Career aspirations and self-efficacy of European psychology students

Simon Knight & Maris Vainre

Without understanding career options, and pre-requisites around Europe, it is not clear what the implications are of the Bologna Process for the creation of a 'European Higher Education Area' for psychology, and more specifically the basis for the Psychology Diploma for practitioner qualification (Lunt, 2005). However, any research into 'employability' and graduate destinations must take account the desired destination, and levels of 'self-efficacy' towards enacting any particular career path. In the current study, 284 European psychology students' career aspirations and self-efficacy were measured. A majority of participants claim to have received no careers guidance (64.8 per cent), and a sizeable group (39.1 per cent) have a mismatch between the job area they would like to enter, and the area they think they are most likely to enter. Implications of the results as well as limitations of the study are discussed.

Keywords: *career decision-making; career self-efficacy; psychology teaching.*

THE AIM of the Bologna Process has been to harmonise the European education area, by setting a structure of degrees. Despite some significant shifts from alternative models in some signatory countries, a decade after signing the Bologna declaration, there are still broad differences in teaching and learning experiences across Higher Education Institutions (HEIs) in Europe and between subjects (CHERI & HEFCE, 2009). This raises a question regarding between, and within country differences in psychology teaching. Before the Bologna declaration was signed, Newstead and Makinen (1997) found that although there were variations across psychology curricula, there were also broad commonalities in the basic areas covered by most courses. Still, to date, questions remain regarding graduates' competencies after obtaining a degree – a key variable in the higher education, as the combination of skills and knowledge defines the fresh psychologists' options in the labour market. Furthermore, in different countries competence levels required for a similar position can vary (Roe, 2002). For example, in the US, psychology graduates may find themselves in comparatively less skilled jobs relative to their degree quality (Rajecki & Borden, 2009).

Within the UK, for example, the Society's Graduate Basis for Chartered membership (GBC, formerly Graduate Basis for Registration (GBR)) is hailed as a useful tool to standardise degree content, and provides a signal to both students and employers regarding general employability. The implication to both is that GBC offers a 'benchmark' standard for the skills and knowledge of psychology. However, there is some concern that it is biased too far towards the study and production of research, and away from other careers. The concern is that it is neither clear that the majority of students wish to, or can, enter research careers – thus GBC may not represent a set of criteria most suited to developing student's core competencies (Cartmell, 2008). Others disagree, suggesting GBC provides evidence for skills, but it could be improved either by the inclusion of work experience as compulsory (Dean, 2008), or – whilst maintaining a core content – provide flexibility for vocational training aimed at employability (Popovic, 2008). Yet others claim we should put our money – or, assessment – where our employability claims are. For example, we should ensure that we assess 'communication skills' and other so called transferable skills if we are to claim they are key transferable skills

inherent to the GBC accredited degree (MacAndrew, 2008).

Indeed, Radford's (2008) discussion article is more critical, raising concerns regarding the narrow nature of GBC given the varied contexts in which psychology may be viewed, and the wide discipline it could be construed as. In particular, he raises the concern that many graduates of psychology will not pursue a career in the discipline, and therefore, psychology should aim at training which assists students in their more varied career goals – a task which he argues, the field is well placed to do.

Of course, in order to understand the implications of this suggestion for psychology teaching, within and outside of the UK, the various career paths students follow must be researched. Without understanding career options, and pre-requisites around Europe, it is not clear what the implications of the Bologna Process are for the creation of a 'European Higher Education Area' for psychology.

Little research has been done into the variety of options across European psychology courses, although Lunt's (1998) somewhat outdated article suggests that courses differ quite widely both in content and structure. However, even at that stage an 'Americanisation' was bringing courses closer together to move towards a more cognitive, and modularised degree (Newstead & Makinen, 1997); the Bologna Process has no doubt continued that path. Still, within Europe, the content of degree courses should be understood in the context of psychology graduates' local career paths, especially so in the context of the creation of the Psychology Diploma for practitioners (Lunt, 2005)[1].

