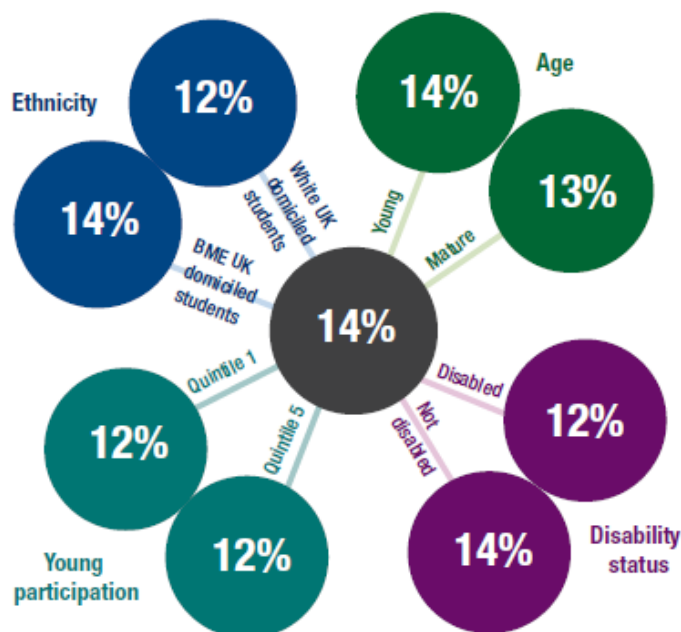


# Intentions After Graduation Survey 2014

## Summary

1. This document and associated online data consider the results from the second Intentions After Graduation Survey (IAGS). It also shows the intentions of students who responded to the 2013 IAGS compared to their reported activities six months after graduation, using the results from the 2012-13 Destinations of Leavers from Higher Education (DLHE) survey.
2. The focus of this document is on final year first degree students at English institutions. Further breakdowns and definitions are available at <http://www.hefce.ac.uk/whatwedo/crosscutting/pg/iags/overview/> where the user can interactively engage with the findings.
3. The online interactive charts allow the user to split the IAGS results from 2013 and 2014 by question, age, disability, ethnicity, subject and participation rate. In addition, the results of comparing the 2013 IAGS to the 2012-13 DLHE survey can be split by age, gender, disability, ethnicity, subject and participation rate.
4. Figure 1 shows the proportion of students who intended to study at postgraduate level in 2014, split by age, disability, ethnicity and young participation rate<sup>1</sup>. The 2014 IAGS has found that, overall, 14 per cent of graduates intended to study for a postgraduate qualification<sup>2</sup>.

**Figure 1 Proportion of students who intended to study at postgraduate level in 2014**



<sup>1</sup>The young participation rate classification uses the participation of local areas (POLAR3) classification of rates of participation where quintile 1 is the lowest participation quintile and quintile 5 is the highest. See [www.hefce.ac.uk/polar/](http://www.hefce.ac.uk/polar/) for more information.

