

Appendix A: A Note on First Destination Statistics

The first destinations statistics for all graduates are published annually by the Higher Education Statistics Agency. The full subject breakdowns can be found on the Prospects web-site (www.prospects.ac.uk). The information is collated by careers advisers at every university and relates to destinations recorded six months after graduation. The most recent survey available is for 2002. In that year there were 5095 history graduates of whom 4375 were included in the survey. There were slightly more women (52.7%) than men. Of those surveyed, 51.6% were in UK employment, 2.3% in overseas employment, 14.3% were studying in the UK for a higher degree, 6.4% were studying in the UK for a teaching qualification, 8.2% were undertaking further study or training in the UK, 0.6% were studying or training overseas, 7.6% were not available for employment, study or training, 8% were believed to be unemployed, and 1.1% were seeking employment, study or training but not unemployed.

The breakdown of the jobs of those employed in the UK was as follows: marketing, sales, PR and advertising 4.5%, commercial, industrial and public sector managers 13%, scientific research, analysis and development occupations 0.1%, health professionals 0.1%, teaching professionals 1.7%, business and finance professionals 2.7%, IT professionals 0.8%, nursing and health associate professionals 0.3%, business and financial associate professionals 3.5%, media, literary, design and sports professionals 3.3%, other professional, associate professional and technical occupations 7.7%, numerical clerks and cashiers 4.7%, other clerical and secretarial occupations 28.6%, retail assistants, catering, waiting and bar staff 13.7%, health and childcare related occupations 4%, armed forces and public protection service occupations 1.2%, other occupations 8.1%, unknown occupations 1.2%. Despite the diversity of first employment destinations, it can be seen that three sectors preponderate, accounting together for over 55% of first jobs – namely, the clerical, retail and managerial sectors – while aggregating the several types of ‘professional’ employment produces a fourth, accounting for a further 20%.

The proportions of history graduates going into UK employment and on to further study have remained fairly constant for at least the past fifteen years at around 50% and 30% respectively. History has a strong record in terms of the percentage of its students going on to postgraduate study – one reason why the first destination statistics give us only a partial insight into final careers. A history degree is clearly a sound basis for further career development with many of its graduates taking up vocational training in such areas as law, accountancy, journalism, librarianship, teaching and IT. Unemployment, which declined in the late 90s, has begun to rise again since the turn of the century but is still below what it was in 1995.

As a consequence of the expansion of higher education at least 1 in 3 of all graduates (i.e. not just history) is now competing with non-graduates in the wider labour market. Indeed, it has been calculated that as many as 42% of graduates go into non-graduate occupations on graduation. The percentage may be even higher for history. The categories used in the first destination statistics are not sufficiently discriminating to allow for a precise calculation but, on the evidence of employment in the administrative, clerical and retail categories, it would appear that nearly half of the history graduates who enter employment more or less straightaway take on ‘non-graduate’ work initially. Moreover, although the first destination statistics distort the picture of longer term career prospects, there is nevertheless some correlation between early unemployment and poor job quality at a later remove. However, as Lee Harvey

argues ('Defining and Measuring Employability'), arguments about the value of the current performance indicators miss the key point about employability, namely, that it is about much more than getting a job; rather, it is about an approach to education and desirable for pedagogic reasons, and the current performance indicators are certainly not designed to help with enhancing employability in any real sense.

