value of the evidence-base underpinning higher education policy and practice. Updating and expanding the existing HEA graduate survey is a key priority within this data strategy and will significantly enhance the HEA's ability to meet System Performance Framework requirements.



1.2.2 New requirements

As noted above, the current graduate survey has been in place since the 1980s and is in need of updating and improvement. Fundamentally, the HEA wishes to extend the participation of institutions not currently taking part in the survey, and situate the survey data within a new relational database that will allow for greater data accuracy and linking of survey data across its systems. The incorporation of a longitudinal element to the survey is also desirable to allow the tracking of graduates through their career. These issues are set out in more detail below.

Participation: The careers offices of universities and a number of other institutions² currently carry out the graduate survey for the HEA³. The HEA graduate survey is not carried out by the institutes of technology (with the exception of DIT) or private institutions, though most institutions carry out their own in-house survey of graduates on an annual basis at graduation. It is intended that all publicly-funded institutions should be included in the new HEA graduate survey. Privately-funded higher education institutions should also be eligible to carry out the survey and return data to the HEA.

Annual and longitudinal elements: The current graduate survey surveys graduates nine months after graduation. This is the only such survey of graduates' further study or employability outcomes. It is intended that a longitudinal element will be incorporated into the survey, surveying such graduates later in their careers.

Data: Currently, institutions submit a basic data file to the HEA for analysis. It is intended that future survey data will be returned through a data upload into a relational database to the HEA. This will improve data consistency and validity, and will also allow for linking with the HEA main student record database, the SRS.

Funding: The institutions which take part in the survey currently receive a contribution towards the costs of the administration of the survey. The aim of the contribution is to support institutions in maintaining consistent records of graduate outcomes. The quantum of this funding, and its relationship with response rates, will be reviewed as part of this new process.

² These institutions include Dublin Institute of Technology (DIT), St. Angela's College, St. Patrick's College Drumcondra, Mary Immaculate College, Mater Dei Institute, Marino Institute of Education, Church of Ireland College of Education.

³ It should be noted that the teacher education colleges carry out a different survey to the other institutions, due to the nature of provision in these institutions and the resulting employment prospects of graduates.

Chapter 1: Introduction [continued]

Information collected:

It is expected that the new database will provide the following:

- Data on graduate qualifications and employment both within Ireland and overseas
- Relevance of employment to area of study
- Data on graduate further study
- Data on graduate unemployment and unavailability for work
- Career progression of graduates through longitudinal data
- Consistent data across institutions
- Graduate perceptions of the quality and relevance of their higher education experience

This information will be of use to higher education institutions, government departments and state agencies, researchers, career guidance counsellors and teachers.

1.2.3 Governance

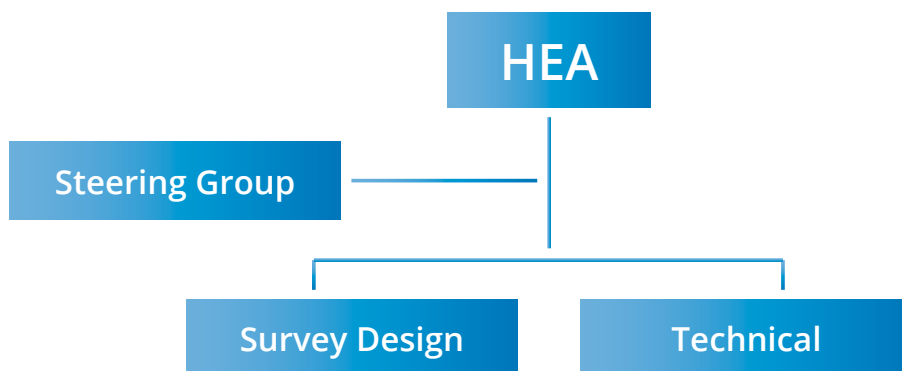
The project is being carried out by the HEA, which operates with the guidance of a Steering Group, made up of representatives from the Higher Education Authority (HEA), Department of Education and Skills (DES), Quality and Qualifications Ireland (QQI), An tSeirbhís Oideachais Leanúnaigh agus Scileanna (Solas), Irish Universities Association (IUA), Institutes of Technology Ireland (IOTI), Dublin Institute of Technology (DIT), Union of Students in Ireland (USI), Irish Business and Employers Confederation (IBEC), Mary Immaculate College (MIC) and Higher Education Colleges Association (HECA).

There are two subgroups to the Steering Group:

- The survey design subgroup: decide on the survey content, both annual and longitudinal, taking account of current graduate surveys in place, new information requirements and international best practice.
- The technical subgroup: establish the data requirements of the new database system through which the survey data will be uploaded to the HEA and implement the agreed technical solution.

Both of these committees report directly to the Steering Group and include representation from members of the Steering Group.

The governance structure can therefore be displayed as follows:



1.2.4 Timescale for delivery of project

The project aims for the first iteration of the new annual graduate survey to take place in March 2017, with a longitudinal element incorporated years later. The projected timescale for delivery of the project is as follows:

Late 2015:	Ongoing HEA consultation with Steering Group and Subgroups, Advise institutions of new survey and funding arrangements.
Q1/Q2 2016:	Finalisation of new annual graduate outcomes survey, Work with institutions on implementing systems for data return to HEA.
Q3/Q4 2016:	HEA/HEI pilot testing of data return systems.
Early 2017:	Training day for institutions on survey fieldwork.
March 2017:	Commencement of new graduate survey.

Chapter 2

International Comparative Graduate Surveys



2.1 Introduction

This chapter will outline the main comparative graduate surveys used internationally. Such surveys include: the Eurograduate Feasibility Study, CHEERS, REFLEX and HEGESCO.

The International Network of Graduate Surveys (INGRADNET) provides information about methodology and results of tracer and graduate Surveys. The members of the network share their experiences and try to develop standards for high quality and efficient tracer studies.

As will be noted on the next section, international studies can be difficult to conduct given the inherent difficulties associated with collecting similar data across countries.

Chapter 2: International Comparative Graduate Surveys

2.2 Eurograduate Feasibility Study

Carried out by

The German Centre for Research on Higher Education and Science Studies; the Institute for Advanced Studies, Austria; the Education Policy Centre, Charles University in Prague; and the European Students' Union, Belgium.

Objective

The EUROGRADUATE feasibility study asks if and how a sustainable study on Europe's higher education (HE) graduates could be established. The project involves systematically exploring stakeholders' interest in a European graduate study, their requirements for such a study, the current practice of national-level graduate research, as well as existing international data capacities. The study's goal is presenting options for setting up, organising, and funding a sustainable European graduate study.

Methodology

In June 2014, questionnaires were sent to researchers who conducted national level graduate studies in the last 10 years. The questionnaire covered a range of information on these studies as well as wishes and recommendations regarding a potential European graduate study. Building on previous work (e.g. Gaebel et al., 2012; Hordosy, 2014) and desk research, 48 researchers or research groups were identified as fulfilling all of the following criteria:

- focusing on (higher) education (e.g. student or graduate studies but no general population studies),
- providing statistics on HE graduates at the national level,
- having collected new micro level data themselves, i.e. primary studies, or based on administrative micro level data, and
- having had their phase of data collection or field work no more than 10 years ago (i.e. 2004 or later)

All in all, 48 researchers were contacted, of whom 33 completed the questionnaire (gross response rate = 69%).



The main findings include the following:

1. Graduate studies are common but a number of countries have no regular data collections

The number of countries without ongoing studies is difficult to determine with absolute certainty due to missing data and lack of information. There was no evidence of ongoing studies for a total of 12 countries (including the seven countries without any national level graduate study). At least 15 EU+EFTA countries do not regularly conduct national-level graduate studies. Although graduate studies can be said to be common in European countries, this is a noticeable lack of information at the national level.

2. Over 90% of studies rely at least partially on survey data

In most countries, surveys are used to study higher education. The surveys, on average, take about half an hour for graduates to complete. All in all, there are only three studies based solely on administrative data. Even though administrative data offers a relatively cost-efficient way of collecting data it does not seem to be a realistic option for studying graduates at the level of the EU or beyond. For a number of countries it has been reported that linking graduate (survey) data with administrative data is not possible (for legal or other reasons).

3. Studies are very diverse in the timing of their first survey

The vast majority of studies survey one defined cohort at some point after graduation from higher education. The exact timing varies, with no more than five studies in the sample reporting the same point in time.

4. Few graduate panels exist (i.e. ask the same respondents at several points in time)

Only 6 of 29 studies with available data are panel studies (i.e. ask the same respondents at several points in time). Conducting panel studies is relatively demanding regarding methods and resources which may explain why they are less common. At the same time, panel studies allow studying the mid- and long-term developments of graduates – which was seen as important for a potential European graduate study by many respondents.

Chapter 2: International Comparative Graduate Surveys [continued]

5. The size of studies vary greatly

The number of valid cases of the graduate studies ranges from 645 to about 500,000 (Median = 14,454). As can be expected, studies addressing the entire target population tend to have more cases (Median = 22,250) than studies using a sample (Median = 3,836). Four of the five largest studies with case numbers over 100,000 are surveys which contact all graduates in the country; one is a study using administrative data. Response rates differ greatly between studies, with a range from 10% to 92%.

6. Most studies are not part of an international project

The majority of studies have not been conducted in the framework of an international project. All in all, 13 research organisations indicated experience with participating in an international graduate study.

7. 'Transition' and 'employment' are central research questions

In general, the link between higher education and employment is the underlying question of most studies. Figure 1.1 depicts the key research topics as coded from researchers' responses, with more often used codes appearing in larger font. The subject areas most often named in conjunction with relevant research questions were "transition into employment" and "employment" itself.

Figure 1.1: Research questions tag cloud



- 
8. European countries' approaches to studying graduates are very heterogeneous

The researchers' responses show that many countries have a living tradition of graduate studies but that these traditions are very diverse.

9. There is high demand for a European graduate study among stakeholders
More than 80% of the national ministries responsible for higher education participating in the feasibility study indicated that it would be important or very important that their country be covered by a European graduate study (EGS).

10. Broad coverage is wanted, for example BA, MA and PhD graduates at all types of HEI

National stakeholders unanimously agreed on the inclusion of all research universities in an EGS. National stakeholders argue in favour of a broad definition of who should be considered a graduate. For example, it was widely suggested that graduates at the level of ISCED 6 (Bachelor or equivalent) and 7 (Master or equivalent) should be included. Covering PhD graduates was also supported by the majority of the respondents, although to lesser extent.

References

http://www.eurograduate.eu/download_files/eurograduate_shortinfo.pdf

http://www.eurograduate.eu/download_files/documents/Research-digest_WP4_150317.pdf

2.3 Careers after Higher Education – a European Research Survey (CHEERS)

Carried out by

The International Centre for Higher Education Research (INCHER-Kassel), Germany

Objective

CHEERS aimed to carry out a major comparative study on the employment outcomes of higher education graduates. This study has since been replaced by the REFLEX project.

Methodology

Between 1998 and 2000, graduates from 12 countries (Austria, Finland, France, Germany, Italy, Norway, Spain, the Netherlands, UK, Czech Republic, Sweden, Japan) who completed their qualifications in 1994/1995 were surveyed 4 years after graduation.

The sample included first degree graduates who had completed a 3-year study programme (at a minimum).

The questionnaire was distributed via post. Supplementary interviews were also carried out with some graduates and employers.

The questionnaire was 16 pages long, with 80 questions and 600 variables, and took more than 1 hour to complete. The questionnaire was highly standardised with few open questions.

There were 3 contact attempts via mail: 1) Questionnaire, 2) Reminder, 3) Reminder + Questionnaire.

The survey addressed the following:

- Socio-biographic and early education background variables,
- Enrolment as well as study conditions and provisions,
- Course of study and study behaviour,
- Study achievements,
- Job search and transition period,
- Employment during the first three years after graduation,
- Regional and international mobility,
- Work content and use of qualifications,

- Work motivation and job satisfaction,
- Further professional education/training,
- Career prospects.

Sample

The sample aimed to be representative of graduates, with a target sample of approximately 100,000 graduates.

The achieved sample was 36,693, which accounted for a 40% response rate. It should be noted that there was much variation in terms of response, ranging from 15% (in Spain) to 50% (in Norway).

Limitations

The willingness of graduates to participate differed substantially by country.

There were striking differences between countries in terms of general or specific approaches to education. For example, in Japan specialised training was considered to be 'narrow' in terms of outcomes.

In addition, wherever graduates differed hugely in their responses to questions, the researchers were asked to examine whether the responses reflected certain characteristics of the higher education system or the professional values and the social fabric of their specific country.

References

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

Teichler, U. (2007a) 'Does Higher Education Matter? Lessons from a Comparative Graduate Survey', *European Journal of Education*, 42(1), 11.

Teichler, U. (2007b) 'Graduate employment and work: Various issues in a comparative perspective', in Teichler, U. (ed.), *Careers of university graduates: Views and experiences in comparative perspectives*. Dordrecht: Springer, 1-14.

Schomburg, H., & Teichler, U. (2006) *Higher education and graduate employment in Europe: Results of graduates surveys from 12 countries*. Dordrecht: Springer.

<http://www.uni-kassel.de/incher/cheers/index.ghk>

2.4 REFLEX (Research into Employment and professional FLEXibility) project

Carried out by:

The European Union

Objective:

REFLEX was an international project that was carried out in 16 countries (Austria, Belgium-Flanders, Czech Republic, Estonia, Finland, France, Germany, Italy, Japan, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland and the UK). It analysed the demands placed on graduates and how higher education enables graduates to meet these demands.

The REFLEX project focused on three interrelated questions: (1.) which competencies are required by higher education graduates in order to function adequately in the knowledge society?, (2.) what role is played by higher education institutions in helping graduates to develop these competencies?, and (3.) what tensions arise as graduates, higher education institutions, employers and other key players each strive to meet their own objectives, and how can these tensions be resolved?

This study has since been replaced by the HEGESCO project.

Methodology

The project consisted of 3 studies:

1. An initial study of each participating country's structural and institutional factors and their impact on higher education and work outcomes,
2. A qualitative study on graduate competences,
3. A survey of higher education graduates in each participating country.

The survey assessed graduates' experiences in higher education, work, and other areas of life (general demographic information, e.g., where live, time spent abroad, parents' education, etc.).

The graduates were surveyed (at one point in time) 5 years post-graduation (in 2005) via postal questionnaires.



Sample

In 1999/2000, a representative sample of higher education graduates in 16 countries was drawn.

The sample was recruited as follows:

- A random selection of institutions within each country.
- A random selection of graduates (excluding those who were continuing on to further study or training) from each institution.

The achieved sample was 35,968, which accounted for a response rate of 33%. Weighting of the data was necessary to account for variation in response rates between countries.

Strengths

International students, part-time students, students who moved countries after graduation and distance students were all included in the study.

Limitations

In order to allow for cross country comparisons of income, the researchers converted the wages to purchasing power parity (PPP) to correct for the differences in costs of living. As reported by Allen et al. (2008, p. 233), this type of adjustment is far from perfect because of the difficulty in finding 'baskets' of goods and services that are strictly comparable across countries.

References:

Allen, J., & van der Velden, R. (2008). *The Flexible Professional in the Knowledge Society: General results of the REFLEX project*. Maastricht: Research Centre for Education and the Labour Market.

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

Little, B. (2008) 'Graduate development in European employment: issues and contradictions', *Education and Training*, 50(5), 379-390.

2.5 Higher Education as a Generator of Strategic Competences (HEGESCO) Project (successor to REFLEX project)

Carried out by:

The European Union

Objective:

The HEGESCO project addressed two broad questions that were already initiated in the REFLEX project:

- Which competences are required by higher education graduates in order to be better equipped for the world of work and active citizenship?
- How should higher education institutions best contribute to the development of these competences?

Methodology

The large-scale survey used in the HEGESCO project is based on the methodology developed by the REFLEX network.

The response rate was approximately 30%.

Sample

The HEGESCO Project was carried out two to three years after the REFLEX project in five additional countries: Slovenia, Turkey, Lithuania, Poland and Hungary.

A representative sample of over 30,000 was drawn of graduates from ISCED 5A who got their degree five years prior to the time of the survey (in the academic year 2002/2003). Qualitative interviews were also carried out among employers and HE institutions from the five partner countries.

Data collection took place in 2008.