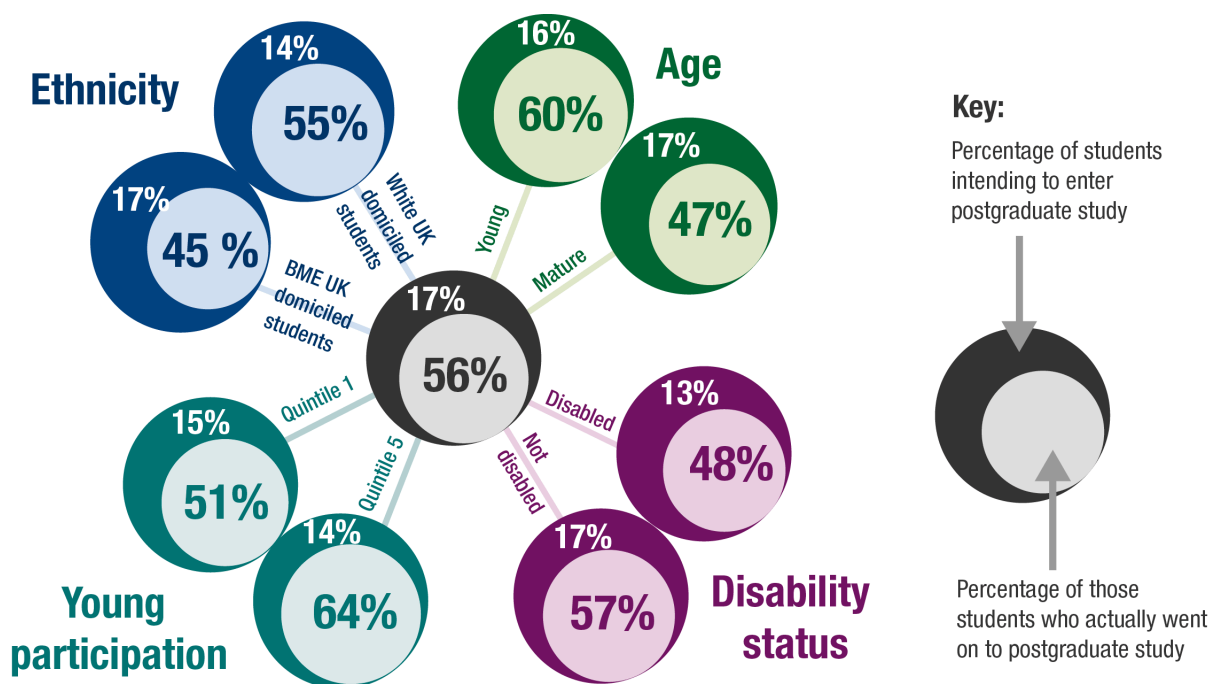
<sup>2</sup> This proportion is 3 percentage points lower than the equivalent figure among respondents to the 2013 IAGS. As explained in Annex E of the IAGS technical document ([http://www.hefce.ac.uk/media/hefce/content/whatwedo/cross-cuttingwork/postgrad/iags/IAGS\\_technical\\_document.pdf](http://www.hefce.ac.uk/media/hefce/content/whatwedo/cross-cuttingwork/postgrad/iags/IAGS_technical_document.pdf)), changes have been made to the 2014 IAGS in order to clarify the intentions of students who indicated a likelihood of entering postgraduate study within six months after graduation. It is likely that this change contributes to the difference observed between 2013 and 2014 because of our approach to inconsistent responses (described in Annex F of the technical document).

5. Using information from the 2012-13 DLHE, intentions from the previous 2013 IAGS can be compared with activities six months after graduation at an individual level. The extent to which intentions are realised can then be considered for different groups of students.

6. In order to compare student intentions to their actual activities after graduation the following proportions are based on those who responded to both the 2013 IAGS and the 2012-13 DLHE. Figure 2 shows the proportion of students actually studying (or working and studying), who had intended to continue their studies when surveyed in their final year. While 17 per cent of all graduates intended to study for a postgraduate qualification in 2013, half of them (56 per cent) actually did so.

7. This shows that there were large differences between groups of students. Overall, 56 per cent of students who intended to study were studying six months after graduation. This may suggest that some groups of students are more likely to experience barriers into further study than others.

**Figure 2 Proportion of students who intended to study at postgraduate level in 2013 and the proportion who did**



8. The survey also asked students who were likely to enter postgraduate study what would affect their decision. For 65 per cent course fees was a factor. Among students who said they were unlikely to study at postgraduate level in the future, 61 per cent said that course fees were one of the factors putting them off.

9. In future years, we will be able to monitor entrants to postgraduate study and identify the number of students from different intention groups who actually enter postgraduate study. This will enable us to gain a better understanding of how intention to study converts to actual study and the amount of time that has elapsed compared to their expectations.