

The Career First Destinations of Widening Participation Students, University of Edinburgh, 2004-2009

Dr Darcey Gillie, University of Edinburgh Careers Service

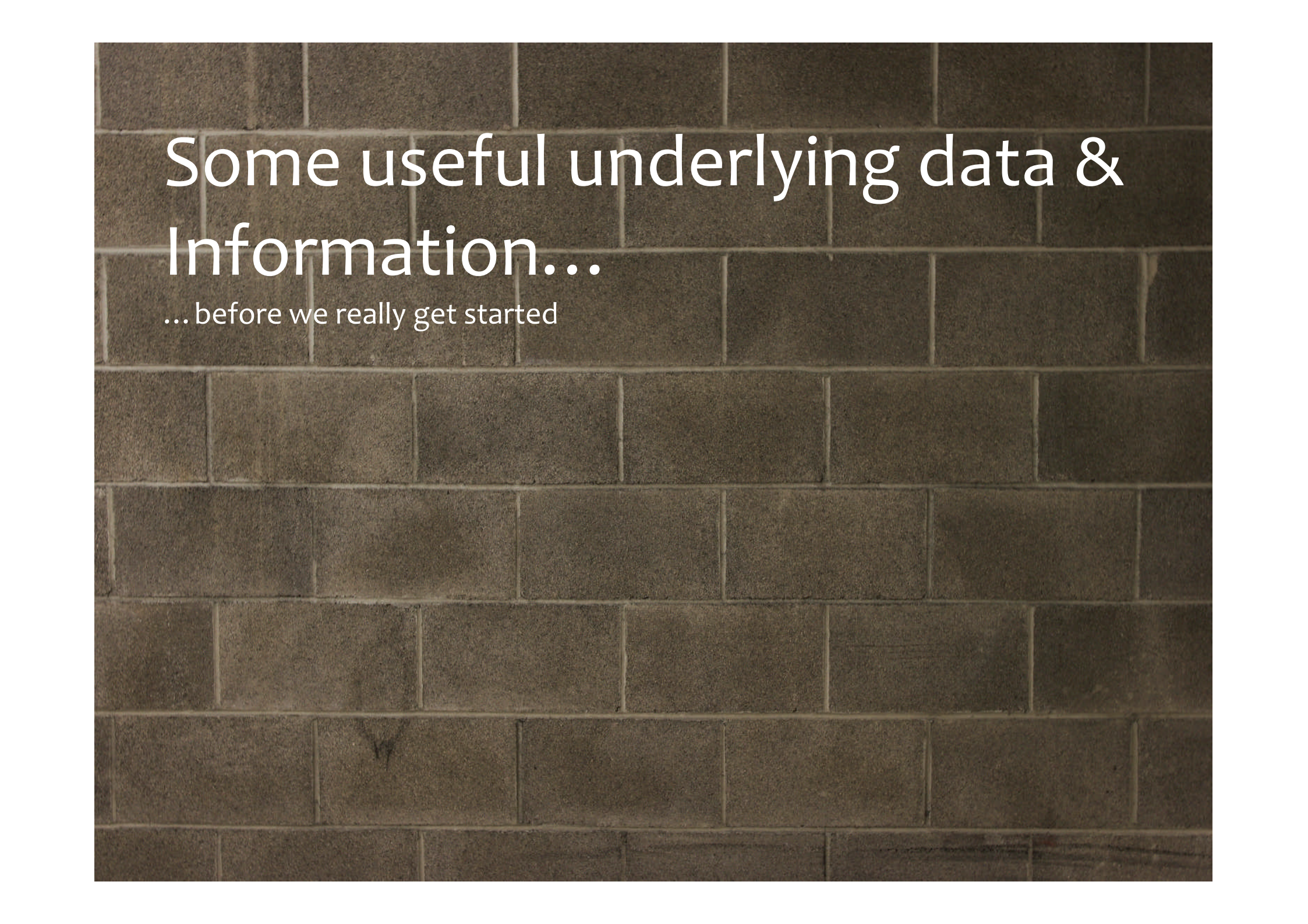
Career first destinations

University







A dark, textured background consisting of a brick wall. The bricks are arranged in a standard running bond pattern and are a dark brown or charcoal color. The mortar lines are slightly lighter, creating a grid-like pattern. The lighting is somewhat uneven, with the top of the wall appearing slightly brighter than the bottom.

Some useful underlying data & Information...

... before we really get started

Background to the project...

- First university to use DLHE data to investigate and compare the first destinations of widening participation graduates and 'traditional' graduates.
- 2008 pilot project which examined graduates 2004-2009
- 2010 follow up looking at graduates 2007-2009 (& PGs)
- Funded by the University's FE/HE articulation fund

Focus on a subset of widening participation students:

- Access Bursary
- SWAP East
- Credit for Entry
- LEAPS
- Attendance at an FE college
- Pathways to Professions
- Low participation schools

