

The Art of Getting Started Graduate Skills in a Fragmented Labour Market

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Graduate Skills in a
Fragmented Labour Market**

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A study for

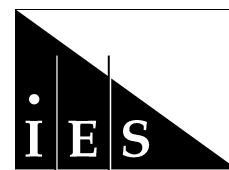
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The Art of Getting Started: Graduate Skills in a Fragmented Labour Market

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The Institute for Employment Studies is an independent, apolitical, international centre of research and consultancy in human resource issues. It works closely with employers in the manufacturing, service and public sectors, government departments, agencies, professional and employee bodies, and foundations. Since it was established over 30 years ago the Institute has been a focus of knowledge and practical experience in employment and training policy, the operation of labour markets and human resource planning and development. IES is a not-for-profit organisation which has a multidisciplinary staff of over 50. IES expertise is available to all organisations through research, consultancy and publications.

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The research was undertaken by IES and responsibility for the results and their interpretation lies with the authors alone.

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Executive Summary

In recent years there has been a growing recognition about the need to enhance graduates' 'employability' in order to enable them to operate in an increasingly diverse and competitive labour market. The 'employability' debate has centred on the adequacy of the skills graduates develop during their course. There is growing consensus that it is no longer sufficient for graduates to possess traditional academic and subject specific skills. Nowadays graduates need to develop a range of interpersonal and transferable skills to be able to adapt to changing market circumstances and organisational needs.

Graduate skill needs in a changing labour market have been extensively investigated in recent years. However, the focus of most of these studies has been on employers. Far less is known about what graduates themselves think about the skills acquired during their degree course. How useful and adequate have these skills been in graduates' professional lives? What are the main gaps between the skills they developed in higher education and the skills required in their chosen career?

It was to explore graduates' views on these crucial issues that The London Institute commissioned this study from the Institute for Employment Studies (IES). The research included a postal survey which resulted in over 1,000 responses from graduates who completed Higher National Diploma (HND), and first degree courses at The London Institute in 1993, 1994 and 1995.

The aims of the study were to:

- gather information on graduates' employment experiences and career patterns
- investigate graduates' views on the relevance and adequacy of the skills developed during their degree course
- assess the skills graduates require in their current career and identify any gaps in the provision of key skills.

The study was initially commissioned to inform the development of a Department for Education and Employment (DfEE) funded project at Camberwell College of Arts. This aims to establish a model for the incorporation of career management and enterprise skills into the curriculum. In recognition of the

critical importance of the issues covered by the study, all the other London Institute colleges agreed to take part in the survey.

Art and design graduates' careers

Traditionally most artists' careers have resembled a patchwork of short-term contracts and projects, self-employment and freelancing, work outside as well as inside their profession, and low monetary rewards. If making a living from artistic practice is difficult for those who have been in the arts labour market for some time, life is particularly hard for new comers, as the findings from the current survey demonstrate.

- One and half years after leaving The London Institute around 40 per cent of graduates surveyed were in permanent employment. This figure increased to 50 per cent among respondents who had been in the labour market for three and a half years.
- Eighteen months after graduation a third of graduates were developing their own portfolio or studio work (as their main or secondary activity), and another third were involved in freelance work (again either as their main or secondary activity). The findings from respondents who had been in the labour market for some years show that the proportion of graduates involved in these activities increased slowly, but steadily, over time.
- Eighteen months after graduation, between 15 and 21 per cent of graduates surveyed were in temporary employment, but this figure declined slowly over time.
- Around a fifth of respondents were undertaking training or further studies one and a half years after completing their course. While this proportion decreased over time, there was evidence of a relatively high level of commitment to learning at all career stages.
- Work experience and voluntary work featured in the early experiences of around ten per cent of graduates, although as expected, involvement in these activities diminished over time.
- The level of unemployment among respondents was relatively high at all career stages (*ie* between seven and eleven per cent). However, during periods of unemployment many graduates were involved in a range of 'productive', even if not income generating, career related activities.

Other findings also highlight the fragmented nature of art and design graduates' career experiences:

- 20 per cent had more than one job at the time of the survey
- a quarter of 1995 graduates had had more three jobs since graduation; this figure rises to 43 per cent among the 1993 cohort

- 91 different career profiles were identified among the 279 respondents who completed their course in 1993.

Current employment

874 respondents provided information on their current or most recent paid employment.

- Half of these respondents were working in artistic professions, while the rest were widely spread across a range of other occupations.
- Nearly half of respondents were working in the media, fashion industry or visual and performing arts.
- Just under a third of respondents were self-employed. Freelance work was the most common activity among this group (mentioned by 65 per cent), followed by those who were setting up a business (17 per cent), and six per cent who were exhibiting art works to sell.

The findings on respondents' income levels are in line with previous research in this area and confirm that most artists live on lower than average incomes. However, there was evidence that income levels grow, albeit rather slowly, the longer graduates have been in the labour market.

- One and a half years after graduation, the largest group of 1995 respondents (33 per cent) were earning less than £5,000. A quarter were earning between £5,000-10,000, 31 per cent were found in the £10,001-£15,000 income band, while the number earning more than £15,000 was small (17 per cent).
- Around a third of earlier graduates (*ie* 1993 and 1994) were found in the £10,000-£15,000 income band. However, a quarter of respondents from these two cohorts were still earning less than £5,000. The proportions of 1993 and 1994 respondents in the £15,001-£20,000 were very similar (16 and 15 per cent respectively), while a small proportion from these groups were earning over £20,000.

Variations between different groups

Variations in the employment experiences of different groups of graduates reflect largely the labour market disadvantage traditionally faced by these groups.

- Overall female respondents were less likely than men to be in permanent and full-time employment. They were also more likely to work in fields where women have traditionally been better represented, *ie* the fashion industry and the public sector.
- Mature graduates appear to face greater difficulties in the labour market. They were less likely than their younger peers

to be in permanent and full-time employment and to be working in artistic professions. On the other hand, older graduates were more likely than the rest of the sample to be self-employed.

- Ethnic minority graduates also seem to face greater problems when they enter employment. In this survey they were less likely to be in permanent employment and more likely to be unemployed than their white peers.
- Income differences emerging from the survey also confirm the higher level of labour market disadvantage faced by these groups.

Career satisfaction and future expectations

Despite a difficult start, the majority of respondents were satisfied with all aspects of their work, other than earnings.

- London Institute graduates were particularly satisfied with the quality of work they had had since completing their course (67 per cent said they were either very satisfied or satisfied with this).
- Satisfaction levels were also relatively high (between 53 and 56 per cent) in relation to the range and quantity of work.
- Just under a third of respondents were happy with their earnings, with 45 per cent stating they were either dissatisfied or very dissatisfied.

With regard to the future (*ie* five years ahead), expectations about the 'ideal job' were high, with nearly half of the sample saying they were working towards this goal. In other respects graduates appear to have lower expectations:

- just over a third were hoping for a promotion
- a quarter thought they might change work patterns
- only a minority (22 per cent) believed they would be in the same situation
- a fifth thought they might be doing a range of jobs
- 18 per cent predicted a change in career direction.

Skill needs and gaps

The survey findings have confirmed the high level of need among new art and design graduates for a range of career management and enterprise skills. All the skill sets listed in the questionnaire received high scores from the overwhelming majority of respondents. Most graduates believed that the level of competence developed in these skill areas during their course was inadequate.

- the largest gaps were related to negotiating and networking skills
- smaller but still significant gaps emerged in relation to self-confidence, self-promotion, entrepreneurial skills, time management and the ability to cope with uncertainty
- in the other areas (*ie* self-motivation, decision making, problem solving, creativity, communication, team working and craft/technical skills), there were smaller gaps between the level of competence developed during the course and the current importance of these skills.

It must be a matter of concern that relatively large gaps emerged in relation to negotiating, networking and self-promotion. These skills are vital in a field where knowing the right people, being in the right place at the right time, establishing one's reputation and maintaining a high level of visibility are essential to secure different forms of employment.

Given the high proportion of graduates who were self-employed, the perceived inadequacy of enterprise skills must be also be given careful consideration.

Most respondents had to juggle a range of paid and non-profitable activities at any one time, the low level of competence reported in time management skills must make life much harder for many graduates.

Relatively large gaps were also identified in relation to the ability to cope with uncertainty and self-confidence. Helping graduates in these areas cannot be easy, given the tough labour market conditions they face. Nevertheless, clearly more needs to be done to prepare undergraduates for their working lives and help them manage their expectations without undermining their confidence.

Career preparation

The need for more and better integrated career advice and guidance activities is a key message emerging from the study. Respondents emphasised that these should become an integral part of the course curriculum provided not only by careers advisers, but also by tutors, visiting lecturers and professionals from the art, design and media.

There was a high level of demand for career support and guidance after the course. The findings point to a lack of awareness among many graduates about the 'after care service' provided by The London Institute. This raises the question of whether the Careers Service should market and promote itself more effectively. The research also shows that much could be done by teaching staff to encourage students to make a more effective use of the Careers Service during and after their course.

Finally, the need for a range of post-graduation courses and workshops was also highlighted. These should be carefully timed and planned to reflect changing graduates' needs at different career stages.

The challenge for higher education

The study shows that equipping graduates with a broad range of skills and providing substantial career preparation should not be seen as 'nice' but secondary activities, 'dumped on' overstretched and under-funded careers services. Ultimately this type of help could be crucial in determining if and how quickly new art and design graduates are able to make a living from their art practice, or establish themselves in a range of other careers.

The current research, as well as other recent studies, have shown that initiatives such as the Camberwell project are much needed not only at The London Institute, but throughout higher education. It is hoped that the findings will assist the implementation of the Camberwell project and lead to other similar initiatives at The London Institute, as well as throughout the higher education sector. We also hope that the report will generate widespread discussion and further research on two key issues.

- First, careful thought should be given to the ways in which skill development and career preparation activities are integrated into what is often an already 'over-crowded' curriculum. Making these activities relevant to students, particularly early on in their course, will require some creative thinking. For example, professionals and employers from the art, design and media could play an important part in developing these activities. Work experience should also be a central component of any initiative aimed at enhancing graduates' employability.
- Second, further research is needed to gain a better understanding of art and design graduates' long term careers. Their career patterns are very complex and diverse, and data covering a longer period of time would provide a clearer picture, as graduates' careers become more stable over time. In particular, it is important to gain a better understanding of the employment experiences of art and design graduates who leave, or never enter, the arts labour market.

1. Introduction

The report presents the findings of a survey on graduate skills based on the responses of over 1,000 people who completed Higher National Diploma (HND) or first degree art, design, media and related courses at The London Institute. The overall aims of the study were to assess what skills respondents acquired and developed during their course, and compare these with the range of skills used in their post-graduation careers.

The study has been carried out by the Institute for Employment Study (IES) on behalf of The London Institute.

The report comprises five chapters:

- This chapter sets out the background for the study. It also includes information on the research methodology and the sample composition.
- Chapter 2 explores two key areas. Information on the range of factors which influenced respondents' choice of course is presented first. The second part of the chapter investigates respondents' views on the extent to which the course helped them develop essential 'career management' skills and provided practical support in accessing employment opportunities.
- In Chapter 3 the range of graduates' employment experiences since completing the course are investigated in some detail. Data are also presented on respondents' satisfaction with different aspects of their post-graduation career and future expectations.
- In Chapter 4 respondents' current skill needs are assessed. These are compared with the findings on the skills developed during the course, gaps and unmet skill needs are also discussed.
- In the concluding chapter the main research findings are drawn together and recommendations made on areas where support to graduates could be improved to equip them more effectively for working life.

Appendix B includes a brief description of The London Institute and its five colleges; Appendix C includes additional tables with separate information for the different colleges, while Appendix D

provides a detailed analysis of the findings from the Camberwell College respondents.

1.1 The research context

In recent years the rapid expansion of higher education combined with a period of economic recession have brought considerable uncertainty to the graduate labour market. Nowadays only a small proportion of new graduates enter a 'traditional' graduate job, that is a training and fast track scheme in a large, blue chip company. The graduate labour market is increasingly characterised by a small core of graduates, mainly from 'elite' universities, who enter 'traditional' graduate jobs (Harvey *et al.*, 1997; Perryman and La Valle, 1997), while the initial employment experiences of the majority of graduates differ widely. These might include periods of unemployment and under-employment, short-term contracts and non-paid work (Connor and Pollard, 1996; Connor *et al.*, 1996).

While it is only in recent years that new graduates (and the labour force in general) have had to face the prospect of employment insecurity and fragmented careers, these have long been a reality for most professionals in the art world. Most people in the cultural labour markets have what have been described as 'boundaryless careers' in which individuals have no allegiance to a particular employer and their work is dominated by short-term employment contracts (Honey *et al.*, 1997; Jackson, 1996).

The prevalence of short-term contracts is not the only difficulty faced by art and design graduates. In this market job opportunities are rarely found in the press as the majority of vacancies in this field are never advertised. Knowing the right people, being in the right place at the right time, word of mouth contacts and even nepotism are the main ways of securing a job in the cultural professions (AGCAS, 1994). Getting 'a foot through the door' is one of the most critical stages for new graduates establishing their careers, and creative job hunting is the key to survival in this field. This involves graduates creating opportunities for themselves by effective networking, being seen in the right circles, making speculative applications and enquiries, and even offering to work without payment. The nature of the arts labour market and the high incidence of self-employment even among recent graduates require very good career management and enterprise skills at all career stages, and are particularly important at the beginning. However, a recent report on visual artists has shown that on the whole people who work in the cultural professions tend to lack these skills.

'The careers of visual artists are characterised by a lack of structure in the traditional sense, a lack of commercial drive and a high psychic income. Although never a substitute for talent, good entrepreneurial skills and labour market knowledge can contribute significantly to

developing a successful career. Unfortunately, neither of these skills sets seem to come very naturally to artists and are certainly not fostered during their training. They may even be seen to stifle an individual's creativity.' (Honey et al., 1997, p. XIII)

1.2 The Camberwell Career Management Skills Project

Since 1994 the issue of equipping graduates with the skills they need to survive and thrive in the world of work has been high on the agenda of Camberwell College. In 1995 the Head of Camberwell commissioned a report, *Preparing Students for Careers*, which reviewed existing careers provision and practice across all courses. This was followed by a senior staff development seminar: *Rethinking Careers*. Concerns about 'life after the course' centre around three key issues highlighted by the report:

- the narrow vocational aspirations of most art and design students limiting their career potential
- a lack of self-awareness about some of the highly marketable skills students possess (*eg* self-motivation, presentation, interpersonal and analytical skills) and which are not used to access employment opportunities
- the low impact of existing *ad hoc*, 'bolt-on' professional practice and career preparation activities whether they are led by visiting tutors or career advisers.

These issues reflect a growing concern in higher education about the need to help students develop a wider range of skills, alongside traditional academic and subject specific skills and knowledge, to prepare them to survive in an increasingly tough and uncertain labour market. There is also increasing recognition that in order to do this effectively, the development of enterprise and career management skills must be integrated into the curriculum.

Camberwell College in partnership with The London Institute Careers Service have bid successfully for a Department for Education and Employment (DfEE) project funding to introduce a career management skills development pilot in BA Joint Honours in Visual Arts and BA Conservation (April 1996-March 1998)¹. The Camberwell project aims to:

- equip students with enterprise and career management skills
- establish a working model for the incorporation of these skills into the art, design and conservation higher education curriculum.

¹ Throughout the report this will be referred to as 'the Camberwell project'.

The current study was commissioned to gain a better insight into the skill needs of recent graduates and inform the project's development. In recognition of the critical importance of these issues, all the other London Institute colleges agreed to take part in the survey. The findings will aid the review and improvement of curriculum provision in this area in all London Institute colleges, and undoubtedly some of the findings will be relevant to career advisers and lecturers throughout higher education.

1.3 Aims of the study

The findings from *Preparing Students for Careers* report and from *Rethinking Careers* seminar, coupled with the specific information required for the development of the Camberwell project have largely determined the aims of the current study. These include:

- investigating graduates' views on the relevance and adequacy of the skills developed during their degree course in the light of their post-graduation experiences
- gathering information on graduates' employment experiences and career patterns since completing their course at The London Institute
- assessing the skills graduates use in their current career stage, whether they are in employment, self-employed, undertaking further study or doing voluntary work
- identifying any gaps in curriculum provision of key career management and enterprise skills.

1.4 Methodology

The data for the study were collected by means of a postal survey which included all London Institute leavers who completed HND or first degree art, design, media and related courses in 1993, 1994 and 1995¹. The survey was conducted between December 1996 and June 1997. The initial sample included a total of 3,340 graduates, 1,035 questionnaires were returned. Due to the quality of the addresses, we were unable to reach a large number of graduates: 135 questionnaires were returned by the Post Office and a telephone follow-up established that a further 689 graduates had moved. In addition, 18 questionnaires had to be excluded from the analysis because they were incorrectly completed. If 'non-contactables' and unusable responses are excluded from the original sample, the survey resulted in an effective response rate of 40 per cent.

¹ Overseas graduates were included in the study, however, the response from this group was very low and it was not possible to conduct any separate analysis of international graduates.

Table 1.1: Respondents by cohort and college (per cent)

College	1993	1994	1995
Camberwell	20	21	21
CSM	32	24	26
Chelsea	12	17	12
LCF	18	20	18
LCPDT	18	18	24
<i>% of useable responses from each cohort</i>	<i>28</i>	<i>32</i>	<i>40</i>
<i>Total No. of cases</i>	<i>280</i>	<i>326</i>	<i>411</i>

Source: IES Graduate Skills Survey, 1997

The questionnaire used for the survey was initially developed by the Camberwell project team with the support of Focus Central London Training and Enterprise Council (TEC). This was subsequently piloted with two groups of London Institute graduates, and edited by IES researchers in co-operation with the Camberwell project's director. A copy of the questionnaire is included in Appendix A.

1.5 Sample composition

As expected the response rate was higher for those who had completed the course more recently, and therefore recent graduates are better represented in the sample compared with those who graduated earlier (see Table 1.1). The sample included 13 per cent of respondents from Chelsea College of Arts and Design; 27 per cent from Central Saint Martins College of Arts and Design (CSM), while around a fifth of graduates came from each of other three colleges *ie* Camberwell, the London College of Fashion (LCF) and The London College of Printing and Distributive Trades (LCPDT). Twenty-five per cent of respondents had an HND and 75 per cent a first degree.

The response rate among different groups of graduates varied to some extent. The response rate was higher among women who are over-represented in the sample. Seventy-four per cent of respondents were women, while they constituted 66 per cent of The London Institute graduate population in the years covered by the study.

The response rate was lower among mature graduates¹ compared with the rest of the sample. They are therefore under-represented and constitute 26 per cent of respondents. In the period covered by the study, the corresponding figure for The

¹ Mature graduates are those who were 21 or over when they started their HND or degree course.

Table 1.2: Ethnic origin of respondents (per cent)

Ethnic group	London Institute graduates
Asian groups	6
Black groups	3
Mixed ethnic origin	4
White	85
Other	2
<i>Total No. of cases</i>	<i>999</i>

Missing cases: 18

Source: IES Graduate Skills Survey, 1997

London Institute graduate population was between 32-33 per cent.

The proportion of respondents from ethnic minority groups at 13 per cent is very similar to that for The London Institute as a whole. Between 1993 and 1995 ethnic minorities constituted between 13 and 15 per cent of graduate population¹.

The majority of respondents were living in London at the time of the survey (see Table 1.3), however, it must be noted that a large number of graduates (n. 238) did not answer this question.

Table 1.3: Respondents' geographical location

Geographical location	%
London	46
UK excluding London	43
Outside UK	11
<i>Total No. of cases</i>	<i>779</i>

Missing cases: 238

Source: IES Graduate Skills Survey, 1997

¹ The figures for The London Institute 1993, 1994, 1995 graduate population were provided by the Institute's Registry Department.

2. The Course

In recent years the adequacy of the skills graduates develop during their degree course has been an issue which has attracted considerable attention and familiar complaints from employers. Graduates' insufficient awareness of the world of work has probably always been seen as a key deficiency. More recently, changes in the labour market and organisational structures mean that graduates are expected to have a wide range of skills in order to meet employers' requirements and manage their own careers. It is no longer seen as sufficient for graduates to possess traditional academic and subject specific skills, they are now expected to have a range of interpersonal and transferable skills to be able to adapt to changing market circumstances and organisational needs.

A number of studies have been carried out in recent years to establish what range of skills and attributes new graduates need and to identify the main skill gaps (*eg* Harvey *et al.*, 1997; Hawkins and Winter, 1995; Perryman and La Valle, 1997). However, most of these studies have focused on employers and their views on the main skill requirements, gaps and mismatches. Far less is known about what graduates themselves think about the skills they acquired during their degree course, how useful and adequate these have been in their subsequent career, and what are the main gaps between the skills they developed in higher education and the main skills required in their chosen career.

What little is known about graduates' views suggests that degree courses fail to equip them with some of the key skills they need to operate in an increasingly competitive labour market. A recent study has shown that undergraduates were satisfied with the traditional academic skills developed during their degree course (*eg* specialist knowledge, critical analysis, logical thinking). However, they felt less confident about their competence in terms of personal development skills (*eg* self-discipline, self-reliance), and an overwhelming majority believed their enterprise skills (*eg* time management, teamworking, entrepreneurial skills) were inadequate (Purcell and Pitcher, 1996). Art graduates were particularly likely to rate their competence in enterprise and business skills rather low, confirming the findings from a recent report on visual artists which concludes:

'One clear message about the degree courses was that careers teaching and advice on economic survival was universally negligible. Partly as a result of this, aspirations at the time of leaving the course tended to be unrealistic. (Honey et al., 1997, p. VIII)

Despite a growing recognition that higher education needs to enhance graduates' employability to help them operate more efficiently in a diverse and competitive labour market, resources for career guidance and advice activities have remained more or less static, while the student population has doubled. Careers services in higher education are being stretched to the limit at a time when students probably need their help and support more than ever before. As discussed in the previous chapter, the need for more careers advice and guidance is particularly acute for art and design graduates seeking to practice professionally, as they face a range of difficulties and challenges specifically related to the nature of the arts labour market.

Given the growing concern about the adequacy of the skills developed during the degree course and of the careers advice and guidance available in higher education, one of this study's main aims was to explore graduates' views on these issues in the light of their post-graduation experiences. More specifically respondents were asked to what extent the course:

- had helped them to develop a range of career management and enterprise skills
- had helped them explore a range of career options and provided practical support with accessing employment and funding opportunities (eg writing a CV, job and funding applications).

Graduates' responses to these questions are explored in this chapter, while Chapter 4 compares this information with the findings on the relative importance of different career management and enterprise skills in respondents' current activity. Before discussing the issue of skills and career preparation, the chapter briefly explores respondents' main influences on their choice of course.

2.1 Main influences on choice of course

Using a Likert scale from one (not important) to five (extremely important), respondents were asked to rate the significance of a range of factors on their choice of course. The mean scores are reported in Table 2.1.