As well as gained qualifications, employability depends on the market in which one is situated. It can thus be thought of as the combination of market and 'job skills' – which are debatable and probably localised to a certain extent, but can be expected to include things such as communication, IT, and literacy skills, as well as knowledge of a particular domain as evidenced by qualifications in that subject. Furthermore, any research into 'employability' and graduate destinations must take account not only of the destination, but also the desired destination, and levels of 'self-efficacy' towards enacting any particular career path, which Betz, Klein and Taylor (1996) suggest is crucial for understanding careers' progression.

According to a European Federation of Psychologists' Associations (EFPA) report (Tikkanen et al., 2007, p.4) '…21 out of the 32 EFPA Member countries already have some form of legal regulation of the profession and in five more countries the regulatory process has been started by the national government.' The same report (p.14) also estimated 'that the number of professional psychologists in Europe will be about 371,000 in the year 2010,' representing a 27 per cent increase in the five years since 2005, but a shortfall of 179,000 psychologists towards the EFPA goal of one psychologist per 1000 of the population covered by EFPA. Understanding the careers options and desires of students is important in understanding the role statutory regulation has to play in ensuring recruitment targets are met, and more specifically, that recruitment is of high quality trained graduates who wish to be entering the profession they are pursuing.

Career decision-making self-efficacy

Betz, Klein and Taylor's (1996) concern is that students must not only have the capability to succeed, but an awareness of how to utilise this capability on the job market, and to match their capabilities to that market. They must thus have the ability to form accurate beliefs about both, and make accurate judgements regarding their goals and steps required to meet them. Research has shown a link between self-efficacy and feeling confident in choosing a career path (e.g. Betz & Voyten, 1997). For example, Fouad, Cotter,

[1] The diploma – EuroPsy – was launched in 2009 and is being implemented country by country. See: www.efpa.eu/europsy/current-state-of-europsy

and Kantamneni (2009) showed that when taught how to make a career-related decision, students' career decision-making difficulties decreased and career self-efficacy increased. These results show the necessity to educate students in planning their career as these skills increase the likelihood of students' success at the labour market. Furthermore, better career decision-making can also optimise the time and expense used on resources to educate future psychologists (see also, Reese & Miller, 2006). Nevertheless, Brewer's (2009) study of one post-1992 English university using a questionnaire methodology found a low level of career service use amongst undergraduates with a lack of awareness regarding available facilities.

Career decision-making self-efficacy can, therefore, be thought of as the set of beliefs an individual holds regarding their ability to effectively research, and make decisions regarding, career options. This will include an awareness of the career choices available, an understanding of the requirements of those options and in particular how those requirements might be acted upon and relate to current skills and qualification, an awareness of resources to research careers – include advice services, and some actionable planning towards a particular career goal (Betz & Voyten, 1997).

Local circumstances thus make it ill advised to explore and compare simply how many jobs in a certain sector of psychology exist, and how many are filled by psychology graduates, as this would fail to give information regarding how well students fit in to their local environment. Instead, a comparison of how prepared students feel – what their career decision-making self-efficacy level is – can offer insights into how universities are preparing students for the local circumstances. Of course, the nature of that education may vary country to country – with some preferring an apprenticeship path, and others a view of knowledge being 'gifted' to students; however, while no doubt some of the focus changes, a career decision-making self-efficacy could, one imagines, be built up under a variety of systems and using a variety of means including internships, lectures, problem-based learning, and so on.

In light of the standardised education system and creation of the pan-European psychologist diploma, there is a need to measure the extent to which current curricula prepare students for the labour market, and as a corollary to that – how well prepared they feel to pursue a particular career path.

