



IFF Research

DLHE Longitudinal Survey 2006/07 – Technical Report

Prepared for The Higher Education Statistics Agency
By IFF Research

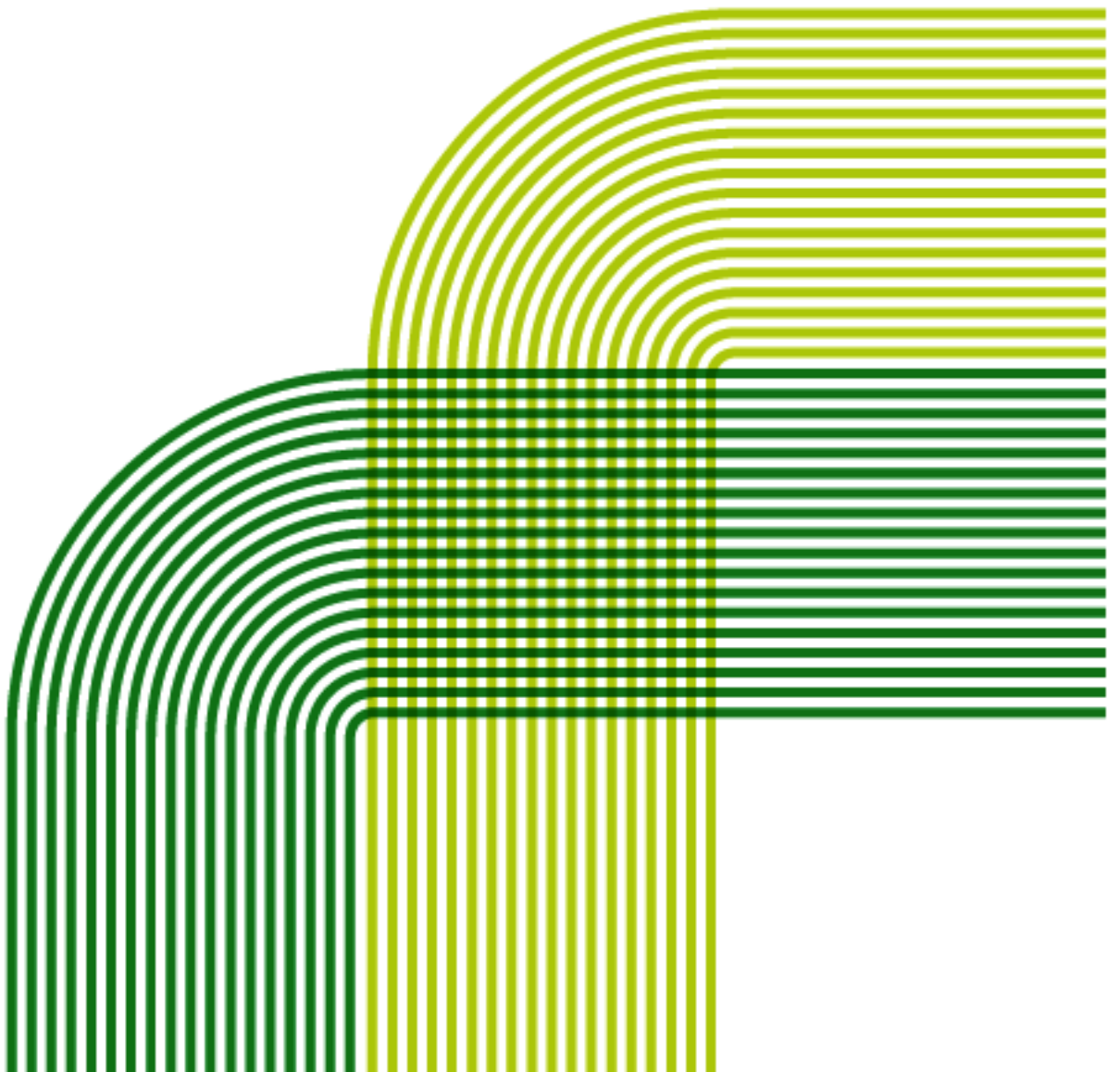




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1 Introduction

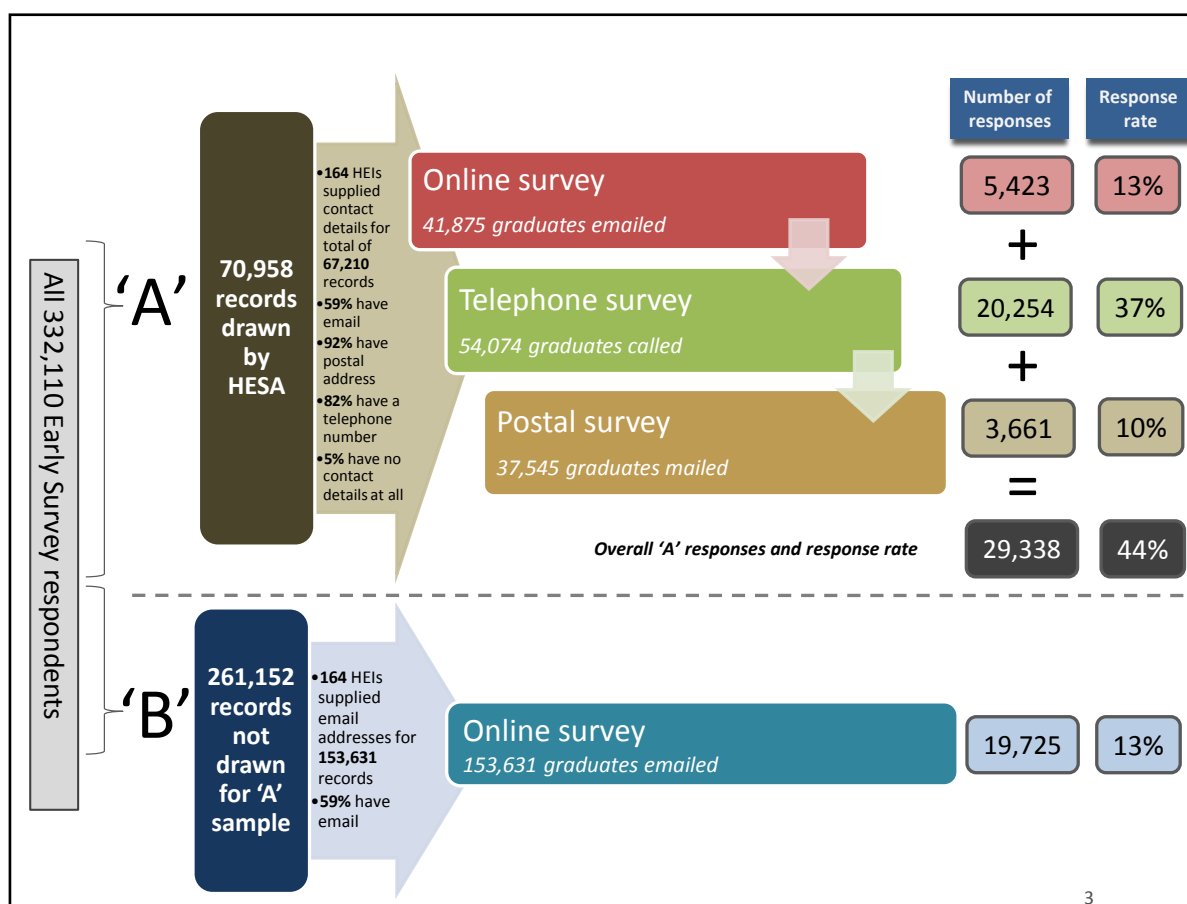
- 1.1 The Destinations of Leavers from Higher Education (DLHE) survey is a survey of graduates from Higher Education. It investigates the early career patterns of HE graduates.
- 1.2 The survey is conducted in two parts. The first stage, or *early survey*, asks all leavers what they are doing six months after they qualified from their HE course. It is carried out by HEIs, which try to contact all recent leavers six months after leaving, and the data collected by HEIs is returned to HESA. These data are used to prepare statistics about the destinations of qualifiers by HEIs.
- 1.3 The second stage, or *longitudinal survey*, to which this technical report relates, is a follow-up survey that looks at the destinations of leavers up to three and a half years after they qualify.
- 1.4 This is the third time the longitudinal survey has been undertaken. The first full-scale longitudinal survey was of alumni who left in 2002/03 and took place in winter 2006/07 and the second DLHE longitudinal survey took place two years later and was of graduates who left HE in 2004/05. This third survey interviewed those who had graduated from an HEI in 2006/07. All three surveys have adopted a sequential mixed methodology approach incorporating online, postal and telephone fieldwork elements.
- 1.5 As well as drawing a sample of those completing the early survey and attempting to contact these leavers via e-mail, post or telephone, all graduates *not* in the drawn sample but for whom an email address was available were also invited to take part in the online element, therefore resulting in a much larger cohort for little additional cost. This report refers to the drawn graduates henceforth as ‘sample ‘A’ and the remaining (non-drawn) graduates as ‘sample ‘B’.
- 1.6 The aims of this technical report are to describe the various elements of the survey methodology and to provide a full understanding and transparency of the mechanics involved at each stage. The report covers a number of different aspects:
 - A summary of the sampling and fieldwork process (chapter 2)
 - A review of the outcomes of the process of obtaining graduate details from HEIs (chapter 3)
 - An analysis of survey response and non response (chapter 4)
 - A summary of the changes to the questionnaire (chapter 5)
 - A description of the weighting / sample combination process (chapter 6)



2 Summary

- 2.1 A total of 49,063 graduates took part in the 2006/07 DLHE Longitudinal survey. The survey **sampled** just under 71,000 2006-07 graduates from 164 HEIs, achieving a total of over 29,000 interviews and an overall response rate of 41% (44% based on all graduates for whom contact details were secured). These individuals form sample 'A'.
- 2.2 Of the remaining 260,000 graduates not in the drawn sample, e-mail addresses were obtained for approximately 154,000 2006/07 leavers. Of these, over 19,000 graduates completed an online survey (a response rate of 13%). These individuals form sample 'B'. The graphic below illustrates the core approach taken to the survey, and the level of response at each phase.

Figure 2.1: Summary of survey process and outcomes



- 2.3 Some form of contact detail was provided for 67,210 sample 'A' graduates, or 95% of the initial starting sample. This was consistent with the previous DLHE Longitudinal for which contact details were available for 94% of the starting sample.
- 2.4 In line with the previous DLHE longitudinal survey, the proportion of email addresses supplied increased once again. An email address was supplied for 59% of all sample 'A' graduates for this

survey, compared to just over a third (36%) supplied for the 2004/05 DLHE Longitudinal survey. This indicates that HEIs are continuing to gradually build up more complete alumni databases over time, however the question mark still persists over how up to date these databases actually are.

- 2.5 The same proportion of email addresses (59%) was supplied for graduates in the 'B' sample, also up from 36% since the 05/06 DLHE Longitudinal Survey.

Survey coverage

- 2.6 The survey captures a snapshot of the activities that people who graduated during the 2006/07 academic year were engaged in on 29th November 2010.
- 2.7 Where students' main activity was either employment or study, training or research, a detailed description was obtained of:

Employment	Education
When first obtained the particular job	When first started the course of study, training or research
Employer's name, and location of employment	Name and type of HEI
Job role / title and industry working in	Qualification aim and subject
Terms and conditions of contract / salary	Nature of study (full vs. part-time, by research or teaching, length of course)
Size of employing organisation	Funding source
Role of qualification(s) in gaining employment	Motivations for undertaking further study
Motivations for taking the job	
How first found out about position	

- 2.8 In addition, the interview gained details of other qualifications that these graduates had obtained since 2006/07, and explored how they now feel about the course from which they graduated in the academic year 2006/07 and whether or not they considered it good value for money.
- 2.9 The 2006/07 DLHE Longitudinal survey remained largely unchanged from the previous survey but for the exception of the removal of the careers grid which was replaced with a few questions summarising the number of jobs, incidence of and length of time unemployed, periods of study and highest qualification attained (if any) since graduating in 2006/07. The theme of portfolio careers was also introduced to the 2006/07 DLHE Longitudinal survey as well as some questions on the extent to which the higher education experience had prepared graduates for (self) employment.
- 2.10 These along with other additions are discussed further in Chapter 5.
- 2.11 A copy of the postal questionnaire used is included in Appendix A to this report.

Drawing the starting sample (sample 'A')

- 2.12 A random sample of leavers was drawn from the DLHE 2006/07 respondents using the proportions detailed below.

Table 2.1: DLHE Longitudinal 2006/07 Survey sampling frame (A sample)

Type of leaver	DLHE Sample size	Actual proportion sampled (Sample 'A')
Ethnic Group		
Black	12043	41.7%
Asian	25152	23.3%
Mixed	6100	75.2%
Other Ethnic Group	2702	100.0%
Research Students		
Doctorate and Masters Research	7352	100.0%
Sampling for HEIs in England		
HNC leavers	1870	100.0%
HND leavers	3574	60.7%
Foundation leavers	8011	32.6%
Sandwich – Industrial placement	12936	51.0%
Sandwich – Year abroad	447	51.7%
FE-ITT Bursary	782	100.0%
Leavers in receipt of DSA	10212	35.3%
Unemployed in DLHE 06/07	13014	42.4%
Self-employed in DLHE 06/07	7937	42.3%
TDA	22710	5.0%
Other*	153862	5.0%
Sampling HEIs in Wales		
HEIs in Wales	18398	26.5%
Wales domiciled	15560	40.2%
Sampling for HEIs in Scotland		
HEIs in Scotland	31504	26.7%
Scotland domiciled	27834	25.7%
Sampling for HEIs in Northern Ireland		
HEIs in NI	8626	61.0%
NI domiciled	10905	60.7%
Total	332110	21.4%

*= not ethnic minority; not domiciled from Wales, Scotland nor NI, not sandwich students who did an industrial placement nor year aboard; no disability student allowance; not a TDA student; not self employed nor unemployed, not FE ITT; not PhD nor Masters Research; not HND, HNC nor foundation leaver.

Contacting HEIs

- 2.13 HEIs were contacted by the IFF Research Project Team by e-mail and then through a series of follow-up telephone conversations, which were pursued until a database of graduate contacts was successfully received at IFF's offices and/or the HEI declared its intention not to participate. The initial e-mail included reassurances as to the Data Protection implications of providing contact details, a template database indicating how the contact details would ideally be provided / formatted and a telephone number and reply e-mail address for the Project Team at IFF. All HEIs were given the name of a dedicated "handler" at IFF, who was their first point of contact.
- 2.14 All 164 HEIs participated in the project providing contact details for a total of 67,210 Sample 'A' graduates (41,875 with e-mail addresses, 65,085 with postal addresses and 57,853 with telephone numbers) and e-mail addresses for 153,631 sample 'B' graduates.

Pilot exercise

- 2.15 A small scale telephone pilot exercise was undertaken to test changes to the questionnaire structure and format that have been made since the 2004/05 survey, in particular the new portfolio career questions, as well as a couple of questions about how well the higher education experiences had helped progress career aspirations. The sample for the pilot was purposively sampled and included only those who had graduated from a Higher Education course in the last five years.
- 2.16 As the main change to the questionnaire for this year was the inclusion of questions and question codes relating to multiple employment and portfolio careers, the pilot exercise deliberately sought respondents with non-typical career trajectories. In total 12 interviews were completed; of these six respondents held multiple jobs at that time and one was pursuing a portfolio career. These interviews were conducted by members of the project team on the telephone to allow for the inclusion of a cognitive element which asked respondents about their interpretation of the new questions.

The online survey

- 2.17 Following some minor revisions around the wording of these new questions, all sample 'A' graduates for whom we held a (valid) e-mail address were sent an invitation to participate in the online survey on 29th November 2010. The invitations included a link to the dedicated survey web-site, and were individualised.
- 2.18 The survey website comprised several pages explaining the background to the project, information on HESA and IFF Research and a page on data protection information which contained links to HESA's data protection policy and their registration on the Information Commissioner's website.
- 2.19 After a week, a reminder e-mail was sent out to all of those who had not already responded to the first invitation. After another few days, a second reminder was sent. A final reminder was sent towards the end of the fieldwork period on 10th March 2011. Copies of the e-mail invitations form Appendix C of the report.
- 2.20 A total of 41,875 'A' invitations were sent to sample 'A' graduates for whom IFF held at least one email address. A total of 5,423 graduates responded to the survey online giving a response rate of 13%.



A total of 153,631 invitations were sent out to sample 'B' graduates a week after sample 'A' initial invites. Again, these graduates were sent 3 reminders with a total of 19,725 completing the survey also yielding a response rate of 13%.

