



The University of Edinburgh

**Careers Service**

# **The University of Edinburgh Careers Service**

**First destinations of graduates from  
under-represented groups:**

*An analysis of University of  
Edinburgh graduates 2004-2007*

***Final Report***



expanding horizons

[www.careers.ed.ac.uk](http://www.careers.ed.ac.uk)

## Table of Contents

<b>Introduction</b> .....	3
<b>The Analysis</b> .....	3
<i>A note on analytical methods</i> .....	4
<b>Acknowledgements</b> .....	7
<b>Headlines</b> .....	7
<b>Comparison of the First Destinations of the Different Groups in the Analysis</b> .....	7
What do graduates do?.....	9
First Destinations .....	9
<i>Occupational Areas: Education Professionals</i> .....	10
<i>Occupational Areas: Social and Welfare Professionals</i> .....	10
<i>Occupational Areas: Other Occupations</i> .....	10
<b>College of Humanities and Social Science</b> .....	11
<b>College of Medicine and Veterinary Medicine</b> .....	13
<b>College of Science and Engineering</b> .....	14
<b>Further Study and Training</b> .....	16
<i>Types of post-graduate qualification</i> .....	16
<i>Reasons for entering further study or training</i> .....	17
<i>All Colleges Further Study and Training: Post-graduate Diplomas and Certificates</i> .....	17
<i>CHSS Further Study and Training</i> .....	18
<i>CSE Further Study and Training</i> .....	18
<i>CMVM Further Study and Training</i> .....	18
<b>Where do graduates come from?</b> .....	18
<b>Where do graduates go?</b> .....	19
<i>Scottish domiciled graduates: Graduate and non-graduate employment in Edinburgh and elsewhere in Scotland</i> .....	19
<b>How graduates found their jobs</b> .....	21
<i>How graduates found their jobs: Specific occupational levels</i> .....	22
<b>Conclusions, Discussion and Future Work</b> .....	22
<i>Group U graduates: Education and Social/Welfare Professions</i> .....	22
<i>Group U graduates: Geographical first destinations</i> .....	23
<i>Comparisons with External Data</i> .....	23
<i>Future Work</i> .....	23
<b>Bibliography</b> .....	24
<b>Appendix I: Employers and job titles of graduates</b> .....	26
<b>Appendix II: Further Study and Training Programmes and Institutions</b> .....	34

## **Destinations of Leavers from Higher Education 2004-2007: Career First Destinations of Graduates from Under-represented Groups**

### **Introduction**

This report summarises an analysis of 4 years of surveys of the first destinations of first degree graduates from under-represented groups of the University of Edinburgh. The analysis compares the career destinations of graduates who entered the University *via* a widening participation programme or other widening participation route to those of students who did not.

It is essential to be aware that this is not an analysis of barriers to participation, the success of widening participation strategies (in terms of attracting and retaining students), the experiences of students from under-represented groups whilst studying at the University of Edinburgh or any of the issues that are more commonly addressed in the literature on widening participation. This analysis is firmly focused on the career first destinations of graduates of under-represented groups and only makes reference to factors such as domicile where they are argued to have a potential impact on these destinations.

'Widening participation' is a term generally used to define a category of students who enter university *via* routes such as attending a school which historically has a low rate of participation, coming from a family with no or little experience of participation in Higher Education or otherwise belonging to a social group which is under-represented in HEIs. It is not difficult to see why the term 'widening participation' is often a contested one and the difficulties encountered in comparing populations of under-represented students and graduates across the HE sector (*cf.* Gorard and Smith, 2005). It is not within the scope of this analysis to contribute to that debate. It is, however, important to be mindful of this when comparing data and results from different institutions and with academic research. For a given analysis, including this one, the defining characteristics of what 'is' an under-represented student may be selectively chosen from a range of attributes depending on the understanding and aims of the researcher(s) as well as other factors. For the purposes of this analysis, the following criteria were used to identify a particular graduate of the University of Edinburgh as coming from an 'under-represented' group:

1. In receipt of an Access Bursary
2. Participation in one of the following widening participation programmes: LEAPS, SWAP East, Pathways to Professions or Credit for Entry
3. Attendance at a Further Education college prior to matriculating at the university
4. Attendance at a band d or e school (this criterion includes English sixth form centres and colleges where they fall into the appropriate bands).

The fourth criterion is less straightforward than the other three. Even if pupils attend a school with low rates of participation, they may come from backgrounds where there is a tradition of HE attendance or otherwise belong to a social grouping who are more likely to access HE. As Furlong and Cartmel (2005) have noted, there are some situations in which some who qualify as students from under-represented groups under certain criteria may be benefiting from 'hidden advantages'.

Another important aspect of this analysis to keep in mind is that the Destinations of Leavers of Higher Education (DLHE; see below) survey only captures the employment situation of graduates 6 months after graduation. There are a number of reasons that both group U and group R graduates may not find themselves in graduate level occupations within this time frame. These reasons are discussed in more detail in the annual *Destinations of Leavers of Higher Education Reports* produced by the Careers Service.

### **The Analysis**

Since the terminology used to describe students from under-represented groups is so various, debated and subjective, the decision was made, for the purposes of this analysis, to refer to the

two subgroups of the DLHE population as ‘group U’ (under-represented student groups) and ‘group R’ (the remainder of the DLHE population).

The analysis covers the years 2004 to 2007. In that period, 1 935 first degree group U graduates were surveyed as part of the annual DLHE survey that is conducted each year on behalf of the Higher Education Statistics Agency (HESA). Out of that number 1 552—80.2%—responded (See Tables 1a&b-Table 4). Over the same period, 13 996 group R graduates were surveyed, 11 237 (80.3%) responded. Thus response rates within each of the two populations are similar. It can also be seen that response rates are similar across widening participation entry routes, academic Colleges and academic Schools. Figure 1 compares the proportions of group U graduates to group R graduates in each Academic School.

Group U made up 13.8% of the total survey population for 2003/04-2006/07. There has been a gradual but steady increase in the numbers of students entering the University through a widening participation route (Table 1b). However, the numbers in this study do not necessarily reflect accurately the actual numbers of group U students entering and graduating from the University. There are several reasons for this:

1. Students who might be considered part of the widening access population but did not enter *via* LEAPS, SWAP East, Pathways, an FE college or low participation school or receive an Access Bursary, for example, some mature students entering HE for the first time, will not be included.
2. Some students who were due to graduate during the survey years have interrupted their studies, taken a year out, changed their course, *etc.*, meaning that they are graduating later than anticipated.
3. Social groups targeted in widening access policies, *e.g.*, certain ethnic groups, care leavers or disabled students are not specifically addressed in this study out with the groupings identified in the Introduction.

#### *A note on analytical methods*

This is intended to be an exploratory analysis comparing the proportions of two subsets of the DLHE population, ‘group U’ and ‘group R’ graduates. Group U encompasses individuals from the groups of under-represented students above; group R encompasses all other graduates. Inferential statistical or other sophisticated numerical analyses are beyond the scope (and the timeline) of the project. The data would benefit from more in-depth statistical analysis and interrogation in the future. It was recognised during the work on this report, however, that it would be useful to have some understanding of the statistical significance of the observed differences in proportions between group U and group R graduates. Therefore, the two sample proportion test was applied to determine the significance in observed differences for selected cases. Where observed differences were shown to be significant at the 95% confidence level, they are marked with an asterisk (\*).

	<b>LEAPS</b>	<b>SWAP East</b>	<b>Pathways</b>	<b>Access Bursaries</b>	<b>Credit for Entry</b>	<b>FE institution</b>	<b>Band d and e schools</b>
<b>Respondents</b>	143/181 (79.0%)	150/205 (73.2%)	5/5	189/241 (78.4%)	9/13	382/532 (71.8%)	1028/1218 (84.4%)

**Table 1a.** Group U graduates: population and DLHE respondents.

<b>Respondents By Year</b>	<b>LEAPS</b>	<b>SWAP East</b>	<b>Pathways</b>	<b>Access Bursaries</b>	<b>Credit for Entry</b>	<b>FE institution</b>	<b>Band d and e schools</b>
<b>2003/04</b>	1/1	23/31	--	37/45	--	81/121	254/294
<b>2004/05</b>	39/53	32/49	--	38/54	0/1	88/132	229/311
<b>2005/06</b>	41/54	52/67	--	57/66	3/4	106/139	251/284
<b>2006/07</b>	62/73	42/57	5/5	57/76	6/8	107/145	293/327

**Table 1b.** Group U graduates: population and DLHE respondents by year.

	College of Humanities and Social Science	College of Medicine and Veterinary Medicine	College of Science and Engineering
<b>Pathways</b>	0	5	0
<b>Credit for Entry</b>	9	0	0
<b>SWAP East</b>	146	0	4
<b>LEAPS</b>	105	4	34
<b>Access Bursaries</b>	120	12	57
<b>FE Institution</b>	340	9	33
<b>Band c, d, and e schools</b>	640	77	300

**Table 2.** Group U graduates by academic College. Some students may have participated in more than one programme, e.g., a LEAPS student might have also received an Access Bursary.

College	Total	Respondents	Percentage
College of Humanities and Social Science	1382	1091	78.8%
College of Medicine and Veterinary Medicine	128	99	77.3%
College of Science and Engineering	425	362	85.1%

**Table 3.** Group U graduates and DLHE response by College.

Academic School	Total	Respondents	Percentage
College of Humanities & Social Science (General Arts)	81	49	60.5%
College of Science & Engineering (Ordinary Science)	30	21	70.0%
Management & Economics	110	89	80.9%
Arts, Culture & Environment	71	52	73.2%
Divinity	34	21	61.7%
Education	513	420	88.9%
Health in Social Science	12	10	--
History, Classics & Archaeology	102	77	75.5%
Law	102	90	88.2%
Literatures, Languages & Cultures	124	97	78.2%
Philosophy, Psychology & Language Sciences	95	79	83.2%
Social & Political Studies	138	107	77.5%
Medicine	59	43	73.0%
Biomedical Sciences	42	30	71.4%
Veterinary Science	27	26	--
Biological Sciences	51	40	78.4%
Chemistry	56	50	89.2%
Engineering & Electronics	84	73	87.0%
GeoSciences	60	70	86.0%
Informatics	46	43	93.0%
Mathematics	47	40	85.0%
Physics	41	35	85.4%

**Table 4.** Group U graduates and DLHE response by academic School. Percentages were not calculated for Academic Schools where total graduates were less than 30.

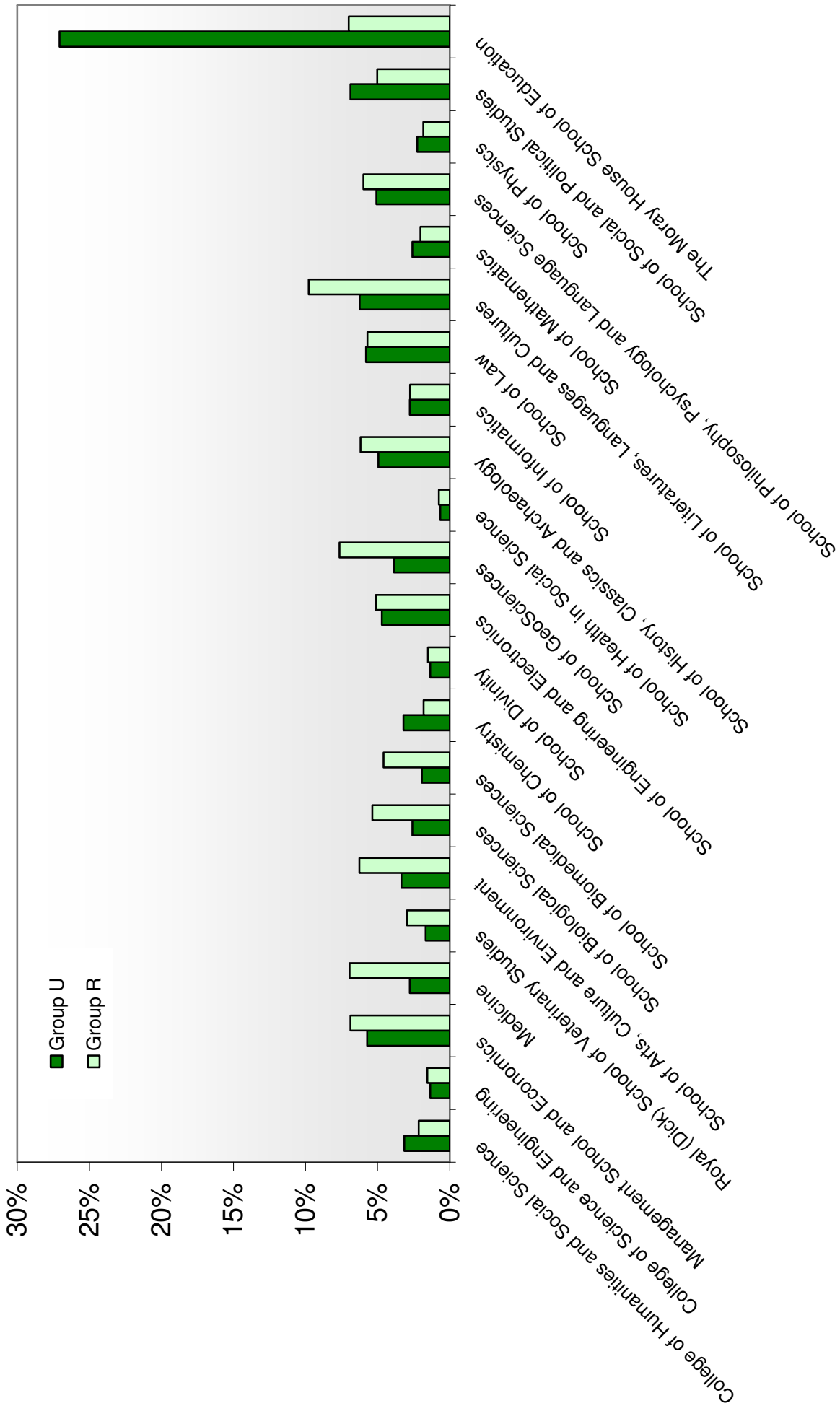


Figure 1. Proportion of Group U versus Group R graduates by academic school.