Questionnaire Content

The postal questionnaire focused on educational experiences before and during higher education, the transition to the labour market, characteristics of the first job, characteristics of the occupational and labour market career up to the present, characteristics of the current job, characteristics of the current organization, assessment of required and acquired skills, evaluation of the educational program, work orientations, and some socio-biographical information.



Strengths

The findings were compatible with the results of the Reflex project, which allowed for a cross-country comparison of 19 European countries.

Limitations

The number of respondents differed between countries. To prevent certain countries from dominating the mean results across all countries, all descriptive analyses presented were weighted to 2,000 cases for each country. The weighting coefficient used also corrects for over- or underrepresentation of certain levels or fields of higher education, when compared to population figures.

References:

<http://www.hegesco.org/>

http://www.decowe.org/static/uploaded/htmlarea/finalreportshegesco/Competencies_and_Early_Labour_Market_Careers_of_HE_Graduates.pdf

2.6 Summary

While international graduate surveys can provide useful information on the differences and similarities between countries, such surveys can be particularly challenging. Research projects described above (Eurograduate, CHEERS, REFLEX and HEGESCO) involved teams of researchers from different countries steeped in contrasting cultural and social traditions. At a practical level, translating survey questions from one language to another can be problematic. In addition, graduates' willingness to participate in such surveys differ substantially by country. Given differing response rates, it is often necessary to weight data to overcome issues with under- and over-representation. In addition, the analysis of graduate employment and work is often based on general, and not country-specific, assumptions (Teichler, 2007a). This is due to the difficulties associated with taking into account the wealth of concepts that exist in each country. Often researchers undertake subjective analyses when trying to decipher legitimate differences between countries. Lastly, income comparisons are difficult to draw between countries due to differences in living costs. Statistical analyses to overcome such an issue is necessary, but are often considered controversial and problematic.

Chapter 3

Key European Approaches to Measuring Graduate Outcomes



3.1 Introduction


While the previous chapter highlighted the difficulties inherent in international comparison studies, this chapter will focus on key European approaches to measuring graduate outcomes. As highlighted by Gaebal et al. (2012) in their report on tracking the outcomes of graduates across Europe, there are significant differences among countries in terms of their data collection methods and their uses for institutional tracking. Tracking methods tend to be split between national and institutional data. Moreover, there is variety between countries who use surveys, administrative data and a combination of both.

Chapter 3: Key European Approaches to Measuring Graduate Outcomes

Table 3.1 outlines the main approaches used in terms of graduate data collection. Since the focus of this review is on graduate surveys, the table highlights the countries that conduct national graduate surveys. Where such surveys do not exist, but there is another form of tracking used (e.g. Sweden), it will be highlighted in the 'other information' section of the table.

Table 3.1: Approaches to Graduate Measuring Outcomes in Europe


Country	National Graduate Study?	Time Frame	Other information
Austria	<p>In 2009/10, a one-time national graduate study was conducted.</p> <p>The ARUFA graduate Survey (conducted by INCHER-Kassel) was a full-population survey that was internet-based.</p> <p>The response rate was 23%.</p> <p>Reference: http://www.uni-klu.ac.at/sozio/bilder/Guggenberger_Helmut_DEHEMS_Conference_Presentation_Aspects_of_Transitionand_Professional_Success.pdf</p>	<p>Once off survey.</p> <p>It is not currently planned to develop it into a regular survey.</p>	<p>In contrast to most other countries, HEIs anonymously link administrative data on their graduates to social security data.</p> <p>This database contains information on all residents in Austria and their labour market status and income as well as anonymous information on the employer (e.g. size and sector).</p>
Belgium	No national graduate survey		
Bulgaria	No national graduate survey		
Cyprus	No national graduate survey		
Czech Republic	No national graduate survey		<p>While graduate surveys are not conducted, the transition from education into employment is systematically recorded and processed by the Education Policy Centre, Charles University in Prague (EPC).</p>



Country	National Graduate Study?	Time Frame	Other information
Denmark	No national graduate survey		<p>The Danish Agency and Property Agency collects information on graduate employment.</p> <p>In addition, HEIs carry out institutional graduate surveys to track their graduates.</p> <p>The Danish Confederation of Professional Associations collects and publishes employment numbers for graduates using information from trade unions.</p>
Estonia	<p>National graduate surveys carried out in 2005, 2006 and 2009.</p> <p>The first two surveys were conducted by participating universities in cooperation with the Ministry of Education and Research, while the last one was conducted by the University of Tartu.</p> <p>The national surveys targeted all graduates from HEIs involved. The surveys covered information on graduate employment characteristics and an evaluation of the higher education provision received (e.g. curriculum, counselling, etc.).</p>	Three surveys carried out to date.	<p>While graduate surveys are not carried out on a regular basis, Estonia has an elaborate system of student tracking, through a national database, Eesti Hariduse Infosüsteem (EHIS) (which covers all students) and the Estonia Tax and Customs Board database (tracking graduate employment and income measures).</p>

Chapter 3: Key European Approaches to Measuring Graduate Outcomes [continued]

Country	National Graduate Study?	Time Frame	Other information
Finland	<p>The Finnish Bachelor's Graduate Survey called 'Kandipalaute' examines Bachelor Degree graduates' satisfaction with their university and studying experience. It provides comparative information on the quality of university education.</p> <p>National Graduate Survey carried out by the Aarresaari Network (Network of Academic Career Services) since 2005.</p> <p>The survey provides information about the type of degree, satisfaction with education received, current employment status, age and gender.</p> <p>Response rate is 45% on average.</p>	<p>Since the start of 2015, the Finnish Bachelor's Graduate Survey is open continually. The survey will be sent to all students immediately after they receive their bachelor's degree.</p> <p>First national survey took place in 2005 (2007 for Doctoral graduates).</p> <p>Conducted annually, with rotation between Masters (e.g. 2012, 2014) and Doctoral graduates (e.g. 2013, 2015).</p>	<p>The government undergoes graduate forecasting, on the basis of information from Statistics Finland and the Finnish National Board of Education.</p>
France	<p>3 national graduate surveys have been carried out by the Ministry of Higher Education and Research, 30 months after graduation, focusing on the pathways of graduates with a professional degree (licence professionnelle), or with a university degree in technology (diplome universitaire de technologie) and a Master's Degree.</p> <p>The basis questionnaire contains 27 questions about the current situation of graduates.</p>	<p>Three surveys carried out to date.</p>	<p>Many different approaches to tracking progression exists at national, regional and institutional level.</p>



Country	National Graduate Study?	Time Frame	Other information
Germany (case study)	<p>National graduate surveys have a long tradition in Germany.</p> <p>The two main graduate surveys: KOAB and DZHW (formally HIS Graduate Panel) will be discussed in greater detail in the case study section.</p>	Both national and longitudinal graduate Surveys are conducted regularly.	The National Educational Panel Study (NEPS) is a research consortium that collects longitudinal data from birth to adulthood. It includes a stage between entry to higher education and entry to the labour market.
Greece	Only one graduate survey has been conducted at national level (2004-2006). This survey involved interviews and included all but three universities. It targeted those who graduated in 1998, 1999 and 2000.	Only one survey conducted to date between 2004 and 2006.	<p>The career offices in Greek HEIs, where possible, track graduates.</p> <p>The Ministry of Education (MoE) recently introduced a new information system to improve institutional graduate tracking and related measures.</p>

Chapter 3: Key European Approaches to Measuring Graduate Outcomes [continued]


Country	National Graduate Study?	Time Frame	Other information
Hungary	<p>A national graduate survey is carried out annually, known as the 'Graduate Career Tracking System' (GCTS), since 2008.</p> <p>Graduates are surveyed using standard online questionnaires and the results are fed into a central database.</p> <p>The survey covers all the current students of the institutions, as well as graduates from selected years. All graduate students are asked to complete the questionnaire after one, three, and five years from their graduation, in a cyclic manner. This method allows an analysis of the dynamics of employment changes.</p> <p>The central database of GCTS gathers a wide range of information about graduates, including the data collected annually within the institutional surveys, the integrated database of public agencies with regards to graduate students, and databases of the career tracking programme on a countrywide sample.</p> <p>In addition, there is a sample survey component carried out every three years, which involves contacting graduates directly. This is usually conducted over the phone in order to provide more specific and reliable information on competences and acquired skills.</p> <p>Reference: http://www.felvi.hu/pub_bin/dload/DPR/DPR_GraduateCareerTrackingInHungary.pdf</p>	The graduate career tracking survey takes place every year, in spring.	The 2005 Higher Education Act made it compulsory to track graduates in Hungary.
Iceland	No national graduate survey		



Country	National Graduate Study?	Time Frame	Other information
Italy	<p>Two main graduate surveys are conducted:</p> <p>1. STELLA</p> <p>The Graduate and Employment Statistics Scheme (STELLA) was introduced in 2001 and surveys the transition of graduates from member universities to the labour market.</p> <p>2. ISTAT Graduate Survey</p> <p>Since 1998, ISTAT has conducted a national survey on the transition of graduates to the labour market every three years.</p>	<p>STELLA – annual study of the background and qualification of graduates from the three preceding years; a regular survey of graduates 12 to 15 months and 36 and 60 months after qualification; and a regular survey of doctoral graduates 12 months after graduation.</p> <p>ISTAT – conducted once every three years.</p>	<p>Several instruments for tracking graduates are implemented at national level.</p> <p>Since 1994, AlmaLaurea operates as a nationwide information service for, and about, Italian university graduates. Graduates are monitored for five years just before graduation.</p>
Latvia	No national graduate survey		
Liechtenstein	No national graduate survey		
Lithuania	No national graduate survey, although several independent graduate surveys have been carried out by different bodies.		
Luxembourg	No national graduate survey		
Malta	No national graduate survey		

Chapter 3: Key European Approaches to Measuring Graduate Outcomes [continued]


Country	National Graduate Study?	Time Frame	Other information
Netherlands	Two graduate surveys, WO for universities and HBO for university colleges examine the relationship between graduates and the labour market, one year after graduation.	Annually	HEIs regularly monitor how their graduates progress to the labour market.
Norway	<p>The national graduate survey from Nordic Institute for Studies in Innovation, Research and Education (NIFU) has been conducted since 1972 and is used to analyse the employability of Norwegian graduates.</p> <p>Two types of graduate surveys are conducted:</p> <ol style="list-style-type: none"> 1. Graduate survey 6 months after graduation, 2. Graduate survey 3 years after graduation. <p>The survey collects information on employment outcomes and investigates obstacles in job-hunting.</p> <p>Paper and web surveys are used.</p> <p>3 reminders are issued.</p> <p>The response rate is usually 50% for Master degree graduates (although it has been declining since the 1990s).</p>	Both types of graduate survey are conducted every second year on average.	
Poland	No national graduate survey		
Portugal	No national graduate survey		



Country	National Graduate Study?	Time Frame	Other information
Romania	<p>The University Graduates and Labour Market Tracer Study is the first national project to track the relationship between university studies and professional activity.</p> <p>The survey consists of two phases, the first is conducted one year after graduation (the 2008-2009 cohort) and the second, five years after graduation (the 2004-2005 cohort). 55 public and private universities took part in the survey.</p>	Surveyed one year and 5 years after graduation.	
Slovakia	Three national surveys conducted in 2004, 2008 and 2009 focused on student employment after graduation.	Once off surveys conducted in 2004, 2008 & 2009.	Graduate tracking is mainly conducted for state monitoring and budgetary purposes.
Slovenia	No national graduate survey		
Spain	No national graduate survey		<p>The University Observatory for Employment is designed to collate information in relation to graduate job placement.</p> <p>A report by ANECA (the national quality assurance agency) examines the situation of graduates entering the labour market, using data based on focus groups with recent graduates.</p>

Chapter 3: Key European Approaches to Measuring Graduate Outcomes [continued]

Country	National Graduate Study?	Time Frame	Other information
Sweden	No national graduate survey		The Swedish National Agency for Higher Education (HSV) is the main public agency for monitoring the development of the Swedish higher education system. There are no regular national tracking systems based on surveys. However, HSV regularly publishes reports on the expected employability of university graduates one and a half years after graduation, as required by the government. In addition, the Swedish National Audit Office has recently published a report entitled 'Employability of University Students' while HSV also publish occasional reports on the topic of graduates.
Turkey	No national graduate survey		



Country	National Graduate Study?	Time Frame	Other information
United Kingdom (Case study)	<p>The Early Destination of Leavers from Higher Education (DLHE) and Longitudinal DLHE, 'Future Track' and 'On Track' all track graduates into the labour market.</p> <p>More information will be given in the case study section.</p>	<p>The Early DLHE has taken place annually since 1961.</p> <p>The longitudinal DLHE survey is carried out every two years on a sample of people who graduated 3.5 years previously (and has been carried out 3 times to date).</p> <p>'Future Track' is a single cohort study which took place between 2005/06 and 2011.</p> <p>'On Track' is a Scottish longitudinal study with two cohorts.</p>	<p>Through the DLHE surveys, a subset of the student record is linked to graduate activities six months and 3.5 years after graduation.</p> <p>Moreover, HESA data can also be linked to school level data, thus offering a clearer picture of progression from second level to higher education.</p>

Chapter 3: Key European Approaches to Measuring Graduate Outcomes [continued]

3.2 Summary

As illustrated in table 3.1, there is much variation in terms of European approaches to graduate tracking. While surveys are a commonly used approach to gain insights into graduate behaviour, the methodology, time frames and reasons for tracking differ hugely between countries.

In general, the findings of the review can be summarised as follows:

1. Of the 30 European countries under study, 13 countries use some form of graduate surveying, while 17 countries do not use graduate surveys at national level.
2. Among those without graduate surveys, four countries (Sweden, Czech Republic, Denmark and Spain) employ graduate tracking through linkage to other Government sources (e.g. social security records).
3. Of the 13 countries who do use surveys, two countries (Austria and Greece) conducted 'once off' surveys, while three countries carried out between one and three surveys in total (to date). Eight countries have conducted regular (i.e. more than three) graduate surveys.
4. There is huge variation in terms of the time scales used. While in some cases it was not clear how long after graduation the surveys were conducted, in most cases, initial graduate surveys are conducted within a year of graduation.
5. Where longitudinal follow-up did occur, it was most commonly held one, two and five years after graduation.
6. Interestingly, some countries carry out a more informal qualitative interview with a subset of graduates (i.e. in Hungary) while other countries (e.g. NIUF in Norway) continually alter the design, approach and content in their retrospective studies, by focusing on specific topics according to societal need.
7. Furthermore, the reasons for conducting these surveys differs between countries. Some countries (Slovakia, for example) specify state monitoring and budgetary purposes as the reason for conducting the survey, while other countries have a legal obligation (e.g. Hungary) to collect such information



Chapter 4

Graduate Outcome Approaches in Six Case-Study Countries



4.1 Introduction

Given the multitude of approaches used at European level, this chapter will focus specifically on six case-study countries to get a sense of international practice in the field of graduate surveys, in light of the proposed amendments to the Irish graduate survey. This chapter borrows on the work of Tustin et al. (2012) who formulated a comprehensive literature review of existing longitudinal graduate surveys, to better inform the development of the New Zealand longitudinal study. A relatively small number of studies globally have sought to map the long-term outcomes of a country's higher education graduates over time.

In contrast, there are a plethora of university-specific, one-point-in-time studies examining student experiences, but these were not established as longitudinal-prospective studies of graduate outcomes. This section will focus on six case-study countries (the UK, Germany, USA, Australia, New Zealand and Canada) and their various approaches to graduate surveys.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries

4.2 United Kingdom

In the UK students are tracked at national and international levels during their studies and after graduation. There are three main longitudinal studies in operation: Early Destination of Leavers from Higher Education (DLHE) and Longitudinal DLHE, 'On Track' and 'Future Track'.

4.2.1 Destination of Leavers from Higher Education (DLHE) Longitudinal survey

Carried out by

Higher Education Statistics Agency (HESA), UK

Higher Education Statistics Agency (HESA)⁴ is the central source for the collection and dissemination of statistics for publicly funded higher education institutions (HEIs) in the United Kingdom (UK). HESA conducts the Early 'Destinations of Leavers from Higher Education' (DLHE) and the 'Longitudinal Destinations of Leavers from Higher Education' (DLHE). The former, also known as 'Early DLHE', tracks graduates into the labour market, six months after graduation. This survey has been conducted on an annual basis since 1961. This survey includes all full-time and part-time courses and qualifications from Higher National certificate (HNC) level and above for UK, EU and non-EU students (since 2011/12) who graduate from HEIs in the UK. This 'early' component is managed by the HEIs who are required by law to supply data on their graduates, six months after graduation. The second, 'DLHE Longitudinal' survey is conducted every two years on a sample of leavers who completed the early DLHE. These students are contacted again three and a half years after graduation⁵.