- An interest in the subject was the most important influence on the choice of course, with 74 per cent of the sample giving this factor a five rating, and a further 20 per cent a score of four.
- Artistic development was also highly rated by graduates, with 59 per cent of respondents giving this factor the highest score and 25 per cent a score of four.

Table 2.1: Importance of different reasons on the choice of course (mean scores)

Reason	Whole sample	Camberwell	CSM	Chelsea	LCF	LCPDT
Interest in subject	4.7	4.6	4.7	4.7	4.7	4.6
Artistic development	4.4	4.1	4.6	4.6	4.1	4.2
Personal development	4.3	4.3	4.4	4.4	4.0	4.2
Preparation for a specific career	4.1	3.8	4.0	3.9	4.5	4.3
Reputation of college	3.7	3.6	3.9	3.8	3.6	3.6
Continuation from previous studies	3.7	3.4	3.9	3.8	3.6	3.7
To widen opportunities	3.6	3.4	3.5	3.6	4.0	3.7
To prepare for further studies	2.5	2.4	2.5	2.4	2.5	2.5

Source: IES Graduate Skills Survey, 1997

- Personal development came a close third, with over half of respondents giving this a five rating, and just under a third giving a score of four.
- Preparation for a specific career was also another important reason for choosing the course, again over half of the sample gave this factor the top score, and over a fifth rated it four.
- The college's reputation, continuation from previous studies and the wish to widen opportunities in general received lower scores. However, around 60 per cent of respondents gave these factors a rating above the mid point (*ie* three).
- Preparation for further studies seems to be the least significant influence on the choice of course, with 80 per cent of the sample giving this factor a score of three or below.

Under the 'other' category a range of additional reasons were mentioned for choosing the course, the most common ones included: geographical location and course structure.

Variations between different groups of respondents in relation to the importance of the factors influencing the choice of course were also explored. There were small or no variations among graduates from different year cohorts.

Rather small differences emerged between graduates from different colleges. Respondents from CSM and Chelsea rated artistic and personal development higher than their peers from other colleges. The former also rated the reputation of the college slightly higher than the rest of the sample. Respondents from LCF appear to be slightly more career oriented, they considered preparation for a specific career and widening career opportunities as slightly more important reasons for choosing the course than the rest of the sample. Continuation from previous studies was less important for Camberwell graduates compared with the rest of the sample, probably reflecting the higher proportion of mature respondents in the former group.

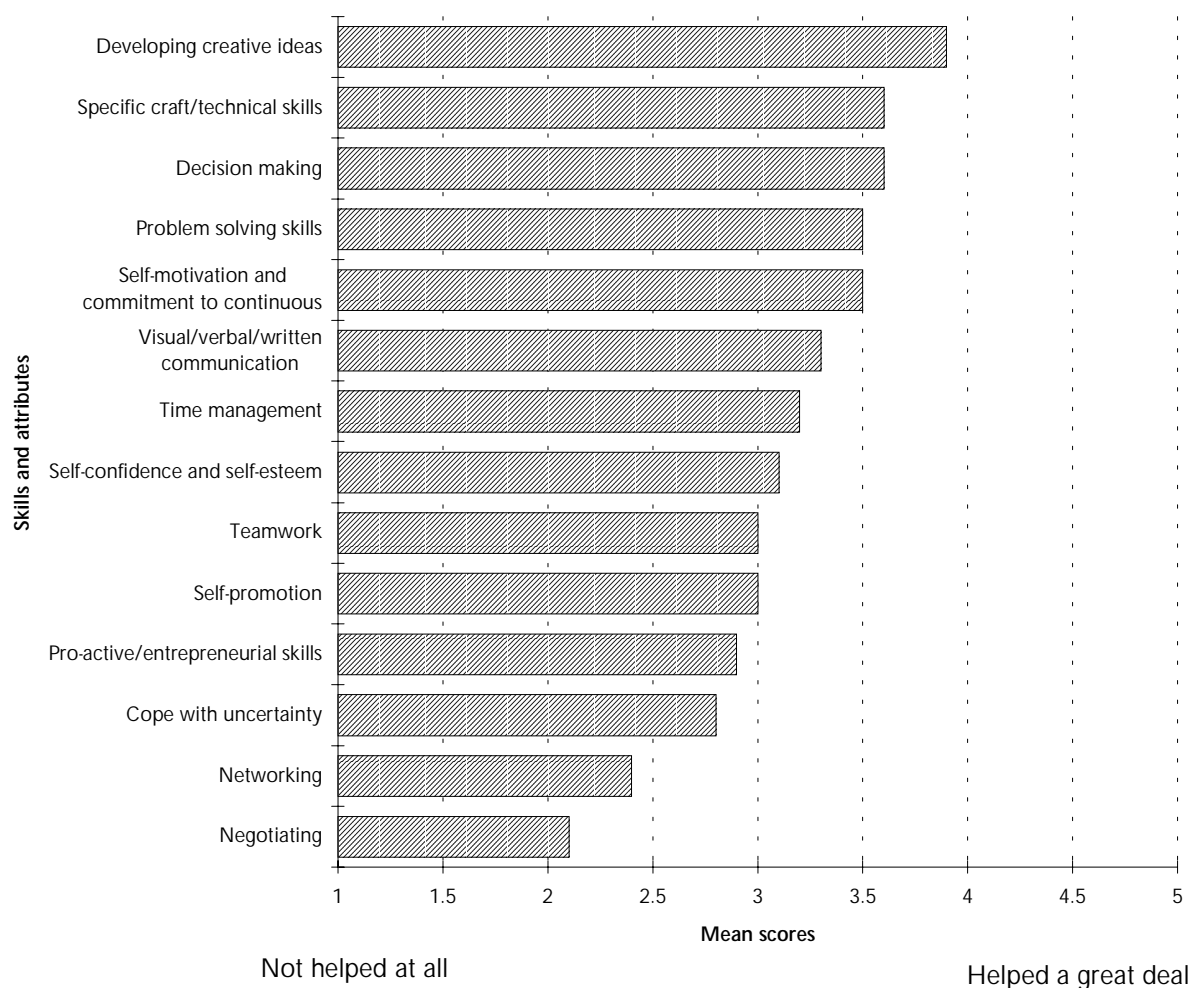
Gender and age seem to have little influence on choice of course as again there were few and on the whole rather small differences between women and men, and between young and mature respondents. The main gender difference was related to the importance of the course as a way of widening opportunities, with women rating this factor 3.7 and men 3.4. This seems to confirm studies on gender differences in the conceptualisation of career which have shown that women tend to have a more flexible and broader view of career, compared with men who tend to have more narrowly focused career aspirations. As expected, continuation from previous studies was a less significant factor for mature than young graduates (the respective mean scores being 3.3 and 3.8). Younger respondents seem to be slightly more career oriented, rating preparation for a specific career 4.1 compared with a 3.8 mean score for mature graduates.

2.2 Skills developed during the course

A comprehensive list of skills and attributes was included in the questionnaire to assess graduates' views on the extent to which the course helped them to develop a range of career management and enterprise skills. Again a five point Likert scale was used, where one indicated that the course did not help at all, and five that it helped a great deal. As shown in Figure 2.1 the mean scores were not very high, but the majority were above the mid point and none was below two.

- As expected the area where the course was perceived as being most effective was in helping graduates to develop creative ideas: 73 per cent of respondents rated it four or five. However, given the nature of the courses offered at The London Institute, it must be a matter of some concern that 27 per cent of the sample rated the course three in this respect, and a further 14 per cent gave scores of one or two.
- A majority of respondents believed that the course had been helpful in developing their skills in four areas, that is: specific craft/technical skills, problem solving, decision making, self-motivation and commitment to continuous learning. Between 54 and 58 per cent of respondents rated the course four or five in these areas.
- In three areas (*ie* communication skills, time management, self-confidence and self-esteem) a smaller but still substantial proportion of respondents regarded the course help as adequate. The average scores were just above the mid point, and between 40 and 47 per cent of the sample rated the course effectiveness four or five. However, a substantial minority of respondents (around a quarter) believed that the course had been inadequate in helping them to develop these skills and gave scores of one or two.

Figure 2.1: Extent to which course curriculum helped to develop different skills and attitudes



Source: IES Graduate Skills Survey, 1997

- The findings suggest that in four areas (*ie* teamworking, self-promotion, entrepreneurial skills and ability to cope with uncertainty) a considerable proportion of the sample regarded the course as having been inadequate. Average scores in these areas were three or just below, and between 32 and 40 per cent of respondents gave the course the lowest scores (*ie* one and two).
- The course was perceived as having being particularly ineffective in helping graduates to develop networking and negotiating skills; well over half of the sample rated the course one or two in these areas.

The analysis of different sub-groups of respondents shows few and generally small differences. No significant variations emerged between different year cohorts in relation to the perceived adequacy of the course in helping them to develop different skill sets.

Table D.7 in Appendix D and table C2.1 in Appendix C give the average scores for Camberwell and the other colleges respectively.

The main findings worth noting here is that graduates from the LCF rated their course more highly than average in a number of skill areas including: specific craft and technical skills (mean score 4.0), time management (3.5), team working (3.5), and entrepreneurial skills (3.0).

Gender and age seem to have little influence on the perception of the course's adequacy in terms of skill development. The main gender differences were related to: time management rated 3.3 and 3.0 by women and men respectively; networking skills given a slightly higher score by men (2.6) compared with their female counterparts (2.4). The only significant difference between young and mature graduates was that the former rated slightly more highly the course's help in developing networking skills, the respective scores being 3.1 and 2.8.

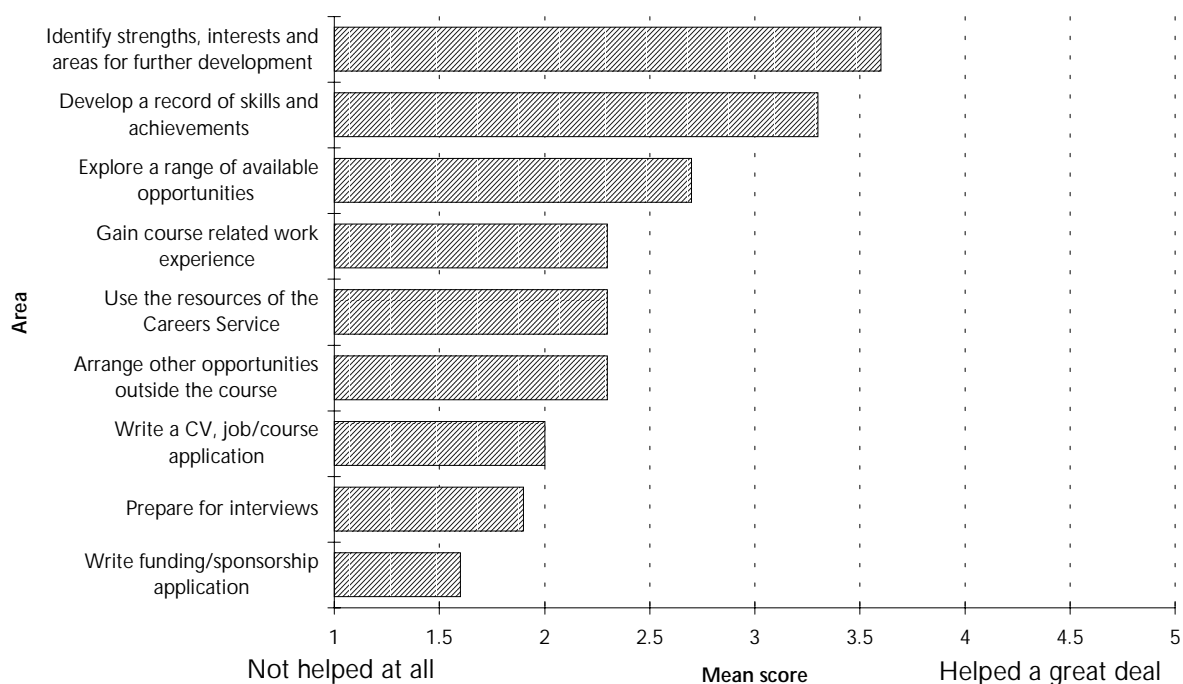
2.3 Career preparation

A comprehensive list of career advice and support activities was included in the questionnaire to assess graduates' views on the extent to which the course had helped them to explore different career options, and had assisted them with a range of job hunting activities (*eg* interview preparation, writing job and funding applications). Again a five point scale was used to assess the perceived adequacy of the course, with one indicating that the course had not helped at all, and five that it helped a great deal.

The findings in Figure 2.2 seem to confirm general concerns about higher education courses' inadequacy in providing sufficient support with a range of career preparation activities.

- In only two areas, that is: identifying strengths, interests and further development opportunities, and developing a record of skills and achievements were the scores above the mid point. Fifty-eight per cent of the sample gave the former top scores (*ie* four or five), while only 14 per cent gave the lowest ratings (*ie* one or two). In relation the help received in developing a record of skills and achievements, half of the sample rated the course four or five, while nearly a quarter regarded the course as inadequate in this respect and gave scores of one or two.
- The course's help in exploring a range of available opportunities was judged as inadequate (*ie* receiving scores of one or two) by 43 per cent of the sample, was given a mid score by nearly a third, while received top scores from only a quarter of respondents.

Figure 2.2: Extent to which the course curriculum helped graduates in different areas



Source: IES Graduate Skills Survey, 1997

- In three areas (work experience, use of the Careers Service, and opportunities outside the course) over half of the sample regarded the course's help as inadequate and rated it two or below.
- The course was regarded as particularly ineffective in terms of the support provided in one of the most fundamental job hunting skills, that is writing a CV, job and course applications: 68 per cent of the sample gave the lowest scores in this area.
- In two other areas of vital importance for new graduates, namely preparation for interviews and writing a funding/sponsorship application, the average scores were again very low, with well over half of respondents rating the help received in these areas one, and a further quarter giving a score of two.

Again the sub-group analysis shows few and relatively small differences. Graduates from different year cohorts expressed very similar views about the help they received during the course in terms of career advice and guidance.

The main variations emerged again between respondents from different colleges. Once more graduates from the LCF were marginally more satisfied with the help they received during the course in a range of areas including: exploring the range of opportunities open to them (3.0), the work experience gained (2.6), writing CVs, job and course applications (2.4), and accessing the

resources of the Careers Service (2.5). However, it must be emphasised that even among this group scores were rather low, and the majority felt the support they received was not adequate. (More information about the average scores of Camberwell are included in Appendix D, Table D.9, while the ratings for other colleges are reported in Table C2.2 in Appendix C).

Variations related to gender and age were again few and rather small. The main difference between women and men in the sample was that the former rated the help received with accessing the Careers Service more highly than men (the respective scores being 2.3 and 2.1). Young graduates were more likely to report satisfaction with the help received with gaining relevant work experience (2.3) compared with mature respondents (2.0). However, again these small differences do not change the overall findings which clearly show that the support received in these areas was regarded as inadequate.

2.4 Additional help during the course

The findings discussed in the previous two sections clearly point to areas where graduates would have needed help and support, and this analysis is developed further in Chapter 4, where skill needs are assessed in the light of respondents' post-graduation experiences. However, it was felt important to ask some specific and direct questions about further help graduates would have liked during the course.

Not surprising given the findings discussed earlier, 70 per cent of respondents said they would have liked more help in a range of areas related to skill development, career advice and guidance. There were no significant differences in the way graduates from different year cohorts answered this question. Some variations emerged between the different colleges: graduates from Chelsea were the most likely to say they would have liked more help (76 per cent), followed by CSM (73 per cent), Camberwell and LCPDT (both 68 per cent), and LCF (67 per cent).

Women were also considerably more likely to say they would have liked additional help than men, the respective figures being 73 and 63 per cent. This gender difference might be partly related to the fact that women are most likely to seek career advice and guidance from both formal (*eg* careers service, teachers) and informal (*eg* parents, friends) sources, as previous research has shown (*eg* La Valle *et al.*, 1997).

In an open ended question respondents were asked to list the areas where they would have liked additional help during their course (these are listed in Table 2.2).

The range of areas listed in Table 2.2 reflect to some extent the findings on the limited effectiveness of the course in helping graduates to develop some key skills and in providing practical

Table 2.2: Additional help respondents would have liked during the course

Type of help

Artistic development
Networking
Preview of life after college
Work experience
Computer training
Support after college
Business practice
Advice on opportunities available with particular degrees
Advice/help with freelancing
CV preparation
Personal career guidance
Interview preparation and practice
Marketing
Funding for projects
Charging for work
Help with choosing and funding further studies
Writing skills
Oral presentation
Foreign language training
Personal attention/tutorials
Communication generally
Legal advice
Self-confidence
Portfolio preparation

Source: IES Graduate Skills Survey, 1997

support to access different career opportunities. For example, networking is included in the list, this was a skill area where graduates felt least confident in. Similarly, the additional help graduates would have liked with business practice, marketing, charging for work, and advice on freelancing reflect the low level of competence of self-promotion, entrepreneurial and negotiating skills developed during the course.

Many of the areas of need identified by the sample confirm the earlier findings on the inadequacy of the practical support and career preparation activities available during the course. For example, general support after college, CV and interview preparation, personal career guidance, advice on further studies and opportunities available with a specific degree are all included in the 'list of needs'. Similarly, the need to gain some relevant work experience and for a 'preview of real life after college' also reflect respondents' need for a better preparation

for working life, and for help in managing what are often unrealistic expectations.

2.5 Conclusion

The survey findings show that intrinsic interest, enjoyment in the subject, personal and artistic development were the main influences on London Institute graduates' choice of course. These findings are in line with recent research which has shown that art and humanities graduates are more likely than any of their peers from other areas of study to have embarked upon their course for 'hedonistic' reasons, while they were the least likely to have chosen the course for 'pragmatic' reasons *ie* related to long term career plans (Purcell and Pitcher, 1996).

Given respondents' 'hedonistic orientation', the course could be seen as having succeeded in this respect: the ratings given to the development of creative ideas, and specific craft and technical skills during the time at The London Institute were high, and the majority of graduates felt competent in these areas at the end of their course. The comments added by a number of respondents confirm these findings:

'The three year course I took at Camberwell was brilliant. There was a wide range of projects going on, freedom to experiment with new ideas, and a great deal of constructive criticism from a wide range of tutors.'

'I found my time at LCF very enjoyable. We had some great tutors and gained some valuable skills . . .'

'Personally I had a fantastic and a hugely productive three years at St. Martins. The level of teaching was great; plenty of visiting lecturers and some really knowledgeable technicians.'

However, graduates' satisfaction with this aspect of the course is in sharp contrast with the lack of preparation for the 'sink or swim' environment they have had to operate in since completing their studies. As the respondent quoted below has highlighted, the key problem is that while the course undoubtedly helped graduates to develop their artistic skills and knowledge, it did not teach them how they could make a living by using these skills.

'There are opportunities to earn a living from art if you can be multidisciplined and flexible, at least until you gain a reputation in one or two specialist areas. The whole concept of this, let alone the standards of professionalism, discipline and sheer work load were never put across in the course. We were far too sheltered from the facts, indeed the information concerning this... The skills mentioned in question eight were given lip service... the tutors were so understaffed that it is no wonder they had no time to focus on skills other than those directly related to the understanding of the artistic process. In conclusion the course helped me to produce better art but not how to make a living out of it.'

'I cannot fault the course at Camberwell from an academic point of view and from the point of view of stimulation of interest in my chosen subject. Also I found the tutors always supportive and helpful...However, I think it would have been helpful to have more information about career possibilities actually built into the course. Also I know that part of the job of the college and the careers service is to build up students' confidence (and they do that), but I still feel it is a shock to realise how hard it is to get on the bottom rung of one's chosen career once one has left college, and I feel it should be stressed to students that it is extremely tough in the "real world". I realise that it is hard to walk the fine line between destruction of that carefully built up confidence and realism about job opportunities, but after the highs and extreme amount of work needed to complete the final exams, the anti-climax (especially if unemployed) can come as a shock.'

In terms of skill needs the areas which respondents felt less competent in could be broadly described as enterprise and business skills (*ie* time management, teamworking, self-promotion, entrepreneurial skills, networking and negotiating). As discussed earlier these are key 'survival' skills for anyone wishing to embark on a career in art or design. The low score given to the ability to cope with uncertainty must also be a matter of concern, given the high level of uncertainty and job insecurity which characterises the arts labour market. There also appears to be scope for improvement in terms of personal development skills (*ie* self-motivation and commitment to continuous learning, self-confidence and self-esteem). However, graduates' assessment of their competence in these areas was more positive.

The survey findings show that the career preparation activities offered by the course were on the whole inadequate, and considerable additional support would be needed to give graduates the confidence and preparation to face the 'real world'. The comments of a number of respondents reinforce the quantitative findings about the need for more comprehensive and better integrated career support activities.

'I have become very aware since leaving the college that my course did very little to prepare me for working life. There was little or no career advice, no directional advice from the tutors, no attempt to find us work experience or to ensure that we received enough vocational (ie computer) training.'

'Completing this questionnaire has made me realise how poor the commercial input into my course was. It would have been most useful to have had lectures from art dealers, auctioneers, gallery owners. It would have also been useful to have been told about different type of job opportunities, rather than just museum work.'

'The course curriculum did indeed reflect and enlarge upon my interest and knowledge. However, careerwise, most of the tutors were either indifferent or, in some cases, unwilling to provide contacts and job help . . . Despite the nature of the course career advice (including post graduation work) was not part of it. The most helpful advice came from the Careers Officer who was the best careers officer I have ever encountered, her information packs about CVs and related careers were quite useful, and she was always readily reachable.'

3. Life After the Course

Traditional notions of career characterised by job security, loyalty to an employer, promotion, linear and predictable career paths have rarely applied to most people in the cultural professions. A high proportion of new art and design graduates seek to practise professionally in artistic fields. The working pattern they face is a patchwork of short-term contracts and projects, self-employment and freelancing, work outside as well as inside their profession, and low monetary rewards. As Honey *et al.* have pointed out, the apparently haphazard career paths most visual artists follow is one of the key features of their careers:

'These are careers in which one minor event can unexpectedly result in a number of opportunities. It would seem, therefore, more appropriate to refer to artists as following a "career matrix", as opposed to a career path.' (Honey *et al.*, 1997, p. xiii)

If making money from their artistic practice is difficult for those who have been in the art labour market for some time, life is particularly hard for newcomers. A recent report produced by the Camberwell project points out that while art and design graduates can have successful careers:

'...many visually creative graduates find it discouragingly difficult to make a living from their art. Those who give up retain what may be a life-long sense of failure, that they are not doing what they want or "should be" doing.' (Partridge, 1997)

These observations are confirmed by Honey *et al.* who, in describing the early post-qualification experiences of visual artists, conclude that:

'Because of unrealistic expectations and the difficulties in finding their feet, the first 12 months were not an easy time. This time was characterised by a struggle to find studio space, a reliance on work outside the arts, teaching or benefits, but generally low incomes. Money from grants was rare and exhibitions sporadic and generally unplanned. Some artists suffered a lack of direction whilst others were unable to follow the sort of direction they felt they wanted to.' (Honey *et al.*, 1997, pp. 43-44)

However, it must be pointed out that these experiences are now shared by a large number of new graduates from most disciplines, as the graduate labour market is becoming increasingly competitive and demand led (Connor and Pollard, 1996; La Valle *et al.*, 1996).