Group U & Group R

Group U = **U**nder-represented students

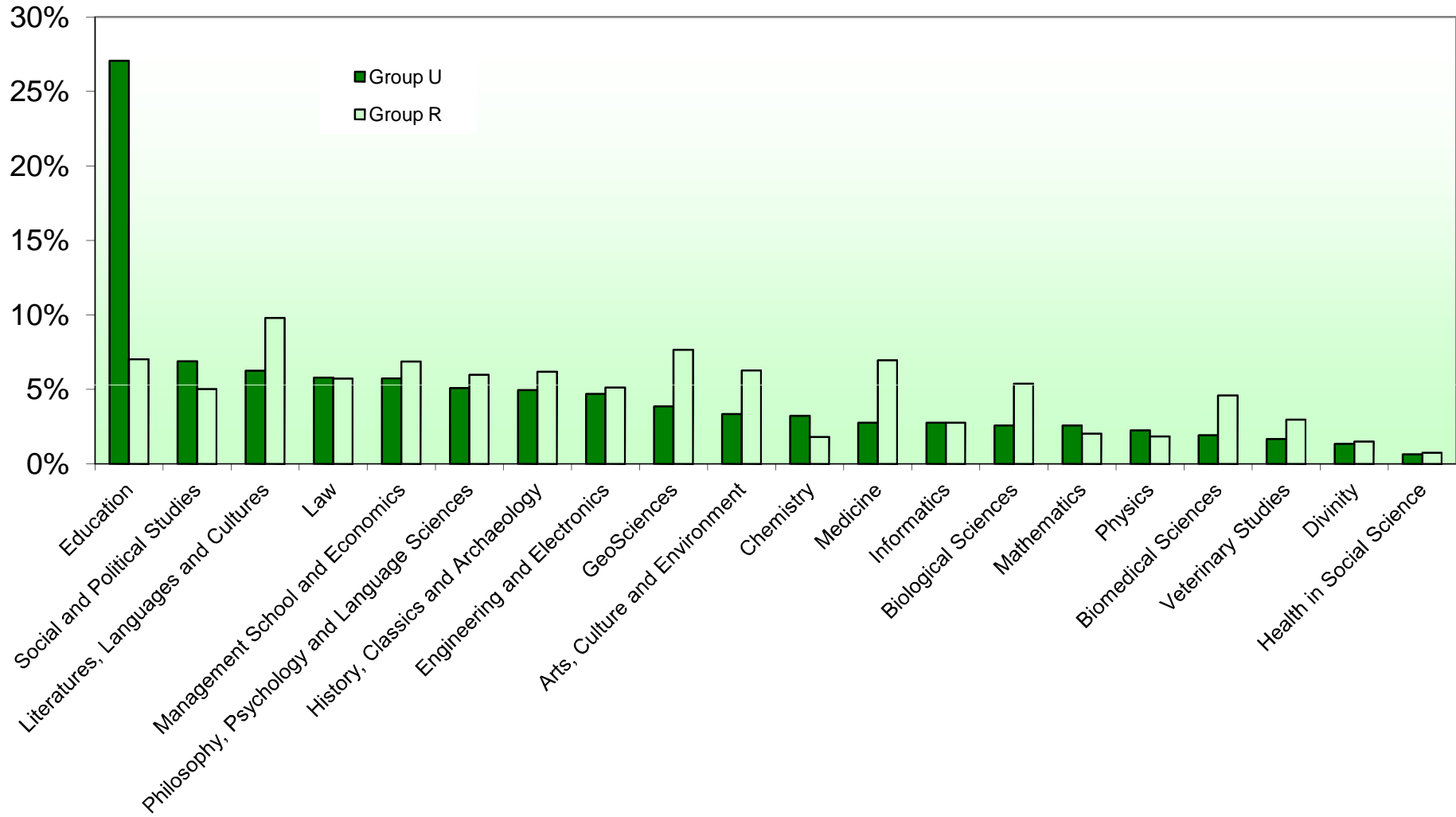
Group R = **R**est of students



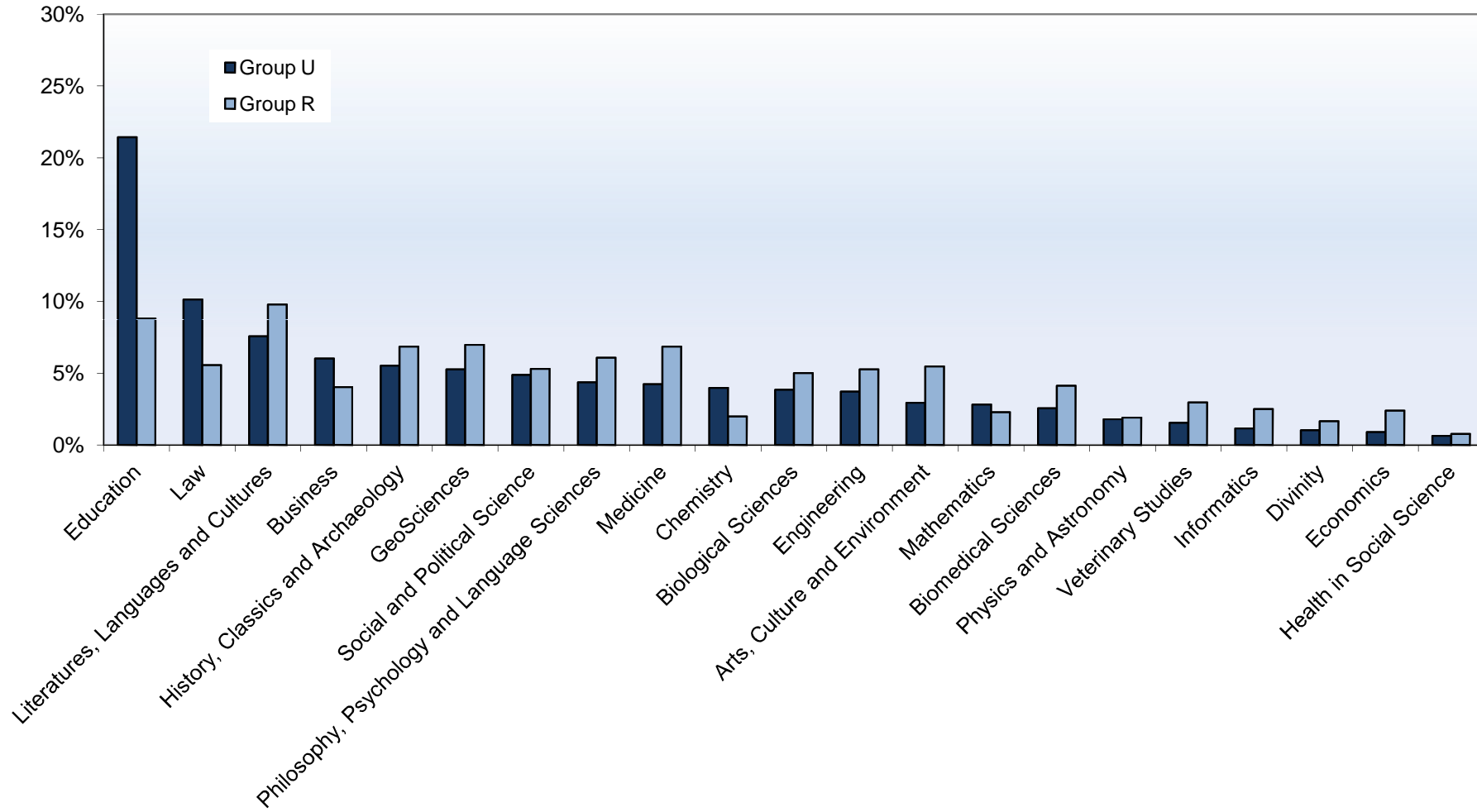
What subjects did they study?



Pilot



Second



What subjects did they study?

Education:

28% (21%) of **Group U** compared to 7% (8%) **Group R**

Law:

Group U doubled from 5%-10%

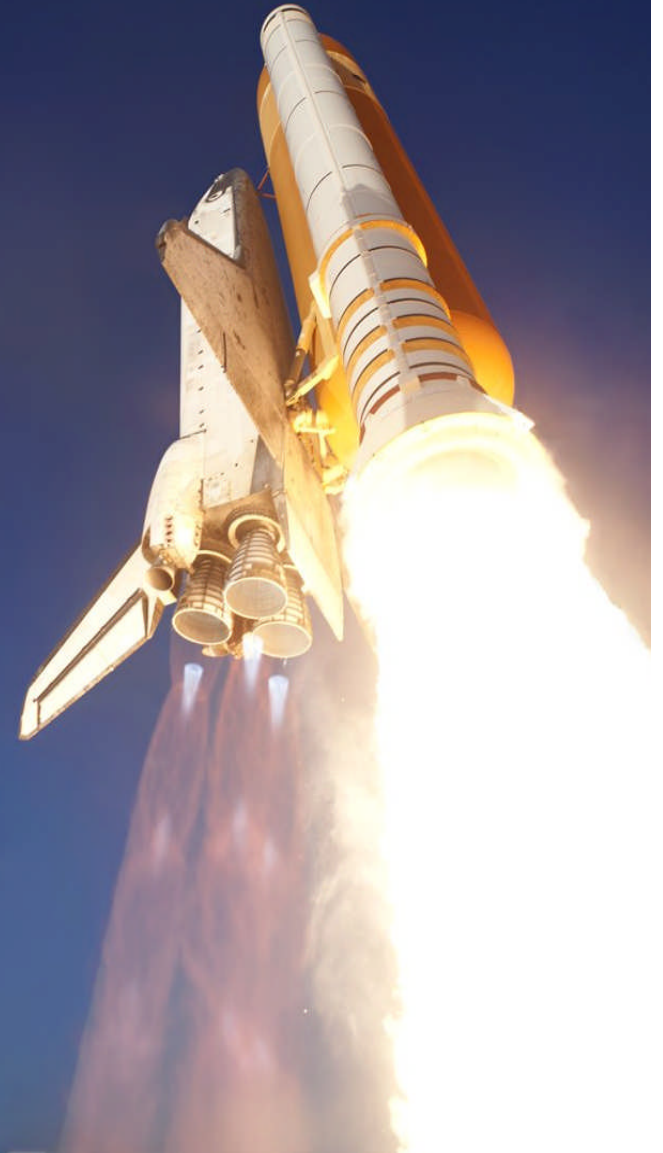
Chemistry, Maths, Physics:


Subjects which seem to attract marginally more **Group U** than **Group R** students.



First destinations

what was their first stop 6 months after graduation?



The background of the slide is a light blue and white marbled paper pattern, resembling a traditional book cover or endpaper. The text is centered and written in a black, serif, all-caps font.

A FEW CAVEATS
ABOUT
FIRST
DESTINATIONS

Group U

Group R

71%	64%	Work	65%	61%
18%	25%	Further study/training	22%	24%
4%	6%	Seeking employment/ study/training	6%	7%
5%	3%	Time out	5%	5%
1%	1%	Volunteering	2%	2%
0.6%	0.7%	Not available	0.5%	0.5%