Recommendations for future DLHE Longitudinal Surveys – Email sample

- *In the context of heightened sensitivity to data security and the information people are willing to share online, requesting that HEIs send out the initial email invitations asking their own graduates to take part in the survey may have the effect of bringing up the overall online response rate.*
- *Whilst we have taken steps to reassure graduates about the provenance of the email by incorporating the HEI name into the “sender name” (where HEIs have given their permission for us to do so) graduates would be more likely still to open and respond to an email that has been sent **directly** from their former HEI.*
- *The potential gains this approach could bring should however be weighed up against several issues, those being that there will be an increased burden on HEIs that in some cases already struggle to provide sample information in a timely fashion; that we would no longer be able to track deliverability of the emails sent (assuming that HEIs do not have access to this sort of software); and that we would have to rely on HEIs to adhere to the timetable.*

- 2.21 One of the key questions coming out of the previous survey, and indeed one of the major changes impacting on both online and telephone research over the last few years, is the impact of mobile phones on responses rates – and in particular the impact of internet-enabled mobiles. Reflecting this, the survey sought to explore whether invitations to participate sent by text message could encourage and improve response.
- 2.22 Text messages were sent to three groups of graduates. The initial mobile invitation text was sent to a group of 300 graduates for whom a mobile address was held but no an email address. These were sent out on 30th November 2010, a day after the launch of the online fieldwork. Only 3 graduates went on to complete the online survey.
- 2.23 A further two groups of 300 graduates for whom both an email address and mobile telephone number were held were sent a reminder text on 10th December 2010 – two weeks after the launch of the online survey (by which time the effect of the initial email invite and reminder would have been negligible). One group received an alert just containing text reminding them to take part and the second received a text reminder which contained an individualised link straight to the online survey.
- 2.24 Of those sent the reminder text with no individualised link, just one completed the survey online and of those sent the reminder text which did contain an individualised link five went on to complete.
- 2.25 Each text group were matched in size and in terms of gender, ethnicity, course type, HEI location and age group and representative of the mobile population as a whole. IFF also made sure that the online survey was user friendly on mobile devices.



2.26 More information on the content of the text message can be found in Appendix C.

Recommendations for future DLHE Longitudinal Surveys – Mobile telephone sample

- *Despite the relatively poor levels of response to the text message exercise, given the relatively high proportion of graduates for whom we were provided a mobile number and the anticipated increase in mobile numbers supplied by HEIs in future waves it is worth considering introducing a permanent stage to the survey methodology during which graduates with a mobile telephone number (and haven't already completed the survey online) are invited to take part in the survey via text message.*
- *Should character limitations allow, incorporating the name of the HEI from where the respondent graduated into the mobile invitation / reminder text may have the effect of yielding higher response rates from the mobile sample.*
- *The potential impact this additional survey stage could have on response rate should however be balanced against its drawback being a more invasive method of contact and the unknown the impact that receiving a text may have on graduates' perception of the survey and in their likelihood of taking part. An additional methodological stage would also result in increased costs.*

The telephone survey (sample 'A' only)

- 2.27 The third DLHE Longitudinal survey differed significantly from previous surveys in terms of the sequence of data collection methodologies. Whereas in the previous surveys a postal phase followed on from the online survey, with a telephone phase "mopping up", the 06/07 DLHE Longitudinal survey switched the order of the postal and telephone elements.
- 2.28 The rationale behind switching these elements was driven in the main by declining postal response rates across the industry and the subsequent increased expense associated with multiple mailings compared to the cost of telephone interviews. The environmental impact of these mailings and higher quality responses rendered from online and telephone were also considered.
- 2.29 Any sampled graduate who had not responded online or by post by w/c 13th December 2010 and for whom we had a telephone number was then contacted by telephone. Calls were generally made over the weekend or on weekday evenings between 5 and 9pm¹.
- 2.30 Contact by telephone was attempted for a total of 54,074 graduates, with 20,254 agreeing to participate in the survey and completing the telephone questionnaire (37% response rate).

¹ To account for graduates living abroad calls were made at all hours.



- 2.31 12,682 records proved to be unusable (i.e. telephone numbers were unobtainable or the named graduate was not known at the number and forwarding contact details were not available). This represents 23% of the total amount of available sample at the start of fieldwork. Excluding these records would produce an effective telephone sample population of 41,392 and therefore a response rate of 50%.
- 2.32 3,298 graduates refused to take part in the survey (6% of all telephone sample, 8% excluding unusable sample). Further information on the detailed outcomes of the rest of the telephone sample can be found in Table 4.2.

The postal survey (sample 'A' only)

- 2.33 The postal survey launched in two phases. The first mailing targeted those graduates for whom we held only a postal address and neither a telephone number nor an email address. This acted as a pilot during which various postal reminders were tested. The initial invitation was sent out w/c 6th December 2010 to 4,244 graduates.
- 2.34 The initial mailing comprised invitation letter, data protection notice, a paper questionnaire and a reply-paid envelope. The mailing also included instructions and a password for responding to the survey online. Copies of the letter and of the Data Protection statement make up Appendix D.
- 2.35 The reminder mailings were sent out to those who had not responded to the initial mailing by w/c 3rd January 2011 and were split into three different types;
- A full pack reminder – this included another copy of the questionnaire, another reply-paid envelope a reminder letter and data protection notice;
 - A reminder letter and data protection notice only – this asked people to use the questionnaire and reply-paid envelope they had already been sent; it also re-iterated their Survey ID number;
 - A reminder postcard – this also asked people to use the questionnaire and reply-paid envelope they had already been sent, but did not include their Survey ID number for security reasons.
- 2.36 Each reminder group were matched in size and in terms of gender, ethnicity, course type, HEI location and age group.
- 2.37 Both the full pack reminder and the reminder letter produced comparable response rates (5% and 5.2% respectively) with the reminder postcard yielding a lower response rate of 3.2%. Given the financial and environmental gains of reducing the full reminder pack, it was agreed that the second phase of the postal survey would proceed with just the reminder letter.
- 2.38 The second phase of the postal survey took place w/c 7th February 2011 during which any graduate for whom a postal address was held **as well as** an email address and / or telephone number, but had not already responded online or on the telephone were sent out a full initial mailing.
- 2.39 HEI-specific logos were used on postal materials sent out to a sub-sample of graduates from four universities to gauge the effectiveness of familiar branding in relation to response rate. Invitation and reminder letters were adapted to include the appropriate HEI logo in addition to the HESA and IFF logos.
- 2.40 Samples were composed of all graduates at an HEI who had not already taken part by telephone or online at the time of the test. 50% of the postal sample at each HEI received the HEI branded letter, and 50% formed a control group, receiving the normal letter. Postal samples within each of the four



HEIs were split to be evenly matched between test and control groups, on gender, age, ethnicity and degree type.

- 2.41 Graduates who received a branded letter were slightly more likely to respond by post, though this was not statistically significant. Online and telephone response rates were not influenced by the type of postal communication sent.
- 2.42 A reminder letter and data protection form was mailed out a month later to those who did not respond to the initial mailing. Across both phases a total of 37,545 questionnaires were sent out in the original mailing, with a further 33,542 reminders sent out. A total of 3,661 graduates responded – a response rate of 10%.

Recommendations for future DLHE Longitudinal Surveys – Postal sample

- *In light of the relative success of the reminder letter in sustaining postal response rates and the associated financial and environmental gains, it is worth considering revising the composition of the initial postal invitations sent. Instead of sending out a full invitation pack comprising an invitation letter, data protection notice, a paper questionnaire and a reply-paid envelope it may well be that a single invitation letter with the graduate's key number and instructions on how to complete the survey online would yield a comparable response rate to that achieved by sending out paper questionnaires, whilst significantly reducing costs.*
- *Transferring respondents away from postal self completion to a structured and routed online survey would also have the advantage of producing better quality data.*
- *Given the slightly higher propensity of graduates who received a postal pack branded with their HEI's insignia to respond to the survey, consideration will also be given to the extension of branding postal invitations to graduates of **all** HEIs (although this will need to be considered in the context of increased administrative costs).*

Data coding

- 2.43 Subsequent to fieldwork (i.e. the receipt of online or postal responses, or the conduct of a telephone interview) verbatim responses were coded to official classifications (in the case of industry, occupation and/or education data) and/or to code frames developed by IFF to classify responses to some of the more open survey questions (e.g. activities engaged in on 29th November).
- 2.44 The approach to coding Standard Industrial Classification (SIC) and Standard Occupational Classification (SOC) descriptions was modified from the previous wave of the survey, reflecting the importance of these responses to the principal survey questions and the challenges of coding these sorts of data, particularly when collected through a self-completion approach. The modified approach involved the use of a “triangulation” method whereby employer name, description of employer’s business activity and job title and role were looked at alongside one another. This allowed for a more complete picture when coding SIC and SOC².
- 2.45 Records were also grouped together in peer groups (e.g. research students) as a way of maximising the data available.

Building the data files

- 2.46 In advance of building the final data file IFF and HESA agreed to a test delivery of raw data w/c 31st January 2011. This enabled HESA to test the data upload process and the checking procedures that would be carried out on the final dataset. Part of this process involved the production of a technical specification which detailed the following;
- Field names, types and widths
 - Valid field values and labels
 - Information on the data validation process
- 2.47 The final phase of producing a data file was to quality control / logic check the combined data file, making amends to correct for one-off and systematic errors in responses.
- 2.48 A more detailed description of the process of building the data files is included in Appendix E.

² As an example by using the triangulation approach, a respondent providing a job title of “Head of prime brokerage funding. Running teams responsible for moving the bank’s funds”, but failing to provide either an employer name or SIC description could now be assigned a banking SIC code as opposed to leaving the SIC code being left blank.

3 Accessing Contact Details

- 3.1 In this chapter we review the outcomes of the process of obtaining sample (graduate contact details) from HEIs.

Participation of HEIs

- 3.2 A total of 164 HEIs were approached to participate in the survey, all of which provided contact details for graduates in Sample 'A'. 163 of these HEIs were also required to provide email addresses for Sample 'B' graduates: all bar 1 managed to do so as they did not hold any email addresses for their alumni.
- 3.3 A total of eight HEIs felt it necessary to conduct an opt-out exercise amongst their graduates before passing contact details to IFF, up from four in the 04/05 DLHE Longitudinal survey.

Volume and "type" of contact details provided

Sample 'A'

- 3.4 HEIs were asked to provide as many e-mail and postal addresses and telephone numbers as possible - for the specified sample of 2006/07 graduates. In total, contact details were sought for a total of 70,958 sample 'A' graduates.
- 3.5 Some form of contact detail was provided for 67,210 of these graduates, or 95% of the initial starting sample. This was comparable to the 2004/05 Longitudinal Survey for which contact details were available for 94% of the starting sample.

3.6 Table 3.1 shows the number of providers supplying different proportions of (different types of) contact details for sampled graduates.

Table 3.1: Number of HEIs providing contact details of different types for sampled (A) graduates in different proportions

Proportion of contact details provided	File A HEIs			
	Any form of contact	Postal address	Telephone number	E-mail address
100%	76	15	23	11
95 to 99%	44	72	42	8
90 to 94%	17	27	15	7
80 to 89%	21	35	43	23
70 to 79%	2	9	13	24
60 to 69%	3	3	11	21
50 to 59%	1	2	5	18
40 to 49%	0	0	2	14
30 to 39%	0	1	3	10
20 to 29%	0	0	2	15
10 to 19%	0	0	3	10
1 to 9%	0	0	1	2
0%	0	0	1	1
Proportion of all sample	95%	92%	82%	56%
<i>Total number of contacts</i>	<i>67,210</i>	<i>65,085</i>	<i>57,853</i>	<i>41,875</i>
Base: all HEIs (164)				

3.7 All HEIs provided some form of contact detail for at least half the graduates in their sample. Indeed, 76 participating HEIs (just under half of the total of participating HEIs) provided some form of contact detail for all of the graduates for whom contact details were sought and three quarters gave contact details for 95% or more graduates.

3.8 Postal addresses remained the most common form of contact detail provided and were supplied for 92% of graduates in the starting sample (65,085 graduates in total).

3.9 Telephone numbers were also commonly provided, but were missing for one in five contacts returned (18%). This is broadly consistent with the 04/05 DLHE Longitudinal survey for which a telephone number was supplied for 21% of graduates.

3.10 Twenty-three HEIs provided telephone numbers for all contacts, although a further 100 provided telephone contacts from between 80 and 99% of their (sampled) graduates. Twelve HEIs provided telephone contact details for fewer than half of their graduates, and only one of these provided no telephone contacts at all.



- 3.11 Looking specifically at the breakdown of types of telephone numbers provided, a landline was supplied for almost two-thirds (63%) of the sample (77% of sample with any telephone number) and a mobile number was supplied for almost half (47%) of the total sample (57% of the sample with any telephone number).
- 3.12 Whilst the proportions of graduates for whom postal addresses and telephone numbers were supplied remained consistent with the 04/05 DLHE Longitudinal survey, the proportion of graduates for whom e-mail addresses were provided increased by around two-thirds. Whereas e-mail addresses were available for 36% of the total sample in the 04/05 DLHE Longitudinal survey, that number rose in this to 59% for this survey, which confirms that HEIs are relying on email contact more and more to stay in touch with their alumni.
- 3.13 E-mail addresses were nevertheless the least frequently supplied form of contact. Fifty HEIs provided email addresses for less than half of their graduates, but only one could provide no e-mail addresses at all, an improvement from the 04/05 DLHE Longitudinal survey where 5 HEIs (including 2 that did not take part) provided no email addresses.
- 3.14 In summary, the sampling process was highly successful. For the first time all HEIs participated and provided some form for at least half of their graduates. At an overall level some form of contact detail was provided for 95% of those graduates in Sample 'A'.
- 3.15 Accordingly, the effective sample, *at overall level and in terms of postal addresses*, closely represented the starting sample. The usable sample of contactable graduates closely mirrored the initial survey sample in most respects. That is, there were no particular demographic sub-groups for whom we were markedly less able to gather contact details, and there was no marked skew in the usable sample³. Most sub-groups of graduates were represented in similar proportions in the effective sample.

Sample 'B'

- 3.16 In addition to supplying as many forms of contact detail as possible for the selected sample 'A', HEIs were also asked to provide email addresses for the rest of the cohort who had completed the Early DLHE Survey, i.e. sample 'B'. As the total Early DLHE population comprised 332,110 graduates and 70,958 were in sample 'A', this meant asking for contact details for a further 261,152 graduates.

³ Although the purposive sample design means that the sample was not wholly representative of the Class of 2006/07.

3.17 Table 3.2 shows the number of providers supplying different proportions of e-mail addresses for details for sample 'B' graduates.

Table 3.2: Number of HEIs providing contact details of different types for unsampled (B) graduates in different proportions

Proportion of contact details provided	Number of HEIs
100%	8
95 to 99%	14
90 to 94%	9
80 to 89%	21
70 to 79%	24
60 to 69%	19
50 to 59%	17
40 to 49%	13
30 to 39%	7
20 to 29%	19
10 to 19%	8
1 to 9%	3
0%	2
Proportion of all sample	59%
<i>Total number of contacts</i>	<i>153,631</i>
Base: all HEIs (164)	

3.18 As one might expect, the proportion of sample 'B' graduates for which e-mail addresses were available was the same as for sample 'A' graduates, at 59%, meaning a further 153,631 email addresses were provided. Slightly fewer HEIs were able to provide email addresses for all their graduates (8 compared to 11 for the 'A' sample).

3.19 In combining samples 'A' and 'B', total contact details were acquired for 220,841 graduates, representing 66% of the total Early DLHE population (up from 49% for the 04/05 DLHE Longitudinal survey).

