GRADUATE MARKETING: UNDERSTANDING HOW GRADUATES SEARCH FOR JOBS

Appendix

Prepared for:

The ACCESS Disability Network
Lloyds Banking Group

Prepared by:

Dr Neil Scott
Registered Occupational Psychologist
C.Psychol, C.Sci, AFBPsS

MyPLUS
REALISING NEW POSSIBILITIES

myplusconsulting.com

Section 1 – Demographics

1,509 responses were received comprising

Disability

Declared	Number	Percent (of declared)
Disabled	665	44%
Not disabled	833	56%
Did not say	11	

Those who did not declare made up 0.7% of the group.

Candidates were asked to record their disability using a number of pre-defined categories and 599 (90%) did this. Note that 'Mental disorder/condition' was not included. This could have been picked up in the 'other disability' category which they are then asked to complete. However, this appears to be missing from the database so we have no direct figures on mental disorders/conditions. Experience suggests that this may be the dominant group in the 'other disability' category.

Many candidates defined themselves as having more than one disability. The frequencies are given below.

Number of specific disabilities ticked	Number of people	% of those who ticked one or more disabilities
1	458	76%
2	116	19%
3	21	4%
4	4	1%

For example, 116 people (which is 19% of those that identified their specific disabilities) recorded two disabilities.
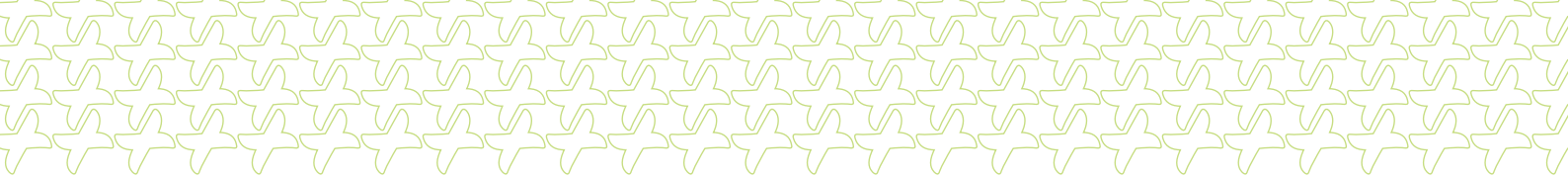
The Disabled group defined themselves as having the disabilities listed in the table below. Note that the percentage recorded is the percentage of the total group, not just those who defined themselves as having a disability. The final column records the percentage of those recording this specific disability who said that this was their only disability.

Disability	Number	Percentage of total group	Percentage of Disabled	Sole disability
Dyslexia	250	16.6%	42%	72%
Autism/Asperger's	41	2.7%	7%	61%
Other learning difficulty	56	3.7%	9%	36%
Wheelchair user	24	1.6%	4%	42%
Mobility, co-ordination, dexterity	60	4.0%	5%	38%
Visual impairment	30	2.0%	10%	57%
Hearing impairment	23	1.5%	4%	61%
Long-term or progressive health condition	158	10.5%	26%	61%
Severe disfigurement	1	0.1%	<1%	0%
Speech impairment	4	0.3%	1%	50%
Other	122	8.1%	20%	60%

For example, 250 people described themselves as having Dyslexia, 16.6% of all respondents and 42% of the Disabled group. By comparison, 30 had a visual impairment (2.0% of all respondents, 10% of the Disabled group). Of those with dyslexia, 72% said it was their only condition (therefore 28% recorded one or more other conditions) compared to those with visual impairments of whom only 57% said this was their only condition.
Note that the figures for Severe Disfigurement and Speech impairment are too small for any meaningful analysis and will be excluded as specific categories from the following analyses.

We were asked to consider the disabled category including and excluding those with dyslexia. In the following analyses when we refer to 'Disabled' we refer to all those recording themselves as disabled, whilst 'Disabled-D' excludes those who have only recorded dyslexia (i.e. those with dyslexia and another condition are included). Note that the same comparison group ('Non-Disabled') is used for both i.e. those with only

dyslexia are not incorporated into the non-disabled group but excluded from the analysis for Disabled-D.

Ethnicity

All respondents recorded their ethnicity. A higher proportion of White respondents reported a disability compared to other ethnic groups, the result being statistically significant *{ChiSq=74.090, df=5, sig=.001[1]}*. Proportions are reported in the table below.

Ethnic group	Number	%	% disabled
White	1,175	77.9%	49%
Ethnic Minority	334	20.1%	25.4
Black	41	2.7%	32%
Asian	162	10.7%	25%
Chinese	63	4.2%	8%
Mixed	63	4.2%	39%
Other	5	0.3%	40%

For example, 41 respondents (2.7% of all respondents) defined themselves as 'Black', and 32% of these Black respondents defined themselves as Disabled.

Note that 'Ethnic Minority' includes all non-White groups. Results for the analysis were broadly the same whether Disabled or Disabled-D is used.

It should be noted, therefore, that differences between Disabled (and Disabled-D) and non-disabled may be due in part to ethnic differences. These have not currently been corrected for statistically.

Gender

Declared	Number	Percent (of declared)
Male	648	57%
Female	861	43%

There was no difference in proportion of males and females that were Disabled. However, with Disabled-D there are a slightly higher proportion of disabled females than males. *{ChiSq=5.044, df=1, sig=.025}*

[1] A direct 2x2comparison between White and Ethnic Minority gives ChiSq=61.388, df=1, sig=.001)
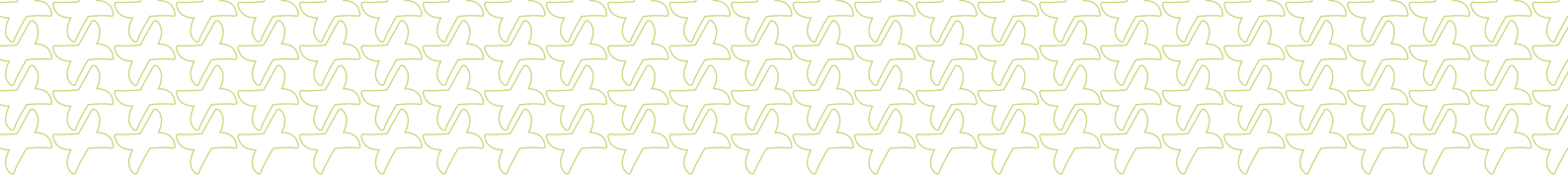
Corrections for gender have not been made in the following analyses but some of the differences that emerge between Disabled-D and non-disabled may relate to differences between males and females.

Age

All but one respondent recorded their age giving an average of 33.5 years *{SD=5.1}* with the mid point (median) being 22 and most common age (mode) being 21.

The age profile is broadly similar (as seen in the figure below) for Disabled and non-Disabled though clearly more of the older candidates have a disability. The data cannot tell us to what extent this is due to the increased likelihood of acquiring a disability as time goes on or whether it is a facet of this sample.