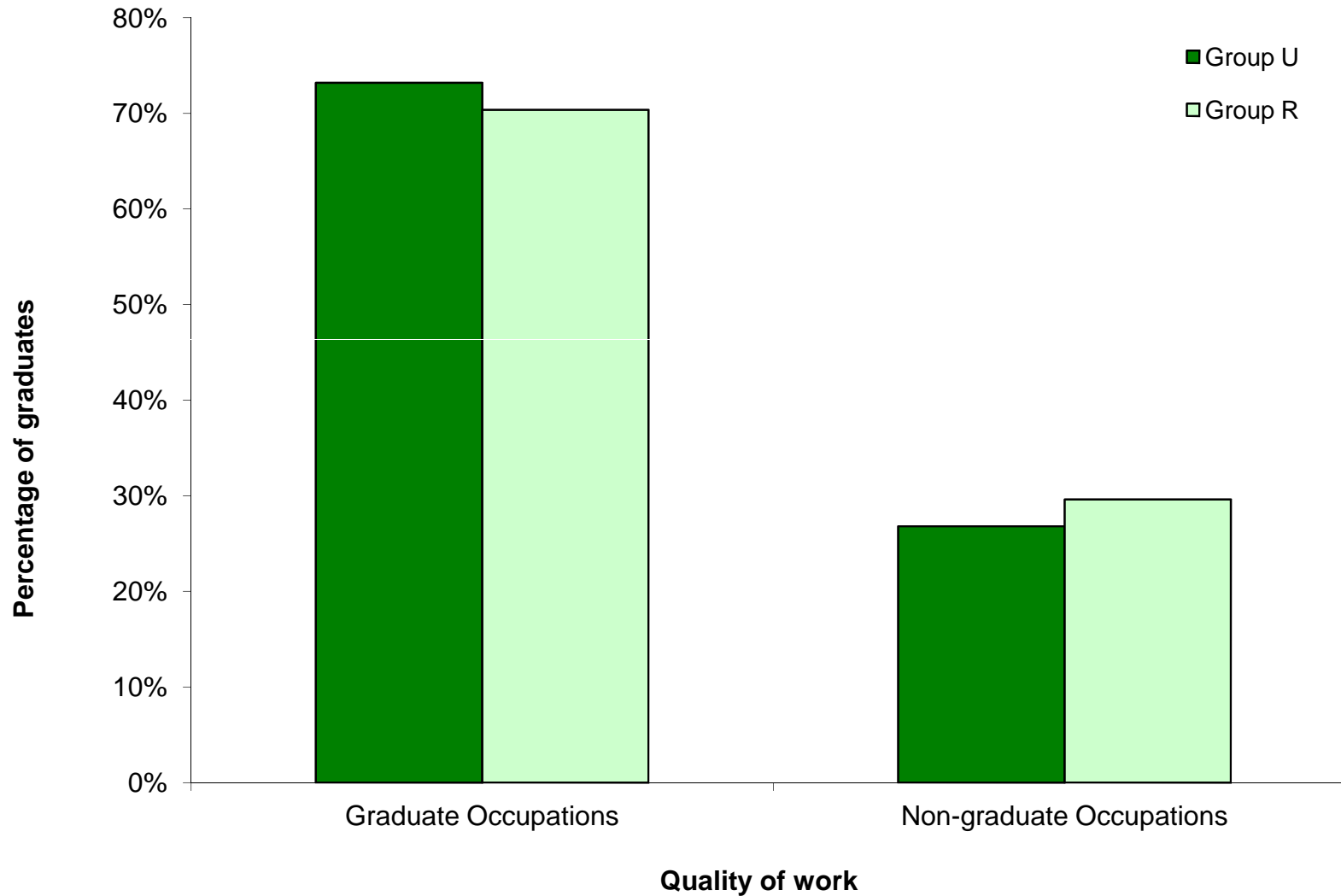
First destination	Group U	Group R
Entered work	55%	59%
Entered study or training	31%	25%
Seeking employment/study/training	8%	7%
Time out/doing something else	3%	5%
Entered voluntary work	2%	3%
Not Available	1%	0%

First destination 2007/08 – 2008/09
No Education graduates

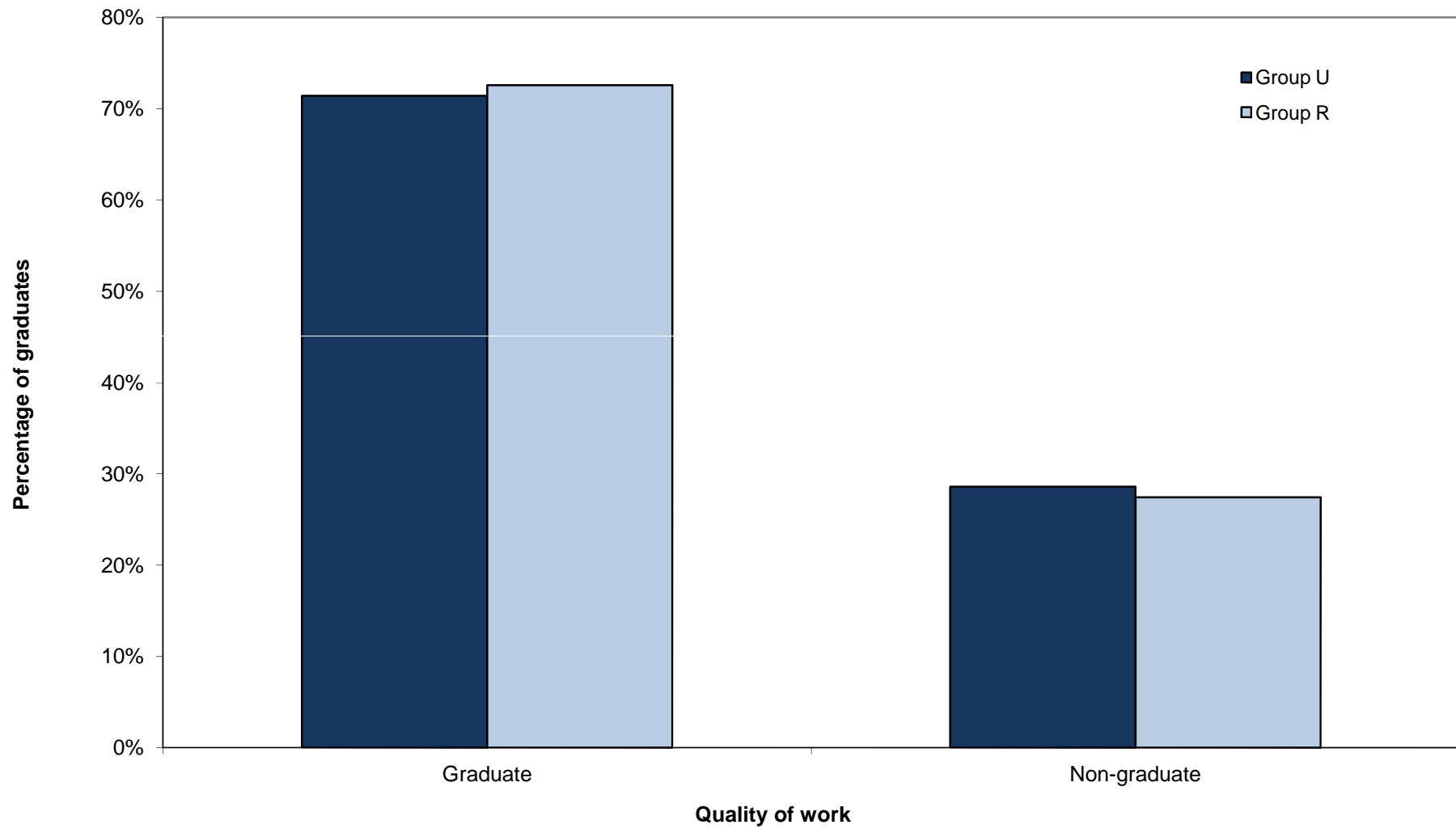
What was the quality of their work?



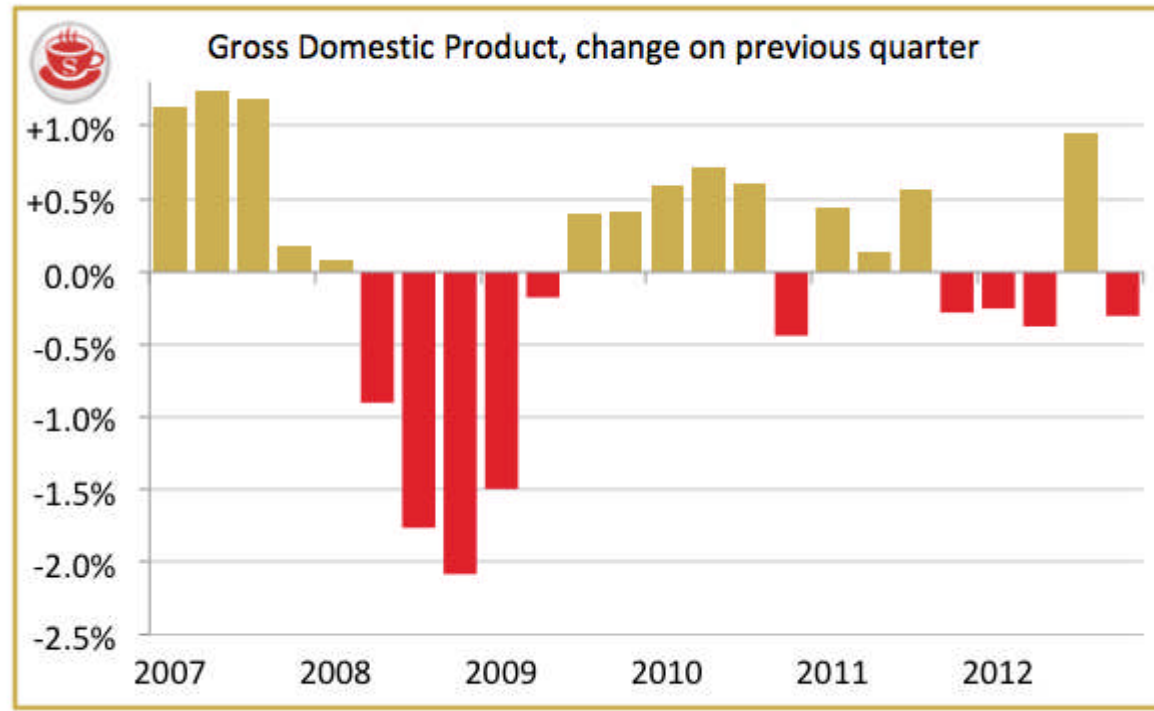
Pilot



Second



Recession effect?