For further discussion of the changes in the first destinations of history graduates in recent years and in patterns of employment three years after graduation, see D. Nicholls, 'What's the Use of History? The Career Destinations of History Graduates', available at <http://www.hca.heacademy.ac.uk/history/h-journal.php>.

decision-making				
IT skills - word processing				
- using databases				
- creating databases				
- creating spreadsheets				
- using internet				
other (please specify)				

B.2 Which skills have been most required in your current work? Please indicate by adding a number from 1 (not at all) to 5 (extremely necessary) against each skill in the following list:

ability to work independently	
ability to work cooperatively as part of a team	
reading skills	
oral skills	
numeracy skills	
writing skills	
presentational skills	
ability to think creatively	
ability to reflect, assess situation & adapt	
preparing/researching before acting	
learning how to learn	
time management/ability to meet deadlines	
ability to collect & record data	
ability to structure & synthesise data	
ability to evaluate reliability of data/arguments	
ability to identify problems & implement solutions	
managing several tasks at same time	
leadership/responsibility	
Decision-making	
IT skills - word processing	
- using databases	
- creating databases	
- creating spreadsheets	
- using internet	
other (please specify)	

B.3 Did you develop any of these skills in whole or in part outside school/university/paid employment (e.g. voluntary work, membership of a club/society etc)? Yes [] No []
 If Yes, please specify which skill, where acquired and to what level of competence on scale of 1 (basic) to 5 (highly developed):

Skill	Where acquired	Level of competence

B.4 Any other comments about your skills development?

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Section C: About Your Work Experience

C.1 Did your undergraduate course include a work placement or work experience? Yes [] No []

- If Yes:
- (a) What year of your course?
 - (b) What job?
 - (c) What organization?
 - (d) What length of time (hours per week + number of weeks)?.....

C.2 Did you have any employment/work experience before University? Yes [] No []
If Yes, please list the jobs together with length of time employed in each:

C.3 Did you have any casual/part-time jobs while at University? Yes [] No []
If Yes, please list the jobs together with length of time employed in each:

C. 4 Did you learn any new skills as a result of any of the employment described in answer to Questions C1-3? Yes [] No []
If Yes, please list each of the skills together with the job(s) in which you developed them:

C.5 Did the course credit any of this employment/work experience in any way? Yes [] No []
If Yes, please say how?