Comparison of age by disabled vs non-disabled
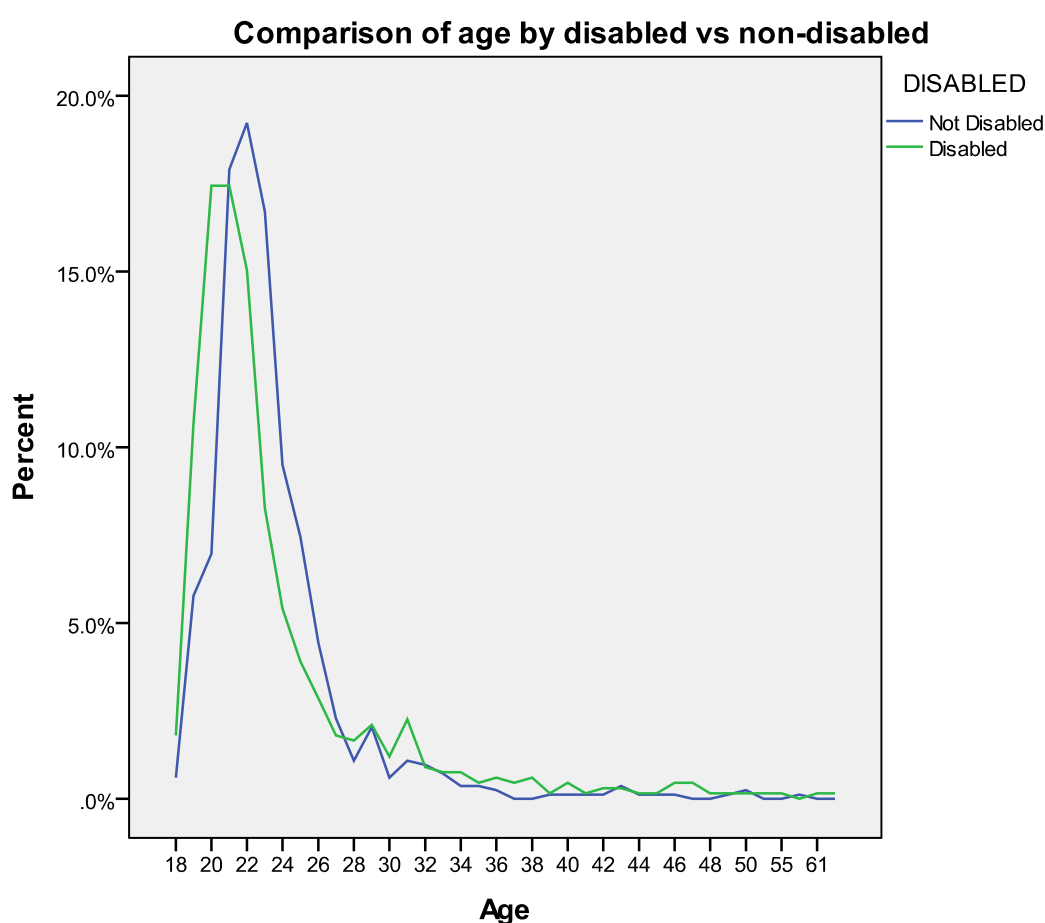
Statistical analysis is equivocal, some suggesting that there is a statistically significant difference *{Mann-Whitney U with Z=4.798, sig=.001}* and others not *{separate variance t-test which is non-significant}*. The picture is broadly similar with Disabled-D. The suggested approach is to cautiously assume some difference in age for the two groups without making adjustments.

Source

Respondents were asked to record which from a drop down list of sources of the questionnaire they were contacted by. Many responded 'other' but then identified one of the categories they could have chosen (e.g. they chose 'Other' then recorded 'I was contacted by the disability officer at university'). These were reassigned to their correct category producing the following table.

How did you receive this survey (corrected)

		Number	Valid Percent
Valid	Blind in Business	2	.2
	Careers Service	385	30.7
	Disability officer	258	20.6
	Forwarded from a friend	15	1.2
	Microlink	3	.2
	Milkround.com	485	38.6
	Myplus Consulting	24	1.9
	Other (please specify)	13	1.0
	Prospects	12	1.0
	University or Faculty	58	4.6
	Total	1255	100.0
Missing		254	
Total		1509	

E.g. 24 respondents heard about the survey from Myplus Consulting, this being 1.9% of all those who responded to this question. Note that 254 respondents (17%) did not answer the question. Eleven of the disabled groups were contacted from a group of law students so the number of disabled respondents studying law and considering legal professions may be slightly inflated.

Section 2 - Academic Results

Entry

Of those responding, 60% of non-disabled respondents took A levels (as opposed to other entry qualifications) compared with 70% of Disabled *{ChiSq=41.008, df=5, sig=.001}* and 67% of Disabled-D *{ChiSq=24.434, df5, sig=.001}*. These differences are statistically significant. Disabled respondents were more likely to take BTECs (5% of Disabled, 2% on ND), HNDs (1.2% of Disabled, 0.4% of ND) and Scottish Highers (5% of Disabled, 3% of ND) and less likely to take Baccalaureate (7% of ND, 3% of Disabled) or 'Other' measures (22% ND, 15% of Disabled). The pattern is the same for Disabled-D.

The majority of those in the 'Other' category, Disabled and non-disabled alike, had studied overseas and obtained non-British qualifications.

Timing

The Disabled (and Disabled-D) group were far more likely to be still attending University. For example, 40% of Disabled started University in 2009 or 2010 compared to only 20% of non-disabled (a statistically significant difference). This clearly makes the differences between the groups slightly harder to evaluate.
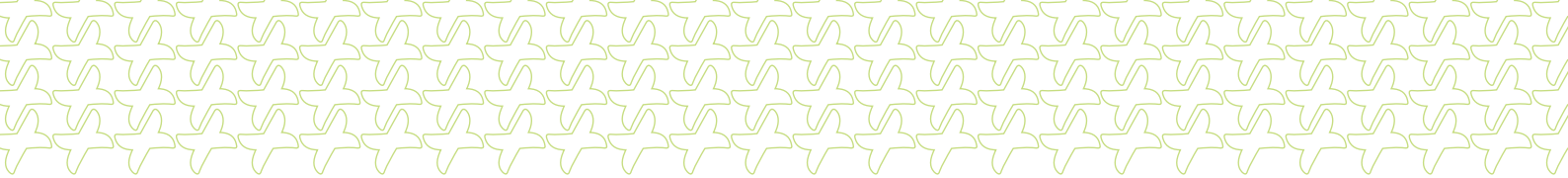
Subject Studied

The HESA categories for subject were used for the drop-down but this left a large number of people in the 'Other' category. Reviewing what they had recorded as 'other' subjects, two new categories were added being 'English – including language and literature' and 'Humanities, including Geography and International Relations'. The 'Business and Finance' category was expanded to include those who described themselves as studying management, MBA and accountancy. The History/Philosophy category was expanded to include archaeology, PPE and theology whilst the 'Social Studies' category was broadened to be 'Social Sciences' and now includes psychology, anthropology, economics (unless specified as 'economics for business') and politics. Earth sciences were incorporated into the 'Physical and Earth Sciences' category.

The proportion of disabled and non-disabled in each subject varied and the overall pattern of differences was statistically significant (see table below).