As part of the current study it was felt important to gather some information on the employment experiences of London Institute graduates for two main reasons. First, because most of the sources of data on new graduates' employment destinations (*eg* HESA First Destination Statistics) use definitions and classifications, which are somewhat inadequate to capture the diversity and complexity of the 'portfolio' pattern of working of most art and design graduates. Second, respondents' employment experiences provide important contextual information for a discussion of patterns and variations in skill requirements and gaps.

Respondents were asked to provide information on:

- their employment status (including unpaid activities) since graduation at 12 monthly intervals
- detailed information about their current or most recent job
- the number of jobs or contracts they had had since completing their course
- satisfaction with different aspects of their post-graduation career and future expectations.

The findings from these responses are discussed in turn in the rest of the chapter.

3.1 Employment status at different post-graduation stages

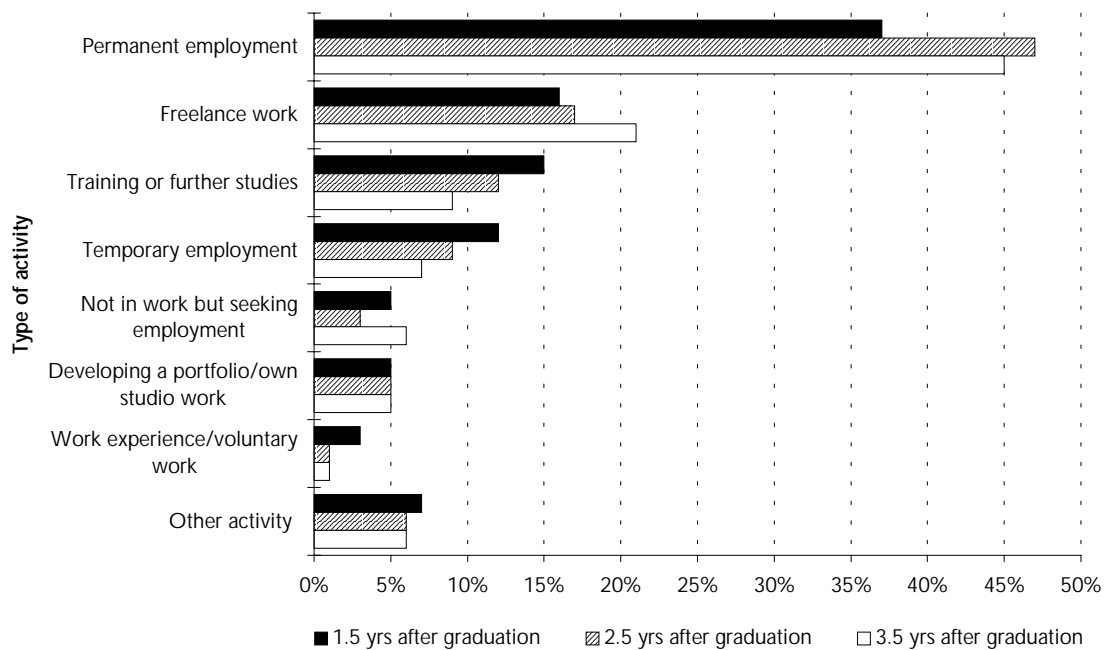
Respondents were asked about their employment status since graduation at 12 monthly intervals. Information was gathered on what they considered to be their main activity, as well as the range of other activities they were involved with at different stages. The length of time spent in the labour market can have a considerable influence on employment circumstances, particularly for recent graduates, therefore this question is explored separately for the three year cohorts.

3.1.1 The 1993 cohort

The findings on 1993 graduates' main activity at different stages (Figure 3.1) show that at the time of the survey (*ie* three and half years after graduation), the largest groups of respondents were either in permanent employment (45 per cent) or doing freelance work (21 per cent). The main activities reported by the rest of sample included: training and further studies (nine per cent), temporary employment (seven per cent), developing a portfolio or doing their own studio work (five per cent), and voluntary work or work experience (one per cent).

Changes in 1993 graduates' main activity over time show some predictable patterns. Permanent employment and freelance work increased over time, although the trend for the former is not clear cut, with a considerable rise in the first two half years

Figure 3.1: Main activity at 12 monthly intervals — 1993 cohort



Source: IES Graduate Skills Survey, 1997

after graduation, but a very small decline the following year. As expected, the longer graduates had been in the labour market, the less likely they were to mention as their main activity training or studying, temporary employment and voluntary work. Developing a portfolio or own studio work was the main activity for five per cent of this cohort at all stages.

The findings on the range of activities 1993 graduates had been involved with since completing their course show a rather different picture from that emerging in Figure 3.1. As indicated in Table 3.1, at all stages the proportion in permanent employment is slightly higher than that shown by the results on the main activity. This could reflect the fact that those who had a permanent job outside the arts might not regard it as their main activity, even if this was their main source of income.

A considerably higher number of respondents mentioned developing their own portfolio, studio and freelance work as secondary activities, compared with the proportion who mentioned these as their main activity. This clearly confirms the findings from other studies which have shown that most artists have to combine their artistic practice with other forms of work.

A consistently high proportion of 1993 respondents (around a fifth) were also found in training or further studies during this period. This indicates a relatively high level of commitment to life long learning and respondents' need to update their skills and keep in touch with new developments.

Table 3.1: Range of activities at 12 monthly intervals — 1993 cohort (per cent)*

Type of activity	1½ yrs after graduation	2½ yrs after graduation	3½ yrs after graduation
Permanent employment	38	49	50
Developing a portfolio/own studio work	35	30	32
Freelance work	33	37	37
Temporary employment	21	18	17
Training or further studies	21	19	18
Work experience/voluntary work	10	4	4
Not in work but seeking employment	13	7	10
Other activity	12	9	10
<i>Total No. of cases</i>	<i>276</i>	<i>251</i>	<i>278</i>

*Because respondents could select more than one activity, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

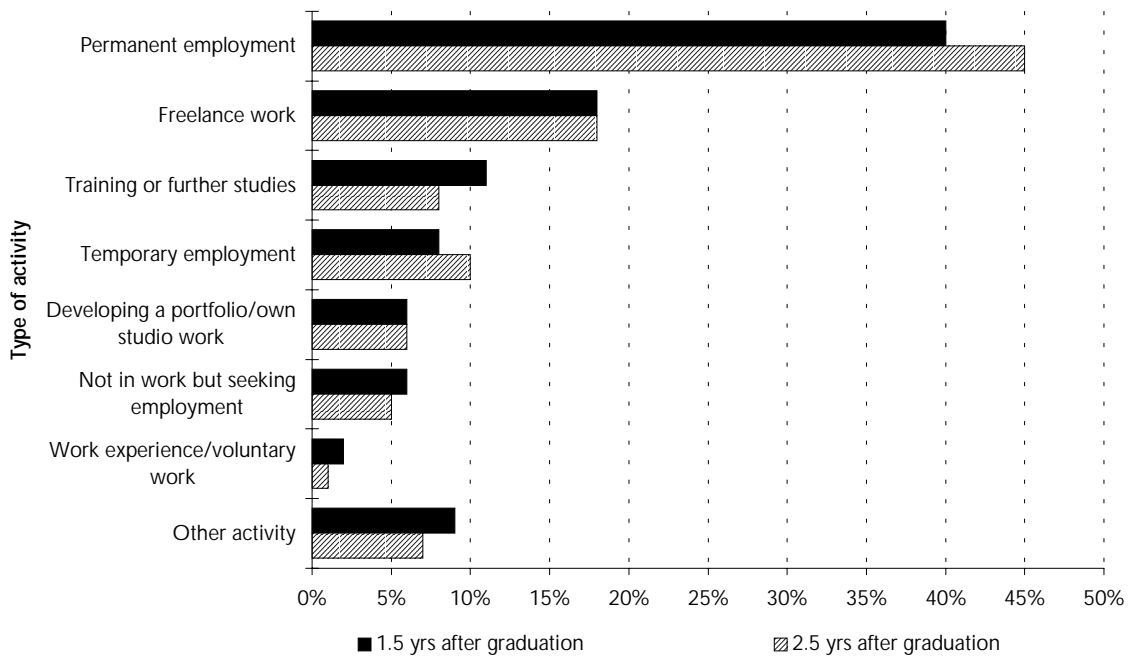
Since respondents might have been unemployed, but not regard and report this as their 'main activity', the most reliable estimate of the level of unemployment is provided by the data on the range of activities graduates were involved with. Thirteen per cent of 1993 graduates were unemployed one and half years after graduation, a figure which dropped to seven per cent the following year, but had increased again (to ten per cent) by the time of the survey.

3.1.2 The 1994 cohort

At the time of the survey (*ie* two and a half years after completing their course), the employment circumstances of 1994 respondents were similar to those of their 1993 peers at the same point in their post-graduation career. Again the analysis of the main activity at the time of the survey (Figure 3.2) shows that the majority of 1994 respondents were either in permanent employment (45 per cent) or doing freelance work (18 per cent). Ten per cent reported temporary employment as their main activity, eight per cent training or further studies, six per cent developing their portfolio or studio work, and only one per cent voluntary work.

Changes in the main employment activity of 1994 respondents between the two post-graduation career stages also confirm the trends which emerged in relation to the 1993 cohort. There was a small increase in the proportion of those who reported permanent employment as their main activity (from 40 to 45 per cent). In other respects there were few changes between these two stages, indicating that employment circumstances change (and improve) rather slowly in this initial post-graduation period.

Figure 3.2: Main activity at 12 monthly intervals — 1994 cohort



Source: IES Graduate Skills Survey, 1997

The patterns emerging from the analysis of the range of activities 1994 graduates were involved in during this time (Table 3.2) were similar to those for 1993 respondents. A higher proportion mentioned permanent employment as one of the range of activities in which they were engaged. Activities which were considerably more likely to be mentioned as secondary rather than main ones included: freelance work and developing a portfolio or studio work, both mentioned by around a third of the sample. Voluntary work and temporary employment were also more often mentioned as secondary activities, and again

Table 3.2: Range of activities at 12 monthly intervals- 1994 cohort

Type of activity	1½ yrs after graduation %*	2½ yrs after graduation %*
Permanent employment	43	51
Freelance work	33	34
Developing a portfolio/own studio work	30	31
Training or further studies	21	21
Temporary employment	18	13
Work experience/voluntary work	9	6
Not in work but seeking employment	12	10
Other activity	16	12
<i>Total No. of cases</i>	<i>320</i>	<i>323</i>

*Because respondents could select more than one activity, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

over a fifth of 1994 respondents were undertaking training or further studies.

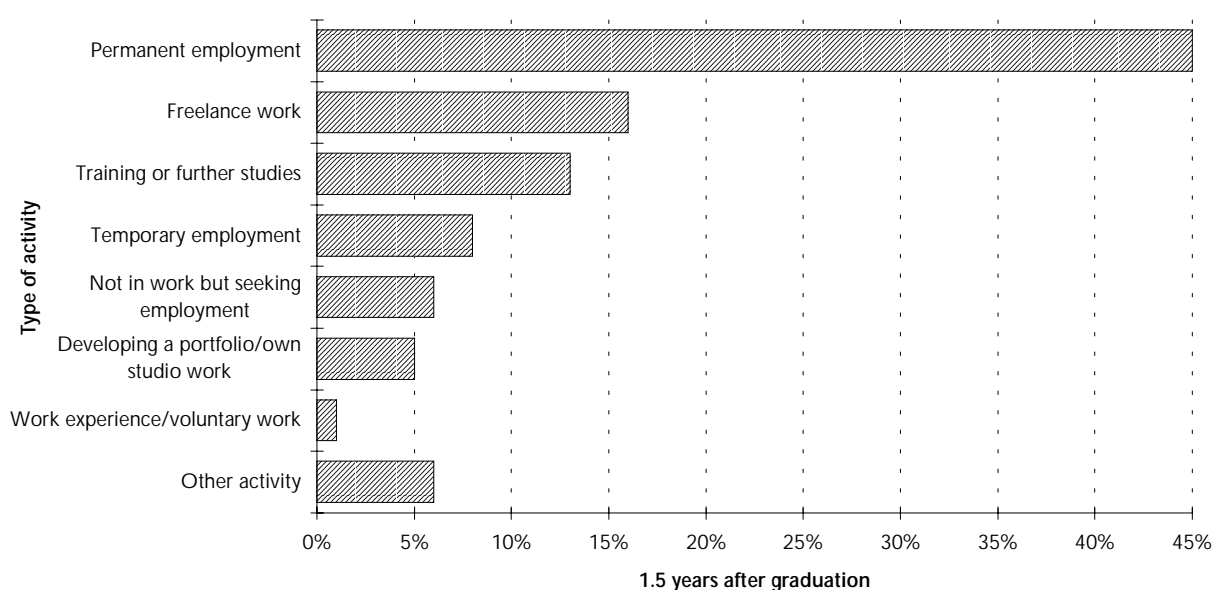
At 12 per cent the level of unemployment among 1994 graduates 18 months after graduation was similar to that of their predecessors, this figure fell slightly in the following year (to ten per cent).

3.1.3 The 1995 cohort

Looking at graduates who completed their course in 1995 (Figure 3.3), 45 per cent mentioned permanent employment as their main activity at the time of the survey (*ie* one and half years after completing their course). This figure confirms the pattern from the other two cohorts which show that around 40 per cent of art and design graduates can expect to be in permanent employment one and a half years after graduation. The proportion of 1995 respondents doing freelance work (16 per cent) is also consistent with the findings from the other two cohorts, again suggesting this could be the average for graduates from art and design courses.

At 13 per cent, the proportion of 1995 respondents undertaking training or further studies is higher than that for the 1994 cohort, but lower than the 1995 group, indicating a less clear pattern in relation to this activity. Only eight per cent of 1995 respondents reported temporary work as their main activity. The proportion of 1995 graduates who mentioned as their main activity developing their own portfolio or studio work (five per cent) and voluntary work (one per cent) was very similar to those of their predecessors at this career stage.

Figure 3.3: Main activity at the time of the survey — 1995 cohort



Source: IES Graduate Skills Survey, 1997

Table 3.3: Range of activities at the time of the survey- 1995 cohort (per cent)*

Type of activity	1½ yrs after graduation
Permanent employment	51
Freelance work	36
Developing a portfolio/own studio work	32
Training or further studies	24
Temporary employment	15
Work experience/voluntary work	9
Not in work but seeking employment	11
Other activity	13
<hr/>	
<i>Total No. of cases</i>	<i>411</i>

*Because respondents could select more than one activity, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

Consistent patterns also emerge by looking at the range of activities 1995 graduates were involved in at the time of the survey (Table 3.3). Again the proportion reporting permanent employment as one of their activities (51 per cent), as opposed to their main activity, was higher. Freelance work and developing a portfolio or studio work were also more likely to be mentioned as secondary activities, the proportions reporting these were 36 and 32 per cent respectively. Again temporary and voluntary work were more likely to be mentioned as secondary activities, with 15 per cent of the sample reporting the former, and nine per cent the latter. Like their predecessors, a substantial minority of 1995 respondents were also undertaking training or further studies (24 per cent) at this career stage.

Finally at eleven per cent, the unemployment level among the 1995 group was similar to that for the earlier cohorts.

3.1.4 Variations between different sub-groups

For the reasons explained at the beginning of this section, the analysis of questions on employment status at different post-graduation stages must be carried out separately for the different year cohorts. This poses considerable limitations on the analysis of different groups of respondents because the numbers in many categories are rather small. The sub-group analysis is therefore limited to the two main activities reported by the largest number of respondents, namely permanent employment and freelance work.

Separate findings on the employment status of respondents from different colleges are reported in Appendix D (Tables D.11 to D.16) for Camberwell, and in Appendix C (Tables C3.1 to 3.12) for the other colleges. These results should be interpreted with caution because the numbers in some of the categories are very

small. These findings show a complex picture with few clear and consistent patterns emerging. Worth mentioning here is a consistent difference between LCF and LCPDT graduates and the rest of the sample: the former were more likely than the latter to mention permanent employment as their main activity at every career stage. On the other hand, respondents from CSM were, at all stages, more likely than the rest of the sample to report freelance work as their main activity.

The findings on respondents from different age groups are reported in Tables C3.13 to C3.15 in Appendix C, two significant findings are worth noting here. At every career stage and in each year cohort young graduates were considerably more likely than mature respondents to mention permanent employment as their main activity. On the other hand, mature graduates were more likely to report freelance work as their main activity, again at each post-graduation career stage.

On the whole gender differences in relation to employment status at different post-graduation stages were small and not always consistent. At most stages and in different cohorts men were slightly more likely than women to mention permanent employment as their main activity. However, the reverse was true for the 1994 cohort 18 months after graduation, when a slightly higher proportion of women mentioned permanent employment, while there were no gender differences in relation to this activity among the 1995 cohort. Men also seem more likely to report freelance work as their main activity at all stages with the exception of the 1993 cohort. (More details about these findings are included in Tables C3.16 to C3.18 in Appendix C).

Finally, since previous research has shown variations in the career patterns of graduates from different ethnic groups (Connor *et al.*, 1996; La Valle *et al.*, 1996), the influence of ethnicity on employment experiences was also explored. However, the numbers here are very small, we could only attempt to explore the results for the 1995 cohort (which included 53 respondents from ethnic minorities), and caution is needed in interpreting these findings. The results from the current survey confirm some of the findings from the previous studies, and show that respondents from ethnic minorities were less likely to be in permanent employment, and more likely to be unemployed than their white peers (more detailed results are included in Table C3.19 in Appendix C).

3.2 Paid employment and income

This section presents the findings on the 874 respondents who provided some information on their main current or most recent paid employment. It comprises the following sub-sections:

- occupation
- employment sector

- employment status
- level and nature of self-employment
- income levels.

These topics are discussed in turn below.

3.2.1 Occupation

Using the Standard Occupational Classification a list of respondents' occupations was compiled (Table C3.20 in Appendix C). This is as comprehensive as possible to give an insight into the variety of jobs London Institute graduates go into. Half the respondents who answered this question were working in artistic professions, while the rest were widely spread across a range of occupations, with no other category including more than ten per cent of respondents.

The sub-group analysis is therefore limited to the comparison between those who were working in artistic professions and those who were in other occupations. 1993 leavers were more likely than the rest of the sample to be found in cultural professions: 59 per cent, compared with 45 per cent of 1994 respondents and 48 per cent of the 1995 cohort. However, the association between artistic work and length of time in the art labour market is not straightforward, as the findings for the more recent cohorts show.

Considerable variations emerged between different colleges in relation to type of occupation. Camberwell graduates were the least likely to be working in artistic professions (24 per cent), while at the other end of the spectrum 70 per cent of respondents from LCPDT were employed in these occupations. The proportions of graduates from other colleges were between 41 and 61 per cent.

Men were more likely than women to be working in artistic professions (the respective proportions being 62 and 46 per cent). Young graduates were also slightly more likely than their mature peers to be found in these occupations, but the difference in this case was very small, with 51 per cent of the former and 49 of the latter working in artistic professions. No differences between respondents from different ethnic groups emerged in relation to occupation.

3.2.2 Employment sector

An analysis of respondents' employment sector also reflects a wide variety of employment experiences. The main sectors reported by respondents are listed in Table 3.4, while Table C3.21 in Appendix C shows a comprehensive list of the employment sectors included in the 'other' category in Table 3.4.

Table 3.4: Respondents' sector of employment

Sector of Employment	%
Media/publicity	21
Fashion industry	15
Retailing	14
Public sector*	14
Visual and performing arts	11
Other	26
<hr/>	
<i>Total No. of cases</i>	<i>805</i>

*This category includes education, health, central and local government, but excludes arts

Source: IES Graduate Skills Survey, 1997

Looking at variations between different groups, a mixed picture emerges in relation to year of graduation. The longer respondents had been in the labour market, the more likely they were to be found in the public sector and in visual and performing arts. Seventeen per cent of 1993 leavers were employed in the former, compared with just over ten per cent of 1994 and 1995 graduates. Similarly, 14 per cent of 1993 respondents were working in visual and performing arts, while the proportion for the other two cohorts was just over ten per cent. On the other hand, those who had graduated more recently (*ie* 1994 and 1995) were more likely to be employed in retailing (15 per cent compared with nine per cent of the 1993 cohort). However, year of graduation does not appear to influence the chances of working in the media and in fashion, as similar proportions of graduates from different cohorts were employed in these sectors.

The analysis of respondents from different colleges was limited by the small number of cases in some of the categories, a full analysis is presented in Table D.18 in Appendix D for Camberwell and Appendix C, Table C3.22, for the other colleges. Some of the findings were to be expected: 41 per cent of LCF graduates were employed in the fashion industry; 48 per cent of those from LCPDT were working in the media. The largest groups of Camberwell graduates were employed in the public sector (25 per cent) and the media (16 per cent). Nearly 40 per cent of CSM respondents were working either in media (19 per cent) or fashion (18 per cent). The largest group of Chelsea leavers were employed in the public sector (18 per cent) and a similar proportion (16 per cent) in retailing.

Some gender differences emerged in relation to sector (Figure 3.4): predictably women were more likely than men to be working in the fashion industry and in the public sector, but also in the visual and performing arts. On the other hand, men were considerably more likely than women to be working in the media.

Variations also emerged between age groups (Figure 3.4): a fifth of all mature graduates were employed in the public sector compared with eleven per cent of their younger peers. The former were also better represented in visual and performing arts. Sectors where young graduates were more likely to work included: media, fashion industry and retailing.

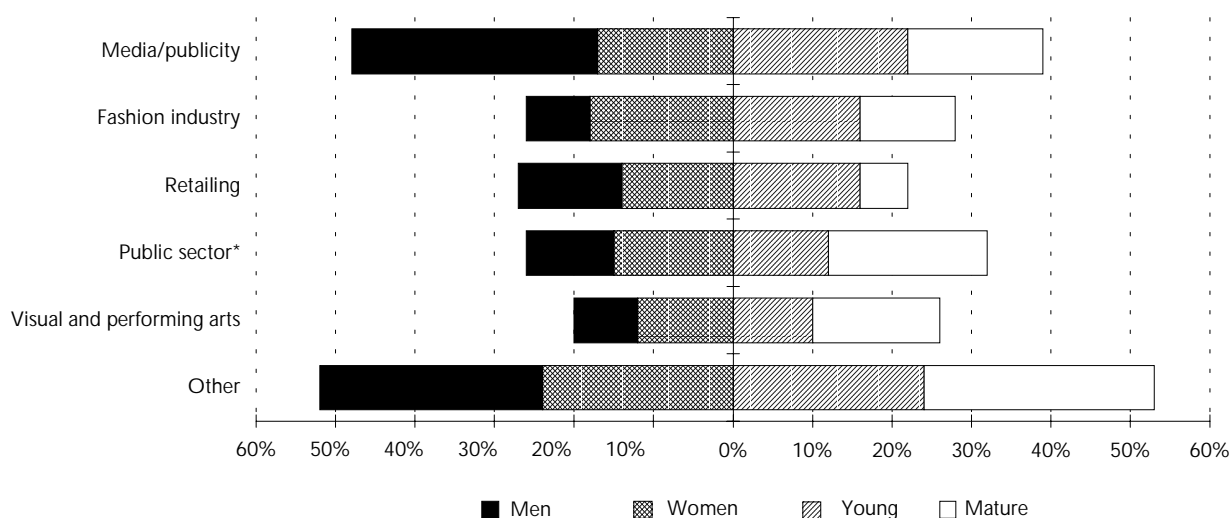
The findings also show some variations between graduates from different ethnic groups, but these should be interpreted with caution because of the small number of cases included in the analysis. Respondents from ethnic minorities were more likely to be working in the fashion industry (23 per cent compared with 14 per cent of white respondents), and retailing (19 per cent compared with 13 per cent for the rest of the sample). However, they were less likely than their white counterparts to be employed in visual and performing arts (the respective figures being five and 12 per cent).

