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Trends in transition from first degree to postgraduate study: Qualifiers between 2002-03 and 2010-11

To	Heads of HEFCE-funded higher education institutions
Of interest to those responsible for	Student opportunity, Planning, Widening participation, Postgraduate taught and research courses
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Executive summary

Purpose

1. This report presents the trends in transition from undergraduate to postgraduate study, focusing on transition within one year for full-time first degree UK domiciled qualifiers from English higher education institutions (HEIs) between 2002-03 and 2010-11. Trends have been considered over a range of student and course characteristics.

Key points

One-year transition

2. One-year transition rates were calculated for three types of postgraduate (PG) study: PG research, taught masters and other PG¹. For 2010-11 full-time first degree UK qualifiers, rates were 1.4 per cent, 7.1 per cent and 3.4 per cent respectively, so that the total proportion found to be studying on a PG course in 2011-12 was 11.9 per cent.

3. Transition rates varied significantly by the subject area of the undergraduate (UG) course studied: total PG transition ranged from 0.9 per cent in medicine and dentistry to 25.4 per cent in physical sciences. The highest transition rates in PG research, taught masters and other PG courses respectively were for physical sciences at 10.4 per cent, humanities at 15 per cent, and law at 9.9 per cent.

4. The relationship between UG and PG subject area was considered, and the overall proportion of those transitioning immediately from first degrees who stayed in the same subject area was found to be 60 per cent. This varied by type of PG studied, from 76 per cent for PG research to 38 per cent for other PG. The low subject retention in other PG study was largely explained by students training to be teachers through a postgraduate certificate in education (PGCE), who were recorded as switching from their UG subject area to education at PG level. Mathematical sciences and languages were subject areas where fewer than half of the UG students transitioning to postgraduate study stayed in the same subject area.

5. Enhanced degree students were included in the first-degree qualifying population. Enhanced degrees are offered in a limited number of subject areas, typically science, technology, engineering and mathematics (STEM) subjects. Given their extended nature (typically four years long), they are seen as a potential route into postgraduate research (PGR) study. Transition rates

¹ Other PG includes study for postgraduate certificate in education, professional taught qualifications and masters level diplomas and credits.

for enhanced degree students to PG research courses were higher than for those qualifying from a traditional first degree: 14.2 per cent compared with 0.8 per cent. Further, transition to taught masters courses was lower for enhanced degree students than for traditional first degree students, 2.0 per cent compared with 7.4 per cent.

6. Undergraduate institutions of study were grouped by the average entry tariff of their young, UK-domiciled, undergraduate entrants. For all types of PG study, transition rates were highest at HEIs with high average tariff scores and lowest at HEIs with low average tariff scores and at specialist institutions. When considering whether those that make the transition remain at the same institution for their PG study, the results were not as explicit. For non-specialist institutions, students were most likely to stay at the same institution if they progressed to PGR and least likely to stay for other PG study. Students at specialist institutions were most likely to remain at the same institution if they progressed to other PG and least likely to stay if going on to PGR.

One-year transition by student characteristics

7. Transition rates for young, full-time, UK-domiciled, first degree qualifiers were considered split by their UG socio-economic background. Three measures were used: participation of local areas (POLAR) quintiles, a state school indicator and parental socio-economic classification group. These measures related to information collected about the student at the commencement of their first degree. They showed broadly similar trends: that students from less privileged socio-economic backgrounds, who were less likely to have entered UG studies, were then less likely to progress to taught masters and PG research courses. They were, though, more likely than other socio-economic groups to progress to other PG courses.

8. Of those qualifiers found to transition to PG, 16 per cent were mature learners, that is those aged 21 and over at commencement of first degree. These students were excluded from the widening participation and characteristics analysis as they displayed different trends from those of young learners and were likely to distort the results. Students who were mature at the time of their UG studies were: less likely to transition to all types of PG and more likely to stay at the same institution. They showed various differences from young students by PG type, subject area and attainment.

9. Men were more likely to progress to taught masters and PG research courses than women and less likely to progress to other PG. As with the differences by socio-economic background, there was variation by type of PG, with women and those from less privileged socio-economic backgrounds more likely to progress to other PG (such as PGCEs). This is likely to be due to a combination of factors including subject area and entry qualification.

10. Differences by sex were consistent by broad subject group, except for STEM taught masters courses, to which women were more likely than men to progress. Men were also more likely to stay at the same institution and to stay in the same subject area when progressing to PG courses the year after qualification. The difference in transition based on sex and POLAR quintiles were most striking for PG research and other PG study, where POLAR background effects alone were not sufficient to bridge the gap in transition for men and women. However, this is likely to be related to the choice of subject area by men and women, and the typical routes to PG study in these subjects.

11. Transition rates were presented by two broad ethnic groups: black and minority ethnic (BME) and white. Additional analysis presented breakdowns for specific ethnic groups within the BME grouping. BME students were more likely than white students to transition to taught masters courses, but less likely to go on to other PG or PGR courses. This could, at least in part, relate to

the region of the institution and the subject area studied. The analysis showed that there was much variation by ethnic group and type of PG based on broad subject area, attainment at degree level and socio-economic background.

12. Transition by disabled students was higher for taught masters courses, and lower for other PG courses, than those who did not declare a disability. Analysis of disabled student transition rates were generally based on small numbers when combined with other factors such as broad subject area, first degree attainment and socio-economic background.

13. The funding source for undergraduate tuition fees was considered. Qualifiers without UG tuition fee funding were more likely to transition to taught masters courses but less likely to transition to PG research and other PG courses². Furthermore, the propensity for non-funded students to transition to taught masters courses held true for all institutional groups.

Duration of transition rate

14. The focus of the report is on transition to postgraduate study in the academic year following qualification. However, some analysis was conducted on 2002-03 qualifiers to indicate how much the reported proportions would change if a longer break of study was allowed in the analysis. This showed that transition to a taught masters or other PG study more than doubled, from around 5 per cent using the one-year transition to around 13 per cent when using the nine-year transition.

15. Allowing for a longer break of study enabled examination of the effect of using the first instance of PG study in the analysis. This was especially important for PG research transition rates, since some courses require students to have first completed a taught masters course. One-year transition to PG research was 1.7 per cent for 2002-03 qualifiers. The nine-year transition rate was 2.7 per cent for those going straight from UG qualification to PGR study, and 4.2 per cent when including students who studied another type of PG before PGR study.

16. Breaks of study are likely to be influenced by a number of factors including subject area and individual circumstances. However, focussing on young qualifiers and considering rates split by the participation of local areas (POLAR) measure of socio-economic background, the difference between transition rates for those from high- and low-participation areas increased as duration since qualification increased.

Further work

17. This work forms part of HEFCE's ongoing study of postgraduate provision in the UK. Trends in transition will continue to be monitored and further explored through multivariate analysis of the data. The impact of initial transition to a taught masters course prior to PG research study will be an area of additional work. Other areas of interest are the types of student entering postgraduate study, increasing our understanding of part-time and mature learners and the effect of changes in UG funding to transition rates.

Action required

18. This document is for information only.

² Students with no award or financial backing for their UG tuition fees typically fall into four categories: those not wishing to apply for support, those without support confirmed at the time of data collection, those applying to study for an equivalent or lower qualification than they already hold or those means tested not to be eligible for fee support (this applied to applicants in academic years 1999-00 to 2005-06).

Introduction

19. This report presents the trends in transition from undergraduate to postgraduate study, focusing on transition within one year for full-time first degree UK qualifiers from English higher education institutions (HEIs) between 2002-03 and 2010-11. Trends have been considered over a range of student and course characteristics.

20. This work is published together with 'Postgraduate education in England and Northern Ireland: Overview report 2013' (HEFCE 2013/14), which presents a broader overview of the postgraduate population and the policy strands affecting it.

Methodology

21. Using Higher Education Statistics Agency (HESA) student datasets for the academic years 2002-03 to 2011-12, the first-degree qualifying population was linked to the enrolling postgraduate population in the academic year following qualification (see Annex A for further discussion on the linking methodology). The transition rate for each cohort of qualifiers was calculated by dividing the number who were found in postgraduate study by the total number of full-time first-degree UK qualifiers from English HEIs³. The transition rate time series runs from 2002-03 to 2010-11, because enrolment data are not yet available for those qualifying in 2011-12.

Postgraduate types

22. Postgraduate (PG) courses have been grouped to reflect the differences in student characteristics and the motivations leading to different types of study. Table 1 shows the types of course aim which have been grouped together and the number of students in each group in 2011-12.

³ Students found to already be studying towards a postgraduate qualification at the time of graduating from their undergraduate course were excluded from the analysis.

Table 1 Number of entrants to PG courses at English HEIs in 2011-12 split by detailed PG level

PG group	Detail of course aims	PG entrants at English HEIs in 2011-12	
		Number	%
PG research	Doctor of philosophy (PhD), new-route PhD ⁴ , Master of philosophy (MPhil)	29,300	11%
Taught masters	Masters degrees including Master of Business Administration (MBA) and Master of Research (MRes)	163,885	60%
Other PG	Postgraduate certificate in education (PGCE) and PG qualifications in health and social care, veterinary science and architecture	27,815	10%
	Professional taught masters ⁵ and PG qualifications in education and health-care	7,525	3%
	Masters level study for diplomas, institutional credit and other qualifications	40,155	15%
	Degree level courses with an undergraduate pre-requisite ⁶	6,755	2%
Total		275,430	100%

Notes: Students studying towards enhanced degrees have been included in the first-degree population (see paragraph 33), and those studying for a Professional Graduate Certificate in Education have been excluded, where possible (see Annex A for further details). Professional doctorates are not easily identifiable in these data, so although they are likely to be returned as PG research qualifications, reporting practices may vary by course and institution.