Subject	% of non-disabled taking the subject	% of Disabled taking the subject	Total number
Architecture & Planning	0%	1%	7
Biological Sciences *inc Zoology*	6%	6%	81
Business & Finance *inc Mngment, Accountancy, MBA*	*23%*	*9%*	*220*
Computer science	5%	4%	64
Creative art & design	1%	4%	34
Education	0%	2%	15
Engineering & technology	3%	6%	58
History & Philosophy *inc archaeology, theology, PPE*	*10%*	*11%*	*145*
Languages	7%	3%	67
Law	8%	6%	90
Mass communication & Media	0%	1%	8
Maths & stats	4%	4%	54
Medicine & dentistry *inc nursing and allied*	*1%*	*2%*	*23*
Physical *& earth* sciences	*4%*	*9%*	*85*
Social sciences inc psychology, sociology, anthropology & economics	*6%*	*8%*	*92*
English	*14%*	*14%*	*190*
Other humanities inc geography & international relations	*4%*	*5%*	*66*
Other	4%	4%	53

Changes to the original drop-down menu are *italicised*.

The most conspicuous difference is in the Business & Finance section (the % for Disabled-D was 10%).   The overall pattern of differences is highly statistically significant *{ChiSq=106.075, df=17,sig=. 001}*

The difference in the proportion studying Business and Finance occurs for most specific disabilities, ranging between 2% studying Business & Finance (**Autism**) through 7-9% (**Dyslexia, Learning difficulties, Mobility**, Visual impairments), 11% (LT & progressive, **Other**) and 13% for wheelchair users. Differences in **bold** are statistically significant i.e. despite small numbers in the group the difference between those with and without the specific condition is large enough to be statistically significant.

Clearly a key issue for LBG is that the academic areas that might most naturally feed through to their sector appear to be less popular amongst disabled people than amongst non-disabled.

Impact of disability on study

Of the 627 who responded to the question on whether their disability had impacted on their choice of study, 17% (108 respondents) indicated that it had.

Each disability was compared to all other disabled and non-disabled respondents to identify whether it was more likely for their disability to have impacted on their choice. The results are presented, in the order of most impacted to least impacted, in the table below.

Disability	% whose disability impacted on their choice of study
Wheelchair users*	46%
Visually impaired*	33%
Mobility	25%
Long-term and progressive conditions	25%
Autism	24%
Other disabilities	22%
Learning conditions	16%
Dyslexia	9%
Hearing	4%

Note that only one out of the 44 respondents with Hearing impairments who responded to this question endorsed it.
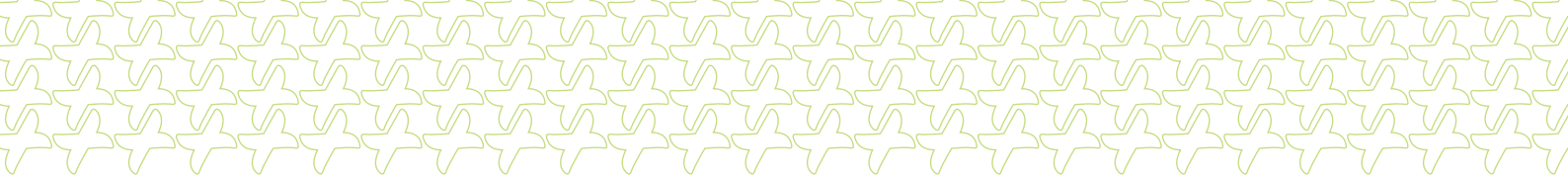
UCAS points
Useable UCAS points were available for 1,174 people (78%). Some respondents had well over 1,000 points (the highest being 1,280) but the maximum a student can obtain with four A levels is 800 points and the maximum from the Baccalaureate is 720 so two indices were used; 'UCAS' refers to raw points and 'UCAS(C)' is capped so that anyone with more than 800 points counts as having 800.
The average for the whole group (Disabled and non-disabled) is 383 points. Non-disabled respondents had slightly more UCAS points than Disabled ones (391 vs. 372 for UCAS, 387 vs. 370 for UCAS(C)) and these differences were statistically significant *{t=2.025, df=1172, sig=.043 and t=s.101, df=1172, sig=.036 respectively}* though the real differences between the scores were very small indeed. Differences between non-disabled and Disabled-D were non-significant.
University
Whilst a higher proportion of non-disabled respondents came from Russell Group universities, the proportion from each university varied greatly. For example, 74

disabled respondents (11.1% of disabled) were at the Russell Group's University of Nottingham compared with 18 non-disabled (2.2% of the non-disabled). Non-Russell Loughborough and Manchester Metropolitan both returned very high numbers of disabled respondents (63 and 84 respectively, accounting for over 22% of all disabled respondents, but only 3.4% of non-disabled, between them).

The implications are that the respondents are far from evenly sampled across universities. This may be because some universities are relatively more attractive to those with disabilities, regardless of their Russell status, but could also be because some universities were more active in encouraging students with disabilities to engage with the survey. In either case, the finding that fewer disabled people attend Russell group universities must be treated with some caution.

Degree class

Data on degree class, expected or obtained, was available for 88% of respondents. There were no statistically significant overall differences between Disabled, non-disabled and Disabled-D in the class of degree they obtained.

When those reporting themselves as having dyslexia are compared with all other respondents, they do have a slightly different profile with fewer achieving higher grades e.g. 19% obtain First class honours (compared with 23% of others), whilst 16% obtain 2/2s, compared to 9% of other respondents. *{ChiSq 10.941, df=4, sig=.027}.* Those with hearing impairments performed higher than other groups with 41% obtaining Firsts though a higher proportion than expected also obtained unclassified degrees (14% compared to 4% of others). Note however that this is a small group of 23 people so results may be harder to generalise.*{11.040, df=4, sig=.026}.* There were no other significant differences.
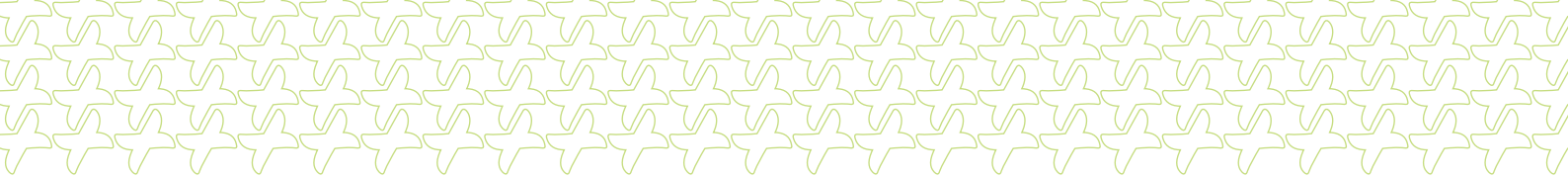
The pattern comparing disabled with non-disabled is as

Degree Class	Non-disabled (%)	Disabled (%)	Total (%)	Dyslexics (%)	Hearing Impaired (%)
1st	21.5	23.5	22.4	19.4	40.9
2/1	63.4	59.4	61.6	59.5	45.5
2/2	9.5	11.8	10.5	16.1	0
3rd	0.7	1.2	0.9	1.2	0
Unclassified	4.8	4.1	4.5	3.7	13.6
Total Number	725	605	1,330	242	22

Impact of Cut-offs

A cut-off was set of 300 UCAS points and an Upper 2nd class honours degree. The following table indicates the percentage of respondents who would meet these eligibility requirements.

