**Codebook for quantitative data**

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| SPSS variable (name) | Full variable (label) | Coding Instructions | Measurement |
| degreename | Undergraduate degree | Name as provided by student | String |
| Faculty | Faculty which the degree is part of | 1 = Arts and Humanities  2 = Engineering and Physical Sciences  3 = Environmental and Life Sciences  4 = Medicine  5 = Social Sciences  6 = Unknown  Source: [Faculties, schools and departments | University of Southampton](https://www.southampton.ac.uk/about/faculties-schools-departments) | Nominal |
| Pscyh | Listed as psychology degree | Yes = 1, No = 0 | Nominal |
| STEM | Identified as STEM subject | Yes STEM = 1, Not STEM = O  [House of Lords - Higher Education in Science, Technology, Engineering and Mathematics (STEM) subjects - Science and Technology Committee (parliament.uk)](https://publications.parliament.uk/pa/ld201213/ldselect/ldsctech/37/3705.htm) | Nominal |
| year | Year of study | 1 = first year, 2 = second year, 3 = third year, 4 = fourth year | Ordinal |
| gender | Gender identity | 1 = woman, 2 = man, 3 = non-binary, 4 = prefer not to say, 5 = another term to describe identity | Nominal |
| Nonmale | Non-male | 1 = all self-describing as female or non-male  0 = self-describing as male | Nominal |
| age | Age | In years | Scale |
| ethnicitygroup | Ethnicity in over-arching groups | 1 = White, 2 = Mixed or multiple ethnic groups, 3 = Asian or Asian British, 4 = Black, Black British, Caribbean or African, 5 = Other ethnic group  Source for original and combined codes [List of ethnic groups - GOV.UK (ethnicity-facts-figures.service.gov.uk)](https://www.ethnicity-facts-figures.service.gov.uk/style-guide/ethnic-groups) | Nominal |
| Ethminority | Ethnic minority | 1 = yes member of ethnic minority  0 = no (white British) |  |
| fgs | First generation status | 1= fgs parents did not attend university, 0 = non-fgs parents attended university 999 = don’t know/missing | Nominal |
| depr | Indices of deprivation | Index of Multiple Deprivation Decile  Scale from 1 – 10 generated from postcode; the lower the score, the more deprived the area (and the lower its rank).  [English indices of deprivation 2019 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019)  [English indices of deprivation 2019: Postcode Lookup (opendatacommunities.org)](https://imd-by-postcode.opendatacommunities.org/imd/2019) | Scale |
| fsm | Free school meals | 1= received fsm at school, 0 = did not receive fsm at school, 999 = don’t know/missing | Nominal |
| carer | Carer status | 1= describes self as a carer, 0 = does not describe self as a carer | Nominal |
| disable | Disabilities | 1= describes self as having a disability (ies), 0 = describes self as not having disability(ies) | Nominal |
| HCQ1 | HCQ1 GCS: I believe my degree will improve my career prospects | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCQ2 | HCQ2 GCS: I know that my subject knowledge will be valued by employers | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCQ3 | HCQ3 GCS: I will use my skills in future employment | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCFact1 | Human capital factor 1: Your degree skills and abilities | Combined scores for this factor questions HCQ1 + HCQ2 + HCQ3  Source [Developing graduate employability for a challenging labour market: the validation of the graduate capital scale | Emerald Insight](https://www.emerald.com/insight/content/doi/10.1108/JARHE-04-2021-0151/full/html) (page 1204) | Scale |
| HCQ4 | HCQ4 GCS: I know how to locate a range of information about the graduate job market | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCQ5 | HCQ5 GCS: I can list a range of sources to find job opportunities | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCQ6 | HCQ6 GCS: I can produce an effective CV and job application | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCQ7 | HCQ7 GCS: I have an effective online career profile (e.g. LinkedIn, Indeed, Monster) | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCQ8 | HCQ8 GCS: I feel confident I can perform well at interviews | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCQ9 | HCQ9 GCS: I feel able to perform well at assessment centres | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| HCFact2 | Human capital factor 2: Your career skills | Combined scores for this factor questions HCQ4+ HCQ5+ HCQ6 + HCQ7 + HCQ8 + HCQ9 | Scale |
| HCQ10 | HCQ10 GCS: I can demonstrate my transferable skills (single item) | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ1 | SCQ1 GCS: I keep up to date with the graduate job market | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ2 | SCQ2 GCS: I can name key employers of interest to me | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ3 | SCQ3 GCS: I evaluate the changing job market in my career thinking | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ4 | SCQ4 GCS: I can list some graduate roles which I would be suited to | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCFact1 | Social Capital factor 1: Your understanding of the job market | Combined scores for this factor questions SCQ1 + SCQ2 + SCQ3 + SCQ4 | Scale |
| SCQ5 | SCQ5 GCS: I am confident I can make the most of any opportunities for personal development | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ6 | SCQ6 GCS: I am confident in talking to people I do not know | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ7 | SCQ7 GCS: I can recognise opportunities for personal development | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ8 | SCQ8 GCS: I use my network of career contacts to inform my career planning | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCQ9 | SCQ9 GCS: I have developed contacts with employers | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| SCFact2 | Social capital factor 2: Your networking skills | Combined scores for this factor questions SCQ5 + SCQ6 + SCQ7 + SCQ8 +SCQ9 | Scale |