Initial trends

23. In this section we consider the time series between 2002-03 and 2011-12 for the full-time first degree UK qualifiers and the total enrolling postgraduate population, split by the PG type outlined in Table 1.

Population overview

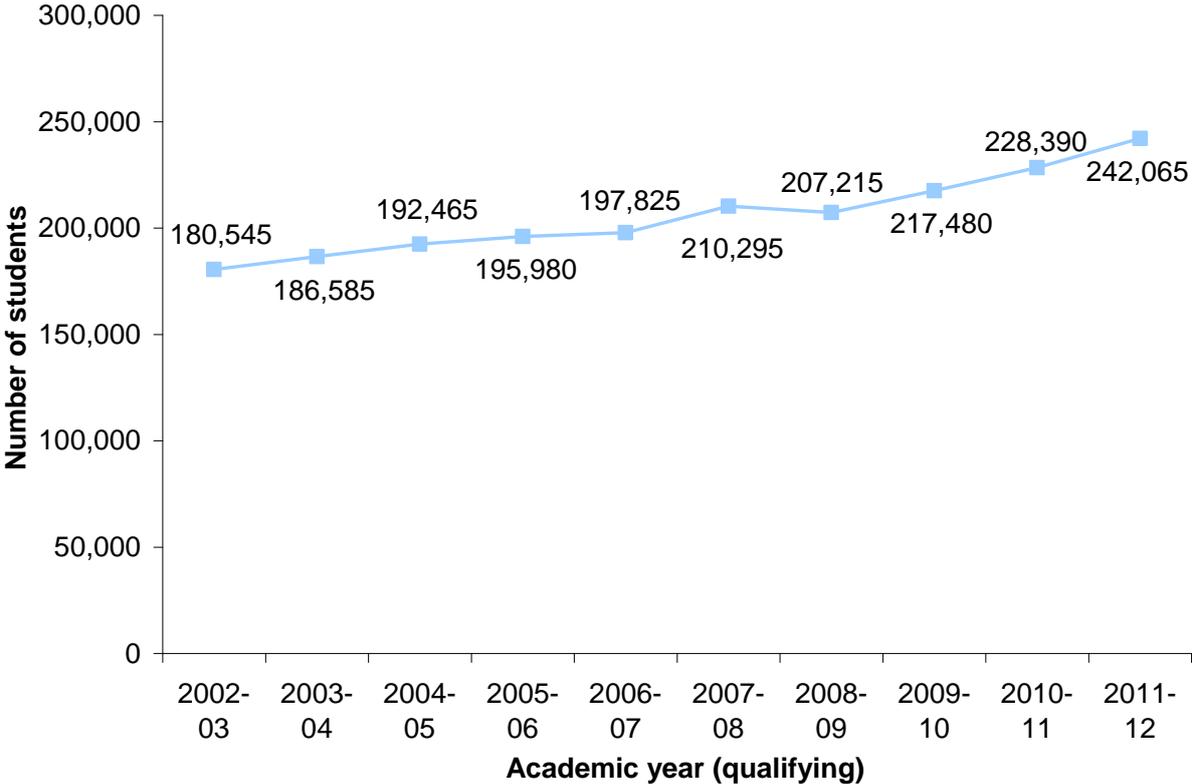
24. Figure 1 shows the time series for full-time first degree UK-domiciled students qualifying from English HEIs. Numbers of first degree qualifiers have increased over the whole period and have risen 15 per cent between 2007-08 and 2011-12.

⁴ The new-route PhD is an integrated programme of postgraduate training which combines research with a structured programme of advanced training in discipline specific and generic skills.

⁵ Includes professional courses in law, education and HR training.

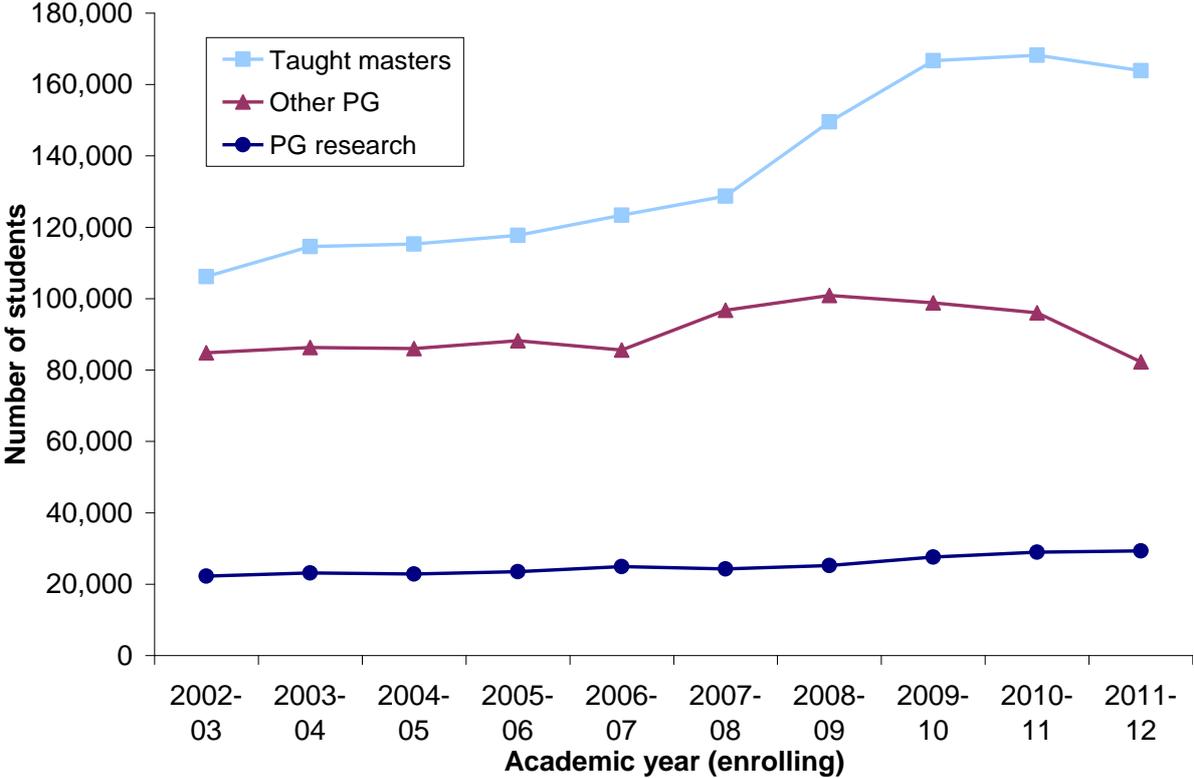
⁶ Includes courses leading to registration with the Architects Registration Board.

Figure 1 Number of full-time first degree UK qualifiers from English HEIs between 2002-03 and 2011-12



25. Figure 2 shows the number of students starting postgraduate courses over the same time period (2002-03 to 2011-12) at English HEIs for all domiciles. The taught masters population has increased by 27 per cent between 2007-08 and 2011-12 and by 54 per cent since 2002-03.

Figure 2 Number of entrants to PG courses at English HEIs between 2002-03 and 2011-12 split by PG level (all domiciles)



Transition rates

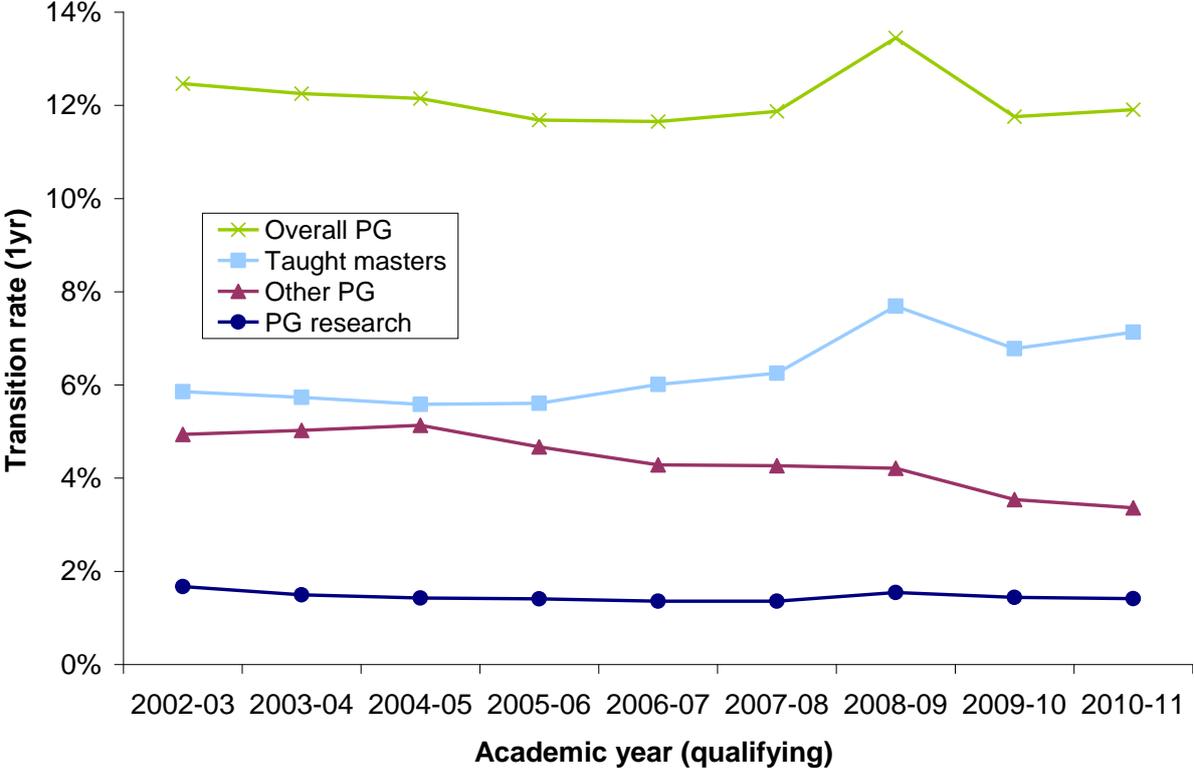
26. The main focus of this report is those with UK domicile qualifying from a full-time first degree and immediately⁷ transitioning to postgraduate study. However, transition for a wider population of first degree qualifiers has been considered in Annex B, and the impact of a break of study is discussed in the final section of the report (see paragraph 85).