Group	Meet UCAS requirement (%)	Meet degree class requirement (%)	Meet UCAS and degree class requirement (%)
Total Group	76	84	68
Non-disabled	**79**	**85**	**73**
Disabled	**72****	**83**	**63*****
Dyslexia	72*	79*	61**
Autism/Asperger's	73	81	68
Other learning difficulty	76	80	70
Wheelchair user	52**	88	48*
Mobility, co-ordination, dexterity	64*	88	59
Visual impairment	65	75	56
Hearing impairment	72	86	67
Long-term or progressive health condition	71	83	59*
Other	70	82	62

In the table above, asterisks indicate where pass rates differs statistically significantly from the non-disabled group. E.g. 72% of Disabled respondents have 300+ UCAS points, 83% have or expect to get an upper 2nd or first class degree and 63% meet both of these criteria. For both the UCAS points and overall criteria a smaller proportion of the Disabled respondents are eligible than non-disabled, the difference being statistically significant.

It can be seen that the UCAS cut-off impacts disproportionately on the Disabled group and that, whilst Degree Class alone does not, when it is combined with the UCAS results the impact is exacerbated.

The Disabled-D group made no difference. (The impact on those with dyslexia is not greater than for the whole group but it achieves statistical significance because it is such a large group.) Clearly the greatest impact is on wheelchair users and those with mobility and visual impairments.

If the analysis is limited to those who have expressed an interest in LBG as an employer (Section 13), the UCAS points and degree class requirements have little impact although the total pool of eligible and interested respondents falls to 71% (from 73%) for non-disabled and 57% (from 63%) for Disabled.

Summary
A much smaller proportion of the Disabled group have chosen to study in the area of Business and Finance though they are not conspicuously over-represented on any major subject areas.
The Disabled group are more likely to be currently at University which makes direct comparisons harder. They are less likely to go to a Russell Group University and, whilst they are likely to have fewer UCAS points, the difference is very small in real terms and seems inadequate in explaining the difference in attendance i.e. it does not appear to be their lower UCAS scores that are the reason for the disparity in between the groups in whether they attend Russell Universities or not.
There is no overall difference in the class of degree awarded though those with dyslexia do slightly less well than others and those with hearing impairments have more high and low class degrees than other groups though the sample size for hearing impaired is small.

Section 3 Occupational Choice

Respondents were asked to rate their level of interest in various occupational areas on a four point scale where 1=does not appeal, 2=moderately appealing, 3=very appealing and 4=first choice of sector.

Banking and Finance was the most endorsed as first choice of sector - 11% overall. However, whilst 13% of non-disabled identified it as first choice, only 9% of disabled respondents did. Similarly, 39% of non-disabled said it does not appeal compared with 56% of Disabled. a statistically significant difference *{ChiSq=33.765, df=, sig=.001}* (Results are broadly the same for Disabled-D.)   However, only Media and Teaching were more popular first choices for Disabled respondents. A full summary of results is given below in order of popularity (defined by the proportion who rated it 2, 3 or 4).

Group	% appealing (rated 2-4)			First choice
	Overall	**Non-disabled**	**Disabled**	
Public Sector	68	70	67	8
Consulting	66	75	56***	9
Teaching	65	63	68*	7
Media	65	68	62**	8
Banking & finance	53	61	44***	11
Hospitality	50	37	31**	2
IT	49	37	31**	5
Telecomms	45	34	24***	2
Law	43	45	41	8
Retail	40	44	35	3
Social care	37	32	43***	3
Accounting	34	38	28***	4
Medicine	29	25	33***	4
Engineering	25	23	28	3
Manufacturing	23	23	23	1
Armed forces	23	21	24	1

The *s in the Disabled column indicate whether the pattern of responses for Disabled and non-disabled respondents differ to a statistically significant degree. (*= significant to the .05 level, ** to the .01 and ***.001). Figures in **blue** indicate they are more acceptable to disabled respondents than to non-disabled, **red** that they are more acceptable to non-disabled than to Disabled. The final column records the percentage of people who recorded this as their first choice.
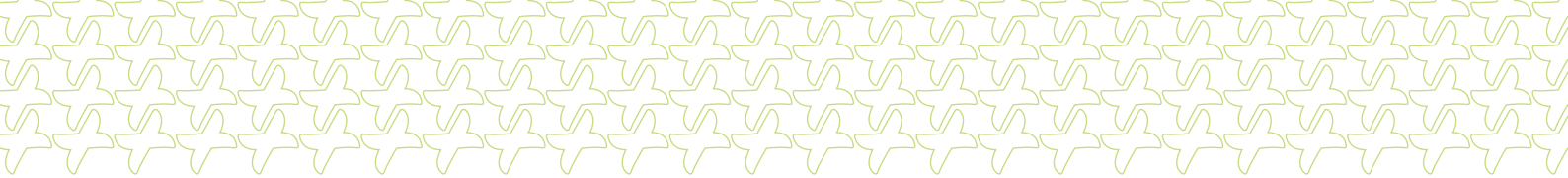
Note a significant tendency for Disabled candidates to be relatively less interested in commercial occupations (Banking & Finance, Consulting, Accounting) and more interested in social occupations (Teaching, Social Care and Medicine).

When looking at 'other' areas, there was a broad range of options, many quite specific. The only conspicuous areas to emerge were 'academic & research' and 'charity/3rd sector' work. The numbers for both were small and were roughly comparable between Disabled and non-disabled respondents.