The aim of the study reported in this paper was to look into the latter question – how well prepared students feel to pursue particular career paths. We anticipated that:

1. Students who report receiving careers guidance will have a higher career decision-making self-efficacy.
2. Students who report a 'friendlier environment' in terms of access to their 'chosen' fields, are more likely to have higher self-efficacy. This should be reflected in:
   a. An increased self-efficacy in those students who wish to enter a career they believe it is likely they will enter.
   b. An increased self-efficacy in those students who intend to enter a career for which their qualification – i.e. a psychology degree – is required.
3. There will be broad differences across HEIs in students reported desired versus likely career paths, and the levels of support that students report receiving.

Method

Participants

Participants were recruited using a mixture of online advertising via participation lists, Facebook groups related to psychology students, and posters and advertising slips at the EFPSA Congress held in May. Participants were required to be enrolled on a psychology degree; the definition of this was left 'broad' such that students identifying themselves as being 'psychology' students were eligible, in order to avoid excluding, for example, those who were enrolled on UK based non-GBC accredited degrees. In total, 284 participants were recruited, 233 (82 per cent) were

female, 51 (18 per cent) male. The mean age was 23.85 (*SD*=4.02), with a range of 32 years. The majority (*N*=164, 57.7 per cent) of participants were enrolled on a Masters or equivalent level degree. Ninety-seven (34.2 per cent) were on a Bachelors programme, and PhD students comprised 12 (4.2 per cent), with 11 (3.9 per cent) stating 'other'.

Participants submitted their degree title in a freeform text. Two-hundred-and-forty-two (85.2 per cent) gave 'psychology' as the degree title. A range of other titles were given covering a variety of other facets of psychology.

Students were from 27 countries, and 82 universities. Of the countries, those with over 10 participants were: Cyprus (*N*=17); UK (England and Wales) (*N*=18); Lithuania (*N*=19); Estonia (*N*=28); Finland (*N*=54); and Croatia (*N*=59); totalling 195 students, 68.66 per cent of the total number (see Appendix 2).

Procedure

An online questionnaire was created using Google forms. Following the various dissemination outlets, participants took a web-link to the survey. Participants were informed of the Society's *Code of Ethics and Conduct*, the nature of the research and questionnaire, and the likely duration completion would take.

Materials/Questionnaire

This questionnaire combined the Career Decision-Making Self-Efficacy Scale (CDMSE; Betz & Taylor, 1994) with authors' own questions (which are reproduced in Appendix 1). The five-point CDMSE scale (which we adopt here) has a high reliability of .95 (Paulsen, 2001; Smith, 2001, cited in Betz & Taylor, 1994).

Validity is good for the CDMSE, in particular ecological validity related to behavioural decisions is positively reported (Betz & Taylor, 1994). As discussed in the measure manual, there is conflicting evidence regarding the factorial validity of the measure; it is thus suggested that total scores are used to give an overall self-efficacy measure – a suggestion which we apply here.

Results

Regarding the requirement for psychology to enter a chosen career, most participants wished to pursue a career where a degree in psychology was required: 255 (89.8 per cent) with only 29 participants (10.2 per cent) reporting that psychology was not a requirement for their chosen career.

Despite this requirement presumably providing some filter for entry to careers, 111 participants (39.1 per cent) had a mismatch between their desired and the most likely career path; that is, they wish to follow career paths which they think it is unlikely they'll be able to follow. At the same time, 173 (60.9 per cent) participants reported a match – believing it to be likely they will be able to follow the career path they wish to (see Table 1).

Table 1: Numbers of students who intend to enter a degree for which psychology is required, have a match/mismatch between desired and likely career path, and have received any sort of careers guidance.

Between-Subjects Factors		
Variable	Value Label	*N*
Psychology Degree Required	No	29
	Yes	255
Job Mismatch	Match	173
	Mismatch	111
Guidance Received	No	184
	Yes	100

Of those participants reporting that psychology was not required to enter the career path they desired (*N*=29), 10 were studying for a Bachelors, 15 a Masters, two a PhD, and two 'other' with no obvious differences in degree title, desired or probable career paths.