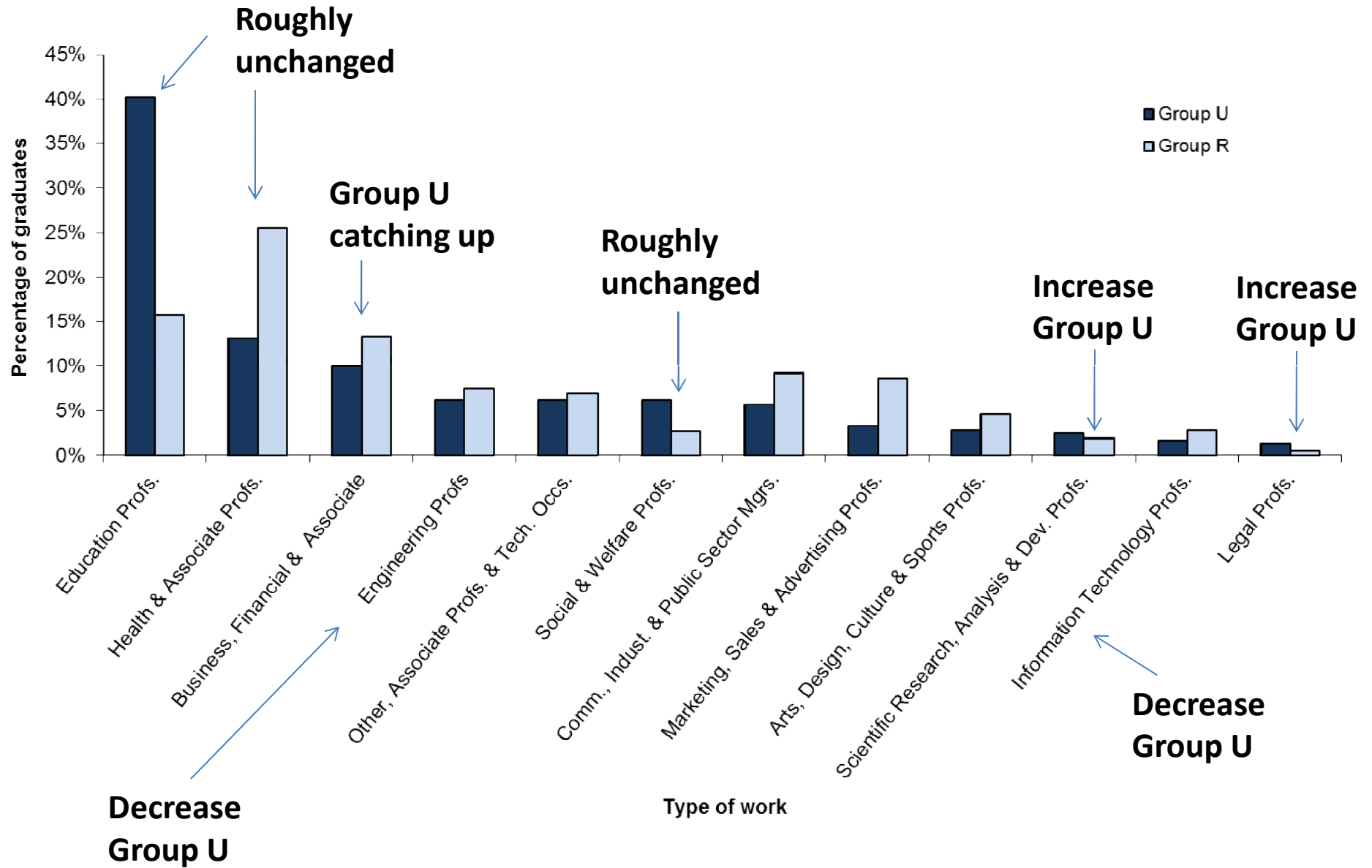
GDP at market prices, Chained Volume Measure. Source: ONS

What



of work did they do?

Second



CHSS

- Entered work **Group U 65.2% Group R 58.4%**
- Much higher percentages of **Group R** reported '**Taking time out**' or '**Doing voluntary work**'
- Take out Education – '**Seeking employment**' becomes nearly equal



CHSS

Graduate-level work:

Group U	70.1%	54.8%	} Remove 'Education'
Group R	66.1%	61.2%	



CSE

- More **Group U** than **Group R** entered work
- Graduate: **Group U** 65.1% **Group R** 70.4%
- 6x more **Group R** reported 'Taking time out'
- Geography, Mathematics and Zoology graduates...



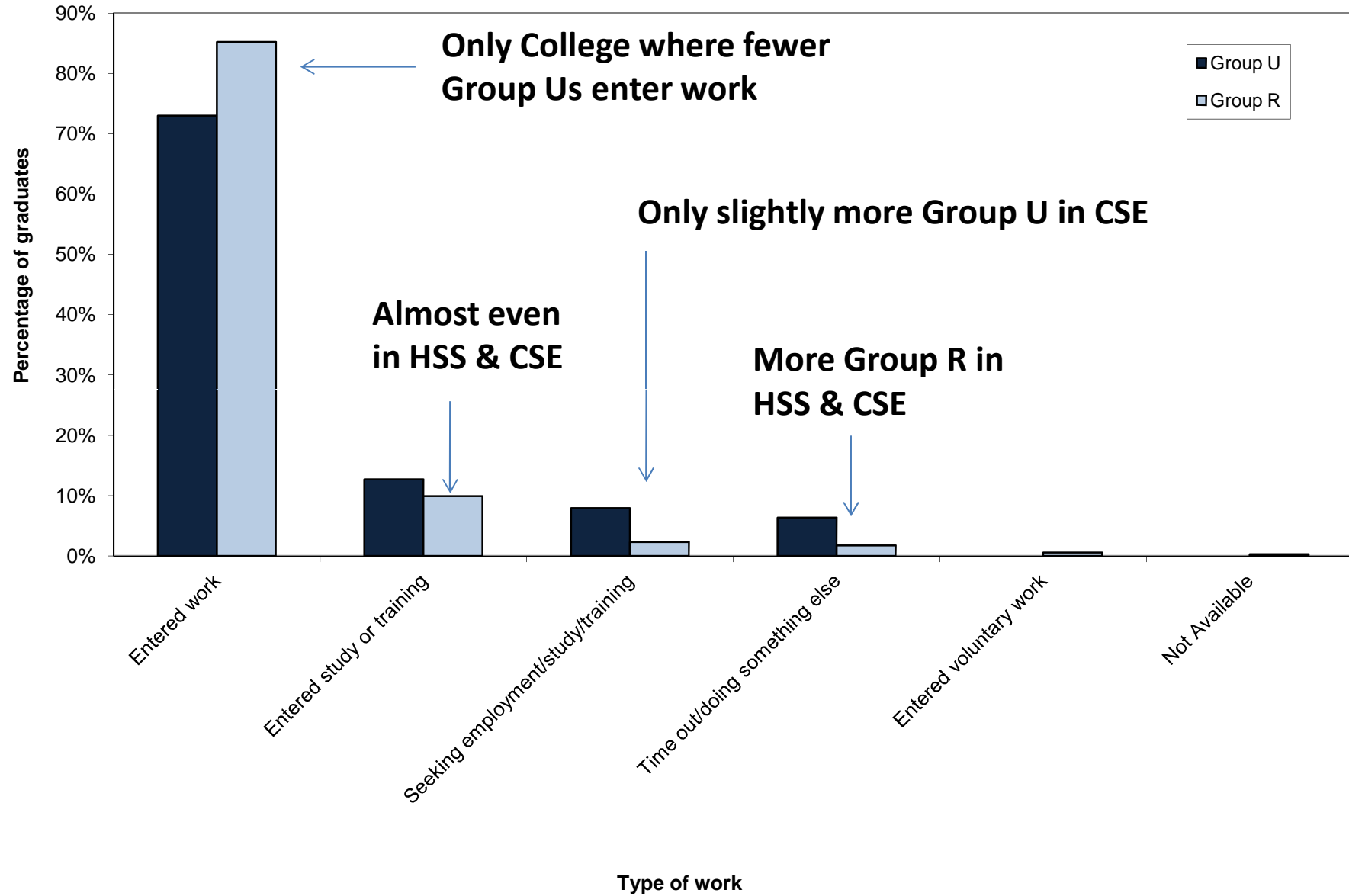
CMVM

Graduate level:

- **Group U** 91.9%
- **Group R** 91.3%



College of Medicine and Veterinary Medicine



CMVM

Almost no **Group U** graduates entered work outside the Health Professions.