Overall rates

27. Figure 3 presents the one-year transition rate for overall PG study and by PG type, where the overall transition rate is the sum of the transition rates to the three types of PG study. This shows that 11.9 per cent of the 228,390 first degree qualifiers in 2010-11 were found to be enrolled for study on a PG course in 2011-12. Transition to taught masters study increased in 2008-09, this cohort graduated while the UK was in recession and were likely to be some of the first qualifiers to pay £3,000 a year UG tuition fees.

⁷ Defined as referring to postgraduate study which starts after the end date of undergraduate study, and before the end of the next academic year.

Figure 3 One-year transition rates of full-time first-degree UK qualifiers at English HEIs to PG courses between 2002-03 and 2010-11 split by type of PG study



28. This paper provides a first look at the transition rates for the population of full-time first degree UK qualifiers at English HEIs. Throughout the report, univariate and bivariate statistics are presented with no additional student attributes accounted for, so multivariate relationships have not been explored⁸. For example, when examining differences between male and female transition, rates do not account for the differences in the subjects studied by males and females. The practical and statistical significance of any univariate or bivariate difference is left to the reader to understand and interpret⁹.

Course characteristics

29. Table 2 shows transition rates split by the broad subject area¹⁰ of the undergraduate (UG) course studied. These subject groupings are used throughout the rest of the report, to minimise the impact of small numbers on analyses.

⁸ 'Univariate' refers to summaries of data using one variable, and 'bivariate' to summaries of data using two variables. 'Multivariate' refers to statistics which simultaneously account for multiple variables.

⁹ See Annex A for further guidance on statistical significance.

¹⁰ Broad subject grouping is defined in Annex C and is based on HEFCE's strategically important and vulnerable subjects work (see www.hefce.ac.uk/whatwedo/crosscutting/sivs/data/ for more information). Subject groups use Joint Academic Coding System level 1 groupings, and rates are based on full person equivalent. Rates based on fewer than 23 qualifiers are not reported.

Table 2 One-year transition rates of full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by broad subject area of UG degree

Broad subject area of UG degree	Total qualifying	One-year transition rates			
		PG research	Taught masters	Other PG	Total PG
Clinical STEM	7,675	0.1%	0.3%	0.6%	1.1%
Modern languages	4,350	0.8%	8.8%	5.3%	15.0%
STEM	43,260	5.5%	8.2%	3.3%	17.0%
Arts, humanities and social sciences	173,105	0.5%	7.1%	3.4%	11.0%
Total	228,390	1.4%	7.1%	3.4%	11.9%

Note: STEM is defined as science, technology, engineering and mathematics; clinical STEM includes medicine and dentistry and veterinary sciences.

30. Table 3 shows transition rates split by subject area of the UG course studied. Total PG transition rates vary from 0.9 per cent in medicine and dentistry, to 25.4 per cent in physical sciences. The highest transition rates for postgraduate research (PGR), postgraduate taught (PGT) and other PG courses were physical sciences, humanities and law respectively.

Table 3 One-year transition rates of full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by subject area of UG degree

Subject area of UG degree	Total qualifying	One-year transition rates			
		PG research	Taught masters	Other PG	Total PG
Medicine and dentistry	7,090	0.1%	0.3%	0.5%	0.9%
Subjects allied to medicine	18,400	1.4%	3.3%	2.7%	7.4%
Biological sciences	23,755	3.2%	11.1%	4.2%	18.5%
Veterinary science	585	0.7%	0.0%	2.4%	3.1%
Agriculture and related subjects	1,800	1.2%	5.3%	2.2%	8.7%
Physical sciences	10,400	10.4%	11.0%	4.1%	25.4%
Mathematical sciences	4,620	4.2%	8.9%	8.1%	21.1%
Computer science	8,185	1.0%	5.4%	1.5%	7.9%
Engineering and technology	10,680	3.5%	7.6%	1.3%	12.4%
Architecture, building and planning	5,400	0.2%	5.3%	3.7%	9.1%
Social, economic and political studies	23,900	0.3%	9.4%	3.3%	12.9%
Law	10,450	0.2%	6.9%	9.9%	17.0%
Business and administrative studies	26,255	0.1%	4.6%	1.0%	5.7%
Librarianship and information science	8,130	0.0%	3.8%	1.0%	4.9%
Languages	15,945	0.8%	11.3%	5.6%	17.7%

Humanities	12,050	1.1%	15.0%	4.1%	20.3%
Creative arts and design	29,600	0.2%	4.9%	1.8%	6.9%
Education	10,420	0.1%	2.0%	7.2%	9.3%
Combined	730	0.1%	9.7%	2.7%	12.5%
Total	228,390	1.4%	7.1%	3.4%	11.9%

31. Table 4 considers the change in the transition rates between 2007-08 and 2010-11. Most subjects have seen relatively small variations in transition over the three years. However, transition rates to other PG for those who studied education and architecture, building and planning have seen noticeable drops of 5.0 and 6.4 per cent respectively. Conversely, transition rates to taught masters in humanities and biological sciences have increased by 3.3 and 2.8 per cent respectively.

Table 4 Change in transition rates between 2007-08 and 2010-11 split by subject area of UG degree

Subject area of UG degree	Total qualifying	Change in transition rates 2007-08 to 2010-11			
		PG research	Taught masters	Other PG	Total PG
Medicine and dentistry	7,090	0.0%	0.0%	0.1%	0.0%
Subjects allied to medicine	18,400	0.2%	0.5%	0.6%	1.3%
Biological sciences	23,755	0.2%	2.8%	-2.0%	1.0%
Veterinary science	585	-0.6%	-0.8%	-0.3%	-1.7%
Agriculture and related subjects	1,800	-0.1%	1.5%	0.2%	1.7%
Physical sciences	10,400	0.0%	1.2%	-0.2%	1.0%
Mathematical sciences	4,620	0.4%	0.1%	-0.6%	-0.2%
Computer science	8,185	-0.1%	-0.3%	-0.1%	-0.5%
Engineering and technology	10,680	0.0%	1.1%	0.3%	1.5%
Architecture, building and planning	5,400	0.0%	1.6%	-6.4%	-4.9%
Social, economic and political studies	23,900	0.0%	1.3%	-0.2%	1.1%
Law	10,450	0.0%	-0.5%	0.1%	-0.4%
Business and administrative studies	26,255	0.0%	0.3%	-0.4%	-0.1%
Librarianship and information science	8,130	-0.1%	0.2%	-0.4%	-0.3%
Languages	15,945	0.1%	2.1%	-0.9%	1.3%
Humanities	12,050	0.1%	3.3%	-1.7%	1.8%
Creative arts and design	29,600	0.0%	0.3%	-1.2%	-0.9%
Education	10,420	0.0%	-1.5%	-5.0%	-6.4%
Combined	730	-1.5%	2.1%	-2.5%	-1.9%
Total	228,390	0.1%	0.9%	-0.9%	0.0%

32. Table 5 shows the number of students who qualified in 2010-11 then transitioned to PG study, and the proportion of them remaining in the same subject area as their UG qualification. The overall proportion was highest for those going into PGR study and lowest for other PG study. This is explained, at least in part, by the high proportion of other PG students studying a PGCE or equivalent as they transfer from their UG subject area to the PG subject of education. A more detailed breakdown of UG to PG subject transition is in Annex C.

Table 5 Proportion of 2010-11 full-time first-degree UK qualifiers at English HEIs who went on to PG study who studied UG and PG in the same subject area

Subject area of UG degree	Number transitioning	% staying in same subject area			
		PG research	Taught masters	Other PG	Total PG
Medicine and dentistry	65		45%	17%	36%
Subjects allied to medicine	1,355	51%	48%	73%	58%
Biological sciences	4,395	65%	62%	8%	51%
Veterinary science	20				
Agriculture and related subjects	155		40%	25%	39%
Physical sciences	2,645	84%	59%	4%	60%
Mathematical sciences	975	75%	60%	5%	42%
Computer science	650	81%	74%	7%	63%
Engineering and technology	1,320	88%	75%	36%	75%
Architecture, building and planning	490		72%	93%	80%
Social, economic and political studies	3,095	76%	64%	31%	56%
Law	1,775		77%	92%	86%
Business and administrative studies	1,490		83%	38%	75%
Librarianship and information science	395		53%	14%	45%
Languages	2,815	90%	65%	6%	47%
Humanities	2,440	87%	66%	5%	55%
Creative arts and design	2,045	81%	82%	14%	65%
Education	965		59%	96%	88%
Combined	90		3%		2%
Total	27,185	76%	67%	38%	60%

Notes: Proportion remaining in same subject area is calculated at the level 1 Joint Academic Coding System (JACS) grouping. Proportions calculated for groups of fewer than 23 have been excluded.

Enhanced degrees

33. Table 6 presents data for first degree qualifiers in 2010-11, split by type of first degree. This shows that the total transition rate is higher for enhanced first-degree¹¹ qualifiers, and that this is driven by a propensity to continue onto postgraduate research courses.