Destinations

Two fields, construction and property, and engineering and manufacturing, were not reported as 'most likely' or 'most desired' by any respondents. Table 2 shows response rates for all other fields.

The difference between each field's desirability and entry likelihood is illustrated by Figure 1 which shows the breakdown of matches and mismatches across fields. Concerningly, this is true of all levels of qualification as indicated in Table 3.

This indicates that for most fields, a high proportion believe they will enter a job when they would rather enter a different career. This is the case even when other respondents would wish to enter that area, but think yet another field is more likely. It is also worth noting that, two participants were not sure what their most desired job was, but had put a 'most likely' job – one assumed to pursue a career in the financial sector and the other in information technology. A significant group wished to enter a range of professions which they do not think it is likely they will be able to.

Table 2: Students' assessments of the most likely job they will get and their desired job.

	Most Likely job		*Most Desired Job*	
Field of work	*N*	%	*N*	%
Administration and management	6	2.11	3	1.06
Advertising, marketing and PR	10	3.52	10	3.52
Charity and voluntary work	7	2.46	5	1.76
Creative arts, performing arts and design	4	1.41	18	6.34
Education	27	9.51	15	5.28
Financial sector	1	0.35	0	0
Health provision	49	17.25	44	15.49
Hospitality and events management	4	1.41	4	1.41
Human resources and employment	35	12.32	22	7.75
Information technology	1	0.35	0	0
Law enforcement and protection	5	1.76	10	3.52
Legal profession	1	0.35	3	1.06
Leisure, sport and tourism	1	0.35	3	1.06
Media and broadcasting	0	0.00	4	1.41
Other	28	9.86	33	11.62
Publishing and journalism	1	0.35	1	0.35
Research (i.e. a scientific career)	62	21.83	66	23.24
Retailing, buying and selling	0	0	1	0.35
Social care and guidance work	42	14.79	42	14.79