4 Survey Response and Non-response

- 4.1 This chapter discusses the response rate to the survey, i.e. the number of graduates that completed the survey expressed as a proportion of those that were eligible to take part. It looks at which particular groups of graduates (in terms of their demographic and qualification information) were more or less likely to respond to the survey, first at an overall level, before discussing the response patterns relating to each of the data collection methods in turn.
- 4.2 A total of 49,063 graduates completed the 2006/07 DLHE Longitudinal Survey. The sections below provide a more detailed breakdown of response by sample type beginning with sample 'A'. Response rates among the 'B' sample are considered from paragraph 4.59 onwards

Overall response – sample 'A'

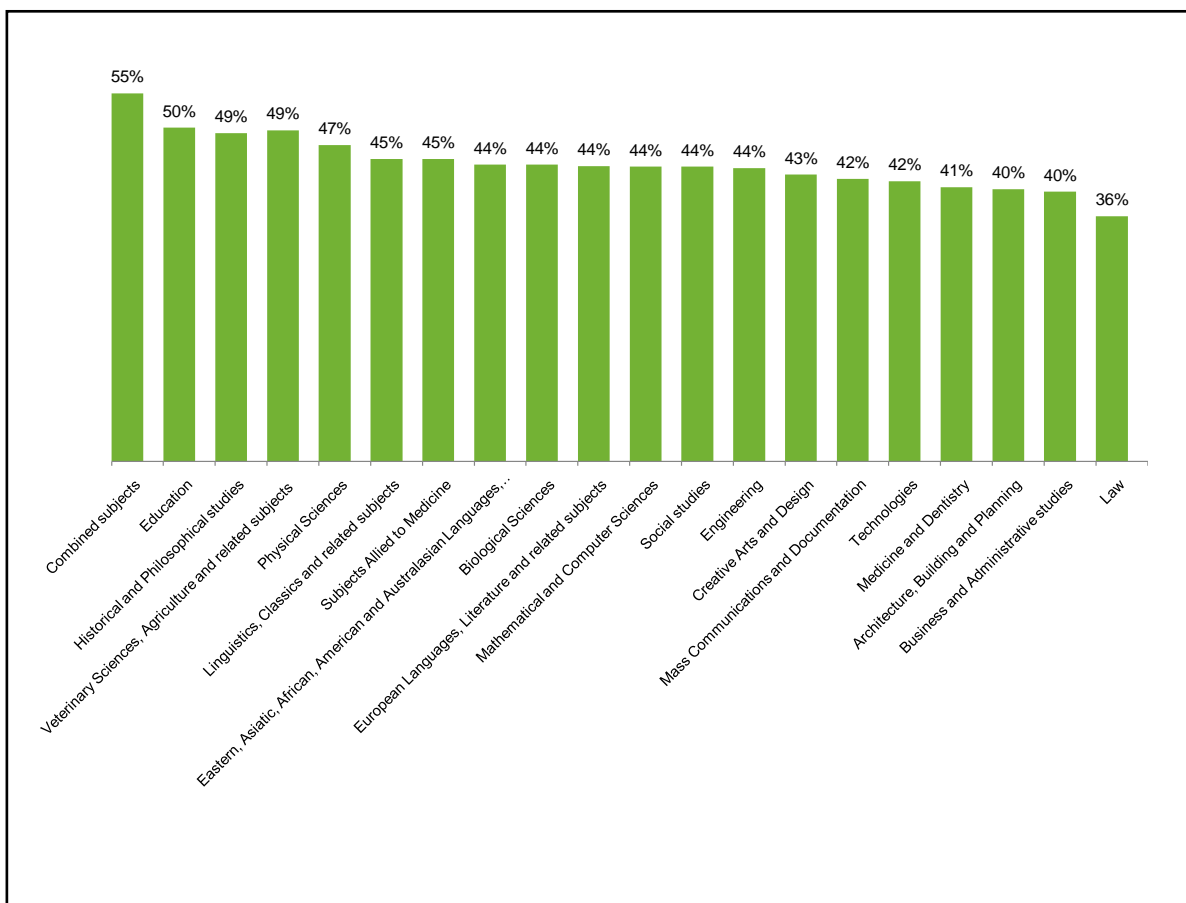
- 4.3 Among the 'A' sample, 29,338 questionnaires were completed, representing a response rate of 41% against the starting sample. Looking just among those graduates for whom contact details were provided (the 'contactable sample') a response rate of 44% was achieved.
- 4.4 This is higher than that achieved in the 2004/05 DHLE Longitudinal Survey (where response rates of 37% and 39% respectively were achieved).
- 4.5 At an overall level (before adjusting for design effects), findings from sample 'A' can be reported with a statistical error of $\pm 0.6\%$ (at the 95% confidence level, for findings of 50%) – a very high degree of statistical confidence. That is, if the survey reports that 50% of all 2006/07 graduates share a characteristic or experience, the "real" value is 95% likely to lie between 49.4% and 50.6%.
- 4.6 The extent of statistical confidence for various sub-groups of the sample naturally drops below these overall levels. The table in Appendix F shows the confidence intervals with which findings can be reported for some of the key survey sub-groups. In each case, the figure given ($\pm XX\%$) indicates the statistical error associated with findings of 50% for the sub-group in question, at the 95% confidence interval. Thus we can be 95% confident that a finding of 50% associated with graduates in Subjects Allied to Medicine means that the true response / finding lies between 48.3% and 51.7% (i.e. the SE is $\pm 1.7\%$).
- 4.7 It should be noted that for findings which are considerably above or below 50%, the statistical error will reduce. By contrast, where reported findings relate to questions not asked of all of the sub-group (e.g. if one is looking at findings among all black graduates who were engaged in study, training or research on 29th November 2010) then the statistical error will increase – and sometimes considerably.
- 4.8 There was some variation in response rates among different sub-groups of graduates (see tables in Appendix G). Response rates given below and in the Appendix tables refer to the response rate among the *contactable sample* (i.e. all those that were given an opportunity to respond), rather than the response rate all those in the *starting sample* (i.e. those that were selected for inclusion in the initial survey sample).
- 4.9 In line with both previous DLHE Longitudinal surveys, women were more likely to respond than men (45% vs. 42% response). Additionally, nearly three in five (56%) of both the starting and the contactable sample were female.
- 4.10 Older graduates were particularly likely to respond to the survey; among those in the contactable sample, 51% of those aged 41 to 50, and 60% of those aged 51 or more, completed a survey.



- 4.11 White graduates were more likely to respond than non-white graduates and Black graduates remained the least likely to respond; just over a third (36%) of black graduates for whom contact details were provided responded.
- 4.12 Approaching half (47%) of those graduating from a higher research degree responded to the survey. As found previously, the lowest response rates were found among those obtaining diplomas or certificates (39%). However whereas those who had obtained a professional qualification were also among those least likely to respond to the 04/05 DLHE Longitudinal survey they were in fact most likely to respond to the 2006/07 DLHE Longitudinal survey (52%).
- 4.13 As observed in the 2004/05 DHLE Longitudinal Survey, response rates by subject of study tended to vary somewhat with a difference of 19 percentage points between the highest and lowest response rate. Figure 4.1 illustrates the range of response rates by subject of study for the 2006/07 survey.
- 4.14 There is little change in response rate between the two surveys. The highest response rate was observed among graduates of education and multiple subjects and those graduating from Law being least likely to respond.
- 4.15 However, graduates of mathematical and computer science subjects and creative arts and design are now relatively more likely to respond compared to the previous DHLE Longitudinal Survey (previously both 35% and now 45% and 43% and respectively).



Figure 4.1: Survey response rates by subject of study



4.16 At an HEI level, the response rate varied considerably, from 86% to 14%, although responses from graduates of most HEIs clustered between 40% and 57% (Table 4.1 / Figure 4.2). Thirty HEIs with at least 50 graduates in their starting sample achieved a response rate of at least 50% (compared to just four at the 04/05 DLHE Longitudinal survey).⁴

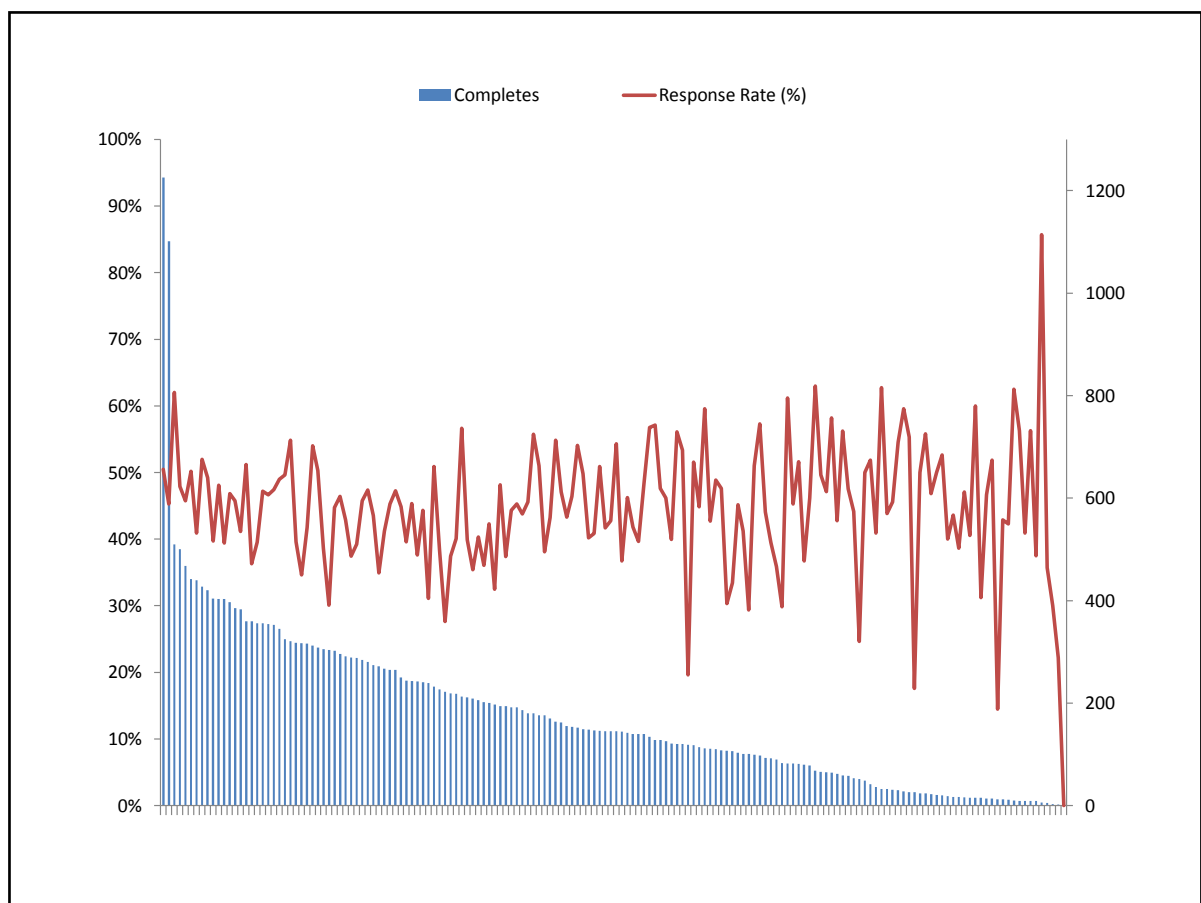
⁴ Response rates by HEI were generally quite similar in the DLHE Longitudinal Surveys conducted in 2006/07 and 2008/09, although there were examples of HEIs for which the response rate either increased or decreased significantly.

Table 4.1: Number of HEIs for which different levels of response rate achieved

Response rate achieved	Number of HEIs
60%+	9
50 to 59%	39
40 to 49%	79
30 to 39%	29
20 to 29%	5
10 to 19%	2
1 to 9%	0
0%	1

Base: all HEIs (164)

Figure 4.2: Overall completes and response rates by HEI (File A)



- 4.17 In terms of HEI location, graduates from HEIs in Wales and Northern Ireland (46% and 48% respectively) were more likely to respond than graduates from HEIs in England and Scotland (both 43%).

Online Survey – sample ‘A’

- 4.18 Email addresses were supplied for 41,875 sample ‘A’ graduates. A staggered invitation to participate in the online survey was sent out to all of these graduates throughout w/c 29th November 2010.
- 4.19 The invitations included a link to the dedicated survey web-site, and were individualised. After a week, a reminder e-mail was sent out to all of those who had not already responded to the first invitation. After another few days, a second reminder was sent. A final reminder was sent out on 10th March 2011 a few weeks before the survey was closed. Copies of the e-mail invitations form Appendix B of the report.
- 4.20 From this total of 41,875 sample ‘A’ graduates with email addresses, a total of 5,423 graduates responded to the survey online, representing 13% of graduates we had an email address for. The online response rate was down from the previous survey which achieved an online response rate of 19%. This decline in online response has been observed across the industry but can in part, be attributed to the quality of email addresses supplied (including a relatively high level of .ac.uk addresses supplied) as well as concerns about opening emails from unfamiliar senders.

Quality of e-mail contact details

- 4.21 Prior to being used, all email addresses went through a ‘cleaning’ process to identify emails which were not in the correct format (e.g. missing an ‘@’ sign) or with common typos (e.g. ‘hotmail.con rather than hotmail.com) and where possible these errors were corrected.
- 4.22 However, in total, 7,604 graduates for whom we held an email addresses were unreachable via this method either because they were classified as undeliverable (e.g. because the address was not known), or because they were ‘soft bounce backs’ (where the email was successfully sent but a message was later received from the recipient’s mail server saying that it could not be delivered for example because their inbox was full)⁵. This represents a fifth (18%) of all sample for which an email address was held. For the remainder of this report ‘undeliverables’ includes emails that bounced back as well as those where the address was not known.
- 4.23 Further to these undeliverables there will also have been an unknown number of e-mails that will have been successfully sent but that will have not been read by the intended recipient, for example because the graduate no longer uses that e-mail account although it is still ‘live’, because they did not check it during the fieldwork period or because they may delete emails from unfamiliar senders (particularly in the case of those accessing emails on smart phones).
- 4.24 Tables in Appendix H(1) provide more information on the quality of e-mail contact details supplied by HEIs detailing the proportion of undelivered e-mails by a number of key demographics.

⁵ Where two email addresses were supplied for a graduate, then both had to be unreachable to be included in this category.

- 4.25 As seen in the 2004/05 survey, there was considerable variation in e-mail quality by HEI. Looking at email quality by HEI location shows that over half (57%) of graduates from HEIs in Northern Ireland for whom an email address was supplied proved unreachable and is due to the disproportionately high level of .ac.uk addresses provided (96% for HEIs in Northern Ireland compared to 18% overall).
- 4.26 However, email quality in Wales improved since the last survey with the proportion of sample to whom an email was undeliverable declined from 50% for the 04/05 DLHE Longitudinal Survey to 25% for the 06/07 survey.
- 4.27 Scotland continued to provide the best quality email addresses with just 12% of graduates with an undeliverable email address.
- 4.28 There was relatively little variation in e-mail quality with respect to gender and ethnicity. A slightly higher proportion of e-mails sent failed to reach female graduates (19% versus 17% of all e-mails belonging to male graduates) while those belonging to Asian, mixed and 'other ethnic minority' backgrounds were slightly more likely to be successfully delivered than those belonging to white or black graduates.
- 4.29 As seen in the 2004/05 DHLE Longitudinal Survey, younger graduates typically had better quality email addresses than older graduates although the difference between the groups has lessened (18% of graduates 30 or under had an email address that it was not possible to deliver to compared with 20% of those over 40).
- 4.30 By course type, the highest proportions of undeliverable emails were observed among those who studied / graduated from postgraduate diplomas or certificates (20%) or first degrees. (19%).
- 4.31 By subject those who studied multiple subjects (28%) and Education (25%) were more likely to have poor quality email addresses.

Online response rate and differences by demographics

- 4.32 An online survey was completed by 5,423 graduates in total. This equates to a response rate of 13% of those for whom e-mail addresses were provided and 16% of those for whom an email was successfully delivered.
- 4.33 As a proportion of all sample supplied (irrespective of whether this came with any contact details, or of the types of contact details provided) this represents a response rate of 8% (comparable to that achieved in the 2004/05 Longitudinal Survey (7%)).
- 4.34 Further tables in Appendix G(1) show how the online response rate (expressed both as a proportion of all sample, and as a proportion of sample with email addresses) varied by key demographics.
- 4.35 Looking among the sample of graduates that had an email address, key variations in online response rate were:
- As observed at the 04/05 DLHE Longitudinal survey, older graduates aged 51 or over were more likely to respond online than their younger counterparts (18% compared with 13%). The response rate among the youngest age groups (25 and under) again fell significantly to below the overall level (11% compared to 13%) and continue to look to be the group behind the decline in online response rates.
 - Conversely, despite being *more* likely to have an undeliverable email address, white graduates were no less likely to complete an online survey (8%).



- Those who had completed PhDs or DPhils were particularly likely to respond online (29% of those for whom we had an e-mail address did).
 - As observed at the 2004/05 DLHE Longitudinal survey, those who had studied Physical Sciences (21%) and European languages (22%), as well as those who had studied Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects (22%) were particularly likely to respond online.
 - Overall, online response rate by subject was broadly in line with that reported at the 04/05 DLHE Longitudinal survey.
 - In terms of HEI location, graduates from universities in Scotland were particularly likely to respond online (18%), followed by England (14%).
- 4.36 It should be noted that some of the graduates who completed an online survey did not actually have an email address on the original sample, but completed an online survey after receiving a telephone call or postal invite - this is true for 237 (or 4%) of the total online completes down. During the telephone interview, graduates were told that if they preferred to complete the survey online they could do so and were given appropriate details if this was of interest. Similarly, the covering letter to the postal questionnaire explicitly stated that graduates could complete the survey online and provided the web-site address and an online ID.
- 4.37 Calculating the response rate of all online completes as a total of sample with an email address therefore produces a slightly inflated response figure (in terms of calculating response to the email invite in isolation) given this impact of the telephone and postal elements of the survey on the online response rate. Looking at the number of graduates who completed an online survey and who had an email address as a proportion of all those with email addresses produces a response rate of 12% (still broadly comparable with the response rate of sample 'B').
- 4.38 However, it should also be noted that some of these will similarly be graduates who did not initially reply to an email invite, but who were prompted to do so later in the fieldwork by a telephone call or postal invite. In terms of estimating the 'pure' response rate to just the online element of the survey, it is best to explore response patterns among sample 'B' who were not exposed to either the postal or telephone approaches.

Telephone Survey – sample 'A'

- 4.39 Telephone interviewing commenced on 7th December 2010. Initially telephone number details for all those who had supplied just a landline number and neither a mobile number nor an email address were loaded into the CATI software.
- 4.40 Telephone interviews with all other graduates for whom a telephone number was held (landline and / or mobile) and had not already completed or actively refused to take part in the online survey began w/c 13th December 2010. This meant that the total contactable sample available for the telephone stage of fieldwork was some 54,074 graduates.

Quality of telephone contact details

- 4.41 In total, some 12,682 records proved to be unusable (i.e. telephone numbers were unobtainable, or the named graduate was not known at the number and forwarding contact details were not available).



This represents approaching quarter the total amount of available sample at the start of fieldwork (23%).

