Appendix 1: Qualitative interviews topic guide

1. Socio-economic circumstances:

1.1 Educational history and qualifications

1.2 Employment/study
   - Nature of employment/study
   - Working hours and conditions - permanent/temporary; full-time/part-time; salaried or hourly rate
   - Satisfaction with work/study
   - Experience of finding work, prior unemployment
   - Areas of difficulty/success
   - Relationships with students/workmates
   - Experiences of discrimination
   - How far work/study matches with childhood aspirations
   - Influence on occupational choices – parents, family, friends, school, culture
   - Future plans

1.3 Other regular activity – hobbies, voluntary work

1.4 Housing
   - Tenure, cost, contribution to rent
   - How long he/she has lived in property
   - Number of people living in the same accommodation and relationship (family, friends, co-tenants)
   - Condition of the property (participant report/researcher’s observation)
   - How many rooms, own room
   - Likes and dislikes about accommodation – cost, overcrowding

1.5 Finances
   - Sources of income – salary, student loan, benefits, support from family
   - Financial difficulties, e.g. debt
   - Contribution to household budget

2. Health

2.1 General health
   - How the participant feels health is generally
   - Check for previous or current conditions
   - In receipt of treatment – NHS and/or other

2.2 Mental health
   - How the participant feels mental health is generally
- Check for previous or current conditions
- In receipt of treatment – NHS and/or other

2.3 Explore any particular stresses the participant is facing in life
e.g. work, relationships, money, discrimination
Elicit an example if possible.

2.4 Explore opportunities/challenges in transition from teens to adulthood and feelings about these.
- Responsibilities, decision-making
- Finances
- Changes in relationships – family/friends/colleagues/romantic
- Areas of stress or conflict

2.5 Explore what helps the participant to cope with difficulties/changes in life.
e.g. friends, family, religion
If possible, elicit an example of when the person faced a problem and how they responded.

3. Identity and discrimination

3.1 Ethnic identity
- How the participant defines ethnicity – to self/others
- How strongly he/she identifies with ethnicity - visits to ‘home’ country, use of another language, food, music, clothing, membership of any ethnically affiliated organisations
- Experiences of racism/discrimination – media, society, community, school, workplace

3.2 Religion
- How participant defines his/her religious affiliation
- Nature and frequency of attendance at place of worship and religious practice
- Importance of belief/religious identity
- Experiences of discrimination - media, society, community, school, workplace

3.3 Gender
- Gender identity
- Social/cultural expectations of role
- Experiences of discrimination - media, society, community, school, workplace

4. Relationships

4.1 Family relationships
- amount of contact
- level of support
- helpful/unhelpful aspects of family relationships
- areas of agreement and conflict
4.2 Friendships
- amount of contact
- level of support
- mainly from own or other ethnic groups
- areas of agreement and conflict

4.3 Romantic relationships
- how long together
- amount of contact
- level of support
- from own or other ethnic group
- areas of agreement and conflict

5. Neighbourhood environment
- feelings about neighbourhood e.g. sense of community/belonging, crime/safety, expense
- relationships with neighbours
- use of community resources

6. Political and economic situation
- impact of government policy on participant, changes to student finances/benefits
- impact of economic downturn
- government policy/societal attitudes towards ethnic minorities/immigration