Group R: Marketing, Sales, Advertising;
Arts, Design, Culture, Sport, etc.

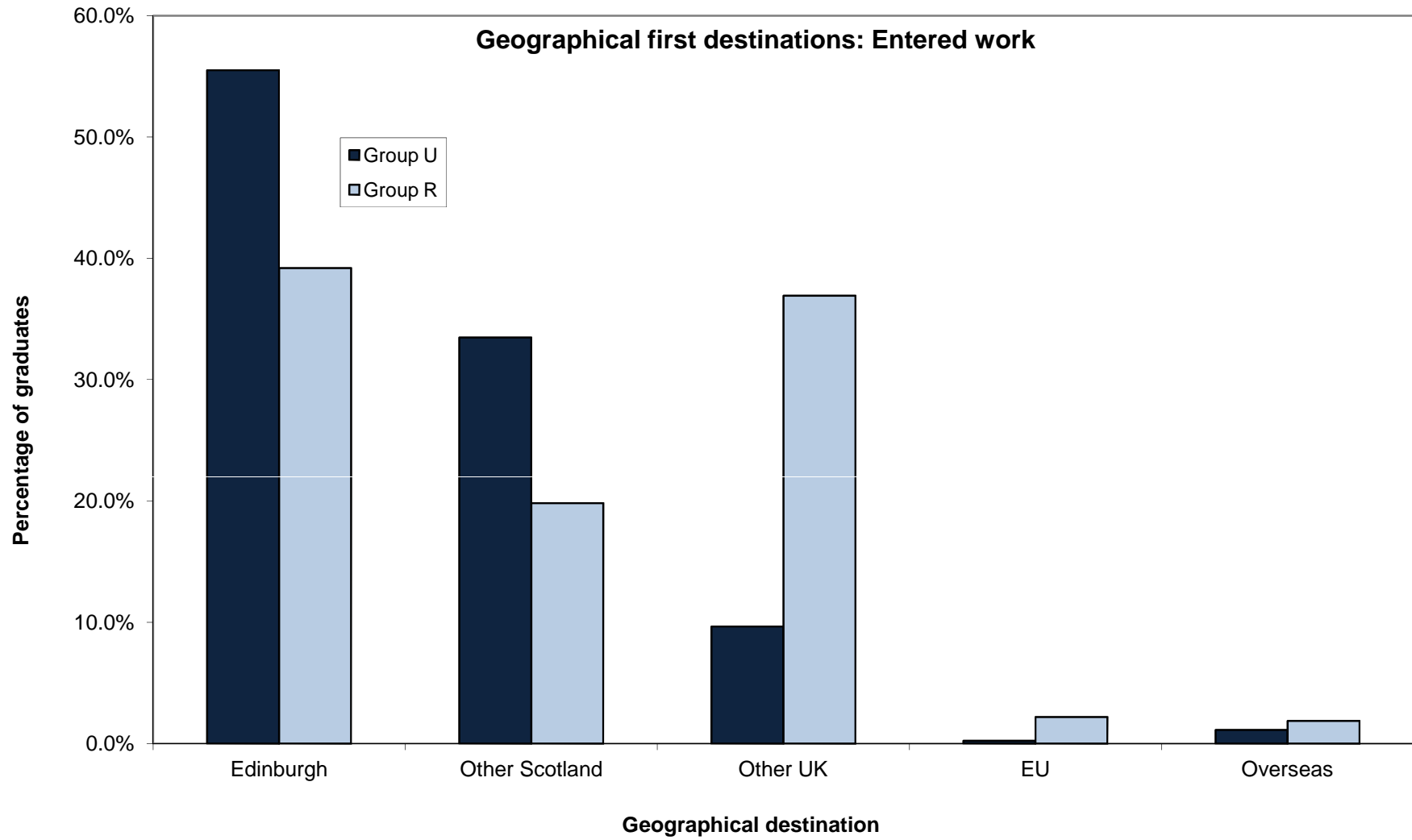


medical publishing, life sciences advertising,
pharmaceutical recruitment consulting



Where did they work?





IZA DP No. 4797

**Social Mobility:
Is There an Advantage in Being English in Scotland?**

Maarten van Ham
Allan Findlay
David Manley
Peteke Feijten

March 2010

...and an Advantage for Being Scottish in England?

Findlay, A.M., Mason, C., Harrison, R., Houston, D. and McCollum, D. (2008) Getting off the escalator? *Environment and Planning A*, 40, 2169-2185.

Job-hunting? A map can guide you to richer opportunities

Darcey Gillie
University
careers
adviser



New teachers prepared to get mobile could boost their chances of success

What's in your job-hunting toolbox? Teaching qualification – check; Standard for Full Registration – check; evidence of good practice – check; practice in interview – check; registered for job alerts – check; map –

Hang on – a map? For job-hunting? Yes. Maps aren't just for geography teachers. They are a tool that all student teachers could use to make their full transition into the profession a little smoother.

Data specific to education graduates in Scotland is hard to find, but research shows that those who are geographically mobile are more successful in starting their careers. For example, the central belt boasts more schools than other regions, but population density is higher and half of Scotland's teacher training institutions are there. This means fierce competition for vacancies.

A prolonged job search can be frustrating and demoralising. Speaking to one graduate, I observed that suitable vacancies were being advertised in Aberdeen as well as other regions. Absolutely not, came the response. Family commitments, other limiting factors?. I gently probed. No, I've heard Aberdeen is a horrible city...

How many places have you crossed off your list because of what you've heard, rather than know? Having arrived in the UK from the US 15 years ago, I am familiar with the role of geographic mobility in my own career – and with making both the decision to move and not to move.

My aim is not to advocate moving to a particular region, but to encourage new teachers to consider how moving could benefit them, especially if staying put doesn't seem to be converting job applications into job offers. For some, mobility simply isn't an option for many reasons. If moving is a realistic option for you, there are benefits.

In the old days, craftsmen became wandering journeymen after their apprenticeship. Educated in their craft, but not yet a master, they went from place to place, honing their craft with experienced masters. Mobility allows you to learn from several teaching masters, be exposed to new philosophies, experience diverse schools and communities. Working in unfamiliar places can increase your self-confidence, flexibility and tolerance.