Objective

To determine graduates' activities six months and 3 years after graduation.

⁴ HESA student record data can also be linked to school data, thus giving a clear picture of progression and transitions from school to higher education.

⁵ Results for 2010/11 leavers (surveyed in November 2014) can be accessed online at <https://www.hesa.ac.uk/pubs/dlhelong>.



Methodology

A two-stage approach is used:

1. Early survey: An annual, census-style survey administered to all UK graduates of higher education courses 6 months after graduation. This early DLHE survey is administered annually to all new UK graduates (excluding graduates not living in the EU).
2. Longitudinal survey: This follow-up survey is conducted every two years on a sample of leavers who completed the early DHLE (3.5 years after graduation). There is oversampling of certain groups of specific interest (e.g., postgraduates, ethnic minorities, Scottish/Welsh/Northern Irish graduates) and as a result, the sample is not proportionally representative of the graduate population.

The Early survey methods and questions are standardised across all institutions.

Results from the pilot stage of the longitudinal study indicated that no incentives should be provided to respondents and the response rate was set to 40%.

For each cohort, data collection follows a basic sequence, with some variation for different cohorts. Participants are emailed a link to the survey and receive a reminder. Those who fail to respond are posted a paper copy of the questionnaire and a reminder follow-up is also sent, where applicable. The final stage involves telephone follow-up, with up to seven calls being made.

The Longitudinal Survey questionnaire covers the following topics:

- Current main activity
- Current employment
- Course details
- Other qualifications obtained
- Details of all activities since completion (certain subsamples only)
- Satisfaction with course and career to date
- Additional questions for those who completed research degrees (2004/05 and 2006/07 cohorts)

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Sample Cohort	2002/03 graduates	2004/05 graduates	2006/07 graduates
Early Survey (census): 6 months post-graduation			
Administered	2002/03	2004/05	2006/07
Target sample (total graduates)	412,580	430,290	453,880
Achieved sample	307,650	319,260	332,110
Response rate	75%	74%	73.2%
Longitudinal survey: 3.5 years post-graduation			
Administered	2006/07	2008/09	2010/11
Target sample	55,900	160,995	224,590
Achieved sample	24,825	41,395	49,065
Response rate	44.41%	25.71%	21.8%
Notes		Over-sampling of foundation degree leavers, masters/ doctoral leavers, non-white leavers	Over-sampling of minority ethnic groups, masters/ doctoral leavers, Scottish/ Welsh/ Northern Irish graduates

Source: Tustin et al. (2012), p. 127.

Limitations

Given the oversampling of certain groups, the Longitudinal DLHE sample is not representative. Moreover, the samples do not include international students.

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http://www.hesa.ac.uk/component/option,com_pubs/Itemid,276/task,show_year/pubId,1714/versionId,54/yearId,262/

Table 4.1: Overview of approaches and topics addressed in the 'Early' (2013/14) and 'Longitudinal' (2008/09) Destination of Leavers from Higher Education (DLHE)⁶


	Early DLHE (2013/14)	Longitudinal DLHE (2008/09)
Response rate	Response rate: 79%	Response rate: 22% ⁷
Management & administration	Managed and administrated by HEIs	Managed and administrated centrally by the HESA.
Reference dates	<p>The DLHE survey asks leavers what they are doing on a particular reference (census) date. The exact dates vary each year but are intended to be roughly six months after graduation.</p> <p>If the leaver obtained their qualification between 1 August and 31 December the reference date will be mid-April of the following year. If the leaver obtained their qualification between 1 January and 31 July the reference date will be mid-January of the next year. Most first degree leavers have the latter January reference date.</p> <p>The reference dates for 2013/14 DLHE were 15 April 2014 (if the leaver obtained the qualification between 1 August 2013 and 31 December 2013) and 12 January 2015 (if the leaver obtained the qualification between 1 January 2014 and 31 July 2014).</p>	<p>The 2008/09 DLHE Longitudinal Survey involved re-contacting a sample of leavers from the 2008/09 leaving cohort who completed the Early DLHE Survey and requesting that they complete a follow-up questionnaire.</p> <p>The survey includes all United Kingdom (UK) and European Union (EU) domiciled students reported to HESA for the reporting period 1 August 2008 to 31 July 2009 as obtaining relevant qualifications and whose study was full-time or part-time (including sandwich students and those writing-up theses). Awards from a dormant status are not included in the target population.</p>

6 This is based on information provided on HESA's website, as of July 2015. This is based on information provided on HESA's website, as of July 2015.

7 HESA report (2013) available at: https://www.hesa.ac.uk/dlhelong0809_intro

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

	Early DLHE (2013/14)	Longitudinal DLHE (2008/09)
Exclusions	Excluded from the target population are those leavers with further education level qualifications, leavers who studied mainly overseas, incoming exchange students, students who are on an intercalated course during this period, and deceased students.	The population for the DLHE return does not necessarily represent the full cohort graduating during the reporting period; examples of those excluded are professional qualifications (e.g. associate membership or membership of a body such as the Institute of Bankers) and undergraduate diplomas and certificates (other than foundation degrees, HND, DipHE, HNC and CertHE).
Questionnaire content	<p>The questionnaire covers the following topics:</p> <ul style="list-style-type: none"> • Main activity on 12th January 2012 (all respondents). The question asks the respondent to list all the activities he/she will be doing and then to select the most important. The options include: <ul style="list-style-type: none"> • Working full-time or part-time • Due to start a job next month • Engaged in further study full-time or part-time • Taking time out in order to travel • Unemployed • Doing something else (e.g. retired, looking after home or family) 	<p>The questionnaire covers the following topics:</p> <ul style="list-style-type: none"> • main activity on 26 November 2012 (all leavers) • details of current employment (leavers in employment) • details of course and qualification aims (leavers in further study) • other qualifications obtained since 2008/09 (all leavers) • satisfaction with course taken in 2008/09 and career to date (all leavers) • additional questions for those who completed a research degree in 2008/09



	Early DLHE (2013/14)	Longitudinal DLHE (2008/09)
Questionnaire content	<ul style="list-style-type: none"> • Details of current employment (if applicable). Questions include: <ul style="list-style-type: none"> • Number of jobs • In terms of the MAIN job, outline Job title, role, salary (if applicable), details of employer • Relevance of qualification • Opinion on most important factor for employer re qualification (e.g. subjects studied, level of study, work experience, no one thing, don't know) • Why take the job • How find out about job • Work for this employer before or during the programme of study. If so, in what capacity • Details of newly qualified teachers ONLY <ul style="list-style-type: none"> • Specific teacher related questions about state or non-state funded school or college and nature of contract • Details of further study or training (if applicable) <ul style="list-style-type: none"> • Proposed qualification • Course and institution details • Funding • Experience of education <ul style="list-style-type: none"> • How well course and extra-curricular activities prepare you for employment, further study, starting up on own • Opt out box at the end re follow up study. 	

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

4.2.2 Moving On and Seven Years On, Class of '99

Carried out by

The Department for Education and Skills (DfES), Employment Studies Research Unit (ESRU) & Warwick Institute for Employment Research (IER), UK.

Objective

This study was designed to track graduates from graduation until 4 years later, in order to determine how higher education affects early career development. This study has been replaced by the 'Future track' study.

Methodology

Postal questionnaires were used. In addition, approximately 300 graduates who were finding it difficult to find employment were asked to take part in a follow-up qualitative study.

The questionnaires assessed the following:

- Graduate qualifications obtained and further education/training since graduation.
- Employment (including complete work history since graduation, occupation, employment sector, earnings, evaluation of career to date), use of skills and qualifications in jobs, satisfaction with jobs and careers to date.
- Demographic data, for example: gender, age, social class, religious and national identity, geographic mobility and debt while studying.
- Values, aspirations and perceptions of the graduate labour market.

The questionnaire totalled 16 pages.

The qualitative interviews assessed the following:

- Career options that were chosen or rejected,
- Obstacles encountered,
- Details of why careers had developed in the way that they had.



Sample

A sample was selected to be representative of undergraduate UK graduates, from a sample of UK higher education institutions (HEIs). A 5% sample of graduates was drawn in a 2-stage process:

1. 33 HEIs were randomly drawn from all HEIs in the UK.
2. 1 in 2 students were sampled from each HEI.

There were 2 cohorts of participants:

1. 1995 cohort: Those who completed an undergraduate degree or diploma in 1995 and were surveyed 3.5-4 years after graduation (Moving On survey) and re-surveyed 7 years after graduation (Seven Years On survey).
2. 1999 cohort (referred to as Class of '99): Those who completed an undergraduate degree or diploma in 1999 and were surveyed 4 years after graduation.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

	1995 Cohort	1999 Cohort	
	Moving On	Seven Years On	Class of '99
Administered	1998/99	2002/03	2003
Target sample	unavailable	unavailable	unavailable
Achieved sample	~9,600	4,502	9,236
Response rate	unavailable	30%	24%
Notes	Respondents mailed twice.	~3,300 respondents had completed the Moving On survey (70% had provided contact details so that they could be re-contact for the follow up) and ~1,200 were new participants. Follow-up programme of qualitative interviews (via telephone) with 200 participants.	Sample selected to be comparable to 1995 cohort. Sent postal questionnaire similar to one sent to 'Moving on' cohort. Follow-up programme of qualitative interviews (via telephone) with 100 participants.

Source: Tustin et al. (2012), p. 132.

Strengths

For the Class of '99 survey, a questionnaire pilot was carried out. Moreover, additional institutions were invited to participate in order to make the institutions representative.

Limitations

For the 1995 cohort of the 'Moving On' survey, international students and some types of institutions (for example, medical schools, art and design colleges, the Open University) were excluded from the sample.

For the Class of '99 survey, international students and part-time students were excluded. Although this survey aimed to obtain representative sample, the sample did differ from the population in terms of subject of study – due to selection of higher education institutions or misclassifications. Also, females and mature students were overrepresented, while ethnic minorities were underrepresented. A low response rate resulted from institutions sending mail-outs without keeping record of who received them. Therefore, a second mail-out could not be sent. Additionally, institutions held addresses that were out of date.



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4.2.3 Future Track

Carried out by

Higher Education Careers Services Unit (HECSU), UK.

Objective

Future Track was a large single cohort tracking study that monitored a sample of students from their application to undergraduate courses in 2005/06 up until 2011, when the majority had graduated two years earlier. The project commenced in 2006 and tracks a cohort of individuals for 5 years as they leave school and enter higher education (or equivalent). The study aims to measure the relationship between higher education, career decision-making and the labour market outcomes.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Methodology

A four stage approach was adopted. Respondents completed online questionnaires at each stage.

Stage 1: All applicants to full-time higher education courses, in 277 higher education institutions, in the UK (including EU and international applicants) were invited to take part in the survey. The survey data were merged with application data from the central application agency, the Universities and Colleges Admission Service (UCAS). This stage focuses on choices, funding and expectations in terms of applying to higher education.

Stage 2: Focuses on plans, aspirations and realities of students in their first year of higher education. There were 4 mailings to participants (initial, 1 month later, 2 months later and 3 months later).

Stage 3: Focuses on how higher education course and study context impacted on students' assessments, evaluations and predictions of educational outcomes. By this stage, most students had completed their studies.

Stage 4: The final stage is known as 'Future track' and is concerned with employment opportunities. Graduates' experiences of the labour market and further study, five and a half years after they first applied to higher education, is evaluated. This stage compared the experiences of those who did not study full-time with those who did. In particular the following issues were examined:

- early graduate career development in a very demanding recessionary context;
- different career paths of different groups of graduates;
- the impact of careers advice and guidance and outcomes;
- the value of higher education experience and credentials;
- the evaluation of the fit between education and outcomes;
- the impact of long-term career plans and short-term decisions, and vice versa;
- educational, training and career guidance needs;
- integration into the graduate labour market: winners, losers, and what can we learn from their experience?

Strengths

This study also includes students who were not accepted into higher education courses.



Limitations

The study only included students applying for full-time higher education courses. Additionally, new respondents were incorporated into subsequent stages. Therefore, there was no baseline data. For these students. For some respondents, only a short version of the questionnaire was completed.

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More information is available online at: <http://www.hecsu.ac.uk/futuretrack.htm>

4.2.4 On Track

Carried out by

MORI Scotland and Critical Thinking.

Objective

On Track was a longitudinal survey of a sample of graduates from Scottish HEIs. The first project looked at the 2004 cohort from 2004 to 2009, and the second followed the 2007 leavers until 2010 (the project was discontinued before the fourth sweep in 2012). The aim of the study was to track the progress of the 'Class of 2004' and to explore the impact of students' learning experiences on their futures in order to help universities and colleges to respond to the needs of learners more effectively.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Table 4.2: Summary of On Track Projects

	On Track 1: Class of 2004 (2004 -2009)	On Track 2: Class of 2007 (2007 - 2010)
Sweep 1	2004	September 2007 to March 2008.
	<p>Method</p> <p>All 66 higher and further education institutions in Scotland were invited to participate. Of these, 19 of the 20 higher education institutions and 33 of the 46 further education colleges participated.</p> <p>Questionnaires were sent to a sample of 20,000 learners and the target response of 30% was achieved (unadjusted response rate was 26%).</p> <p>Content</p> <p>The information gathered in the first sweep of the research sought to gain demographic and factual information and to obtain opinions on a variety of aspects of learning. The main areas covered include:</p> <ul style="list-style-type: none"> • current profile of leavers from higher and further education • aim qualifications and current qualifications • reasons for studying • sources of information and advice • satisfaction with course, institution and facilities • skills acquired and developed • money matters • employment • future planning and aspirations. <p>Limitations</p> <p>Only UK domiciled students were included in the survey. The eligible sample for subsequent sweeps was lower than required; therefore, to ensure that future sweeps would provide valuable data, the initial sample was further boosted.</p>	<p>Method</p> <p>Sweep One of the research involved an online and telephone survey of over 14,000 college and university learners.</p> <p>Content</p> <p>At this early stage, learners were asked about their views of the learning experience, the benefits of the learning in terms of skills developed and the personal and vocational benefits, and the extent to which they had had access to useful careers advice and guidance during their course.</p>

Sweep 2	2005	October 2008 to January 2009.
	<p>Method</p> <p>Learners who responded to sweep 1 and the following:</p> <ul style="list-style-type: none"> Learners who completed a course of study in 2004 and successfully gained a qualification from their course; learners who were UK domiciled at the start of their course; and learners who completed the first questionnaire and signed to indicate that they were willing to continue to be part of On Track Class of 2004. A total of 7,097 learners responded to the first sweep and provided the initial sample for the second sweep. After the exclusion of those who had already left their course before completion and those who were non-UK domiciled 6,101 were eligible to move into the second sweep of the study. In sweep two an overall response rate of 46% was achieved. However, the removal of those who expected to but did not gain a qualification provides a sample of 2,785 eligible to take part in the next stage of the research, sweep three, in 2007. 	<p>Method</p> <p>A dual method approach:</p> <ol style="list-style-type: none"> Those with email addresses asked to take part in an online survey. All respondents asked to complete a telephone survey (with the online survey remaining open). <p>From the first sweep, 94% agreed to be contacted again.</p> <p>There was an overall response rate of 58%.</p> <p>The telephone interview was the most common mode of completion.</p> <p>Content</p> <p>Sweep 2 focused on how the course had benefitted learners and whether they would make any changes in hindsight, the use of careers advice and guidance services and expectations and priorities for the future.</p>

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Sweep 3	2007	Late 2010 (around 36 to 42 months after learners completed their course in 2007).
	<p>Method</p> <ul style="list-style-type: none"> • 2,717 postal questionnaires were sent to respondents who had completed both previous sweeps of the survey. 1,635 completed surveys were returned by 14 June 2007. • 2,294 postal questionnaires were sent to respondents who had completed only sweep one of the survey. 253 completed surveys were returned. <p>60% (unadjusted) response rate.</p> <p>Content</p> <p>Questionnaire asked respondents about their current paths of learning and employment.</p>	<p>Method</p> <p>Sweep 3 followed the same fieldwork format as Sweep 2, with 4,944 online and telephone surveys completed with learners interviewed at Sweeps One and Two.</p> <p>Content</p> <p>New question areas or modifications made for Sweep 3 were:</p> <ul style="list-style-type: none"> • separately ascertaining whether learners agreed that the benefits of completing the course outweighed a) the time and effort involved and b) the associated costs; • finding out about the intentions of learners taking time out or on a gap year at Sweep 3; • finding out why learners left jobs they were doing at Sweep 2; • finding out more about subsequent study – whether those in learning at Sweeps 2 and 3 were on the same course or a different course; • looking separately at the use made of the careers advice services at the 2007 institution and (where applicable) any subsequent institutions; and • ascertaining whether at Sweep 3 learners had any outstanding debt as a result of their 2007 course – and where they did, the amount of debt they had and how long they anticipated it would take to clear the debt. <p>Questions removed from the Sweep Three survey related to:</p> <ul style="list-style-type: none"> • satisfaction with the course and learning experience; • personal development and skills improvement as a result of the 2007 course; and • the likelihood of recommending the 2007 course.