The table below indicates how interested in banking people from different degree courses are. The horizontal axis lists the degree subjects and the vertical is their expressed interest in Banking and Finance. It can be seen that those studying Maths/Stats, Business & Finance and Computer Science are the most interested, those studying art/design, education, media, medicine and English are the least interested.
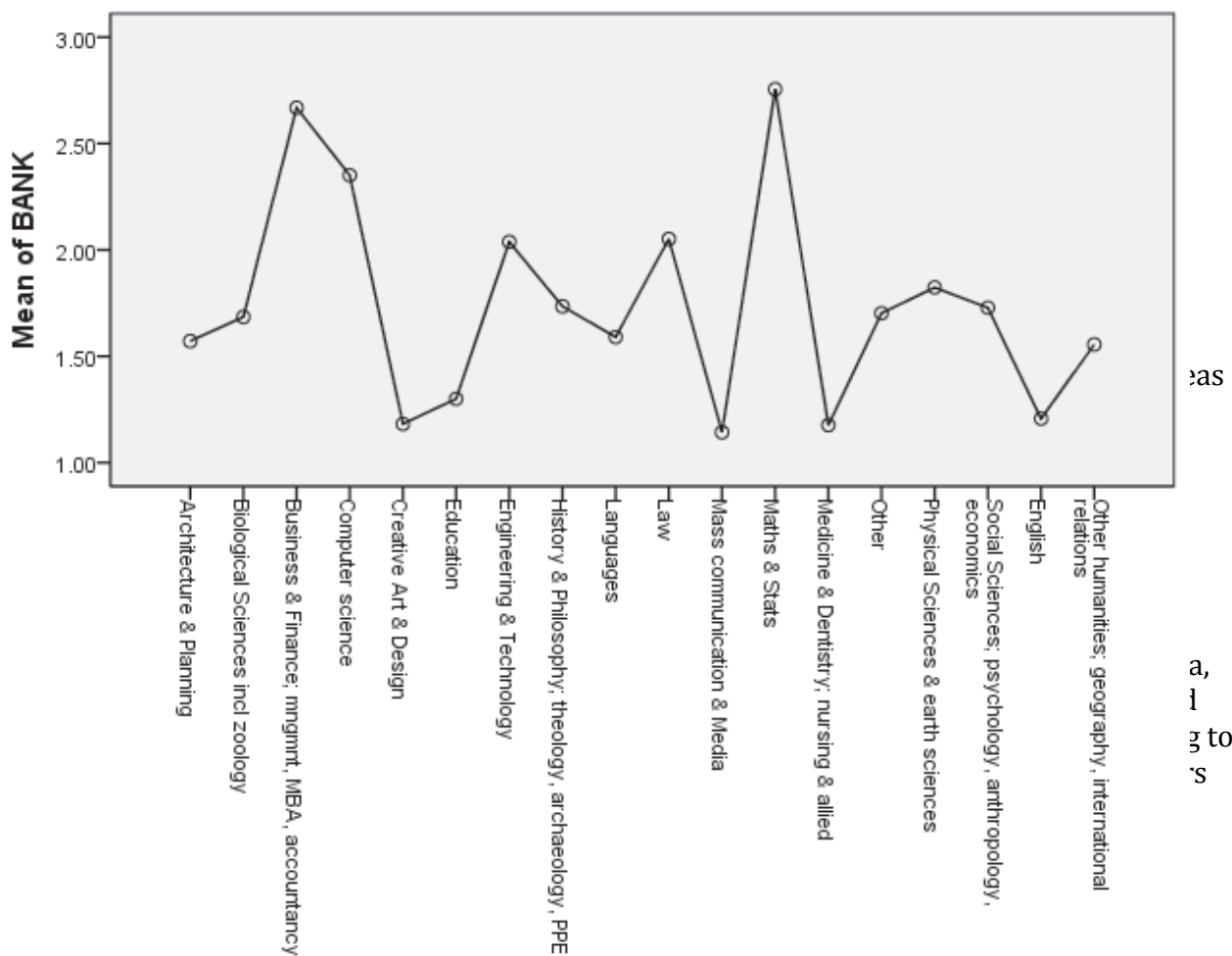
A logistic regression analysis was conducted to identify whether the difference in interest in banking as a career between disabled and non-disabled respondents was purely due to the type of degree they took or academic performance.

If we look at people who have identified Banking and Finance as their first choice of occupation, they differ mostly from those who have not chosen it in that they have taken a degree in Business, Maths/Stats or IT. Once their degree subject has been taken into account, they do not differ from those who have not preferred banking in any other way i.e. they have broadly the same UCAS and degree results and do not differ from them in whether they went to a Russell Group university or, crucially, in whether or not they are disabled.

However, if we compare those who do not find Banking and Finance attractive with those who do, the picture is slightly different. Again, the degree topic is a critical distinguisher, after which UCAS points, degree class and university attended are not relevant, but Disability is.

To clarify, people who have chosen Banking and Finance as a career can be identified by their degree choices, not by their disability (though their disability may have influenced their degree choice). Of the remainder however, people with disabilities are less likely to be attracted to banking even when degree choice is taken into account. In short, if we took a group of people with the same degree subjects and academic performance, the people with disabilities would still find Banking less attractive than those without disabilities and the difference is statistically significant.

In summary, the available data really does suggest that Banking and Finance is a less attractive career for people with disabilities.

Section 4 - How do you search for jobs?

4.1 Which of the following do you currently use to search for job opportunities? (please state all you use)

Respondents were asked which methods they use to search for jobs. These methods are listed below in descending order of popularity, recording the overall percentage who use this approach then the % of non-disabled and Disabled and an indicator of where these groups differ (*, ** or *** indicating a statistically significant difference) marked in **red** if non-disabled use them more and **blue** if Disabled use them more.

Method of Job Search	% using this approach			Notes
	Overall	Non-disabled	Disabled	
University careers service/careers advisors	58	58	58	Dyslexics 64%
Graduate websites***	56	66	44	Dyslexics 49%
Employer recruitment websites***	53	58	48	Learning disorders 39%
Graduate career fairs*38	38	39	33	
Job boards e.g. . Monster**	28	31	24	
Online portals of national newspapers	23	25	22	
Recruitment agencies**	22	25	19	
Social networking sites***	18	21	14	
National papers*	17	15	20	Hearing impaired 39% Other 26%
Local press/adverts**	15	13	18	Other 28%
Student societies	10	10	11	Learning disorder 20%
Employer career skill sessions	10	9	8	Visually impaired 20%
Specialist diversity or disability press***	2	1	3	See below

Note that the 'overall' column includes those who did not declare whether they were disabled or not.
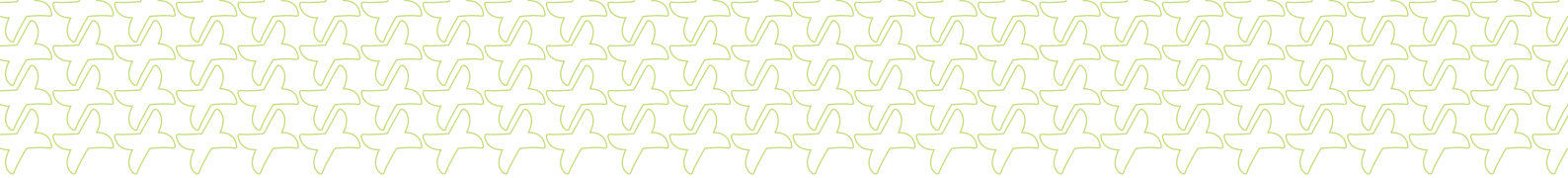
For example, 56% of respondents use graduate websites. 66% of non-disabled respondents and 44% of Disabled use them, the difference between the two groups being highly statistically significant (hence *** against 'Graduate Websites'). The notes column records any ways that individual disabilities differ from the overall group. In this case, 49% of dyslexics use the websites. Note that these are compared with the overall group –disabled and non-disabled alike. We can see that dyslexics, therefore, appear to use them less than non-disabled but more than the Disabled group as a whole.

Specialist diversity press is used by relatively few of the disabled group. However, 17%of wheelchair users, 10% of the visually impaired, 9% of hearing impaired, 5% of those with mobility and 4% of those with long-term and progressive conditions use it (all of these being statistically significantly higher than the overall group). In contrast, it is little used by those with dyslexia, other learning difficulties and with 'other' disabilities.

Reaching those interested in Banking
If seeking to target Disabled respondents who have expressed an interest in Banking, the following table compares their use of different search methods compared to the groups already recorded.