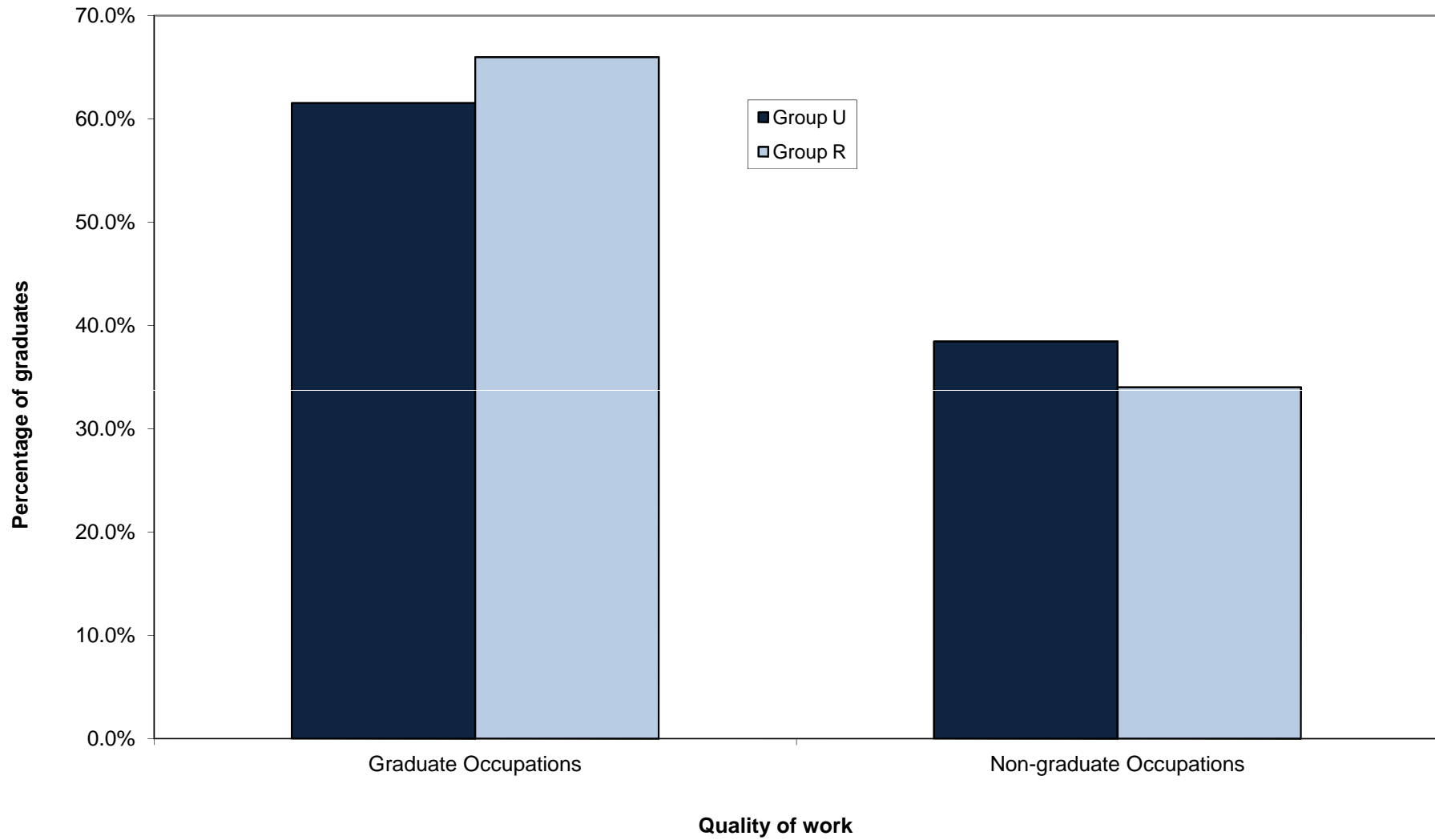
Moving can benefit your personal development, too. Whether your interests are literary or culinary, music or mountains, a little research will show you what places really have to offer. And a move isn't necessarily for ever, but perhaps a stepping stone to other places.

Now, where did that map go?

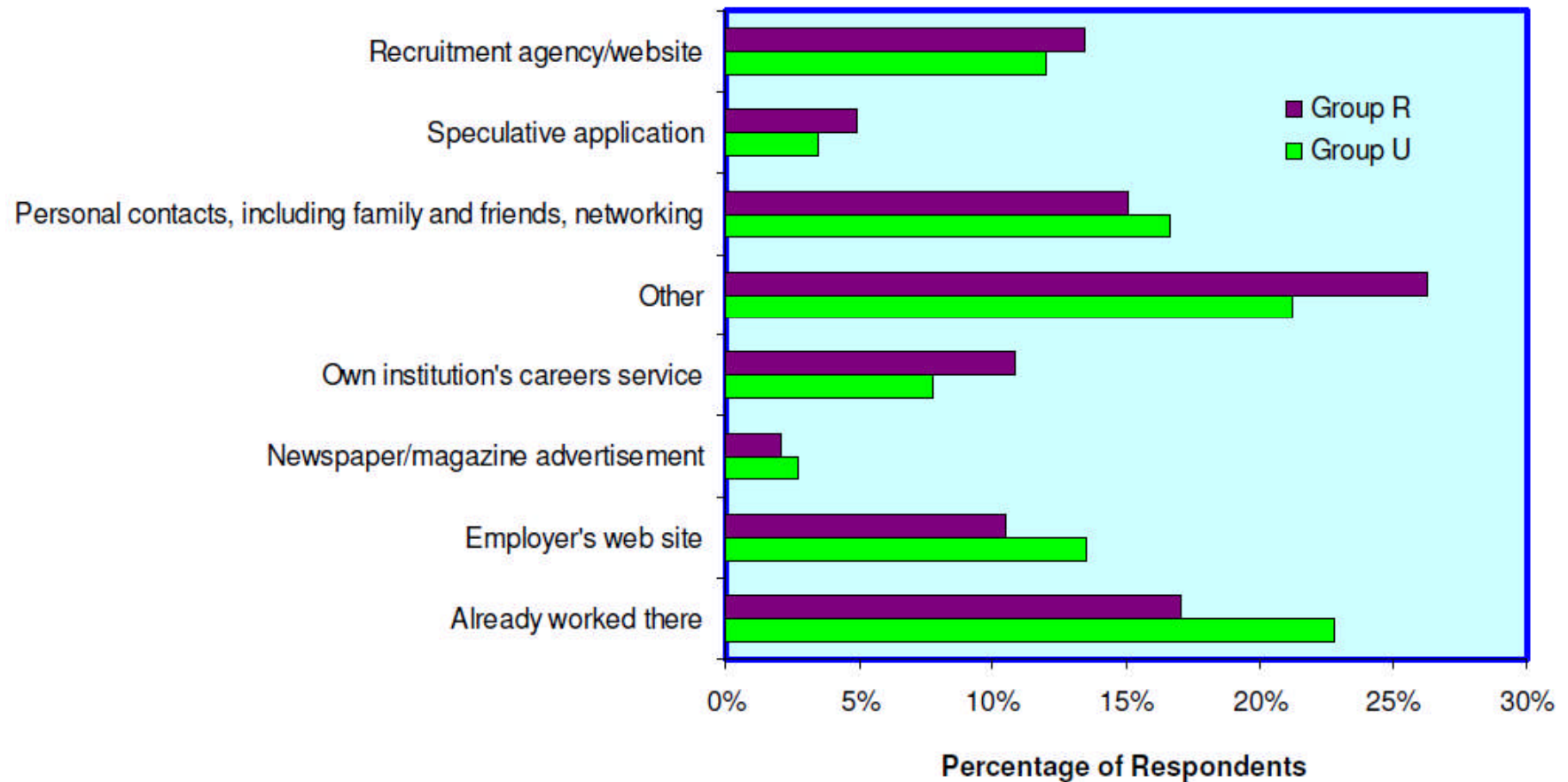
Darcey Gillie is careers adviser for Moray House School of Education students at the University of Edinburgh

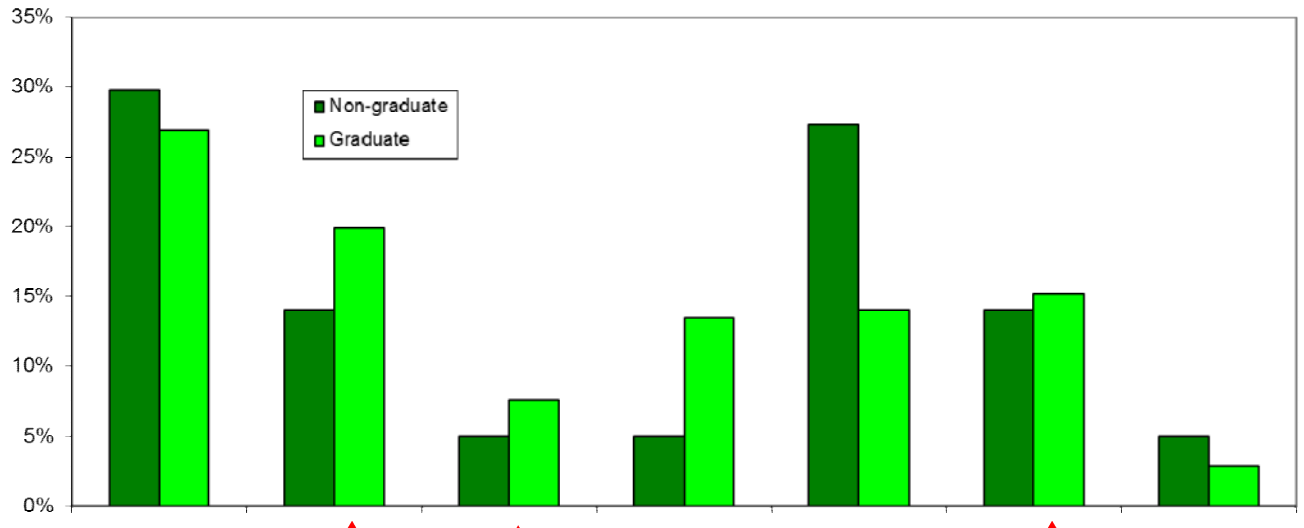
“If moving is a realistic option for you, there are benefits