- 4.42 Tables in Appendix I provide more information on the quality of telephone contact details supplied by detailing the proportion of unusable telephone numbers by the key sample demographics.

Telephone response rate and differences by demographics

- 4.43 The starting sample available for the telephone fieldwork phase comprised 54,074 graduates. Of these, 20,254 completed the survey over the telephone. This represents a response rate of 37% for this method an increase of 8 percentage points from the 04/05 DLHE Longitudinal Survey.
- 4.44 As a proportion of all sample supplied (irrespective of whether this came with an e-mail, postal address or phone number) the telephone response rate is 30% - an increase of 10 percentage points from the 04/05 DLHE Longitudinal survey.
- 4.45 Further tables in Appendix I show how levels of response varied by a number of key demographics and are summarised below:
- There are no differences by gender in terms of telephone response rates
 - Older graduates were again more likely to respond than their younger counterparts with response rates particularly low amongst those aged between 26 and 40 (36%, compared with 48% among those over 40).
 - Whilst Asian graduates were among those least likely to respond to either the online or postal survey, they were among the groups (along with White graduates) who were more likely to complete a telephone interview. The response rate for White and Asian graduates were 39% and 36%.
 - Those who had completed PhDs or DPhils had a lower than average telephone response rate (35%) – a reversal of the pattern seen in the online and postal methods.
 - There were relatively few variations by course subject studied with law graduates remaining the least likely to respond (32%).
 - There was much variation in response rate by HEI.
- 4.46 Perhaps a more useful response rate to focus on is one that is calculated excluding all records where the number is unusable and/or the graduate was not known. This provides a better feel for the proportion of all interviews that would be achieved if HEIs had been able to provide up to date and more accurate records.
- 4.47 Excluding 12,682 records would produce an effective telephone sample population of 41,392 and therefore a response rate of 49%.



Sample outcomes

4.48 Table 4.3 below shows the sample outcome of all 54,074 records contacting during the telephone stage:

Table 4.2: Detailed sample outcomes of telephone stage

Outcome	Number	% of all telephone sample	% of all usable telephone sample
Base		54,074	41,392
Unusable	12,682	23%	
Completed Interview	20,254	37%	49%
Claimed online or postal completed or willing to do online	3,351	6%	8%
Ongoing contact	12,858	24%	31%
Did not graduate from HE in 06/07	188	<1%	<1%
Breakdown during Interview	1,443	3%	3%
Refusal	3,298	6%	8%

4.49 As discussed above, interviews were achieved with 37% of those graduates included in the telephone stage while 23% of all contact details proved to be unusable. Excluding unusable sample from the base gives an *effective* response rate of 49%

4.50 The other two main outcomes were ongoing contact (where no definitive contact was made by the close of fieldwork) accounting for 24% of the telephone sample (31% excluding unusable sample) and refusals. Refusals accounted for 6% of the sample available for the telephone fieldwork (8% excluding unusable sample) a decrease from the previous survey where refusals accounted for 10% of the sample available for the telephone fieldwork (and 18% excluding unusable sample).

4.51 Over 3,300 graduates claimed that they had already completed the online or postal surveys or that they would prefer to complete the online survey. This second group were given the website address for the online survey and their unique password to be able to log in. While we recognise that a number of graduates will say this and then not go on to complete online, as seen earlier a substantial number were prompted to complete the survey online as a result of the telephone (and postal) survey.

4.52 Just under 1,500 graduates terminated the telephone survey before reaching the end of the interview. The two main areas where respondents quit were in the first section of the survey asking for their employment details – job title and description and industry in which they work. Three in ten (31%) of people quit the interview at this point.

4.53 Where definitive contact was made, almost three quarters of graduates (71%) completed the telephone survey (i.e. excluding “ongoing contact” as well as unusable sample).



Postal Survey – sample ‘A’

4.54 Across both phases a total of 37,545 questionnaires were sent out in the original mailing, with a further 33,542 reminders sent out.

Postal response rate and differences by demographics

4.55 In total, 3,696 postal questionnaires were returned. Of these 35 have been removed because they were either spoiled, were duplicates of online returns or had been completed twice, leaving a final postal completion figure of 3,661 and an overall postal response rate of 10% (as a proportion of all postal questionnaires sent⁶). As a proportion of all sample supplied (irrespective of whether this came with an e-mail, address or phone number) this represents a response rate of 5%.

4.56 Tables in Appendix J show how the response rate (based on all sample included in the mailout) varied by key demographics

4.57 Key variations in patterns of response include the following:

- Women were more likely to respond than men (12% versus 7%).
- Black (6%) and Asian (5%) graduates and those from other ethnic backgrounds (6%) were the least likely to respond by post. This compares with a postal response rate of 11% among white graduates.
- Those who had completed PhDs or DPhils were particularly likely to respond (15% compared to 9% of those with First degrees).
- Additionally, those who had completed a professional qualification (and were among those least likely to complete via post previously) were also more likely to return a postal questionnaire (14%).
- Graduates aged over 50 were much more likely to respond than younger graduates, with just over a fifth (21%) of all those 51 or over responding to the postal survey compared with one in ten (9%) of those 30 or under.
- Those who had studied multiple subjects (15%), Physical Sciences (13%), Medicine and Dentistry (13%), and Historical and Philosophical Studies (15%) were particularly likely to respond.
- In terms of HEI location, graduates HEIs in Scotland and Wales (both 11%) were a little more likely to respond to the postal invitation than those who graduated from an HEI in England (9%).

4.58 The response rate for this element of the fieldwork remained consistent with the 04/05 DLHE Longitudinal survey (previously 11% and currently 10%).

⁶ All those who had already completed an online survey or who had actively refused in this stage of the research were taken out of the mailout and are thus effectively removed from this response rate calculation.

Sample 'B'

- 4.59 An invitation to complete the survey online was also emailed to over 153,000 sample 'B' graduates a week after the sample 'A' email initial invites had been sent. Again, these graduates were sent three online reminders with a total of 19,725 completing the survey.

Quality of e-mail contact details

- 4.60 The quality of email addresses for sample 'B' graduates closely mirrored that of the 'A' sample. In total, 25,878 e-mails failed to reach their intended destination representing 17% of all e-mails sent to sample 'B'.
- 4.61 Quality of email addresses with respect to gender and age follow the same trends previously discussed in relation to sample 'A'. As previously seen with sample 'A', those who studied combined subjects (30%) were more likely to have poorer quality email addresses, as well as graduates from HEIs based in Northern Ireland (59%).

Online response rate and differences by demographics

- 4.62 Among the 'B' sample, 19,725 questionnaires were completed, representing a response rate of 13% against a contactable sample of 153,631. This is consistent with the online response rate achieved amongst sample 'A' graduates as a proportion of all sample supplied, i.e. all graduates not included in the drawn sample 'A', but lower than the sample 'B' response rate achieved for the previous survey (17%). As a proportion of all sample supplied, i.e. all graduates not included in the drawn sample 'A'
- 4.63 At overall level, findings from sample 'B' can be reported with a statistical error of $\pm 0.7\%$ (at the 95% confidence level, for findings of 50%) – again, as with sample 'A', a very high degree of statistical confidence. That is, if the survey reports that 50% of all 2006/07 graduates share a characteristic or experience, the “real” value is 95% likely to lie between 49.3% and 50.7%⁷.
- 4.64 The table in Appendix F shows the confidence intervals with which findings can be reported for some of the key survey sub-groups.
- 4.65 There was some variation in response rates among different sub-groups of graduates (see tables in Appendix G(2)). Response rates given below and in the Appendix tables refer to the response rate among the *contactable sample* (i.e. all those that were given an opportunity to respond), rather than the response rate all those in the *starting sample* (i.e. all those taking part in the Early DLHE Survey not in the drawn sample 'A').
- 4.66 Key variations in patterns of response include the following:
- Older graduates within sample 'B' were particularly likely to respond to the survey; among those in the contactable sample, 19% of those aged 51 and older completed a survey. This mirrors the high levels of response seen amongst the oldest group in sample 'A'
 - Response rate by ethnicity broadly mirrored that seen for Sample 'A' with White graduates being more likely to respond (14%) and Black and Asian graduates less likely (8% and 7% respectively).

⁷ Again, not taking into account design effects and assuming an infinite population

- Those graduating from a research degrees and higher taught degrees were most likely to respond to the survey (20% and 17% respectively). As with sample 'A', the lowest response rates were found among those obtaining diplomas or certificates (6%), other qualifications (8%), and no formal qualifications (9%).
 - Those who had studied Physical Sciences (19%), Veterinary Sciences, Agriculture and related subjects (18%) and Engineering (18%). This is a little different from the patterns observed for the Sample 'A' online response rates.
 - Graduates of Subjects Allied to Medicine, Architecture and Law were least likely to respond online Creative Arts and Design were the least likely to respond (11%). Again these patterns deviate slightly from those seen earlier with regards sample 'A'.
 - In terms of HEI location, graduates from universities in Scotland were particularly likely to respond online (15%) as they were if they were included within sample 'A' and responded online. Again, perhaps as a consequence of a high proportion of email addresses from HEIs in Northern Ireland being undeliverable, online response rate among graduates from HEIs in Northern Ireland was low at just 3%.
- 4.67 There are no differences by gender in terms of online sample 'B' response rates (13% of men vs. 13% of women).

4.68 At an HEI level, the response rate varied considerably, from 100% (38% removing the outlier which had a small sample size) to 0% although responses from graduates of most HEIs clustered between 5% and 23% (Table 4.4 and Figure 4.3). Five HEIs with at least 50 graduates in their starting sample achieved a response rate of at least 30%.

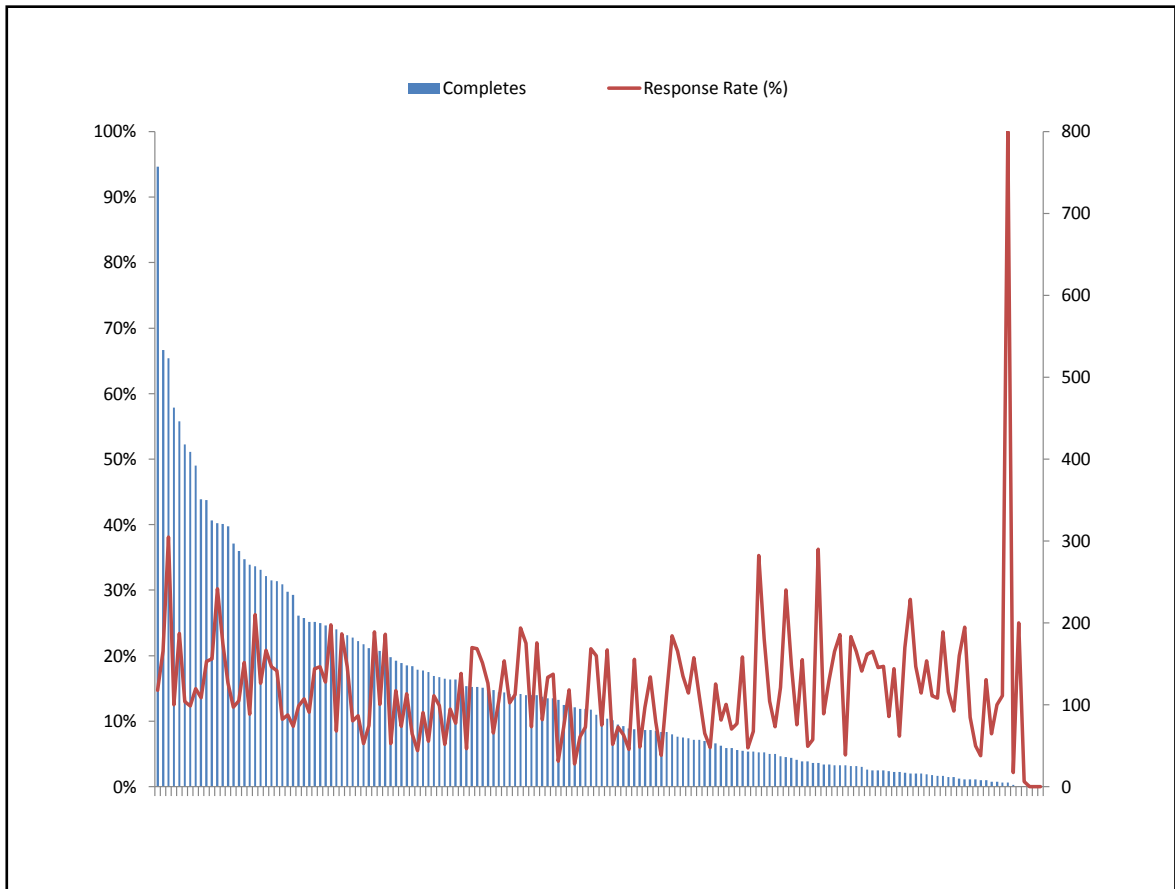
Table 4.3: Number of HEIs for which different levels of response rate achieved (File B)

Response Rate	Number of HEIs
100% +	1
90 to 99%	0
80 to 89%	0
70 to 79%	0
60 to 69%	0
50 to 59%	0
40 to 49%	0
30 to 39%	5
20 to 29%	35
10 to 19%	79
1 to 9%	41
0%	3 ⁸

Base: All HEIs supplying 'B' sample (164)

⁸ Including 2 HEIs which did not supply any email addresses.

Figure 4.3: Overall completes and response rates by HEI (File B)



5 Changes to the questionnaire

Portfolio Careers

- 5.1 In light of growing interest in the idea that employment may no longer be a graduate's main activity after leaving university and in an attempt to harmonise the Early DLHE and DLHE Longitudinal surveys, the 2006/07 included additional questions on 'portfolio' careers.
- 5.2 A new code 'Creating a professional portfolio' was added to the two opening questions in Section A which ascertained what graduates were doing on the census date and what they regarded as their main activity.
- 5.3 Graduates that were creating a professional portfolio alongside work were later asked for their reasons for doing this (Q20), and online graduates were asked for further detail about the professional portfolio they were preparing. Most commonly these graduates were working in art, photography and fashion.
- 5.4 However, in a number of cases, respondents interpreted a "portfolio career" to mean continuing professional development (CPD). This was particularly apparent among those in the healthcare and teaching professions who explained that maintaining a professional portfolio was a pre requisite to becoming more qualified or securing a promotion.
- 5.5 A relatively low proportion of graduates selected the new 'portfolio careers' codes in Section A – 2.3% of graduates said they were creating a professional portfolio at Q1, and only 0.4% of graduates regarded this as their main activity at Q2.

Multiple jobs

- 5.6 Related to this was the issue of 'multiple jobs'. In previous DLHE surveys, respondents were not asked about any other employment other than their main job. There was a feeling that working in more than one job could be becoming increasingly common amongst graduates, particularly in the current economic climate.
- 5.7 New questions were added to Section B - 'Your employment on 29 November 2010'. These aimed to clarify whether graduates were working in more than one job and, if so, how many jobs they were working in on the census date. In addition, graduates were asked about their reasons for having more than one job, for an estimate of total annual earnings across all jobs and online graduates were asked for further detail about what their additional job(s) involved.
- 5.8 A relatively large proportion of graduates said that they worked in more than one job on the census date. 11% of respondents said they worked in more than one job, equating to 13% of the graduate population (weighted figures).

Employability questions

- 5.9 Two questions were added to Section E – 'Satisfaction' in order to gauge graduate perceptions of how their course prepared them for progressing their career aspirations (Q44A) and becoming self employed or setting up their own business (Q44B).



Other changes

5.10 Other changes made to the questionnaire were as follows:

- **Activity on 29 November 2010 (Q1/Q2).** Third code changed from 'Engaged in study or training' to 'Engaged in study, training or registered as a research student' to maintain consistency with Early DLHE
- **Name of organisation instructions (Q7).** An interviewer note and online instruction were added to the telephone and online versions which asked for the name of employment agency rather than placement organisation for those working through temping agencies.
- **Basis on which graduate was employed (Q12):** Verbatim removed here to maintain consistency with Early DLHE.
- **Hourly salary (Q15).** A new question was added for those paid hourly which asked for the number of hours worked per week. This allowed us to calculate salary to a more accurate level; previously all hourly data was multiplied by a standard factor.
- **Reasons for taking job/becoming self employed (Q18):** Codeframe changed to maintain consistency with Early DLHE
- **How found out about job (Q19):** Verbatim removed here for online and postal surveys to maintain consistency with Early DLHE.
- **Which describes study, training or research undertaken (Q27):** Third code 'Engaged in private, unsupervised study' added and verbatim removed to maintain consistency with Early DLHE. The code 'Preparing a professional portfolio of my work to submit for accreditation' removed to reflect focus on 'portfolio careers' in previous questions.
- **Main source of funding for course of study, training or research (Q28):** Was previously two questions, combined into one to ask for main source of funding rather than variety of sources as well as main source.
- **Non-financial employer benefits (Q29):** New question added to capture any other benefits that the employer provided the graduate with while undertaking study, training or research.
- **Section D - What else have you been doing since finishing your course in 2006/07:** Previously Section D comprised a careers grid which aimed to capture the details of up to 7 activities a graduate had undertaken since leaving university. For the 2006/07 DLHE Longitudinal Survey, the section was shortened; it combined the previous Section D (What have you been doing since finishing your course) and Section E (Other qualifications obtained since graduating). The number of jobs the graduate has had since graduating was captured but the details of previous employment was not asked for, while only the highest level of qualification achieved was focused on in contrast to the detail that was captured for every qualification achieved previously. In addition, new questions focussing on periods and accumulated length of unemployment were included.
- **Section F – Research Degree:** The Research Degree Section was extended slightly to allow the graduate to express additional reasons for undertaking their degree, sources of funding for



fees and sources of funding for maintenance. Previously, the questionnaire only asked for the main reason and main sources of funding. New codes were also added to Q52 and Q54.