## Acknowledgements

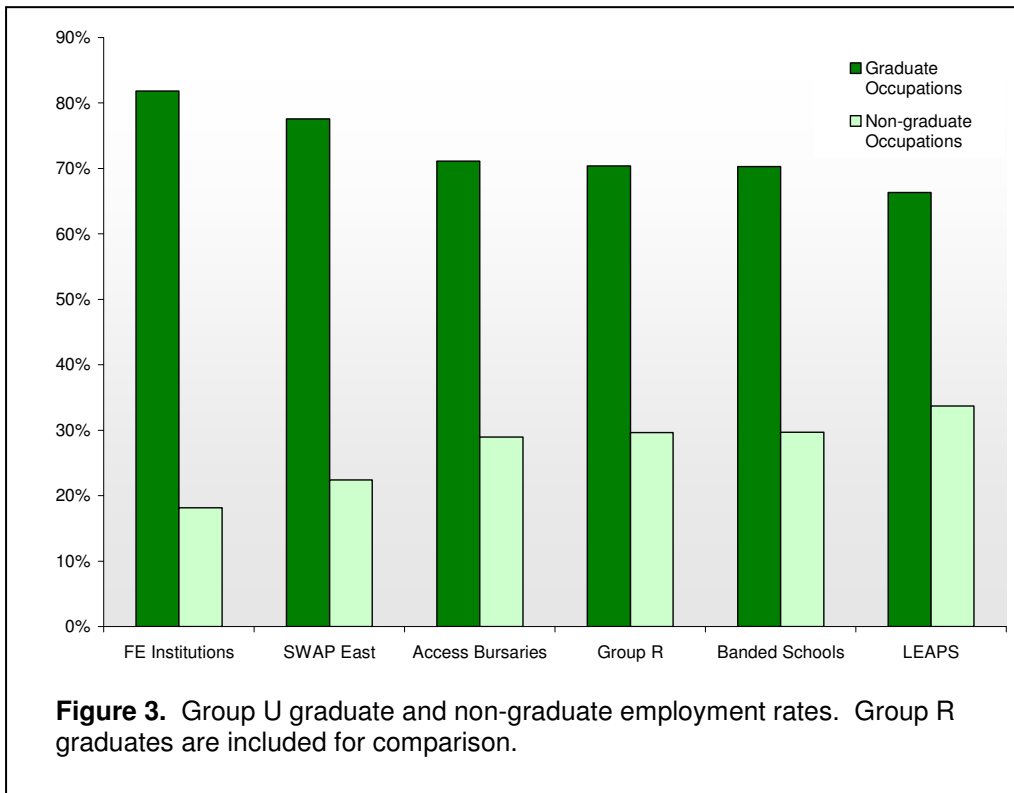
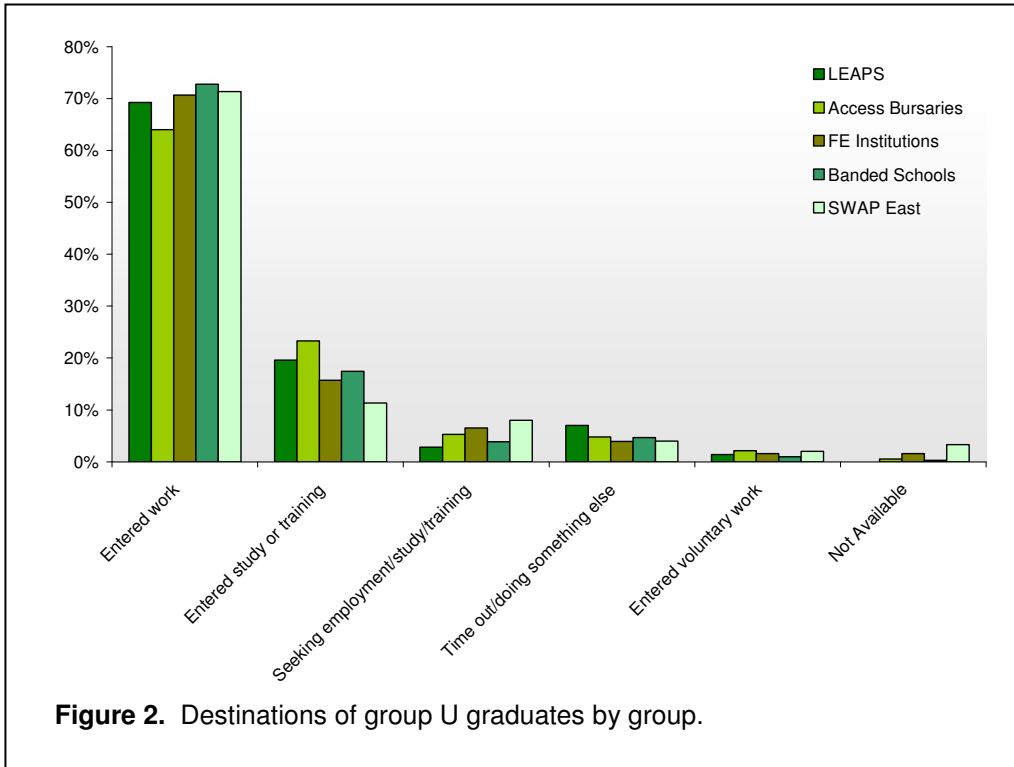
The project was funded by the FE/HE Articulation fund of the University of Edinburgh. Special thanks to Kathleen Hood, Widening Participation Manager at the University for data and support. SWAP-East, LEAPS, The Office of Life Long Learning, Pathways to Professions, the Scholarships and Student Finance Office and Student Recruitment and Admissions helpfully provided data for analysis. Thank you to members of the Widening Participation Steering Group who made comments on the draft version of this report. Finally, we would like to thank the graduates who took the time to provide their case studies for use in supporting potential and current students: Tessa Clark, Kathy Hoyle, Nick Hutcheon, Amelia Gledhill, Kirsten Smith, Ruth Hindshaw and Lisa McKenzie.

## Headlines

- A higher proportion of group U graduates entered work (of all kinds).
- Slightly higher proportions of group U graduates entered graduate level occupations compared to group R.
- The Education sector employed the highest proportion of group U graduates who entered graduate level occupations, 40% of the total.
- A much higher proportion of group U graduates entered Social and Welfare occupations than group R, 9.7% compared to 3.4%.
- A noticeably lower proportion of group U graduates enter Health and Associated Professions than R graduates, 10.2% compared to 23.0%.
- A higher proportion of group U entered employment in Scotland. Of those who entered employment in Scotland, the majority did so in Edinburgh.
- A lower proportion of group U graduates entered further study or training, 18.0% compared to group R, 21.8%.
- Of those group U graduates who reported doing a postgraduate diploma or certificate, 49.5% were working towards a PGDE/CE, compared to just 29.5% of group R.
- Of those who went on to study for a higher degree, more group U graduates reported doing a higher degree by research.
- Comparatively fewer group U graduates went on to do a higher degree by taught course.
- Group U graduates seemed to rely more on newspaper and magazine adverts or employers' websites to find jobs; higher proportions of group R graduates reported using the Careers Service, speculative applications or personal contacts/networking.
- Group U graduates were recruited by a range of employers including the NHS, local councils, Deloitte, Standard Life, the Royal Bank of Scotland, the University of Edinburgh, Ova Arup and the Scottish Government. A selection of employers and job titles broken down by group (*i.e.*, Access Bursary, LEAPS, FE Institution, *etc.* is available in Appendix I).

## Comparison of the First Destinations of the Different Groups in the Analysis

Pathways and Credit for Entry graduates were excluded from the following analyses due to the very small numbers of graduates involved. As Figures 2 and 3 show, there is very little difference in the proportions of the different first destinations of each group or in the rates of graduate *versus* non-graduate employment. Throughout the rest of the analysis, these groups will be treated, and referred to, as a single subgroup of the DLHE data set: 'group U' graduates.

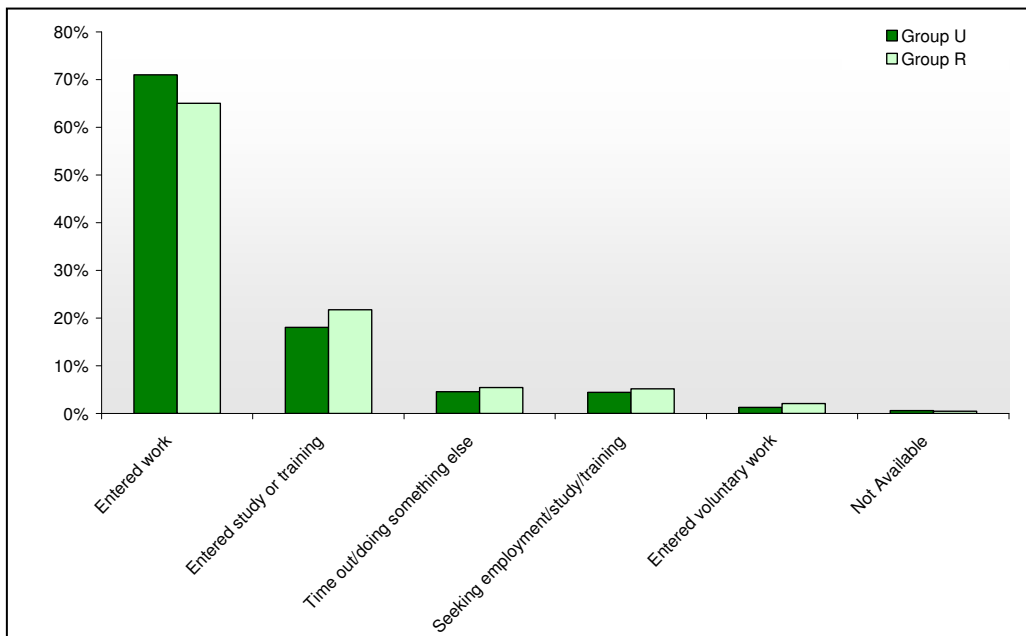




## What do graduates do?

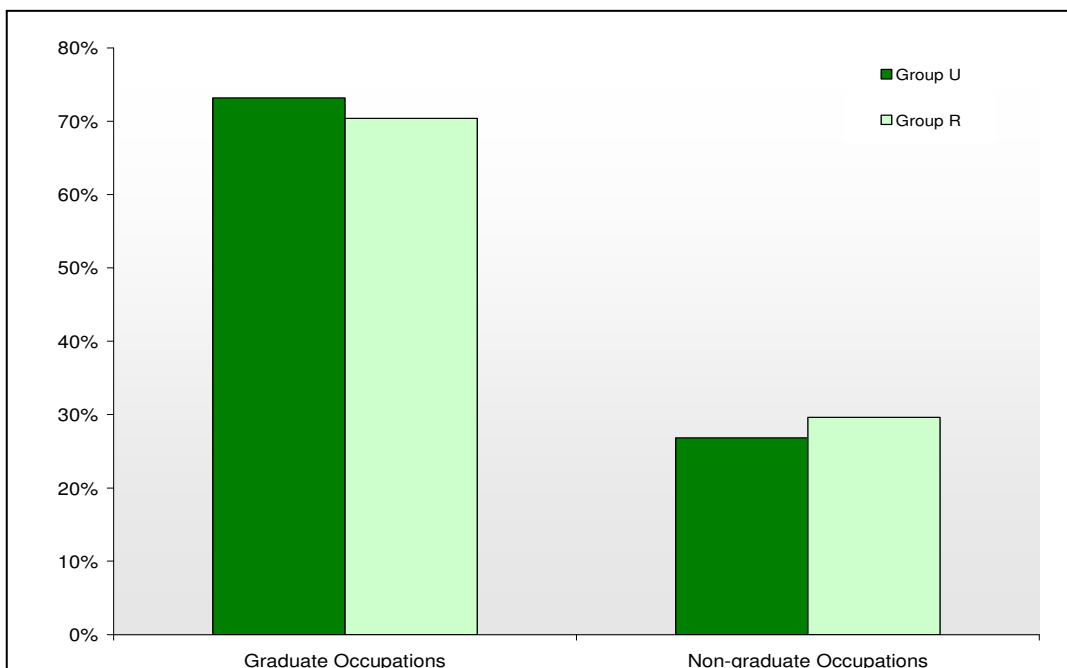
### First Destinations

Six months after graduation, a higher percentage (71%) of group U reported having entered work (of any kind) than group R (65%) (Figure 4)\*. Slightly higher proportions of group R graduates entered further study/training, were taking time out, seeking employment/study/training and entered voluntary work.



**Figure 4.** First destinations of group U and group R graduates.

When looking at the ‘quality’ of work entered, *i.e.*, obtaining graduate *versus* non-graduate jobs, group U performs equally well, if not marginally better, than group R, as Figure 5 illustrates. Of those students whose occupation is known, 73.2% of group U entered graduate level employment compared to 70.4% of group R\*.



**Figure 5.** Group U and group R graduates: level of occupation.

### *Occupational Areas: Education Professionals*

Taking a more detailed look those who entered graduate occupations only, the Education sector employed the highest proportion of group U, 40% of the total (Figure 6)\*. This is nearly two and half times the number of group R who entered employment in the Education sector, 16.5%. In the DLHE years under analysis, Moray House accounted for 28.3% of group Us against 7.3% of group R who responded to the survey. (Overall, of the entire DLHE population 2004-2007, when considering non-respondents and respondents, graduates from the Moray House School of Education only made up 9.8% of the population). The proportion of group U graduates who graduated from Moray House is nearly 4 times that of group R. This seems to indicate, and this will become even clearer from the discussion of graduate destinations below, that group U graduates are making a vocational choice and entering university with the intent of working in the Education profession on graduation.

Of the group U graduates who entered the Education profession, 91% were B.Ed graduates and around 2% had a Community Education or Childhood Studies degree. A majority of these graduates reported working as primary teachers and primary or secondary PE teachers. The other 7% graduated from a variety of degree programmes including History and Chemistry. They reported working as TEFL tutors, FE lecturers, a science communicator and an adult literacy worker. In contrast, only 63% of group R graduates reported entering the Education profession with a B.Ed. Again the majority reported working as primary and primary or secondary PE teachers. The other 37% came from a broad range of degree programmes from every College. It may be of interest that the School of Languages, Literatures and Cultures contributed 14.6% of graduates to that total proportion. Other reported professions included Adult Education Tutors, Drama Coaches, Private Tutors and Education Officers.