3.2.3 Employment status

Eighty-one per cent of respondents who answered the questions on their current or most recent employment said that their main job was full-time, with 71 per cent in a permanent post. Of those who were in temporary employment, the majority (52 per cent) had a three to 12 months contract, over a quarter had a short contract (*ie* less than three months) and 20 per cent had a contract for over a year.

The level of part-time work seems to decrease the longer graduates have been in the labour market: 16 per cent of 1993 leavers were working part-time, compared with around a fifth of those from the other two cohorts. There were some interesting

Figure: 3.4: Employment sector by gender and age group



*This category includes education, health, central and local government, but excludes arts

Source: IES Graduate Skills Survey, 1997

variations between respondents from different colleges: only eight per cent of LCPDT graduates were working part-time. At the other end of the spectrum, nearly a third of Chelsea leavers were in a part-time job, while between a fourth and fifth of respondents from other colleges were found in this category.

Part-time employment was more common among women (22 per cent mentioned this, compared with 12 per cent of men), ethnic minorities (a quarter reported it compared with 19 per cent for the rest of the sample), and was particularly widespread among mature graduates (38 per cent were working on part-time basis).

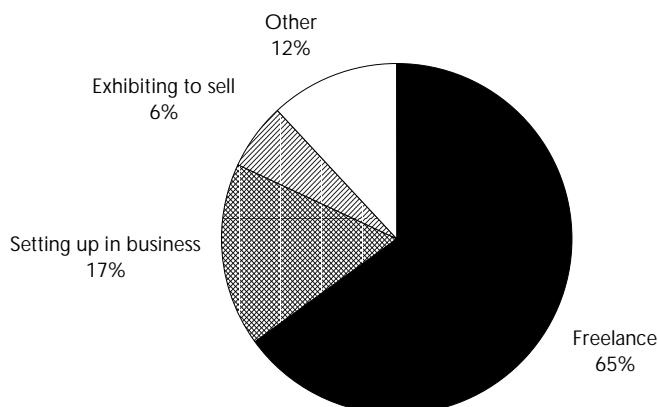
The analysis on the incidence of permanent employment among different groups of respondents produced findings very similar to those already presented earlier in section 3.1.4, therefore an additional sub-group analysis on this issue is not included here.

3.2.4 Self-employment

Past research has shown that various forms of self-employment are much more common among art and design graduates, compared with graduates from other subject areas and with the workforce in general. The findings from the current survey confirm this: nearly a third (31 per cent) of London Institute graduates who gave information about their current or more recent employment were self-employed. As indicated in Figure 3.5, freelance work was the most common activity among this group, followed by those who were setting up in business and a rather small proportion who were exhibiting art works to sell.

As might be expected self-employment was more common among the earlier cohorts: 40 per cent of 1993 leavers, 30 per cent of 1994 graduates and 26 per cent of 1995 respondents mentioned self-employment as their main paid activity (Figure 3.6). Self-

Figure 3.5: Self-employed respondents' range of activities



Source: IES Graduate Skills Survey, 1997

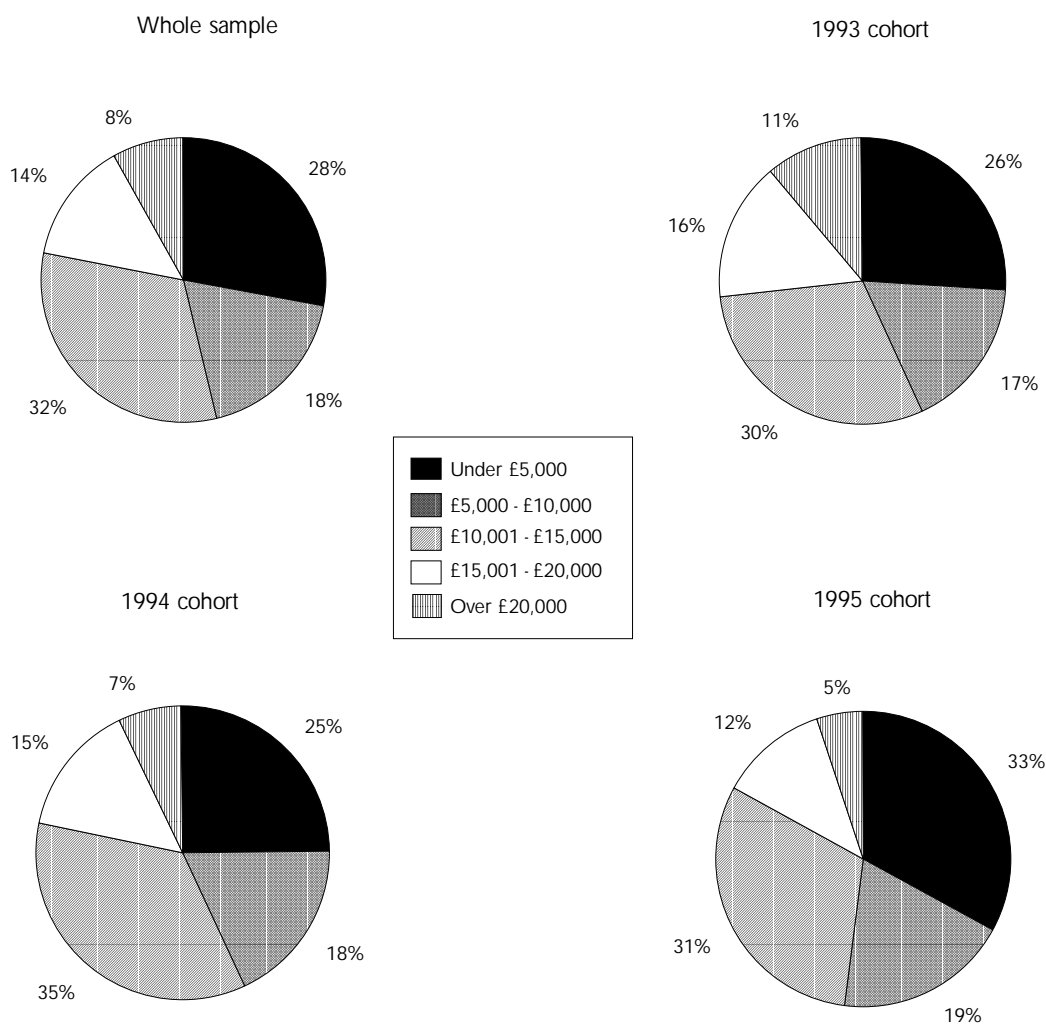
employment was less common among graduates from LCF and LCPDT, only a quarter of these respondents reported it. Just under a third of Camberwell and Chelsea leavers were self-employed, while the most likely to be self-employed were CSM graduates with 41 per cent reporting it.

There were not any significant differences in relation to self-employment between women and men, and between ethnic minority and white respondents. However, self-employment was considerably more likely to be mentioned by mature graduates (44 per cent), than their younger peers (27 per cent).

3.2.5 Income

Previous studies have shown that the distribution of earnings in the art labour market is very skewed, with a small number of people have high earnings, while the great majority of professionals in this field survive on a very small income (Shaw and Allen, 1997). Our findings confirm this picture (Figure 3.6):

Figure 3.6: Annual earnings



Source: IES Graduate Skills Survey, 1997

28 per cent of London Institute graduates had an annual income of less than £5,000, and a further 18 per cent were earning between £5,000 and £10,000 a year. However, nearly a third reported an income of between £10,001 and £15,000 and a further 14 per cent were found in the £15,001 to £20,000 income group. Only eight per cent reported annual earning of over £20,000.

The findings for the whole sample disguise some variations between different year cohorts, as income levels are affected by the length of time a person has been in the labour market, and earnings are likely to increase particularly fast after a substantial formal training period. As expected, 1995 graduates were earning less than their predecessors (Figure 3.6). One and a half years after graduation, the largest group of respondents from this cohort (33 per cent) were earning less than £5,000. However, 31 per cent were also found in the £10,001-£15,000 income band, while the number of 1993 respondents earning more than £15,000 was small. The income levels of 1995 and 1994 respondents show some evidence that art and design graduates' incomes increase over time, albeit rather slowly. The largest groups in these two cohorts were found in the £10,001-£15,000 income band. However, around a quarter of 1993 and 1994 graduates were still earning less than £5,000 at the time of the survey. The proportions of 1993 and 1994 respondents in the £15,001-£20,000 were very similar (16 and 15 per cent respectively), while a small number were earning over £20,000.

Income variations between different groups have been analysed separately for different year cohorts and therefore the numbers in some of the categories are rather small. The data for graduates from different colleges are presented in Appendices D (Table D.19) for Camberwell, and C (Tables C3.24- C3.26) for the other colleges. However, no clear trends emerge, probably due to the small numbers in many of the categories.

As indicated in Table 3.5, gender differences emerged in relation to earnings. Within each cohort women were more likely to be found in lower income bands, while men were better

Table 3.5: Annual earnings by cohort and gender (per cent)

Income band	1993		1994		1995	
	Women	Men	Women	Men	Women	Men
Under £5,000	29	19	25	23	35	27
£5,000-£10,000	16	19	17	20	21	14
£10,001-£15,000	34	18	36	33	30	34
£15,001-£20,000	14	21	17	12	12	11
Over £20,000	8	22	6	12	2	14
<i>Total No. of cases</i>	<i>200</i>	<i>72</i>	<i>236</i>	<i>75</i>	<i>282</i>	<i>115</i>

Source: IES Graduate Skills Survey, 1997

Table 3.6: Annual earnings by cohort and age group (per cent)

Income band	1993		1994		1995	
	Young	Mature	Young	Mature	Young	Mature
Under £5,000	23	34	24	27	30	42
£5,000-£10,000	15	21	15	25	20	16
£10,001-£15,000	33	23	38	27	34	24
£15,001-£20,000	18	10	15	17	11	14
Over £20,000	12	12	8	5	6	5
<i>Total No. of cases</i>	<i>206</i>	<i>61</i>	<i>222</i>	<i>83</i>	<i>288</i>	<i>106</i>

Source: IES Graduate Skills Survey, 1997

represented in the higher earning categories, although in some cases differences were rather small.

Differences between age groups (Table 3.6) were larger and more consistent, reflecting the earlier findings on the variations in the employment experiences of young and mature graduates, and confirming the greater disadvantage the latter face in the labour market. One and half years after graduation over 40 per cent of 1995 mature graduates were earning less than £5,000, and even three and half years after completing their course over a third were found in this income group. The corresponding figures for their younger peers were 30 and 23 per cent. The proportion of mature graduates in the middle income group (£10,001-£15,000) was around a quarter for all cohorts, compared with a third or over for young respondents. Generally, the latter were also better represented in the higher income groups (*ie* over £15,000). Although there were a couple of exceptions, the numbers in these categories are rather small.

3.3 Art and design graduates' careers

Some 50 per cent of London Institute graduates establish careers in the artistic/cultural fields. As discussed above artists' careers tend to be characterised by frequent job changes, temporary appointments and contracts, self-employment, and a combination of paid and non-profitable activities at anyone time. Previous research has shown that job insecurity and career fragmentation are particularly likely to characterise the early employment experiences after formal vocational training. These trends were confirmed by the current survey findings.

3.3.1 Second and third jobs

Fifteen per cent of London Institute graduates had a second job and a further five per cent had three jobs at the time of the survey. These are very high figures if one considers that only five per cent of the UK labour force as a whole has a second job (LFS, 1996). In addition, the survey findings on the number of

jobs relate to paid employment, and do not therefore include graduates unpaid activities (*eg* preparing a portfolio or voluntary work).

The proportions of respondents from different cohorts with multiple jobs were similar: 22 per cent of 1993 leavers, 18 per cent of 1994 graduates and 20 per cent of 1995 respondents had more than one job at the time of the survey.

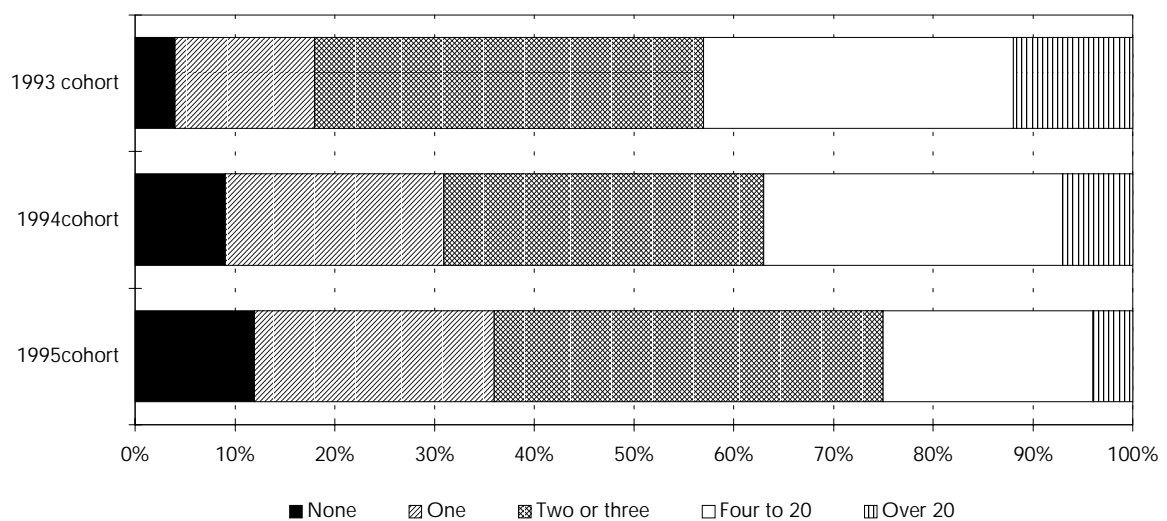
Multiple jobs were less common among LCF and LCPDT graduates. Only 16 per cent of these reported having more than one job, compared with over 20 per cent of respondents from other colleges.

Gender differences were small: 19 per cent of women and 22 per cent of men had more than one job. A quarter of mature graduates reported having more than one job, compared with 18 per cent of young leavers. Compared with ethnic minorities, white graduates were also more likely to have multiple jobs: the respective figures being 21 and 14 per cent.

3.3.2 Number of jobs and contracts since graduation

The sample's career paths were first explored by analysing the number of jobs and contracts respondents from different year cohorts have had since graduation. This analysis, presented in Figure 3.7, provides a measure of career 'changeability'. The largest group, from all three cohorts, included those who have had two to three jobs since finishing their course. Nearly a third of 1993 and 1994 respondents have had between four and 20 jobs since graduation, and just over one-fifth of 1995 graduates were also included in this category. Twelve per cent of 1993 respondents have had over 20 jobs in the past three and a half years, while the respective figures for 1994 and 1995 graduates

Figure 3.7: Number of jobs/contracts since graduation



Source: IES Graduate Skills Survey, 1997

Table 3.7: Average number of jobs by gender and cohort (mean scores)

Gender	1993	1994	1995
Women	7.3	5.2	3.2
Men	8.5	8.1	3.5
<i>Total No. of cases</i>	<i>230</i>	<i>295</i>	<i>372</i>

Source: IES Graduate Skills Survey, 1997

in this category were smaller at seven and four per cent respectively.

The sub-group analysis shows some interesting, if not always consistent, variations between the average number of jobs different groups have had since graduation.

1993 and 1994 graduates from Camberwell college have had the lowest average number of jobs since graduation, compared with respondents from other colleges. However, among 1995 graduates those from LCPDT have had the smallest average number of post-graduation jobs. 1994 and 1995 respondents from CSM have had a greater number of jobs than their peers from the same cohorts. However, again this finding is not consistent, as among the 1993 cohort the largest number of jobs was held by Chelsea graduates (more detailed findings are included in Table C3.23 in Appendix C).

Mature graduates who completed their course in 1993 and 1994 have had an average of 9.2 and 8.6 posts respectively, the corresponding figures for young respondents were 7.3 and 4.9. However, the reverse is true for the 1995 cohort, within this group the respective average number of post-graduation jobs mature and young respondents have had were 3.4 and 3.1.

Gender differences were more consistent across different cohorts, although rather small in some cases (*ie* 1995 group). Male graduates from the three cohorts have had a greater number of jobs, compared with their female counterparts (Table 3.7).

3.3.3 Career profiles

Another way of exploring career histories is to identify the most common patterns of different career profiles. This could be done only with 1993 respondents, as the employment data from the other cohorts are not sufficient to identify different patterns over time. The analysis of the 1993 cohort (including 279 cases) resulted in 91 career profiles, each pattern comprising different combinations of the eight employment statuses at 12 monthly intervals. Twenty-three per cent of 1993 graduates had been in permanent employment at each stage. This was the only profile with a relatively large number of cases, all the other combinations included a maximum of two per cent of respondents.

3.4 Career satisfaction and future expectations

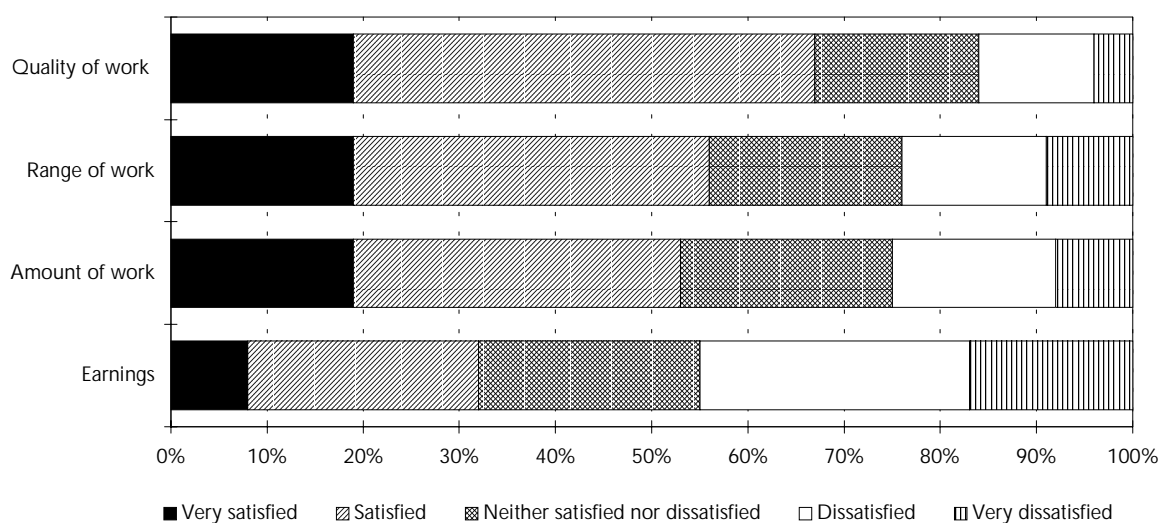
A number of questions were included in the survey to explore respondents' satisfaction with different aspects of their post-graduation career and their future expectations.

3.4.1 Career satisfaction

Over half of respondents were either satisfied or very satisfied with all aspects of their work mentioned in the questionnaire, except for earnings (Figure 3.8). Graduates were particularly satisfied with the quality of work they have had since completing their course (67 per cent said they were either very satisfied or satisfied with this). Satisfaction levels were also relatively high (between 53 and 56 per cent) in relation to the range and amount of work they have had so far. Between 16 and 25 per cent of the sample said they were dissatisfied or very dissatisfied with these aspects of their post-graduation career. Not surprising, given the findings reported earlier on income levels, just under a third of respondents were happy with their earnings, with 45 per cent saying they were either dissatisfied or very dissatisfied.

For the sub-group analysis, categories were combined into three groups (*ie* satisfied, not satisfied or neither) to ensure they included a sufficient number of cases to generate reliable results. There were few and rather small variations between different cohorts, while the levels of satisfaction among respondents from different colleges partly reflect the findings on variations in their employment experiences. Graduates from LCF and LCPDT reported higher satisfaction levels with the different aspects of their post-graduation career, compared with the rest of the sample. (Further information about satisfaction levels among

Figure 3.8: Satisfaction with different career aspects



Source: IES Graduate Skills Survey, 1997

graduates from different colleges are included in Table D.21 in Appendix D for Camberwell, and Tables C3.27-C3.30 in Appendix C for the other colleges.)

There were no or very small gender differences in satisfaction levels, this is somewhat surprising given the variations in women's and men's post-graduation employment experiences discussed earlier. Overall satisfaction levels were higher among young than mature respondents. The largest difference was in relation to satisfaction with earnings, with the respective figures being 33 and 26 per cent. Fifty-eight per cent of young graduates were satisfied with the range of work, compared with 51 per cent of their mature peers. Differences between these two groups in relation to the quality and amount of work were small. Variations between ethnic minority and white graduates present a rather mixed picture. There were very small differences in relation to the quality and range of work. White graduates were more satisfied with the amount of work than ethnic minorities (the respective percentages being 43 and 54), while 38 per cent of the latter were satisfied with their earnings, compared with 30 per cent for the rest of the sample.

3.4.2 Future expectations

Respondents were asked what they might be doing in five years time (Table 3.8). Expectations regarding the 'ideal job' were high, with nearly half the sample saying they were working towards this goal. In other respects graduates appear to have much lower expectations: just over a third were hoping for a promotion and a quarter thought they might change work patterns. However, only a minority (22 per cent) believed they would be in the same situation in five years time, a fifth thought they might be doing a range of jobs, and 18 per cent predicted a change in career direction.

Year of graduation does not seem to have a significant influence on future career expectations, while some variations emerged among respondents from different colleges. LCF and LCPDT

Table 3.8: What respondents expected to be doing in five years time

Career expectations	%*
Achieving/working towards an ideal job	48
Promoted but in the same career	35
Changing work pattern	25
Continuing in a similar situation	22
Doing a range of jobs	20
Changing career direction	18
<i>Total No. of cases</i>	<i>867</i>

**Respondents could select more than one category and therefore percentages do not add up to 100.
Source: IES Graduate Skills Survey, 1997*

graduates were less likely to think that they will be in an ideal job, the respective figures being 37 and 43 per cent, compared with over half for the other colleges. On the other hand, LCF and LCPDT were more likely to predict a promotion, the respective figures for these graduates were 43 and 47, compared with 34 per cent for CSM, 27 per cent for Camberwell and 21 per cent for Chelsea. (Further details about future expectations by college are included in Appendices D, Table D.22, for Camberwell and C, Table C3.31, for the other colleges.)