Table 6 One-year transition rates of full-time first degree UK qualifiers in 2010-11 at English HEIs to PG courses split by type of first degree

Type of first degree	Total qualifying	One-year transition rates			
		PG research	Taught masters	Other PG	Total PG
Traditional pattern	218,375	0.8%	7.4%	3.4%	11.6%
Enhanced pattern	10,015	14.2%	2.0%	3.2%	19.4%
Total	228,390	1.4%	7.1%	3.4%	11.9%

34. Table 7 goes on to show the transition rates of students on enhanced degrees in 2010-11, split by broad subject area. This shows that enhanced degrees are most likely to be in science, technology, engineering and mathematics (STEM) courses and that these subjects have the highest transition rates for the enhanced and traditional first degree, at 20.0 and 16.2 per cent respectively. Enhanced-degree students are grouped into the first-degree population for the rest of the analyses in this report.

Table 7 One year transition rates of full-time first-degree UK qualifiers in 2010-11 at English HEIs to PG courses split by broad subject area

Broad subject area of UG degree	Number qualifying		Transition rate		% qualifying with enhanced degree
	Traditional pattern	Enhanced pattern	Traditional pattern	Enhanced pattern	
Clinical STEM	7,675	0	1.1%		
Modern languages	4,320	30	15.0%	18.6%	1%
STEM	34,365	8,895	16.2%	20.0%	21%
Arts, humanities and social sciences	172,010	1,095	11.0%	14.3%	1%
Total	218,375	10,015	11.6%	19.4%	4%

Notes: information on groups less than 23 were excluded.

Institutional characteristics

35. This section considers the effect of institutions on transition to PG. We consider both the transition rates from types of UG institution and the proportion who remained at that institution for their PG study.

¹¹ Enhanced first degrees are defined by HESA as either a first degree with honours on an extended pattern, or an integrated undergraduate and postgraduate taught masters on an extended pattern; for example MEng or MPharm courses, which are typically four years in length and contain a mixture of degree-level and masters-level modules.

36. Table 8 shows the one-year transition rates for 2010-11, split by the institutional grouping of the UG institution; Annex D provides more information about this grouping. Those at high average tariff institutions were most likely to transition to postgraduate study for all types of PG.

Table 8 One-year transition rates of full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by institutional group

Institutional grouping	Total qualifying	One-year transition rates			
		PG research	Taught masters	Other PG	Total PG
Specialist	12,650	0.2%	4.9%	2.7%	7.7%
HEIs with high average tariff scores	85,380	3.2%	9.6%	3.7%	16.5%
HEIs with medium average tariff scores	72,070	0.5%	6.1%	3.5%	10.1%
HEIs with low average tariff scores	58,210	0.3%	5.2%	2.9%	8.4%
Total	228,390	1.4%	7.1%	3.4%	11.9%

Note: Unclassified students have been excluded from the table but included in the total.

37. Table 9 considers transitioned PG students, and the proportion who stayed at the same institution after UG graduation by institutional grouping. The table shows that for all groups except specialist institutions, those going on to postgraduate research were most likely to stay at their UG institution to study, and those going on to study other PG courses were least likely to stay. Further, those graduating from high tariff institutions were less likely to stay at their institution for PG study than those at lower tariff institutions. A more detailed breakdown of this table, which considers the type of PG institution attended, is in Annex D.

Table 9 Proportion of 2010-11 full-time first-degree UK qualifiers at English HEIs who went on to PG study who studied at the same institution by institutional group

Institutional grouping	Number transitioning	% staying at the same institution			
		PG research	Taught masters	Other PG	Total PG
Specialist	980	17%	50%	53%	50%
HEIs with high average tariff scores	14,075	60%	48%	27%	45%
HEIs with medium average tariff scores	7,255	70%	52%	49%	52%
HEIs with low average tariff scores	4,865	67%	54%	49%	53%
Total	27,185	60%	49%	38%	47%

Note: Unclassified students have been excluded from the table but included in the total.

Widening participation characteristics

38. Widening participation at postgraduate level is often undefined and complex as the higher education (HE) population is varied. The analysis carried out here is not intended to provide an exhaustive look at the postgraduate population, merely to provide evidence on one flow of students into the PG population.

Overall POLAR transition

39. This analysis focuses on young qualifiers¹², as this allows use of the participation of local area (POLAR)¹³ quintiles as a measure of socio-economic background. POLAR quintiles group students depending on the prevalence of young participation in their home postcode¹⁴.

40. Table 10 splits the transition rates for young qualifiers in 2010-11 by POLAR quintile. It shows that those from high-participation areas are more likely than those from low-participation areas to go on to study PGT and PGR courses, whereas for other PG study more students from low-participation areas transition.

Table 10 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by POLAR quintile

POLAR quintile	Total qualifying	One-year transition rates			
		PG research	Taught masters	Other PG	Total PG
1 (low)	17,105	1.2%	6.3%	3.7%	11.3%
2	27,040	1.3%	6.8%	3.8%	11.9%
3	34,595	1.6%	7.0%	3.7%	12.3%
4	44,490	1.7%	7.3%	3.5%	12.6%
5 (high)	59,325	1.7%	8.0%	3.0%	12.7%
Under-21 total	184,180	1.6%	7.3%	3.4%	12.3%

Note: Qualifiers of unknown age or unknown POLAR quintile have been excluded from the analysis. An equivalent table for mature qualifiers can be found in Annex E.

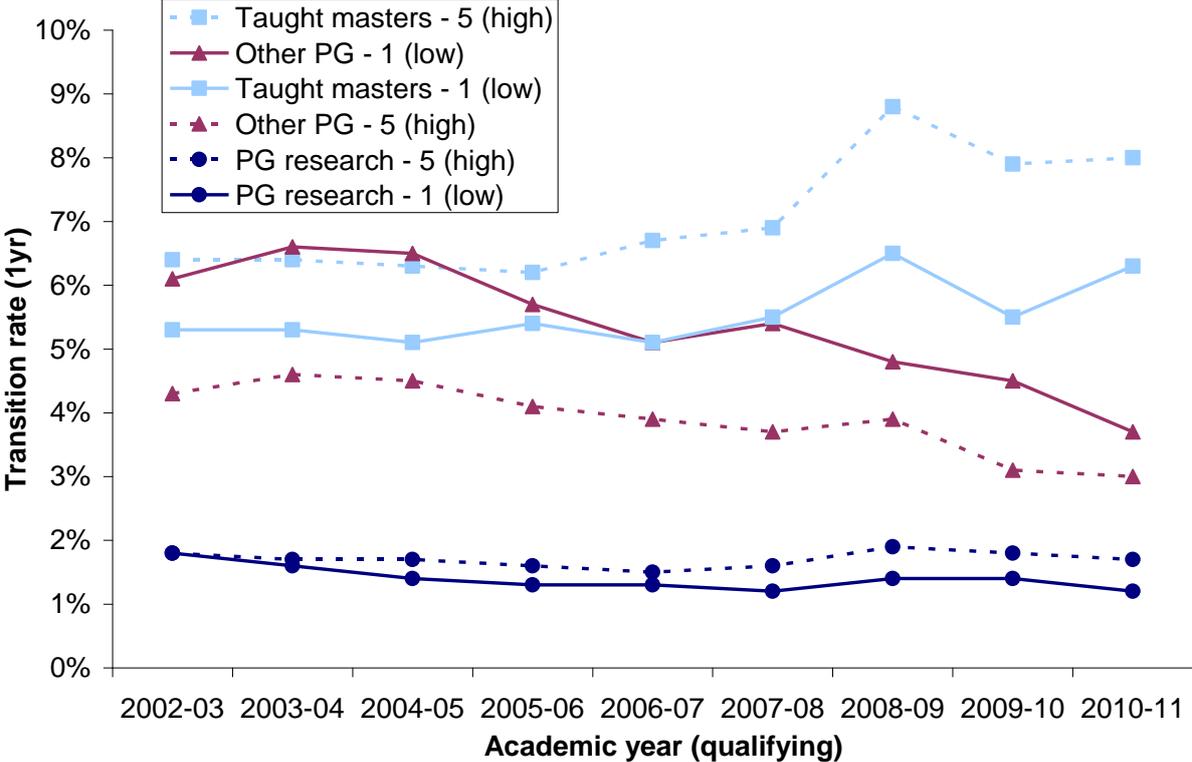
41. Figure 4 considers the time series trend of the one-year transition rates for the young qualifier population, using the highest and lowest quintile for each type of PG. This shows that the difference in transition rates between high- and low-participation areas is increasing for taught masters and PG research students, but decreasing for other PG students who have the highest concentration of students from low-participation areas.

¹² Defined to be those who commenced their first degree aged under 21.

¹³ We use the HEFCE-derived POLAR3 grouping. For information on definitions and methodology see www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/

¹⁴ This refers to the postcode given by the student at the commencement of their first degree.

Figure 4 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs to PG courses split by high and low POLAR quintiles and type of PG study



Note: An equivalent figure for mature qualifiers can be found in Annex E.

Institutional retention

42. Table 11 shows the proportion of those who transitioned who stay at the same institution for their PG study, by PG type and POLAR quintile. For all PG types, those from a low-participation background were more likely to stay at the same institution for their PG study than those from a high participation background.