Sweep 4	2009	
	<p>Method</p> <p>A survey pack containing a paper questionnaire and reply paid envelope was mailed to all eligible respondents. Reminder questionnaires were sent out to respondents who had not replied to the initial mail-out. A further reminder email containing the questionnaire was sent out to respondents who had still not replied and for whom email addresses were available.</p> <p>A total of 1,237 learners responded (unadjusted response rate of 66%).</p> <p>In the final sweep questions were asked about the respondents' views as people and citizens, rather than learners and included questions about well-being and general attitudes.</p>	Study discontinued (for financial reasons) before sweep 4 (originally expected to take place in 2012).

4.3 Germany

4.3.1 The DZHW (formerly HIS Graduate Panel) Graduate Survey

Carried out by

The German Centre for Research on Higher Education and Science Studies, formally Hochschul-Informations-System Institute for Research on Higher Education (HIS-IF)

Objective

To ascertain information on graduates one, five and ten years after graduation.

Method

The DZHW (formerly HIS) graduate surveys are nationally representative longitudinal surveys of individuals who complete their university education in Germany. The DZHW sampled university graduates from the cohorts 1989, 1993, 1997, 2001, 2005, 2009 and 2013. The cohorts from 1989 – 2009 include 2 waves (1 year & 5 years after graduation), 1997 and 2001 include a third wave (10 years after).

Most surveys were done by Paper and Pen Interviewing (PAPI) questionnaires, with a recent switch to an online mode.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Sample

The sample is clustered by universities and field of study. The size varies slightly, but normally starts with more than 10,000 graduates to be contacted, decreasing by non-replies and drop-outs to around 6,000 replies in the second wave.

Content

The aim of the questionnaire is always to keep as many instruments as possible comparable to the other waves as well as other cohorts to identify trend- and cohort-effects.

The first phase focuses on:

- the study course,
- study satisfaction,
- level of skill,
- transition into the labour market,
- characteristics of first job, and
- job satisfaction.

The follow-up surveys are adjusted according to recent political and scientific developments, and some issues are addressed in special, additional surveys. The data contains detailed information on graduates' personal characteristics, family background, study history and labour market experience including life-course-calendars after graduation.

References

http://www.dzhw.eu/en/selection_projects

<http://www.sozialerhebung.de/englisch>

4.3.2 The graduate survey cooperation project (KOAB)

Carried out by

INCHER-Kassel



Objective

The Kooperatonsprokekt Absolventenstudien (KOAB) is a research project involving 60 German HEIs. It has two main objectives (1.) the professionalisation of graduate surveys, and (2.) to allow analysis of a cross-institutional anonymous research dataset.

Method

The survey of a single cohort spans over a period of two years. Currently, within the framework of the cooperation project graduate surveys, the following survey projects are being conducted:

Graduate survey 2014 (survey time frame 2013/2014):

- Initial survey of the 2012 cohort
- Follow up survey of the 2009 cohort

Graduate survey 2013 (survey time frame 2012/2013):

- Initial survey of the 2011 cohort
- Follow up survey of the 2008 cohort

Graduate survey 2012 (survey time frame 2011/2012):

- Initial survey of the 2010 cohort
- Follow up survey of the 2007 cohort

Initial survey

1-2 years after graduation

Follow-up survey

4-5 years after graduation

Core Questionnaire

To ensure that the results of graduate surveys at the individual higher education institutions are comparable, all participating institutions use a commonly developed standardised core questionnaire. In addition, the institutions can choose from a set of standardized additional questions (so-called 'optional questions').

The invitation to participate in the graduate survey is sent through mail or e-mail by the institution.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]


The graduate surveys are usually conducted as online surveys. In addition to the online survey the graduates have the opportunity to participate in the survey using a paper questionnaire.

The central topics of the survey include:

- Course of Study
- Retrospective assessment of study offers and conditions
- (Self-assessed) competencies at graduation
- Employment Search
- Characteristics of the first and current employment
- Competency requirements in the job
- Horizontal and vertical fit between study and work
- Job satisfaction
- Regional and international mobility

References

<http://koab.uni-kassel.de/en/koab/alumni-research.html>



4.3.3 Higher education and the transition to work, a sub-study of the National Educational Panel Study (NEPS) (Longitudinal Study)

Carried out by

Leibniz Institute for Educational Trajectories (LIfBi)

Objective

The target activity of the NEPS is to collect longitudinal data on the development of competencies, educational processes, educational decisions and returns to education in formal, non-formal and informal contexts throughout the life span.

The project analyses educational processes in Germany from early childhood to late adulthood. The 'From Higher Education to the Labour Market' study focuses on:

- Students' competencies and competence development during the course of studies
- Educational choices during the course of studies and success in studies
- Entrance into working life and professional success

Method

The first survey began in autumn 2010 with a random sample of first-year students attending the 2010/11 winter semester. This cohort has since been surveyed several times in telephone and online interviews.

Content

Personal progression and development, their situation and experience of higher education (if applicable). In addition, general and subject-specific competency test are conducted.

Strengths

The NEPS starting cohort does not only consist of 'traditional' students entering higher education directly after high school (Gymnasium), but it also contains 'non-traditional' students who took up their higher education studies after having completed other educational phases, e.g. vocational training.

Reference

https://www.neps-data.de/Portals/0/NEPS/Datenzentrum/Forschungsdaten/SC5/4-0-0/SC5_ContextData.pdf.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

4.4 Australia

4.4.1 Graduate Pathways Survey (GPS)

Carried out by

Australian Council for Educational Research (ACER), Australia

Objective

The GPS aimed to track the outcomes of graduates, 5 years after completion of a bachelor's degree. The survey intended to build on other Australian research, which have tended to focus on one specific group of students from single institutions.

The specific aims were to gain insights into the following:

- The relationship between field of study and occupation industry,
- Skills of university graduates,
- Labour market expectations of graduates,
- Perceptions of careers advice at university,
- Perceptions of the benefits of university education,
- Satisfaction with university education and development of work capabilities,
- Outcomes for graduates as a function of field of education, socio-economic status, geographical location and type of institution.

Methodology

The GPS used a census approach. The 2008 survey was concerned with Australian Bachelor Degree graduates who completed their studies in 2002. All Australian universities participated in the study.

Graduates were surveyed 5 years after graduation and were asked to provide retrospective indications of their activities at year 1, 3, and 5 post-graduation.

The survey contained approximately 160 items and assessed the following:

1. Demographics and experiences of 2002 Australian Bachelor Degree graduates,
2. Graduate activity in April 2003,
3. Graduate activity in April 2005,
4. Graduate activity in April 2008.



Demographics

The survey contained many items from the Australasian Survey of Student Engagement (AUSSE) and other existing instruments. The survey took approximately 15 minutes to complete. An incentive was offered on the part of each institution, whereby respondents were entered into a prize draw to win \$200.

Paper and online completion modes were offered.

Participants were sent 3 emails and 1 postal questionnaire.

A valid response was defined as one in which data was supplied for at least 25 items.

Data were weighted within each institution by sex and broad field of education. Response rates differed according to these factors.

Sample

39 institutions participated and were grouped as follows:

- Go8: Group of Eight ($n = 8$)
- ATN: Australian Technology Network of Universities ($n = 5$)
- IRU: Innovative Research Universities of Australia ($n = 6$)
- Regional: Regional Universities ($n = 8$)
- Metropolitan: Metropolitan Universities ($n = 12$)
- 1 institution subsequently elected not to participate

Students were assigned to 1 of 10 broad fields of education.

- Population for the survey = 98,535 bachelor degree graduates (made up of 86,303 pass degree graduates, 8,221 honours graduates and 4,011 graduate entry degree graduates).
- Target population for survey = 76,346 (because 22,189 graduates were excluded from the total population).
- Target response rate was 15%.
- Response rate = 12.1% (response rates at different institutions varied from 3.6% to 63.4%).

Participants who were not contactable prior to the survey (7.8%) or where the survey was undeliverable (11.8%) were excluded from the target sample. Despite these exclusions, the sample size was still determined to be sufficiently representative.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

The representativeness of the sample (in terms of sex, residential location, field of education, labour force status) was measured by comparing respondents with statistics from the Australian Bureau of Statistics (2006) Census and data from the Department of Education, Employment and Workplace Relations.

Limitations

The study did not include international students.

Reference

Coates, H., & Edwards, D. (2009) *The 2008 Graduate Pathways Survey: Graduates' education and employment outcomes five years after completion of a bachelor degree at an Australian university*. Australian Council for Educational Research (ACER).

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

4.4.2 Australian Graduate Survey (AGS)

Carried out by

Graduate Careers Australia (GCA), Australia

Objective

The AGS is a national census of new graduates and is used to determine the destination of graduates and gain insights into their course experience.

Methodology

The survey has been administered annually (to new cohorts) since 1972, four months after graduation. Online, paper and telephone modes of completion are available.

The AGS comprises of:

1. Graduate Destination Survey (GDS), **AND**
2. Course Experience Questionnaire (CEQ, added 1992), **OR**
3. Postgraduate Research Experience Questionnaire (PREQ, added 1999)

Table 4.3: Overview of AGS Cohorts

Cohort	Achieved Sample	Response Rate
1999	Unavailable	Annual response rate = 60-65%
2000	Unavailable	
2001	Unavailable	
2002	Unavailable	
2003	Unavailable	
2004	Unavailable	
2005	Unavailable	
2006	64,284	
2007	Unavailable	
2008	96,284	
2009	97,304	
2010	99,691	

Source: Tustin et al. (2012), p. 122.

References

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

Summary documents obtained from website. Full reports only available for last two cohorts (2009 & 2010).

<http://www.graduatecareers.com.au/Research/Surveys/AustralianGraduateSurvey/index.htm>

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

4.4.3 Beyond Graduation Survey (BGS)

Carried out by

Graduate Careers Australia (GCA), Australia

Objective

The BGS aims to determine Australian higher education graduate outcomes and experiences, 3 years post-graduation. The survey mainly focuses on the primary activity at the time of the survey, but additionally the questionnaire collects information about other activities since graduation as well as respondents' satisfaction with their higher education experience.

Methodology

This survey contacts the respondents who previously completed the Australian Graduate Survey (AGS), 3 years and (more recently) 5 years post-graduation.


Content

The questionnaire assesses the following:

- Employment outcomes for the last 3-5 years,
- Further study information,
- Other activities that the respondents are involved in,
- Salary information,
- Course experience reflections.

Sample

The samples are considered as generally representative of all graduating students in terms of gender, age, and field of study.



Cohort		
	2006	2007
Baseline: 2006 AGS cohort		
Administered	2006	2007
Target sample	unavailable	unavailable
Achieved sample	64,284	unavailable
Response rate	~60-65%	~60-65%
3-year follow-up		
Administered	2009	2010
Target sample	unavailable	unavailable
Achieved sample	5,818	10,111
Response rate	19.0%	unavailable

Source: Tustin et al. (2012), p. 124.

References

Graduate Careers Australia (2010) *Beyond graduation 2009: The report of the Beyond Graduation Survey*. Melbourne, Australia: Graduate Careers Australia Ltd.

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

Graduate Careers Australia (2011) *Beyond graduation 2010: The report of the Beyond Graduation Survey*. Melbourne, Australia: Graduate Careers Australia Ltd.

<http://www.graduatecareers.com.au/Research/Surveys/BeyondGraduationSurvey/index.htm>

4.4.4 Longitudinal Surveys of Australian Youth (LSAY)

Carried out by

National Centre for Vocational Education Research (NCVER) & Australian National University's Social Policy Evaluation, Analysis and Research Centre (SPEAR), Australia.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Objective

This survey aims to track students as they move from school into further study, work and other destinations. There have been 5 cohorts carried out to date, with two fully complete.

Methodology

Respondents are followed-up with annually for 11 years. There are 12 waves for each cohort.

In the first wave of the survey, respondents are given reading and numeracy tests to gauge school achievement. For later cohorts, scientific literacy tests are also included. Respondents are also asked to complete a questionnaire regarding their plans for future education and work.

The overall attrition rate is between 8 and 10% per year, on average.

The subsequent waves measure student achievement/aspirations, school retention, social background, attitudes to school, work experiences and what students are doing when they leave school.

Since 1997, interviews are carried out using Computer Assisted Telephone Interviews (CATI), after high drop-out rates were observed with paper completion.

Sample Cohort					
Wave	1995	1998	2003	2006	2009
Wave 1					
Administered	1995	1998	2003	2006	2009
Target sample	unavailable	unavailable	unavailable	unavailable	unavailable
Achieved sample	13,613	14,117	10,370	14,170	
Response rate	unavailable	unavailable	unavailable	unavailable	
Av. age	14.5 years	14.5 years	15.7 years	15.7 years	
Current Wave					
Wave no.	N/A	N/A	8	5	unavailable
Administered	N/A	N/A	2010	2010	
Target sample			unavailable	unavailable	
Achieved sample			4,903	6,316	
Response rate			47.3%	44.6%	
Av. age			22.7 years	19.7 years	
Wave 12 - Final Wave					
Administered	2006	2009	2014	2017	2020
Target sample	unavailable	unavailable			
Achieved sample	3,914	3,596			
Response rate	28.8%	25.5			
Av. age	25.4 years	25.5 years			

Source: Tustin et al. (2012), p. 124.

A nationally representative sample is selected at each point in time. The sample is further stratified according to school sector and certain students (such as those from small states) are oversampled. The first two cohorts begin with year 9 students, while subsequent cohorts enter the study at age 15.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Content

In the latter waves, the respondents are asked about:

- post-school study,
- work,
- job history,
- job search activity,
- not in the labour force,
- living arrangements (such as: finance and health),
- general attitudes,
- permission to match data with year-9 test scores on literacy and numeracy.

Strengths

Respondents who did not complete a wave were excluded from further surveys.

Limitations

The data only extended to 2 years post-university education.

References

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

Summary documents obtained from website at <http://www.isay.edu.au/index.html>.

4.5 Canada

4.5.1 National Graduates Survey (NGS)

Carried out by

Statistics Canada, Canada

Objective

To determine the labour market outcomes of Canadian university and college graduates 2 and 5 years after graduation.



Methodology

The NGS used a cross-sectional design with longitudinal follow-ups. Graduates were interviewed at two different points in time: At year two (National Graduates Survey – NGS) and year five (Follow-up Survey of Graduates – FOG) after graduating from postsecondary institutions (such as: public universities, colleges and trade schools) in Canada.

Content

The survey addressed the following:

- Employment since graduation,
- Relationship between field of study and employment,
- Job and career satisfaction,
- Rates of under-employment and unemployment,
- Type of employment obtained (related to career expectations and qualification requirements),
- Influence of postsecondary education on occupational achievement.

The mode of completion was computer-assisted telephone interviews (CATI).

Sample

Given the survey's aim to be representative, the sample used stratified simple random sample design. Three variables were used for stratification:

1. Geographical location of study institution (based on 13 locations)
2. Level of degree/study (based on 5 levels)
3. Field of study (based on 12 fields)

Six cohorts have been carried out to date.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Cohort	1982	1986	1990	1995*	2000*	2005*
National Graduates Survey: 2 years post-graduation						
Administered	1984	1988	1992	1997	2002	2007
Target sample	36,424	40,657	36,879	61,759	61,558	unavailable
Achieved sample	27,022	31,677	28,143	unavailable	38,483	unavailable
Response rate	74.19%	77.91%	76.31%	79.6%	62.52%	~68%
Notes	Target sample was 22.5% of total population of 161,854	Target sample was 18.2% of total population of 223,445	Target sample was 19.1% of total population of 193,565		Target sample was 23% of total population of 267,400	Target sample was unknown % of total population of 305,000
Follow-up Survey of Graduates-FOG: 5 years post-graduation						
Administered	1987	1991	1995	2000	2005	2010
Target sample	26,106	30,799	27,511	40,054	unavailable	unavailable
Achieved sample	23,619	27,577	23,920	29,100	34,304	unavailable
Response rate	90.47%	89.54%	86.95%	72.65%	68.5%	unavailable
Notes	Target samples included additional graduates requested by institutions to increase base sample (in 1995 cohort this number was 4,199). Source: Tustin et al. (2012), p. 139.					