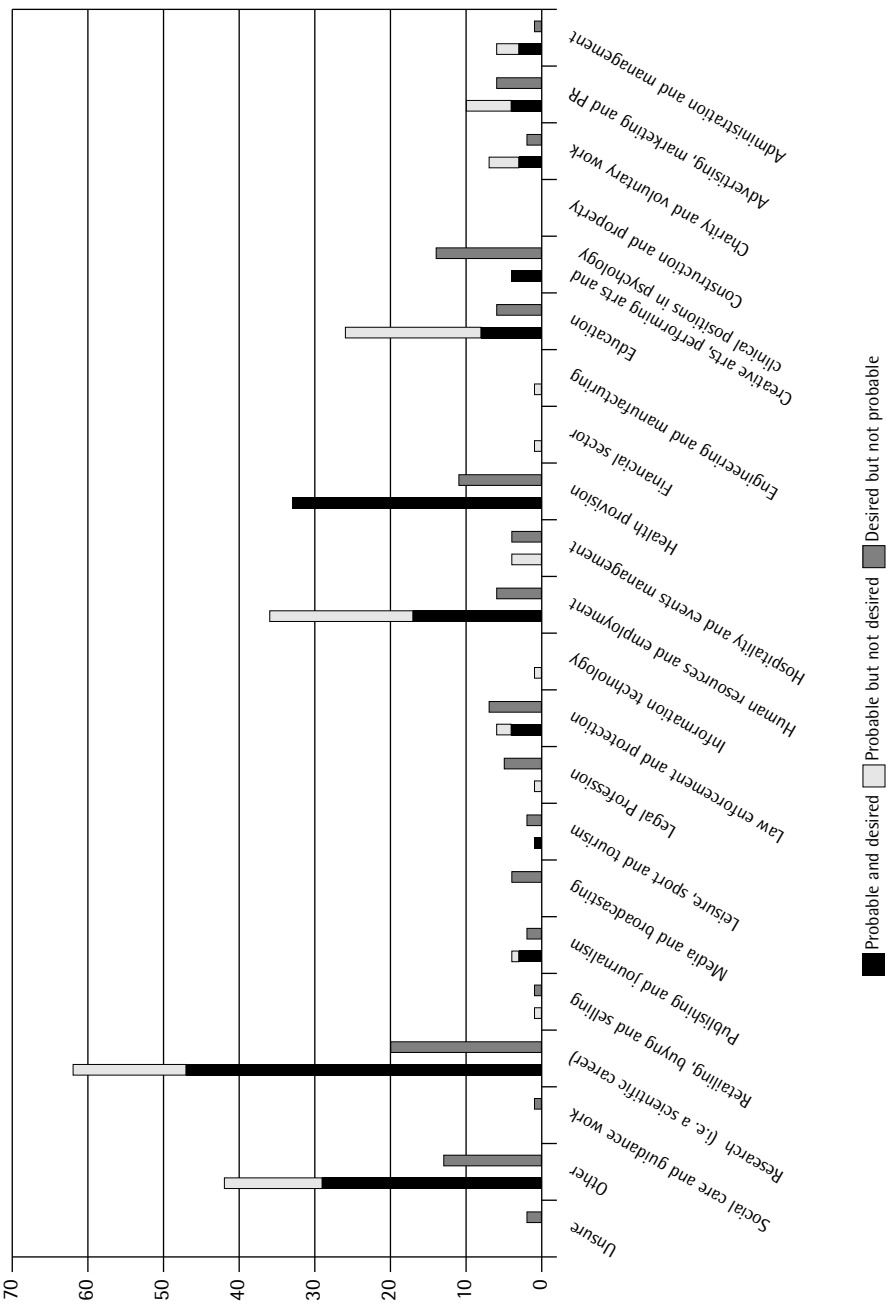

Figure 1: Illustration of most probable job areas for psychology graduates (split by whether these are desired – i.e. their desire and most likely match – or not), and desired areas which are not matched by most likely.

Table 3: Students experiencing a match versus mismatch in desired and likely job by qualification level.

	Per cent matched	*Percent mismatched*
Bachelors	31.80 (55)	37.80 (42)
Masters	59.50 (103)	55.50 (61)
PhD	5.80 (10)	1.80 (2)
Other	2.90 (5)	5.40 (6)
Total	100 (173)	100 (111)

Note: Raw figures in brackets.

Career guidance

With regard to guidance received, 184 (64.8 per cent) reporting not having received any career's guidance, while 100 (35.2 per cent) said they had. Of those who had received guidance, most (278, 94 per cent of that group), reported receiving more than one kind, while only six (six per cent) had received only one kind of guidance. The guidance types received are displayed in Table 4.

Of those who had received guidance, eight said it was neither from the university or the specific psychology department, 76 from one of those two, and 16 from both. Departmental guidance was received by 64 participants, and university guidance by 44. Of those receiving guidance, the number of hours they received in the academic year of 2010/11 was: M=8.64 (N=100), SD=14.04, with a range of 100.

Self-efficacy

Self-efficacy score was not significantly different across degree levels (BA, MA, PhD) the participants were currently enrolled on ($F(20)=1.02$, $p=.44$) and, therefore, participants of all degrees are included in the analysis regarding self-efficacy. To test possible interaction between variables, a factorial ANOVA using type II sums of squares was conducted. The results showed no significant interaction between the requirement of having a psychology degree and job mismatch on efficacy ($F(1)=0.30$, $p=.59$) nor was there a significant interaction between having a psychology degree and receiving career guidance ($F(1)=0.89$, $p=.36$, see Table 5). In addition, there was no significant interaction between job mismatch and receiving career guidance on efficacy ($F(1)=0.06$, p=.80). Finally, the interaction between all three variables (requirement of having a psychology degree, job mismatch and career guidance) on efficacy was not significant: $F(1)=0.77$, $p=.38$.