Table 11 Proportion of 2010-11 young full-time first-degree UK qualifiers at English HEIs who went on to PG study at the same institution by POLAR quintile

POLAR quintile	Number transitioning	% staying at the same institution			
		PG research	Taught masters	Other PG	Total PG
1 (low)	1,930	63%	52%	43%	50%
2	3,205	60%	52%	43%	50%
3	4,255	61%	52%	40%	49%
4	5,610	58%	49%	37%	47%
5 (high)	7,540	61%	45%	33%	44%
Under-21 total	22,730	60%	49%	38%	47%

POLAR transition by attainment of first degree

43. Table 12 looks at the transition rates of the highest and lowest quintiles of 2010-11 qualifiers by the classification of their first degree. Transition to PG research and taught masters courses is higher for those from high-participation backgrounds, whereas transition to other PG courses is higher for those from low-participation backgrounds. However, the difference in transition to PG research by POLAR background was negligible when the highest classification of degree was obtained. Total PG transition rates fell as attainment at first degree decreased, but for other PG transition those obtaining a 2.1 were more likely to transition than those obtaining a first.

Table 12 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by POLAR quintile and classification of first degree

Classification of first degree	POLAR quintile	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
First	1 (low)	2,535	5.8%	10.1%	4.4%	20.3%
	5 (high)	10,745	5.8%	11.8%	3.0%	20.7%
2.1	1 (low)	9,115	1.1%	7.2%	4.7%	13.0%
	5 (high)	33,700	1.3%	8.8%	3.4%	13.5%
2.2 or below	1 (low)	7,045	0.0%	4.1%	2.4%	6.5%
	5 (high)	17,195	0.3%	4.8%	2.2%	7.2%
Under-21 total (All POLAR groups)		184,180	1.6%	7.3%	3.4%	12.3%

POLAR transition by broad subject area

44. Table 13 shows that the broad pattern of transition by POLAR background to the three types of PG held across the different subject areas.

Table 13 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by POLAR quintile and broad subject area

Broad subject area	POLAR quintile	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
Clinical STEM	1 (low)	220	0.0%	0.9%	0.5%	1.4%
	5 (high)	2,620	0.1%	0.4%	0.5%	1.0%
Modern languages	1 (low)	225	0.6%	7.4%	8.0%	15.9%
	5 (high)	1,610	1.0%	9.1%	3.8%	13.9%
STEM	1 (low)	3,280	5.1%	7.2%	4.1%	16.4%
	5 (high)	12,075	6.3%	8.6%	3.1%	18.0%
Arts, humanities and social sciences	1 (low)	13,375	0.3%	6.2%	3.6%	10.1%
	5 (high)	43,020	0.5%	8.3%	3.1%	11.9%
Under-21 total (all POLAR groups)		184,180	1.6%	7.3%	3.4%	12.3%

Note: Proportion remaining in same subject is calculated at the level 1 JACS grouping.

Transition for alternative measures of socio-economic background

45. The following paragraphs look at data for young UK qualifiers, but use the state school indicator¹⁵ and the parental socio-economic classification¹⁶ (SEC) at UG enrolment as alternative indicators of socio-economic status.

46. Table 14 shows that students who had attended an independent school were the most likely to go on to study taught masters courses, and those who had attended a state school were the most likely to study other PG. Transition to PGR study was about the same for independent and state school pupils; those who had attended an FE or HE institution were least likely to transition to a PGR or PGT course.

Table 14 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by state school indicator

State school indicator	Total qualifying	One-year transition rates			
		PG research	Taught masters	Other PG	Total PG
Independent school	23,560	2.0%	9.7%	2.7%	14.4%
State school	93,800	1.9%	7.6%	3.9%	13.5%
FE or HE institution	56,695	0.9%	6.0%	3.1%	10.0%
Under-21 total	184,180	1.6%	7.3%	3.4%	12.3%

Note: Those from an unknown background are excluded from the table split but included in the total, so the total may not equal the sum of its parts.

47. Table 15 shows the transition rates of qualifiers based on their parental SEC group at the point of enrolling to their first degree course. This field is reported by students on behalf of their parents and has been grouped for this analysis¹⁷; SEC 1-3 includes managerial and professional positions and SEC 4-7 includes supervisory, technical and routine positions.

48. Table 15 shows that qualifying UGs with parents in SEC 1-3 were more likely to go on to study taught masters and PG research courses than those with parents in SEC 4-7, but were less likely to study other PG courses.

¹⁵ School type is taken from previous institution attended (in technical terms, the HESA field 'PREVINST'). All schools or colleges that are not denoted 'independent', higher education institutions or further education colleges are assumed to be state schools.

¹⁶ See HESA performance indicators webpage for more information (www.hesa.ac.uk/index.php?option=com_content&task=view&id=2379)

¹⁷ See Annex F for definitions of individual SEC codes.

Table 15 One year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by parental SEC grouping

Parental SEC grouping	Total qualifying	One-year transition rates			
		PG research	Taught masters	Other PG	Total PG
1-3	104,510	1.9%	7.9%	3.4%	13.2%
4-7	45,420	1.1%	6.1%	3.6%	10.8%
Under-21 total	184,180	1.6%	7.3%	3.4%	12.3%

Note: Unknowns are excluded from the table split but included in the total, so the total may not equal the sum of its parts.

49. The three socio-economic measures of HE (POLAR, state school indicator and parental SEC group) showed broadly similar trends: that students from less privileged socio-economic backgrounds were less likely to progress to taught masters and PG research courses, but more likely to progress to other PG.

50. Splitting by the additional characteristics (institutional retention, attainment of first degree and broad subject area) for 2010-11 data showed that the broad trends observed for POLAR groups held for all socio-economic measures.

Equality and diversity characteristics

51. The following tables consider the transition rates to PG by additional student characteristics. Where appropriate, additional splits by subject area, first degree classification, POLAR quintile and institutional grouping have been included. The characteristics considered in this section are:

- age group
- sex
- ethnicity
- disability
- source of funding for first degree fees.

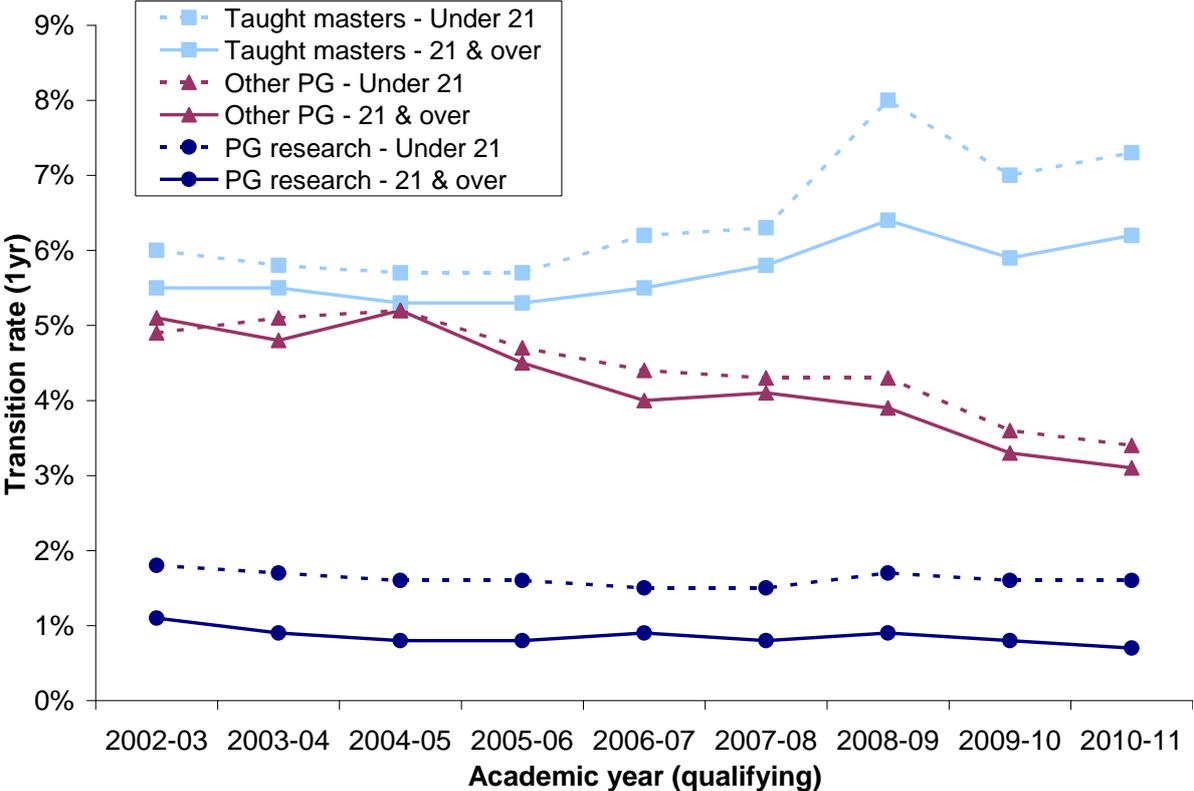
52. Much of this section focuses on young full-time first degree UK qualifiers from English HEIs. However, for the first characteristic (age group) mature qualifiers are included.

Age group

Overall transition

53. Figure 5 shows the transition rates for young and mature students based on their age on enrolment to their first degree course. Young transition rates were higher for all types of PG, and the difference in transition to taught masters by age group has widened since 2008-09.

Figure 5 One year transition rates of full-time first-degree UK qualifiers at English HEIs to PG courses split by age group and type of PG study



Institutional retention

54. Table 16 considers those who went on to study at PG level, and the proportion who stayed at the same institution to complete this study. It shows that over all types of PG study, mature students were more likely to stay at their UG institution than young students.

Table 16 Proportion of 2010-11 full-time first-degree UK qualifiers at English HEIs who went on to PG study who studied UG and PG at the same institution by age group

Age group	Number transitioning	% staying at the same institution			
		PG research	Taught masters	Other PG	Total PG
Young	22,730	60%	49%	38%	47%
Mature	4,455	72%	56%	51%	56%
Total	27,185	60%	49%	38%	47%

Broad subject area

55. Table 17 considers the transition rates split by age group and subject area, and shows that young qualifiers were more likely to transition to PG across most subject areas and types of PG study. However, this was not the case for transition to taught masters courses in modern languages.