Limitations

The survey did not obtain baseline data. Only those residing in Canada (for 1982, 1986, 1990 cohorts) or Canada and the US (remaining cohorts) were included. Mature graduates and those from private institutions were not included.



References

Finnie, R. (2000) 'From school to work: The evolution of early labour market outcomes of Canadian postsecondary graduates', *Canadian Public Policy*, 26(2), 197-223.

Finnie, R. (2004) 'The school-to-work transition of Canadian post-secondary graduates: A dynamic analysis', *Journal of Higher Education Policy and Management*, 26(1), 35-58.

Allen, M., Harris, S., & Butlin, G. (2003) 'Finding their way: A profile of young Canadian graduates', *Education, skills and learning: Research papers*. Statistics Canada.

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

Allen, M., & Vaillancourt, C. (2004) 'Class of 2000: Profile of postsecondary graduates and student debt', *Education, skills and learning: Research papers*. Statistics Canada.

Bayard, J., & Greenlee, E. (2009) 'Graduating in Canada: Profile, labour market outcomes and student debt of the class of 2005', *Culture, tourism and the Centre for Education Statistics: Research papers*. Statistics Canada.

Additional information available online at: <http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5012&lang=en&db=imdb&adm=8&dis=2>; http://www23.statcan.gc.ca/imdb/p3Instr.pl?Function=getInstrumentList&Item_Id=150151&UL=1V&

4.6 United States of America

4.6.1 Baccalaureate and Beyond Longitudinal Study (B&B)

Carried out by

The National Centre for Education Statistics, USA

Objective

The B&B study was designed to examine employment and further study outcomes of Bachelor Degree graduates, over a 10 year time frame.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Method

Graduates were first interviewed in 1993 as part of the National Postsecondary Student Aid Study (NPSAS), which uses a representative sample of students from all over the US to determine how students pay for higher education. There were 3 follow-up surveys in 1994, 1997, and 2003.

The follow-up surveys assessed many aspects of graduates' lives, including education (degrees sought/earned, field of study, schools attended, financial aid, attitudes about value of education); employment (employment status, occupation/industry, job characteristics, income, job satisfaction, time spent not working); finances (household income, educational debt, educational tax credits, loan forgiveness programs, savings, assets, debts); and personal background (marital status, family composition, civic participation, disabilities). There were also some specific questions for teaching graduates.

Online, phone or in-person modes of completion were offered, since 2003. The estimated time of completion was 35-37 minutes in 2003.

Sample

There have been 3 cohorts to date: graduates who completed degrees in 1993, 2000, and 2008. Only the 1993 cohort has been tracked for 10 years. The summary below refers largely to the 1993 cohort, as the subsequent cohorts focused on the outcome and experience of teaching graduates.

The target population included all those who completed a bachelor's degree in 1993. The study aimed to obtain a nationally representative cross-section of all students in postsecondary institutions in the US. Stratified systematic sampling was also used by each participating institution. The strata included geographic location, institution type and course type.

Years survey administered				
	1993	1994	1997	2003
Target sample	~16,320	~12,480	~11,190	~10,440
Achieved sample	~11,810	~10,080	~10,093	~8,970
Response rate	72.37%	80.77%	90.2%	85.92%
Notes	Respondents who completed interviews at all 4 time points = ~8,100 (represents ~1.2 million bachelor's degree recipients, 0.675%)			
Further cohorts - Interview				
Initial		First follow-up		Second follow-up
2000 cohort				
Administered	2000	2001	N/A	
Target sample	unavailable	unavailable		
Achieved sample	~11,630	~10,030		
Response rate	unavailable	92%		
Notes	Survey assessed time to degree completion, further study and employment, activities of newly-qualified teachers.			
2008 cohort				
Administered	2008	2009		2012
Target sample	unavailable	unavailable		
Achieved sample	~19,000			
Response rate	unavailable			
Notes	Specific focus on new teachers.			

Source: Tustin et al. (2012), p. 139.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Limitations

1993 cohort: Non-respondents at 1 or more phases were included in later phases.

References

Bradburn, E., et al. (2006) *Where are they now? A description of the 1992-93 bachelor's degree recipients 10 years later: Statistical analysis report*. Washington, DC: U.S. Department of Education, National Centre for Education Statistics, NCES 2007-159.

Wine, J., et al. (2005) *1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03): Methodology report*. Washington, DC: U.S. Department of Education, National Centre for Education Statistics, NCES 2006-166.

Choy, S., Bardburn, E., & Carroll, C. D. (2008) *Ten years after college: Comparing the employment experiences of 1992-93 bachelor's degree recipients with academic and career-oriented majors*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Charleston, S., et al. (2003) *Baccalaureate and Beyond Longitudinal Study: 2000-01 (B&B:2000/01): Methodology report*. Washington, DC: U.S. Department of Education, National Centre for Education Statistics, NCES 2003-156.

Tustin et al. (2012) *Extended Baseline Report: Graduate Longitudinal Study New Zealand. Appendix 1: Review of Existing Longitudinal Graduate Studies*. Dunedin, New Zealand: University of Otago.

4.6.2 Beginning Postsecondary Students (BPS)

Carried out by

National Centre for Education Statistics, USA

Objective

To collect information about students' education and employment in the 6 years following first enrolment in post-secondary education.

Methodology

BPS surveys students who are at the end of their first year in post-secondary education and re-surveys the same students three and six years later.

Students were initially interviewed as part of the National Postsecondary Student Aid Study (NPSAS), which used a representative sample of students from all over the US to determine how students pay for higher education. A subset of these students were selected to participate in the BPS.

Content

The questionnaire includes information on the following:

- Student demographic characteristics,
- School and work experiences,
- Persistence, transfer and degree attainment.

The survey takes 20 minutes to complete on average. Telephone and (later) online modes of survey completion are offered.

Sample Cohort			
	1990	1996	2004
End of first year survey (NPSAS)			
Administered	1990	1996	2004
Target sample	unavailable	unavailable	unavailable
Achieved sample	11,700	12,410	23,090
Response rate	unavailable	unavailable	unavailable
3 years after starting study			
Administered	1992	1998	2006
Target sample	unavailable	unavailable	unavailable
Achieved sample	7,787	10,332	14,900
Response rate	unavailable	unavailable	~80%
6 years after starting study			
Administered	1994	2001	2009
Target sample	unavailable	unavailable	unavailable
Achieved sample	6,786	12,100	15,160
Response rate	87.2%	88.3%	82%

Source: Tustin et al. (2012), p. 143.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Limitations

Non-respondents at 1 or more phase were included in later phases.

Response rates include partially-completed surveys.

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More information available at <http://nces.ed.gov/surveys/bps/index.asp>.

4.7 New Zealand

4.7.1 Graduate Longitudinal Study New Zealand (GLSNZ)

Carried out by

The National Centre for Lifecourse Research, University of Otago

Objective

The Graduate Longitudinal Study New Zealand (GLSNZ) aims to identify the factors that make New Zealand graduates successful. The study aims to determine the ongoing impact of tertiary education on graduates' lives.



Method

The GLSNZ replaces the 35-year old Graduate Destinations Survey that surveyed all New Zealand university graduates about their employment, six months after graduation. About 8,700 final-year students from across New Zealand were surveyed in 2011, asking about students' final year of university and were re-surveyed 2 years after graduation (in 2014). Further studies will take place at 5 and 10 years' post-graduation.

GLSNZ 2011 (Baseline)

Approximately 14,000 final year university students (broadly representative of the 40,000 students completing their studies) were invited to participate.

A total of 8,719 students completed this survey (62% response rate).

The GLSNZ baseline survey captured a broad range of information including:

- General and background information
- University experience
- Aspirations, goals and values
- Earning and assets
- Health and well-being
- Personal characteristics
- Community involvement
- Success factors
- General comments and contact details

First follow-up occurred in 2014 (approximately 2 years after graduation) and the results are not yet available.

5 year and 10 year follow up is expected in 2016 and 2021.

Strengths

The use of scales such as: the Warwick-Edinburgh Mental Well-being Scale, the Rosenberg Self-Esteem Scale and the General Self-Efficacy Scale.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Reference


Tustin, K., Chee, K.S., Taylor, N., Gollop, M., Taumoepeau, M., Hunter, J., Harold, G. and Poulton, R. (2012) *Extended Baseline Report: Graduate Longitudinal Study*. Dunedin, New Zealand: University of Otago.

4.8 Summary

This chapter has considered the different approaches used in terms of graduate surveying, in six case-study countries. These countries were chosen for review as they offer large-scale and comprehensive graduate follow-up studies. While there are many similarities found in their approaches, such as the general aim to better understand the trajectories of graduates over time and provide high quality evidence for policy decisions, there are many differences noticed in terms of timescales and number of cohorts used, sampling methods, design of study and questionnaire content. The main differences can be summarised as follows:

Timescales

- This review has exemplified large diversity in terms of time frames. Most countries conduct an initial study of graduates within a year of graduation. However, Canada's National Graduates Survey (NGS) waits until year 2.
- While the majority of studies are concerned with the post-higher education routes of graduates, two studies commence their focus much earlier. For example, in America's Beginning Postsecondary Student (BPS) survey, the later components are most interested in the six years following first enrolment in post-secondary education. Likewise, the UK's Future Track study aims to gather information five and a half years after initial application to higher education. Interestingly, respondents are asked to report retrospectively on their behaviour at years 1 and 3 post-graduation. This approach is most likely due to Australia's use of multiple graduate surveys. Additional studies (e.g. AGS and BGS) provide data on the early trajectories of graduates.
- Where longitudinal approaches are used, between two and three follow-ups are most common. Only three countries are seen to follow graduates over 10 years: the B&B study in the USA, GLSNZ in New Zealand and DZHW in Germany.
- The use of multiple cohorts is a common approach. This is most likely due to the long tradition of graduate studies in the countries under review. Canada's NGS study has been administered to new graduates annually since 1972, while most other countries started their cohort studies in the early 1990s.



Sampling methods

- Targeting random and representative samples is the most common approach used in the case-study countries. The UK and Australia are two exceptions, however.
- The Destination of Leavers from Higher Education (DLHE) study, in the UK, uses a census style-survey to gather baseline information for the 'Early' component of the study. Likewise, the UK's Future Track study used a census approach in the initial phase to ascertain information on all applicants to higher education, a sample of which are further monitored over time.
- Australia, in their Graduate Pathways Survey (GPS) employ a census approach to investigate graduate outcomes 5 years after graduation. In addition, a second study, the Australian Graduate Survey (AGS), at 4 months post-graduation, uses a census-based approach to assess information on all new graduates.

Study Design

- The vast majority of studies are quantitative in nature, although one UK study followed up with graduates in qualitative interviews. The 'Moving On and Seven Years On, Class of '99' study carried out interviews with approximately 300 graduates who had trouble finding employment.
- Most countries prioritised full-time students and excluded mature and international graduates.
- Most countries are moving to more innovative modes of completion, in offering respondents a choice of traditional pen and paper, online and telephone completion (less common). In rare cases (e.g. the B&B study in the USA) the respondent was offered an 'in-person' mode of completion.

Chapter 4: Graduate Outcome Approaches in Six Case-Study Countries [continued]

Questionnaire content

- The review illustrates that all graduate surveys focus on short-term transitions from higher education, including questions on qualifications obtained, further education/training since graduation and employment outcomes.
- Financial aid/debt is incorporated into many studies (for example, B&B, America; On Track, UK and NSG, Canada).
- Less common are specific questions in relation to career guidance needs (Future Track, UK), future planning and aspiration (On Track, UK), regional and international mobility (KOAG, Germany) and course experience reflections (BGS, Australia).
- The use of customised additions or add-on modules is evident in Germany. Its DHZW makes amendments to the follow-up questionnaire based on societal changes. Optional questions are also offered at institutional level in Germany's KOAB study.
- Teacher-specific questions are commonly added to questionnaires.
- Questionnaire amendments are common between sweeps. Countries remove any questions deemed to be repetitive of other sweeps.
- Interestingly, Australia's AGS distinguishes according to course and post-graduate experience, in separating the questionnaires. Moreover, Australia's LSAY study, asks for permission to link the graduate survey to previous school test scores.
- New Zealand's GLSNZ study includes the use of scales such as: the Warwick-Edinburgh Mental Well-being Scale, the Rosenberg Self-Esteem Scale, and the General Self-Efficacy Scale. Likewise, Australia's GPS incorporates specific items aimed at measuring student engagement.



Chapter 5

Limitations and Challenges of Graduate Surveys



5.1 Introduction

Graduate surveys pose many methodological problems for researchers and policy-makers. For instance, as argued by Teichler (2000) doubts are often raised regarding the comparability of education and employment data. As outlined in chapter two, internationally comparative studies can be particularly difficult to conduct given the inherent difficulties associated with collecting similar data across countries. Definitions around level of programmes, for example, vary according to higher education sectors and types of institutions.

As a result, definitions used by the OECD or the European Commission of higher education do not necessarily coincide with the definitions used in respective countries (which provided the statistical information to these agencies).

Chapter 5: Limitations and Challenges of Graduate Surveys

At national level, there are also many challenges. Definitions vary largely according to institution (e.g. in Ireland there are distinctions made between universities and institutes of technology) and therefore standardisation of graduate surveys can be problematic. The literature (e.g. Teichler, 2000; Tustin et al., 2012 and Crow et al., 2011) highlights four main challenges with graduate surveys, particularly those longitudinal in nature. Such challenges include: response rates, representativeness, moving beyond an annual focus and data linkage concerns. These main challenges will be briefly discussed and suggestions will be offered to overcome such issues.

5.1.1 Response Rates

As evident in this review, achieving high response rates can be extremely time consuming and problematic. This is especially the case for longitudinal approaches, due to inherent difficulties associated with tracing graduates over time. High response rates are most common in countries that adopt multi-mode completion rates and offer incentives on the part of the institutions and graduates themselves.

As indicated in the literature (e.g. Nulty, 2008; Crow et al., 2011), there are several ways in which response rates can be increased:

- In emphasising the importance of the study and highlighting its confidential nature. Evidence shows that it is extremely important for respondents to feel that their feedback is useful and is going to be used to implement change in the future.
- Multi-mode completion options can help boost response rates. This involves offering the respondent the choice to complete the survey in paper, online or via telephone.
- Making the questionnaire engaging, direct and short.
- Ensuring accurate contact information and tracing information is collected at each wave, to help ease problems with follow-up.
- Offering incentives to institutions and graduates, for example entry into prize draws.

The revised graduate survey in Ireland hopes to address this final point in incentivising response rates on the part of institutions. The institutions which take part in the survey currently receive a contribution towards the costs of the administration of the survey. The aim of the contribution is to support institutions in maintaining consistent records of graduate outcomes. The quantum of this funding, and its relationship with response rates, will be reviewed as part of this new process.



5.1.2 Representativeness

Tustin et al. (2012) argue that one of the main challenges inherent in longitudinal research is representativeness. Even though many studies claim to be representative of the general, student population, often specific groups are excluded (such as international, part-time, mature and distance learners). This can be linked to sample size, whereby samples are often not large enough to allow for subgroup analyses. While some studies (e.g. Destination of Leavers from Higher Education (DLHE) Longitudinal survey in the UK and the Longitudinal Surveys of Australian Youth (LSAY) in Australia) oversample certain groups as a way of overcoming this issue, this can result in samples that are not proportionally representative of the student population.

Despite these difficulties, there are ways in which graduate surveys can address such a concern, whereby representativeness can be improved from the offset. Multi-mode surveys can enhance the representativeness of respondents by reducing coverage and non-response errors, and by increasing response rates and the overall number of respondents (Dillman et al., 2009; Weisberg 2005) – particularly since the causes of unit non-response and, consequently, respondents' profiles vary across modes (Groves et al. 2002).