C.6 In what ways did your History degree help prepare you for

Appendix C: Skills Tables
Table 1. Mean scores all cohorts

SKILL	SCHOOL/ COLLEGE		UNDERGRADUATES			GRADUATES				FAMOUS GRADUATES			TOTAL			
	School	History	School	Univ	History	School	Univ	History	Employ	School	Univ	Employ	School N=540	Univ N=341	History N=458	Employ N=150
Work independently	3.95	3.76	2.99	4.42	4.34	3.03	4.31	4.14	4.45	3.07	4.17	4.41	3.26	4.30	4.08	4.43
Work as Team	3.75	3.04	3.01	3.81	3.45	2.90	3.25	3.00	4.42	2.78	2.40	4.51	3.11	3.15	3.16	4.47
Reading	4.18	4.03	3.15	4.38	4.46	3.58	4.69	4.66	3.76	4.12	4.19	3.56	3.76	4.42	4.38	3.66
Oral	3.67	3.15	2.88	3.79	3.58	2.97	3.80	3.56	4.25	3.06	3.45	4.51	3.15	3.68	3.43	4.38
Numeracy	3.22	1.59	2.72	2.46	1.88	2.46	2.43	1.95	3.18	3.21	2.00	3.26	2.50	2.30	2.35	3.22
Writing	4.21	4.36	3.28	4.14	4.30	3.61	4.66	4.77	3.97	2.77	3.87	4.05	3.47	4.22	4.48	4.01
Presentational	3.61	3.18	2.82	3.93	3.85	2.61	3.64	3.63	4.02	2.59	2.97	4.50	2.91	3.51	3.55	4.26
Creative	3.78	3.01	3.08	3.70	3.65	2.88	3.82	3.80	3.75	2.97	3.93	4.16	3.18	3.82	3.49	3.96
Reflect	3.79	3.68	2.89	3.95	3.92	2.71	3.88	4.11	4.30	3.04	4.38	4.38	3.11	4.07	3.90	4.34
Prep/Research	3.54	3.62	2.78	4.09	4.26	3.02	4.25	4.48	4.03	2.37	2.89	4.32	2.93	3.74	4.12	4.18
Learn to Learn	3.50	3.53	2.84	3.78	3.89	3.14	4.34	4.16	3.69	3.04	4.37	4.40	3.13	4.16	3.86	4.05
Time Management	3.68	3.68	3.26	4.02	4.06	3.31	4.09	3.80	4.51	3.27	3.34	4.57	3.38	3.82	3.85	4.54
Collect/record data	3.52	3.05	2.91	3.90	4.08	2.86	4.06	4.26	3.98	2.77	3.90	4.05	3.02	3.95	3.80	4.02
Synthesise data	3.56	3.31	2.81	3.70	3.90	2.91	4.00	4.17	4.00	2.87	4.01	4.20	3.04	3.90	3.79	4.10
Evaluate	3.78	4.09	2.90	4.08	4.38	2.93	4.34	4.47	3.95	2.87	3.97	4.24	3.12	4.13	4.31	4.10
Implement Solutions	3.60	3.34	2.95	3.72	3.64	2.86	3.83	3.66	4.25	2.38	2.92	4.32	2.95	3.49	3.55	4.29
Multitasking	3.42	3.16	3.26	3.96	3.86	3.12	3.81	3.45	4.59	3.28	3.36	4.56	3.27	3.71	3.49	4.58
Leadership	3.29	2.61	2.96	3.42	3.18	2.76	3.09	2.77	4.25	3.07	4.16	4.42	3.02	3.56	2.85	4.34
Decision - making	3.54	2.98	2.96	3.53	3.36	2.69	3.50	3.18	4.29	2.37	2.89	4.32	2.89	3.31	3.17	4.31
IT - Word Processing	3.68	2.90	3.29	3.99	3.83	2.42	3.49	3.27	4.29	1.00	1.05	3.12	2.60	2.84	3.33	3.71
IT - Using databases	2.89	1.92	2.62	2.60	2.29	1.45	2.15	2.16	3.55	1.01	1.08	2.48	1.99	1.94	2.12	3.02
IT - Creating databases	2.71	1.75	2.52	2.27	1.94	1.29	1.58	1.69	2.93	1.00	1.00	2.00	1.88	1.62	1.79	2.47
IT - Spreadsheets	2.78	1.70	2.47	2.18	1.84	1.39	1.63	1.74	3.37	1.00	1.07	2.12	1.91	1.63	1.76	2.75
IT - Internet	3.73	2.79	3.02	3.92	3.62	1.57	3.06	3.17	4.13	1.00	1.00	2.96	2.33	2.66	3.19	3.55
Total Mean	3.56	3.09	2.93	3.66	3.57	2.69	3.57	3.50	4.00	2.54	3.02	3.89	2.91	3.42	3.41	3.95

Table 2. School/6th form college students. Skill-levels: mean scores in rank order

1. Writing	4.21
2. Reading	4.18
3. Work independently	3.95
4. Reflect/assess/adapt	3.79
5= Evaluate	3.78
5= Creative thinking	3.78
7. Teamwork	3.40
8. IT – internet	3.26
9= Time management	3.68
9= IT – word processing	3.68
11. Oral	3.67
12. Presentational	3.61
13. Problem-solving	3.60
14. Synthesise data	3.56
15= Prepare/research	3.54
15= Decision-making	3.54
17. Collect/record data	3.52
18. Learn how to learn	3.50
19. Multitasking	3.42
20. Leadership	3.29
21. Numeracy	3.22
22. IT - using databases	2.89
23 IT – creating spreadsheets	2.78
24 IT – creating databases	2.71

Table 3: Undergraduates: Skill-levels at school and university: mean scores in rank order