- **Where graduates first heard about survey (Q60):** New question added for telephone graduates only asking from which sources they first heard about the survey.



6 Weighting / combining the samples

- 6.1 After an exploration into the similarities and differences between sample A and sample B, the decision was taken that it was appropriate for the samples to be combined and analysed as one. The samples were weighted, firstly to correct for selection bias and then to correct for response bias, to ensure that the weighted survey findings were representative of the early DLHE population.
- 6.2 An additional weight was also developed for use when conducting analysis at individual HEI level.
- 6.3 The remainder of this chapter describes in detail the specific weighting methodology that was used.

Logistic Regression Model for Weighting 'Sample A' and 'Sample B'

- 6.4 The method used to weight the Sample A and Sample B completes followed that used for the 2002/03 and 2004/05 DLHE Longitudinal Surveys. The method was as follows:
- A preliminary weight to correct for selection criteria was computed by inverting the sampling fraction.
 - Non-response behaviour (i.e. whether they responded to the survey or not) was then modelled using binary logistic regression. The regression model was run on all issued DLHE Longitudinal Survey graduates, weighted by the inverse of the selection weight. A weight was generated using the predicted probabilities saved from the non-response model.
- 6.5 The following variables were used in the model:
- **Country of HEI** (England, Northern Ireland, Scotland, Wales),
 - **Level of Qualification Obtained** – the 8 way split was used (Higher degree by research, Higher degree by taught course, Postgraduate diploma or certificate, First Degree, Other diploma or certificate, Professional qualification, Other qualification, No formal qualification);
 - **Classification of Degree** (First class honours, Upper second class honours, Lower second class honours, Third class honours / Pass, Unclassified, FE level qualification, Classification not applicable)
 - **Employment categories at Early Survey** (Full-time paid work only (including self-employed), Part-time paid work only, Voluntary/unpaid work only, Work and further study, Further study only, Assumed to be unemployed, Not available for employment, Other)
 - **Subject of Original Course** (Architecture Building and Planning; Biological Sciences; Business and Administrative studies; Creative Arts and Design; Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects; Education; Engineering; European Languages, Literature and related subjects; Historical and Philosophical studies; Law; Linguistics, Classics and related subjects; Mass Communications and Documentation; Mathematical and Computer Sciences; Medicine and Dentistry; Physical Sciences; Social studies; Subjects Allied to Medicine; Technologies; Veterinary Sciences, Agriculture and related subjects; Multiple subjects)
 - **Student Type** (Research PhD and Masters students, Foundation students, HND (England HEIs only), TDA funded students, General).



- **Method of Data Collection for the Early Survey** (Standard questionnaire: first mailing, Standard questionnaire: second mailing, Telephone survey: graduate, Telephone survey: third party, Own HEIs student record, Other)
- **Contacts available** - mail (yes, no), email (yes, no), and telephone (yes, no),
- **Gender** (female, male)
- **Age** (25 or under; 26 – 30; 31 – 40; 41 -50; 51+)
- **Ethnicity** (Asian; Black; Mixed; Other; White)
- **Number of contact methods**

6.6 Method of Completion was not used as it is a tautological variable.

6.7 The logistic regression model generated the probability of a graduate participating in the survey given their 'type' (based on the predictor variables described above). Not all the variables that were used in the model necessarily made it into the final model.

6.8 After these weights were calculated, the top and bottom 2.5% were trimmed. Finally, a calibration of age bands was required. Apart from age band, all other key variables had very similar distributions to the unweighted population of 332,110.

6.9 The Sample A and B weights were calculated separately, and together provide national level weighting for the all 49,063 interviews completed.

HEI weights

6.10 As well as national weights a set of HEI specific weights were calculated to correct for response bias at HEI level. This was done on the combined completed interviews from Sample 'A' and 'B'. The process for calculating HEI weights was based on that used for the previous DLHE Longitudinal Survey, and differentiated depending on the number of interviews completed for that HEI.

6.11 For HEIs with 400 or more DLHE Longitudinal Survey respondents the survey data are weighted so as to give a close percentage match between the survey and the census in terms of broad subject group, the part-time/full-time split; and the postgraduate/undergraduate split.

6.12 The broad subject groups us DLHE Longitudinal Studyed were: health and welfare; science and agriculture; engineering, manufacture and construction; social science, business, law and combined; humanities and arts; education.

6.13 For HEIs with between 200 and 399 DLHE Longitudinal Survey respondents the survey data were weighted so as to give a close percentage match between the survey and the census in terms of the part-time/full-time split; and the postgraduate/undergraduate split.

6.14 For HEIs with between 100 and 199 DLHE Longitudinal Survey respondents the survey data are weighted so as to give a close percentage match between the survey and the census in terms of the postgraduate/undergraduate split.

6.15 For HEIs with fewer than 100 DLHE Longitudinal Survey respondents no HEI level adjustment has been made.



- 6.16 Finally, all HEI weights also include an adjustment so that when they are applied each HEI is scaled in proportion to the number of responses for that HEI in the unweighted data. This means that the weighted base for each HEI is equal to its unweighted sample size.



7 Appendices

Appendix A – Postal Questionnaire



IFF Research



HESA
HIGHER EDUCATION
STATISTICS AGENCY

Destinations of Leavers from Higher Education

You have been sent this questionnaire as we are interested in finding out about the employment and further study you have been doing since you finished your higher education course in 2006/07.

If you would like to know how the information you provide in the questionnaire will be used, please see the enclosed protection notice.

If you have any questions or would like to know more about the survey please go to www.graduate-destinations.co.uk or contact IFF Research on 0800 054 2377 or by email at graduate-destinations@iffresearch.com, quoting the reference number at the bottom of the page.

SECTION A
What were you doing on 29 November 2010?

Everyone should complete this section.

Q1 On 29 November 2010 were you...?
PLEASE TICK ALL OPTIONS THAT APPLY

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

Employed either full-time or part-time
(including self-employed, freelance, voluntary work or other unpaid work).....

Unemployed and looking for work

Engaged in study, training or registered as a research student.....

Creating a professional portfolio.....

Doing something else (e.g. retired, travelling, maternity leave). PLEASE WRITE IN BELOW

Q2 IF YOU WERE DOING MORE THAN ONE OF THESE ACTIVITIES on 29 November 2010, which ONE do you regard as your MAIN activity?
PLEASE TICK ONE OPTION ONLY

Employed either full-time or part-time
(including self-employed, freelance, voluntary work or other unpaid work).....

Unemployed and looking for work

Engaged in study, training or registered as a research student.....

Creating a professional portfolio.....

Doing something else (e.g. retired, travelling, maternity leave). PLEASE WRITE IN BELOW

1
CONFIDENTIAL

REFERENCE NO.



SECTION B

Your employment on 29 November 2010

Only answer this section if you were employed on 29 November 2010, otherwise go to SECTION C.

Q3 Were you working in more than one job or occupation on 29 November 2010?

PLEASE TICK ONE OPTION ONLY

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

Yes..... GO TO Q4

No..... GO TO Q5

Q4 How many jobs did you have on 29 November 2010?

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

PLEASE WRITE IN THE NUMBER

IF YOU HAD MORE THAN ONE JOB on 29 November 2010, the next few questions are about the job you regarded as your MAIN job.

Q5 When did you start the job you had on 29 November 2010?

PLEASE WRITE IN MONTH YEAR

Q6 And were you...?

PLEASE TICK ONE OPTION ONLY

Employed full-time.....

Employed part-time.....

Self-employed or freelance.....

Doing voluntary work/other unpaid work (including internships)

Q7 What is the name of the organisation you were working for on 29 November 2010?

PLEASE WRITE IN BELOW

If you were working through an employment agency then give the name of the placement organisation, NOT the agency name. If you were self-employed, please give the name of the organisation you were running.

Q8 What does the organisation you were working for mainly do?

PLEASE WRITE IN BELOW

Please provide as much detail as possible, for example: What is the main product or service of this establishment? What exactly is made or done at this establishment? What material or machinery does that involve using?



Q9 Where was your place of work?
 PLEASE TICK ONE OPTION ONLY

England

Scotland

Wales.....

Northern Ireland

Outside the United Kingdom (PLEASE WRITE IN THE COUNTRY BELOW)

.....

Q10 If you were based in the UK, whereabouts in the UK did you work?
 PLEASE WRITE IN

TOWN/ CITY/ AREA 1ST PART OF POSTCODE
(e.g. for Camberwell write in SE5; for Eastleigh, write in SO50, etc.)

Q11 What was your job title?
 PLEASE WRITE IN BELOW

Please provide as much detail as possible, outlining your main duties or responsibilities as appropriate. For example, rather than "supervisor", WRITE IN "customer service supervisor in a bank".

Q12 Which of the following best describes the basis on which you were employed on 29 November 2010?
 PLEASE TICK ONE OPTION ONLY

On a permanent or open-ended contract.....

On a fixed-term contract lasting 12 months or longer

On a fixed-term contract lasting less than 12 months

Self-employed/freelance

Temporarily, through an agency

Temporarily, other than through an agency

Employed on another basis

Q13 APPROXIMATELY how many people work in the entire organisation (including all branches, departments, etc.)?
 PLEASE TICK ONE OPTION ONLY

1 to 49

50 to 249

250 or more

Don't know



Q14 What was your approximate gross pay, before tax? If you cannot give this as an annual amount, please give this as a monthly, weekly or hourly rate.
 PLEASE WRITE IN
 Please also indicate if you have given a salary/wage in pounds sterling (£) or in some other currency?
 If you were self-employed please indicate the amount of money that you paid yourself out of the business.
 Please just state basic pay; do not include any bonuses or benefits in kind.

Salary/Wage		Period	
<input type="text"/>		Annually	<input type="radio"/>
		Monthly	<input type="radio"/>
		Weekly	<input type="radio"/>
Currency		Hourly	<input type="radio"/>
Pounds sterling	<input type="radio"/>	Other	<input type="radio"/>
Other	<input type="radio"/>		
(PLEASE WRITE IN) _____		(PLEASE WRITE IN) _____	

Q15 IF YOU WERE PAID HOURLY, how many hours a week were you typically paid to work in that job?
 PLEASE WRITE IN

Q16 As far as you are aware, which of the following factors were important to your employer 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.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The type of qualification you obtained in 2006/2007 (e.g. BA, MSc, PhD, etc).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The class or grade of the qualification you obtained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence of skills and competencies.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 2006/2007.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant work experience from previous employment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q18 Why did you decide to take the job you were doing on 29 November 2010?

PLEASE TICK ALL THAT APPLY

- It fitted into my career plan/it was exactly the type of work I wanted
- It was the best job offer I received/only job offer I received
- It was an opportunity to progress in the organisation
- To gain experience in order to get the type of job I really want
- To see if I would like the type of work it involved.....
- To broaden my experience/to develop general skills
- In order to pay off debts
- In order to earn a living
- Some other reason
- Don't know/can't remember

Q19 How did you first find out about this job?

PLEASE TICK ONE OPTION ONLY

- Own institution's career service/website
- Other careers service/or its website
- Employer's website
- Newspaper/magazine advertisement/or its website.....
- High street recruitment agency
- Online/web-based recruitment agency
- Already/previously worked for the organisation
- Professional, work or educational contacts or networks
- Personal contacts, including family, friends and social networks
- Speculative approach to employer
- Some other reason
- Can't remember

Q20 IF YOU HAD MORE THAN ONE JOB on 29 November 2010 OR YOU WERE CREATING A PROFESSIONAL PORTFOLIO AS WELL AS WORKING, what are the reasons for you undertaking more than one work role or work-related activity? To what extent is it because . . .

PLEASE TICK ONE OPTION FOR EACH ROW

	A great extent	Some extent	Not at all	Not relevant	Don't know
I am unable to secure any full-time position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combining two or more jobs is the only way to get full-time equivalent work in my preferred type of employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is my choice to do different jobs – I like the variety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preferred work is on a freelance basis so I need other paid work as well.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It gives me time to maintain a balance between work and my personal or family commitments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To supplement my income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20a IF YOU HAD MORE THAN ONE JOB on 29 November 2010, what do you estimate your total annual earnings would be across all of the jobs you hold?

Please just state basic pay; do not include any bonuses or benefits in kind.



SECTION C

Your study, training or research on 29 November 2010

Only answer this section if you were engaged in study, training or research on 29 November 2010, otherwise go to SECTION D.

In this section please only consider what you were doing on 29 November 2010 and NOT any study, training or research you were engaged in previously. Please don't provide details of the higher education course you finished in 2006/7 here.

Q21 When did you start the course of study, training or research you were engaged in on 29 November 2010?

PLEASE WRITE IN

MONTH YEAR

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

PLEASE TICK ONE OPTION ONLY

Full-time.....
 Part-time.....

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

PLEASE WRITE IN

Q24 And what type of organisation was this? Was it a...?

PLEASE TICK ONE OPTION ONLY

University.....
 College of Further Education.....
 Private training company.....
 Other (PLEASE WRITE IN BELOW).....

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

PLEASE TICK ONE OPTION ONLY

Higher degree mainly by research (for example PhD, DPhil, MPhil)
 Higher degree, mainly by taught course (for example MA, MSc).....
 Postgraduate diploma or certificate (inc. PGCE)
 First degree (for example BA, BSc, MEng).....
 Professional qualification (for example Legal Practice Course, Chartered Institute of Marketing) ..
 Other diploma or certificate
 Other qualification (PLEASE WRITE IN BELOW)
 Not aiming for a qualification



Q26 What subject area were you studying, training or researching on 29 November 2010?
 PLEASE WRITE IN BELOW

Q27 Which of the following best describes the study, training or research you were undertaking?
 Were you...?
 PLEASE TICK ONE OPTION ONLY

Registered as a research student

Registered on a course

Engaged in private, unsupervised study.....

Other

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

Grant/Award (e.g. Research Council Studentship/Bursary)

My employer provided financial support

Self-funded (e.g. savings/loan/income)

Other funding

Q29 IF YOU WERE WORKING AND STUDYING ON 29 NOVEMBER 2010, 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?
 PLEASE TICK ALL THAT APPLY

Study leave

Training related to my course

Mentoring

Provision of materials to help with study.....

More flexible or reduced working hours to accommodate study

Other (PLEASE WRITE IN BELOW).....

.....

None of the above.....

Q30 Why did you decide to undertake the further study, training or research?
 PLEASE TICK ALL THAT APPLY

Because it was a requirement of my employment on 29 November 2010 that I did.....

To develop a broader or more specialist range of skills or knowledge

To change or improve my career options

Because I was interested in the content of the course

Because I had enjoyed my first course and wanted to continue studying

I wanted to go on being a student/I wanted to postpone job hunting.....

I had been unable to find a suitable job

Other



SECTION D

What have you been doing since finishing your course in 2006/07?

Everyone should complete this section.

We are interested to know what other activities, if any, you have undertaken since completing your course in 2006/07.

Q31 Have you had any (other) jobs between graduating and 29 November 2010? Please exclude the job(s) you were doing on 29 November 2010 that you told us about in Section B if you were working at this point.

PLEASE TICK ONE OPTION ONLY

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

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

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

Yes..... GO TO Q32

No..... GO TO Q33

Q32 IF YOU HAVE HAD ANY OTHER JOBS SINCE GRADUATING, how many other jobs have you had between graduating and 29 November 2010?

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

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

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

PLEASE WRITE IN THE NUMBER

Q33 Have you ever been unemployed and seeking work for a period lasting one month or more since you graduated in 2006/07?

PLEASE TICK ONE OPTION ONLY

Yes..... GO TO Q34

No..... GO TO Q36

Q34 IF YOU HAVE BEEN UNEMPLOYED since you graduated in 2006/07, how many separate periods of unemployment lasting one month or more have you had?

PLEASE TICK ONE OPTION ONLY

One

Two

Three

Four

Five

More than five (PLEASE WRITE IN THE NUMBER OF PERIODS BELOW)

Q35 IF YOU HAVE BEEN UNEMPLOYED FOR MORE THAN ONE PERIOD, how many months would you say these periods of unemployment add up to?

PLEASE WRITE IN THE NUMBER IN MONTHS



Q36 Did you obtain any qualifications between the time you completed your course in the academic year 2006/07 and 29 November 2010?
 PLEASE TICK ONE OPTION ONLY
 Please exclude any qualifications gained from any of the courses that you have already told us about.
 Do not include the qualification you obtained in 2006/07.

Yes..... ANSWER THE REST OF THIS SECTION
 No..... GO TO SECTION E

Q37 How many other separate qualifications did you obtain?
 PLEASE TICK ONE OPTION ONLY

One.....
 Two.....
 Three.....
 More than three (PLEASE WRITE IN THE NUMBER OF QUALIFICATIONS BELOW).....