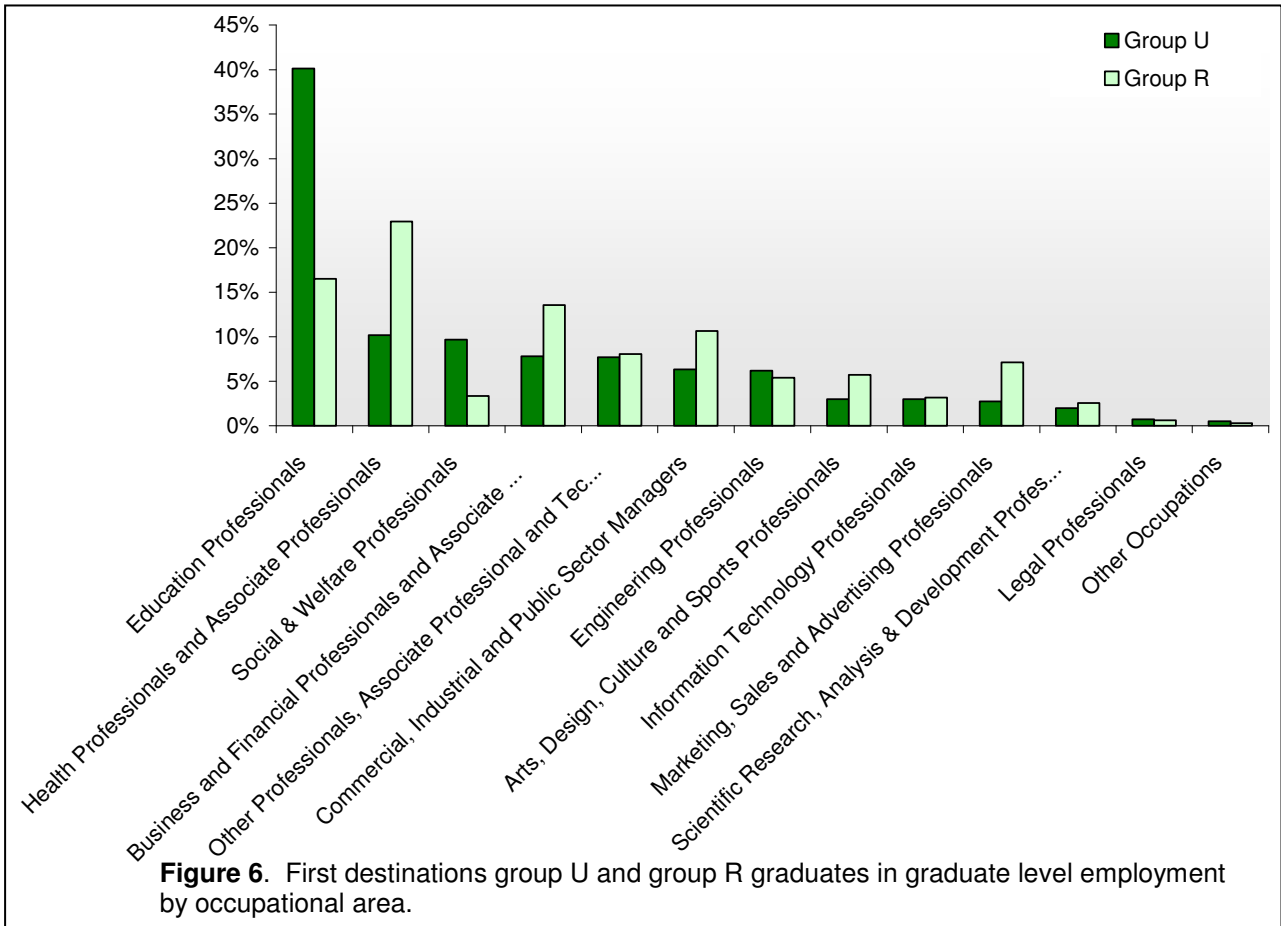
### *Occupational Areas: Social and Welfare Professionals*

Looking at other professions, a much higher proportion of group U graduates also reported entering work as Social and Welfare Professionals\*. Of the group U graduates who entered graduate employment in this area, 37.2% were Community Education graduates and 30.8% Social Work graduates. Smaller proportions, 5% each, were Education Studies and Childhood Studies graduates. The remaining 22% came from a variety of degree disciplines, including Sociology, Geography, Psychology and Divinity. One-quarter reported working as Social Workers. Other job titles included Community Worker, Project Worker, Housing Officer, Care Worker, Support Worker, Youth Worker, Employability Links Worker and Child Care Development Officer.

In terms of group R, again graduates from a much wider range of degree disciplines entered employment as Social and Welfare Professionals. As with group U, the highest proportions came from Community Education (21.6%) and Social Work (14.6%), but in contrast, these graduates made up only a little over a third of the population. The other 63% came from degree disciplines as varied as Biological Sciences (other than Psychology), Psychology, English Literature, Electronics and Electrical Engineering, Business Studies, Economics, History, Law, Arabic, American Studies and Geography. Fourteen percent reported working as Social Workers, 11% as Youth Workers and 9% as Assistant Psychologists. Other job titles, in addition to those cited above included Inclusion Support Worker, Regeneration Officer, Money Advice Case Worker, Education Welfare Officer and Autism Therapist.

### *Occupational Areas: Other Occupations*

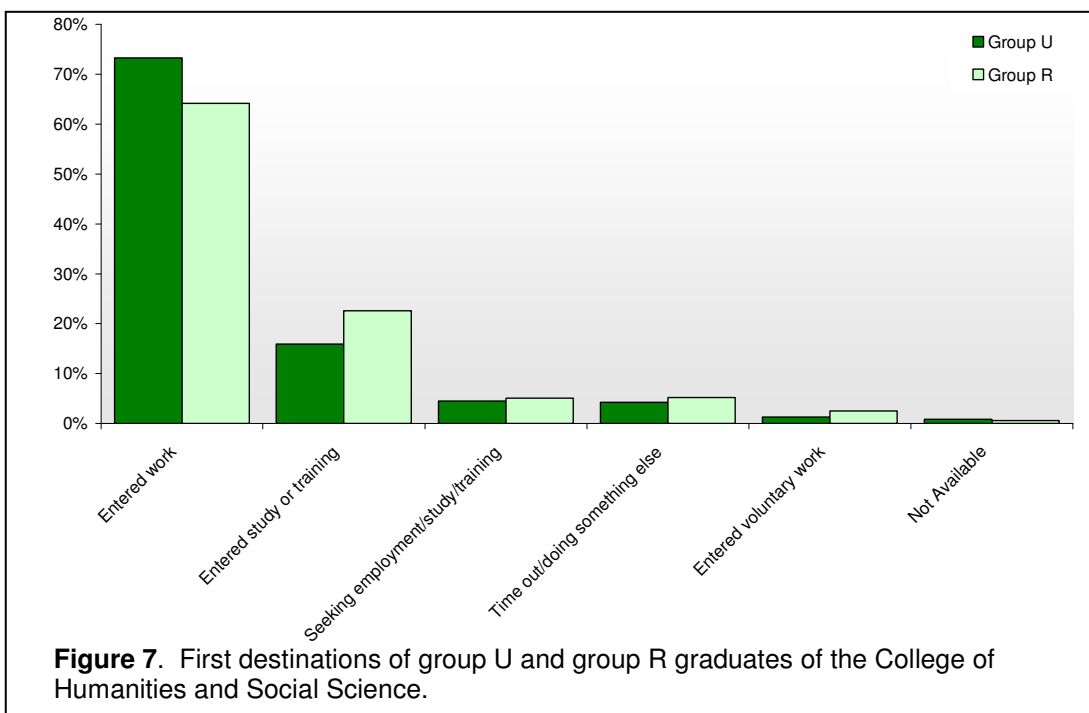
In professions such as Engineering and Associate/Technical Professions, the proportions entering graduate level jobs are similar between group U and group R. Those group U graduates who entered employment as Associate/Technical Professionals were from a range of degree disciplines from Archaeology to Sociology and included Architecture, Design, Environmental Science, Law and Social Policy with Politics. Reported job titles included Archaeologist, Architectural Assistant, Researcher, Laboratory Technician, Environmental Consultant and Quality Control Auditor.



The following three sections will compare the first destinations of group U and group R graduates from each of the academic Colleges. Further study and training destinations of graduates will be discussed below in a separate section.

### College of Humanities and Social Science

Of those whose destinations is known, Figure 7 shows that a higher percentage of group U (73.3%) reported entering into work six months after graduation than group R (64.1%).



Of those who entered work, again a higher percentage of group U (73.2%) than group R (66.2%) reported working in a graduate level occupation (Figure 8).

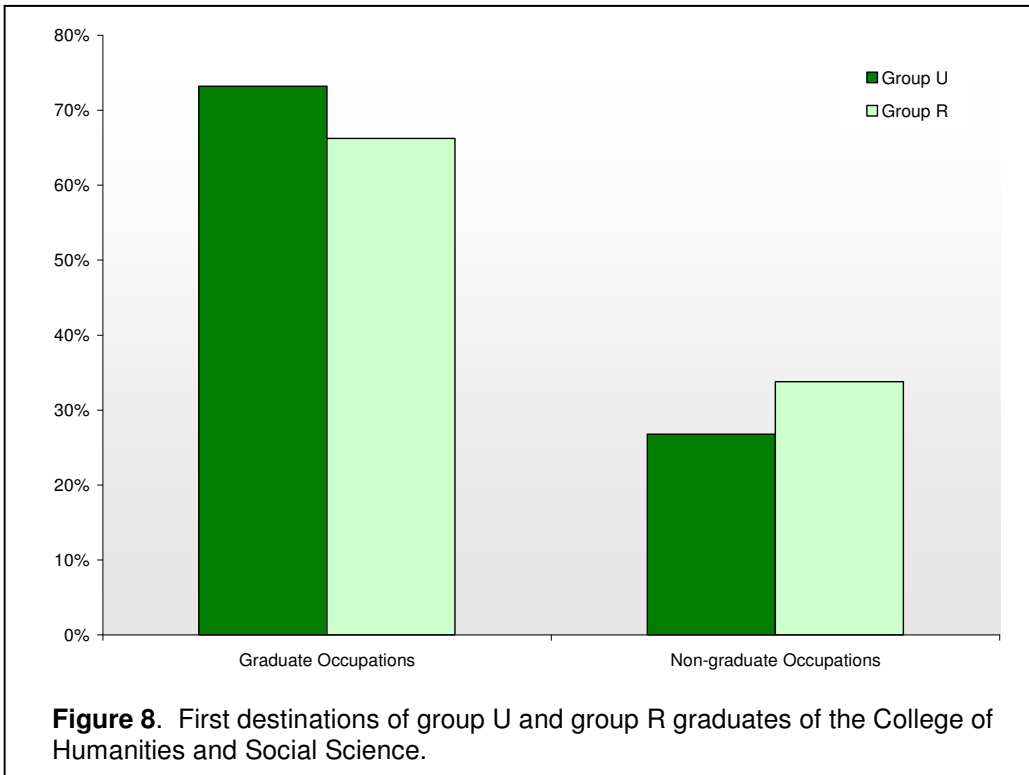
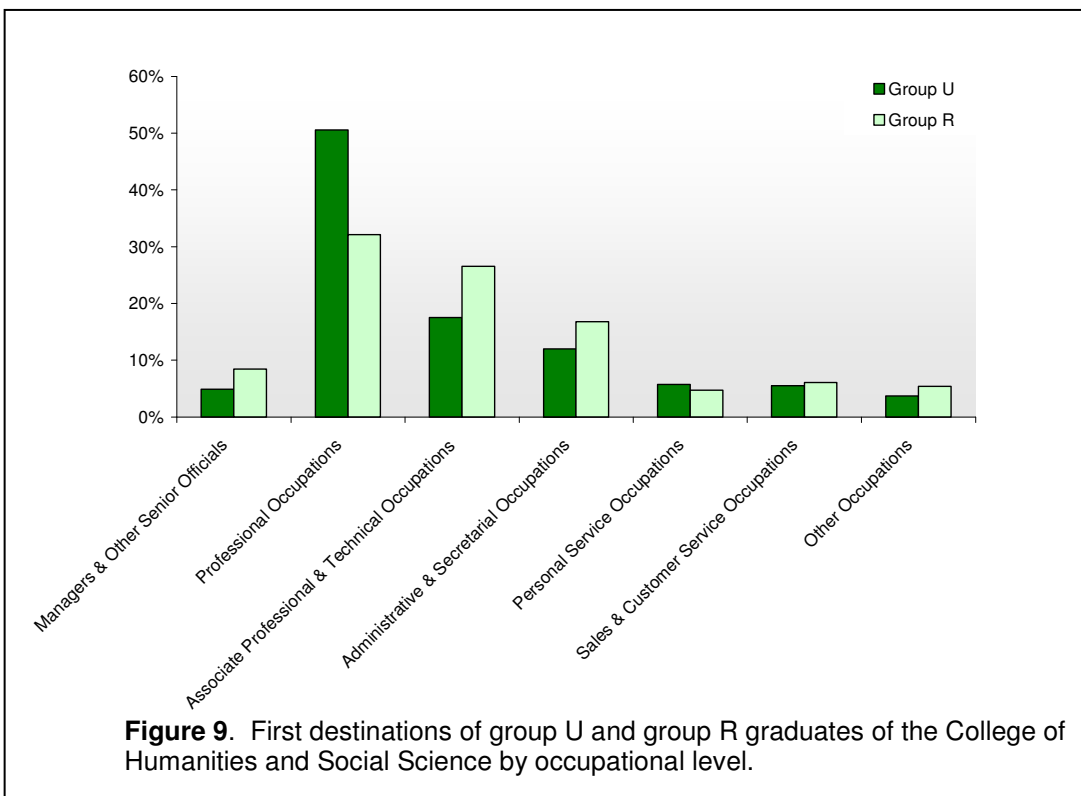


Figure 9 illustrates that, where the occupation is known, a much higher proportion of group U graduates (50.6%) entered into Professional Occupations than group R (32.1%). Conversely, lower percentages of group U reported working in Associate Professional and Technical Occupations and Administrative and Secretarial Occupations. One and a half times as many group U CHSS graduates as group R reported their occupation as a Manager or Senior Official, 8.4% compared to 4.8%.



**Indicative sample of graduate-level job titles of group U (CHSS).**

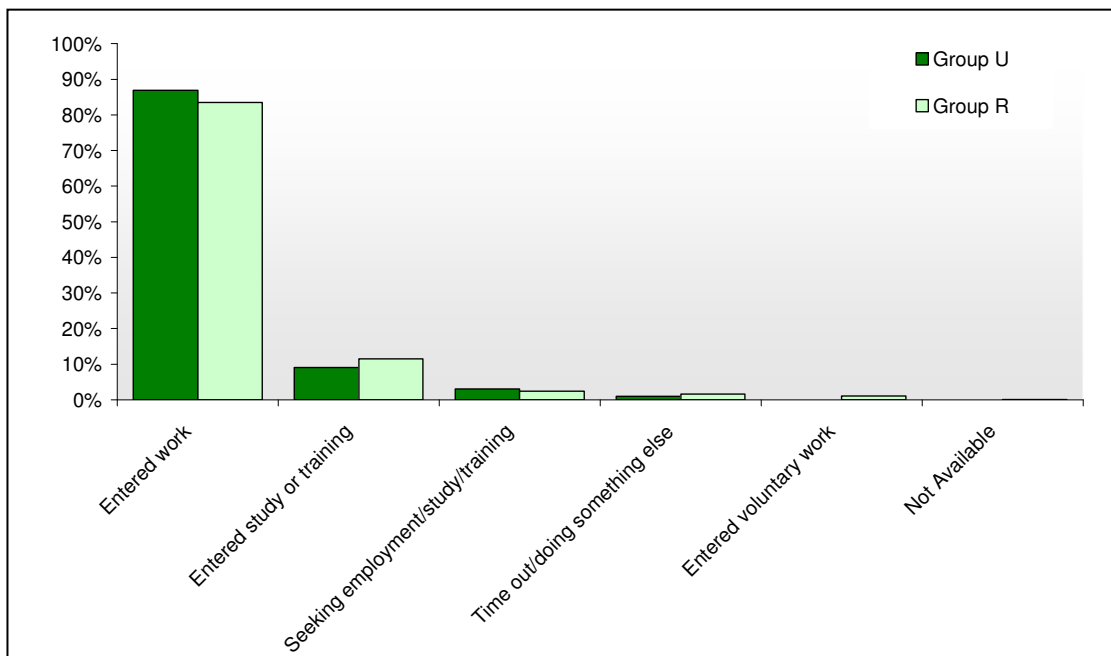
**Managers and Senior Officials:** Investment banker, Business manager, Human resources manager, Army officer.

**Professional Occupations:** Chartered accountant, Social worker, Secondary/Primary PE teacher, Primary teacher, Craft design and technology teacher, Risk analyst, Economics consultant.