Differences between age groups were again the most significant ones. Mature graduates appear to be less optimistic about their career prospects: only 26 per cent expected a promotion compared with 38 per cent of their younger peers. The former were also less likely to believe they will be in an ideal job, although the difference in this case was smaller (four percentage points). Nearly a third of mature respondents thought they would be in a similar situation in five years time, compared with 18 per cent of young graduates. The former were also more likely than the latter to think they will have multiple jobs in the future (the respective figures being 25 and 18 per cent).

Gender differences were very small and on the whole not significant. The only finding worth noting is that 25 per cent of men believed they would have a range of jobs in the future, compared with 18 per cent of women. As with mature graduates, this is probably a reflection of their current situation.

The most significant variations between ethnic minority and white respondents were that the latter were more likely to believe they will be in a similar situation and have multiple jobs in five years time.

3.5 Conclusion

Overall the survey findings on respondents' post-graduation employment circumstances show that art and design graduates' early experiences are characterised by job insecurity, unemployment, frequent job changes, and a range of paid and unpaid activities, within and outside the arts.

3.5.1 Getting started

The results on respondents' employment experiences at different career stages show that one and half years after graduation around 40 per cent of art and design graduates were in permanent employment. Around a third were developing their own portfolio or studio work (as their main or secondary activity), and another third were doing freelance work (again either as their main or secondary activity). The findings from respondents who had been in the labour market for some years

also show that the proportion of graduates involved in these activities increased slowly, but steadily, over time.

Between 15 and 21 per cent of art and design graduates were in temporary employment 18 months after graduation, but this figure decreased slowly over time. Around a fifth of respondents were undertaking training or further studies one and a half years after completing their course. While this proportion decreased over time, there was evidence of a relatively high level of commitment to learning at all career stages. Work experience and voluntary work featured in the early experiences of around ten per cent of graduates, although as expected, these activities decreased over time.

Finally, the level of unemployment among art and design graduates was relatively high at all career stages (*ie* between seven and eleven per cent). However, as the findings above highlight, during periods of unemployment many of these graduates were involved in a range of 'productive', even if not income generating, career related activities.

Other findings also highlight the fragmented nature of art and design graduates' career experiences:

- 20 per cent had more than one job at the time of the survey
- a quarter of 1995 graduates have had more than three jobs since graduation, and this figure rises to 43 per cent among the 1993 cohort
- 91 different career profiles were identified among the 1993 respondents.

3.5.2 Little money

The findings on respondents' income levels are in line with previous research in this area (*eg* Honey *et al.*, 1997; Shaw and Allen, 1997). If one considers that in most other fields people qualified at degree level earn considerably more than the rest of the workforce (Blundell *et al.*, 1997), the high proportion of London Institute graduates working in the artistic fields would explain the lower than average earnings. Low income levels among artists partly reflect the nature of the labour market in which they operate, but also their lack of commercial acumen, as a recent report has pointed out:

'A significant proportion of artists in this research had relatively low level of interest in, or awareness of, the business side of the profession. In many ways this is compounded by their relative poverty and desperation to have their work shown which in turn reduces their bargaining power and self confidence. Many artists indicated that they are prepared to work for little, nothing or at a loss in order to have their work seen.' (Shaw and Allen, 1997, p. iii)

3.5.3 The same 'old story'

The findings on the employment circumstances of different groups of respondents reflect the disadvantage these groups face in the labour market. Overall female respondents were less likely than men to be found in permanent and full-time employment, and were more likely to be employed in fields where women have traditionally been better represented, *ie* the fashion industry and the public sector.

As other research has indicated (Connor and Pollard, 1996; La Valle *et al.*, 1996) mature graduates face greater difficulties in the labour market. The current survey findings show that they were less likely than their younger peers to be in permanent and full-time employment and to be working in artistic professions. On the other hand, older graduates were more likely than the rest of the sample to be self-employed. This could partly reflect the greater difficulties this group faces in finding a job, but also a higher level of confidence and experience among mature graduates, which make them more likely to take the risks involved in becoming self-employed.

Finally, as other studies have shown, ethnic minority graduates seem to face greater difficulties when they enter the labour market: in this survey they were less likely to be in permanent employment and more likely to be unemployed than their white peers.

Income differences emerging from the survey also confirm the higher level of labour market disadvantage faced by these groups.¹

3.5.4 Great expectations

Finally, variations in career satisfaction levels reflected in some cases the respondents' different employment experiences. So for example, LCF and LCPDT graduates, who were more likely to have had more 'conventional' careers since graduation, reported a higher level of satisfaction. However, as numerous studies have shown, the relationship between labour market disadvantage and career satisfaction is not a linear one. No gender differences emerged in satisfaction levels, and while mature and ethnic minority graduates were less satisfied with some aspects of their careers, these variations were often small and not always consistent.

Similarly, the findings on future expectations only partly reflect the difficulties faced by different groups of respondents. The somewhat more positive experiences of LCF and LCPDT graduates made them more optimistic in some respects (*eg*

¹ Income differences between ethnic minority and white respondents could not be explored because the numbers were too small.

promotion) but perhaps less 'idealistic'. No clear picture emerged from variations in expectations between women and men, and between ethnic minority and white graduates. However, mature respondents were less optimistic about their future career prospects, and more likely to believe that they will remain in the same (and less than ideal) employment situation for the foreseeable future.

4. Skill Needs and Gaps

The variety of London Institute graduates' employment experiences highlighted in the previous chapter clearly indicate their need for a wide range of career management and enterprise skills. We know from previous research that graduates in general, and art graduates in particular, believe that their level of competence in these skill areas is low, and that these skill deficiencies can represent serious obstacles in a tough and fragmented labour market (Honey *et al.*, 1997; Purcell and Pitcher, 1996).

Given these concerns, one of the main aims of the current study was to compare respondents' views on the extent to which the course had helped them to develop a range of skills, with their assessment of the relative importance of these skills in their current activity. These findings and variations between different groups of respondents are presented at the beginning of this chapter.

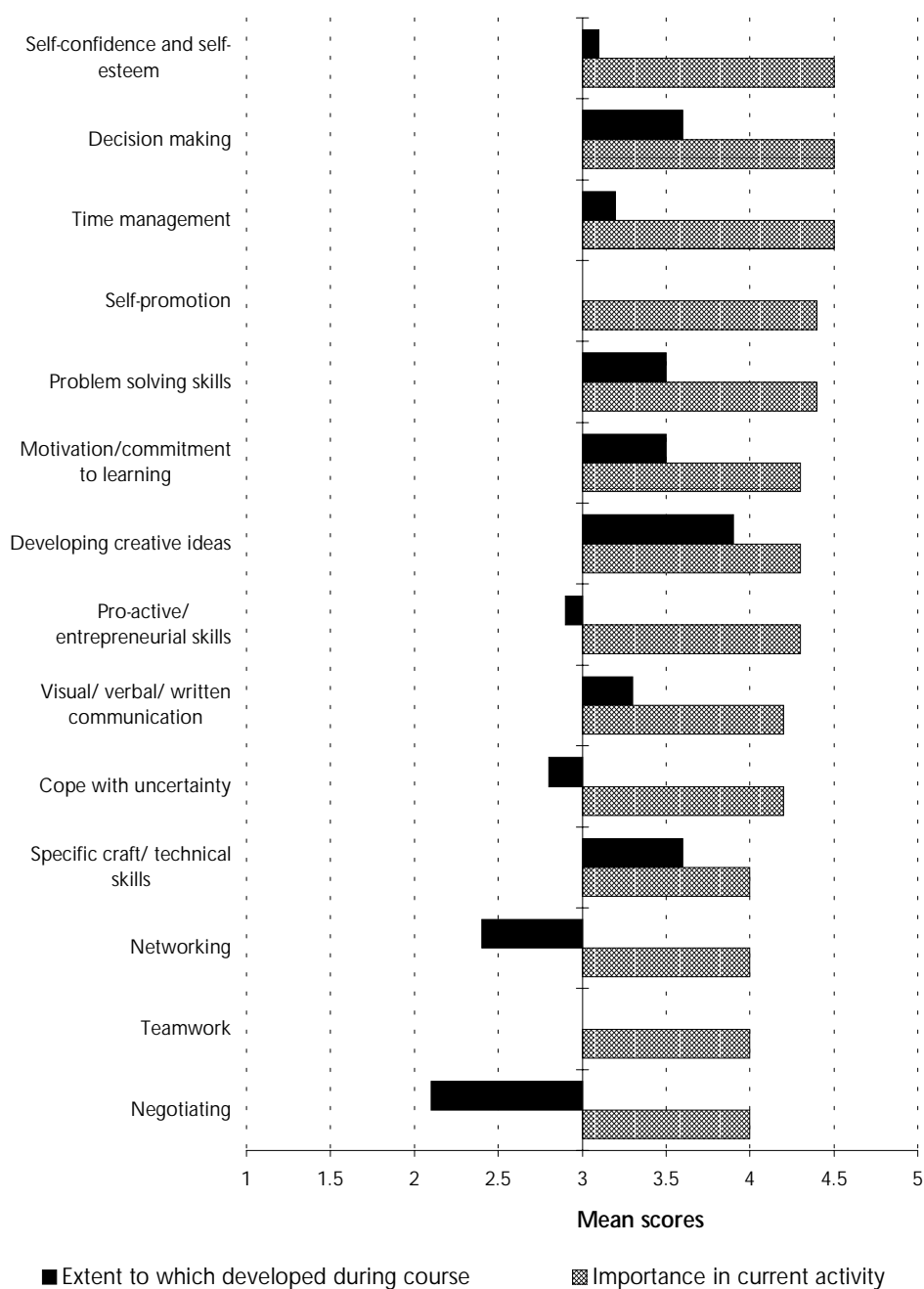
Because no list of skill requirements can be exhaustive and entirely representative of the range of needs and experiences of such a diverse group, respondents were also asked about any other skills they had learnt since leaving their course. These findings are presented in the latter part of the chapter.

4.1 Skill requirements: the overall picture

Skill requirements in respondents' current activity were assessed using a five point Likert scale, with one indicating that skills were not important, and five that they were extremely important. In the light of the discussion on respondents' post-graduation employment experiences, it was not surprising to find that all the skills listed in the questionnaire were regarded as very important. As indicated in Figure 4.1, they all received average scores of four or above.

- Top of the list came self-confidence, decision making and time management all rated an average of 4.5. Over 60 per cent of the sample gave these skills the maximum score, and a nearly a quarter rated them four.
- Self-promotion and problem solving came a close second with a rating of 4.4. Just under 60 per cent of respondents rated these skills five, while a quarter gave a score of four.

Figure 4.1: Skills developed during the course and current skill needs



Source: IES Graduate Skills Survey, 1997

- With a mean score of 4.3, the ability to develop creative ideas and entrepreneurial skills were also regarded as very important. Over 55 per of the sample rated these five, while around a quarter rated them four.
- Communication skills and the ability to cope with uncertainty were also highly rated (4.2). They were rated five by just over half of the sample and given a score of four by over a quarter.
- Further down the list, but still with a relatively high average score (*ie* four) we find: craft/technical skills, networking,

teamworking and negotiating. These were rated four or five by nearly 70 per cent of the sample.

Looking at differences between the level of competence respondents acquired during their course, and the relative importance of these skills in their current activity, some key gaps emerged.

- The largest gaps were related to negotiating and networking (with differences of 2.0 and 1.7 respectively).
- A smaller, but still significant gap (1.5) emerged in relation to self-confidence, self-promotion, entrepreneurial skills, time management and the ability to cope with uncertainty.
- In the other areas (*ie* self-motivation, decision making, problem solving, creativity, communication, team working and craft/technical skills) there was also a gap between the level of competence developed during the course and the current importance of these skills. However, in these cases the difference was smaller (*ie* one or less).

4.2 Skill requirements: group variations

Few and on the whole small differences emerged between different groups of respondents, reflecting the importance of these skills for the overwhelming majority of graduates, regardless of their personal circumstances or variations in their employment experiences. The results from the different colleges are reported in Table 4.1 for information.

The only findings worth mentioning here are related to differences emerging between respondents who were self-employed and the rest of the sample. In a number of skill areas the former reported higher scores, these include:

- entrepreneurial skills (rated 4.7 and 4.3 by self-employed graduates and the rest of the sample respectively)
- networking (respective scores 4.5 and 4.0)
- negotiating (respective ratings 4.4 and 3.9)
- ability to cope with uncertainty (respective scores 4.5 and 4.1)
- creativity (respective ratings 4.6 and 4.2)
- craft and technical skills (respective scores 4.4 and 3.9).

On the other hand, self-employed graduates regarded team-working slightly less important than other respondents, the respective scores being 3.9 and 4.2.

Table 4.1: Importance of different skills in current activity by college (mean scores)

Skill areas	Camberwell	CSM	Chelsea	LCF	LCPDT
Self-confidence and self-esteem	4.5	4.7	4.6	4.5	4.4
Decision making	4.5	4.6	4.5	4.4	4.4
Time management	4.4	4.6	4.4	4.4	4.5
Self-promotion	4.3	4.5	4.4	4.5	4.3
Problem solving skills	4.3	4.4	4.3	4.4	4.4
Self- motivation and commitment to continuous learning	4.4	4.5	4.3	4.3	4.3
Developing creative ideas	4.2	4.5	4.4	4.2	4.2
Pro-active/entrepreneurial skills	4.2	4.4	4.3	4.3	4.2
Visual/verbal/written communication	4.2	4.4	4.3	4.2	4.2
Cope with uncertainty	4.1	4.3	4.2	4.1	4.1
Specific craft/technical skills	3.9	4.1	4.0	4.1	4.1
Networking	4.0	4.2	4.0	4.0	4.0
Teamworking	3.8	4.0	3.9	4.2	4.0
Negotiating	3.8	4.1	4.0	3.9	3.9
<i>Total No. of cases</i>	<i>208</i>	<i>269</i>	<i>136</i>	<i>188</i>	<i>202</i>

Source: IES Graduate Skills Survey, 1997

4.3 Additional skill needs and learning methods

In an open ended question respondents were also asked to mention any other skills they have had to learn since completing their course. The findings are presented in Table 4.2. Since this was an open ended question, it gives an insight into the range of graduates' skill requirements, rather than the proportion of respondents who reported them.

Some of the skills mentioned by respondents are closely related to the skill areas listed in the questionnaire (*eg* initiative, commercial skills), however, others provide additional information about respondents' requirements. For example, computing (and in particular specific graphics packages), people management, teaching skills were all areas mentioned by respondents, as well as formal job search skills, word processing, languages, and even health and safety. The wide range of skill requirements reported gives an indication of the variety and diverse experiences respondents have had since graduation.

As indicated in the previous chapter, a substantial minority of respondents were undertaking training or further studies at various stages of their post-graduation career. A specific question was also asked to establish how graduates had learnt the skills listed in Table 4.2. Informal learning methods were more commonly mentioned:

Table 4.2: Skills respondents have had to learn since completing their course

Skill area	%
Computer skills	26
Communication and people management	26
Technical skills related to art	25
Commercial skills	22
Resilience	18
Initiative	9
Formal job search	4
Teaching skills	3
Word processing/typing	0.4
Languages	0.4
Health & safety	0.4
<i>Total No. of responses*</i>	<i>1422</i>

*These represent the total number of times these skills were mentioned, since respondents could select more than one skill, percentages do not add up to 100.

Source: IES Graduate Skills Survey, 1997

- 79 per cent had learnt new skills 'on the job'
- a considerably lower proportion (20 per cent) had been on short courses
- less than one-fifth had learnt new skills by attending employer training courses
- a similar proportion of respondents (18 per cent) had undertaken a course leading to a qualification
- only six per cent of respondents had been on a Government Training for Work scheme
- other ways of acquiring new skills mentioned by graduates included: self-teaching, 'life experience', via professional organisations and with the help of friends and relatives.

Some variations emerged between different groups in relation to learning methods. The level of 'on the job' training was clearly linked to employment status. Respondents more likely to be found in employment, in a permanent and full-time job, were also more likely to mention 'on the job' training. These included: men, white graduates, young respondents, those from earlier cohorts and from LCF and LCPDT. In some cases (*ie* respondents from LCF and LCPDT, and young respondents) this was also true for employer training courses.

Perhaps to compensate for the lower levels of employer based learning, women, mature graduates, ethnic minorities and respondents from Camberwell, CSM and Chelsea were more likely to have attended short courses, and courses leading to

Table 4.3: Learning methods by college (per cent)*

Learning method	Camberwell	CSM	Chelsea	LCF	LCPDT
'On the job'	76	79	71	83	83
Short course	23	21	20	16	19
Employer training course	18	15	20	23	22
Course leading to qualification	21	17	28	10	16
Training for Work scheme	8	6	6	4	6
<i>Total No. of cases</i>	<i>145</i>	<i>223</i>	<i>109</i>	<i>118</i>	<i>171</i>

*Because respondents could select more than one learning method, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

qualifications. However, in some cases differences were rather small.

Variations between different groups in relation to attendance on Government Training for Work schemes were rather small: those who graduated earlier were more likely to have been on these, as were Camberwell graduates and respondents from ethnic minorities.

4.4 Conclusion

The survey findings have confirmed the high level of need among new art and design graduates for a range of career management and enterprise skills. All the skill sets listed in the questionnaire received high scores from the overwhelming majority of respondents. The survey has also shown that most graduates believed that the level of competence developed in these skill areas during their course was inadequate.

While gaps emerged in relation to all skill sets, they were particularly large in some areas. It must be a matter of concern, for example, that relatively large gaps emerged in relation to

Table 4.4: Learning methods by age group, gender and ethnicity (per cent)*

Learning methods	Age group		Gender		Ethnic group	
	Young	Mature	Women	Men	Ethnic min.	White
'On the job'	80	76	77	82	69	80
Short course	20	21	21	18	29	18
Employer training course	20	15	20	17	21	19
Course leading to qualification	18	19	20	13	24	17
Training for Work scheme	6	7	6	7	10	6
<i>Total No. of cases</i>	<i>586</i>	<i>169</i>	<i>553</i>	<i>213</i>	<i>84</i>	<i>658</i>

*Because respondents could select more than one learning method, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

negotiating, networking and self-promotion. These are all essential skills in a field where knowing the right people, being in the right place at the right time, establishing one's reputation and maintaining a high level of visibility are vital to find and generate work.

Given the high proportion of graduates who were self-employed, the perceived inadequacy of business and enterprise skills must also be given careful consideration. The low level of competence in time management skills must make life much harder for graduates who have to juggle a range of paid and non-profitable activities. Relatively large gaps were also identified in relation to the ability to cope with uncertainty and self-confidence. Helping graduates in these areas cannot be easy, given the tough labour market conditions they face. Nevertheless, clearly more needs to be done to prepare them for working life and help them to manage their expectations without undermining their confidence.

The relatively high level of commitment to learning and the level of involvement with a range of formal and informal training activities could partly reflect graduates' attempts to deal with these skill deficiencies. However, as previous research has shown, those in a stronger position in the labour market are also more likely to benefit from employment based learning. It was interesting to note, that disadvantaged groups were more likely to be involved in other forms of training and learning, thus partly compensating for the poor access to employment based training.

5. Making a Living with an Art and Design Degree

In this chapter the nature of art and design graduates' careers and early employment experiences are summarised and explored further, by presenting qualitative data from respondents' additional comments. The need for a broad range of skills to become an important component of the art and design curriculum is then discussed. In the final part of the chapter the range of career advice and guidance activities required by respondents is reviewed.

5.1 An artist's career

The research findings show clearly that for most graduates the time spent at The London Institute was very rewarding, as it helped them to develop their artistic talent, creativity as well as a range of technical and craft skills. However, for many graduates the 'fun was over' at the end of the course, when they had to leave the 'sheltered' academic life, and enter a tough labour market. For many the initial post-graduation experiences were rather negative and raised the crucial question of whether they would ever be able to make a living from art practice.

As discussed earlier, art and design graduates had to juggle a range of paid and unpaid activities, inside as well as outside their chosen profession, in order to make ends meet. Such experiences in one's early post-graduation career can have a considerable negative effect, as the graduates quoted below illustrate.

'The majority of people I know who left college spent a large proportion of time on the dole which can be extremely demoralising, and any skills such as self-confidence and self-esteem learnt at college are soon lost in the reality of the situation.'

'Although I enjoyed my course and I did quite well, I was not prepared for the shock of leaving college. The last year has been a hard struggle and I'm not sure that I can see the light at the end of the tunnel even now.'

'What do I do next? My qualification seems to have no relevance in jobs which are available. Did I waste my time taking this degree? I got a first class honours, and although I didn't expect to walk straight into a job related to my studies, I didn't expect to be sweeping floors either. My battle is now fighting depression and disillusionment.'

'If I had realised how hard it was to find a paid job in fashion I would have kept it as a hobby.'

However, the survey findings also show that employment circumstances improve over time, albeit slowly. There was also evidence to suggest that graduates learn to live with the uncertainty, insecurity and low financial rewards which characterise a career in the arts.

'I have not become a workbench conservator, rather I've used my knowledge to branch out into several fields simultaneously: devising and running my own courses on the history of paper and media, and some conservation surveys. Everything I do is interesting but employment is strictly in peaks and troughs, and it's all high risk and insecure. I think that's a price I've decided to accept in exchange for being in charge of my own, tailor made work.'

'Whilst I am finding it difficult to earn money from my ceramic work, I do think that the satisfaction gained from doing that which you love should not be underestimated, even if it does not become the main source of income.'

5.2 Implications for skill needs

The need to include a wide range of career management and enterprise skills in the curriculum has been clearly demonstrated by the research findings. These skills can help to smooth the transition from college to the world of work, enhance new graduates' chances of being able to make a living from their art practice or enter other careers. Key skill requirements emerging from this study can be grouped under three broad headings:

- enterprise and business skills
- career management skills
- survival skills.

These are discussed in turn below.

5.2.1 Enterprise and business skills

As it has been observed before (Jackson, 1996), people working in fragmented labour markets have to invest a significant amount of time and resources in working to get work, and this requires a specific set of skills. For example, networking and self-promotion are essential to become known and maintain one's visibility in the labour market. In order to find or generate their own work, artists also need to be proactive, have good self-promotion and communication skills. They also need many of the skills which are essential to run a small business *eg* negotiating, decision making, marketing and financial skills. The ability to juggle a range of paid and non-paid activities, in as well as outside the arts, also requires very good time management skills.

5.2.2 Career management skills

Given the nature of the arts labour market, most artists are solely responsible for their own career development, very few can hope for the traditional 'employment deal' which guarantees life-time career and steady progression. As Jackson has pointed out elsewhere, career management:

'... means taking responsibility for their own skill development and having the skills to engage in periodic reviews of their careers. The data from this research emphasise the importance of careers guidance for career management, that is encouraging people to acquire the process skills that are required to manage their own careers. A key element of this process is having self-insight and a career plan that gives direction and meaning to the chosen career. It is also recognising that career success is in many respects subjective and that the success of an individual's career must be evaluated on the basis of the individual's own criteria.' (Jackson, 1996, p. 625)

The current survey findings clearly point to the need for a range of career management skills such as motivation and commitment to continuous learning; the ability to identify one's strengths and weaknesses, to develop a record of skills and achievements and to plan one's career goals and development needs. As other studies have shown (eg Honey *et al.*, 1997; Jackson, 1996), these skills need to be a fully integrated component of artists' formal training.