Table 17 One-year transition rates of full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by broad subject area and age group

Broad subject area	Age group	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
Clinical STEM	Young	5,640	0.2%	0.4%	0.7%	1.2%
	Mature	2,035	0.1%	0.2%	0.6%	0.9%
Modern languages	Young	3,985	0.9%	8.2%	5.4%	14.5%
	Mature	365	0.6%	15.4%	4.7%	20.7%
STEM	Young	36,765	6.0%	8.2%	3.5%	17.7%
	Mature	6,495	2.5%	7.9%	2.4%	12.8%
Arts, humanities and social sciences	Young	137,785	0.5%	7.4%	3.5%	11.3%
	Mature	35,315	0.4%	6.2%	3.4%	10.0%
Total		228,390	1.4%	7.1%	3.4%	11.9%

Note: Qualifiers of unknown age are excluded from the analysis but included in the total, so the total is not necessarily equal to the sum of its parts.

56. Table 18 goes on to focus on those who transitioned to PG and consider whether they stayed in the same subject area. Focussing on STEM and arts, humanities and social sciences qualifiers, mature students were more likely to stay in the same subject area, with the exception of PGR study.

Table 18 Proportion of 2010-11 full-time first-degree UK qualifiers at English HEIs who went on to PG study in the same subject area by broad subject area and age group

Broad subject area	Age group	Number transitioning	% staying in same subject area			
			PG research	Taught masters	Other PG	Total PG
Clinical STEM	Young	65			43%	50%
	Mature	20				
Modern languages	Young	580	100%	66%	4%	45%
	Mature	75		59%		48%
STEM	Young	6,515	77%	58%	17%	56%
	Mature	835	75%	65%	28%	60%
Arts, humanities and social sciences	Young	15,570	75%	68%	40%	60%
	Mature	3,530	65%	75%	60%	70%
Total		27,185	76%	67%	38%	60%

Note: Qualifiers of unknown age are excluded from the analysis but included in the total, so the total is not necessarily equal to the sum of its parts. Proportions with less than 23 full person equivalent in the denominator have been suppressed. Proportion remaining in same subject is calculated at the level 1 JACS grouping.

Attainment of first degree

57. Table 19 considers the effect of age group and class of first degree. This shows that young transition rates were higher than mature rates for all PG types and degree classifications, except for transition to other PG courses for those with first class degrees.

Table 19 One-year transition rates of full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by first degree classification and age group

Classification of first degree	Age group	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
First	Young	26,760	6.0%	11.0%	3.7%	20.7%
	Mature	7,695	2.8%	10.9%	4.4%	18.0%
2.1	Young	94,710	1.2%	8.3%	4.0%	13.4%
	Mature	18,260	0.5%	6.7%	3.7%	10.9%
2.2 or below	Young	62,705	0.2%	4.4%	2.5%	7.1%
	Mature	18,255	0.1%	3.8%	2.0%	5.9%
Total		228,390	1.4%	7.1%	3.4%	11.9%

Note: Qualifiers of unknown age are excluded from the analysis but included in the total, so the total is not necessarily equal to the sum of its parts.

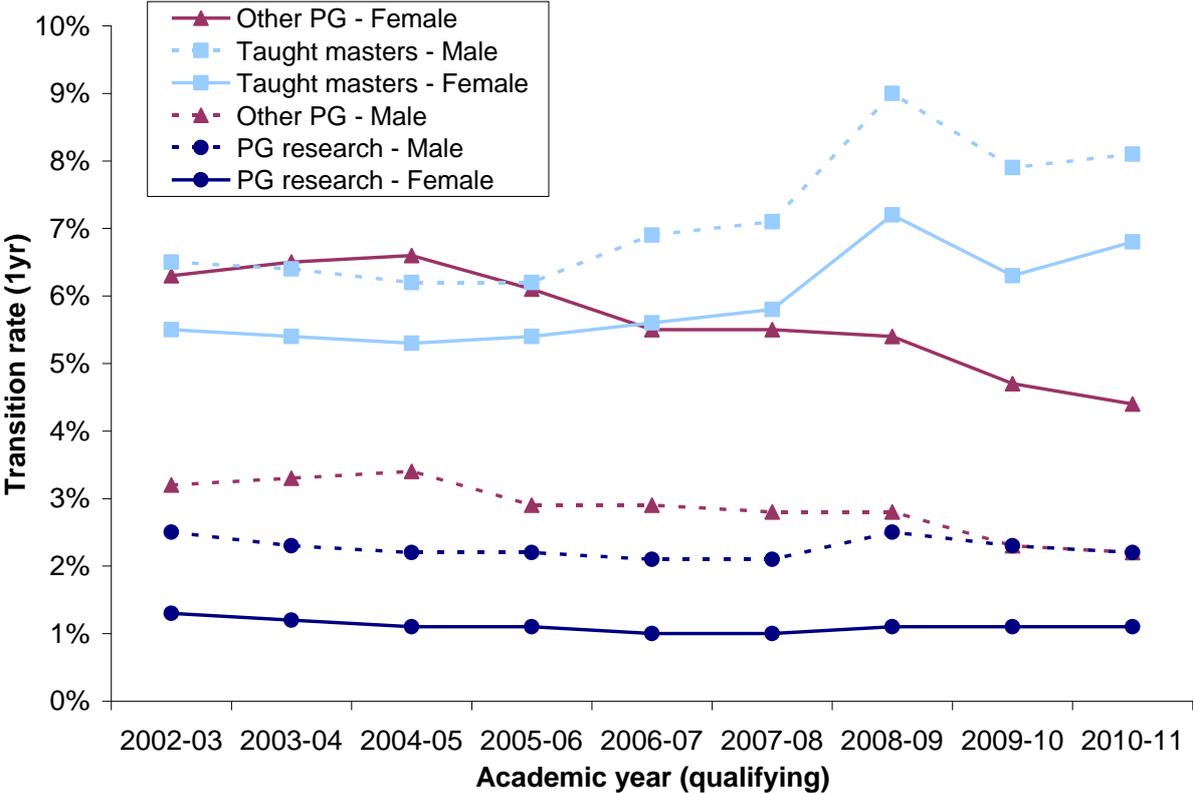
58. Mature students come into HE from more varied routes and backgrounds, and display different characteristics to that of the young population. For this reason, we continue the analysis focusing on young qualifiers.

Sex

Overall transition

59. Figure 6 shows the transition for male and female students split by the type of PG course they went on to study. It shows that men were more likely to progress to taught masters and PG research courses than women and less likely to progress to other PG. This is likely to be due to a combination of factors including subject area and entry qualification.

Figure 6 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs to PG courses split by sex and type of PG study



Institutional retention

60. Table 20 shows the proportion of students staying at the same institution to enrol on their postgraduate course split by sex. This shows that men were more likely than women to stay at their UG institution for PG study.

Table 20 Proportion of 2010-11 young full-time first-degree UK qualifiers at English HEIs who went on to PG study who studied UG and PG at the same institution by sex

Sex	Number transitioning	% staying at the same institution			
		PG research	Taught masters	Other PG	Total PG
Female	12,595	59%	46%	37%	44%
Male	10,135	61%	52%	41%	52%
Total	22,730	60%	49%	38%	47%

Broad subject area

61. Table 21 splits these transition rates by broad subject area and shows that the trends observed in Figure 7 are broadly upheld by subject area. However, women qualifying from STEM areas were more likely than their male counterparts to go on to study a taught masters course, which differs from the overall trend for transition to masters courses.

Table 21 One year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by broad subject area and age group

One-year transition rates

Broad subject area	Sex	Total qualifying	PG research	Taught masters	Other PG	Total PG
Clinical STEM	Female	3,390	0.1%	0.1%	0.7%	1.0%
	Male	2,250	0.2%	0.7%	0.6%	1.4%
Modern languages	Female	2,770	0.7%	7.8%	6.3%	14.8%
	Male	1,215	1.2%	9.2%	3.4%	13.8%
STEM	Female	13,285	5.6%	8.6%	5.5%	19.8%
	Male	23,485	6.2%	8.0%	2.3%	16.6%
Arts, humanities and social sciences	Female	83,770	0.4%	6.7%	4.3%	11.4%
	Male	54,015	0.6%	8.4%	2.2%	11.2%
Total		184,180	1.6%	7.3%	3.4%	12.3%

62. Table 22 shows the proportion of students staying in the same subject area when completing PG study, by PG course type and sex. This shows that men were more likely than women to stay in the same subject area in most cases.

Table 22 Proportion of 2010-11 young full-time first-degree UK qualifiers at English HEIs who went on to PG study in the same subject area by broad subject area and sex

Broad subject area	Sex	Number transitioning	% staying in same subject area			
			PG research	Taught masters	Other PG	Total PG
Clinical STEM	Female	35			42%	47%
	Male	30				53%
Modern languages	Female	410		67%	4%	42%
	Male	170		64%	2%	51%
STEM	Female	2,630	72%	49%	14%	46%
	Male	3,885	80%	63%	21%	63%
Arts, humanities and social sciences	Female	9,520	73%	68%	38%	57%
	Male	6,050	78%	69%	48%	65%
Total		22,730	77%	66%	34%	58%

Notes: Proportion remaining in same subject is calculated at the level 1 JACS grouping.

Attainment of first degree

63. Table 23 presents the transition rates of qualifiers split by attainment at first degree and sex. Broadly speaking men were more likely than women to transition to PG regardless of first degree classification. However, transition to other PG did not follow this trend: men were less likely than women to transition, and degree classification did not have as big an affect on male transition rates as for other PG types.