<u>School</u>		<u>University</u>	
1. IT – word processing	3.29	1. Work independently	4.42
2. Writing	3.28	2. Reading	4.38
3= Multitasking	3.26	3. Writing	4.14
3= Time management	3.26	4. Prepare/research	4.09
5. Reading	3.15	5. Evaluate	4.08
6. Creative thinking	3.08	6. Time management	4.02
7. IT – internet	3.02	7. IT – word processing	3.99
8. Teamwork	3.01	8. Multitasking	3.96
9. Work independently	2.99	9. Reflect/assess/adapt	3.95
10= Decision-making	2.96	10. Presentational	3.93
10= Leadership	2.96	11. IT – internet	3.92
12. Problem-solving	2.95	12. Collect/record data	3.90
13. Collect/record data	2.91	13. Teamwork	3.81
14. Evaluate	2.90	14. Oral	3.79
15. Reflect/assess/adapt	2.89	15. Learn how to learn	3.78
16. Oral	2.88	16. Problem-solving	3.72
17. Learn how to learn	2.84	17= Creative thinking	3.70
18. Presentational	2.82	17= Synthesise data	3.70
19. Synthesise data	2.81	19. Decision-making	3.53
20. Prepare/research	2.78	20. Leadership	3.42
21. Numeracy	2.72	21. IT – using databases	2.60
22. IT – using databases	2.62	22. Numeracy	2.46
23. IT – creating databases	2.52	23. IT – creating databases	2.27
24. IT – creating spreadsheets	2.47	24. IT – creating spreadsheets	2.18

Table 4. Graduates. Skill-levels at school, university and in employment: mean scores in rank order

<u>School</u>		<u>University</u>		<u>Employment</u>				
1.	Writing	3.61	1.	Reading	4.69	1.	Multitasking	4.59
2.	Reading	3.58	2.	Writing	4.66	2.	Time manage	4.51
3.	Time management	3.31	3=	Learn how to learn	4.34	3.	Work independently	4.45
4.	Learn how to learn	3.14	3=	Evaluate	4.34	4.	Teamwork	4.42
5.	Multitasking	3.12	5.	Work independently	4.31	5.	Reflect/assess/adapt	4.30
6.	Work independently	3.03	6.	Prepare/research	4.25	6=	IT – word processing	4.29
7.	Prepare/research	3.02	7.	Time management	4.09	6=	Decision-making	4.29
8.	Oral	2.97	8.	Collect/record data	4.06	8=	Leadership	4.25
9.	Evaluate	2.93	9.	Synthesise data	4.0	8=	Oral	4.25
10.	Synthesise data	2.91	10.	Reflect/assess/adapt	3.88	8=	Problem-solving	4.25
11.	Teamwork	2.90	11.	Problem-solving	3.83	11.	IT – internet	4.13
12.	Creative thinking	2.88	12.	Creative thinking	3.82	12.	Prepare/research	4.03
13=	Collect/record data	2.86	13.	Multitasking	3.81	13.	Presentational	4.02
13=	Problem-solving	2.86	14.	Oral	3.80	14.	Synthesise data	4.0
15.	Leadership	2.76	15.	Presentational	3.64	15.	Collect/record data	3.98
16.	Reflect/assess/adapt	2.71	16.	Decision-making	3.50	16.	Writing	3.97
17.	Decision-making	2.69	17.	IT word processing	3.49	17.	Evaluation	3.95
18.	Presentational	2.61	18.	Teamwork	3.25	18.	Reading	3.76
19.	Numeracy	2.46	19.	Leadership	3.09	19.	Creative thinking	3.75
20.	IT word processing	2.42	20.	IT internet	3.06	20.	Learn how to learn	3.69
21.	IT internet	1.57	21.	Numeracy	2.43	21.	IT use databases	3.55
22.	IT use databases	1.45	22.	IT use databases	2.15	22.	IT spreadsheets	3.37
23.	IT spreadsheets	1.39	23.	IT spreadsheets	1.63	23.	Numeracy	3.18
24.	IT create databases	1.29	24.	IT create databases	1.58	24.	IT create databases	2.93