Q38 What was the highest level of qualification you obtained between graduating in the academic year 2006/07 and 29 November 2010?
 PLEASE TICK ONE OPTION ONLY

Higher degree mainly by research (for example PhD, DPhil, MPhil)
 Higher degree, mainly by taught course (for example MA, MSc).....
 Postgraduate diploma or certificate (inc. PGCE)
 First degree (for example BA, BSc, MEng).....
 Professional qualification (for example Legal Practice Course, Chartered Institute of Marketing) ..
 Other diploma or certificate
 Other qualification (PLEASE WRITE IN BELOW)

Q39 And what was the subject area of qualification?
 PLEASE WRITE IN BELOW

Q40 And how did you MAINLY fund your studies for this qualification? Was it by...?
 PLEASE TICK ONE OPTION ONLY

Grant/award (e.g. Research Council Studentship/Bursary)
 Employer provided financial support
 Self-funded e.g. Savings/loan/income
 Other funding



SECTION E

Satisfaction

Everyone should complete this section.

Q41 If you were now to choose whether or not to do the course leading to the qualification you obtained in 2006/07, how likely or unlikely is it that you would...?

PLEASE TICK ONE OPTION FOR EACH ROW

	Very likely	Likely	Not very likely	Not likely at all	Don't know
Do a different subject?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study at a different institution?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work towards a different type of qualification?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decide to do something completely different?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

PLEASE TICK ONE OPTION ONLY

- Very satisfied
- Fairly satisfied
- Not very satisfied
- Not at all satisfied
- Don't know
- Not applicable

Q43 Thinking about your overall experience of the course you completed in 2006/07, to what extent do you agree or disagree that the course was good value for money?

PLEASE TICK ONE OPTION ONLY

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know



Q44a How well did your higher education experience prepare you for or help you progress your career aspirations?
 PLEASE TICK ONE OPTION ONLY

Very well

Quite well.....

Not very well

Not at all

Don't know

Q44b Overall, how well did your higher education experience prepare you for being self employed or setting up your own business?
 PLEASE TICK ONE OPTION ONLY

Very well

Quite well.....

Not very well

Not at all

Don't know

Have never considered becoming self employed/setting up own business

SECTION F

Research Degree

Q45 Thinking about the research degree you took in 2006/07, what was the main reason you decided to undertake it?

PLEASE TICK ONE OPTION ONLY IN THE MAIN REASON COLUMN

Q46 And why else did you decide to undertake it?

PLEASE TICK ALL THAT APPLY IN THE OTHER REASONS COLUMN

	Q45 Main Reason	Q46 Other Reasons
I was interested in the subject	<input type="radio"/>	<input type="checkbox"/>
I was interested in research	<input type="radio"/>	<input type="checkbox"/>
I wanted to go on being a student/I wanted to postpone job-hunting.....	<input type="radio"/>	<input type="checkbox"/>
I was awarded a funded scholarship	<input type="radio"/>	<input type="checkbox"/>
I was encouraged or required to do so by my employer at the time	<input type="radio"/>	<input type="checkbox"/>
I was encouraged to do so by previous tutors/lecturers	<input type="radio"/>	<input type="checkbox"/>
I wanted an academic career	<input type="radio"/>	<input type="checkbox"/>
I thought it would improve my career prospects more broadly	<input type="radio"/>	<input type="checkbox"/>
It was essential to get into the area of employment I want(ed) to work in.....	<input type="radio"/>	<input type="checkbox"/>
Other (PLEASE WRITE IN BELOW).....	<input type="radio"/>	<input type="checkbox"/>

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 TICK ONE OPTION ONLY

- Received funding towards fees.....
 - Received funding towards maintenance.....
 - Received funding towards both fees and maintenance
 - No funding/Self-funding
- } GO TO Q48
- GO TO Q52



Q48 IF YOU HAVE RECEIVED FUNDING TOWARDS FEES, what was the main source of funding for your fees?
 PLEASE TICK ONE OPTION ONLY IN THE MAIN REASON COLUMN

Q49 And from which other sources did you receive funding for your fees?
 PLEASE TICK ALL THAT APPLY IN THE OTHER SOURCES COLUMN

	Q48 Main Source	Q49 Other Sources
A) The institution where I studied	<input type="radio"/>	<input type="checkbox"/>
B) Research Councils:		
Art & Humanities Research Council (AHRC)	<input type="radio"/>	<input type="checkbox"/>
Biotechnology and Biological Sciences Research Council (BBSRC)	<input type="radio"/>	<input type="checkbox"/>
Engineering and Physical Sciences Research Council (EPSRC)	<input type="radio"/>	<input type="checkbox"/>
Economic and Social Research Council (ESRC)	<input type="radio"/>	<input type="checkbox"/>
Medical Research Council (MRC)	<input type="radio"/>	<input type="checkbox"/>
Natural Environment Research Council (NERC)	<input type="radio"/>	<input type="checkbox"/>
Science and Technology Facilities Council (STFC)	<input type="radio"/>	<input type="checkbox"/>
C) UK Educational/Scientific charity (including The Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational/Scientific charity)	<input type="radio"/>	<input type="checkbox"/>
D) Other competitively-awarded scholarship or award (PLEASE WRITE IN BELOW)	<input type="radio"/>	<input type="checkbox"/>
<hr/>		
E) EU/EC funded	<input type="radio"/>	<input type="checkbox"/>
F) Support from my employer or an industry body	<input type="radio"/>	<input type="checkbox"/>
G) Other (PLEASE WRITE IN BELOW)	<input type="radio"/>	<input type="checkbox"/>
<hr/>		
H) No other sources of funding		<input type="checkbox"/>



Q50 IF YOU HAVE RECEIVED FUNDING TOWARDS MAINTENANCE, what was the main source of funding for your maintenance?

PLEASE TICK ONE ANSWER ONLY IN THE MAIN SOURCE COLUMN

Q51 From which other sources did you receive funding for your maintenance?

PLEASE TICK ALL THAT APPLY IN THE OTHER SOURCES COLUMN

	Q50 Main Source	Q51 Other Sources
A) The institution where I studied	<input type="radio"/>	<input type="checkbox"/>
B) Research Councils:		
Art & Humanities Research Council (AHRC)	<input type="radio"/>	<input type="checkbox"/>
Biotechnology and Biological Sciences Research Council (BBSRC)	<input type="radio"/>	<input type="checkbox"/>
Engineering and Physical Sciences Research Council (EPSRC)	<input type="radio"/>	<input type="checkbox"/>
Economic and Social Research Council (ESRC)	<input type="radio"/>	<input type="checkbox"/>
Medical Research Council (MRC)	<input type="radio"/>	<input type="checkbox"/>
Natural Environment Research Council (NERC)	<input type="radio"/>	<input type="checkbox"/>
Science and Technology Facilities Council (STFC)	<input type="radio"/>	<input type="checkbox"/>
C) UK Educational/Scientific charity (including The Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational/Scientific charity)	<input type="radio"/>	<input type="checkbox"/>
D) Other competitively-awarded scholarship or award (PLEASE WRITE IN BELOW)	<input type="radio"/>	<input type="checkbox"/>
E) EU/EC funded	<input type="radio"/>	<input type="checkbox"/>
F) Support from my employer or an industry body	<input type="radio"/>	<input type="checkbox"/>
G) Other (PLEASE WRITE IN BELOW)	<input type="radio"/>	<input type="checkbox"/>
H) No other sources of funding		<input type="checkbox"/>

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

PLEASE TICK ONE OPTION FOR EACH ROW

	A great extent	Some extent	Not at all
Working on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with others in the same broad discipline or subject area as yours (e.g. chemistry, management) ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with others in different disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of knowledge and skills that cross other disciplines or subject areas as well as your own....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with others outside the research community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periods of international mobility, i.e. working or studying in non-UK research team(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q53 IF YOU WERE WORKING on 29 November 2010, how often, in the job that you were doing, do you or did you...?

PLEASE TICK ONE OPTION FOR EACH ROW

	Most of the time	Some of the time	Occasionally	Not at all
Conduct research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret or critically evaluate research findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draw on the detailed knowledge on which your research degree was based.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use your general disciplinary knowledge.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the research skills you developed as a research student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the generic skills you developed as a research student..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work autonomously.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work as part of a team.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work under close supervision.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have responsibility for supervising the work of others.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54 To what extent has your PhD/Research degree experience enabled you to....?

PLEASE TICK ONE OPTION 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.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a difference in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change organisational culture and/or working practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influence the work of others in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access immediate or short-term job opportunities in your chosen career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progress towards your long term career aspirations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance your social and intellectual capabilities beyond employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance the quality of your life generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impact in the workplace (PLEASE WRITE IN BELOW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.....
- No – not willing

Please turn over



SECTION G

Your contact details

Everyone should complete this section.

Q56 Are you willing for IFF Research to pass on your contact details to the university/college you left in 2006/07 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 TICK ONE OPTION ONLY

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

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 TICK ONE OPTION ONLY

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

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.....
- No

Q59 If you are willing to be re-contacted for ANY of the reasons given above please complete the information below. You will only be re-contacted for the purposes you have given permission for above. You need only provide your address if different to the one on the front of the letter we have sent you. Many thanks.

Name _____

Address _____

_____ Postcode _____

Home telephone number (including code) _____

Mobile telephone number _____

E-mail address _____

Q60 Finally, do you have any further comments? Is there anything else you have done since completing your course in 2006/07 that you would like to tell us about?

**Thank you very much for completing this questionnaire.
Please return it to IFF Research in the reply-paid envelope provided.
You do not need to use a stamp.**



Appendix B – E-mail Invitation and reminders

Dear <GRADUATE FIRST NAME>,

Destinations of Leavers from Higher Education Longitudinal Survey

We are writing to invite you to take part in an important survey of people who graduated from higher education in the academic year 2006/07.

You helpfully completed a questionnaire about six months after you graduated which asked what you had been doing in terms of work and further study. You have now been selected to take part in a follow-up survey to find out what has happened to you since then.

To complete the survey please follow this link which will automatically log you in:

<INDIVIDUALISED LINK>

If following this link does not work on your computer, please go to www.graduate-destinations.co.uk and log in using your unique online ID:

Online ID: <SAMPLE ID IDENTIFIER >

If you have any technical difficulties accessing the survey, you may find the following information useful: http://www.iffresearch.com/Longitudinal_DLHE_survey_instructions_for_IE6_users.doc

Ultimately, this survey will help improve the opportunities and support available to graduates in the future.

The survey is being conducted by IFF Research, an independent market research agency working on behalf of the Higher Education Statistics Agency (HESA) and various statutory organisations. If you have any further queries about the research you can call the IFF Research helpline on 0800 054 2377 or email IFF on graduate-destinations@iffresearch.com.

More information about the survey can be found online at <http://www.hesa.ac.uk/graduatefaq> or www.graduate-destinations.co.uk.

The data protection page at www.graduate-destinations.co.uk explains exactly how your responses will be used, and who by.

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

To complete the survey please follow this link:

<INDIVIDUALISED LINK>

Best wishes,

Catherine Riley
Project Manager
IFF Research Ltd.



Dear <first name>,

Destinations of Leavers from Higher Education Longitudinal Survey

We are writing to remind you of the opportunity to take part in an important survey of people who graduated from higher education in the academic year 2006/07. The survey was sent to you a few weeks ago but we have not received a response from you yet.

IF GRADUATE HAS LOGGED IN TO SURVEY BUT NOT COMPLETED IT: We see that you have had an initial look at the survey, but did not go on to complete it. We would really appreciate you taking the time to complete the survey; your participation is valuable.

IF GRADUATE IS PART WAY THOROUGH THE SURVEY AND NOT COMPLETED: We see that you have already started the survey, but not yet finished it. We would really appreciate it if you could now complete it; your participation is valuable. You will only have to give responses to the questions you haven't yet answered.

To complete the survey please follow this link which will automatically log you in:

<Individualised Link>

If following this link does not work on your computer, please go to www.graduate-destinations.co.uk and log in using your unique online ID:

Online ID: <Key>

You helpfully completed a questionnaire about six months after you graduated which asked what you had been doing in terms of work and further study. You have now been selected to take part in a follow-up survey to find out what has happened to you since then.

If you have any technical difficulties accessing the survey, you may find the following information useful: http://www.iffresearch.com/Longitudinal_DLHE_survey_instructions_for_IE6_users.doc

The survey is being conducted by IFF Research, an independent market research agency working on behalf of the Higher Education Statistics Agency (HESA) and various statutory organisations. If you have any further queries about the research you can call the IFF Research helpline on 0800 054 2377 or email IFF on graduate-destinations@iffresearch.com.

More information about the survey can be found online at <http://www.hesa.ac.uk/graduatefaq> or www.graduate-destinations.co.uk.

The data protection page at www.graduate-destinations.co.uk explains exactly how your responses will be used, and who by.

To complete the survey please follow this link:

< Individualised Link >

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

Best wishes,

Catherine Riley

Project Manager

IFF Research Ltd.



Dear <first name>,

Destinations of Leavers from Higher Education Longitudinal Survey

We've written to you a couple of times but haven't heard anything from you yet. We would really like to encourage you to participate in this important study by letting us know what you have been doing since leaving university and sharing your experiences with us.

IF GRADUATE HAS LOGGED IN TO SURVEY BUT NOT COMPLETED IT: We see that you have had an initial look at the survey, but did not go on to complete it. We would really appreciate you taking the time to complete the survey; your participation is valuable.

IF GRADUATE IS PART WAY THOROUGH THE SURVEY AND NOT COMPLETED: We see that you have already started the survey, but not yet finished. We would really appreciate it if you could now complete it. You will only have to give responses to the questions you haven't yet answered.

To complete the survey please follow this link which will automatically log you in:

<Individualised Link>

If following this link does not work on your computer, please go to www.graduate-destinations.co.uk and log in using your unique online ID:

Online ID: <Key>

The survey is being conducted by IFF Research, an independent market research agency working on behalf of the Higher Education Statistics Agency (HESA) and various statutory organisations. If you have any further queries about the research you can call the IFF Research helpline on 0800 054 2377 or email IFF on graduate-destinations@iffresearch.com.

More information about the survey can be found online at <http://www.hesa.ac.uk/graduatefaq> or www.graduate-destinations.co.uk.

The data protection page at www.graduate-destinations.co.uk explains exactly how your responses will be used, and who by.

To complete the survey please follow this link:

< Individualised Link>

Thank you in advance for your contribution to this important study.

Best wishes,

Catherine Riley
Project Manager
IFF Research Ltd.



Appendix C – Text invitation and reminder



IFF Research



Content of text invitations / reminders

Texts are limited to 160 characters, including spaces.

Text invitation 1: no email invitation sent, direct link to survey

You're invited to HESA's Destinations of Leavers from Higher Education (06/07) survey

<https://survey.iffresearch.com/mrIWeb/mrIWeb.dll?I.Project=HESA&id=a07173>

Text invitation 2: email invitation sent, direct link to survey

You're invited to HESA's Destinations of Leavers from Higher Education (06/07) survey

<https://survey.iffresearch.com/mrIWeb/mrIWeb.dll?I.Project=HESA&id=a07173>

Text invitation 3: email invitation sent, reminder to complete by email

We recently sent an email inviting you to HESA's Destinations of Leavers from Higher Education (06/07) survey. You can still take part: please check your email.



Learning and Skills

HESA

Appendix D – Postal invitation, reminder and data protection form



IFF Research



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

Survey ID: <ID>

<date letter will go in the post>

Dear <fname>,

Destinations of Leavers from Higher Education Longitudinal Survey

We are writing to invite you to take part in an important survey of people who graduated from higher education in the academic year 2006/07. You will find a questionnaire enclosed, along with a reply-paid envelope for you to return it to us - there is no need to use a stamp.

If you would prefer to complete the survey online, please go to www.graduate-destinations.co.uk and enter your survey ID, which you will find above.

You may remember completing a questionnaire asking what you were doing about six months after you graduated. You have been selected from those who took part in this earlier survey to take part in a follow-up survey to help us build up a picture of what you are doing three years on, as well as what you have been doing over the last few years.

The information from the earlier study was very useful for advising students on career paths and for investigating career patterns of those leaving higher education. Ultimately this follow-up survey will help improve the opportunities and support available to graduates in the future.

Two Longitudinal surveys have been carried out and so far the careers of over 50,000 graduates have been tracked. The first took place in winter 2006/07 and the second two years later, in winter 2008/09. You may have come across some findings from these surveys in the news. For more information about the findings please visit www.graduate-destinations.co.uk/results.

This third follow-up survey is being conducted by IFF Research, an independent market research agency working on behalf of the Higher Education Statistics Agency (HESA) and various statutory organisations.

More information about the survey can be found online at <http://www.hesa.ac.uk/graduatefaq> or www.graduate-destinations.co.uk. If you have any further queries about the research you can call the IFF Research helpline on 0800 054 2377 or email IFF on graduate-destinations@iffresearch.com. You can also contact IFF if you would like to receive a Welsh language version of the questionnaire.

We would strongly encourage you to take part in this follow-up survey. Your participation will help us understand what happens to graduates three and a half years after leaving university. Thank you in advance for your time spent on it.