5.1.3 The Annual versus Longitudinal debate

Annual, cross-sectional graduate surveys usually produce statistics on a small list of variables. Such surveys present a snapshot of learners and their short-term outcomes, at a particular point in time. Such an approach has also been criticised for its dominant focus on employment outcomes to the detriment of more general life outcomes.


There is widespread consensus that longitudinal data can address such concerns by revisiting the same cohort of graduates, at different points in time. When compared to cross-sectional data, longitudinal methods have many methodological advantages, they improve opportunities to describe trajectories of growth and development over the life course and to study the patterns of causal relationships over longer time spans (Halaby, 2004).

Initial questions (asked in the first survey) can be excluded from the follow-up phase, which allows scope for additional and varied questions concerned with ‘paths’ and ‘trajectories’ in a graduate’s life course. Survey follow-ups can also allow for a more balanced and retrospective analysis of higher education. Moreover, concepts such as ‘over-education’ cannot be measured only by analysing the statistical links between educational attainment and occupation. Ratings by graduates must be taken into consideration, even though they might be somewhat biased (Teichler, 2000).

5.1.4 Linking survey and administrative data

Statistical data has long been criticised for providing data in isolation from other variables. For example, annual graduate surveys do not allow us to analyse whether it is the socio-economic background or the type of course that determines the graduates’ career opportunities. Such concerns can be addressed by linking graduate data to administrative sources. For example, it is hoped that eventually, in Ireland, links will be made with a student’s Personal Public Service Number (PPSN). While such changes are beyond the remit of the forthcoming amendments to the graduate survey, it is hoped that forthcoming legislative changes around data protection will make possible more effective linking of government data sources. Such a link would allow for an analysis of key transitions in a person’s life (starting with the child benefit register) and would provide information from Revenue and the Department of Social Protection. Concerns with data protection have been addressed, and overcome, by other European countries in the implementation of innovative data linking strategies.

As outlined in the review, in the UK, HESA data can also be linked to school level data, thus offering a clearer picture of progression from second level to higher education. Additionally, while Austria and Estonia do not carry out graduate surveys on a regular basis, they both have an elaborate system of student tracking. In Austria, HEIs anonymously link administrative data on their graduates to social security data. This database contains information on all residents in Austria and their labour market status and income as well as anonymous information on the employer (e.g. size and sector). Similarly, Estonia tracks graduate employment and income measures through a national database, (which covers all students) and the Estonian Tax and Customs Board database.



While official and administrative data are extremely useful, they only offer factual and objective statistics. Therefore, with the addition of longitudinal graduate surveys, Ireland can ascertain both the objective data (through linkages with PPSN and the Student Record System) with more subjective information through the implementation of longitudinal graduate surveys. The inclusion of the 'graduate voice' therefore contributes to a more subjective and holistic picture of higher education, and ultimately allows for a longer-term and outcome-orientated assessment of the value and experience of higher education.

Chapter 6

Summary and Conclusion



6.1 Introduction

In order to better inform the proposed amendments to Ireland's graduate survey, this report reviewed the graduate outcome measures taking place at international level (through large-scale comparative studies) and at European level. Additionally, the report offered detailed information on six case-study countries that are using innovative, large-scale and most often longitudinal approaches to graduate tracking. It is evident that while many countries have a national approach to graduate outcomes (13 out of the 30 reviewed), very few have longitudinal studies in operation.

Moreover, this review has shown that graduate surveys are still the most common and sought-after approach of gathering effective information on higher education outcomes.

Chapter 6: Summary & Conclusion


6.2 Learning from international practice

The review has shown that methodologically sound and well-developed graduate surveys matter. Such surveys are crucial for gaining insights into educational trajectories. Graduate surveys provide concrete information that is useful for policy makers, higher education institutions and prospective students. Furthermore, the results of graduate surveys can be used for benchmarking institutional performance over time and against other similar institutions.

This review has highlighted that many European countries are attempting to track students at a national level. Where graduate surveys are not in use, there is evidence of good quality administrative data sources in place. However, without specifically asking graduates about their experience, such countries are not getting a true sense of the experience of higher education and how it impacts a graduate's life choices and outcomes.

The main insights at European level are:

- There is much variation in terms of European approaches to graduate tracking. While surveys are the most common approach used to gain insights into graduate behaviour, the methodology, time frames and reasons for tracking differ hugely between countries.
- Of the 30 European countries under study, 13 countries use some form of graduate surveying, while 17 countries do not use graduate surveys at National level.
- Among those without graduate surveys, four countries (Sweden, Czech Republic, Denmark and Spain) employ graduate tracking through linkage to other Government sources (e.g. social security records).
- Of the 13 countries who do use surveys, two countries (Austria and Greece) conducted 'once off' surveys, while three countries carried out between one and three surveys in total (to date). Eight countries have conducted regular (i.e. more than three) graduate surveys.
- There is huge variation in terms of the time scales used. While in some cases it was not clear how long after graduation the surveys were conducted, in most cases, initial graduate surveys are conducted within a year of graduation.
- Where longitudinal follow-up did occur, it was most commonly held one, two and five years after graduation.
- Interestingly, some countries carry out a more informal qualitative interview with a subset of graduates (i.e. in Hungary) while other countries (e.g. NIUF in Norway) continually alter the design, approach and content in their retrospective studies, by focusing on specific special topics according to societal need.
- Furthermore, the reasons for conducting these surveys differs between countries. Some countries (Slovakia, for example) specify state monitoring and budgetary purposes as the reason for conducting the survey, while other countries have a legal obligation (e.g. Hungary) to collect such information.



The review has also shown that while national cross-sectional research is beneficial, it portrays an incomplete picture of a graduate's life. Large-scale surveys, of a longitudinal nature, are necessary to derive data from many individuals measured on several occasions across time, which allow for the analysis of patterns of change over the life course. Moreover, given the increased focus on the importance of education as a lifelong process, there is a huge demand for high-quality, longitudinal data to better inform policy. In particular, there is a clear need for both analytical and methodological progress in order to enhance our understanding of the educational decisions that people make, the role that educational contexts play in determining the various pathways that learners take, the role that these contexts play in people's competence development throughout the life course and how these work together to produce different outcomes (Blossfeld, 2009).

The case-study countries highlight the importance of tracking the same students over time. Similar to the findings on the national surveys, differences are found in terms of the timescales and number of cohorts used, sampling methods, design of study and questionnaire content. The main differences can be summarised as follows:

Timescales

- This review has exemplified large diversity in terms of time frames. Most countries conduct an initial study of graduates within a year of graduation. However, Canada's National Graduates Survey (NGS) waits until year 2.
- While the majority of studies are concerned with the post-higher education routes of graduates, two studies commence their focus much earlier. For example, in America's Beginning Postsecondary Student (BPS) survey, the later components are most interested in the six years following first enrolment in post-secondary education. Likewise, the UK's FutureTrack study aims to gather information five and a half years after initial application to higher education.
- Where longitudinal approaches are used, between two and three follow-ups are most common. Only three countries are seen to follow graduates over 10 years: the B&B study in the USA, GLSNZ in New Zealand and DZHW in Germany.
- The use of multiple cohorts is a common approach.

Sampling methods

- Targeting random and representative samples is the most common approach used in the case-study countries. The UK and Australia are two exceptions, in their use of a census approach.

Chapter 6: Summary & Conclusion [continued]

Study Design


- The vast majority of studies are quantitative in nature, although one UK study followed up with graduates in qualitative interviews.
- Most countries prioritised full-time students and excluded mature and international graduates.
- Most countries are moving to more innovative modes of completion, in offering respondents a choice of traditional pen and paper, online and telephone completion (less common).

Questionnaire content

- The review illustrates that all graduate surveys focus on short-term transitions from higher education, including questions on qualifications obtained, further education/training since graduation and employment outcomes.
- Financial aid/debt is incorporated into many studies (for example, B&B, America; OnTrack, UK and NSG, Canada).
- Less common are specific questions in relation to career guidance needs (FutureTrack, UK), future planning and aspiration (OnTrack, UK), regional and international mobility (KOAG, Germany) and course experience reflections (BGS, Australia).
- Teacher-specific questions are commonly added to questionnaires.
- Questionnaire amendments are common between sweeps.

6.3 The Irish model: Choosing the best way forward

As documented in the introduction, the current graduate survey has been in place since the 1980s and is in need of updating and improvement. Fundamentally, the HEA wishes to extend the participation of institutions not currently taking part in the survey, and situate the survey data within a new relational database that will allow for greater data accuracy and linking of survey data across its systems. The incorporation of a longitudinal element to the survey is also desirable to allow the tracking of graduates through their career.



The main area under review is in terms of how the information will be collected. It is expected that the new database will provide the following:

- Data on graduate qualifications and employment both within Ireland and overseas,
- Relevance of employment to area of study,
- Data on graduate further study,
- Data on graduate unemployment and unavailability for work,
- Career progression of graduates through longitudinal data,
- Consistent data across institutions,
- Graduate perceptions of the quality and relevance of their higher education experience.

In light of this review and the approaches used in other countries, the Steering Group/Survey Design Subgroup, in conjunction with the HEA, have devised a draft annual graduate survey questionnaire (October, 2015). The development of the new graduate outcomes survey involves a rigorous set of processes. Table 6.1 offers a summary of the key steps involved in devising the new survey.

Chapter 6: Summary & Conclusion [continued]

Table 6.1: Summary of key steps in devising the new graduate outcomes survey

Summer 2015 (Complete)
<ul style="list-style-type: none">• HEA initiate project and engage institutional representatives for membership of Steering Group,• First meeting of Steering Group,• HEA review of international practice,• Establishment of the Survey Design and Technical Subgroups.
September 2015 (Complete)
<ul style="list-style-type: none">• Steering group meet to discuss review of international practice and devise general outline and questions for the Survey Design Subgroup,• Survey Design Subgroup meet to discuss Steering Group recommendations and discuss content for annual and longitudinal questionnaires,• HEA devise draft questionnaire and codebook
October 2015 (Complete)
<ul style="list-style-type: none">• Survey Design Group meet to re-draft annual survey,• Technical subgroup meet to discuss technical requirements.
November 2015
<ul style="list-style-type: none">• Graduate survey roundtable discussion to be held (in conjunction with HEA Forward-Look Forum on graduate skills and employability).
December 2015
<ul style="list-style-type: none">• Steering group meet to consider Survey Design and Technical Subgroup interim reports.



2016

- HEA to engage with institutions following agreement by the Steering group on survey design and technical elements,
- HEA to work with institutions on implementing systems for return of data to the HEA.
- HEA to support institutions on survey design and technical issues,
- HEA/HEI pilot testing of data return systems.
- Ongoing consideration by the Steering Group, Survey Design and Technical Subgroups of longitudinal content and design.

January 2017

- Training day for institutions on survey fieldwork,
- HEA to issue new graduate outcomes survey request to higher education institutions.

March 2017

- Commencement of new graduate survey,
- Ongoing consultation and development of longitudinal component.

6.4 Summary

This review has offered ideas and insights on how best to reform the Irish graduate survey, in raising key questions for the proposed amendments to the Irish model. In the context of ongoing changes and demands in the higher education system worldwide, it is timely for Ireland to move towards an innovative and longitudinal approach to ascertaining graduate outcomes, both short-term and long-term. Amendments to the Irish survey's design, methodology and database will borrow from the review of international practice and contribute to a holistic picture of graduates in offering an outcome orientated assessment of the value and experience of higher education.

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References & Appendices

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Appendices

Appendix 1: The Current Irish Graduate Survey

If your address has changed, please amend the details below.

Institution Name

Careers Service Name:

20-- Graduate Survey

The information you give will only be used for graduate first destination survey purposes and your name will remain confidential to the Careers Service at all times.

SECTION 1: PERSONAL INFORMATION

BLOCK CAPITALS PLEASE

PPSN:

SECTION 2: DETAILS OF QUALIFICATION & CURRENT SITUATION

BLOCK CAPITALS PLEASE

Details of Course Completed in 20—

a) Course Title: (Example: BA in History and Philosophy)

Choose one of the following: (tick one box only)

1	Minor/Supplemental/Special Purpose Award	
2	University Certificate	
3	University Diploma	
4	Advanced Certificate - Level 6	
5	Higher Certificate - Level 6	
6	Ordinary Bachelor Degree – Level 7	
7	Honours Bachelor Degree – Level 8	

References & Appendices [continued]

8	Higher Diploma – Level 8	
9	Postgraduate Diploma – Level 9	
10	Masters Degree Taught – Level 9	
11	Masters Degree Research – Level 9	
12	Doctorate – Level 10	
13	Higher Doctorate – Level 10	
14	Professional Training Qualification (Accountancy Solicitor or Barrister Exams, City & Guilds)	
15	Other Training Qualification (Leaving Certificate, Short Language course, Short TEFL course, ECDL)	

If you completed the Higher Diploma/Graduate Diploma in Education, please complete section b)

b) What faculty/college administered your **primary degree**? (tick one box only)

1	Arts, Social Science and Humanities	
2	Science	
3	Commerce and Business Studies	
4	Medicine, Dentistry & Paramedical Studies	
5	Engineering	
6	Law	
7	Agriculture	
8	Veterinary Medicine	
9	Architecture	
10	Food Science & Technology	
11	Education	

Present Situation - Which of the following gives the best description of your main situation? Please circle only one situation;

1+ In Employment (Permanent or Temporary) including graduate employment schemes or work experience/training schemes of one year's duration target	3= Seeking Employment i.e. you are not employed, not engaged in further study/training, and are seeking employment
2= In Further Study or Training, i.e. Higher Degree, Postgraduate Diploma, other degree/diploma/certificate course, professional qualification, other training courses	4 = Not Available for employment or study for reasons such as ill health, personal circumstances, travel etc.

If you selected 1 please proceed to Section 3: Employment, if you selected 2 please proceed to Section 4: Further Study or Training, if you selected 3 or 4 please sign and date this form.

SECTION 3: EMPLOYMENT

Please complete if you are currently employed .

BLOCK CAPITALS PLEASE.

1. Please tick **all** the following statements that apply to you:

a	My employment is full-time	
b	My employment is part-time	
c	I am self employed	

2. Gross Present Salary per annum (tick one box only)

Code	Salary Band		Code	Salary Band	
01	up to €12,999		08	€37,000 - €40,999	
02	€13,000 - €16,999		09	€41,000 - €44,999	
03	€17,000 - €20,999		10	€45,000 - €48,999	
04	€21,000 - €24,999		11	€49,000 - €52,999	
05	€25,000 - €28,999		12	€53,000 - €56,999	
06	€29,000 - €32,999		13	€57,000 - €60,999	
07	€33,000 - €36,999		14	€61,000 +	

3. (a) Job Title

(b) Location of Employment (if in Ireland, provide County, if overseas, provide Country):

(c) Sector of Employment (Business/Activity of your employer)

(d) If you graduated with a Higher Diploma/Graduate Diploma in Education or a Bachelor of Education Degree and are employed as a teacher, please indicate the type of school you are teaching in below (tick one box only)

1	Secondary	
2	Vocational	
3	Community/Comprehensive	
4	Primary	
5	Third Level	
6	Other/Non Specified (e.g. TEFL)	

(e) If you graduated with a Higher Diploma/Graduate Diploma in Education or a Bachelor of Education Degree and are employed as a teacher, please indicate your employment conditions below (tick one box only)

1	Permanent	
2	Temporary Whole-time	
3	Part-time/Substitute	
4	Eligible Part-time (EPT)	

Section 4: FURTHER STUDY OR TRAINING

1. College/Institute where course is being pursued

2. Location (if overseas, provide Country)

3. Course Title

4. (Example: BA in History and Philosophy)

5. Details of Further Award sought (tick one box only)

1	Minor/Supplemental/Special Purpose Award	
2	University Certificate	
3	University Diploma	
4	Advanced Certificate - Level 6	
5	Higher Certificate - Level 6	
6	Ordinary Bachelor Degree – Level 7	
7	Honours Bachelor Degree – Level 8	
8	Higher Diploma – Level 8	
9	Postgraduate Diploma – Level 9	
10	Masters Degree Taught – Level 9	
11	Masters Degree Research – Level 9	
12	Doctorate – Level 10	
13	Higher Doctorate – Level 10	
14	Professional Training Qualification (Accountancy Solicitor or Barrister Exams, City & Guilds)	
15	Other Training Qualification (Leaving Certificate, Short Language course, Short TEFL course, ECDL)	

5. Course attendance required: **1 = Full-time** **2 = Part-time**

.....