Table 5. Graduates. Skills most required in current employment in rank order

1. Multitasking	4.66
2. Time management	4.62
3. Work independently	4.5
4. Reflect/assess/adapt	4.48
5= Teamwork	4.47
5= Oral	4.47
7. Problem-solving	4.45
8. Prepare/research	4.36
9. Decision-making	4.26
10. Writing	4.15
11. Presentational	4.14
12. IT – word processing	4.13
13. Leadership	4.07
14. Reading	4.05
15. Evaluate	4.02
16. IT – internet	3.97
17. Synthesise data	3.95
18. Creative thinking	3.90
19= Learn how to learn	3.82
19= Collect/record data	3.82
21. IT – using databases	3.26
22. Numeracy	3.20
23. IT – creating spreadsheets	2.98
24. IT – creating databases	2.67

Table 6. Famous Graduates. Skill-levels at school, university and in employment: mean scores in rank order

<u>School</u>		<u>University</u>		<u>Employment</u>	
1. Reading	4.12	1. Reflect/assess/adapt	4.38	1. Time management	4.57
2. Multitasking	3.28	2. Learn how to learn	4.37	2. Multitasking	4.56
3. Time management	3.27	3. Reading	4.19	3= Teamwork	4.51
4. Numeracy	3.21	4. Work independent	4.17	3= Oral	4.51
5= Work independent	3.07	5. Leadership	4.16	5. Presentational	4.50
5= Leadership	3.07	6. Synthesise data	4.01	6. Leadership	4.42
7. Oral	3.06	7. Evaluation	3.97	7. Work independent	4.41
8= Learn how to learn	3.04	8. Creative thinking	3.93	8. Learn how to learn	4.40
8= Reflect/assess/adapt	3.04	9. Collect/record data	3.90	9. Reflect/assess/adapt	4.38
10. Creative thinking	2.97	10. Writing	3.87	10= Problem-solving	4.32
11= Synthesise data	2.87	11. Oral	3.45	10= Decision-making	4.32
11= Evaluate	2.87	12. Multitasking	3.36	10= Prepare/research	4.32
13. Teamwork	2.78	13. Time management	3.34	13. Evaluate	4.24
14= Collect/record data	2.77	14. Presentational	2.97	14. Synthesise data	4.20
14= Writing	2.77	15. Problem-solving	2.92	15. Creative thinking	4.16
16. Presentational	2.59	16= Prepare/research	2.89	16= Writing	4.05
17. Problem-solving	2.38	16= Decision-making	2.89	16= Collect/record data	4.05
18= Prepare/research	2.37	18. Teamwork	2.40	18. IT – internet	3.89
18= Decision-making	2.37	19. Numeracy	2.0	19. Reading	3.56
20. IT use databases	1.01	20. IT use databases	1.08	20. Numeracy	3.26
21= IT word processing	1.0	21. IT spreadsheets	1.07	21. IT word processing	3.12
21= IT create databases	1.0	22. IT word processing	1.05	22. IT use databases	2.48
21= IT spreadsheets	1.0	23= IT create databases	1.0	23. IT spreadsheets	2.12
21= IT internet	1.0	23= IT internet	1.0	24. IT create databases	2.0

Table 7: All Respondents. Skill-levels at schools (N= 540), university (N= 341), in employment (N= 150), and contribution from studying history (N= 458): mean scores in rank order