If you are interested in seeing the results from this survey, they will be available online at www.graduate-destinations.co.uk after the fieldwork has been completed in spring 2011.

The data protection notice overleaf explains exactly how your responses will be used, and who by.

Best wishes,

Catherine Riley

IFF Research

If you recently received an email with the subject line 'Destinations of Leavers from Higher Education Longitudinal Survey' inviting you to complete this survey online and have not yet done so, the online survey is still open and you can complete either the online or the paper version. If you have completed the online survey already there is no need to complete a paper version too.





IFF Research



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

Survey ID: <ID>

<date letter will go in the post>

Dear <fname>,

Destinations of Leavers from Higher Education Longitudinal Survey

We are writing to offer you a further opportunity to take part in an important survey of people who graduated from higher education in the academic year 2006/07.

We are interested in hearing from you even if the HE course you completed in 2006/07 was not your first HE course or the course you were studying for was not a degree course, and would be really grateful if you would return the questionnaire we recently sent, using the pre-paid envelope we supplied.

If you would prefer to complete the survey online, please go to www.graduate-destinations.co.uk and enter your survey ID, which you will find above.

The findings of this survey will be used to advise students on career paths and improve the opportunities and support available to graduates. They will also be used by various statutory organisations investigating career patterns of those leaving higher education.

Two Longitudinal surveys have been carried out and so far the careers of over 50,000 graduates have been tracked. The first took place in winter 2006/07 and the second two years later, in winter 2008/09. You may have come across some findings from these surveys in the news. For more information about the findings please visit www.graduate-destinations.co.uk/results.

This third follow-up survey is being conducted by IFF Research, an independent market research agency working on behalf of the Higher Education Statistics Agency (HESA) and various statutory organisations.

More information about the survey can be found online at www.graduate-destinations.co.uk. If you have any further queries about the research you can call the IFF Research helpline on 0800 054 2377 or email IFF Research on graduate-destinations@iffresearch.com. You can also contact IFF Research if you would like to receive a Welsh language version of the questionnaire.

So far we have heard from over 15,000 people who graduated at the same time as you. However, in order to be able to understand the opportunities different courses in different universities open up, we're really keen to hear from even more of you, and really hope that you can find time to help.

If you are interested in seeing the results from this survey, they will be available online at www.graduate-destinations.co.uk/results after the fieldwork has been completed in spring 2011.



Learning and Skills

HESA

Best wishes,

Catherine Riley

IFF Research

If you recently received an email with the subject line 'Destinations of Leavers from Higher Education Longitudinal Survey' inviting you to complete this survey online and have not yet done so, the online survey is still open and you can complete either the online or the paper version. If you have completed the online survey already there is no need to complete a paper version too.



Destinations of Leavers from Higher Education

Data Collection Notice

What is the Destinations of Leavers from HE (DLHE) survey about?

The Destinations of Leavers from HE (DLHE) survey is a survey of graduates and is conducted in two parts. The first survey was sent to graduates six months after they completed their 2006/07 course, and this follow-up (DLHE Longitudinal) has been sent to a sample of these graduates. The two part survey aims to find out about the early career paths of graduates.

Who is carrying out this survey?

IFF Research are carrying out this survey on behalf of the Higher Education Statistics Agency (HESA), which already collects information from universities and HE colleges about their students and alumni.

Where did you get my contact details?

IFF Research asked the institution you graduated from in 2006/07 for your contact details so you could be invited to take part in this follow-up survey. Your details have been requested for use for the operation of this survey only. After the survey is complete, IFF Research will delete your contact details. No other organisation will receive your contact details. If your contact details have changed, or you have provided updated details to IFF Research these will only be passed back to the university/college you graduated from, if you give your permission for this to happen. Your university/college will only contact you about your response to this survey if you give permission for it to do so.

How will the university/college I attended use the information I provide?

The survey results will help your university/college in reviewing and promoting courses, and in giving current and prospective students an insight into career destinations and development.

Who else will the data be used by?

The following organisations will also have access to the information from this survey in order to carry out their statutory functions connected with the funding and monitoring of higher education:

- o Higher Education Statistics Agency (HESA)
- o Department for Innovations, Universities and Skills (DIUS)
- o Welsh Assembly Government (WAG)
- o Scottish Executive (SE) [Scottish Government (SG)]
- o Department for Employment and Learning, Northern Ireland (DELNI)
- o Higher Education Funding Council for England (HEFCE)
- o Higher Education Funding Council for Wales (HEFCW)
- o Scottish Further and Higher Education Funding Council (SFC)
- o Training and Development Agency for Schools (TDA)
- o Research Councils (RCs)

These organisations will not have access to your contact details. The data they are provided with will not be used in any way that could affect you personally.

How else will the data be used?

Data will be passed by HESA to the above organisations only for recognised and strictly controlled purposes. Data provided will be linked to other data previously provided to HESA by institutions in order to produce statistical and other anonymous reports. Such reports may be published, or specifically requested by academic researchers or commercial organisations. The data will not be used by any organisation in any way that could affect you personally and it will be impossible to identify an individual from any published reports.

How can I get more information?

More information about this survey and HESA's data protection policy can be found on the survey's website; www.graduate-destinations.co.uk.

If you have any concerns about the information you provide being used for these purposes, please contact HESA. Under the Data Protection Act 1998, you have the right to a copy of the information HESA holds about you. You will have to pay a small fee for this.

*You can contact HESA at: 95 Promenade, Cheltenham GL50 1HZ
or via their website at www.hesa.ac.uk*



Appendix E – Data Editing and Cleaning Protocol

Cleaning postal data

The nature of the postal survey was such that graduates were not led or directed through the questionnaire in the same way as those who responded to the online or telephone surveys. Critically, this meant a greater degree of routing error, and also that people were able to give more than one response to questions which were intended to be single response. The first stage of data cleaning was to eliminate these structural errors in the data, via the following steps:

- a) Where both 'employed' and 'unemployed' were selected check Section B. If filled in then accept 'employed'. If left blank, accept 'unemployed'.
- b) Where an answer was not provided at Q2 (main activity on 29th November 2010), and Q1 was either multi-coded or blank, **and** answers were provided at either Section B or Section C (but not both), then Q2 was forced accordingly (to either "employed" if Section B was completed and Section C was not completed, or to "engaged in study" if Section C was completed and Section B was not completed).
- c) Where an answer was not provided at Q2 (main activity on 29th November 2010), and Q1 was either multi-coded or blank, **and** answers were not provided in Section B or Section C then Q2 was forced accordingly to 'doing something else'.
- d) Where an answer was not provided at Q2 (main activity on 29th November 2010), and Q1 was either multi-coded or blank, **and** answers were provided at both Section B or Section C, records were forced in the following order (1. Employed 2. Engaged in study 3. Doing something else 4. Creating a professional portfolio 5. Unemployed). Decisions were made about main activity at Q2 on the basis of this order e.g. if 'engaged in study' and 'creating a professional portfolio', Q2 was forced to 'engaged in study'.
- e) Where single code questions were multi-coded, responses were forced in line with the rules and/or principles of the Early DLHE survey

Detailed quality checks, editing and cleaning carried out against final files

- a) Filters were applied to each variable so that all the bases are 'clean' and responses to questions that shouldn't have been answered were forced to blank.
- b) Derived variables created.
- c) Edits resulting from call-backs regarding the salary questions (e.g. for particularly high or low values) and inconsistent information given in Section D (for example the main activity described in Section C being repeated in Section D and unlikely periods or length of unemployment).



Appendix F – Confidence Intervals for Key Survey Sub-Groups

Statistical error for findings by gender

	File A Completes	File A Statistical Error	File B Completes	File B Statistical Error	Combined Completes	Combined Statistical Error
Male	12521	±0.8%	7869	±1.1%	20390	±0.6%
Female	16817	±0.7%	11856	±0.9%	28673	±0.5%

Statistical error for findings by age

	File A Completes	File A Statistical Error	File B Completes	File B Statistical Error	Combined Completes	Combined Statistical Error
25 or under	10086	±1%	7525	±1.1%	17611	±0.7%
26 – 30	9577	±1%	6075	±1.2%	15652	±0.7%
31 – 40	4477	±1.4%	2545	±1.9%	7022	±1.1%
41 – 50	3261	±1.7%	2064	±2.1%	5325	±1.2%
51 +	1932	±2.1%	1512	±2.4%	3444	±1.5%

Statistical error for findings by ethnicity

	File A Completes	File A Statistical Error	File B Completes	File B Statistical Error	Combined Completes	Combined Statistical Error
Any white	21739	±0.6%	17602	±0.7%	39341	±0.5%
Any black	1685	±2.2%	348	±5.2%	2033	±2.0%
Any Asian	2169	±2.0%	840	±3.3%	3009	±1.7%
Any mixed	1686	±2.2%	105	±9.5%	1791	±2.0%
Other Ethnic background.	954	±2.9%	0	–	954	±2.9%

Statistical error for findings by type of qualification

	File A Completes	File A Statistical Error	File B Completes	File B Statistical Error	Combined Completes	Combined Statistical Error
Higher degree, mainly by research (PhD, DPhil)	2998	±1.4%	16	±24.5%	3014	±1.4%
Higher degree, mainly taught course (MA, MSc)	2512	±1.9%	3577	±1.6%	6089	±1.2%
Postgraduate diploma or certificate (inc. PGCE)	2515	±1.9%	1975	±2.2%	4490	±1.4%
First Degree (BA, BSc)	17576	±0.7%	13361	±0.8%	30937	±0.5%
Other diploma or certificate	2521	±1.8%	475	±4.5%	2996	±1.7%
Professional Qualifications	23	±19.8%	24	±19.3%	47	±13.3%
Other qualification	1174	±2.7%	290	±5.7%	1464	±2.3%
No formal qualification	19	±21.9%	7	±36.7%	26	±18.5%

Statistical error for findings by type of subject studied

	File A Completes	File A Statistical Error	File B Completes	File B Statistical Error	Combined Completes	Combined Statistical Error
Medicine and Dentistry	710	±3.5%	372	±5.0%	1082	±2.8%
Subjects Allied to Medicine	2991	±1.78%	1538	±2.5%	4529	±1.4%
Biological Sciences	2551	±1.9%	1911	±2.2%	4462	±1.4%
Veterinary Sciences, Agriculture and related subjects	447	±4.6%	272	±5.9%	719	±3.6%
Physical Sciences	1349	±2.57%	1152	±2.6%	2501	±1.8%
Mathematical and Computer Sciences	2339	±1.9%	1369	±2.6%	3708	±1.5%
Engineering	1844	±2.1%	1148	±2.8%	2992	±1.6%
Technologies	250	±5.9%	132	±8.3%	382	±4.6%
Architecture, Building and Planning	934	±3.0%	390	±4.9%	1324	±2.5%
Social studies	2356	±1.9%	1885	±2.2%	4241	±1.4%
Law	1010	±3.0%	768	±3.5%	1778	±2.2%
Business and Administrative studies	3726	±1.5%	2102	±2.1%	5828	±1.2%
Mass Communications and Documentation	660	±3.7%	456	±4.5%	1116	±2.7%
Linguistics, Classics and related subjects	979	±3.0%	1078	±2.9%	2057	±2.0%
European Languages, Literature and related subjects	446	±4.5%	434	±4.5%	880	±3.0%
Eastern, Asiatic, African, American and Australasian Languages, Literature and	134	±8.1%	124	±8.4%	258	±5.6%



related subjects						
Historical and Philosophical studies	1267	±2.6%	1275	±2.6%	2542	±1.8%
Creative Arts and Design	2578	±1.9%	1575	±2.4%	4153	±1.4%
Education	2514	±1.9%	1445	±2.5%	3959	±1.5%
Combined subjects	253	±5.9%	299	±5.4%	552	±3.8%

Statistical error for findings by HEI location

	File A Completes	File A Statistical Error	File B Completes	File B Statistical Error	Combined Completes	Combined Statistical Error
England	21278	±0.7%	17156	±0.7%	38434	±0.5%
Scotland	3398	±1.6%	1537	±2.4%	4935	±1.3%
Wales	2171	±2.0%	961	±3.1%	3132	±1.6%
Northern Ireland	2491	±1.7%	71	±11.6%	2562	±1.6%

Appendix G(1) – Response Rates by Key Demographics – Sample ‘A’

Overall response rate by gender

	Total Sample	Total Contactable	Total Completes	Response Rate
Male	31562	29843	12521	42%
Female	39396	37367	16817	45%

Overall response rate by age

	Total Sample	Total Contactable	Total Completes	Response Rate
25 or under	24147	23390	10086	43%
26 - 30	24636	23342	9577	41%
31 - 40	11787	10806	4477	41%
41 - 50	6900	6439	3261	51%
51 +	3475	3220	1932	60%
Unknown	13	13	5	38%

Overall response rate by ethnicity

	Total Sample	Total Contactable	Total Completes	Response Rate
Any white	49733	47275	21739	46%
Any black	5022	4740	1685	36%
Any Asian	5855	5558	2169	39%
Any mixed	4590	4342	1686	39%
Other Ethnic background	2702	2543	954	38%
Not known / Information refused / Blank	3056	2752	1105	40%



Overall response rate by course type

	Total Sample	Total Contactable	Total Completes	Response Rate
Higher degree, mainly by research (PhD, DPhil)	7274	6404	2998	47%
Higher degree, mainly taught course (MA, MSc)	6285	5738	2512	44%
Postgraduate diploma or certificate (inc. PGCE)	5865	5539	2515	45%
First Degree (BA, BSc)	41740	40293	17576	44%
Other diploma or certificate	6840	6421	2521	39%
Professional Qualification	46	44	23	52%
Other qualification	2854	2726	1174	43%
No formal qualification	54	45	19	42%

Overall response rate by course subject

	Total Sample	Total Contactable	Total Completes	Response Rate
Medicine and Dentistry	1914	1745	710	41%
Subjects Allied to Medicine	7075	6665	2991	45%
Biological Sciences	6147	5790	2551	44%
Veterinary Sciences, Agriculture and related subjects	946	909	447	49%
Physical Sciences	3093	2873	1349	47%
Mathematical and Computer Sciences	5624	5344	2339	44%
Engineering	4433	4238	1844	44%
Technologies	612	601	250	42%
Architecture, Building and Planning	2435	2313	934	40%
Social studies	5718	5385	2356	44%
Law	2937	2776	1010	36%
Business and Administrative studies	9737	9302	3726	40%
Mass Communications and Documentation	1631	1574	660	42%
Linguistics, Classics and related subjects	2301	2180	979	45%
European Languages, Literature and related subjects	1090	1017	446	44%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	333	304	134	44%

Historical and Philosophical studies	2805	2600	1267	49%
Creative Arts and Design	6341	6056	2578	43%
Education	5316	5075	2514	50%
Combined subjects	470	463	253	55%

Overall response rate by HEI location

	Total Sample	Total Contactable	Total Completes	Response Rate
England	52409	49491	21278	43%
Scotland	8420	7834	3398	43%
Wales	4869	4690	2171	46%
Northern Ireland	5260	5195	2491	48%



Appendix G(2) – Response Rates by Key Demographics – Sample ‘B’

Overall response rate by gender

	Total Sample	Total Contactable	Total Completes	Response Rate
Male	103858	61643	7869	13%
Female	157294	91988	11856	13%

Overall response rate by age

	Total Sample	Total Contactable	Total Completes	Response Rate
25 or under	101088	60929	7525	12%
26 - 30	84080	48450	6075	13%
31 - 40	36245	21175	2545	12%
41 - 50	26124	14984	2064	14%
51 +	13546	8050	1512	19%
Unknown	69	43	4	9%

Overall response rate by ethnicity

	Total Sample	Total Contactable	Total Completes	Response Rate
Any white	222191	130294	17602	14%
Any black	7021	4319	348	8%
Any Asian	19297	12191	840	7%
Any mixed	1510	954	105	11%
Other Ethnic background	0	0	0	N/A
Not known / Information refused / Blank	11133	5873	830	14%



Overall response rate by course type

	Total Sample	Total Contactable	Total Completes	Response Rate
Higher degree, mainly by research (PhD, DPhil)	173	82	16	20%
Higher degree, mainly taught course (MA, MSc)	33885	20621	3577	17%
Postgraduate diploma or certificate (inc. PGCE)	32175	17597	1975	11%
First Degree (BA, BSc)	173280	104009	13361	13%
Other diploma or certificate	15141	7561	475	6%
Professional Qualification	289	202	24	12%
Other qualification	5924	3479	290	8%
No formal qualification	285	80	7	9%

Overall response rate by course subject

	Total Sample	Total Contactable	Total Completes	Response Rate
Medicine and Dentistry	5745	2786	372	13%
Subjects Allied to Medicine	30774	15774	1538	10%
Biological Sciences	23214	13503	1911	14%
Veterinary Sciences, Agriculture and related subjects	2649	1520	272	18%
Physical Sciences	10040	6039	1152	19%
Mathematical and Computer Sciences	15613	9180	1369	15%
Engineering	10862	6522	1148	18%
Technologies	1662	1099	132	12%
Architecture, Building and Planning	6246	3922	390	10%
Social studies	24055	14066	1885	13%
Law	12554	7660	768	10%
Business and Administrative studies	30443	19123	2102	11%
Mass Communications and Documentation	6846	4215	456	11%
Linguistics, Classics and related subjects	11696	7016	1078	15%
European Languages, Literature and related subjects	4407	2722	434	16%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	1189	770	124	16%
Historical and Philosophical studies	13060	8030	1275	16%