Quality of work: Graduates living in Edinburgh

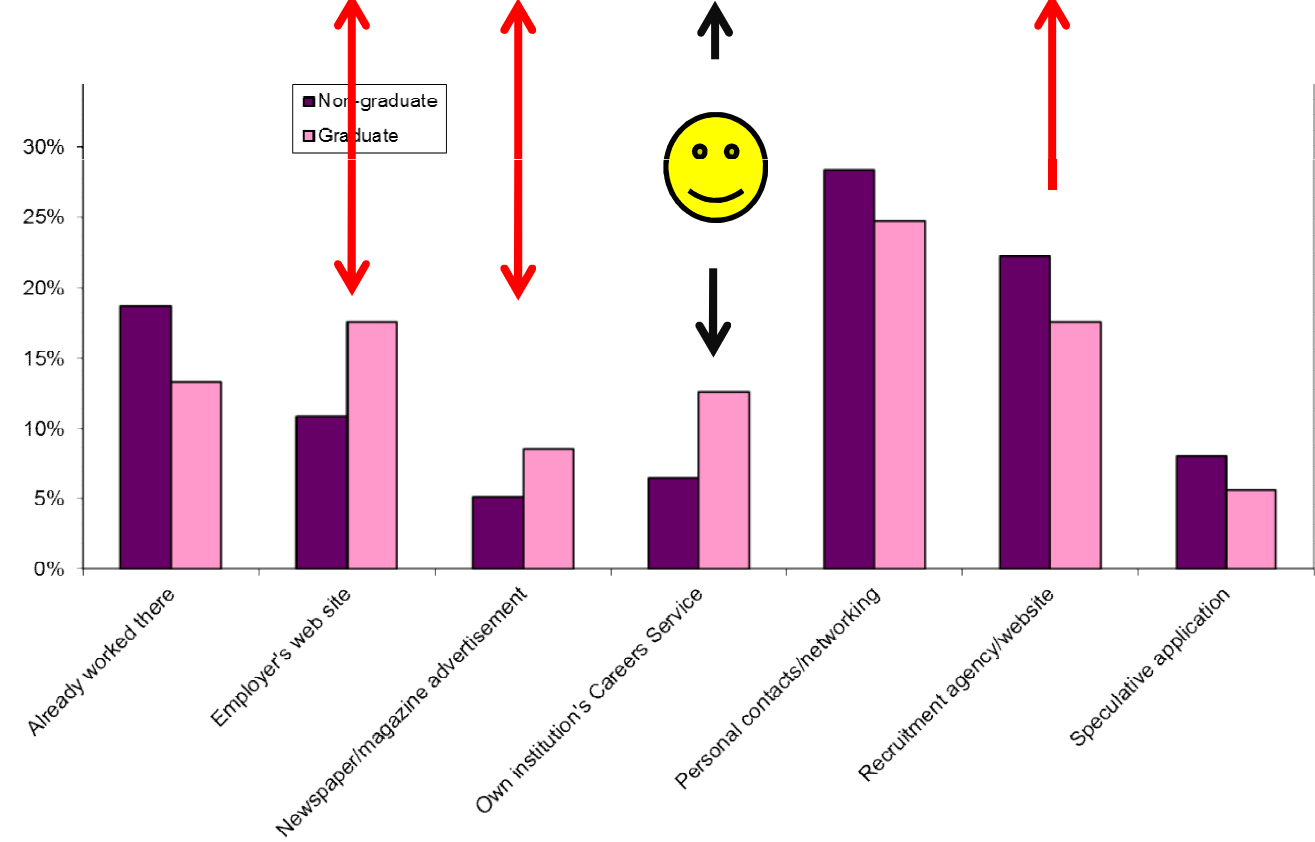


How did they find their jobs?