Method of Job Search	% using this approach	
	Disabled	**Disabled with interest in banking**
University careers service/careers advisors	58	70
Graduate websites	44	58
Employer recruitment websites	48	63
Graduate career fairs	33	49
Job boards e.g. . Monster	24	29
Online portals of national newspapers	22	23
Recruitment agencies	19	26
Social networking sites	14	19
National papers	20	19
Local press/adverts	18	17
Student societies	11	17
Employer career skill sessions	8	12
Specialist diversity or disability press	3	5

Amongst respondents recording that they had a disability, those using Recruitment agencies, job boards and local press tended to have lower UCAS and degree results than those who did not. There was no difference in UCAS or degree results for other methods.

Section 6 - The Careers Service

All of the responses in this section are from the Disabled group only.

6.1 Are you consulting a Careers Adviser in your search for work? (*was 'being supported by' but some may read this as asking you to assess how supportive your advisor is*)

590 responded to this, 22% (132) said they had, 78% (468) said they had not. Those with Autism/Asperger's were more likely to consult a Careers advisor than those with other disabilities.

There was no difference in the academic performance or interest in Banking of those who did and did not see a Careers advisor.

6.2 Has your health/disability been part of your discussions?

There were 135 responses (more than said they had consulted the careers service) of whom 67 (50%) said they had, 68 (50%) had not. This did not differ significantly by the type of disability.

6.3 My Careers Adviser/Careers Service is confident and knowledgeable about disability-

 64 responded, as follows

Response	Number	%
Strongly Agree	12	19%
Agree	28	44%
No opinion	15	23%
Disagree	7	11%
Strongly Disagree	1	2%
(Not applicable	1)	

6.4 Has your careers adviser advised you to tell employers about your health/disability during the application process/afterward?

59 responses	Number	%
o Yes, before applying	6	9%
o Yes during recruitment process	30	48%
o Yes, once I have received an offer	4	6%
o Advised not to disclose at all	3	5%
o No advice offered	20	32%

The numbers in each response are too small to identify any differences between specific disabilities.

6.5 Please explain why you did/did not discuss your disability or health with your Careers Adviser:

Of those who did not tell their career advisor, the following key issues emerged (note that some people might include more than one key issue in their response).

- 33 felt it was not relevant, 18 of this group talking about the specific lack of relevance to the particular jobs they were looking for whilst some simply said 'not relevant'. Additional to this 33, there were four who simply said 'not important'.
- 10 did not want to talk about it, either from embarrassment or a desire for privacy
- 5 said that they felt it might reduce their chances of getting jobs.
- 4 said it hadn't come up yet.
- 3 said that telling their advisor would not help them anyway, as not much could be done about it (e.g. the only outcome of their disability was an occasional need for sick leave).

Of those who did discuss it:

- 21 wanted advice and support in making applications, mainly around whether and how to present their disability
- 21 identified the need for the advisor to be aware of their limitations so they could identify the most appropriate jobs,
- 4 simply put 'for advice'
- 5 wanted advice on legal aspects of employment and schemes e.g. reasonable adjustment and GIS
- 3 wanted to be directed towards companies that were good places for disabled applicants
- 3 were seeing specialist disability advisors and one said 'because they raised it!'

6.6 If my careers advisor/service says that an organisation is 'disability confident' i.e. they are comfortable about recruiting and accommodating disabled talent in their organisations, then I would be more likely to apply to that organisation.

130 responses

Response	Number	%
Strongly Agree	47	37%
Agree	47	37%
No opinion	25	20%
Disagree	5	4%
Strongly Disagree	3	2%
(Not applicable 3)		
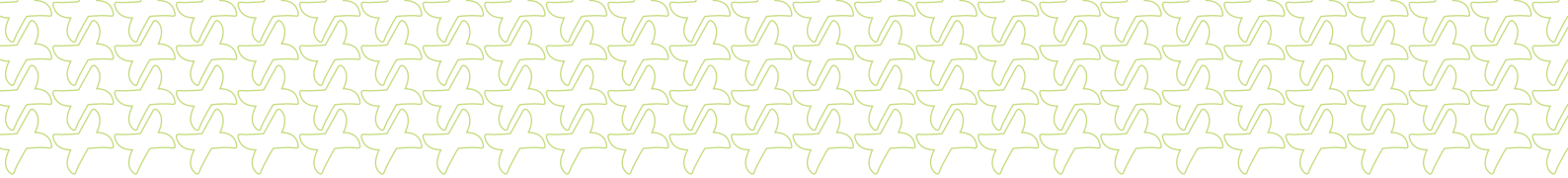
67. Disability/Welfare Office

67.1 Are you consulting your Disability / Welfare Officers in your search for work?
598 Responses

Response	Number	%
o Yes	546	91%
o No	52	9%

Those who were seeing a Careers Advisor where almost three times as likely to be seeing a disability advisor as those who weren't seeing a Careers Advisor (17% of those seeing a careers advisor, 6% of those who weren't). The difference is statistically significant.

Wheelchair users and those with hearing impairments were around three times more likely to have a disability advisor than other disabled respondents.

There was no difference in the academic performance or interest in Banking of those who did and did not see a Disability advisor.

If yes, is your Disability / Welfare Officer confident and knowledgeable to advise you about careers?

52 responses

Response	Number	%
Strongly Agree	5	10%
Agree	27	46%
No opinion	10	21%
Disagree	2	4%
Strongly Disagree	4	8%
(Not applicable 4)		

Section 7 - Choosing an Employer

7.1 My disability affects my choice of career after graduation

595 RESPONSES

Response	Number	%
Strongly Agree	77	13%
Agree	180	31%
No opinion	76	13%
Disagree	123	21%
Strongly Disagree	129	22%

(Not applicable 10)

7.2 I would feel confident in asking a prospective employer for the adjustments I need

592 RESPONSES

Response	Number	%
Strongly Agree	57	10%
Agree	187	33%
No opinion	54	10%
Disagree	173	31%
Strongly Disagree	97	17%

(Not applicable 24)

7.3 Have you attended or do you plan to attend Graduate Careers Fairs?

596 RESPONSES

Response	Number	%
o Yes *(go to 7.4)*	*596*	*74%*
o No *(go to 7.6)*	*156*	*26%*

7.4 I would be happy to ask an employer about their disability programme at a careers fair.

438 RESPONSES

Response	Number	%
Strongly Agree	47	11%
Agree	165	39%
No opinion	42	10%
Disagree	109	26%
Strongly Disagree	60	14%

(Not applicable   15)

7.5 I'm more likely to apply to a company that has disabled employees present at careers fairs?   4
39 RESPONSES

Response	Number	%
Strongly Agree	38	9
Agree	121	29
No opinion	140	33
Disagree	86	20
Strongly Disagree	39	9
(Not applicable 15)		

7.6 Employers should run separate careers fairs and skills sessions for disabled students?

Response	Number	%
Strongly Agree	42	7%
Agree	95	16%
No opinion	109	19%
Disagree	187	32%
Strongly Disagree	153	26%
(Not applicable 9)		

Section 8 - Specialist disability recruitment companies

Note – we don't know how many people would have said "I haven't heard of this organisation" if there had been the option, we only know how many endorsed it. 381 respondents gave an answer to ne or more options but it is not clear whether those who did not reply skipped the question or just did not know any of the organisations so chose not to respond (as there was not a 'none of the above' option). As such, the number endorsing each option is given as a percentage of the total disabled group (665) and of the group who gave responses (381).