<u>School</u>		<u>University</u>	
1. Reading	3.76	1. Reading	4.42
2. Writing	3.47	2. Working independently	4.3
3. Time management	3.38	3. Writing	4.22
4. Multitasking	3.27	4. Learn how to learn	4.16
5. Work independently	3.26	5. Evaluate	4.13
6. Creative thinking	3.18	6. Reflect/assess/adapt	4.07
7. Oral	3.15	7. Collect/record data	3.95
8. Learn how to learn	3.13	8. Synthesise data	3.9
9. Evaluate	3.12	9= Time management	3.82
10= Teamwork	3.11	9= Creative thinking	3.82
10= Reflect/assess/adapt	3.11	11. Prepare/research	3.74
12. Synthesise data	3.04	12. Multitasking	3.71
13= Collect/record data	3.02	13. Oral	3.68
13= Leadership	3.02	14. Leadership	3.56
15. Problem-solving	2.95	15. Presentational	3.51
16. Prepare/research	2.93	16. Problem-solving	3.49
17. Presentational	2.91	17. Decision-making	3.31
18. Decision-making	2.89	18. Teamwork	3.15
19. IT – word processing	2.60	19. IT – word processing	2.84
20. Numeracy	2.50	20. IT – internet	2.66
21. IT – internet	2.33	21. Numeracy	2.30
22. IT – using databases	1.99	22. IT – using databases	1.94
23. IT – spreadsheets	1.91	23. IT – spreadsheets	1.63
24. IT – creating databases	1.88	24. IT – creating databases	1.62
<u>Employment</u>		<u>History</u>	
1. Multitasking	4.58	1. Writing	4.48
2. Time management	4.54	2. Reading	4.38
3. Teamwork	4.47	3. Evaluate	4.31
4. Work independently	4.43	4. Prepare/research	4.12
5. Oral	4.38	5. Work independently	4.08
6= Leadership	4.34	6. Reflect/assess/adapt	3.90
6= Reflect/assess/adapt	4.34	7. Learn how to learn	3.86
8. Decision-making	4.31	8. Time management	3.85
9. Problem-solving	4.29	9. Collect/record data	3.8
10. Presentational	4.26	10. Synthesise data	3.79
11. Prepare/research	4.18	11= Problem-solving	3.55
12= Evaluate	4.1	11= Presentational	3.55
12= Synthesise data	4.1	13= Creative thinking	3.49
14. Learn how to learn	4.05	13= Multitasking	3.49
15. Collect/record data	4.02	15. Oral	3.43
16. Writing	4.01	16. IT – word processing	3.33
17. Creative thinking	3.96	17. IT – internet	3.19
18. IT – word processing	3.71	18. Decision-making	3.17
19. Reading	3.66	19. Teamwork	3.16
20. IT – internet	3.55	20. Leadership	2.86
21. Numeracy	3.22	21. Numeracy	2.35
22. IT – using databases	3.02	22. IT – using databases	2.12
23. IT – spreadsheets	2.75	23. IT – creating databases	1.79
24. IT – creating databases	2.47	24. IT – spreadsheets	1.76