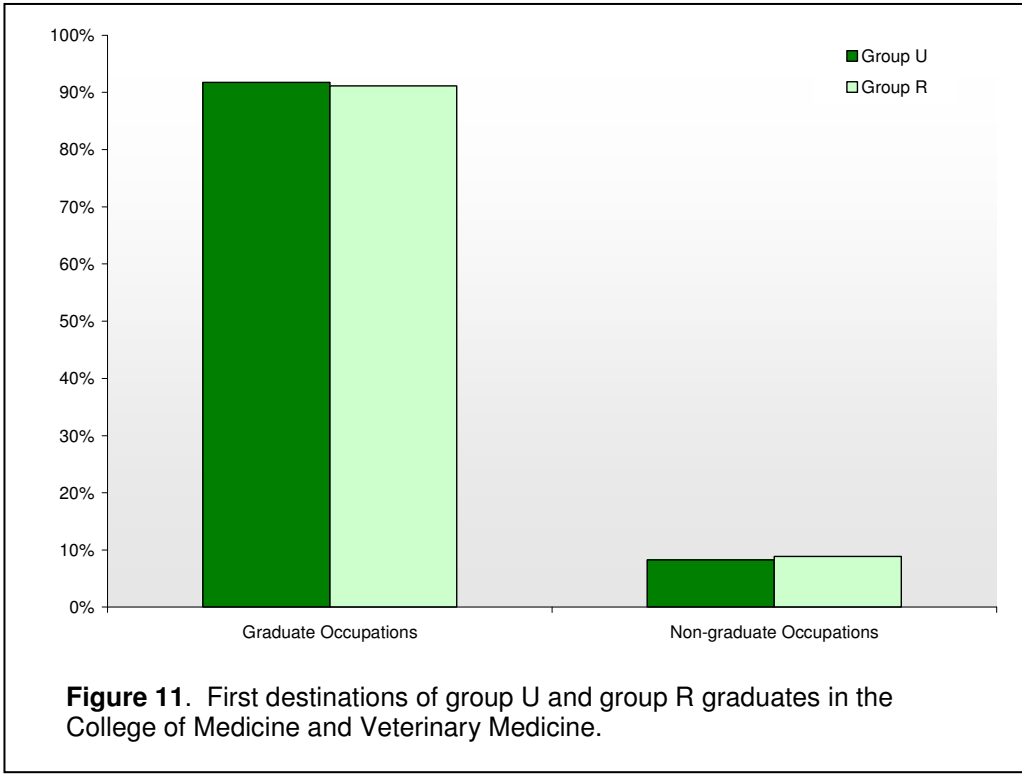
**Associate Professional and Technical Occupations:** Architectural assistant, Community worker, Investment analyst, Staff nurse, Treasury analyst, Youth worker

**College of Medicine and Veterinary Medicine**

The percentages of group U and group R graduates entering into work for this College are nearly equal (Figure 10). Unsurprisingly for medicine and veterinary medicine, the percentages doing so are very high. For medics, the career pathway is very clearly defined through the *Scottish Foundation Allocation* scheme. Vets are assisted by an acute shortage in this occupation in the UK, particularly of large animal specialists. The proportions not entering graduate occupations are very small for both groups (Figure 11).

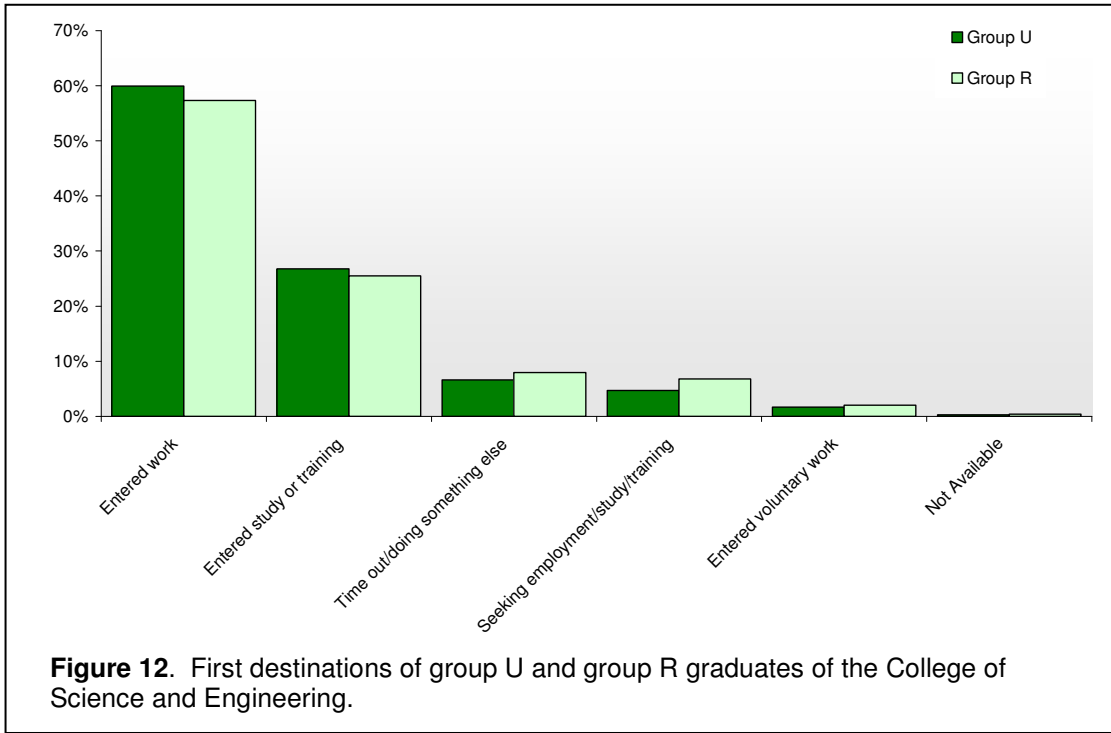


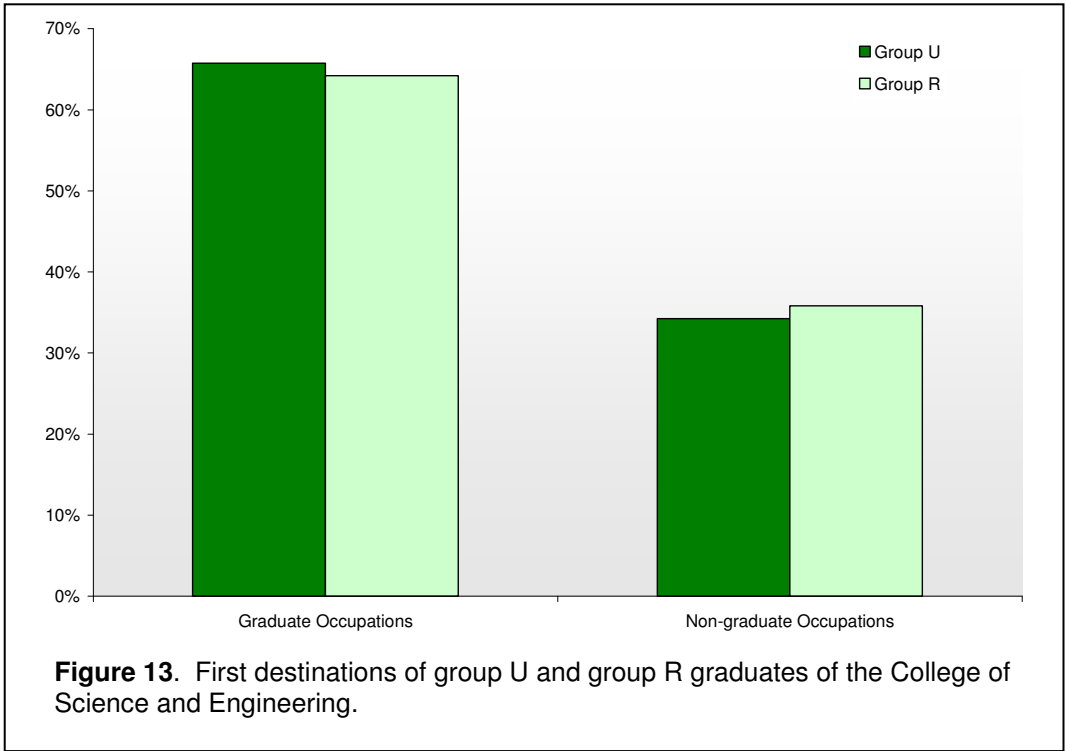
**Figure 10.** First destinations of group U and group R graduates in the College of Medicine and Veterinary Medicine.



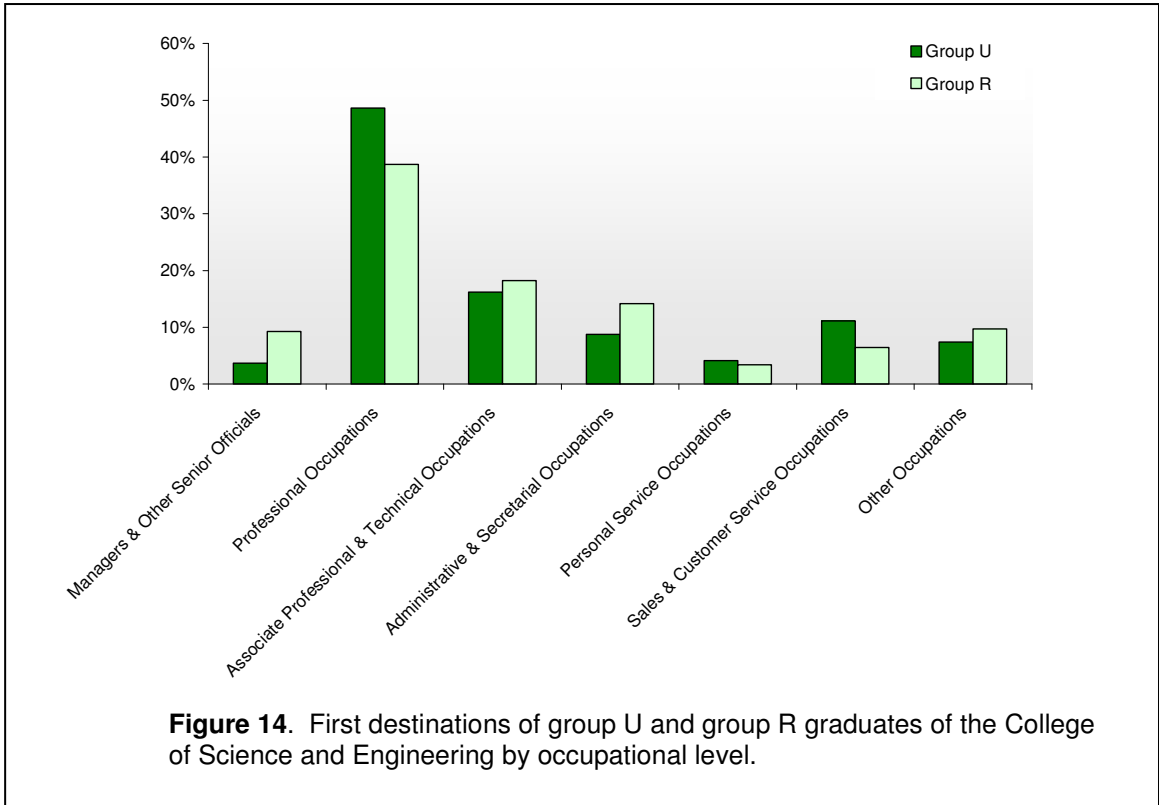
**College of Science and Engineering**

As with the College of Medicine and Veterinary Medicine, nearly equal numbers of group U and group R graduates are entering work (Figure 12) and around two-thirds of each group were working in graduate level jobs (Figure 13).





The pattern of first destination occupations is similar to that described for the College of Humanities and Social Science. As with CHSS, a much higher proportion of group U graduates, 48.6%, entered into Professional Occupations, compared to 38.7% of group R (Figure 14). A lower percentage of group U CSE graduates entered Associate Professional and Technical occupations compared to group R. The differences in proportions of group U and group R graduates who entered employment as Managers and Other Senior Officials is even more marked than the observed difference for CHSS, 9.3% compared to 3.7% in CSE.



**Indicative sample of graduate-level job titles of group U graduates (CSE).**

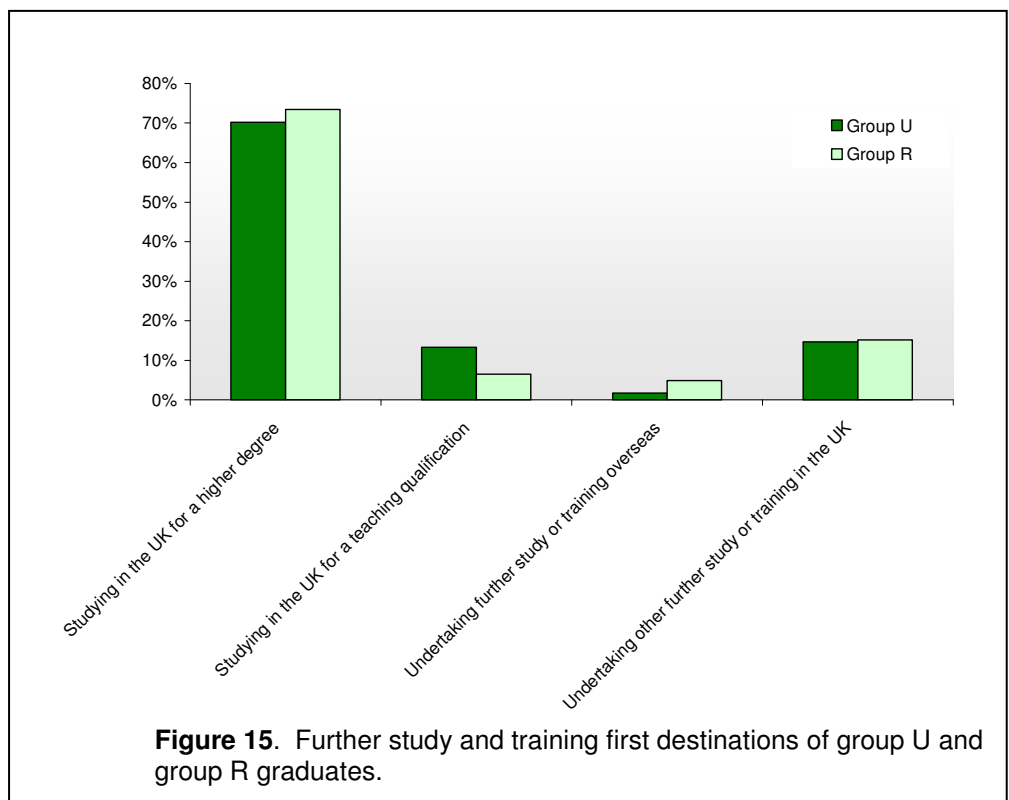
**Managers and Senior Officials:** Merchant Navy officer, Marketing and Business developer

**Professional Occupations:** Design engineer, Structural engineer, Geoenvironmental engineer, Process engineer, Software engineer, Electrical engineer and Chartered accountant

**Associate Professional and Technical Occupations:** Environmental consultant, Research/laboratory technician, Financial analyst, Technical consultant, Trainee performance analyst

**Further Study and Training**

A higher proportion of group R entered further study/training, 21.8%, compared to 18.0% of group U. Of those that entered further study or training, Figure 15 shows that the majority of both groups were studying for a higher degree in the UK at the time they were surveyed<sup>1</sup>. Compared to group R, twice as many group U graduates reported studying for a post-graduate teaching qualification.