5.2.3 Survival skills

As it has been pointed out before (eg Honey *et al.*, 1997; Jackson, 1996) perseverance and resilience are essential to deal with the insecurity, frequent rejections, inevitable disappointments and slow progress which characterise most artists' careers. As Jackson (1996) has argued, artists might need to overestimate their chances of having a successful career, in order to have sufficient motivation and incentives to enter and remain in the arts labour market. The need to work to find and generate work, and to operate in an overcrowded labour market also require considerable resilience. A high level of motivation, self-confidence and self-esteem, the ability to cope with uncertainty and sheer hard work are all necessary to survive in the arts world. While these might be partly innate qualities and attributes, much can also be done to help graduates develop these competences.

5.3 The challenge for higher education

The need to integrate into the course curriculum the range of skills discussed earlier is one of the key messages emerging from this study. However, the findings also point to the need for more practical support and career preparation. Respondents emphasised that these should become an integral part of the

course curriculum, provided not only by careers advisers, but also by tutors, visiting lecturers and professionals from the art, design and media (eg art dealers, designers, auctioneers, gallery owners). Crucially, there was a high level of demand for career support and guidance after the course.

5.3.1 Career advice and guidance during the course

As it has been pointed out earlier on, managing art and design students' expectations without undermining their confidence is a key challenge for teaching and careers staff. As the quotes below illustrate, some graduates need considerable help in this respect:

'During the admission procedure we were led to believe that we would have a good chance of employment in the area the course was directed. At the end of the third year we learnt that realistically chances of "good employment" in our field were very slight. I feel the course should be advertised as a good interesting first degree and not as a means of gaining employment.'

'I would like to comment on how little is said to students to prepare them for the nightmare of finding creative work once they have left college. I think all of us had unrealistic ideas of what would happen once we'd left.'

'Nobody ever said it would be easy to establish myself in the field of art and design, but nobody told me that at the end of my course I would have amounted a huge debt, and be realistically unemployable, lacking any experience with actually working with people in a workshop format.'

As the survey findings in Chapter 2 have shown, there was also a need for more help with the practical aspects of job-hunting, such as completing application and funding forms, writing CV's and preparation for interviews. A better knowledge of the labour market in which art and design graduates operate also emerged as an important need. In particular, graduates felt they needed to know more about ways of obtaining and generating work, and would have liked the opportunity to explore different options open to them. As a respondent explained:

'Within the fashion industry there are many different types of buying jobs. Tutoring in this area would have helped me to decide which path to go down. As it is, I am still confused which path to take ie whether independent or multiple retailer. Also a closer look at all areas of the market in terms of what jobs are available and the type of culture in these organisations would have helped a great deal.'

5.3.2 Careers advice and guidance after the course

London Institute graduates can use the Careers Service and its facilities for up to three years after graduation. However, the quotes below show that a number of respondents did not seem

to be aware that an 'after care service' is available to graduates after the course.

'I felt that as soon as the students had achieved their degrees, the staff were a little over eager to get us out of the door without any advice on career opportunities and how to create them.'

'Contact with the college and tutors would have been invaluable after graduation. Once the course is over, all links are severed, further communication would have been really helpful. There was no information during the course on what to do after graduation, and so I have had to teach myself!'

Respondents highlighted specific ways in which The London Institute could provide relevant advice and support after the course. However, again some of these suggestions indicate graduates' lack of awareness about existing services and facilities provided to recent graduates by the Careers Service.

'I thought there was little support after college: we should have been allowed to use computers to type up our CVs, applications and letters for a period of one full year.'

'After leaving St. Martins I would have appreciated a newsletter listing contacts and addresses in the graphic design industry, and a list of enquiries for employment received after our show. Unfortunately too late I discovered many calls and letters for designers came into the office and remained filed until the next term.'

'I think it would be both useful and productive if The London Institute produced and ran a course for graduates on how to market themselves effectively as artists, designers etc. as learning by trial and error takes so much longer than being shown how to.'

'Could the Careers Service set up a data bank of information by type and area on: 1) sources for materials eg chemicals for patination, stained glass, copper welding rods, etc.; 2) services and reliable contractors eg for galvanising, casting, slide reproduction, business stationary; 3) equipment including second hand machinery; 4) good affordable studio/workshop space... A more pro-active service would be invaluable to many college leavers wishing to start up on their own. Such information would need to be updated regularly, but those benefiting from it could provide feedback . . . My entire first year after graduation was spent sourcing/acquiring instead of making! Also have you thought of being pro-active in facilitating copyright for students' good new designs? Run properly, this could be self-financing or even profit making, and good ideas produced in college would not be lost on the scrapheap. You could also employ a person with marketing experience to be an agent.'

Graduates' lack of awareness about the facilities, publications, career advice and support available after the course raises two key issues. The first relates to the Careers Service's visibility and could indicate the need for more effective marketing of this service. Second, a question must be raised about teaching staff's readiness to encourage students to make an effective use of the Careers Service and its facilities during and after their course. As the findings in Chapter 2 show the majority of graduates said

they were not encouraged to use the resources of the Careers Service during the course.

Raising students' and graduates' awareness about the role of the Careers Service and its facilities is clearly a key message emerging from the study. However, more thought should also be given to any additional support The London Institute could offer to graduates. Short courses and workshops could be provided to graduates at different stages in their early post-graduation careers. For example, a few months after graduation, after the initial impact with the labour market, most graduates would benefit from practical support with a range of job hunting activities, as well as advice on different career options. At this stage helping graduates to develop the type of 'survival skills' mentioned above would also be very important. Later (*eg* 12-16 months after completing their studies) courses on career management and enterprise skills would be more relevant. The need for other more specialised courses would need to be monitored closely through, for example, alumni groups.

5.4 Conclusion

The findings from the study have highlighted once more that equipping graduates with a broad range of skills and providing substantial career preparation and practical support should not be seen as 'nice' but secondary activities, 'dumped on' overstretched and under-funded careers services. Ultimately this type of help could be crucial in determining if and how soon new art and design graduates are able to make a living from their art practice. More generally, the experiences of graduates from other subject areas have shown that most students would benefit from this type of help, and this could have a considerable influence on the outcome of their early employment experiences, as well as on their medium term career prospects.

The current survey as well as a number of other studies have shown that initiatives such as the Camberwell project are much needed not only at The London Institute, but throughout the higher education sector. It is hoped that the research findings will assist the development of the Camberwell project, generate widespread academic discussion, and lead to similar initiatives in other London Institute colleges, as well as throughout higher education.

We also hope that the report will lead to further research to explore some important issues raised by the current investigation. We believe that additional research would be particularly important in two key areas.

- Careful thought should be given to the ways in which skill development and career preparation activities are integrated into what is often an already 'over-crowded' curriculum. Making these activities relevant to students, particularly early

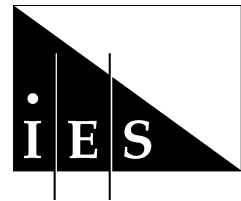
on in their course, will require some creative thinking. For example, professionals and employers from the art, design and media could play an important part in developing these activities. Work experience should also be a central component of any initiative aimed at enhancing graduates' employability.

- The current study has provided some valuable information on art and design graduates' early employment experiences and career patterns. However, more research is needed to gain a better understanding of art and design graduates' long term careers. As discussed earlier, their career patterns are very complex and diverse, and data covering a longer period of time would provide a clearer picture, as graduates' careers become more stable over time. In particular, it is important to gain a better understanding of the employment experiences of art and design graduates who leave, or never enter, the arts labour market. Finally, any further research in this area would be much more valuable and reliable if it were prospective. Art and design graduates should be followed over time so they can report their experiences 'as they happen', as retrospective accounts are inevitably less reliable.

Appendix A: The Questionnaire

LONDON INSTITUTE GRADUATE SKILLS SURVEY

All replies will be treated in confidence



Please answer the following questions as fully as you can by ticking the boxes, circling the numbers, or writing in the spaces provided. Please return the completed questionnaire to the Institute for Employment Studies in the reply-paid envelope provided. If you have any queries, contact Ivana La Valle or Siobhan O'Regan at IES: telephone 01273 686751. Thank you for your co-operation.

A — Your Higher Education Studies at the London Institute

1. On the most recent course you attended at the London Institute what qualification did you obtain?
(Exclude short courses. Please tick one box only)

HND
BA
MA
Other (Please specify)

2. What was the full name of the course you attended at the London Institute? (Please write in)

.....

3. Which college did you attend? (Please tick one box only)

Camberwell
LCF
Central St Martins
Chelsea
LCPDT

4. When did you start the course? (Please write in year) 19

5. When did you leave the course? (Please write in year) 19

6. Did you study:

full-time?
part-time?

7. How important were the following reasons in choosing your course?

Using a scale from 1 'not important' to 5 'extremely important', circle the appropriate number.

Your reasons for choosing the course:	Not important			Extremely important	
Continuation from previous studies	1	2	3	4	5
Interest in subject	1	2	3	4	5
Personal development	1	2	3	4	5
Artistic development	1	2	3	4	5
Reputation of college	1	2	3	4	5
To prepare for a specific career related to the course (<i>eg in art, design, fashion, media, conservation</i>)	1	2	3	4	5
To widen career opportunities in general	1	2	3	4	5
To prepare for further studies	1	2	3	4	5
Other reasons (<i>Please specify</i>)	1	2	3	4	5
.....					
.....					

8. How much did the course curriculum help you in the following areas?

Using a scale from 1 'not helped' to 5 'helped a great deal', circle the appropriate number.

Areas the course helped you with:	Not helped			Helped a great deal	
Identify your strengths, interests and areas for further development	1	2	3	4	5
Explore the range of opportunities open to you (<i>eg employment, further study, exhibiting</i>)	1	2	3	4	5
Develop a record of your skills and achievements (<i>eg personal profile, portfolio</i>)	1	2	3	4	5
Write a CV and job/course application	1	2	3	4	5
Write a funding/sponsorship application	1	2	3	4	5
Prepare for interviews	1	2	3	4	5
Gain course related work experience (<i>eg vacation work, part-time work, workshadowing</i>)	1	2	3	4	5
Arrange other opportunities outside your course (<i>eg study abroad, visits to art projects, introduction to professional contacts</i>)	1	2	3	4	5
Use the resources of the London Institute Careers Service	1	2	3	4	5
Other areas (<i>Please specify</i>)	1	2	3	4	5
.....					
.....					

9. Were there other areas you would have liked help with during your course?

Yes *Go to Q10* No *Go to Q11*

10. In which areas would you have liked additional help? *(Please write in)*

.....

.....

.....

.....

.....

11. How much did the course curriculum help you to develop the following skills?

Using a scale from 1 'not at all' to 5 'a great deal', circle the appropriate number.

Skills course helped to develop:	Not at all					A great deal				
Self-confidence and self-esteem	1	2	3	4	5	1	2	3	4	5
Self-promotion <i>(able to promote your own strengths to others)</i>	1	2	3	4	5	1	2	3	4	5
Pro-active/entrepreneurial skills <i>(take initiative, able to seize/create new opportunities)</i>	1	2	3	4	5	1	2	3	4	5
Manage own time effectively, plan action	1	2	3	4	5	1	2	3	4	5
Networking <i>(make and use contacts)</i>	1	2	3	4	5	1	2	3	4	5
Negotiating <i>(make a satisfactory deal when you have less power)</i>	1	2	3	4	5	1	2	3	4	5
Cope with uncertainty <i>(able to adapt, be flexible, take risks)</i>	1	2	3	4	5	1	2	3	4	5
Self-motivation and commitment to continuous learning	1	2	3	4	5	1	2	3	4	5
Use own judgement to take decisions	1	2	3	4	5	1	2	3	4	5
Problem solving skills	1	2	3	4	5	1	2	3	4	5
Developing creative ideas	1	2	3	4	5	1	2	3	4	5
Visual/verbal/written communication skills	1	2	3	4	5	1	2	3	4	5
Teamwork <i>(working with others for an agreed outcome)</i>	1	2	3	4	5	1	2	3	4	5
Specific craft/technical skills	1	2	3	4	5	1	2	3	4	5
Other skills <i>(Please specify)</i>	1	2	3	4	5	1	2	3	4	5

.....

.....

12. How important are the following skills in **your current activities** (eg own artistic work, further studies, paid, unpaid or self-employment).

Using a scale from 1 'not important' to 5 'extremely important', circle the appropriate number.

Importance of these skills in current activities:	Not important			Extremely important	
Self confidence and self esteem	1	2	3	4	5
Self-promotion (<i>able to promote own strengths to others</i>)	1	2	3	4	5
Pro-active/entrepreneurial skills (<i>take initiative, able to seize/create new opportunities</i>)	1	2	3	4	5
Manage own time effectively, plan action	1	2	3	4	5
Networking (<i>make and use contacts</i>)	1	2	3	4	5
Negotiating (<i>make a satisfactory deal when you have less power</i>)	1	2	3	4	5
Cope with uncertainty (<i>able to adapt, be flexible, take risks</i>)	1	2	3	4	5
Self-motivation and commitment to continuous learning	1	2	3	4	5
Use own judgement to take decisions	1	2	3	4	5
Problem solving skills	1	2	3	4	5
Developing creative ideas	1	2	3	4	5
Visual/verbal/written communication skills	1	2	3	4	5
Teamwork (<i>working with others for an agreed outcome</i>)	1	2	3	4	5
Specific craft/technical skills	1	2	3	4	5
Other skills (<i>Please specify</i>)	1	2	3	4	5

.....

13. Are there important skills you have had to learn since leaving your course? (*Please write in*)

Yes **Go to Q14** No **Go to Q16**

14. Can you explain below what these skills are? (*Please write in*)

.....

15. How have you learned these skills? *(Please tick all that apply)*

- On the job
- Employer training
- Short course
- Course leading to qualification
- Government Training for Work scheme
- Other (Please specify)

.....
.....

B — Your Experiences Since Completing Your Course

In this section we would like to know what has happened to you since you finished your course at the London Institute.

If you completed your course in 1993, go to Q16

If you completed your course in 1994, go to Q18

If you completed your course in 1995, go to Q20

16. What were you doing 2 years ago (*ie* December 1994). **Tick all the activities that apply**

- a) In full-time or part-time **permanent** employment
- b) In full-time or part-time **temporary** employment
- c) Freelance work, setting up business, on a commission
- d) Undertaking training, further studies or research
- e) Not in work but seeking employment
- f) Developing a portfolio and/or own studio work
- g) Work experience or voluntary work
- h) Undertaking other activities *eg* looking after a family, having time out. *(Please specify)*
- i)
- j)

17. From the list above specify your **main activity** 2 years ago *ie* December 1994. *(Please write in the appropriate letter)*

.....

18. What were you doing 1 year ago (*ie* December 1995). **Tick all the activities that apply**

- a) In full-time or part-time **permanent** employment
- b) In full-time or part-time **temporary** employment
- c) Freelance work, setting up business, on a commission
- d) Undertaking training, further studies or research
- e) Not in work but seeking employment
- f) Developing a portfolio and/or own studio work
- g) Work experience or voluntary work
- h) Undertaking other activities *eg* looking after a family, having time out. (*Please specify*)
- i)
- j)

19. From the list above specify your **main activity** 1 year ago *ie* December 1995. (*Please write in the appropriate letter*)

.....

20. How many paid jobs/contracts have you had since leaving your course?
(*If you have not had any paid jobs, please write in 'none'*)

C — What Are You Doing Now?

21. What are you doing **now** (*ie* the month you completed this questionnaire)? **Tick all the activities that apply**

- a) In full-time or part-time **permanent** employment
- b) n full-time or part-time **temporary** employment
- c) Freelance work, setting up business, on a commission
- d) Undertaking training, further studies or research
- e) Not in work but seeking employment
- f) Developing a portfolio and/or own studio work
- g) Work experience or voluntary work
- h) Undertaking other activities *eg* looking after a family, having time out. (*Please specify*)
- i)
- j)

22. From the list above specify your **main activity** this month. (*Please write in the appropriate letter*)

.....

If you have not been in paid employment or in self employment since completing the course go directly to Q46, otherwise go to Q23.

Below we ask about your **current** or **most recent** paid employment since leaving your course. If you are doing more than one paid job at the moment, give details of **up to 3 current jobs**, starting with your main one.

Main Job			
23. What is your job title? <i>(Please write in)</i>			
24. Are you self-employed?	Yes <input type="checkbox"/>	Go to Q25	No <input type="checkbox"/> Go to Q26
25. If so, are you <i>(Please tick one box only)</i> :	freelance?	<input type="checkbox"/>	Go to Q29
	setting up in business?	<input type="checkbox"/>	Go to Q29
	exhibiting to sell?	<input type="checkbox"/>	Go to Q29
26. Is your job <i>(Please tick one box only)</i> :	temporary/fixed term?	<input type="checkbox"/>	Go to Q27
	permanent?	<input type="checkbox"/>	Go to Q28
27. Is the contract for <i>(Please tick one box only)</i> :	less than 3 months?	<input type="checkbox"/>	
	3 to 12 months?	<input type="checkbox"/>	
	more than 12 months?	<input type="checkbox"/>	
28. Is your job <i>(Please tick one box only)</i> :	part-time? (1-29 hours a week)	<input type="checkbox"/>	
	full-time? (30+ hours a week)	<input type="checkbox"/>	
29. Is your job in: <i>(Please tick one box only)</i>			
Central/Local Government	<input type="checkbox"/>	Media/Publicity	<input type="checkbox"/>
Fashion Industry	<input type="checkbox"/>	Retailing	<input type="checkbox"/>
Education (eg school college university)	<input type="checkbox"/>	Visual & Performing Arts	<input type="checkbox"/>
Health Sector	<input type="checkbox"/>	Other <i>(Please specify)</i>	<input type="checkbox"/>
		

If you don't have any other paid jobs at the moment go to Q44

Other Job

30. What is your job title? *(Please write in)*

31. Are you self-employed? Yes **Go to Q32** No **Go to Q33**

32. If so, are you *(Please tick one box only)*:

freelance?	<input type="checkbox"/>	Go to Q36
setting up in business?	<input type="checkbox"/>	Go to Q36
exhibiting to sell?	<input type="checkbox"/>	Go to Q36

33. Is your job *(Please tick one box only)*:

temporary/fixed term?	<input type="checkbox"/>	Go to Q34
permanent?	<input type="checkbox"/>	Go to Q35

34. Is the contract for *(Please tick one box only)*:

less than 3 months?	<input type="checkbox"/>	
3 to 12 months?	<input type="checkbox"/>	
more than 12 months?	<input type="checkbox"/>	

35. Is your job *(Please tick one box only)*:

part-time? (1-29 hours a week)	<input type="checkbox"/>	
full-time? (30+ hours a week)	<input type="checkbox"/>	

36. Is your job in: *(Please tick one box only)*

Central/Local Government	<input type="checkbox"/>	Media/Publicity	<input type="checkbox"/>
Fashion Industry	<input type="checkbox"/>	Retailing	<input type="checkbox"/>
Education (<i>eg school college university</i>)	<input type="checkbox"/>	Visual & Performing Arts	<input type="checkbox"/>
Health Sector	<input type="checkbox"/>	Other <i>(Please specify)</i>	<input type="checkbox"/>
		

If you don't have any other paid jobs at the moment go to Q44

Other Job

37. What is your job title? *(Please write in)*

38. Are you self-employed? Yes *Go to Q39* No *Go to Q40*

39. If so, are you *(Please tick one box only)*:

freelance?	<input type="checkbox"/>	<i>Go to Q43</i>
setting up in business?	<input type="checkbox"/>	<i>Go to Q43</i>
exhibiting to sell?	<input type="checkbox"/>	<i>Go to Q43</i>

40. Is your job *(Please tick one box only)*:

temporary/fixed term?	<input type="checkbox"/>	<i>Go to Q41</i>
permanent?	<input type="checkbox"/>	<i>Go to Q42</i>

41. Is the contract for *(Please tick one box only)*:

less than 3 months?	<input type="checkbox"/>
3 to 12 months?	<input type="checkbox"/>
more than 12 months?	<input type="checkbox"/>

42. Is your job *(Please tick one box only)*:

part-time? (1-29 hours a week)	<input type="checkbox"/>
full-time? (30+ hours a week)	<input type="checkbox"/>

43. Is your job in: *(Please tick one box only)*

Central/Local Government	<input type="checkbox"/>	Media/Publicity	<input type="checkbox"/>
Fashion Industry	<input type="checkbox"/>	Retailing	<input type="checkbox"/>
Education (<i>eg</i> school college university)	<input type="checkbox"/>	Visual & Performing Arts	<input type="checkbox"/>
Health Sector	<input type="checkbox"/>	Other <i>(Please specify)</i>	<input type="checkbox"/>

.....

E — About Your Career

44. Since finishing your course at the London Institute, how satisfied have you been with the following aspects of your career? *(Please circle the appropriate number)*

	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Your current range of work (<i>eg</i> type of jobs/contracts)?	1	2	3	4	5
The quality or level of your work?	1	2	3	4	5
The amount of work you have?	1	2	3	4	5
Your earnings?	1	2	3	4	5

45. Looking ahead five years, what do you see yourself doing? **Please tick all that apply**

- Continuing in similar situation
- Promoted but in same career
- Changing work pattern (*eg going freelance*)
- Achieving/working towards ideal job
- Doing a range of jobs
- Changing careers direction
- Other (*Please specify*)

.....

F — Personal Details

46. Are you: female? male?

47. What was your age on your last birthday? *(Please write in)* years

48. Which of the categories below best describes your ethnic origin? *(Please tick one box only)*

- | | | |
|--|--|--|
| Black African <input type="checkbox"/> | Black Caribbean <input type="checkbox"/> | Black other <input type="checkbox"/> |
| Bangladeshi <input type="checkbox"/> | Chinese <input type="checkbox"/> | Indian <input type="checkbox"/> |
| Pakistani <input type="checkbox"/> | Asian other <input type="checkbox"/> | Mixed ethnic origin <input type="checkbox"/> |
| White <input type="checkbox"/> | Other (<i>Please specify</i>) <input type="checkbox"/> | |

49. In which county (or country if not in the UK) do you live at the moment? *(Please write in)*

.....

50. What is your current annual income? *(Please tick one box only)*

- | | |
|--|--|
| Less than £5,000 <input type="checkbox"/> | £5,001 – £10,000 <input type="checkbox"/> |
| £10,001 – £15,000 <input type="checkbox"/> | £15,001 – £20,000 <input type="checkbox"/> |
| Over £20,000 <input type="checkbox"/> | |

51. Would you like to receive a summary of the research findings?

Yes No

52. Would you like to take part in a group discussion about some of the issues raised by this survey?

Yes No

Please give your name and current address so that we can contact you quickly if you have won the prize draw.