Appendix D: Personality Profiles

Chart 1. Personality profiles: bar chart for all cohorts

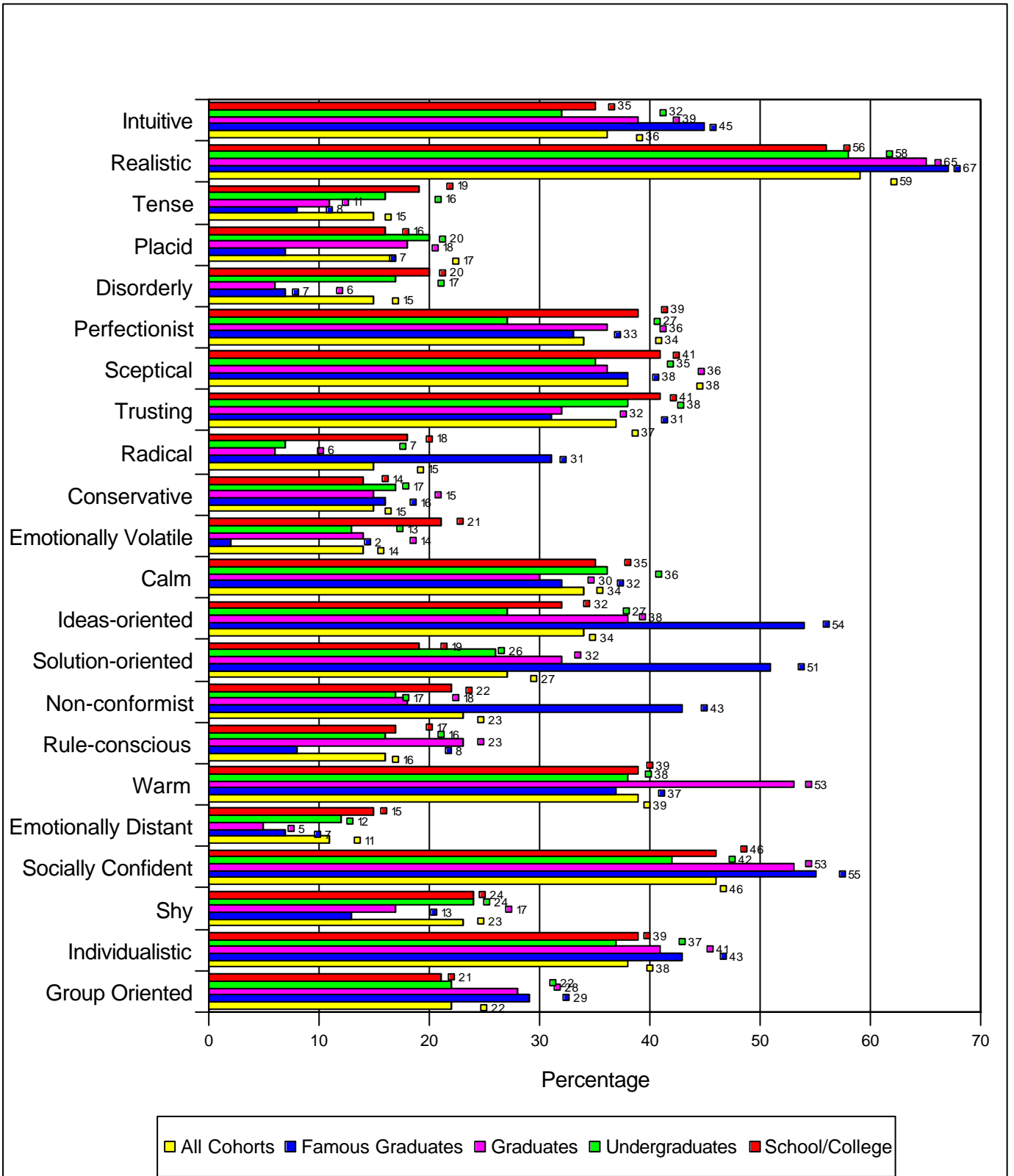


Table 1. Diverger/Converger ratios

	A' Level	Undergrad	Graduate	Fam Grad	Total
Intuitive: Realistic	1:1.6	1:1.8	1:1.6	1:1.5	1:1.6
Tense: Placid	1.2:1	1:1.3	1:1.7	1:2.1	1:1.1
Disorderly: Perfectionist	1:2	1:1.6	1:6	1:4.7	1:2.2
Sceptical: Trusting	1:1	1:1.1	1:1.1	1:2:1	1:1
Radical: Conservative	1.2:1	1:2.3	1:2.5	2:1	1:1
Volatile: Calm	1:1.7	1:2.7	1:2.2	1:13.9	1:2.4
Ideas: Solution	1.7:1	1:1	1:2:1	1:1	1.2:1
Non-conf.: Rule-conscious	1.3:1	1.1:1	1:1.2	5.2:1	1.4:1
Warm: Distant	2.7:1	3.3:1	11.8:1	5.2:1	3.6:1
Confident: Shy	1.7:1	1.7:1	3.1:1	4.2:1	2:1
Individualistic: Group	1.9:1	1.7:1	1.4:1	1.5:1	1.7:1