Section 5: SEEKING EMPLOYMENT

(To be used by Colleges for supplementary local questions they wish to ask, e.g type of employment sought, current contact address if different from home address overleaf, so that vacancy information can be sent, etc. Colleges can omit this section if they wish)

.....

Section 6:

(To be used by Colleges for supplementary local questions they wish to ask).

SIGNED _____

DATE _____

Thank you for your co-operation and help. Please return the completed form, using the reply paid envelope, to: **Careers Service, Name and address of University/ College.**

Appendix 2A: UK's Destination of Leavers from Higher Education (DLHE) – Early Questionnaire

Destinations of Leavers from Higher Education 2013/14 January 2015

	Official use only									

Please complete/amend details as appropriate

Name

Address

Postcode Telephone

Email

University/college attended

Title of course studied

You have been sent this questionnaire because you completed a higher education qualification between 1 January and 31 July 2014. Further information on the purpose of the survey and the use that will be made of the information you provide is included in the letter you received with this questionnaire.

'Tick boxes' which look like this ☐ require you to tick **ONE ANSWER ONLY** for those questions.

'Tick boxes' which look like this ☐ require you to tick **ALL THE ANSWERS WHICH APPLY TO YOU**.

SECTION A What will you be doing on 12 January 2015?

Q1 On 12 January 2015 will you be...?

Please tick **ALL** the activities you will be doing on 12 January 2015 and then indicate which **ONE** of them is most important to you.

	All activities you will be doing	Most important (select one only)
Working full-time (including self-employed/freelance, voluntary or other unpaid work, Developing a professional portfolio/creative practice or on an internship/placement)	<input type="checkbox"/>	<input type="radio"/>
Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship/placement)	<input type="checkbox"/>	<input type="radio"/>
Due to start a job in the next month	<input type="checkbox"/>	<input type="radio"/>
Engaged in full-time further study, training or research	<input type="checkbox"/>	<input type="radio"/>
Engaged in part-time further study, training or research	<input type="checkbox"/>	<input type="radio"/>
Taking time out in order to travel	<input type="checkbox"/>	<input type="radio"/>
Unemployed	<input type="checkbox"/>	<input type="radio"/>
Doing something else (e.g. retired, looking after home or family)	<input type="checkbox"/>	<input type="radio"/>

References & Appendices [continued]

SECTION B: Your employment on 12 January 2015. If you will be working (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or an internship/placement on 12 January please continue this section. If not go to SECTION C.

Q2 If you will have more than one job on 12 January 2015, how many jobs will you have in total?

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

Q3 What will your job title be? (If self-employed or freelance, please record this in your job title e.g. self-employed musician.)

Q4 What do you mainly do in your job?

Q5 Which of the following best describes the basis on which you will be employed on 12 January 2015?

- | | | | |
|--|----------------------------|---|----------------------------|
| Self-employed/freelance | <input type="radio"/> (01) | Voluntary work | <input type="radio"/> (06) |
| Starting up own business | <input type="radio"/> (02) | On an internship/placement | <input type="radio"/> (07) |
| On a permanent or open-ended contract | <input type="radio"/> (03) | Developing a professional portfolio/creative practice | <input type="radio"/> (08) |
| On a fixed-term contract lasting 12 months or longer | <input type="radio"/> (04) | Temping (including supply teaching) | <input type="radio"/> (09) |
| On a fixed-term contract lasting less than 12 months | <input type="radio"/> (05) | Other | <input type="radio"/> (10) |

Q6 What will your annual pay be for your main employment to the nearest thousand (£) before tax?

(£) Unpaid work ☐

Q7 If you will be working part-time in your main job, approximately how many hours a week will you work?

Q8 If this is not your only employment on 12 January 2015, what do you estimate your total earnings will be for a year to the nearest thousand (£) before tax?

(£)

Q9 What is the name of the company/organisation you will be working for? (If you got the job that you will be doing through an agency, please provide the name of your place of work on 12 January 2015 and not the name of the agency.)

Q10 What does the company/organisation you will be working for mainly do (e.g. software design, primary school education)?

Q11 Where will your place of work be and, if in the UK, what is the postcode?

Town/city/area Postcode (UK ONLY)
Country if not in the UK

Q12 Did you need the qualification you recently obtained to get the job you will be doing on 12 January 2015 (the actual qualification, not the subject of study)?

- Yes: the qualification was a formal requirement ☐ (11)
- Yes: while the qualification was not a formal requirement it did give me an advantage ☐ (12)
- No: the qualification was not required ☐ (13)
- Don't know ☐ (14)

GO TO Q14 ☐

Q13 As far as you are aware, what was most important to your employer about your qualification?

- | | | | |
|--|---------------------------|---------------------------------|---------------------------|
| The subject(s) studied | <input type="radio"/> (1) | No one thing was most important | <input type="radio"/> (5) |
| The level of study | <input type="radio"/> (2) | Don't know | <input type="radio"/> (8) |
| Sandwich/work experience (gained as part of my course) | <input type="radio"/> (4) | | |

SECTION B Your employment on 12 January 2015 (continued)

Q14 Why did you decide to take the job you will be doing on 12 January 2015? Please tick ALL the reasons why you decided to take the job and then indicate the ONE MAIN reason for your decision.

	All reasons	Main reason (select one only)
It fitted into my career plan/it was exactly the type of work I wanted	<input type="checkbox"/>	<input type="radio"/>
⁽⁰¹⁾ It was the best job offer I received	<input type="checkbox"/>	<input type="radio"/>
It was the only job offer I received	<input type="checkbox"/>	<input type="radio"/>
⁽⁰³⁾ It was an opportunity to progress in the organisation	<input type="checkbox"/>	<input type="radio"/>
⁽⁰⁴⁾ To see if I would like the type of work it involved	<input type="checkbox"/>	<input type="radio"/>
⁽⁰⁵⁾ To gain and broaden my experience in order to get the type of job I really want	<input type="checkbox"/>	<input type="radio"/>
⁽⁰⁶⁾ It was in the right location	<input type="checkbox"/>	<input type="radio"/>
⁽⁰⁷⁾ The job was well-paid	<input type="checkbox"/>	<input type="radio"/>
⁽⁰⁸⁾ In order to earn a living/pay off debts	<input type="checkbox"/>	<input type="radio"/>

Q15 How did you first find out about this job?

Your university/college Careers Service	<input type="radio"/> ⁽¹⁰⁾	Employer's website	<input type="radio"/> ⁽⁰³⁾
Other university/college source (e.g. lecturer, website)	<input type="radio"/> ⁽¹¹⁾	Recruitment agency/website	<input type="radio"/> ⁽⁰⁴⁾
Media (e.g. newspaper/magazine advertisement)	<input type="radio"/> ⁽⁰²⁾	Speculative application	<input type="radio"/> ⁽⁰⁷⁾
Personal contacts, including family and friends	<input type="radio"/> ⁽⁰⁵⁾	Other	<input type="radio"/> ⁽⁰⁹⁾
Social media/professional networking sites	<input type="radio"/> ⁽¹²⁾		
Already worked there (including on an internship/placement)	<input type="radio"/> ⁽⁰⁸⁾		

Q16 Thinking still about your employer on 12 January 2015, did you work for this employer before or during the programme of study you recently completed?

Yes: before my programme of study	<input type="radio"/> ⁽¹⁾	Yes: before and during my programme of study	<input type="radio"/> ⁽³⁾
Yes: during my programme of study	<input type="radio"/> ⁽²⁾	No	<input type="radio"/> ⁽⁴⁾

GO TO SECTION C

Q17 In which of the ways listed below did you work for this employer? Please tick all that apply.

On a sandwich placement	<input type="checkbox"/> ⁽⁰¹⁾	Full-time or part-time work during term time	<input type="checkbox"/> ⁽⁰⁵⁾
On another kind of placement or project work	<input type="checkbox"/> ⁽⁰²⁾	On an internship	<input type="checkbox"/> ⁽⁰⁶⁾
As a holiday job	<input type="checkbox"/> ⁽⁰³⁾	In other ways	<input type="checkbox"/> ⁽⁰⁷⁾
Full-time or part-time work all year round	<input type="checkbox"/> ⁽⁰⁴⁾		

SECTION C Newly qualified teacher status only

Complete this section if the qualification you completed between 1 January and 31 July 2014 gave you newly qualified teacher status in the UK. If not, please tick ☒ and go to SECTION D.

Q18 Will you be employed as a teacher on 12 January 2015? Yes ☐ ⁽¹⁾ No ☒ ⁽²⁾

Only answer Q19 if you gained your teacher status at a university or college in Scotland.

GO TO Q22

Q19 Will you be employed as a teacher through the GTC Scotland Teacher Induction Scheme? Yes ☐ ⁽¹⁾ No ☐ ⁽²⁾

Q20 Will you be teaching in a state-funded or non-state-funded school or college?

State-funded school or college	<input type="radio"/> ⁽¹⁾	Non-state-funded school or college	<input type="radio"/> ⁽³⁾
Both state-funded and non-state-funded school or college	<input type="radio"/> ⁽²⁾	Not known	<input type="radio"/> ⁽⁴⁾

Q21 Will you be teaching at the primary or secondary phase or in a college or other educational establishment?

Primary	<input type="radio"/> ⁽¹⁾	Both primary and secondary	<input type="radio"/> ⁽³⁾
Secondary	<input type="radio"/> ⁽²⁾	College (e.g. 6th Form) or other educational establishment	<input type="radio"/> ⁽⁴⁾

Q22 If you will not be employed as a teacher on 12 January 2015 or will be on a temporary teaching contract, will you be seeking a teaching post on 12 January 2015? Yes ☐ ⁽¹⁾ No ☐ ⁽²⁾

SECTION D Your further study, training or research.

If you will be undertaking any further study or training or will be registered as a research student on 12 January 2015, please continue with this section. If not please go to SECTION E.

For the following questions, please provide details of what you consider will be your MAIN study, training or research. Your main study, training or research might be the one you will spend the most time doing, or the one which is related to your future plans.

Q23 Which of the following best describes the type of qualification you will be aiming for?

- | | | | |
|--|----------------------------|--|----------------------------|
| Higher degree, mainly by research (e.g. PhD, DPhil, MPhil) | <input type="radio"/> (01) | First degree (e.g. BA, BSc, MBChB, MEng) | <input type="radio"/> (04) |
| Higher degree, mainly by taught course (e.g. MA, MSc, MBA) | <input type="radio"/> (02) | Other diploma or certificate | <input type="radio"/> (05) |
| Postgraduate diploma or certificate (including PGCE) | <input type="radio"/> (03) | Other qualification | <input type="radio"/> (07) |
| Professional qualification
(e.g. ACA, Chartered Institute of Marketing) | <input type="radio"/> (06) | Not aiming for a formal qualification | <input type="radio"/> (98) |

Q24 What is the name of the course you will be registered on (e.g. MSc in Interactive Media)?

Q25 What subject will you be studying, training in or researching?

Q26 What is the name of the university or college at which you will be registered?

Q27 How will you be mainly funding your study, training or research?

- | | | | |
|---|----------------------------|-------------|----------------------------|
| Self-funding (e.g. savings/loans/employment) | <input type="radio"/> (01) | Sponsorship | <input type="radio"/> (03) |
| Grant or award (e.g. Research Council Studentship, bursary(s)) | <input type="radio"/> (02) | Other | <input type="radio"/> (05) |
| My employer provided financial support (e.g. course fees, provision of study leave) | | | <input type="radio"/> (04) |

SECTION E Your overall higher education experience

How well did your recent course and any extra-curricular activities you were involved in (including placements undertaken while you were studying)...

Q28 Prepare you for employment?

- | | | | | |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Very well | Well | Not very well | Not at all | Can't tell |
| <input type="radio"/> (1) | <input type="radio"/> (2) | <input type="radio"/> (3) | <input type="radio"/> (4) | <input type="radio"/> (5) |

Q29 Prepare you for further study?

- | | | | | |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Very well | Well | Not very well | Not at all | Can't tell |
| <input type="radio"/> (1) | <input type="radio"/> (2) | <input type="radio"/> (3) | <input type="radio"/> (4) | <input type="radio"/> (5) |

Q30 Prepare you for being self-employed/freelance or for starting up your own business?

- | | | | | |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Very well | Well | Not very well | Not at all | Can't tell |
| <input type="radio"/> (1) | <input type="radio"/> (2) | <input type="radio"/> (3) | <input type="radio"/> (4) | <input type="radio"/> (5) |

SECTION F Thank you for completing this questionnaire

Before you submit this form, please take a few minutes to ensure that you have completed ALL the questions which apply to you, and that you have completed them accurately. PLEASE RETURN THIS FORM IN THE ENVELOPE PROVIDED.

☐

Appendix 2B: UK's Destination of Leavers from Higher Education (DLHE) – Longitudinal Questionnaire



IFF Research
Chart House
16, Chart Street
London N1 6DD

T 020 7250 3035
F 020 7490 2490
iff@iffresearch.com
iffresearch.com

Private & Confidential
DLHE Longitudinal Study 08/09

J5128
Online

Date 9/5/13

Section A: What were you doing on 26 November 2012?

I would like to start by asking a few questions about what you were doing on 26 November 2012.

Q1 ASK ALL
On 26 November 2012 were you...?

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

PLEASE SELECT ALL THAT APPLY

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?

PLEASE SELECT ONE OPTION ONLY

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	

Section B: Your employment on 26 November 2012

ASK ALL EMPLOYED (Q1=1)

- Q3 **Were you working in more than one job or occupation on 26 November 2012? 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 26 November 2012? Please include all work, including any work which was part-time, self-employed, freelance, voluntary or unpaid.**

PLEASE TYPE IN YOUR ANSWER BELOW

[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 26 November 2012.**]

[TEXT SUBSTITUTION: ALL WITH ONE JOB (Q3=2) **The next few questions are about the job you had on 26 November 2012.**]

- Q5 **When did you start the job you had on 26 November 2012?**

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 2008	1
2008	2
2009	3
2010	4
2011	5
2012	6
Can't remember	7

Q6 ASK ALL EMPLOYED ON 26 NOVEMBER 2012 (Q1=1)
And were you...?

PLEASE SELECT ONE OPTION ONLY

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 26 November 2012 (Q1=1)
What is the name of the organisation you were working for [TEXT SUB IF SELF EMPLOYED / FREELANCE Q6=3: or running] on 26 November 2012?

If you were working through an employment agency, please tell us the name of the placement organisation, NOT the agency name

PLEASE TYPE IN BELOW

Q8 **What does [TEXT SUBSTITUTION: ORGANISATION NAME AT Q7] mainly do?**

PLEASE TYPE YOUR ANSWER IN BELOW

PLEASE PROVIDE AS MUCH DETAILS AS POSSIBLE

FOR EXAMPLE RATHER THAN 'FINANCE', PLEASE SPECIFY 'LIFE INSURANCE'

DLHE Longitudinal Study 12/13

Q9 Where was your place of work?

PLEASE SELECT ONE OPTION ONLY

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 type in country below)	5	Go to Q11



--	--	--

IF PLACE OF WORK BASED IN UK (Q9/1-4)

Q10 Whereabouts in the UK did you work?

Please type in the town, city or area where your place of work was based, and the first part of your place work's postcode?

Town / City / Area

--

1st part of post-code (e.g. for Camberwell, type in SE5; for Eastleigh, type in SO50, etc.)

--	--	--	--

Can't remember ... X

ASK ALL EMPLOYED ON 26 November 2012 (Q1=1)

Q11 What was your job title?

PLEASE TYPE YOUR ANSWER BELOW

--

Q11a And please could you briefly describe your main duties or responsibilities?

PLEASE TYPE YOUR ANSWER BELOW

PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE OUTLINING YOUR MAIN DUTIES OR RESPONSIBILITIES AS APPROPRIATE

--

Q12 Which of the following best describes the basis on which you were employed by [TEXT SUBSTITUTION: ORGANISATION NAME AT Q7] on 26 November 2012?

PLEASE SELECT ONE OPTION ONLY

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
Self-employed/freelance	4
Setting up or managing your own business	5
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.)?

PLEASE SELECT ONE OPTION ONLY

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

Q14 ASK ALL EXCEPT THOSE WHO WERE DOING VOLUNTARY/UNPAID WORK (Q6=1-3) [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? / 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.] If you cannot give this as an annual amount, please give this as a monthly, weekly or hourly rate. Please also indicate if you have given a salary in pounds sterling (£) or in some other currency.