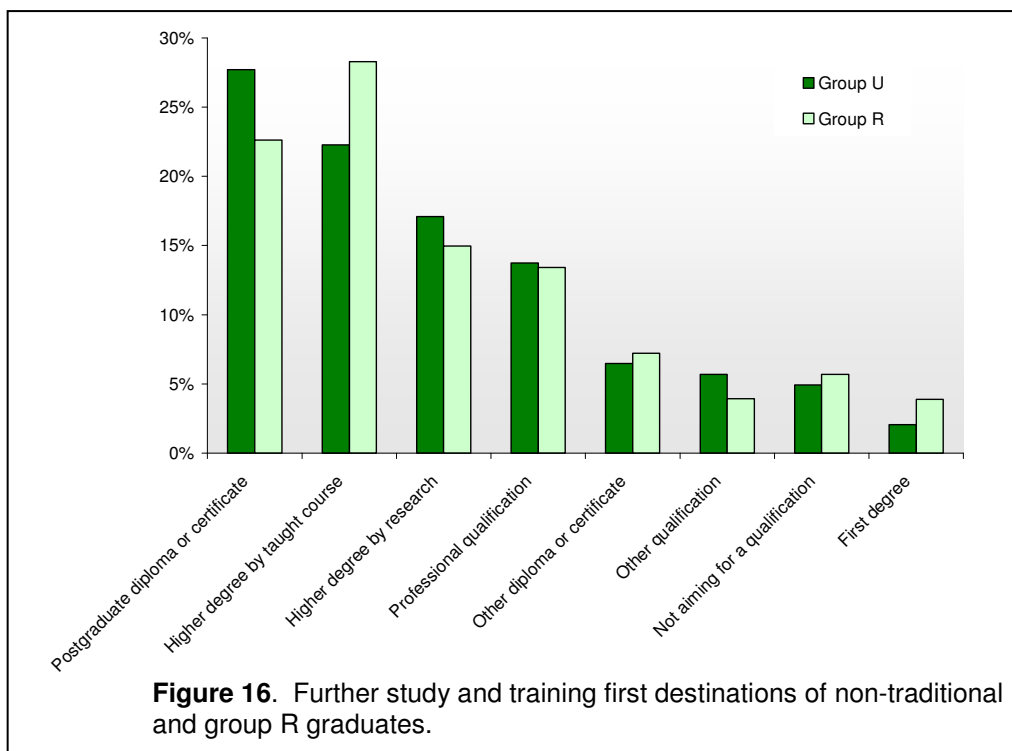


*Types of postgraduate qualification*

A higher proportion of group U reported that they were doing a postgraduate diploma or certificate\* whilst a higher proportion of group R reported doing a higher degree by taught course\* (Figure 16). A higher proportion of group U also reported doing a higher degree by research\*. In the remainder of categories, the proportions of each of the two subgroups embarking on different types of qualifications are roughly similar.

<sup>1</sup> The difference in proportions of group U and group R graduates who undertook a higher degree is not significant, however, the differences between those undertook a higher degree by taught course and a higher degree by research are both significant.





### *Reasons for entering further study or training*

Of the group U graduates who went on to further study or training, these are some of the reasons given:

- '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)

Group R graduates cited the same or similar reasons, with one notable addition: the desire to work, travel or live abroad.

### *All Colleges Further Study and Training: Postgraduate Diplomas and Certificates*

Of those group U graduates that reported doing a postgraduate diploma or certificate, 49.5% were studying for a post-graduate certificate or diploma in Education and 35.5% were studying for a Diploma in Legal Practice. Other courses included PG Diplomas in Community Education, Occupational Therapy and Russian Language. Higher proportions of group R also reported undertaking a Diploma in Legal Practice (39.9%) and a postgraduate certificate or diploma in Education (29.5%). Other courses reported include PG Diplomas in Musical Theatre, Broadcast Journalism, Public Service Interpreting and Law Conversion courses.

### CHSS Further Study and Training

Group U graduates undertook a range of further study programmes including MScs in Archaeology, Classics, Public Policy and Public Health Practice. It may be of interest that 30 group R graduates explicitly reported undertaking a PhD compared to 1 group U graduate.

### CSE Further Study and Training

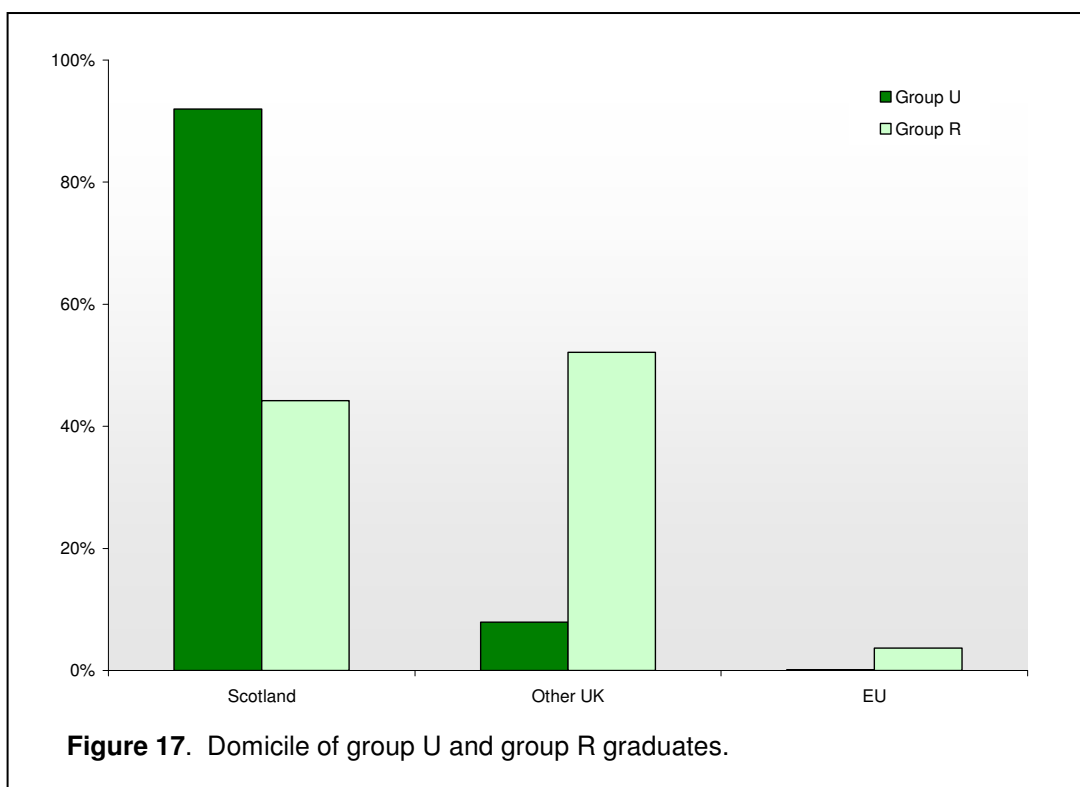
Group U graduates reported engaging in a wide range of further study options including MScs in GIS and Financial Mathematics, PhDs in Chemistry and Physics as well as law conversion courses and accountancy training.

### CMVM Further Study and Training

Compared to the other two colleges, the numbers going on to further study are relatively small. Of the 16 group U graduates who went on to further study, 10 reported that they were undertaking further study in a medicine-related area. All but one were graduates of the School of Biomedical Sciences.

### Where do graduates come from?

Figure 17 shows that 92% of group U were domiciled in Scotland at the time of their matriculation, 7.9% elsewhere in the UK and 0.1% in the EU. By contrast, only 44.2% of group R reported being domiciled in Scotland, and the majority, 52.1%, reporting the rest of the UK and 3.7% the EU. It should be noted that the HESA DLHE survey does not include graduates who were domiciled outside of the EU.



A key aspect of career first destinations for all graduates is geography, particularly the geographical mobility of graduates. Distance from potential Higher Education institutions has been identified as one of the 'barriers' to access and participation (Johnston *et al.*, 2003; Watt and Paterson, 2001). Many, if not most, widening participation students enter a Higher Education institution in the town or city in which they are domiciled prior to matriculation (Redmond, 2006) due to a range of dispositional factors, including family responsibilities, and to avoid accumulating

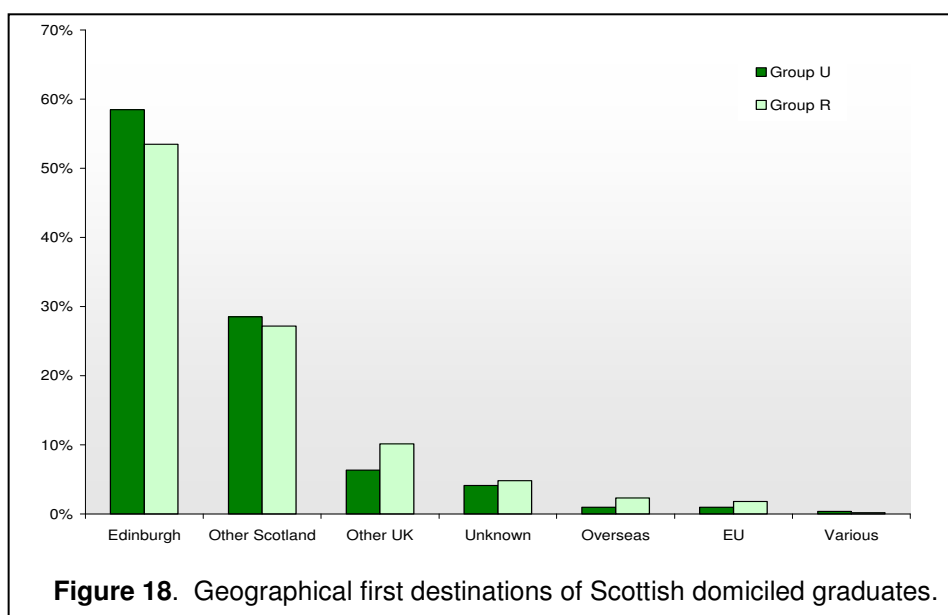
any additional debt. The likely corollary to this is that a larger fraction of group U graduates may be required to seek employment in Edinburgh as a result of these same dispositional factors.

### Where do graduates go?

This section looks at the geographical first destinations of Scottish domiciled graduates.

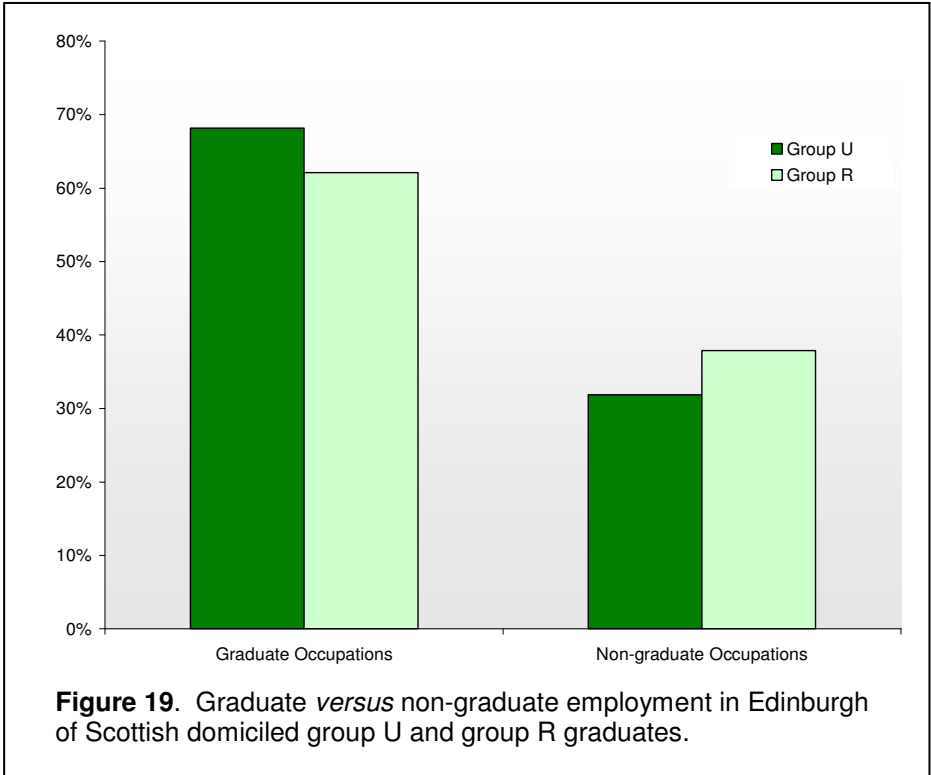
#### *Scottish domiciled graduates: Graduate and non-graduate employment all locations*

Over half of both group U and group R graduates domiciled in Scotland entered work in Edinburgh, with a higher proportion of group U graduates doing so (Figure 18). The second most frequently reported geographical destinations were other locations within Scotland. Again, a slightly higher proportion of group U entered work somewhere in Scotland. Conversely, higher percentages of group R entered work elsewhere in the UK, in the European Union and other overseas locations.

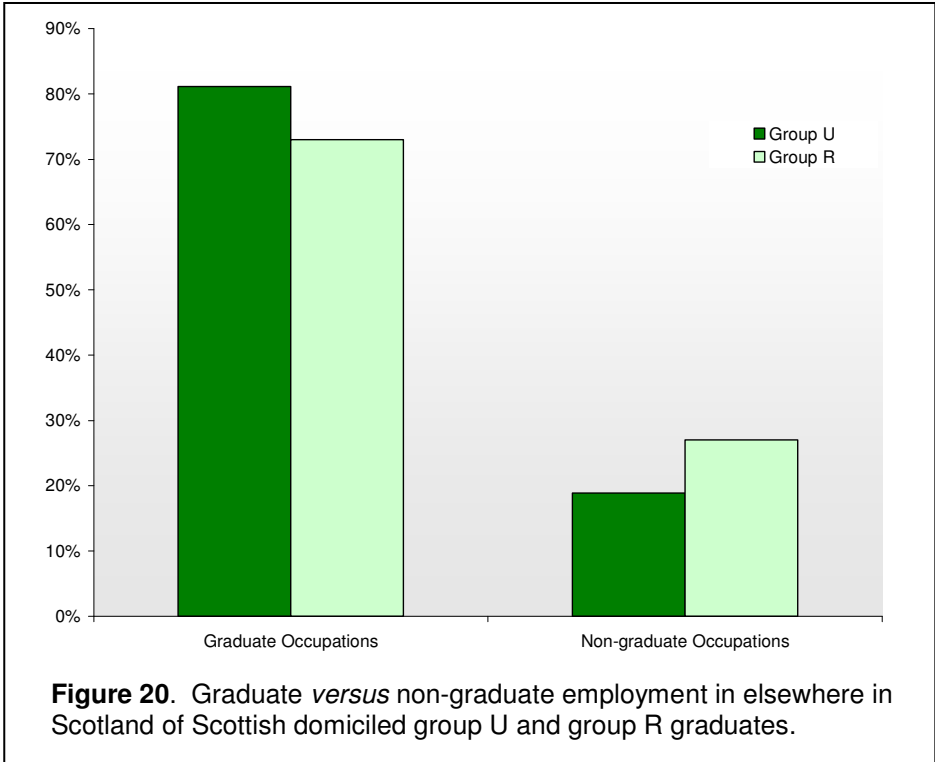


#### *Scottish domiciled graduates: Graduate and non-graduate employment in Edinburgh and elsewhere in Scotland*

Of those Scottish domiciled graduates whose occupations are known, 68.1% of group U entered graduate level work in Edinburgh compared to 62.1% of group R (Figure 19)\*.