Simple main effects analysis showed that those who pursued a career where the requirement is to have a psychology degree had significantly higher career decision making efficacy levels ($F(1)=4.04$, $p=.045$). Similarly, those with no mismatch in career aspiration showed significantly higher efficacy levels ($F(1)=24.85$, $p<.001$) and those who had received career guidance also scored significantly higher in efficacy ($F(1)=6.07$, $p=.01$) (see Table 6).

Discussion

This study investigated the career aspirations of psychology students and their career self-efficacy. Higher career self-efficacy was associated with receiving career counselling. This concords with the findings of Fouad et al. (2009) as well as those of Reese and Miller (2006) who showed that career counselling helped students to feel more confident in making better decisions when entering in

Table 4: Guidance types received.

Guidance type	Received	Not received
One to one guidance	26	74
Careers Seminars	43	57
Informal Peer Guidance	61	39
Formal Peer Guidance	24	76
Guidance from a professional organisation (e.g. BPS)	24	76
Other	15	85

Note: Raw figures from that group (*N*=100) are shown.

Table 5: Factorial ANOVA for the effect of Psychology Required, presence of Job Mismatch, and Guidance Received on Self-Efficacy score.

Source	Type II Sum of Squares	df	Mean Square	F	Sig.
Psychology Required	0.94	1	.94	4.04	.045
Job Mismatch	5.77	1	5.77	24.85	.000
Guidance Received	1.41	1	1.41	6.07	.01
Psychology Required * Job Mismatch	0.07	1	.07	0.30	.59
Psychology Required * Guidance Received	0.20	1	.20	0.89	.36
Job Mismatch * Guidance Received	0.02	1	.02	0.06	.80
Psychology Required * Job Mismatch * Guidance Received	0.18	1	.18	0.77	.38

Note: Dependent Variable: Efficacy Total
a. R^2=.132 (Adjusted R^2=.110)

Table 6: Means and Standard Deviations of Self-Efficacy scores for: those intending to enter a degree requiring, or not requiring; those with a job match and mismatch; and those who have or have not received Careers Guidance.

		Mean	*SD*	Total *N*
Psychology Required	No	3.52	0.59	29
	Yes	3.77	0.50	255
Job Mismatch	Match	3.86	0.46	173
	Mismatch	3.55	0.53	111
Guidance Received	No	3.68	0.52	184
	Yes	3.86	0.47	100

the job market. The results of the current study also indicate that higher self-efficacy is related to the wish to work in the field of the degree and believing in finding a job in the area of one's interest.

Higher self-efficacy is also related to wishing to pursue a career for which a psychology degree is a requirement. While this result is unsurprising – and confirms our '2b' hypothesis – it is notable that 89.8 per cent of our participants reported this requirement. This suggests a rather large number of participants wish to pursue careers which are at least somewhat related to their degree subject. It is beyond the scope of this work to analyse what roles these jobs may include, but understanding the jobs psychology graduates obtain in various sectors is of interest for future research. Of further interest is developing an understanding of why some participants do not wish to enter a profession for which psychology is required – 10.2 per cent of our participants – and how their career path relates to their lower self-efficacy. It is possible that this is an artefact of the measure, that those who are less sure about their degree options are less likely to have thought about how their particular skills set – in psychology – matches up to their desired job. Conversely, it may be that many participants interpreted the question as asking whether they would use their psychology degree in their career paths, and that this process is related to higher self-efficacy. Finally, the high percentage here may reflect the nature of the sample – a self-selected group, likely to be more involved in their psychology faculties.