8.1 Which specialist disability recruitment companies are you aware of?

Response	Number	% of All disabled	% of those responding
Scope	131	20%	34%
Employment opportunities	58	9%	15%
Employability	101	16%	27%
Prospects	105	16%	28%
Blind in business	31	5%	8%

There were 107 people selecting the 'other' option, but most of these recorded that they didn't know of any when asked to specify. Of those that did, the following were identified:
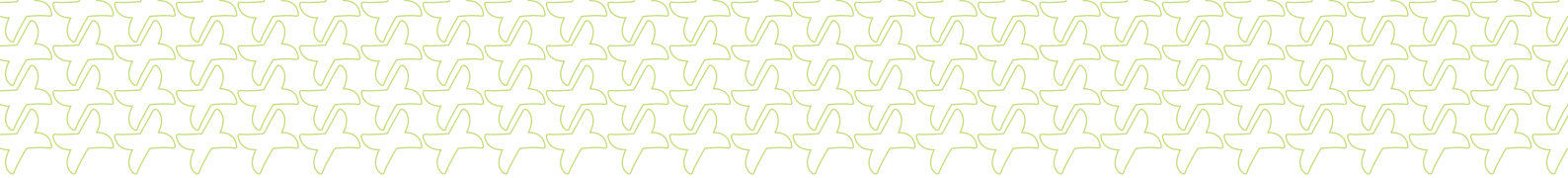
Reed in Partnership	2
Remploy	7
Shaw Trust	2

8.2 Are you more or less likely to apply to a company if you can apply to them through a specialist 3rd party organisation?
591 Responses

Response	Number	%
Much less likely	17	3%
less likely	58	10%
no difference	359	64%
more likely	102	18%
much more likely	26	14%

(Not applicable 29)

Wheelchair users and those with mobility conditions endorsed this more strongly than those with other disabilities.

Section 9 - Employer Web Sites

9.1 Are you more or less likely to apply to employers that explicitly talk about disability or have disabled staff profiles?

587 Responses

Response	Number	%
Much less likely	10	1%
less likely	6	2%
no difference	272	48%
more likely	207	36%
much more likely	75	13%
(Not applicable	17)	

Those with learning disorders and those with mobility conditions endorsed this more strongly than those with other disabilities.

Section 10 - Diversity websites

10.1 Does having a presence on diversity websites make an employer more or less attractive?
588 RESPONSES.

Response	Number	%
Much less attractive	1	<1%
less attractive	9	2%
no difference	239	42%
more attractive	241	42%
much more attractive	82	14%

(Not applicable 16)

10.2 Which diversity websites do you use to search for a job? Please tick all that apply:

Website	Number who have heard of it
o Arberry profile	3
o Milkround.com/diversity	88
o Real world	14
o Able magazine	6
o EmployAbility	66
o Other (please specify):	8
o None of the above	365

146 people had heard of one of the listed websites – 121 had heard of one of them, 21 had heard of two, three had heard of three websites and one had heard of all 5 named. Of the 8 who said 'other';

> 1 identified Asian life.com
> 1 identified Shaw Trust
> 1 identified 'Target Jobs' and 'Inside Careers'.

The other five said they had not heard of any diversity websites.

10.3 Are you more likely to apply to a company that has advertised on a diversity website?
582 responses

Response	Number	%
Much less likely	3	1%
less likely	13	2%
no difference	309	57%
more likely	170	32%
much more likely	43	8%

(Not applicable 44)
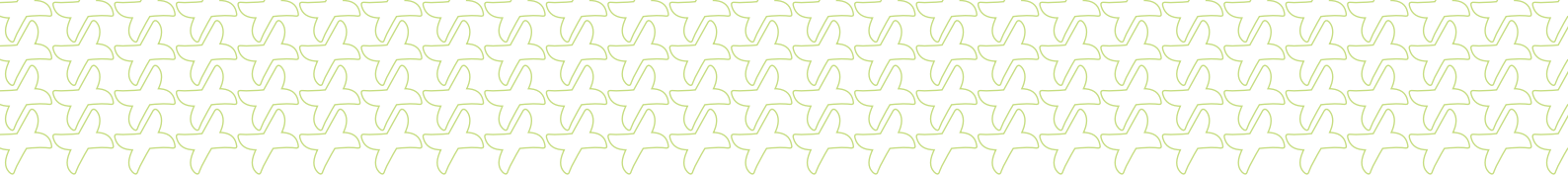
10.4 Have you registered to receive emails from Milkround.com specifically from equal opportunity employers?

578 RESPONSES

Response	Number	%
• Yes	65	11%
• No	513	89%

Section 11 – Disclosure

11.1 When would you tell an employer about your disability or long term health issue?
585 responses

Response	Number	%
o Pre-application	21	4%
o On the application form	158	27%
o Interview phase	84	14%
o Assessment centre	13	2%
o Upon offer	36	6%
o After joining	50	9%
o Would not disclose	92	16%
o I haven't considered this yet	131	22%

11.2 How concerned are you about disclosing your disability?
584 Responses

Response	Number	%
o Not at all *(go to 11.4)*	*171*	*29%*
o Quite	197	34%
o Very	111	19%
o I would prefer not to disclose my disability	105	18%

11.3 What are you concerned about? (Please select all that apply)
Response
Number
- o Being discriminated against
     294
- o Being given preferential treatment
     123
- o Having to ask for adjustments that cost money
     102
- o Having to ask for time off to manage issues related to your disability
     152
- o Other (please specify):   85

11.4 Are you more or less likely to disclose your disability if the employer provides details of someone to speak to or e-mail?

581 RESPONSES

Response	Number	%
Much less likely	7	1%
less likely	10	2%
no difference	43	43%
more likely	41	41%
much more likely	13	13%

(Not applicable 17)

11.5 Are you more or less likely to apply to a company if you have had the opportunity to speak to someone about your disability or health requirements?

583 RESPONSES

Response	Number	%
Much less likely	1	<1%
less likely	7	1%
no difference	237	42%
more likely	234	41%
much more likely	89	16%

(Not applicable 15)

Section 12 - Applying for roles

Respondents were asked to select those that apply so we do not know whether the remainder were answering 'no' or just not completing the question. Therefore, the number endorsing the statement is also given as a percentage of all Disabled (665) but may slightly underestimate the proportion saying 'yes'.