The differences between the two groups are more noticeable when comparing graduates who entered work elsewhere in Scotland: 81.1% of group U entered graduate level jobs compared to just 73.0% of group R (Figure 20)\*.



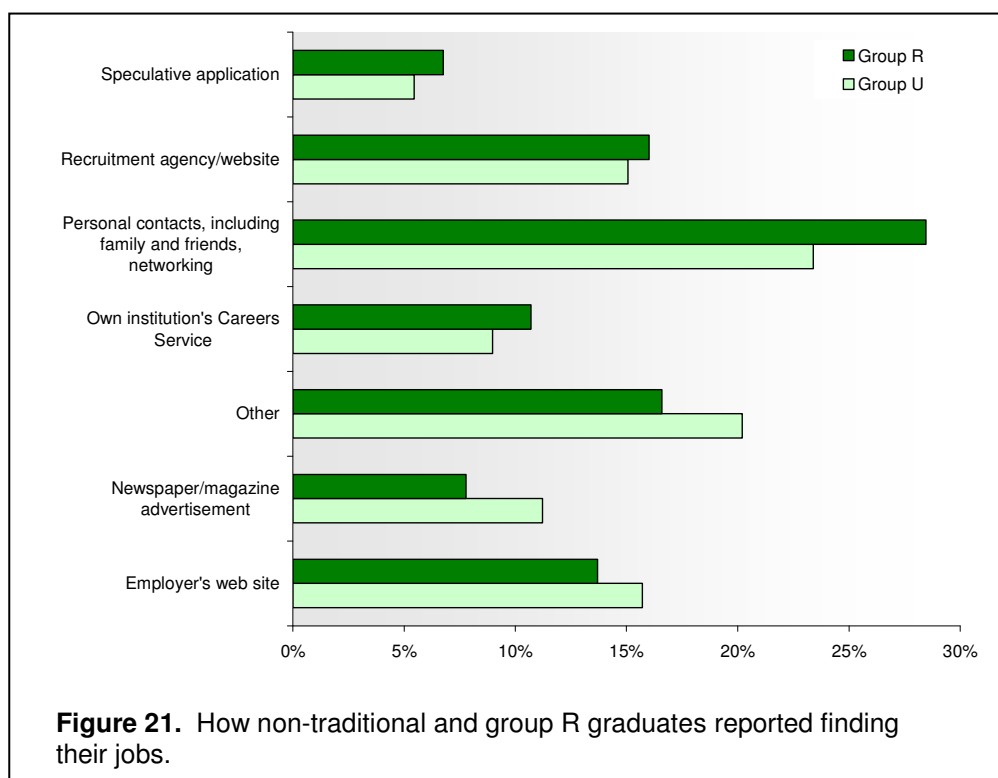
## How graduates found their jobs

An important part of understanding the careers destinations of group U is an appreciation for the methods they used to research and identify potential employers. Do they use the same methods as group R? Do they rely more or less on particular methods? If the answer to the first question is 'no' and to the second is 'yes', we need to understand why group U graduates are doing things differently and if altering their job seeking methods would create more opportunities thus enabling them to be even more successful.

B.Ed graduates and graduates from the College of Medicine and Veterinary Medicine were excluded from the following analysis. Most B.Ed graduates' first destination will be Scotland's Teacher Induction scheme whereby graduates are allocated a 1-year placement to gain full registration as a teacher. Similarly, medics are allocated posts *via* the *Scottish Foundation Allocation* scheme. Other research by the Careers Service has noted that a disproportionately high number of veterinary medicine graduates cite 'Newspapers and Magazines' as their means of finding vacancies. More detailed analysis showed that vets relied mainly on two publications for their vacancy information. Because of these very particular differences in methods by which Education and CMVM move from university into employment, it was felt that including them in this analysis would skew the results.

Higher proportions of group R cited the use of personal contacts in finding work. A marginally higher proportion also reported using speculative applications, recruitment agencies/website and the University's Careers Service. A higher percentage of group U said that they had used newspapers and magazines, their employer's website and 'other' (Figure 21).

In the College of Humanities and Social Sciences, by far the most common method of finding vacancies appears to be through personal contacts and networking. A significantly higher percentage of group R reported using that method than group U graduates. Overall, a higher proportion of group U used newspapers and magazines, their employer's website and recruitment agencies or websites.



### *How graduates found their jobs: Specific occupational levels*

Within the years of this study, of those who were working in graduate level jobs, 591 reported working as a Manager or Senior Official. However, of those that did gain employment at this level, only 47 group U did so. One possible factor that may contribute to this is the method used by graduates to find employment. Of those that responded to the question asking how they found their job, only 10% of group U reported using personal contacts, while one quarter of group R did so. Overall, whatever the graduate level occupation, fewer of group U reported having used personal contacts or networking to find and secure a job. Even at occupational levels where more group U graduates secured employment, such as those who entered Professional Occupations, more group R graduates reported using 'proactive' methods such as networking and speculative applications, 33.0% compared to 26.0% of group U. The highest proportion of graduates reporting using these methods were those who entered Associate and Technical Occupations, with 38.8% of group R reporting they had done so compared to 33.3% of group U.

Purcell *et al.* (2002) found that 'leading practice' employers are keen to recruit graduates from diverse backgrounds. They suggest that, despite this, 'mature graduates and those from socially disadvantage backgrounds' might benefit more than 'traditional' graduates from using university careers services. To reinforce this, Purcell *et al.* (2005) found that 72% of graduates from 'managerial or professional backgrounds' used networks as a source of employment information compared to just 62% of those from 'lower socio-economic groups'. Age of graduates was not considered as a distinct attribute in this analysis, but it is of interest to note that Purcell *et al.* also found that 'younger' entrants made more use of the various sources of available careers information and guidance, including careers services, than 'mature' entrants.

### **Conclusions, Discussion and Future Work**

The results of this initial exploration of the data indicate that group U graduates of the University of Edinburgh perform as well, and in some circumstances, better, than group R graduates in the move from university to employment. The analysis has highlighted some particular differences in the characteristics of the two groups and raised a number of questions which could be addressed by future work. Some of the potential topics for investigation are highlighted and discussed below.

*Group U graduates: Education and Social/Welfare Professions*

Why do such high proportions of group U graduates enter the Education and Social/Welfare Professions? Whilst the data can describe for us patterns in the first careers destinations of graduates, it cannot reveal the motivations and aspirations of students that give rise to this pattern.

Looking at other research, there is evidence to suggest that under-represented students are more likely to be attracted to degrees in or related to education and social work, and perhaps one underlying factor is an interesting mixture of altruism and instrumentalism. The students interviewed by Bhatti (2003) who were undertaking undergraduate degrees in Community and Youth Studies, reported the need to 'pay something back', the need to 'make it different for other young people'. At the same time, these students strongly expressed the belief that if a degree did not provide a safe bet in terms of leading to paid employment, then it was not worth doing.

In a more recent study of Liverpool Hope University widening participation students, Redmond (2006) reported that training to become a teacher was the most frequently cited aspiration. He suggests that national campaigns to attract teachers, postgraduate bursaries, the priority status given to mature applicants, and the suitability of teaching for those with families may partly explain the attraction. A second explanation proffered by Redmond is the association of educational capital with social positioning amongst students, resulting in more confidence and self-esteem. In many people's experience teachers are the 'gateway' as Redmond puts it, to the education field. Griffiths and Kaldi (2007) found that among their subjects, the perceived professional stability and security of teaching was a strong motivating factor along with a passion for teaching and working with children. Indeed, as one of the graduates in this study commented, 'pensions and prospects' were their reasons for embarking on a PGDE.

Possible analogies with other studies are plentiful but none of these, of course, offer any answers to the questions of what motivates and aspires University of Edinburgh students in course selection and, ultimately, the direction and advancement of their careers. An additional factor for understanding accurately the career destinations of the university's group U graduates in Education, is that the first destination is guaranteed employment in an induction year when graduates work toward full registration with the General Teaching Council of Scotland. The data cannot tell us how successful Education graduates are at securing graduate level employment beyond their induction year.

#### *Group U graduates: Geographical first destinations*

Research has suggested that for some widening participation students, attendance at a particular institution is not so much a matter of choice but a result of pragmatic decision-making. For many graduates, the draw of living in the city of Edinburgh may be of as much importance as the University's academic standing and reputation in the choice to come to Edinburgh:

"For me, simply attending a world-class university was not enough. I knew I had to attend a university that was surrounded by fantastic entertainment, energetic nightlife, and an unrivalled character - Edinburgh was the place for me." (Quote from the university website)

How does Edinburgh's population of widening participation students compare to other institutions, *i.e.*, are they making informed choices or pragmatic decisions?

#### *Comparisons with External Data*

It was the intention of the project to compare the first destinations of Edinburgh's under-represented student groups with external data on first career destinations. Disappointingly, this avenue of investigation has borne little fruit, although in the short time available for this project there has not been time for an exhaustive literature review. Universities may be tracking and reporting on the first destinations of their under-represented students, however, it seems, if they are, they are not making this information publicly available. There is certainly no evidence that DLHE data is being investigated as in this study. The majority of research into widening access is targeted at 3 main areas: policy, barriers and retention. There are exceptions, for example, Redmond (2006) and Bhatti (2003), both quoted elsewhere in this report, but the nature of the research and the data collected are not suitable for anything more than anecdotal comparisons or thought-provoking analogies. Sellers (2005) undertook a study of a very small population of students on the University of Kent's VALUE programme. This took into account the destinations of a small number of graduates but is not comparable to the DLHE data set. Similarly, Law *et al.* (2004) looked at the experiences of a small group of group U graduates of sociology at the University of Abertay. Purcell *et al.* (2006) analysed the overall destinations of Scottish graduates but did not specifically look at the experiences of the non-traditional graduate population except for in selected circumstances. The most comprehensive investigation of under-represented groups in Higher Education is Furlong and Cartmel's three part study (the third and most relevant part of which has already been referred to) of a cohort of graduates from four disadvantaged or geographically remote areas in the west of Scotland.

#### *Future Work*

- What are the dispositional factors, if any, influencing group U graduates choice (or decision) to study at Edinburgh? How, if at all, do these dispositional factors affect their entry into the graduate labour market?
- How do the career first destinations of University of Edinburgh group U graduates compare to those of other HE institutions?

- How do group U graduates compare with group R graduates in terms of the financial aspects of entering higher education, e.g., the amount of debt incurred, impact of debt on early career development, salaries?
- Why are such high proportions of non-traditional entrants choosing to take Education degrees? Is it the result of choice or of pragmatic decision making? Are they motivated by the same aspirations that are reported by students and graduates of other HE institutions? Are University of Edinburgh students making this choice/decision with the best available information, especially given the difficulties many graduates face securing a full-time permanent teaching position after their induction year?
- What is the significance, if any, of the proportion of group U graduates doing a PGDE/CE after finishing their first degree?
- Much of the existing literature on non-traditional students and graduates focuses on vocational colleges and new universities. Are the patterns, behaviours, experiences and career pathways of Edinburgh's group U graduates (or those of other Russell Group universities) substantially different? For instance, just how 'instrumentalist' is our graduates' approach to higher education?
- How significant are the differences in the ways in which group U and group R graduates found their jobs? How can we actively support group U graduates in developing more proactive job seeking strategies?
- What are the career first destinations of other categories of graduates from under-represented groups not addressed in this study: those from ethnic minority groups, disabled students, care leavers or mature students (who access university outside of the programmes in this analysis)? How do they compare with the group U graduates in this study and group R graduates?
- What, if any, are the differences in career development over longer periods of time between group U and group R graduates? Are these differences a result of their university experiences (i.e., what are the support or employability issues we should be addressing) or are they related to dispositional factors out with the university's influence?

## Bibliography

Bhatti, G. (2003) 'Social justice and non-traditional participants in higher education: a tale of border-crossing, instrumentalism and drift' in Carol Vincent (ed.) *Social Justice, Education and Identity*. London: Routledge-Falmer.

Furlong, A. and Cartmel, F. (2005) *Graduates from disadvantaged families: early labour market experiences*. Joseph Rowntree Trust.

Gorard, S. and Smith, E. (2005) 'Beyond the 'learning society': what have we learnt from widening participation research?' from the British Educational Research Association Annual Conference, Glamorgan, 14-17 September <http://www.leeds.ac.uk/educol/documents/143654.htm>

Griffiths, V. & Kaldi, S. (2007) 'Widening participation in higher education: mature student experiences in Greece and England,' from the SRHE conference, Brighton, 11-13 December. <http://www.srhe.ac.uk/conference2007/papers/IND0220GRIFFITHS.doc>

Johnston, V *et al.* (2002) Participation in Higher Education in Scotland: A geographic and social analysis. *Higher Education Quarterly*, 53,4, pp. 369-94.



Law, A. et al. (2004) *Learning sociology for life: The contribution of sociology in the lives and careers of non-traditional students*. C-SAP Project Sociology: Centre for the Enhancement of Learning and Teaching: University of Abertay.

Purcell, K et al. (2006) *Scotland's Class of '99: the early career paths of graduates who studied in Scottish Higher Education Institutions*. A report to the Scottish Further and Higher Education Funding Council.

Purcell, K. et al. (2002) *Employers in the new graduate labour market: recruiting from a wider spectrum of graduates*.

Redmond, P. (2006) 'Outcasts on the inside: graduates, employability and widening participation' in *Tertiary Education and Management*. 12:2, pp.119-35.

Sellers, J. (2005) 'VALUE' Programme Students 2001: *The progression, graduation and destinations of participants on a student retention programme*. Technical Report UELT 2005/1 Unit for the Enhancement of Learning and Teaching: University of Kent.

Watt, S. and Paterson, L.C. (2000) Pathways and partnerships: widening access to higher education. *Journal of Further and Higher Education*, 24, 1, pp. 107-16.