The large proportion of students claiming a mismatch between their desired and probable job (39.1 per cent) may be of concern, and should perhaps be investigated in light of careers-preparation and awareness. This is true at all qualification levels (although numbers for PhD and 'other' are too low to generalise), which is particularly concerning given those studying higher degrees may be aiming at particular jobs, and will have had longer periods of study in which to gain careers guidance. This relationship might interact with degree title – particularly those which are more vocational, and qualification level, although unfortunately participant numbers across degree titles are too low to allow such analysis. As made clear in Figure 1, it is particularly interesting that the two most 'likely' areas – research and health – are not only the most 'desired' job for a number of people with a mismatch, but are also the most probable while not being most desired for others. That is, a proportion think they will enter those areas while not desiring to do so, and a similar proportion who would wish to enter these areas, think it improbable that they will.

HEIs could thus explore module options to prepare students for competitive positions and give an overview of what is needed to pursue a career in different fields of psychology. In addition, students should be informed about where to obtain necessary further training, should it be required in some fields. In addition, sound advice at the degree choice stage would perhaps allay some of the concern here and ensure that students are on the correct degree. Research into other degree subjects, the CDSE and job-mismatch, may give some indication of whether there is a wider concern for HEIs. At the same time, employers, and subject advocates including in psychology could better advertise career options and offer internships where necessary so that a psychology graduate would have more confidence in being able to start working in the field they desire. Of course, this should be considered in light of debates regarding the purpose of education, and risks of marketisation of higher education at the cost of 'love of subject'.

We should perhaps also be concerned that 64.8 per cent of respondents claimed they had received no careers guidance. Whilst we may wish to be cautious regarding this type of self-report response, student perception of the guidance they have received is likely to be important for their self-efficacy regarding careers. Thus,

whether students have not received guidance, or they have received guidance which has 'passed them by' without notice, they are likely to have lower self-efficacy. Therefore, failing to separate these groups in analysis may not be a major concern. While no doubt it is worth asking whether students actually value such guidance, given this lower self-efficacy a better focus might perhaps be on how to provide guidance that they do value, and ensure that participation rates for such guidance are high.

Limitations

Given the sample utilised in this study, the results cannot be generalised to reflect the total of approximately 300,000 European psychology students. Similarly, the relatively small number of students makes it difficult to analyse cross-cultural differences from this study. Furthermore, as the sample was recruited online, it could mean a pre-selection of the respondents. In particular, as participants were largely aware of EFPSA prior to the study, the results may not be representative of the European psychology students. However, the implications for psychology curricula are important, both in terms of careers guidance offered and the requirement to have a psychology degree on entering a postgraduate job.

Practical implications and future research

Future research should focus on assessment methods used and self-efficacy – in particular, traditional versus 'authentic' or 'real' assessment (Newstead & Makinen, 1997), and an 'authentic learning environment' which encourages one to make one's own decisions, whilst respecting the welfare of others (responsible autonomy) (Trapp, 2008). Moreover, there is evidence that there might be cultural differences in self-efficacy (Mau, 2000). In light of the creation of a pan-European Europsy diploma based on common curricula, it is necessary to investigate to which extent students in different countries feel they obtain enough skills and knowledge to pursue a professional career related to their degree. Furthermore, this also suggests universities could consider further investigating local students' career interests to better prepare them for the future careers which psychology students wish to pursue.

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Correspondence

Simon Knight

Email: sjgknight@gmail.com

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Appendix 1: Online Questionnaire Questions (CDSE omitted for copyright reasons)

Are you female or male?
☐ Female
☐ Male
☐ Prefer not to say

What year of study are you in?

Altogether, how many years must you complete to graduate to obtain the degree you are currently pursuing?

When you complete your study, what qualification will you graduate with?
☐ Undergraduate (Bachelors Degree – BSc or Ba, for example)
☐ Masters Degree (MSc or MA, for example)
☐ Doctorate (PhD, DEd or DPhil, for example)
☐ Prefer not to say
☐ Other:

In what year were you born?

In what country are you studying?

At what university are you studying? (Please write the full name of your university)

What is the title of your degree course (in English), for example, 'psychology', 'social psychology', 'physics and psychology', etc.?