PLEASE JUST STATE BASIC PAY; DO NOT INCLUDE ANY BONUSES OR BENEFITS IN KIND
DP: ALLOW BLANKS FOR THOSE UNWILLING TO ANSWER

Salary

Currency

Pounds sterling	1
Other (please type in)	2

↓

Period

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

↓

References & Appendices [continued]

DLHE Longitudinal Study 12/13

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 26 NOVEMBER (Q1=1)
Q16 As far as you are aware, how important were the following factors to [TEXT SUBSTITUTION: ORGANISATION NAME AT Q7] when you gained this employment?

PLEASE TICK THE APPROPRIATE LEVEL OF IMPORTANCE FOR EACH FACTOR

	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 2008/2009 (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?

PLEASE TICK THE APPROPRIATE LEVEL OF IMPORTANCE FOR EACH FACTOR

	Formal requirement	Important	Not very important but helped	Not important	Don't know	Did not obtain any further qualifications
Any qualifications that you might have obtained after the one you got in 2008/2009	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?**]

PLEASE SELECT ALL THAT APPLY

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
In order to pay off debts	7
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?**

PLEASE SELECT ONE OPTION ONLY

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 8): Not applicable	12

References & Appendices [continued]

DLHE Longitudinal Study 12/13

ON1 DELETED

ON2 DELETED

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 26 Nov / TEXT SUB IF DEVELOPING BUSINESS OR PORTFOLIO ALONGSIDE WORK (Q1=1 AND 4) were developing a business or portfolio alongside work on 26 Nov). What are the reasons for you undertaking more than one work role or work-related activity? To what extent is it because....**

PLEASE SELECT ONE OPTION ONLY FROM EACH ROW

	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 full-time equivalent work in my preferred type of employment	1	2	3	X	X
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
It is my choice to do different jobs – 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

Q20A QUESTION DELETED

IF ENGAGED IN STUDY OR TRAINING ON 26 November 2012 (Q1=3), ASK SECTION C

Section C: Your study, training or research on 26 November 2012

We're now going to ask a few questions about the study, training or research you were engaged in on 26 November 2012.

Please only consider what you were doing on **26 November 2012** and NOT any study, training or research you were engaged in previously, such as your higher education course that you finished in 2008/09.

- Q21 When did you start the course of study, training or research you were engaged in on 26 November 2012?

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 2008	1
2008	2
2009	3
2010	4
2011	5
2012	6
Can't remember	X

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

PLEASE SELECT ONE OPTION ONLY

Full-time	1
Part-time	2

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

PLEASE TYPE IN YOUR ANSWER BELOW

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

PLEASE SELECT ONE OPTION ONLY

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?

PLEASE SELECT ONE OPTION ONLY

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?

PLEASE TYPE IN YOUR ANSWER BELOW IN DETAIL E.G. IF HISTORY PLEASE TELL US WHICH PERIOD / COUNTRY / TOPIC

Q27 QUESTION DELETED

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

PLEASE SELECT ONE OPTION ONLY

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 26 NOVEMBER 2012 (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 26 November 2012?

PLEASE SELECT ALL THAT APPLY

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

DLHE Longitudinal Study 12/13

Q30 IF ENGAGED IN STUDY OR TRAINING ON 26 NOVEMBER 2012 (Q1=3)
Why did you decide to undertake the further study, training or research?

PLEASE SELECT ALL THAT APPLY

Because it was a requirement of my employment on 26 November 2012 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 2008/09?

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] at [TEXT SUBSTITUTION: HEI from sample] in 2008/09.

Q31

ASK IF EMPLOYED ON 26 NOVEMBER 2012 AND IN ONE JOB (Q3/2)

Apart from the job that you have already told us about, have you had any other jobs between graduating and 26 November 2012?

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

ASK IF EMPLOYED ON 26 NOVEMBER 2012 AND IN MORE THAN ONE JOB (Q3/1)

You've already told us that you had [INSERT NUMBER OF JOBS FROM Q4] on 26 November 2012. Apart from these have you had any other jobs between graduating and 26 November 2012?

ASK IF NOT EMPLOYED 26 NOVEMBER 2012 (Q1 NOT 1)

Have you had any jobs between graduating and 26 November 2012?

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

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	

Q32

ASK ALL WHO HAVE HAD ANY JOBS SINCE GRADUATING (Q31=1)

How many other jobs have you had between graduating and 26 November 2012?

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

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

PLEASE TYPE IN

DLHE Longitudinal Study 12/13

ASK ALL
Q33 **Have you ever been unemployed and seeking work for a period lasting one month or more since you graduated in 2008/09?**

PLEASE SELECT ONE OPTION ONLY

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?**

PLEASE SELECT ONE OPTION ONLY

One	1
Two	2
Three	3
Four	4
Five	5
More than five (Please write in the number of periods)	6

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?**

PLEASE TYPE IN BELOW

--

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 2008/09 and 26 November 2012?**

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

PLEASE SELECT ONE OPTION ONLY

Yes	1	Go to Q37
No	2	Go to NEXT SECTION

IF OBTAINED FURTHER QUALIFICATIONS (Q36/1)

- Q37 **How many other separate qualifications did you obtain?**

PLEASE SELECT ONE OPTION ONLY

One	1
Two	2
Three	3
More than three (please type in how many qualifications you obtained below)	4



- Q38 **What was the highest level of qualification you obtained between graduating from your [TEXT SUBSTITUTION: course from sample] course in the academic year 2008/09 and 26 November 2012?**

PLEASE SELECT ONE OPTION ONLY

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

DLHE Longitudinal Study 12/13

Q39 And what was the subject area of qualification?

Please type in your answer below in detail, for example, if history, please tell us which period/country/topic.

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

PLEASE SELECT ONE OPTION ONLY

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

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

- Q41 If you were now to choose whether or not to do the course leading to your [TEXT SUBSTITUTION: qualification obtained from sample] qualification, how likely or unlikely is it that you would...?**

PLEASE SELECT ONE OPTION ONLY FOR EACH ROW

	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?**

PLEASE SELECT ONE OPTION ONLY

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 2008/09, to what extent do you agree or disagree that the course was good value for money?**

PLEASE SELECT ONE OPTION ONLY

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

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

PLEASE SELECT ONE OPTION ONLY

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

Q44B And overall, how well did your higher education experience prepare you for being self employed or setting up your own business?

PLEASE SELECT ONE OPTION ONLY

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 2008/09 (from sample)

Q45 **Thinking about the research degree you took in 2008/09, what was the main reason you decided to undertake it?**

PLEASE SELECT ONE OPTION ONLY

Q46 **And why else did you decide to undertake it?**

PLEASE SELECT ALL THAT APPLY ONLY

	Main reason	Other reasons
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?**

Please include any accommodation costs under maintenance.

PLEASE SELECT ONE OPTION ONLY

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

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		

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

PLEASE SELECT ONE OPTION ONLY

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

PLEASE SELECT ALL THAT APPLY

	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....?

PLEASE SELECT ONE OPTION ONLY FOR EACH ROW

	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 EMPLOYED ON 26 NOVEMBER (Q1/1)

Q53 In the job that you were doing on 26 November 2012, how often do you / did you...?

PLEASE SELECT ONE OPTION ONLY FOR EACH ROW

	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...?**

PLEASE SELECT ONE OPTION ONLY FOR EACH ROW

	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	
Other impact (Please specify)	1	2	3	4	5

Q55 **The Research Councils may like to contact you for further research purposes, the results of which are used to inform policy development and will be published to help inform individuals' career decisions. Would you be happy for us to pass on your responses and contact details in order for this to happen?**

Yes - willing for RCUK to contact	1	
No - not willing	2	

Section G – Contact information

ASK ALL

- Q56 **Are you willing for IFF Research to pass on your contact details to [TEXT SUBSTITUTION: name of HEI from sample], if they are different from the ones we already hold for you, so that they can update their records?**

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

PLEASE SELECT ONE OPTION ONLY.

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

- Q57 **Would you be happy for us to pass the information you have given us on to your university/college along with your name? Your university/ college may like to contact you in connection with this information. Would you be prepared for this to happen?**

PLEASE SELECT ONE OPTION ONLY

Yes - willing for information to be passed on	1
Yes – willing for information to be passed on and to be contacted in connection with it by university/college	2
No – not willing for information to be passed on	3

ASK ALL

- Q57A **Did you participate at any point in Futuretrack? If so, will you give permission for the answers you have provided to this survey to be linked to the information you provided to Futuretrack and for the combined anonymised data to be used for analysis by both the Futuretrack project and users of the data from this survey?**

A number of your fellow students will have been part of the Futuretrack study which is carried out across four stages and tracks students up until getting their first job. It is a large scale survey which tracks over 50,000 students who filled in their UCAS application in 2005/06.

Yes - willing answers to be linked and for data to be used for analysis by the Futuretrack projects and users of data from this survey?	1
No - not willing	2

ASK ALL

- Q58 **Are you interested in viewing the results of this research? If so, we can email you an individual login and password which will allow you to view these. Would you like us to do this?**

Yes	1
No	2

- Q59 IF WILLING FOR ANY REASON (Q55/1 OR Q56/1 OR Q57/2 OR Q58/1)
You have said you are willing to be recontacted. You will only be recontacted for the purposes you have given permission for. Can we just check whether the contact details we have for you are correct?

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

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

IF HAVE POSTAL ADDRESS (FROM SAMPLE)

Your address: DISPLAY CONTACT ADDRESS. **Is that correct?**

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

IF NO POSTAL ADDRESS

What is your postal address?

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

ASK ALL

Is this the best number by which to contact you?

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

IF HAVE EMAIL (FROM SAMPLE)

Your email address: DISPLAY CONTACT ADDRESS. **Is that correct?**

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

IF NO EMAIL ADDRESS

What is your email address?

WRITE IN EMAIL ADDRESS

Q60 TELEPHONE INTERVIEW ONLY
Before this phone call, can you tell me whether you had heard about this survey from any other sources and if so, where?

E-mailed an online version	1
Received postal questionnaire	2
Received text message	3
University website	4
University other source (SPECIFY)	5
Newspaper article (SPECIFY)	6
Internet article (SPECIFY)	7
Professional organisation (SPECIFY)	8
Fellow alumni	9
Any other source (SPECIFY)	10
Don't know	11
No – have not heard about this survey before	12

Q61 ASK ALL
Finally, do you have any further comments? Is there anything else you have done since completing your [TEXT SUBSTITUTION: qualification obtained from sample] course in 2008/09 that you would like to tell us about?

THANK RESPONDENT AND CLOSE INTERVIEW

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

Appendix 3A: Australian Graduate Survey (AGS)

your further study

What was your position regarding study on 31 October 2011?

☐ not studying → Go to the next section 'your job search strategies'.
☐ in further full-time study
☐ in further part-time study

What is the full title of the qualification you were studying on 31 October 2011?

For example: MASTER OF SCIENCE, DIPLOMA OF MARKETING

What were your major fields of education in this qualification?

For example: ACCOUNTING, MANAGEMENT, HISTORY, MEDICINE

What was the level of this qualification?

☐ bachelor degree (not honours or graduate entry)
☐ bachelor degree (honours)
☐ bachelor degree (graduate entry)
☐ graduate certificate
☐ graduate/postgraduate diploma
☐ graduate qualifying or preliminary
☐ master degree by coursework
☐ master degree by research
☐ doctorate by coursework
☐ doctorate by research
☐ associate degree
☐ advanced diploma or diploma
☐ other award course

What was your main mode of study?

☐ internal (on-campus)
☐ external (distance)
☐ mixed (internal and external)

At which institution were you enrolled?

In what month and year did you commence this qualification?

For example, write 'September 2011' as '09/2011'.

____ / ____

your contact details

Please provide your contact details so that your name can be removed from follow-up lists, and so that your institution's records can be updated.

What is your name?

What was your student identification number?

What is your postal address?

What is your email address?

the next step

We would like to stay in touch with you in order to see how your career develops in coming years and gain later feedback from you reflecting on your higher education experience. If you would like to participate in this future research, please provide a long-term email address.

What is your long-term email address? ☐ Same as above or


Please return your completed questionnaire as soon as possible in the enclosed reply-paid envelope to

Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education.

Careers information and the results of previous surveys are available from www.graduatecareers.com.au and www.gradsonline.com.au

OFFICE USE ONLY

maj1 (ASCED)	_____	sumaj1 (ASCED)	_____
maj2 (ASCED)	_____	sumaj2 (ASCED)	_____
maj3 (ASCED)	_____	natinst (E306)	_____
maj4 (ASCED)	_____	permtat (SACC)	_____
other1	_____		
other2	_____		
other3	_____		
other4	_____		
origin	_____	gdsmode	_____
		csqmode	_____
		prepgmode	_____
GCAID	_____		



Australian Graduate Survey October 2011



your feedback is confidential

- please mark responses LIKE THIS: ☒ • use BLOCK LETTERS
- mark only ONE BOX, unless instructed • use a DARK pen

your qualification(s)

NOTE: The first two questions *may* have pre-printed responses. If you **do not agree** with the response, please **cross it out** and clearly write the correct response in the box provided.

What is the FULL TITLE of the qualification(s) you completed in 2011 at your institution? (Please include combined/double degrees.)

For example: BACHELOR OF COMMERCE, DIPLOMA OF EDUCATION, BACHELOR OF ARTS / BACHELOR OF LAWS

What were the major fields of education in your qualification(s)?

For example: ACCOUNTING, PSYCHOLOGY, GENERAL NURSING, INFORMATION SYSTEMS

Were you mainly enrolled full-time or part-time?

- ☐ full-time ☐ part-time

What was your main mode of study?

- ☐ internal (on-campus)
☐ external (distance)
☐ mixed mode (internal and external)

For the qualification(s) you have just completed, were you wholly or mainly:

- ☐ a HECS student and deferred some or all of the HECS debt
☐ a HECS student and paid all of the HECS upfront
☐ an international fee-paying student
☐ an Australian fee-paying student

Did you receive any credit or advanced standing towards your qualification(s)?

- ☐ yes ☐ no

about you

Were you in Australia on 31 October 2011?

- ☐ yes ☐ no

Would you describe yourself as having a disability?

- ☐ yes ☐ no

Are you a citizen or permanent resident of Australia?

- ☐ yes ☐ no

If yes, what is your home postcode?

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If no, what is your country of permanent residence?

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Prior to the qualification you have just completed, what was your **previous** highest educational qualification? Please give full title.

For example: HIGH SCHOOL CERTIFICATE (e.g. HSC, VCE, SACE), BACHELOR OF COMMERCE, DIPLOMA OF EDUCATION

What is the level of this highest previous qualification?

- ☐ completed secondary education
☐ undergraduate diploma
☐ bachelor (pass or honours)
☐ postgraduate degree or diploma
☐ other
☐ no previous qualification

work in your final year of study

Did you do any kind of **paid** work during your **final year** of study in 2011? (this includes paid course related work)

- ☐ yes ☐ no Go to the next section, 'your course experience'.

What was your main type of work (including permanent, contract, casual and self-employment)?

- ☐ full-time work (i.e. working 35 hours a week or more)
☐ part-time work (i.e. working fewer than 35 hours a week)

Did your primary employer give you time off work for your study?

- ☐ never ☐ sometimes ☐ often

Did your primary employer support your study financially?

- ☐ not at all ☐ somewhat ☐ a great deal

Were you still with that employer on 31 October 2011?

- ☐ yes ☐ no

Appendix 3B: Example of follow-up postcard used in the Australian Graduate Survey (AGS)

Where will you be on October 31, 2009?
Every year we survey new graduates as part of the Australian Graduate Survey (AGS) to find out about your higher education experience and what you plan to do after graduation.

You will be sent the AGS in the coming months. If you have recently moved, or plan to move before October 31, 2009, just fill in your contact details and pop in the post so we can be sure it gets to you. Don't miss out – your opinion counts!

Name: _____

Student No: _____

For the Australian Graduate Survey, you can find me at:

Home Address: _____

Email Address: _____

REPLY PAID

Suggestion only - not truly reply paid. Each institution must make arrangements with Australia Post

Thank you for your help in improving Australian higher education.

Your confidential response to the AGS will be used to monitor and enhance the quality of our courses and to provide informed advice to students about career opportunities. The AGS is coordinated by Graduate Careers Australia together with higher education institutions around Australia.

Graduate Careers Australia