| CCQ1 | CCQ1 GCS: I know how to find out about skills, attributes and behaviours required for  different types of employment | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCQ2 | CCQ2 GCS: I am able to judge whether organisations will suit me | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCQ3 | CCQ3 GCS: I know what type of role I am interested in | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCQ4 | CCQ4 GCS: I feel confident I can present myself well in the sector which interests me | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCQ5 | CCQ5 GCS: I can identify what employers value most in graduates | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCQ6 | CCQ6 GCS: I can give examples of achievements which would interest employers | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCQ7 | CCQ7 GCS: I have distinctive achievements and interests which make me stand out from others | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCFact1 | Cultural capital factor 1: Your fit with the job market | Combined scores for this factor questions CCQ1 + CCQ2 + CCQ3 + CCQ4 +CCQ5 + CCQ6 + CCQ7 | Scale |
| CCQ8 | CCQ8 GCS: I take part in extra-curricular activities, these might include volunteering,  sports, part-time work, clubs and societies | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCQ9 | CCQ9 GCS: I can recognise and explain the value of extra-curricular activities | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| CCFact2 | Cultural capital factor 2: Your engagement with extra-curricular activities | CCQ8 + CCQ9 | Scale |
| ICQ1 | ICQ1 GCS: I can recognise roles which would suit me best | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICQ2 | ICQ2 GCS: I can articulate my skills | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICQ3 | ICQ3 GCS: I can identify what motivates me | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICQ4 | ICQ4 GCS: I know what is important to me in my career | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICQ5 | ICQ5 GCS: I have a clear career plan | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICQ6 | ICQ6 GCS: I can list my strengths | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICQ7 | ICQ7 GCS: I have tested my career ideas with relevant work experience | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICQ8 | ICQ8 GCS: I keep a record of my personal development | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| ICFact | Identity capital | Combined scores for this factor questions ICQ1 + ICQ2 + ICQ3 + ICQ4 +ICQ5 + ICQ6 + ICQ7 + ICQ8 | Scale |
| ICQ9 | ICQ9 GCS: It is important to me that my career reflects my personal values (single item) | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCQ1 | PCQ1 GCS: I am confident in my ability to manage change | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCQ2 | PCQ2 GCS: I see change as an opportunity for development | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCQ3 | PCQ3 GCS: I consider myself adaptable | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCQ4 | PCQ4 GCS: I am able to manage setbacks | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCQ5 | PCQ5 GCS: I enjoy taking measured risks | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCQ6 | PCQ6 GCS: I can be persistent, despite setbacks | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCQ7 | PCQ7 GCS: I can make plans to respond to change | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| PCFact | Psychological capital | Combined scores for this factor questions PCQ1 + PCQ2 + PCQ3 + PCQ4 + PCQ5 + PCQ6 + PCQ7 | Scale |
| PCQ8 | PCQ8 GCS: I am optimistic about gaining suitable employment (single item) | Likert scale 1 = not at all confident to 6 = highly confident | Scale |
| careersadv | Careers Advice | 1 = yes, 0 = no | Nominal |
| careerhelpemp | Employers listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpfriends | Friends listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpfam | Family listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpon | Online resources listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpstud | Other students listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpschcar | School careers service listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpschteach | School teachers listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpunicar | University careers services listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpunitut | University tutors and lecturers listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| careerhelpoth | Other help listed as a source of help for career planning | 1 = yes, 0 = no | Nominal |
| activitiesrep | Activities outside of studies – academic rep | 1 = yes, 0 = no | Nominal |
| activitiescoach | Activities outside of studies – careers coaching | 1 = yes, 0 = no | Nominal |
| activitiesclubs | Activities outside of studies – clubs and societies | 1 = yes, 0 = no | Nominal |
| activitiesment | Activities outside of studies – mentoring | 1 = yes, 0 = no | Nominal |
| activitiesintern | Activities outside of studies – paid internships | 1 = yes, 0 = no | Nominal |
| activitiesvol | Activities outside of studies – volunteering | 1 = yes, 0 = no | Nominal |
| hourswork | Hours worked during term-time | Hours 1 - 40 | Scale |
| workimp | How severely work impacts upon studies | 1 = not at all, 6 = severely impacts | Scale |
| cathoursworked | Compressed hours worked | 1 = no hours, 2 = 15 hours and less, 3 = more than 15 hours | Ordinal |
| opencode | The free text was analysed and categories were applied to determine whether the participants had no career plans through to clearly defined plans with a future job or postgraduate qualification secured . | 1 = no career plans, 2 = idea of career plan/ or job sector, but not established, 3 = clearly defined career plan/ or job sector, 4 = clearly defined career plan/ or job sector with a detailed plan as to how this will be achieved, 5= future job or postgraduate qualification secured, 999 = blank response/ missing data | Scale |