## Appendix I: Employers and job titles of graduates

Below is a selection of employers who have recruited Edinburgh first degree graduates from under-represented groups over a 5 year period (2003/04-2006/07) and their job titles. A separate section is devoted to each of the group analysed in the study. All of these employers have recruited at least one graduate within the past 5 years. Where more have been recruited, the number appears in brackets after the employer's name. Similarly, if multiple graduates share a job title, the number appears in brackets after the job title. Due to the very small numbers of Pathways to Professions graduates and the focussed nature of their career/further/study

### Access Bursaries

A Veterinary Practice (3)	Newcastle Hospital Trust
Abervet	NHS (various locations in Scotland) (6)
Action Group	npower
Arup	NX Vision
ASA International	PricewaterhouseCoopers
British Council	Pure Malt
Cadbury-Schweppes	Renfrewshire Council
Caen University	Royal Bank of Scotland
Churchfield Veterinary Centre	Scottish Executive*
Craigmillar Childcare Services	Selex
Crocodile Clips	Smart and Cook
Deloitte (3)	Standard Life (2)
Dundee University	State Street
East Lothian Council (6)	Stock Woolstencroft
ECS Language School	Taylor Wimpey Developments
Edinburgh City Council (12)	Telford College
Edinburgh University	The Guardian
ETH Zurich	'Unquoted'
EUSA	Vets on the Park
IBM	West Lothian Council
Kingdom Veterinary Clinic	Wolfson Microelectronics
Midlothian Council (3)	Wood and Company
Moray Council	

### **Jobs graduates have been recruited into**

Below is a selection of jobs that graduates were working in with some of these employers. As with most sectors, many graduates are employed in occupations specifically linked to the sector, while some are employed in occupations that exist in a range of different sectors. In both cases, these occupations are often used as 'stepping stones' within a sector or career path.

Actuary	Electronic Engineer
Architect	English Teacher
Assistant Psychologist	Financial Media Producer
Autism Practitioner	Foundation Doctor (2)
Care Worker	Freelance Writer
Chartered Accountant (5)	Human Resources and Youth Worker
Chemistry Teaching Assistant	Insurance Broker
Clinical Scientist (Medical Physics)	Investment Banker
Communications Officer	Knowledge Transfer Partnership Associate
Community Worker	Laboratory Assistant
Computer Researcher and Programmer	Marketing Manager
Design Engineer (2)	PE Teacher

Pre Registration House Officer  
Primary Teacher (13)  
Procurement Administrator  
Project Co-ordinator  
Researcher (2)  
Senior Support Worker

Social Worker (8)  
Software Engineer  
Staff Nurse  
Systems Engineer  
TEFL Teacher (2)  
Veterinary Surgeon / Equine Vet (7)

## **Banded Schools (d and e)**

### **Employers who have recruited graduates**

Due to the high numbers of graduates going on to work in the areas of education and social work, city and area councils are presented in a separate table below.

A Veterinary Practice (14)  
Aberdeen Asset Management  
Aegon Asset Management (2)  
Agilent Technologies (2)  
Andrew Hamilton  
Aptuit Limited (2)  
Arup (4)  
BAE Systems  
Balmoral Asset Management  
Bank of New York (2)  
Barclays Capital  
Barnados  
Biobest Laboratories (2)  
Birmingham and Solihull Mental Health NHS Trust  
Blyth and Blyth Consulting  
Boots  
British Council (2)  
British Energy  
Broadway Malayan  
BT  
Cadence  
Cedar Farm Practice  
Champion Technologies Ltd.  
Charles River Laboratories (2)  
Chatteris Educational Foundation  
Church of Scotland (2)  
Circular Records  
Citigroup  
Civil Service  
CNRS - National Council for Scientific Research  
Composite Energy  
Converteam  
Costain  
DC Thompson (2)  
Deloitte (3)  
Deutsche Bank  
Dixon Wilson  
Doosan Babcock  
Dreamstone Financial Solutions

E2C  
ECS Language School  
Edinburgh and Lothians Racial Equality Council  
Edinburgh University (7)  
Elaine Howie PR  
Enterprise Scotland  
Environmental Studies Group  
Ernst and Young  
European Space Agency  
Eveve Software  
Fife Acute Health Trust (2)  
Findlay and Company  
Forth Valley Acute Hospitals (2)  
Four Square  
Franklin Templeton Investment  
Glasgow City Council (2)  
Grant Thornton UK  
Halliburton  
HBOS  
Headland Archaeology  
Hewlett Packard  
Historic Scotland  
IDIAP  
ILA Vietnam  
Improvisation  
Ingen Ideas  
Inland Revenue  
Innes Johnston  
Institute for System Level Integration  
Intowork  
IPC Media  
i-to-i  
KBR  
Kirkdale Archaeology  
Knowledge Transfer Partnership Associates  
KPMG (3)  
Ladbroke's  
Land Register  
Learning and Skills Council

Legal and General  
Leicester University  
Lloyds TSB  
Macdonald Gordon  
Manchester City Art Galleries  
Marathon Oil  
Marches Energy Agency  
Mason Evans  
Maxxium Wine and Spirits  
Canada  
McLaren, Murdoch and Hamilton  
McTaggart Scott (2)  
Medical Research Council (2)  
Melrose Resources  
Merlin Hawk  
Met Office  
Mid Yorkshire Hospitals Trust  
Mobiqa  
MORI  
Mott Macdonald  
Munro Millar  
National Australia Group  
National Grid Transco  
NHS (various locations in  
Scotland) (46)  
Noble  
Northampton Archaeology Unit  
Norwest Holst  
Norwich Union  
npower  
NX Vision  
Ocean Power Delivery  
Office of National Statistics  
Poyry  
Precise Media  
PriceWaterhouseCoopers (2)  
Quintiles  
Rigby, Lennon and Co.  
Robert Half  
Rocket Science  
Rolls Royce (2)  
Royal Bank of Scotland (7)  
Royal Blind School  
RPS Group Plc  
Runtime Revolution  
SA Building Engineering  
Consultancy  
Santiago University  
Scaled Solutions  
Scott Wilson (2)

### *City and Area Councils*

Aberdeen Council  
Aberdeenshire Council  
Angus Council (3)  
Argyle and Bute Council  
Ayrshire Council

Scottish Apartments  
Scottish Court Service  
Scottish Executive\* (3)  
Scottish Law Commission (3)  
Scottish Liberal Democrats  
Scottish Opera  
Scottish Water  
Scottish Widows  
Serologicals Corporation  
Servier Laboratories  
Severn Trent Water  
Shell (2)  
Shepherd and Wedderburn  
Sinclair Knight Merz (SKM)  
Smith Scott Mollan Associates  
South Tees Hospitals NHS Trust  
Southside Housing Association  
Speirs and Jeffrey  
Standard Life  
State Street (3)  
Strathclyde University  
Sun Microsystems  
Tate Consultancy Engineering  
Teach First  
Telford College  
Tenon  
The Big Partnership  
The Conservation Studio  
The Guardian  
The Royal Bournemouth and  
Christchurch Hospitals NHS  
Trust  
Thurso College  
TMP Worldwide  
UBS  
United Kingdom Atomic Energy  
Authority (2)  
Valley Technology  
Vetwise  
Volunteer Centre Southwark  
Waste Awareness  
Wellcome Trust  
West Lothian Healthcare NHS  
Trust  
Whitby Bird and Partners  
White Light Media  
Wolfson Microelectronics (3)  
Working Links  
Xyrotech

Clackmannanshire Council (6)  
Dumfries and Galloway Council (7)  
Dundee Council (2)  
East Ayrshire Council  
East Dumbartonshire Council

East Lothian Council (21)  
East Renfrewshire (2)  
Edinburgh City Council (36)  
Falkirk Council (19)  
Fife Council (27)  
Glasgow City Council (2)  
Highland Council (5)  
Inverclyde Council  
Midlothian Council (9)  
Moray Council (4)  
North Ayrshire Council (5)

North Lanarkshire Council (3)  
Orkney Council  
Perth and Kinross Council (6)  
Refrewshire Council (2)  
Scottish Borders Council (6)  
Shetland Council  
South Lanarkshire Council (2)  
Stirling Council (6)  
Surrey County Council  
Wes Dumbartonshire Council (2)  
West Lothian Council (15)

## **Jobs graduates have been recruited into**

Account Executive  
Accountant (3)  
Actuary  
Administrative Officer  
Applications Engineer  
Archaeologist (2)  
Architect (2)  
Architectural Assistant (4)  
Assistant Editor  
Assistant Geologist  
Assistant Manager  
Assistant Psychologist  
Assistant Statistician  
Assistant Virologist  
Autism Practitioner  
Building Services Engineer  
Business Banking Manager  
Business IT Consultant  
CDT Teacher (8)  
Chartered Accountant (16)  
Chemical Engineer (2)  
Civil Engineer (5)  
Community Arts Worker  
Community Development (2)  
Community Support Worker  
Computer Researcher and Programmer  
Conservation Consultant  
Conservation Research Assistant  
Consultant  
Consulting Engineer  
Controls Engineer  
Corporate Investment Analyst  
Data Analyst  
Design Engineer (4)  
Development Engineer  
Director  
Drilling Engineer  
Editorial Assistant (2)  
Educational Welfare Officer  
Electrical Engineer (3)  
Electronic Designer  
Electronic Engineer (2)

Energy Researcher  
Environmental Archaeologist  
Environmental Consultant  
FE Lecturer  
Finance Administrator (3)  
Financial Analyst  
Foundation Doctor (28)  
Fund Administrator  
Geoenvironmental Engineer  
Geologist  
Geotechnical Engineer  
Health Development Officer  
Homeless Support Worker  
Housing Officer  
Human Resources Manager  
Incentive Schemes Officer  
Information Officer  
Information Security Consultant  
Investment Analyst (3)  
Investment Banker  
Journalist  
Legal Assistant (2)  
Legal Researcher (2)  
Management Accountant (2)  
Management Trainee  
Marketing and Business Developer  
Marketing Assistant  
Mechanical Engineer (4)  
Media Analyst  
Meteorologist  
Mountbatten Intern  
Necropsy Technician  
NHS Management Trainee  
Outdoor Instructor  
PE Teacher (76)  
Physicist  
PR and Marketing Assistant  
Pre Registration House Officer (13)  
Press Monitor  
Press Officer  
Primary Teacher (102)  
Process Engineer (3)  
Procurement Administrator

Production Engineer (2)	Staff Nurse (11)
Project Co-ordinator	Statistician
Project Engineer	Structural Engineer (2)
Project Manager (2)	Systems Developer
Public Policy Consultant	Tax Adviser
Publishing Assistant	Tax Consultant
Quality Control Analyst	Technical Officer
R and D Hardware Engineer	Technical Support Engineer
Research Adviser	TEFL Teacher (8)
Research Assistant/Associate (10)	Trainee Manager
Research Engineer (2)	Trainee Performance Analyst
Research Scientist	Translator
Research Technician (3)	Treasury Analyst
Residential Child Care Worker	Vertical Transport Engineer
Scientist (2)	Veterinary Research Scientist
Secondary Geography Teacher	Veterinary Surgeon (19)
Security Analyst	Volunteer Coordinator/Training Officer
Senior Sub Editor	Waste Management Survey
Social Researcher	Researcher
Social Worker (4)	Work Experience Project Assistant
Software Developer (3)	Youth Worker (3)
Software Engineer (3)	

## **Credit for Entry**

### **Employers who have recruited graduates**

A language school  
 DTZ  
 Edinburgh Book Festival  
 Four Square  
 Ipsos MORI  
 Midlothian Council  
 NHS Lothian

### **Jobs graduates have been recruited into**

Economics Consultant  
 Manager  
 Project Worker  
 Senior Support Worker  
 Staff Nurse  
 TEFL Teacher  
 Telephone Interviewer

## **FE Institutions**

Due to the high numbers of graduates going on to work in the areas of education and social work, city and area councils are presented in a separate table below.

A Veterinary Practice (5)	ASA International
Adam Smith College (2)	Barnardos
Agilent Technologies	Birmingham and Solihull Mental Health NHS Trust
AOC Scotland	British Council
Arup	Cartesian

University of Chile  
 Church of Scotland  
 CNRS - National Council for Scientific Research  
 Consultation and Advocacy Promotion Service  
 Coulson High School  
 Department of Work and Pensions  
 Edinburgh Cyrenians  
 Edinburgh University (3)  
 Edinburgh Young Carers  
 Enviros Consulting  
 Fast Forward  
 Firsthand and Streetwork  
 Four Square  
 General Electric  
 George Street Market Research  
 Glasgow University  
 Google  
 H2 Consultants  
 Home Link Partnership  
 ILA Vietnam  
 Improvisation  
 Includem (2)  
 Jewel and Esk Valley College  
 Jo Malone  
 Le Beal Institute  
 Manchester City Art Galleries  
 Marches Energy Agency  
 Martin Currie Investments  
 Mason Evans  
 Merrill Lynch  
 Natural Research Project  
 NHS (Glasgow and Lothians) (8)  
 Noble  
 Okeford Veterinary Centre  
 Pass Vale Farm

Pilton Youth and Children's Project  
 PricewaterhouseCoopers  
 Red 61  
 RJ McLeod  
 Rudolf Steiner School  
 RWE npower  
 University of Santiago  
 Scottish Executive\* (3)  
 Scottish Public Service Ombudsman  
 Scottish Social Services Council  
 Selex SAS  
 Senior Action Group Edinburgh (SAGE)  
 Severn Trent Water Company  
 Smart and Cook  
 Smashing Glass  
 Solar Turbines  
 South Devon Health Care NHS Trust  
 Standard Life  
 Stolt Offshore  
 Strathclyde University  
 Streetwork  
 SWAP - East  
 Taiwan Translation Company  
 The Mineral Planning Group  
 The Royal Bournemouth and Christchurch  
 Hospitals NHS Trust  
 TMP Worldwide  
 Triangle Nursery  
 W Green Legal Publishers  
 West Lothian Youth Action Project  
 Women Supporting Women  
 Wood MacKenzie  
 YMCA  
 Youth Bus  
 Youth Justice Family Support

### *City and Area Councils*

Aberdeen Council (3)  
 Angus Council (2)  
 Dumfries and Galloway Council (2)  
 Dundee Council  
 East Ayrshire Council  
 East Lothian Council (23)  
 Edinburgh City Council (27)  
 Falkirk Council (5)  
 Fife Council (28)  
 Glasgow City Council (2)  
 Highland Council  
 Inverclyde Council

Midlothian Council (14)  
 Moray Council  
 North Ayrshire Council  
 North Lanarkshire Council (5)  
 Orkney Council  
 Scottish Borders Council  
 Shetland Council  
 South Lanarkshire Council (3)  
 Stirling Council (2)  
 Surrey County Council  
 West Lothian Council (12)

### **Jobs graduates have been recruited into**

Adult Education Tutor  
 Adult Literacy Worker  
 Applications Engineer  
 Art, Crafts and German Teacher

Assistant Policy Officer  
 Assistant Principal Engineer  
 Business Analyst  
 Care Commission Officer

Care Worker  
 CDT Teacher (4)  
 Chartered Accountant (2)  
 Childcare Development Officer  
 Childcare Lecturer  
 Commissioning Editor  
 Commissioning Engineer  
 Community Arts Worker  
 Community Education Worker  
 Community Project Worker  
 Community Worker (4)  
 Computer Programmer  
 Conservation Research Assistant  
 Construction Engineer  
 Corporate Investment Analyst  
 Credit Risk Analyst  
 Development Worker (2)  
 Drilling Engineer  
 Early Years Officer  
 Education Welfare Officer  
 Employability Links Worker  
 Engineer  
 English Teacher  
 Environmental Analyst /  
 Consultant (2)  
 Family Support Worker  
 Field Archaeologist  
 Foundation Doctor (4)  
 Geo-environmental Engineer  
 Housing Officer

Interpreter/Translator (3)  
 Investment Banker  
 Media Analyst  
 NHS Management Trainee  
 Nurse (2)  
 Paediatric Community Nurse  
 PE Teacher (8)  
 Policy Officer (Fast Stream)  
 Pre Registration House Officer  
 Primary Teacher (69)  
 Project Manager  
 Project Worker (3)  
 Publishing Assistant  
 Research Associate (3)  
 Research Engineer  
 P.E. Teacher (19)  
 Senior Research Nurse  
 Sexual Health Worker  
 Social Worker (16)  
 Software Engineer (3)  
 Sports Development Worker  
 Staff Nurse (4)  
 Structural Engineer  
 TEFL Teacher (2)  
 Tenancy Support Worker  
 Textiles Buyer  
 Veterinary Surgeon (7)  
 Youth Worker (5)

## **LEAPS**

### **Employers who have recruited graduates**

An Architect's Practice (2)  
 Aptuit Limited  
 Big Mouth Media  
 Blizzard Entertainment  
 Charles River Laboratories  
 Circular Records  
 Deloitte  
 East Lothian Council (8)  
 Edinburgh and Lothians Racial Equality  
 Council  
 Edinburgh City Council (11)  
 Enterprise Rent-a-Car (2)  
 Environmental Studies Group  
 Falkirk Council (4)  
 Institute for System Level Integration  
 Keppe Design  
 Land Register  
 Melrose Resources  
 Moray Council  
 NHS Greater Glasgow and Clyde

NHS Lothian - University Hospitals Division  
 Norwest Holst  
 Poyry  
 Royal Bank of Scotland  
 Runtime Revolution  
 Scaled Solutions  
 Schlumberger  
 Scottish Executive\* (2)  
 Scottish Water  
 Scottish Widows  
 Telford College  
 Tenon  
 Universities Scotland  
 West Lothian Council (6)

---

\* Now the 'Scottish Government'.