Group U

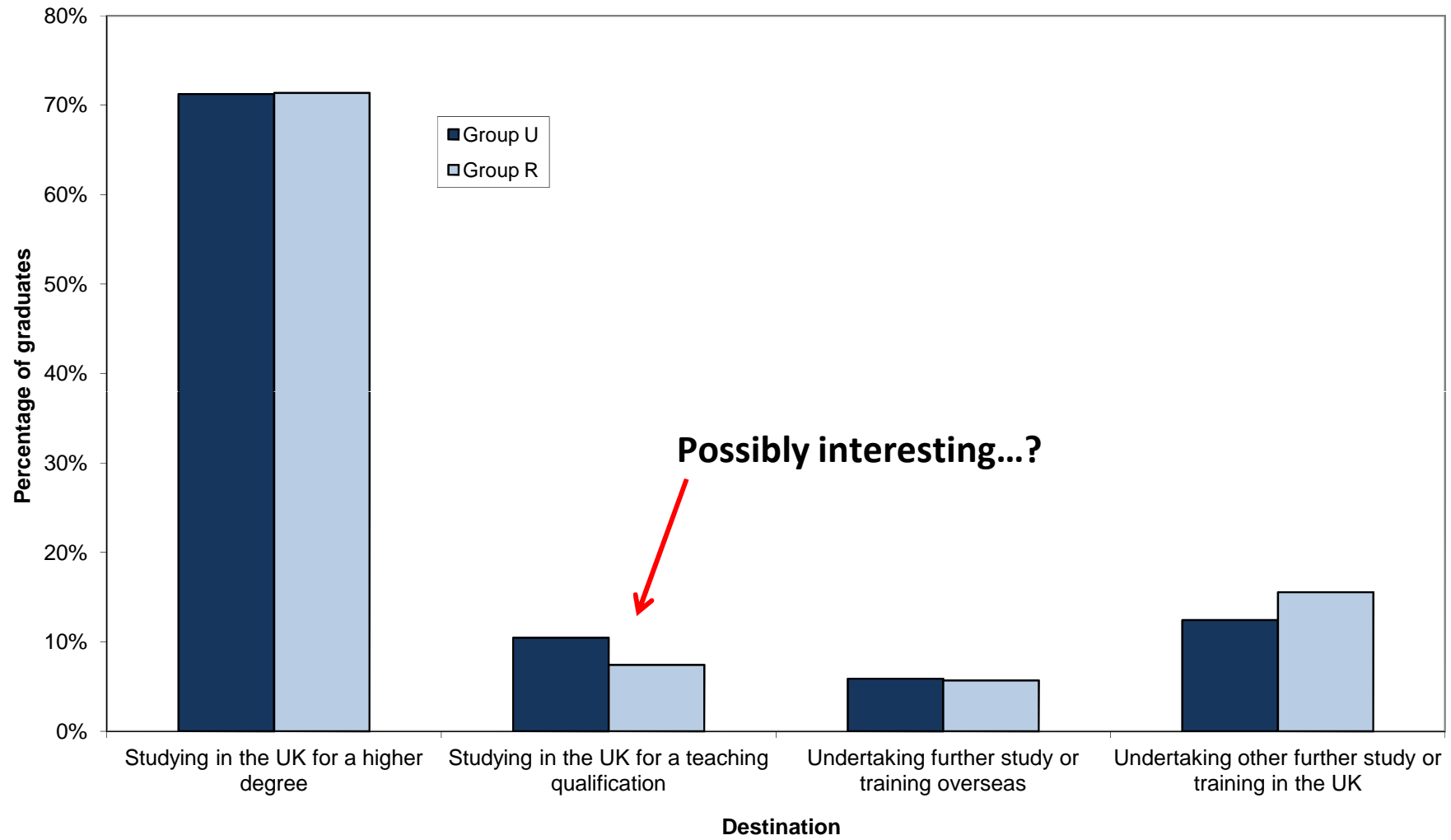


Group R

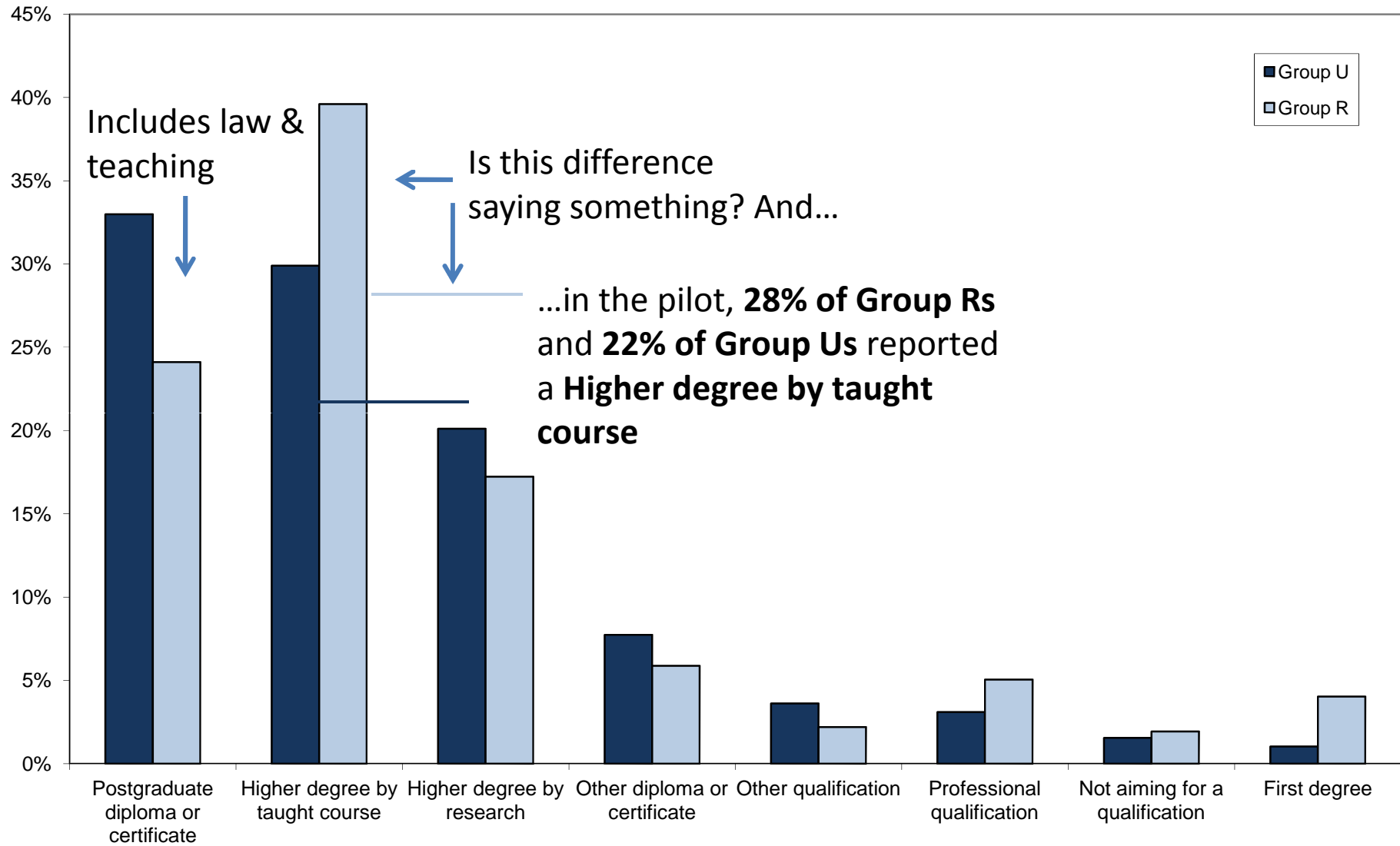
What were their further study destinations?

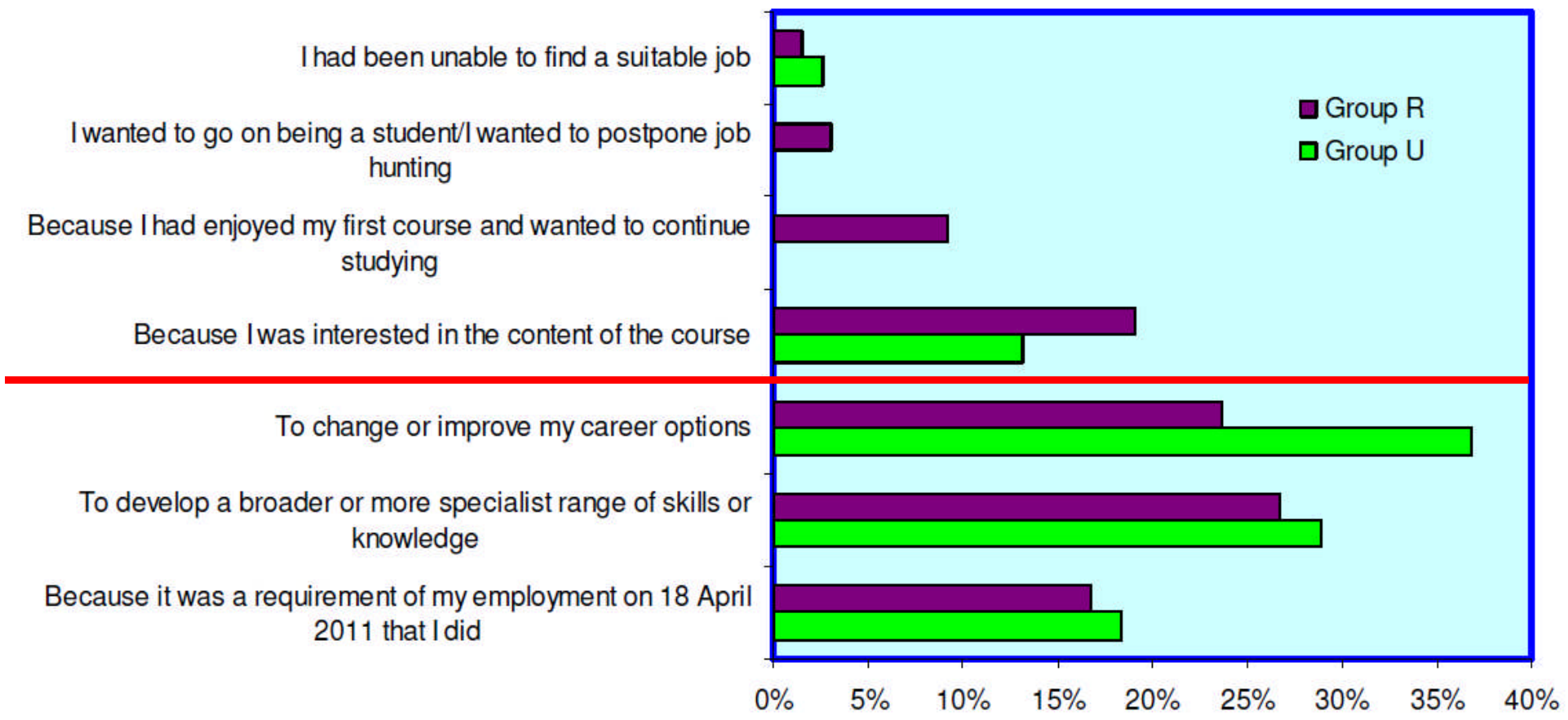


Further Study Destinations



Further Study Destinations: Type of Qualification





'Eventually want to be a lecturer' (MSc English Language)

'Career as an academic' (MSc in Criminology and Criminal Justice)

'Enjoy Physics' (PhD Physics)

'Personal interest' (PhD Organic Chemistry)

'Suits lifestyle' (Minority Ethnic Community Education/Early Education Studies; MSc followed by PhD)

'Better job prospects' (PhD Biological Sciences)

'Improve job prospects' (Chartered Accountancy)

'Prospects and pension' (PGDE Primary)

'Further skills and knowledge' (SVQ Residential Child Development & Interagency Work)

'Career planning' (PhD Astronomics)

What were Group Us first destinations after further study?

College of Humanities and Social Science	66%
College of Science and Engineering	31%
College of Medicine and Veterinary Medicine	3%

Entered work	76%
Entered study or training	21%
Seeking employment/study/training	2%
Not Available	1%
Time out/doing something else	1%

Graduate Occupations	89%
Non-graduate Occupations	11%

Guardian Graduate

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Reality check: will postgraduate study add £200,000 to your lifetime salary?

Reports claim that postgraduate study can boost your salary. But do the figures add up? **Charlie Ball** researches the research

Charlie Ball
guardian.co.uk, Wednesday 6 March 2013 08.30 GMT

Jump to comments (0)



The jury is out on how much a postgraduate qualification will add to your salary. Many estimate the postgrad premium to be £200,000. Photograph: Alamy

The Sutton Trust recently released a [report examining postgraduate issues](#), with research conducted by a well-regarded team from the London School of Economics. You'll probably have seen the headlines – there is a [salary premium](#) for postgraduate study of £200,000, but

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Reality check: are most graduates really on £29,000?
Recent reports claim the graduate job market is looking healthy. But are we hearing the full story? **Charlie Ball** looks at the figures
14 comments



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*Obscure visual metaphor of the day.

Elephant in the room...

Education

Occupations

		Group U	Group R
Pilot	Education Professionals	40.29%	15.84%
Current	Education Professionals	40.32%	16.58%

What influences course choice?

And occupational choice?

Differences between the 2 groups in how they ‘make the most out of university’?

Are there critical differences in epistemic development between Us and Rs? (cf. Parry, W.G. Jr. (1970) *Forms of Intellectual and Ethical*

Development in the College Years: A Scheme)

What role is pre-entry guidance playing?

Scope for more creative careers work with young people earlier in school?
And by a wider range of people?

Parents, family... role models?

Thank you