CDSE questions
For copyright reasons, the CDSE is not replicated here.

Future plans
The next questions are about the career path you intend to follow.

I intend to continue my studies
☐ Yes
☐ No
☐ Have not decided yet
☐ Other:

I anticipate entering a profession in which having a psychology qualification is required.
☐ Yes
☐ No

Given your knowledge about your career options, the number of positions available, and your academic and work experience, which career path are you most likely to take? Select the career path you think is the most realistic one.
☐ Administration and management
☐ Advertising, marketing and PR
☐ Charity and voluntary work
☐ Construction and property
☐ Creative arts, performing arts and design
☐ Education
☐ Engineering and manufacturing
☐ Financial sector
☐ Health provision
☐ Hospitality and events management
☐ Human resources and employment
☐ Information technology
☐ Law enforcement and protection
☐ Legal profession
☐ Leisure, sport and tourism
☐ Media and broadcasting
☐ Publishing and journalism
☐ Retailing, buying and selling
☐ Research (i.e. a scientific career)
☐ Social care and guidance work
☐ Other:

If competition was no barrier, and you could choose any career path which follows on from your qualifications, what career path would you prefer to follow? Select the career path which you would most like to pursue.
☐ Administration and management
☐ Advertising, marketing and PR
☐ Charity and voluntary work
☐ Construction and property
☐ Creative arts, performing arts and design
☐ Education
☐ Engineering and manufacturing
☐ Financial sector

- ☐ Health provision
- ☐ Hospitality and events management
- ☐ Human resources and employment
- ☐ Information technology
- ☐ Law enforcement and protection
- ☐ Legal profession
- ☐ Leisure, sport and tourism
- ☐ Media and broadcasting
- ☐ Publishing and journalism
- ☐ Retailing, buying and selling
- ☐ Research (i.e. a scientific career)
- ☐ Social care and guidance work
- ☐ Other:

Careers guidance
The next questions are about your careers guidance/counselling experience at university.

Have you received careers guidance/counselling? For example, one-to-one guidance from a careers expert, lectures on the types of careers your degree could lead to, seminars on career paths, etc.

- ☐ Yes
- ☐ No

These questions are about the type of careers guidance you have received.

Please indicate which (if any) types of careers advice/counselling you have received.

- ☐ One-to-one counselling session
- ☐ Career seminars involving interactive group sessions and group work
- ☐ Peer guidance (e.g. from another student) in a formal setting – organised by the union or university
- ☐ Peer guidance (e.g. from another student, from a friend) in an informal setting
- ☐ Support from a professional organisation (e.g. the British Psychological Society)
- ☐ Other:

Guidance was received from…

- ☐ The Psychology department
- ☐ The University generally (including the Student's Union)
- ☐ Other:

How many hours of careers advice have you received in the last year? (Round to the nearest hour, and include any sessions as described above.)

Appendix 2: Countries represented

		Frequency	*Per cent*
Valid	Austria	1	.4
	Bulgaria	3	1.1
	Croatia	59	20.8
	Cyprus	17	6.0
	Czech Republic	1	.4
	Denmark	1	.4
	Estonia	28	9.9
	Finland	54	19.0
	Germany	9	3.2
	Greece	4	1.4
	Hungary	1	.4
	Ireland	9	3.2
	Italy	1	.4
	Kosovo	1	.4
	Lithuania	19	6.7
	The Netherlands	7	2.5
	Norway	1	.4
	Poland	9	3.2
	Portugal	4	1.4
	Romania	5	1.8
	Serbia	5	1.8
	Slovenia	4	1.4
	Spain	1	.4
	Sweden	4	1.4
	Switzerland	9	3.2
	Turkey	5	1.8
	United Kingdom (England, Wales)	18	6.3
	United Kingdom (Scotland)	3	1.1
	Total	283	99.6
Missing		1	.4
Total		284	100.0