## **Jobs graduates have been recruited into**

Account Manager  
Accountant  
Actuary  
Administrative Officer  
Architect  
Architectural Assistant  
Assistant Geologist  
Assistant Statistician  
Autism Practitioner  
Chartered Accountant (2)  
Community Support Worker  
Craft, Design and Technology  
Teacher (2)  
Data Analyst  
Field Engineer  
Foundation Doctor  
Health Development Officer  
Laboratory Technician  
Legal Examiner

Necropsy Technician  
Nurse  
PE Teacher (8)  
Policy Assistant  
Primary Teacher (17)  
Process Engineer  
Procurement Administrator  
Project Worker  
Energy Researcher  
Residential Care Officer  
Risk Analyst  
Sales and Promotions Assistant  
Scientist  
Social Researcher  
Social Worker  
Software Developer  
Technical Assistant  
Trainee Manager

## **SWAP-East**

### **Employers who have recruited graduates**

AOC Scotland  
ASA  
Boho Chic  
Bonhams  
University of Chile  
Church of Scotland  
Department of Work and Pensions  
East Lothian Council (8)  
Edinburgh City Council (12)  
Edinburgh Cyrenians  
Falkirk Council (4)  
Fife Council (17)  
Foursquare Scotland  
General Electric  
Le Beal Institute

Learning and Skills Council  
Midlothian Council (7)  
NHS Lothian  
Perth and Kinross Council  
Rudolf Steiner School  
Rural and Urban Training Scheme  
Scottish Public Service  
Ombudsman  
Smart and Cook  
South Lanarkshire Council  
SWAP - East  
Teach First  
W Green Legal Publishers  
West Lothian Council (9)

## **Jobs graduates have been recruited into**

Art, Crafts and German  
Teacher  
CDT Teacher (3)  
Children and Family Officer  
Commissioning Editor  
Community Education Worker  
Community Worker  
Complaints Investigator  
Director  
Employability Links Worker  
English Teacher

Family Support Worker  
Field Archaeologist  
Housing Officer  
Insurance Broker  
Minister of Religion  
Primary Teacher (40)  
Project Worker  
Research Adviser  
Science Teacher  
Senior Support Worker

Sexual Health Worker  
Social Worker (9)  
Software Engineer  
Staff Nurse  
Tenancy Support Worker

Textiles Buyer  
Tutor  
Valuer  
Youth Worker

## Appendix II: Further Study and Training Programmes and Institutions

Below is a selection of programmes of further study or training entered into by Edinburgh first degree graduates from under-represented groups over a 5 year period (2003/04-2006/07). A selection of institutions and training providers is also included. A separate section is devoted to each of the group analysed in the study. Where more than one graduate has from the University entered into a programme or attended an institution, the number is given in brackets after the programme or institution.

### Access Bursaries

#### Programmes of Study

Arabic Language  
Chartered Accountancy (4)  
Childcare and Protection  
Community Education  
Diploma in Legal Practice (6)  
Diploma in Local History  
Geochemistry  
Graphic Design  
Higher Chemistry  
Languages  
LLM International Human Rights  
MA Art, Space and Nature  
MSc Historical Musicology  
MSc Music  
Minority Ethnic Communities/Early Years Education  
MRes Medical and Molecular Biosciences  
MSc Criminology and Criminal Justice  
MSc Medical Physics  
MSc Photonics  
MSc Policy Studies  
MSc Quantitative Genetics and Genome Research  
MSc Scandinavian Studies/Italian/Scottish Studies

MSc Science  
MSc Scottish Education  
NCFE Level 2 Counselling Skills  
PG Dip Community Education  
PGCE (Primary) (2)  
PGDE (Geography) (2)  
PGDE Music  
PhD Artificial Intelligence  
PhD Biomedical Engineering  
PhD Cell and Molecular Biology  
PhD Chemistry (3)  
PhD Electro Chemistry  
PhD Inorganic Chemistry  
PhD Mathematics  
PhD Neuroinformatics  
PhD Physics (2)  
PhD Surface Science  
Physics  
PG Dip Information Management  
Script Writing  
Spanish Language

#### Institutions

Edinburgh University (26)  
Cambridge University  
Aberdeen University (2)  
Bristol University  
Caen University  
Cleveland Art College  
Dundee University (2)  
Edinburgh College of Art  
ETH Zurich  
Goldsmiths College

Gosforth Community Education College  
Heriot-Watt University  
ICAS (2)  
Institute for System Level Integration  
Leeds University  
National University of Ireland  
Newcastle University (2)  
North Highland College Thurso  
Oxford University (2)  
Robert Gordon University

## **Banded Schools (d and e)**

### Programmes of Study

ACA, Association of Chartered Accountants (14)  
Arabic  
BA (Hons) Marketing Management  
BSc Audiology  
BSc Computer Science  
Certificate in Management CIPD  
Certificate of Financial Planning (2)  
Clinical Health Psychology  
Community Education  
Diploma in Legal Practice (28)  
Diploma in Psychology  
Electrical Engineering  
Electronics  
EngD System Level Integration  
Examination in Professional Studies  
French Language  
Investment Management Certificate  
IT Management  
Japanese Language  
KTP Associate  
Law Conversion Course (2)  
LLB Law  
MA Conflict, Security and Development  
MA English  
MA European Political Administration  
MA General Honours  
MA General Studies  
MA History  
MA Archaeology  
MA International Relations  
MA Music Composition  
MA Physiotherapy  
MA Politics and Communications  
MA Text and Performance Studies  
MArch Architectural Design (2)  
MSc Urban and Regional Planning  
MA Divinity  
MSc Social Work  
MBA  
MBChB (2)  
Medical Performance Certificate  
Mountbatten Internship Programme (Business)  
MPhil Finance  
MPhil Meteorology  
MRCS PhD  
MRes Life Science  
MRes Medical and Molecular Biosciences  
MRes Neuroscience  
MSc Acoustic and Music Technology  
MSc Aerospace  
MSc Applied Computing  
MSc Archaeology  
MSc Business Management  
MSc Classics (2)  
MSc Ecology Management  
MSc English Language  
MSc Environmental Management  
MSc Environmental Protection and Management  
MSc Environmental Technology  
MSc Events Management  
MSc Exploration Geophysics  
MSc Financial Mathematics  
MSc Gender Studies  
MSc Geographical Information Science  
MSc Geography  
MSc Geoscience (Remote Sensing)  
MSc High Performance Computing  
MSc Historic Conservation  
MSc Human Geography  
MSc Human Resource Management  
MSc Informatics  
MSc Instrumental and Analytical Chemistry  
MSc Journalism  
MSc Life Science  
MSc Marketing  
MSc Molecular Medical Microbiology  
MSc Operational Research  
MSc Petroleum Geology  
MSc Physics and Technology of Nuclear  
Reactors  
MSc Physiotherapy  
MSc Public Health Practice  
MSc Public Policy  
MSc Social Research  
MSc Sport Studies  
MSc Theoretical Linguistics  
MSc Town Planning  
MTh Biblical Studies  
PG Dip Journalism  
PG Dip Russian Language  
PGDE/CE (34)  
PhD Artificial Intelligence  
PhD Astronomics  
PhD Astrophysics  
PhD Biochemistry  
PhD Biological Sciences  
PhD Biomedical Science  
PhD Chemical Engineering

PhD Chemistry (10)  
PhD Demography  
PhD DNA Brake Repair  
PhD Electro Chemistry  
PhD Fire Safety and Engineering  
PhD Geomagnetism and Palaeomagnetism  
PhD Hydrogeology  
PhD Immunology  
PhD Immunology HIV Research  
PhD Informatics  
PhD Mathematics (2)  
PhD Mechanical Engineering (2)  
PhD Medical Science  
PhD Organic Chemistry  
PhD Pharmacology  
PhD Physics (4)

PhD Psychology  
PhD Solid State Chemistry  
PhD Structural Fire Engineering  
PhD Surface Science  
PhD Underwater Autonomous Robotics  
Photography course  
Postgraduate Diploma Information Management  
Professional Accountancy Course  
Securities and Investment Institute Diploma  
Social and Cultural History  
Spanish (3)  
Statistical Science  
Teach First Graduate Training Programme  
The Gothic Imagination  
Theatre Arts and Performance

## Institutions

Edinburgh University (107)  
Cambridge University (5)  
University College London (2)  
Aberdeen University (5)  
Adam Smith College  
Birmingham University (2)  
Bristol University (4)  
Glasgow University (4)  
Canterbury Christ Church College  
Cleveland Art College  
College of Europe  
Dundee University (5)  
Exeter University  
FTC Kaplan  
Gateshead College  
Heriot-Watt University (4)  
Huddersfield University  
ICAEW (3)  
ICAS (4)  
Imperial College  
Institute for System Level Integration (2)  
Kings College (3)  
Leeds University (2)  
Liverpool University  
London Business School  
London School of Economics  
Manchester University

Napier University (2)  
Newcastle University (3)  
North Highland College Thurso  
Nottingham Law School (2)  
Nottingham University (3)  
Oxford Brookes University (3)  
Oxford University (3)  
Plymouth University  
Queen Margaret University College (3)  
Reading University  
Robert Gordon University (5)  
Royal College of Veterinary Surgeons  
Royal Holloway and Bedford New College  
Scottish Agricultural College  
Sheffield University  
South Tyneside College  
Southampton University  
St Andrews University (3)  
Stevenson College (2)  
Stirling University (4)  
Strathclyde University (7)  
Teesside University  
University of Northampton  
Warrington College  
Warwick University  
York University

## **Credit for Entry**

### Programmes of Study

MSc Public Health Practice  
Palaeography

## Institutions

Queen Margaret University College  
Register House

## **FE Institutions**

### Programmes of Study

Air Traffic Controller	MSc Counselling
Arabic	MSc Cultural Heritage Studies
Child Protection Course	MSc Gender Studies
Children's Hearing Panel Training	MSc Music in the Community
Counselling (COSCA 4)	MSc Oceanography
Criminology and Criminal Justice	MSc Physics and Technology of Nuclear Reactors
Diploma in Legal Practice (9)	MSc Science
Graphic Design	TESOL
Law Conversion Course	MSc Transatlantic Studies
LLM	MSc Urban Real Estate Management & Development
LLM Innovation Technology and the Law	PG Dip Community Education (4)
MA Chinese and Business	PG Dip Occupational Therapy
MA General Honours	PGDE/CE (16)
MA Human Values and Contemporary Global Ethics	PhD Astrophysics
MA International Relations	PhD Biochemistry (2)
MA Nationalism Studies	PhD Mechanical Engineering
MA Philosophy	PhD Medical Microbiology
MA Politics and Communications	PhD Molecular Biology
MA Text and Performance Studies	PhD Neuroscience
MA Social Work	Qualification in Careers Guidance
MRes Molecular Parasitology	Residential Child Development & Interagency Work
MSc Archaeology	Systemic Family Therapy
MSc Basin Evolution and Dynamics	Teaching Qualification in Further Education
MSc Bio-Research	Urban and Regional Planning
MSc Childhood Studies	

## Institutions

Edinburgh University (44)	Napier University
Aberdeen University	North Devon College
Birmingham University	Nottingham Law School
Borders College	Open University (2)
Glasgow University (3)	Oxford University
Chichester College of Technology	Portsmouth University
Cleveland Art College	Queen Margaret University College
Gateshead College	Royal Holloway and Bedford New College
Glasgow Caledonian University	Sheffield University
Heriot-Watt University	Southampton University
Kings College (3)	Stevenson College (2)
Lancaster University	Stirling University (2)
Leeds University (2)	Strathclyde University (3)
Liverpool University	Warwick University
London School of Economics	West Lothian College

## **LEAPS**

### Programmes of Study

ACCA  
Diploma in Legal Practice (7)  
Diploma in Psychology  
EngD System Level Integration  
Graduate Entry Nursing  
Law Conversion Course  
LLB Law  
MA European Political Administration  
MA Physiotherapy

MA Project Management  
MSc Financial Mathematics  
MSc Marketing  
PGDE/CE (10)  
PhD Astronomics  
PhD Biomedical Science  
PhD Mathematics  
PhD Psychology  
PhD Surface Science

### Institutions

Edinburgh University (15)  
Cambridge University  
College of Europe  
De Montfort University  
Dundee University  
Exeter University  
General Teaching Council  
Heriot-Watt University (2)

Institute for System Level Integration  
Napier University  
North Highland College Thurso  
Robert Gordon University (3)  
St Andrews University  
Strathclyde University  
Teesside University

## **SWAP East**

### Programme of Study

Diploma in Legal Practice (2)  
French Language  
LLM  
MA Social Work  
MSc Archaeology  
MSc Cultural Heritage Studies  
TESOL

MSc Transatlantic Studies  
MSc Urban Real Estate Management & Development  
PG Dip Community Education  
PGDE/CE (4)  
Urban and Regional Planning

### Institutions

Edinburgh University (12)  
Glasgow University  
Canterbury Christ Church College  
Glasgow Caledonian University  
Heriot-Watt University  
Napier University

Northumbria University  
Open University  
Stevenson College  
Stirling University  
West Lothian College