Table 23 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by first degree classification and sex

One-year transition rates

Classification of first degree	Sex	Total qualifying	PG research	Taught masters	Other PG	Total PG
First	Female	14,330	4.1%	10.6%	4.9%	19.6%
	Male	12,435	8.3%	11.5%	2.2%	22.0%
2.1	Female	55,925	0.8%	7.6%	5.0%	13.5%
	Male	38,785	1.8%	9.2%	2.4%	13.4%
2.2 or below	Female	32,965	0.1%	3.6%	3.1%	6.8%
	Male	29,740	0.3%	5.2%	1.9%	7.4%
Total		184,180	1.6%	7.3%	3.4%	12.3%

POLAR background

64. Table 24 shows the transition rates to PG study split by sex and POLAR quintile. This shows that transition for students from less privileged socio-economic backgrounds was higher for other PG, and lower for taught masters and PG research courses, regardless of the sex of the student. For PG research and other PG study, the difference in transition between men and women remained even when split by POLAR quintile. Differences by sex of the student are likely to be influenced by changes in other factors such as subject area and type of PG course studied.

Table 24 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by POLAR quintile and sex

Sex	POLAR quintile	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
Female	1 (low)	10,175	0.8%	5.9%	4.5%	11.1%
	5 (high)	32,025	1.1%	7.5%	3.9%	12.5%
Male	1 (low)	6,925	1.9%	6.9%	2.7%	11.5%
	5 (high)	27,295	2.3%	8.7%	1.9%	12.9%
Total (All POLAR groups)		184,180	1.6%	7.3%	3.4%	12.3%

Ethnicity

65. For the purposes of clear presentation, student ethnicity has been grouped into white and black and minority ethnicities (BME) throughout the presented analyses in this section; see Annex F for details of the grouping. In cases where there was significant variation within the BME category, the commentary has discussed how this differs from the presented trend.

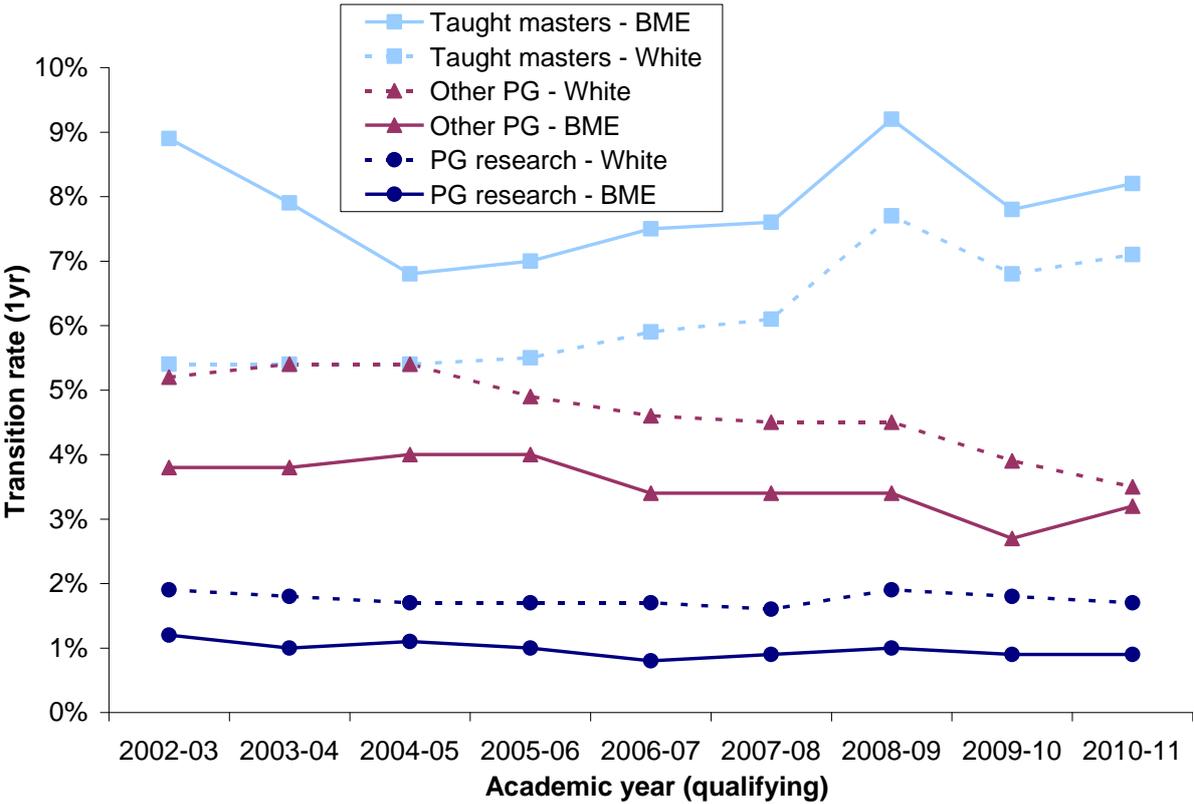
Overall transition

66. Figure 7 shows the one-year transition rates for BME and white students who were young, full-time, UK, first-degree qualifiers from English HEIs. This shows that BME students were more likely than white students to transition to taught masters courses but less likely to go on to other PG or PG research courses. Figure 7 also shows that the difference between these groups in rates of transition to taught masters courses has decreased from 3.5 per cent for 2002-03 qualifiers to 1.1 per cent for 2010-11 qualifiers. In this case, transition rates are likely to be affected by the subject area of study and the region of the institution. In particular, research has

shown that BME students are likely to study at London institutions¹⁸ and that those originally from London are more likely to progress to taught masters study¹⁹.

67. Within the BME rate presented there is much variation for all types of PG study (see Annex G for a detailed analysis of ethnic groups). For taught masters transition, Chinese students were consistently the highest (11.7 per cent in 2010-11) while Black Caribbean students were consistently lowest (and consistently lower than White students, 3.9 per cent in 2010-11). For PG research transition, however, there was less consistency over time. In 2010-11 Chinese students had the highest transition rate and Bangladeshi students had the lowest transition (2.4 per cent and 0.1 per cent respectively). For other PG transition, Pakistani students had the highest transition rate (5.6 per cent in 2010-11) and Chinese students had the lowest rates of transition (2.0 per cent in 2010-11).

Figure 7 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs to PG courses split by broad ethnic group and type of PG study



Institutional retention

68. Table 25 shows the proportion of those who transitioned to PG study who decided to stay at their UG institution, split by broad ethnic group and type of PG study. BME students were less likely than white students to stay on at their institution when going on to study taught masters or PG research.

¹⁸ See ‘Student ethnicity: profile and progression of entrants to full-time, first degree study’ HEFCE 2010/13 (www.hefce.ac.uk/pubs/year/2010/201013/name,63870,en.html) for more information.
¹⁹ See Wakeling P and Hampden-Thompson G, 2013, ‘Transition to higher degrees across the UK: an analysis of national, institutional and individual differences’, The Higher Education Academy for more information.

Table 25 Proportion of 2010-11 young full-time first-degree UK qualifiers at English HEIs who went on to PG study who studied at the same institution by broad ethnic group

Broad ethnic group	Number transitioning	% staying at the same institution			
		PG research	Taught masters	Other PG	Total PG
BME	4,525	58%	44%	39%	44%
White	17,780	61%	50%	38%	48%
Total	22,730	60%	49%	38%	47%

Broad subject area

69. Table 26 considers transition rates by broad ethnic group and broad subject area, and shows that the predilection shown by BME students in Figure 7 for taught masters study holds for all subject groups. This analysis simplifies complex interactions between subject preferences and student ethnicity, but we are restricted by small group sizes. Since the transition rates presented here have not been tested for statistical significance, it is likely that differences calculated from small qualifying groups will be more variable year-on-year.

Table 26 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by broad subject area and broad ethnic group

Broad subject area	Broad ethnic group	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
Clinical STEM	BME	2,075	0.1%	0.5%	0.6%	1.2%
	White	3,480	0.2%	0.3%	0.7%	1.2%
Modern languages	BME	460	0.2%	9.6%	3.3%	13.0%
	White	3,395	1.0%	8.0%	5.8%	14.8%
STEM	BME	9,105	2.9%	11.5%	3.7%	18.1%
	White	26,715	7.0%	7.1%	3.5%	17.6%
Arts, humanities and social sciences	BME	25,005	0.3%	7.7%	3.2%	11.2%
	White	110,225	0.5%	7.3%	3.6%	11.4%
Total		184,180	1.6%	7.3%	3.4%	12.3%

70. Table 27 splits the overall PG transition rates by a more detailed ethnicity grouping. It shows that while total PG BME transition rates are lower than white transition rates, this does not hold for all non-white ethnic groups.

Table 27 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to all PG courses split by broad subject area and ethnic group

Broad subject area	One-year total PG transition rates					Total (all ethnicities)
	Asian	Black	Chinese	Other (inc mixed)	White	
Clinical STEM	0.9%	2.1%	0.7%	2.4%	1.2%	1.2%
Modern languages	13.6%	10.3%	9.0%	14.1%	14.8%	14.5%
STEM	17.4%	18.0%	22.3%	18.5%	17.6%	17.7%

Arts, humanities and social sciences	11.8%	8.8%	15.0%	11.2%	11.4%	11.3%
Total	12.5%	10.6%	16.5%	12.3%	12.4%	12.3%

Attainment of first degree

71. Table 28 shows the transition rates split by broad ethnic group and class of first degree. Those from a BME background were more likely to transition to taught masters study than white students at all attainment levels. However, transition to PG research study was higher for white students than those from a BME background for all UG attainment levels.