Creative Arts and Design	23775	14904	1575	11%
Education	23632	12734	1445	11%
Combined subjects	2690	2046	299	15%

Overall response rate by HEI location

	Total Sample	Total Contactable	Total Completes	Response Rate
England	221173	132436	17156	13%
Scotland	23084	10219	1537	15%
Wales	13529	8491	961	11%
Northern Ireland	3366	2485	71	3%



Appendix H(1) – Quality of e-mail addresses and online response rates by key demographics (Sample 'A')

Quality of E-mail addresses by gender

Gender	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Male	18487	3093	17%
Female	23388	4511	19%

Quality of E-mail addresses by age

Age	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
25 or under	14675	2615	18%
26 - 30	14460	2601	18%
31 - 40	6794	1188	17%
41 - 50	3956	802	20%
51 +	1982	396	20%
Unknown	8	2	25%

Quality of E-mail addresses by ethnicity

Ethnicity	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Any white	29040	5929	20%
Any black	3120	433	14%
Any Asian	3628	432	12%
Any mixed	2850	367	13%
Other Ethnic background	1737	242	14%
Not known / Information refused / Blank	1500	201	13%

Quality of E-mail addresses by course type

Course	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Higher degree, mainly by research (PhD, DPhil)	3750	542	14%
Higher degree, mainly taught course (MA, MSc)	3948	555	14%
Postgraduate diploma or certificate (inc. PGCE)	3350	668	20%
First Degree (BA, BSc)	25301	4918	19%
Other diploma or certificate	3655	592	16%
Professional Qualification	34	6	18%



Other qualification	1813	320	18%
No formal qualification	24	3	13%

Quality of E-mail addresses by course subject

Course Subject	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Medicine and Dentistry	903	87	10%
Subjects Allied to Medicine	3717	834	22%
Biological Sciences	3500	601	17%
Veterinary Sciences, Agriculture and related subjects	540	70	13%
Physical Sciences	1716	283	16%
Mathematical and Computer Sciences	3376	556	16%
Engineering	2500	373	15%
Technologies	409	68	17%
Architecture, Building and Planning	1479	289	20%
Social studies	3362	637	19%
Law	1769	289	16%
Business and Administrative studies	6185	1167	19%
Mass Communications and Documentation	1054	198	19%
Linguistics, Classics and related subjects	1315	215	16%
European Languages, Literature and related subjects	648	82	13%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	218	28	13%
Historical and Philosophical studies	1590	284	18%
Creative Arts and Design	4052	650	16%
Education	3197	795	25%
Combined subjects	345	98	28%

Quality of E-mail addresses by HEI location

Location Of HEI	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
England	31271	4235	14%
Scotland	3857	455	12%
Wales	2833	698	25%
Northern Ireland	3914	2216	57%



Online response rates – File A online completes

File A online response rate by gender

Gender	Total Sample	Total Sample With Email	Total Completes	Response Rate (Sample With Email)	Response Rate (Total Sample)
Male	31562	18487	2520	14%	8%
Female	39396	23388	2903	12%	7%

File A response rate by age

Age	Total Sample	Total Sample With Email	Total Completes	Response Rate (Sample With Email)	Response Rate (Total Sample)
25 or under	24147	14675	1599	11%	7%
26 - 30	24636	14460	1957	14%	8%
31 - 40	11787	6794	1008	15%	9%
41 - 50	6900	3956	509	13%	7%
51 +	3475	1982	349	18%	10%
Unknown	13	8	1	13%	8%

File A online response rate by ethnicity

Ethnicity	Total Sample	Total Sample With Email	Total Completes	Response Rate (Sample With Email)	Response Rate (Total Sample)
Any white	49733	29040	4066	14%	8%
Any black	5022	3120	233	7%	5%
Any Asian	5855	3628	296	8%	5%
Any mixed	4590	2850	373	13%	8%
Other Ethnic background	2702	1737	180	10%	7%
Not known / Information refused / Blank	3056	1500	275	18%	9%



File A online response rate by course type

Course	Total Sample	Total Sample With Email	Total Completes	Response Rate (Sample With Email)	Response Rate (Total Sample)
Higher degree, mainly by research (PhD, DPhil)	7274	25301	1085	29%	15%
Higher degree, mainly taught course (MA, MSc)	6285	3948	672	17%	11%
Postgraduate diploma or certificate (inc. PGCE)	5865	3350	340	10%	6%
First Degree (BA, BSc)	41740	25301	2987	12%	7%
Other diploma or certificate	6840	3655	217	6%	3%
Professional Qualification	46	34	6	18%	13%
Other qualification	2854	1813	114	6%	4%
No formal qualification	54	24	2	8%	4%

File A online response rate by course subject

Course Subject	Total Sample	Total Sample With Email	Total Completes	Response Rate (Sample With Email)	Response Rate (Total Sample)
Medicine and Dentistry	1914	903	162	18%	8%
Subjects Allied to Medicine	7075	3717	343	9%	5%
Biological Sciences	6147	3500	530	15%	9%
Veterinary Sciences, Agriculture and related subjects	946	540	84	16%	9%
Physical Sciences	3093	1716	361	21%	12%
Mathematical and Computer Sciences	5624	3376	495	15%	9%
Engineering	4433	2500	419	17%	9%
Technologies	612	409	47	11%	8%
Architecture, Building and Planning	2435	1479	144	10%	6%
Social studies	5718	3362	483	14%	8%
Law	2937	1769	171	10%	6%
Business and Administrative studies	9737	6185	574	9%	6%
Mass Communications and Documentation	1631	1054	91	9%	6%
Linguistics, Classics and related subjects	2301	1315	225	17%	10%
European Languages, Literature and related subjects	1090	648	143	22%	13%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	333	218	48	22%	14%
Historical and Philosophical studies	2805	1590	295	19%	11%
Creative Arts and Design	6341	4052	443	11%	7%
Education	5316	3197	333	10%	6%
Combined subjects	470	345	32	9%	7%

File A online response rate by HEI location

Location Of HEI	Total Sample	Total Sample With Email	Total Completes	Response Rate (Sample With Email)	Response Rate (Total Sample)
England	52409	31271	4325	14%	8%
Scotland	8420	3857	686	18%	8%
Wales	4869	2833	291	10%	6%
Northern Ireland	5260	3914	121	3%	2%



Appendix H(2) – Quality of e-mail addresses by key demographics (File B)

Quality of E-mail addresses by gender

	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Male	61643	9885	16%
Female	91988	15993	17%

Quality of E-mail addresses by age

Age	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
25 or under	60929	9700	16%
26 - 30	48450	7690	16%
31 - 40	21175	3786	18%
41 - 50	14984	3056	20%
51 +	8050	1637	20%
Unknown	43	9	21%

Quality of E-mail addresses by ethnicity

Ethnicity	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Any white	130294	22652	17%
Any black	4319	623	14%
Any Asian	12191	1469	12%
Any mixed	954	158	17%
Other Ethnic background	0	0	N/A
Not known / Information refused / Blank	5873	976	17%

Quality of E-mail addresses by course type

Course	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Higher degree, mainly by research (PhD, DPhil)	82	17	21%
Higher degree, mainly taught course (MA, MSc)	20621	3276	16%
Postgraduate diploma or certificate (inc. PGCE)	17597	2815	16%
First Degree (BA, BSc)	104009	17669	17%
Other diploma or certificate	7561	1471	19%
Professional Qualification	202	21	10%
Other qualification	3479	601	17%
No formal qualification	80	8	10%

Quality of E-mail addresses by course subject

Course Subject	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
Medicine and Dentistry	2786	348	12%
Subjects Allied to Medicine	15774	2824	18%
Biological Sciences	13503	2147	16%
Veterinary Sciences, Agriculture and related subjects	1520	229	15%
Physical Sciences	6039	988	16%
Mathematical and Computer Sciences	9180	1340	15%
Engineering	6522	879	13%
Technologies	1099	205	19%
Architecture, Building and Planning	3922	664	17%
Social studies	14066	2555	18%
Law	7660	1237	16%
Business and Administrative studies	19123	3178	17%
Mass Communications and Documentation	4215	771	18%
Linguistics, Classics and related subjects	7016	1170	17%
European Languages, Literature and related subjects	2722	439	16%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	770	134	17%
Historical and Philosophical studies	8030	1591	20%



Creative Arts and Design	14904	2380	16%
Education	12734	2190	17%
Combined subjects	2046	609	30%

Quality of E-mail addresses by HEI location

Location Of HEI	Total Sample With Email	Total Undeliverable	% Of E-Mail Sample Undeliverable
England	132436	20984	16%
Scotland	10219	1294	13%
Wales	8491	2138	25%
Northern Ireland	2485	1462	59%



Appendix I – Quality of telephone number and telephone response rates by key demographics

Unusable telephone sample
Unusable telephone sample by gender

Gender	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Unusable	Unusable %
Male	31562	23721	5283	22%
Female	39396	30353	6911	23%

Unusable telephone sample by age

Age	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Unusable	Unusable %
25 or under	24147	19388	4395	23%
26 - 30	24636	18700	4658	25%
31 - 40	11787	8239	2184	27%
41 - 50	6900	5220	1091	21%
51 +	3475	2518	402	16%
Unknown	13	9	4	44%

Unusable telephone sample by ethnicity

Ethnicity	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Unusable	Unusable %
Any white	49733	37874	8657	23%
Any black	5022	4010	1024	26%
Any Asian	5855	4659	1125	24%
Any mixed	4590	3433	899	26%
Other Ethnic background	2702	2060	502	24%
Not known / Information refused / Blank	3056	2038	527	26%



Unusable telephone sample by course type

Course	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Unusable	Unusable %
Higher degree, mainly by research (PhD, DPhil)	7274	3885	1021	26%
Higher degree, mainly taught course (MA, MSc)	6285	4270	1028	24%
Postgraduate diploma or certificate (inc. PGCE)	5865	4656	1047	22%
First Degree (BA, BSc)	41740	33339	7668	23%
Other diploma or certificate	6840	5484	1363	25%
Professional Qualification	46	35	4	11%
Other qualification	2854	2371	593	25%
No formal qualification	54	34	10	29%



Unusable telephone sample by course subject

Course Subject	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Unusable	Unusable %
Medicine and Dentistry	1914	1241	319	26%
Subjects Allied to Medicine	7075	5562	1259	23%
Biological Sciences	6147	4462	1082	24%
Veterinary Sciences, Agriculture and related subjects	946	757	158	21%
Physical Sciences	3093	2063	513	25%
Mathematical and Computer Sciences	5624	4279	1040	24%
Engineering	4433	3312	821	25%
Technologies	612	493	107	22%
Architecture, Building and Planning	2435	1858	441	24%
Social studies	5718	4251	1030	24%
Law	2937	2253	565	25%
Business and Administrative studies	9737	7775	1795	23%
Mass Communications and Documentation	1631	1363	303	22%
Linguistics, Classics and related subjects	2301	1654	391	24%
European Languages, Literature and related subjects	1090	725	205	28%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	333	206	64	31%
Historical and Philosophical studies	2805	1922	440	23%
Creative Arts and Design	6341	5227	1211	23%
Education	5316	4261	908	21%
Combined subjects	470	410	82	20%

Unusable telephone sample by HEI location

Location of HEI	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Unusable	Unusable %
England	52409	38720	9259	24%
Scotland	8420	6317	1630	26%
Wales	4869	4046	943	23%
Northern Ireland	5260	4991	909	18%



Telephone response rates

Telephone response rate by gender

Gender	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Total Completes	Response Rate
Male	31562	23721	8783	37%
Female	39396	30353	11471	38%

Telephone response rate by age

Age	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Total Completes	Response Rate
25 or under	24147	19388	7203	37%
26 - 30	24636	18700	6504	35%
31 - 40	11787	8239	2864	35%
41 - 50	6900	5220	2368	45%
51 +	3475	2518	1311	52%
Unknown	13	9	4	44%

Telephone response rate by ethnicity

Ethnicity	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Total Completes	Response Rate
Any white	49733	37874	14794	39%
Any black	5022	4010	1272	32%
Any Asian	5855	4659	1700	36%
Any mixed	4590	3433	1115	32%
Other Ethnic background	2702	2060	688	33%
Not known / Information refused / Blank	3056	2038	685	34%

Telephone response rate by course type

Course	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Total Completes	Response Rate
Higher degree, mainly by research (PhD, DPhil)	7274	3885	1374	35%
Higher degree, mainly taught course (MA, MSc)	6285	4270	1523	36%
Postgraduate diploma or certificate (inc. PGCE)	5865	4656	1875	40%
First Degree (BA, BSc)	41740	33339	12447	37%
Other diploma or certificate	6840	5484	2057	38%
Professional Qualification	46	35	14	40%
Other qualification	2854	2371	949	40%
No formal qualification	54	34	15	44%



Telephone response rate by course subject

Course Subject	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Total Completes	Response Rate
Medicine and Dentistry	1914	1241	415	33%
Subjects Allied to Medicine	7075	5562	2253	41%
Biological Sciences	6147	4462	1639	37%
Veterinary Sciences, Agriculture and related subjects	946	757	307	41%
Physical Sciences	3093	2063	776	38%
Mathematical and Computer Sciences	5624	4279	1635	38%
Engineering	4433	3312	1236	37%
Technologies	612	493	173	35%
Architecture, Building and Planning	2435	1858	701	38%
Social studies	5718	4251	1544	36%
Law	2937	2253	714	32%
Business and Administrative studies	9737	7775	2674	34%
Mass Communications and Documentation	1631	1363	489	36%
Linguistics, Classics and related subjects	2301	1654	631	38%
European Languages, Literature and related subjects	1090	725	230	32%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	333	206	67	33%
Historical and Philosophical studies	2805	1922	796	41%
Creative Arts and Design	6341	5227	1897	36%
Education	5316	4261	1888	44%
Combined subjects	470	410	189	46%

Telephone response rate by HEI location

Location of HEI	Total Sample	Total Contactable At Start Of Telephone Fieldwork	Total Completes	Response Rate
England	52409	38720	14276	37%
Scotland	8420	6317	2246	36%
Wales	4869	4046	1603	40%
Northern Ireland	5260	4991	2129	43%



Appendix J – Postal response rates by key demographics

Postal response rate by gender

Gender	Total Sample	Total In Mailout	Total Completes	Total Response Rate
Male	31562	16742	1218	7%
Female	39396	20803	2443	12%

Postal response rate by age

Age	Total Sample	Total In Mailout	Total Completes	Total Response Rate
25 or under	24147	13350	1284	10%
26 - 30	24636	13458	1116	8%
31 - 40	11787	6292	605	10%
41 - 50	6900	3169	384	12%
51 +	3475	1271	272	21%
Unknown	13	5	0	0%

Postal response rate by ethnicity

Ethnicity	Total Sample	Total In Mailout	Total Completes	Total Response Rate
Any white	49733	25542	2879	11%
Any black	5022	3141	180	6%
Any Asian	5855	3264	173	5%
Any mixed	4590	2591	198	8%
Other Ethnic background	2702	1492	86	6%
Not known / Information refused / Blank	3056	1515	145	10%



Postal response rate by course type

Course	Total Sample	Total In Mailout	Total Completes	Total Response Rate
Higher degree, mainly by research (PhD, DPhil)	7274	3499	539	15%
Higher degree, mainly taught course (MA, MSc)	6285	3109	317	10%
Postgraduate diploma or certificate (inc. PGCE)	5865	2959	300	10%
First Degree (BA, BSc)	41740	22677	2142	9%
Other diploma or certificate	6840	3764	247	7%
Professional Qualification	46	21	3	14%
Other qualification	2854	1491	111	7%
No formal qualification	54	25	2	8%

Postal response rate by course subject

Course Subject	Total Sample	Total In Mailout	Total Completes	Total Response Rate
Medicine and Dentistry	1914	1044	133	13%
Subjects Allied to Medicine	7075	3674	395	11%
Biological Sciences	6147	3328	382	11%
Veterinary Sciences, Agriculture and related subjects	946	458	56	12%
Physical Sciences	3093	1594	212	13%
Mathematical and Computer Sciences	5624	2954	209	7%
Engineering	4433	2287	189	8%
Technologies	612	347	30	9%
Architecture, Building and Planning	2435	1303	89	7%
Social studies	5718	3040	329	11%
Law	2937	1666	125	8%
Business and Administrative studies	9737	5492	478	9%
Mass Communications and Documentation	1631	913	80	9%
Linguistics, Classics and related subjects	2301	1173	123	10%
European Languages, Literature and related subjects	1090	597	73	12%
Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects	333	184	19	10%
Historical and Philosophical studies	2805	1361	176	13%
Creative Arts and Design	6341	3339	238	7%
Education	5316	2573	293	11%
Combined subjects	470	218	32	15%

Postal response rate by HEI location

Location of HEI	Total Sample	Total In Mailout	Total Completes	Total Response Rate
England	52409	28399	2677	9%
Scotland	8420	4296	466	11%
Wales	4869	2522	277	11%
Northern Ireland	5260	2328	241	10%