Name

Address

.....

Telephone

Thank you for completing the questionnaire. We very much appreciate your help with this important study. If you wish, please use the space below to add any comments, about any of the issues raised in this questionnaire.

**Please return the questionnaire to:
The Institute for Employment Studies, Freepost, Mantell Building, University of Sussex, Falmer, Brighton,
BN1 1ZX in the reply-paid envelope provided.
All replies will be treated in confidence.**

Appendix B: The London Institute

The London Institute brings together in a single federal structure five art and design colleges, which together make the Institute one of the world's largest academic centres for art, design and related activities. At all colleges a range of courses are offered from Access to first diploma through to degree and post-graduate taught and research courses.

Camberwell College of Arts. The college offers a range of courses in art and design including a number of specialist courses in Silversmithing and Metalwork, Ceramics and Graphic Design. Some courses, such as History of Art and Design and Conservation integrate theory and practice, while others (*eg* Joint Honours in Visual Arts) allow students to combine subjects from different courses.

Central Saint Martins College of Art and Design (CSM). Courses offered at this college cover broad areas of study within the three subject groupings of art, textiles and fashion (including journalism), and communication design (including film and video and three dimensional design).

Chelsea College of Art and Design. The courses available here offer students flexible patterns of study within a framework of clearly defined specialisms, including painting, sculpture, printmaking, combined media, textiles, interior decoration, interior architecture and ceramics.

The London College of Fashion (LCF). This is the only specialist college in the UK for fashion, style and beauty industries. The portfolio of specialist courses range from fashion design and technology, to management, marketing and retailing. There are also a range of courses on the promotion of fashion through a variety of media studies, image creation and on the sciences underpinning the beauty and cosmetics industries.

London College of Printing and Distributive Trades (LCPDT). The college offers a range of courses in printing, graphics, media, marketing and retailing. The focus of the college's courses is on the processes, technologies and aesthetics of communication.

Appendix C: Additional Tables

Additional tables from Chapter 2

Table C2.1: Extent to which course curriculum helped to develop different skills and attitudes (mean scores)

Skills/attributes	Whole sample	CSM	Chelsea	LCF	LCPDT
Developing creative ideas	3.9	4.1	4.1	3.8	3.9
Specific craft/technical skills	3.6	3.2	3.7	4.0	3.5
Decision making	3.6	3.7	3.7	3.4	3.5
Problem solving skills	3.5	3.4	3.5	3.4	3.4
Self-motivation and commitment to continuous learning	3.5	3.5	3.6	3.4	3.4
Visual/verbal/written communication	3.3	3.3	3.3	3.3	3.4
Time management	3.2	3.1	3.4	3.5	3.1
Self-confidence and self-esteem	3.1	3.1	3.1	3.1	3.1
Teamwork	3.0	2.8	3.0	3.5	3.1
Self-promotion	3.0	3.0	3.0	3.0	3.0
Pro-active/entrepreneurial skills	2.9	2.8	2.9	3.0	2.9
Cope with uncertainty	2.8	2.7	2.9	2.8	2.8
Networking	2.4	2.6	2.3	2.5	2.4
Negotiating	2.1	2.0	2.1	2.3	2.1

Source: IES Graduate Skills Survey, 1997

Table C2.2: Extent to which course curriculum helped graduates in different areas (mean scores)

Area	Whole sample	CSM	Chelsea	LCF	LCPDT
Identify strengths, interests and areas for further development	3.6	3.6	3.7	3.7	3.5
Develop a record of skills and achievements	3.2	3.3	3.3	3.3	3.4
Explore a range of available opportunities	2.7	2.5	2.7	3.0	2.8
Gain course related work experience	2.3	2.3	2.0	2.6	2.5
Use the resources of the Careers Service	2.3	2.1	2.3	2.5	2.3
Arrange other opportunities outside the course	2.3	2.4	2.3	2.1	2.4
Write a CV, job/course application	2.0	1.8	2.0	2.4	2.1
Prepare for interviews	1.9	1.8	1.9	1.9	1.9
Write a funding/sponsorship application	1.6	1.5	1.7	1.5	1.6

Source: IES Graduate Skills Survey, 1997

Additional tables from Chapter 3

Table C3.1: Main activity at 12 monthly intervals — Central Saint Martins 1993 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %	3.5 yrs after graduation %
Permanent employment	27	41	37
Freelance work	21	24	26
Training or further studies	21	15	11
Temporary employment	12	5	5
Developing a portfolio/own studio work	9	7	5
Not in work but seeking employment	6	4	8
Work experience/voluntary work	2	1	1
Other activity	2	4	7
<i>Total No. of cases</i>	<i>82</i>	<i>76</i>	<i>84</i>

Source: IES Graduate Skills Survey, 1997

Table C3.2: Main activity at 12 monthly intervals — Central Saint Martins, 1994 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %
Permanent employment	33	39
Freelance work	25	29
Training or further studies	10	5
Temporary employment	8	9
Developing a portfolio/own studio work	8	4
Not in work but seeking employment	8	4
Work experience/voluntary work	3	3
Other activity	4	7
<i>Total No. of cases</i>	<i>72</i>	<i>75</i>

Source: IES Graduate Skills Survey, 1997

Table C3.3: Main activity at the time of the survey — Central Saint Martins, 1995 cohort

Type of activity	1.5 yrs after graduation %
Permanent employment	38
Freelance work	19
Training or further studies	12
Temporary employment	8
Developing a portfolio/own studio work	5
Not in work but seeking employment	9
Work experience/voluntary work	2
Other activity	7
<i>Total No. of cases</i>	<i>100</i>

Source: IES Graduate Skills Survey, 1997

Table C3.4: Main activity at 12 monthly intervals — Chelsea, 1993 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %	3.5 yrs after graduation %
Permanent employment	27	43	36
Freelance work	23	18	26
Training or further studies	13	18	7
Temporary employment	10	7	10
Developing a portfolio/own studio work	3	7	7
Not in work but seeking employment	7	4	7
Work experience/voluntary work	3	—	—
Other activity	13	4	10
<i>Total No. of cases</i>	<i>30</i>	<i>28</i>	<i>31</i>

Source: IES Graduate Skills Survey, 1997

Table C3.5: Main activity at 12 monthly intervals — Chelsea, 1994 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %
Permanent employment	38	34
Freelance work	19	14
Training or further studies	10	8
Temporary employment	6	14
Developing a portfolio/own studio work	10	14
Not in work but seeking employment	4	2
Work experience/voluntary work	—	2
Other activity	13	12
<i>Total No. of cases</i>	<i>48</i>	<i>50</i>

Source: IES Graduate Skills Survey, 1997

Table C3.6: Main activity at the time of the survey — Chelsea, 1995 cohort

Type of activity	1.5 yrs after graduation %
Permanent employment	38
Freelance work	15
Training or further studies	13
Temporary employment	6
Developing a portfolio/own studio work	10
Not in work but seeking employment	2
Work experience/voluntary work	2
Other activity	15
<i>Total No. of cases</i>	<i>48</i>

Source: IES Graduate Skills Survey, 1997

Table C3.7: Main activity at 12 monthly intervals — LCF, 1993 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %	3.5 yrs after graduation %
Permanent employment	49	59	58
Freelance work	8	14	22
Training or further studies	8	7	9
Temporary employment	10	7	2
Developing a portfolio/own studio work	2	—	—
Not in work but seeking employment	6	2	2
Work experience/voluntary work	6	2	—
Other activity	10	9	7
<i>Total No. of cases</i>	<i>49</i>	<i>44</i>	<i>45</i>

Source: IES Graduate Skills Survey, 1997

Table C3.8: Main activity at 12 monthly intervals — LCF, 1994 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %
Permanent employment	49	58
Freelance work	20	13
Training or further studies	11	6
Temporary employment	8	6
Developing a portfolio/own studio work	—	3
Not in work but seeking employment	3	6
Work experience/voluntary work	2	—
Other activity	8	8
<i>Total No. of cases</i>	<i>63</i>	<i>64</i>

Source: IES Graduate Skills Survey, 1997

Table C3.9: Main activity at the time of the survey — LCF, 1995 cohort

Type of activity	1.5 yrs after graduation %
Permanent employment	47
Freelance work	15
Training or further studies	15
Temporary employment	7
Developing a portfolio/own studio work	4
Not in work but seeking employment	7
Work experience/voluntary work	2
Other activity	3
<i>Total No. of cases</i>	<i>68</i>

Source: IES Graduate Skills Survey, 1997

Table C3.10: Main activity at 12 monthly intervals — LCPDT, 1993 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %	3.5 yrs after graduation %
Permanent employment	42	52	51
Freelance work	14	10	16
Training or further studies	16	13	6
Temporary employment	12	4	8
Developing a portfolio/own studio work	4	8	6
Not in work but seeking employment	—	4	6
Work experience/voluntary work	2	2	2
Other activity	10	6	4
<i>Total No. of cases</i>	<i>50</i>	<i>48</i>	<i>49</i>

Source: IES Graduate Skills Survey, 1997

Table C3.11: Main activity at 12 monthly intervals — LCPDT, 1994 cohort

Type of activity	1.5 yrs after graduation %	2.5 yrs after graduation %
Permanent employment	44	56
Freelance work	17	18
Training or further studies	9	9
Temporary employment	4	5
Developing a portfolio/own studio work	2	4
Not in work but seeking employment	11	7
Work experience/voluntary work	2	—
Other activity	11	2
<i>Total No. of cases</i>	<i>54</i>	<i>57</i>

Source: IES Graduate Skills Survey, 1997

Table C3.12: Main activity at the time of the survey — LCPDT 1995 cohort

Type of activity	1.5 yrs after graduation %
Permanent employment	59
Freelance work	12
Training or further studies	14
Temporary employment	4
Developing a portfolio/own studio work	2
Not in work but seeking employment	7
Work experience/voluntary work	—
Other activity	1
<i>Total No. of cases</i>	<i>91</i>

Source: IES Graduate Skills Survey, 1997

Table C3.13: Main activity at 12 monthly intervals by age group — 1993 cohort

Type of activity	1.5 yrs after graduation %		2.5 yrs after graduation %		3.5 yrs after graduation %	
	Young	Mature	Young	Mature	Young	Mature
Permanent employment	40	25	52	25	50	32
Freelance work	15	20	16	21	21	23
Training or further studies	13	22	12	10	10	5
Temporary employment	13	10	9	12	6	10
Developing a portfolio/own studio work	5	5	4	10	3	12
Not in work but seeking employment	5	—	2	4	5	7
Work experience/voluntary work	4	2	1	4	1	—
Other activity	6	17	4	15	5	12
<i>Total No. of cases</i>	<i>198</i>	<i>60</i>	<i>187</i>	<i>52</i>	<i>198</i>	<i>60</i>

Source: IES Graduate Skills Survey, 1997

Table C3.14: Main activity at 12 monthly intervals by age group, 1994 cohort

Type of activity	1.5 yrs after graduation %		2.5 yrs after graduation %	
	Young	Mature	Young	Mature
Permanent employment	45	27	51	25
Freelance work	15	29	15	25
Training or further studies	10	13	8	9
Temporary employment	7	11	9	14
Developing a portfolio/own studio work	6	5	5	6
Not in work but seeking employment	7	5	4	6
Work experience/voluntary work	2	3	1	4
Other activity	10	8	7	11
<i>Total No. of cases</i>	<i>217</i>	<i>79</i>	<i>222</i>	<i>80</i>

Source: IES Graduate Skills Survey, 1997

Table C3.15: Main activity at the time of the survey by age group — 1995 cohort

Type of activity	1.5 yrs after graduation %	
	Young	Mature
Permanent employment	51	29
Freelance work	14	22
Training or further studies	13	13
Temporary employment	7	10
Developing a portfolio/own studio work	4	6
Not in work but seeking employment	6	7
Work experience/voluntary work	1	1
Other activity	5	13
<i>Total No. of cases</i>	<i>281</i>	<i>105</i>

Source: IES Graduate Skills Survey, 1997

Table C3.16: Main activity at 12 monthly intervals by gender — 1993 cohort

Type of activity	1.5 yrs after graduation %		2.5 yrs after graduation %		3.5 yrs after graduation %	
	Women	Men	Women	Men	Women	Men
Permanent employment	34	43	44	54	42	52
Freelance work	15	19	16	19	22	20
Training or further studies	17	9	13	7	8	10
Temporary employment	12	11	10	7	9	3
Developing a portfolio/own studio work	3	10	5	6	4	9
Not in work but seeking employment	5	4	3	3	6	6
Work experience/voluntary work	4	—	2	—	1	—
Other activity	10	4	8	4	8	1
<i>Total No. of cases</i>	<i>193</i>	<i>70</i>	<i>172</i>	<i>70</i>	<i>192</i>	<i>71</i>

Source: IES Graduate Skills Survey, 1997

Table C3.17: Main activity at 12 monthly intervals by gender, 1994 cohort

Type of activity	1.5 yrs after graduation %		2.5 yrs after graduation %	
	Women	Men	Women	Men
Permanent employment	41	37	45	47
Freelance work	18	20	17	19
Training or further studies	12	9	8	8
Temporary employment	8	7	11	7
Developing a portfolio/own studio work	5	7	5	9
Not in work but seeking employment	4	13	5	4
Work experience/voluntary work	2	1	1	1
Other activity	10	5	9	5
<i>Total No. of cases</i>	<i>227</i>	<i>75</i>	<i>233</i>	<i>75</i>

Source: IES Graduate Skills Survey, 1997

Table C3.18: Main activity at the time of the survey by gender — 1995 cohort

Type of activity	1.5 yrs after graduation %	
	Women	Men
Permanent employment	45	45
Freelance work	15	18
Training or further studies	14	8
Temporary employment	7	10
Developing a portfolio/own studio work	4	6
Not in work but seeking employment	5	8
Work experience/voluntary work	1	—
Other activity	8	5
<i>Total No. of cases</i>	<i>279</i>	<i>109</i>

Source: IES Graduate Skills Survey, 1997

Table C3.19: Main activity at the time of the survey by ethnicity — 1995 cohort

Type of activity	1.5 yrs after graduation %	
	Ethnic minorities	White
Permanent employment	38	46
Freelance work	17	15
Training or further studies	13	13
Temporary employment	9	8
Developing a portfolio/own studio work	4	5
Not in work but seeking employment	9	5
Work experience/voluntary work	2	1
Other activity	8	7
<i>Total No. of cases</i>	<i>53</i>	<i>321</i>

Source: IES Graduate Skills Survey, 1997

Table C3.20: Respondents' main current or most recent occupation

Job title	%
Artistic Professionals	50
Managers	9
Sales People	8
Secretaries and Clerical Workers	7
Teaching Professionals	6
Fashion Designers, Textile Technologists	3
Other Associated Professional and Technical Occupations	2
Printers, Publishers and Workers in Paper Products	2
Health Professionals	2
Buyers/Brokers & Related Agents	2
Construction Workers, Welders and Woodworkers	1
Craft People	1
Caterers	1
Business & Financial Officers	1
Professional Occupations (not elsewhere classified)	0.9
Hairdressers & Beauticians	0.9
Scientific Technicians	0.7
Social Welfare Professionals	0.7
Assemblers/Line Workers	0.4
Engineers & Technologists	0.2
Librarians & Related Professions	0.2
Business/Financial Associate Professionals	0.2
Food/Drink Preparation Trades & Process Operatives	0.2
Computer Analyst/Programmer	0.1
Metal Machiners, Fitters, Instrument Makers	0.1
Travel Attendants	0.1
Mobile Market/Door-to-door Salespersons and Agents	0.1
Chemical/Paper/Plastics/Related Process Operatives	0.1
<i>Total No. of cases</i>	<i>806</i>

Source: IES Graduate Skills Survey, 1997

Table C3.21: Respondents' additional employment sectors

Employment sector	%
Recreation & cultural services	27
Business services (including advertising)	24
Manufacturing and engineering	9
Printing, publishing	8
Textiles, leather and footwear	6
Construction	6
Hotels and catering	6
Misc services	6
Services to the public (eg charity work)	5
Retail distribution	2
<i>Total No. of cases</i>	<i>205</i>

Source: IES Graduate Skills Survey, 1997

Table C3.22: Respondents' main current or most recent employment sector by college

Employment sector	CSM %	Chelsea %	LCF %	LCPDT %
Media/publicity	19	7	10	48
Fashion industry	18	13	41	3
Retailing	13	16	17	12
Public sector*	16	18	5	6
Visual and performing arts	14	10	14	4
Other	21	36	14	28
<i>Total No. of cases</i>	<i>218</i>	<i>107</i>	<i>155</i>	<i>161</i>

*This category includes education, health, central and local government, but excludes arts

Source: IES Graduate Skills Survey, 1997

Table C3.23: Average number of jobs since graduation by college and cohort (mean scores)

College	1993	1994	1995
Camberwell	6.0	2.8	3.8
St. Martins	8.0	8.6	4.3
Chelsea	8.4	4.8	2.8
LCF	8.1	5.0	2.8
LCPDT	8.0	7.7	2.4
<i>Total No. of cases</i>	<i>230</i>	<i>295</i>	<i>372</i>

Source: IES Graduate Skills Survey, 1997

Table C3.24: Annual earnings by college —1993 cohort (per cent)

Income band	CSM	Chelsea	LCF	LCPDT
Under £5,000	36	25	20	17
£5,000-£10,000	17	16	20	10
£10,001-£15,000	25	37	37	23
£15,001-£20,000	8	19	14	29
Over £20,000	14	3	10	21
<i>Total No. of cases</i>	<i>51</i>	<i>32</i>	<i>51</i>	<i>48</i>

Source: IES Graduate Skills Survey, 1997

Table C3.25: Annual earnings by college —1994 cohort (per cent)

Income band	CSM	Chelsea	LCF	LCPDT
Under £5,000	31	32	14	22
£5,000-£10,000	10	21	20	14
£10,001-£15,000	32	26	39	33
£15,001-£20,000	18	13	17	18
Over £20,000	8	7	10	13
<i>Total No. of cases</i>	<i>77</i>	<i>53</i>	<i>59</i>	<i>55</i>

Source: IES Graduate Skills Survey, 1997

Table C3.26: Annual earnings by college —1995 cohort (per cent)

Income band	CSM	Chelsea	LCF	LCPDT
Under £5,000	27	47	33	27
£5,000-£10,000	30	13	11	14
£10,001-£15,000	23	34	37	37
£15,001-£20,000	13	4	11	13
Over £20,000	6	2	7	9
<i>Total No. of cases</i>	<i>102</i>	<i>47</i>	<i>70</i>	<i>95</i>

Source: IES Graduate Skills Survey, 1997

Table C3.27: Satisfaction with quality of work (per cent)

	CSM	Chelsea	LCF	LCPDT
Very satisfied/ satisfied	18	20	10	8
Neither satisfied nor dissatisfied	13	22	13	22
Very dissatisfied/ dissatisfied	68	58	76	69
<i>Total No. of cases</i>	<i>231</i>	<i>111</i>	<i>165</i>	<i>176</i>

Source: IES Graduate Skills Survey, 1997

Table C3.28: Satisfaction with range of work (per cent)

	CSM	Chelsea	LCF	LCPDT
Very satisfied/ satisfied	27	30	16	18
Neither satisfied nor dissatisfied	21	20	21	17
Very dissatisfied/ dissatisfied	52	50	63	65
<i>Total No. of cases</i>	<i>233</i>	<i>112</i>	<i>165</i>	<i>175</i>

Source: IES Graduate Skills Survey, 1997

Table C3.29: Satisfaction with amount of work (per cent)

	CSM	Chelsea	LCF	LCPDT
Very satisfied/ satisfied	31	33	19	17
Neither satisfied nor dissatisfied	18	21	20	26
Very dissatisfied/ dissatisfied	51	45	61	57
<i>Total No. of cases</i>	<i>234</i>	<i>112</i>	<i>165</i>	<i>175</i>

Source: IES Graduate Skills Survey, 1997

Table C3.30: Satisfaction with earnings (per cent)

	CSM	Chelsea	LCF	LCPDT
Very satisfied/ satisfied	53	47	36	37
Neither satisfied nor dissatisfied	18	25	25	28
Very dissatisfied/ dissatisfied	30	28	39	35
<i>Total No. of cases</i>	<i>232</i>	<i>111</i>	<i>165</i>	<i>175</i>

Source: IES Graduate Skills Survey, 1997

Table C3.31: What respondents expected to be doing in five years time by college (per cent)

Career expectations	CSM*	Chelsea*	LCF*	LCPDT*
Achieving/working towards an ideal job	51	57	37	43
Promoted but in the same career	34	21	42	47
Changing work pattern	23	30	23	26
Continuing in a similar situation	20	18	23	17
Doing a range of jobs	20	20	11	20
Changing career direction	21	22	15	15
<i>Total N. of cases</i>	<i>234</i>	<i>112</i>	<i>166</i>	<i>177</i>

*Respondents could select more than one category and therefore percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

Appendix D: Camberwell College Survey Findings

This Appendix includes the findings from respondents from Camberwell College. All 611 Camberwell graduates who completed their course in 1993, 1994 and 1995 were included in the survey. A total of 209 usable responses were returned. Forty-three questionnaires were returned by the post office, and a telephone reminder established that a further 21 graduates had moved and eight had gone abroad. If the 'non contactables' are excluded from the target sample, the survey achieved an effective response rate of 38 per cent.

D.1 Sample composition

The achieved Camberwell sub-sample included:

- 70 per cent of women, a proportion similar to that for the whole London Institute sample
- 59 per cent mature graduates (*ie* over 21 at entry), a considerably higher proportion than that for the sample as a whole
- seven per cent of respondents from ethnic minorities, a lower proportion than that for The London Institute as a whole.

The proportion of Camberwell graduates who were living in London at the time of the survey is even higher than that for the sample as a whole. This is likely to be partly a reflection of the higher age profile of Camberwell respondents, as mature students are more likely to be coming from the local area.

Table D.1: Ethnic origin of Camberwell respondents (per cent)

Ethnic group	Camberwell graduates
Asian groups	2
Black groups	0.5
Mixed ethnic origin	5
White	91
Other	2
<i>Total No. of cases</i>	<i>203</i>

Source: IES Graduate Skills Survey, 1997

Table D.2: Camberwell respondents' geographical location

Geographical location	%
London	56
UK excluding London	35
Outside UK	7
<i>Total No. of cases</i>	<i>209</i>

Source: IES Graduate Skills Survey, 1997

D.2 The degree course

This section includes the survey findings on:

- the representation of respondents from different Camberwell courses and year cohorts
- the factors which influenced the choice of course
- the extent to which the course helped Camberwell graduates to develop a range of skills and attributes
- respondents' views on the adequacy of the practical support and help to access career opportunities provided through their course
- if and what type of additional help they would liked during their time at Camberwell.

D.2.1 Type of course

Tables D.3 and D.4 show which course respondents attended and when they completed their studies. All respondents had completed first degree courses and only one had studied for his/her course on a part-time basis.