12.1 Are you encouraged to apply to a company if:
- o The company allows you to explain lower examination grades - **Yes 296 (40%)**
- o The company allows you to explain other mitigating circumstances about your application? – **Yes 377 (57%)**

12.2 Are you deterred from applying to a company if: (tick all that apply)
- o The company asks for specific UCAS points or class of degree (e.g. a minimum of 300 UCAS point or a 2.1 degree) **Yes 168 (25%)**
- o The company requires you to have work experience **Yes 182 (27%)**

  If so, do you currently feel that you could utilise other experience(s) which can demonstrate the required skills? (Percentages in this question are given as percentages of the 197 responses)
  Yes 169 (86%)

  No 28 (14%)

- o The company requires you to complete online personality questionnaires before applying? **Yes 144 (22%)**

- o The company requires you to complete ability tests e.g. numerical or verbal reasoning tests?
  Yes 194 (29%)

- o The company requires you to complete interactive exercises with others e.g. group exercises or role play exercises.
  Yes 163 (25%)

12.3 Do you anticipate that you will require adjustments during the recruitment process due to your disability?
479 RESPONSES

Response	Number	%
o Yes *(go to 12.4)*	*169*	*35%*
o No *(go to Section 13)*	*410*	*65%*

In the following sections the percentage recorded is again given as a percentage of the *total* disabled group i.e. 665.

12.4 Please indicate the adjustments you anticipate requiring (tick all that apply):

<u>On Line Applications</u>

Response	Number	%
o IT Equipment – screens etc	45	7%
o Compatible with IT software e.g. JAWS, Zoomtext	24	4%
o Ability to amend background colours, font type and size	34	5%
o None	67	10%
o Other – please specify	36	5%

<u>Interviews and Tests</u>

Response	Number	%
o Specialist Chair	11	2%
o Specialist Desk	9	1%
o Accessible Building	24	4%
o Overnight accommodation	13	2%
o Accessible premises	24	4%
o Fridge for medication	5	1%
o Support Worker or Carer to accompany me	9	1%
o Sign Language Interpreter	3	<1%
o Lipspeaker	0	0%
o Palanatypist	2	<1%
o Printed literature in alternative formats e.g. large print, Braille, CD, Daisy, Moon, plain text etc.	15	2%
o More time to complete tests or to answer questions	120	18%
o Rest breaks	58	9%
o Other – please specify		

Section 13 - Lloyds Banking Group

13.1 Lloyds Banking Group (LBG) is one of the organisation's that is sponsoring this research. From what you currently know of LBG, would you consider applying to them for a graduate job?

Response	All respondents		Non-disabled		Disabled	
	Number	%	Number	%	Number	%
Yes	659	51%	402	57%	257	44%
No	629	49%	302	43%	327	56%

The difference is highly statistically significant***, with Disabled respondents being less likely to consider applying. {ChiSq=21.908, df=1, sig=.001}

However, fewer of the Disabled respondents had a prior interest in banking as a career. If we only compare those who a) did not find Banking attractive then b) those that did then c) those whose first choice was banking, within each of these three groups there is no difference between Disabled and non-disabled.

13.2 Have you spoken to LBG at a Careers Fair?
457 responded to this question

Response	Number	% of yes + no
o Yes *(go to 13.3)*	*31*	*7%*
o No *(go to 13.4)*	*426*	*93%*
o Not attended a careers fair *(go to 13.4)*258		

There were no statistically significant difference between Disabled and non-disabled, though numbers in the 'yes' group are small so differences would have to be quite marked to achieve significance.

13.3 If yes, was the person you spoke to knowledgeable about the support available for disabled applicants?
Only 32 replied to this, only 10 stating 'yes' or 'no', so no statistical tests are appropriate.

Response	Number
o Yes	5
o No	5
o Not discussed	22

13.4 Have you ever met a student ambassador from LBG at your university?

Response   Number
o Yes   11
o No   704

If yes, please provide details of your interaction with them:
Nine responses were received (see the Annex) but no pattern emerged.

13.5 Have you seen the LBG Graduate Recruitment website?
Only 133 non-disabled replied to this compared to 577 disabled. This suggests not all non-disabled have answered this so comparisons are not made.

Response	**Number**
o Yes (go to 13.6)	72
o No (direct to 13.8)	638

13.6 Looking at the LBG graduate recruitment website, what makes you want to apply?
There were 55 responses though some merely said e.g. 'nothing'. A range of issues were addressed and these are given in the annex, the most common being:

- 20 responses related to the design of the website including that it was easy to use/navigate (8), was clear and well laid out (5), professional (3) and that it was interactive (4).
- 9 more mentioned specific elements of the website e.g. that the recruitment process is clearly described (2), good profiles/role descriptions (3) and that it was informative.
- 7 mentioned LBG's reputation, a further three referring to the benefits of being in a large organisation.
- 9 mentioned that the graduate programme looked good or that the organisation offered good Training and Development
- 7 mentioned that there was a range of opportunities available and 5 that the organisation offered relevant jobs for them.
- 3 mentioned salary and benefits
- 2 mention diversity.

Nearly all of the comments offered came from Disabled respondents (45 of the 55 given) and it is not possible to identify any specific difference in the comments made.

13.7 Looking at the LBG graduate recruitment website, what would deter you from applying?

There were 47 responses, again mostly from disabled respondents (38 from Disabled, 9 from non-disabled) so it is hard to distinguish if the Disabled responses differ from non-disabled ones. Full responses are listed in the annex.

- 14 responses mentioned the difficulty of getting the job; 7 specifically mentioned UCAS points, one the 2:1 qualification, 3 the tests (one disabled respondent mentioned the length of tests, the other two mentioned the numeracy), one of those mentioning tests also mentioned the impact of their disability on group exercises and assessment centres. 2 mentioned that they were put off because the competitiveness seemed daunting. All of these responses were from people with disabilities excepting three of those who mentioned UCAS points.
- 2 mentioned the structure of the programme, one couldn't drive because of epilepsy, one mentioned location, one the requirement for mobility and one on the length of placements. All were disabled. One non-disabled respondent mentioned 'location'.

13.9 Which of the following would encourage you to apply to LBG? Please tick all that apply:

Only 35 non-disabled respondents gave answers to any of these questions suggesting that not all non-disabled received them. As such, the non-disabled responses have been discarded and the following results apply only to Disabled. Endorsements to one or more item were given by 399 Disabled candidates but we do not know whether the remainder did not address this question or whether they were actively not-endorsing them. Therefore, again, percentages are given against the total Disabled group of 665 but this may well underestimate the true percentage.

- o More dynamic imagery / branding
  Yes=102 (15%)
- o Profiles of employees who have disabilities
  Yes=147 (22%)
- o Information about support that they have previously
  Yes=189 (28%)
  provided/current provide for disabled graduates
- o Displaying the two-tick symbol
  Yes=55 (8%)
- o Having a named person to contact before making your application
  Yes=211 (32%)
- o Their Disability Network for employees
  Yes=109 (16%)
- o Their Career Development Programme for disabled managers
  Yes=87 (13%)

o Knowing they were members of the Employers' Forum on Disability
Yes=103 (15%)
Sponsorship of the Radiate Network for disabled senior managers and leaders
Yes=44 (7%)

13.10 Please tick all that apply to you:

Question	% of all	% non-disabled	% Disabled
If LBG invited me to attend a general careers event I would be interested in attending*	43%	46%	40%
If LBG invited me to attend a specific careers event for students with disabilities I would be interested in attending		-	27%
If LBG emailed me about their graduate opportunities, this would make them appear a more attractive employer to me***	50%	56%	44%

A more positive response was received from non-disabled than the disabled on both questions to which both groups provided answers, the differences being statistically significant (as marked in the 'Question' column).