D.2.2 Influences on choice of course

Using a Likert scale from one (not important) to five (extremely important), respondents were asked to rate the significance of a

Table D.3: Course attended by Camberwell respondents

Type of course	%
Visual Arts	22
Graphic Design	22
Conservation	20
History of Art and Design	14
Silversmithing and Metal Work	13
Ceramics	10
<i>Total No of cases</i>	<i>207</i>

Source: IES Graduate Skills Survey, 1997

Table D.4: Camberwell respondents from different cohorts

Year of graduation	%
1993	28
1994	32
1995	41
<i>Total No. of cases</i>	<i>209</i>

Source: IES Graduate Skills Survey, 1997

range of factors on their choice of course. The mean scores are reported in Table D.5.

- Interest in the subject was the most important influence on the choice of course, with 72 per cent of the sample giving this factor a score of five, and a further 20 per cent a score of four.
- Personal development came a close second, with over half of respondents giving this a five rating, and nearly a third giving a score of four.
- Artistic development was also highly rated by Camberwell graduates, with again over half of the sample giving this factor the highest score and 17 per cent a score of four.
- Preparation for a specific career and the college's reputation were less significant influences. However, a substantial number of respondents gave these factors a rate above the mid point (*i.e.* three): 64 per cent of the sample gave the former a score of four or five, and 56 per cent rated the latter four or five.
- Continuation from previous studies and widening opportunities received lower mean scores, nearer the mid point, with just over half of respondents giving these influences scores of four or five.
- Preparation for further studies seems to be the least significant influence on the choice of course, with 81 per cent of the sample giving this factor a score of three or below.

Table D.5: Importance of different reasons on the choice of course — Camberwell respondents

Reason	Mean score	Total No. of cases
Interest in subject	4.6	205
Personal development	4.3	203
Artistic development	4.1	203
To prepare for a specific career	3.8	206
Reputation of college	3.6	201
Continuation from previous studies	3.4	199
To widen opportunities in general	3.3	205
To prepare for further studies	2.4	202

Source: IES Graduate Skills Survey, 1997

Table D.6: Additional influences on choice of course — Camberwell respondents

Factor	%
Location	17
Course structure	17
Only such course available to me	14
Tutors	10
Personal reasons	10
Social factors	10
Course recommended	7
For enjoyment	7
Wanted a degree	5
Good prospectus	2
Reading and writing skills	2
<i>Total No. of responses</i>	<i>42</i>

Source: IES Graduate Skills Survey, 1997

Respondents were also asked to mention any other factors which influenced their decision to do the course, these are listed in Table D.6.

Variations between different groups of respondents in relation to the importance of different influences on the choice of course were also explored.

- Variations between women and men in relation to the importance of different influences on the choice of course were very small. Women rated preparation for further studies slightly more highly than their male peers (the respective scores were 2.6 and 2.2), but this was a relatively unimportant influence for both groups. The extent to which one's interest in the subject influenced the choice of course was also rated marginally more highly by women (4.7) than men (4.4). There were no or very small gender differences in relation to the significance of other factors.
- Differences between mature and younger respondents were also rather small. As expected, the latter rated continuation from further studies more highly than the former, the respective mean scores being 3.7 and 3.2. The only other relative large difference was in relation to the importance of artistic development on the choice of course, with younger respondents giving this a score 4.3 and mature graduates 4.0.

Variations between graduates from ethnic minority groups and their white peers could not be explored because of the very low number of cases in the former category (*ie* 14).

Table D.7: Extent to which course curriculum helped to develop different skills and attributes — Camberwell respondents

Skills/attributes	Mean score	Total No. of cases
Developing creative ideas	3.9	208
Specific craft/technical skills	3.7	206
Problem solving skills	3.6	208
Decision making	3.6	208
Self-motivation and commitment to continuous learning	3.6	207
Visual/verbal/written communication	3.3	208
Self-confidence and self-esteem	3.1	208
Time management	3.1	208
Teamwork	2.9	208
Self-promotion	2.9	209
Cope with uncertainty	2.8	208
Pro-active/entrepreneurial skills	2.7	208
Networking	2.3	209
Negotiating	2.0	207

Source: IES Graduate Skills Survey, 1997

D.2.3 Skills developed during the course

Respondents were asked to what extent the course helped them to develop a range of skills and attributes. These questions were measured on a five point scale, with one indicating that the course did not help at all, and five that it helped a great deal. As indicated in Table D.7, the mean scores were not very high, but the majority were above the mid point and none of the average scores were below two.

- A majority of respondents believed that the course had been helpful in developing their skills in five areas: developing creative ideas, specific craft/technical skills, problem solving, decision making, self-motivation and commitment to continuous learning. Between 58 and 69 per cent of respondents rated the course four or five in these skill areas.
- In two areas (*ie* communication, and self-confidence and self-esteem) just less than half of respondents gave the course the two top scores, while 44 per cent rated the course preparation in relation to time management four or five.
- In four areas between 32 and 44 per cent of respondents gave the course the lowest scores (*ie* one and two), these included: teamworking, self-promotion, ability to cope with uncertainty and entrepreneurial skills.

Table D.8: Other skills developed during the degree course — Camberwell respondents

Skill	%
Research skills	25
Computer skills	21
People and diversity	13
Basic course content	8
Self development	8
Development of manual dexterity	8
Business and Sales	4
Organisation towards goals	4
Word processing, admin., secretarial	4
<i>Total No. of responses</i>	<i>24</i>

Source: IES Graduate Skills Survey, 1997

- The two areas where the majority of respondents felt the course had been least helpful were networking and negotiating. Fifty-nine per cent of the sample rated the course one or two in relation to the former, while 71 per cent gave the lowest scores to the latter.

Table D.8 includes information on skills respondents said they had developed during their degree course which were not specifically listed in the questionnaire.

D.2.4 Career preparation

Using again a five point Likert scale respondents were asked to what extent the course curriculum had provided adequate career advice and support.

- In only two areas, that is identifying strengths, interests and further development opportunities, and developing a record of skills and achievements, were the scores above the mid point, and in the case of the latter the rating was just above three. Over 60 per cent of the sample gave the former a score of four or five, and 39 per cent of respondents rated the latter four or five.
- Between 80 and 85 per cent of the sample rated the course help three or less in the following areas: exploring a range of opportunities, using the Careers Service, arranging other opportunities outside the course, and gaining course related work experience.
- In three areas: writing a CV and course/job application, preparing for interviews, and writing a funding/sponsorship application the scores were very low, with over 90 per cent of respondents rating the help received in these areas three or below. In addition, in each area around half the sample gave the course the lowest score (*ie* one).

Table D.9: Extent to which course curriculum helped graduates in different areas — Camberwell respondents

Area	Mean score	Total No. of cases
Identify strengths, interests and areas for further development	3.7	209
Develop a record of skills and achievements	3.1	207
Explore a range of opportunities	2.6	207
Use the resources of the London Institute Careers Service	2.3	208
Arrange other opportunities outside the course	2.1	207
Gain course related work experience	2.1	205
Write a CV and job/course application	1.9	208
Prepare for interviews	1.8	204
Write a funding/sponsorship application	1.6	206

Source: IES Graduate Skills Survey, 1997

D.2.5 Additional help during the course

Sixty-eight per cent of respondents said they would have liked additional help during their course in a range of different areas related to skill development, career preparation and support; these are listed in Table D.10.

Variations in the additional help graduates from different courses would have liked were also explored. However, the numbers in these categories were very small and the findings should be interpreted with caution.

- The skill needs more likely to be mentioned by respondents from **Drawing and Print Making** courses were: networking (32 per cent) and work experience (26 per cent).
- **Ceramics** graduates were more likely to mention: advice on opportunities available with particular degrees (38 per cent); real life preview of life after college (38 per cent); and technical artistic development (25 per cent).
- Graduates from **Silversmithing and Metal Work** courses identified the following as their main areas of need: business practice (31 per cent); advice on freelancing (25 per cent); preview of life after college (25 per cent); and networking (19 per cent).
- **Graphic design** graduates were more likely to mention: preview of life after college (27 per cent); work experience, support after college and computer training (all 23 per cent); interview preparation and practice, and networking (both 20 per cent).
- Respondents from **Conservation** courses reported the following main skill needs: work experience (27 per cent);

Table D.10: Help respondents would have liked during their degree course — Camberwell respondents

<u>Type of help</u>
Preview of life after college
Work experience
Advice on opportunities available with particular degrees
Networking
Interview preparation and practice
Support after college
Artistic development
Personal career guidance
Computer training
Advice/help with freelancing
Business practice
CV preparation
Charging for work
Marketing
Help with choosing and funding further studies
Funding for projects
Writing skills
Personal attention/tutorials
Foreign language training
Oral presentation
Communication generally
Legal advice
Portfolio preparation
Self-confidence

Source: IES Graduate Skills Survey, 1997

interview preparation and practice, advice on opportunities available with particular degrees and preview of life after college (all 23 per cent).

- **Visual arts** graduates identified three key areas of need: work experience, advice on opportunities available with particular degrees and preview of life after college (all 17 per cent).

D.3 Life after the course

Information was gathered about respondents' experiences since leaving their course, including:

- their employment status since graduation at 12 monthly intervals

- detailed information about their current or most recent job
- the number of jobs or contracts they had since completing their degree.

D.3.1 Employment status at different stages

Respondents were asked about their employment status since graduation at 12 monthly intervals, information was gathered on their main activity, as well as the range of activities they were involved in at different stages. This information is presented separately for graduates from different year cohorts.

Because of the small number of cases in some of the categories, variations between different groups of respondents could be explored to a limited extent, only in relation to the main activity at the time of the survey and for the sample as a whole, rather than for different year cohorts.

- Women were more likely than men to be employed, both on a permanent and temporary basis. At the time of the survey 44 per cent of women were in permanent employment, and a further 14 per cent had a temporary job, the corresponding figures for their male peers were 37 and 12 per cent. Men, on the other hand, were more likely to be doing freelance work than women, the respective figures were 19 and 14 per cent.
- Younger respondents were more likely to be in employment than mature graduates. Fifty-two per cent of the former were in permanent employment at the time of the survey, and 14 per cent were in a temporary post, the corresponding proportions for mature graduates were 35 and 13 per cent. Older respondents were more likely than their younger peers to mention freelance work as their current main activity, the respective figures were 17 and 14 per cent.

Table D.11: Main activity at 12 monthly intervals — Camberwell 1993 cohort (per cent)

Type of activity	1.5 yrs after graduation	2.5 yrs after graduation	3.5 yrs after graduation
Permanent employment	40	41	46
Temporary employment	14	24	13
Freelance work	14	13	15
Training or further studies	12	7	9
Not in work but seeking employment	4	4	4
Developing a portfolio/own studio work	4	11	9
Work experience/voluntary work	2	—	—
Other activity	12	11	4
<i>Total No. of cases</i>	<i>52</i>	<i>46</i>	<i>54</i>

Source: IES Graduate Skills Survey, 1997

Table D.12: Range of activities at 12 monthly intervals — Camberwell 1993 cohort (per cent)*

Type of activity	1½ yrs after graduation	2½ yrs after graduation	3½ yrs after graduation
Permanent employment	39	40	49
Developing a portfolio/own studio work	32	29	33
Temporary employment	28	37	21
Freelance work	21	27	28
Training or further studies	18	17	21
Work experience/voluntary work	11	2	2
Not in work but seeking employment	9	4	7
Other activity	23	14	11
<i>Total No. of cases</i>	<i>57</i>	<i>52</i>	<i>57</i>

*Because respondents could select more than one activity, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

Table D.13: Main activity at 12 monthly intervals — Camberwell 1994 cohort (per cent)

Type of activity	1.5 yrs after graduation	2.5 yrs after graduation
Permanent employment	39	39
Temporary employment	12	15
Freelance work	11	11
Training or further studies	14	13
Not in work but seeking employment	3	3
Developing a portfolio/own studio work	8	7
Work experience/voluntary work	2	2
Other activity	11	11
<i>Total No. of cases</i>	<i>65</i>	<i>62</i>

Source: IES Graduate Skills Survey, 1997

Table D.14: Range of activities at 12 monthly intervals — Camberwell 1994 cohort (per cent)*

Type of activity	1.5 yrs after graduation	2.5 yrs after graduation
Permanent employment	43	50
Temporary employment	19	18
Freelance work	22	27
Training or further studies	27	21
Not in work but seeking employment	8	9
Developing a portfolio/own studio work	25	29
Work experience/voluntary work	10	5
Other activity	19	18
<i>Total No. of cases</i>	<i>67</i>	<i>66</i>

*Because respondents could select more than one activity, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

D.3.2 Details about current or most recent job

A total of 181 Camberwell respondents provided information about their current or most recent paid employment activity including:

- occupation and sector
- employment status *ie* permanent or temporary, full-time or part-time
- whether they were employees or self-employed
- current income.

Table D.15: Main activity at the time of the survey — Camberwell 1995 cohort (per cent)

Type of activity	1.5 yrs after graduation
Permanent employment	40
Temporary employment	12
Freelance work	20
Training or further studies	10
Not in work but seeking employment	3
Developing a portfolio/own studio work	4
Work experience/voluntary work	—
Other activity	12
<i>Total No. of cases</i>	<i>81</i>

Source: IES Graduate Skills Survey, 1997

Table D.16: Range of activities at the time of the survey — Camberwell 1995 cohort (per cent)*

Type of activity	1.5 yrs after graduation
Permanent employment	51
Temporary employment	18
Freelance work	41
Training or further studies	25
Not in work but seeking employment	9
Developing a portfolio/own studio work	39
Work experience/voluntary work	8
Other activity	26
<i>Total No. of cases</i>	<i>85</i>

*Because respondents could select more than one activity, percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

A relatively high proportion of respondents (22 per cent of the total Camberwell sample) had more than one job. However, because this category only includes 45 respondents, it was not possible to carry out any reliable analysis on additional jobs. The findings in this section are based on respondents' current or most recent main employment.

- Thirty-one per cent of respondents who answered these questions on their employment activities were self-employed. The overwhelming majority (73 per cent) were doing freelance work, while a very small number said they were setting up a business (a total of eight) or exhibiting to sell (a total of five). Men were considerably more likely than women to be self-employed, the respective figures were 40 and 26 per cent. Age differences also emerged in relation to self-employment, with 37 per cent of mature graduates and 23 per cent of younger respondents found in this category. Self-employment was also more common among earlier graduates: 39 per cent of those who completed their degree course in 1993 were self-employed, the corresponding figures for 1994 and 1995 graduates were 26 and 29 per cent respectively.
- Sixty-four per cent of respondents who were employees had a permanent post. Of those of who were in a temporary job, the majority (43 per cent) had a contract of between three and 12 months, while the rest were evenly split between those with very short contracts (*ie* less than three months) and those who had contracts for more than a year. There were no gender differences in relation to employment status. Younger respondents, on the other hand, were more likely than mature graduates to be in a permanent post, the respective figures were 75 and 54 per cent. The proportions of graduates in permanent employment from different cohorts were very similar.

Table D.17: Camberwell respondents' current/most recent occupation

Occupation	%
Associate professional occupations	40
Professional occupations	14
Clerical and Secretarial	13
Craft and related occupations	11
Managers and Administrators	9
Sales occupations	7
Personal and protective occupations	2
Other occupations	2
Plant and Machine operators	2
<i>Total No. of cases</i>	<i>179</i>

Source: IES Graduate Skills Survey, 1997

- Less than one-quarter of graduates were working on a part-time basis (*ie* less than 30 hours a week).

Respondents' current income was analysed separately for the different cohorts, this information is presented in Table D.19.

Table D.18: Camberwell respondents' current/most recent employment sector

Employment sector	%
Media/publicity	16
Education	15
Retailing	13
Visual and Performing Arts	12
Central/Local Government	9
Fashion Industry	2
Health Sector	2
Other	31.6
<i>Total No. of cases</i>	<i>173</i>

Source: IES Graduate Skills Survey, 1997

Table D.19: Current annual income — Camberwell respondents (per cent)

Income band	1993 cohort	1994 cohort	1995 cohort
Less than £5,000	26	24	37
£5,001-£10,000	20	22	21
£10,001-£15,000	32	43	28
£15,001-£20,000	17	10	13
Over £20,000	6	—	1
<i>Total No. of cases</i>	<i>54</i>	<i>67</i>	<i>83</i>

Source: IES Graduate Skills Survey, 1997

D.3.3 Number of jobs or contracts since graduation

Information on the number of jobs or contracts respondents had since graduation is presented separately for different cohorts in Table D.20.

Table D.20: Number of jobs/contracts since graduation — Camberwell respondents

No. of jobs/contracts	1993 cohort %	1994 cohort %	1995 cohort %
None	6	13	8
One	15	25	23
Two	23	20	26
Three or four	21	15	19
Five or more	34	27	24
<i>Total No. of cases</i>	<i>47</i>	<i>60</i>	<i>74</i>

Source: IES Graduate Skills Survey, 1997

D.4 Career satisfaction and future expectations

Camberwell respondents who had provided information on their employment activities were asked the extent to which they were satisfied with different aspects of their post-graduation career so far (Table D.21), and their future expectations (Table D.22).

Variations between the level of career satisfaction among different groups were explored.

- On all the different career aspects women were more likely to be satisfied than men. The greatest differences were in relation to earnings with 30 per cent of women, but only 16 per cent of men saying they were satisfied¹; the range of work, the respective figures in this case were 56 and 43 per cent; and the quality and level of work with 66 per cent of women and 53 per cent of men saying they were satisfied.

Table D.21: Camberwell respondents' satisfaction with different aspects of post-graduation career (per cent)

Career aspect	Quality and level of work	Range of work	Amount of work	Earnings
Very satisfied/satisfied	62	52	49	26
Neither satisfied nor dissatisfied	17	19	25	25
Very dissatisfied/dissatisfied	21	29	26	49
<i>Total No. of cases</i>	<i>175</i>	<i>177</i>	<i>176</i>	<i>177</i>

Source: IES Graduate Skills Survey, 1997

¹ This category includes both respondents who said they were 'satisfied' and those who said they were 'very satisfied'.

Table D.22: Camberwell respondents' future career expectations

What respondents expected to be doing in five years time	%*
Achieving/working towards ideal job	51
Continuing in a similar situation	29
Doing a range of jobs	28
Promoted but in the same career	27
Changing work pattern	24
Changing career direction	16
<i>Total No. of cases</i>	<i>182</i>

*Respondents could select more than one category and therefore the percentages do not add up to 100

Source: IES Graduate Skills Survey, 1997

- Younger respondents also reported higher satisfaction levels than mature graduates. The biggest differences between these two groups were again in relation to earnings, with 33 per cent of young graduates and 20 per cent of their mature peers saying they were satisfied; and the range of work, with the respective figures being 58 and 48 per cent.
- A more mixed picture emerged from the satisfaction levels among respondents from different cohorts. There were very small differences in relation to satisfaction with the quality of work. In terms of the range of work, a higher proportion 1993 and 1994 graduates were satisfied (56 per cent in both cases) than 1995 respondents (46 per cent said they were satisfied). Less than half of those who completed their course in 1993 and 1995 were satisfied with the amount of work (the respective figures being 46 and 43 per cent), while 61 per cent of 1994 graduates reported satisfaction with this aspect of their career. The least happy about their earnings were 1994 respondents, with only 21 per cent saying they were satisfied, the corresponding figures for 1993 and 1995 graduates were 27 and 28 per cent.

D.5 Skill needs

The survey also explored Camberwell respondents' skill needs and gathered information on:

- the importance of a range of skills in graduates' current activities
- skills respondents had learnt since completing their course.

D.5.1 Current skill requirements

Using again a five point scale, Camberwell graduates were asked how important different skills were in their current activities, the findings are presented in Table D.23. These show

Table D.23: Camberwell respondents' current skill needs

Skill requirement	Mean Score	Total No. of cases
Decision making	4.5	208
Self-confidence and self-esteem	4.5	208
Time management	4.4	209
Self-motivation and commitment to continuous learning	4.4	208
Problem solving skills	4.3	208
Self-promotion	4.3	208
Pro-active/entrepreneurial skills	4.2	208
Visual/verbal/written communication	4.2	206
Developing creative ideas	4.2	208
Cope with uncertainty	4.1	207
Networking	4.0	207
Specific craft/technical skills	3.9	208
Negotiating	3.8	208
Teamworking	3.8	207

Source: IES Graduate Skills Survey, 1997

that the overwhelming majority of respondents regarded the skills listed in the questionnaire as very important, only specific craft/ technical skills, networking' and team working received a score just below four.

D.5.2 Skills acquired since graduation

Respondents were asked if and what type of skills they have had to learn since completing their degree course. The findings are presented in Table D.24.

There were some variations between graduates from different courses in relation to the skills they have had to learn since leaving the course. However, again, the numbers in some categories were very small, and the findings should be interpreted with caution.

- The skills more likely to be mentioned by **Design and Print Making** graduates included: communication and people management (56 per cent); self-promotion (50 per cent); IT (31 per cent); time management, resilience and technical skills related to art (all 25 per cent).
- Respondents from **Ceramics** courses mentioned a very wide range skills, only commercial skills were mentioned by a substantial proportion of this group (*ie* 36 per cent), all the others were mentioned by very few respondents.

- Similarly **Silversmithing and Metalwork** graduates mentioned a wide range of skills with only two reported by a substantial proportion of this group. These include IT skills and other technical skills related to art, both mentioned by a quarter of graduates from these courses.
- The skills more likely to be reported by **Graphic Design** respondents were: IT (40 per cent); commercial skills (31 per cent); communication and people management (26 per cent); self promotion and technical skills related to art (both 23 per cent).
- Graduates from **Conservation** courses were more likely to mention: technical skills related to art (38 per cent); resilience and commercial skills (both 25 per cent); self promotion and communication and people management (both 22 per cent).
- The skills more likely to be mentioned by **Visual Arts** respondents were: IT (43 per cent); communication and people management (25 per cent); self promotion and technical skills related to art (both 21 per cent).

Respondents were also asked how they had learnt the skills they had acquired since completing the degree course. The findings show that:

- 'on the job' training was the more common way of learning

Table D.24: Skills Camberwell respondents have had to learn since completing their degree course

Skill area	%
Computer skills	30
Technical skills related to art	26
Self-promotion	25
Communication and people management skills	25
Commercial skills	24
Resilience	17
Time management	12
Initiative	8
Formal job search	6
Teaching skills	5
General work experience	5
Word processing, typing	2
Languages	2
Health & safety	2
<i>Total No. of responses*</i>	<i>277</i>

*These represent the total number of times these skills were mentioned, since respondents could select more than one skill, percentages do not add up to 100.

Source: IES Graduate Skills Survey, 1997

new skills and it was mentioned by 76 per cent of respondents

- a considerably lower proportion (23 per cent) had been on short courses
- a similar proportion of respondents (21 per cent) had undertaken a course leading to a qualification
- less than one-fifth had learnt new skills by attending employer training courses
- only 12 respondents had been on a Government Training for Work scheme
- other ways of acquiring new skills mentioned by graduates included: self-teaching, 'life experience', via professional organisations and with the help of friends and relatives.

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