Table 28 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by first degree classification and broad ethnic group

Classification of first degree	Broad ethnic group	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
First	BME	3,450	4.1%	11.1%	3.7%	18.9%
	White	22,850	6.3%	10.9%	3.7%	20.9%
2.1	BME	15,910	1.1%	9.4%	3.6%	14.1%
	White	77,400	1.3%	8.0%	4.1%	13.3%
2.2 or below	BME	17,285	0.2%	6.6%	2.7%	9.4%
	White	43,565	0.2%	3.5%	2.5%	6.2%
Total		184,180	1.6%	7.3%	3.4%	12.3%

POLAR background

72. Table 29 shows the transition rates to PG study split by broad ethnic group and POLAR quintile. This shows that students from BME backgrounds had similar transition rates for PGT and PGR transition regardless of their socio-economic background. For transition to other PG study, those from a less privileged socio-economic background were more likely to transition, and the difference was bigger than that seen for white students.

73. Within the black and minority ethnic group there was much variation and it is likely that students from different ethnic and socio-economic backgrounds did not experience the transition rates given in this table.

Table 29 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by POLAR quintile and broad ethnic group

Broad ethnic group	POLAR quintile	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
BME	1 (low)	3,505	1.0%	8.2%	3.8%	12.9%
	5 (high)	10,820	1.0%	8.1%	2.6%	11.7%
White	1 (low)	13,240	1.3%	5.9%	3.8%	10.9%
	5 (high)	47,315	1.9%	8.0%	3.1%	12.9%
Total (All POLAR groups)		184,180	1.6%	7.3%	3.4%	12.3%

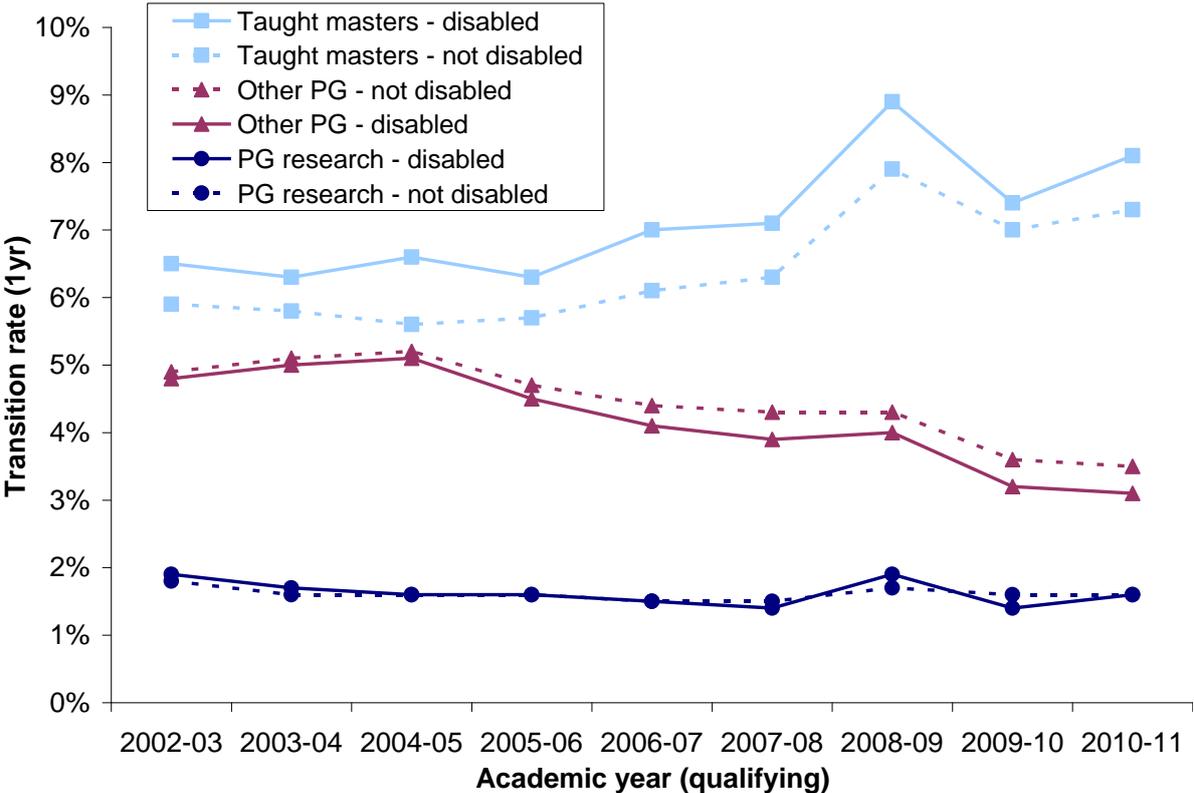
Disability

74. Disability status has been grouped for this report: see Annex F for details of the categorisation of this variable. Students identified as having a disability are either those claiming disabled students’ allowance or those declared disabled to their institution on the basis of self-assessment.

Overall transition

75. Figure 8 shows the one-year transition rates by type of PG course. Disabled students were more likely to transition to taught masters courses than those who did not declare a disability, and less likely to go on to other PG study.

Figure 8 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs to PG courses split by disability status and type of PG study



Institutional retention

76. Table 30 shows the proportion of students staying at the same institution to enrol on their postgraduate course, split by disability status. The proportions were similar for disabled and non-disabled students, indicating that disabled students were no more likely to stay on at an institution than non-disabled students.

Table 30 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by broad subject area and disability status

Disability status	Number transitioning	% staying at the same institution			
		PG research	Taught masters	Other PG	Total PG
Declared disability	2,205	57%	49%	38%	47%

Not disabled	20,525	61%	49%	38%	47%
Total	22,730	60%	49%	38%	47%

Broad subject area

77. Table 31 splits the transition rates by broad subject area and shows that the trends for disabled students (see Figure 8) vary by subject area. However, it is important to note that the numbers of disabled students discussed here are relatively small for some subject areas, so more variation in these rates is expected than for other student characteristics.

Table 31 One year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by broad subject area and disability status

Broad subject area	Disability status	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
Clinical STEM	Declared disability	330	0.0%	0.6%	0.9%	1.5%
	Not disabled	5,305	0.2%	0.3%	0.6%	1.1%
Modern languages	Declared disability	235	1.7%	5.7%	4.6%	12.1%
	Not disabled	3,750	0.8%	8.4%	5.5%	14.7%
STEM	Declared disability	3,250	6.4%	8.2%	3.2%	17.7%
	Not disabled	33,515	5.9%	8.2%	3.5%	17.7%
Arts, humanities and social sciences	Declared disability	13,340	0.4%	8.4%	3.1%	11.9%
	Not disabled	124,450	0.5%	7.3%	3.5%	11.2%
Total		184,180	1.6%	7.3%	3.4%	12.3%

78. Table 32 shows the proportion of students staying in the same subject area for PG study, by PG course type and disability status. This shows that for STEM and arts, humanities and social sciences there was little difference between non-disabled and declared disabled students' propensity to remain in the same subject area.

Table 32 Proportion of 2010-11 young full-time first-degree UK qualifiers at English HEIs who went on to PG study in the same subject area by broad subject area and disability status

Broad subject area	Disability status	Number transitioning	% staying in same subject area			
			PG research	Taught masters	Other PG	Total PG
Clinical STEM	Declared disability	5				
	Not disabled	60			47%	52%
Modern languages	Declared disability	30				45%
	Not disabled	550	100%	66%	4%	45%
STEM	Declared disability	575	74%	59%	10%	55%
	Not disabled	5,940	78%	58%	18%	56%
Arts, humanities and social sciences	Declared disability	1,595	82%	68%	39%	61%
	Not disabled	13,975	75%	68%	41%	60%

Total	22,730	77%	66%	34%	58%
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Attainment of first degree

79. Table 33 splits the transition rates by first degree attainment. Disabled students were more likely to go on to taught masters, but less likely to go on to other PG study, than students not declared disabled across all attainment levels.

Table 33 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by broad subject area and disability status

Classification of first degree	Disability status	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
First	Declared disability	2,205	5.6%	11.7%	3.4%	20.7%
	Not disabled	24,555	6.1%	11.0%	3.7%	20.7%
2.1	Declared disability	8,620	1.6%	9.9%	3.6%	15.0%
	Not disabled	86,095	1.2%	8.1%	4.0%	13.3%
2.2 or below	Declared disability	6,335	0.2%	4.6%	2.4%	7.1%
	Not disabled	56,370	0.2%	4.4%	2.5%	7.1%
Total		184,180	1.6%	7.3%	3.4%	12.3%

POLAR background

80. Table 34 shows the transition rates to PG study, split by disability status and POLAR quintile. The difference in transition rates between low- and high-participation backgrounds is biggest for disabled students transitioning to taught masters courses, and smallest for disabled students transitioning to PG research courses.

Table 34 One year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by first degree classification and disability status

Disability status	POLAR quintile	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
Declared disability	1 (low)	1,415	1.2%	6.9%	3.4%	11.4%
	5 (high)	6,010	1.7%	9.3%	2.7%	13.7%
Not disabled	1 (low)	15,690	1.2%	6.2%	3.8%	11.3%
	5 (high)	53,315	1.7%	7.9%	3.0%	12.6%
Total (All POLAR groups)		184,180	1.6%	7.3%	3.4%	12.3%

Major source of tuition fees for first degree

81. Source of funding information is available at both the UG and PG level. For this analysis, the impact of whether the student was funded for their undergraduate fees was considered. Students with no award or financial backing for their UG tuition fees typically fell into four categories: those not wishing to apply for support, those without support confirmed at the time of

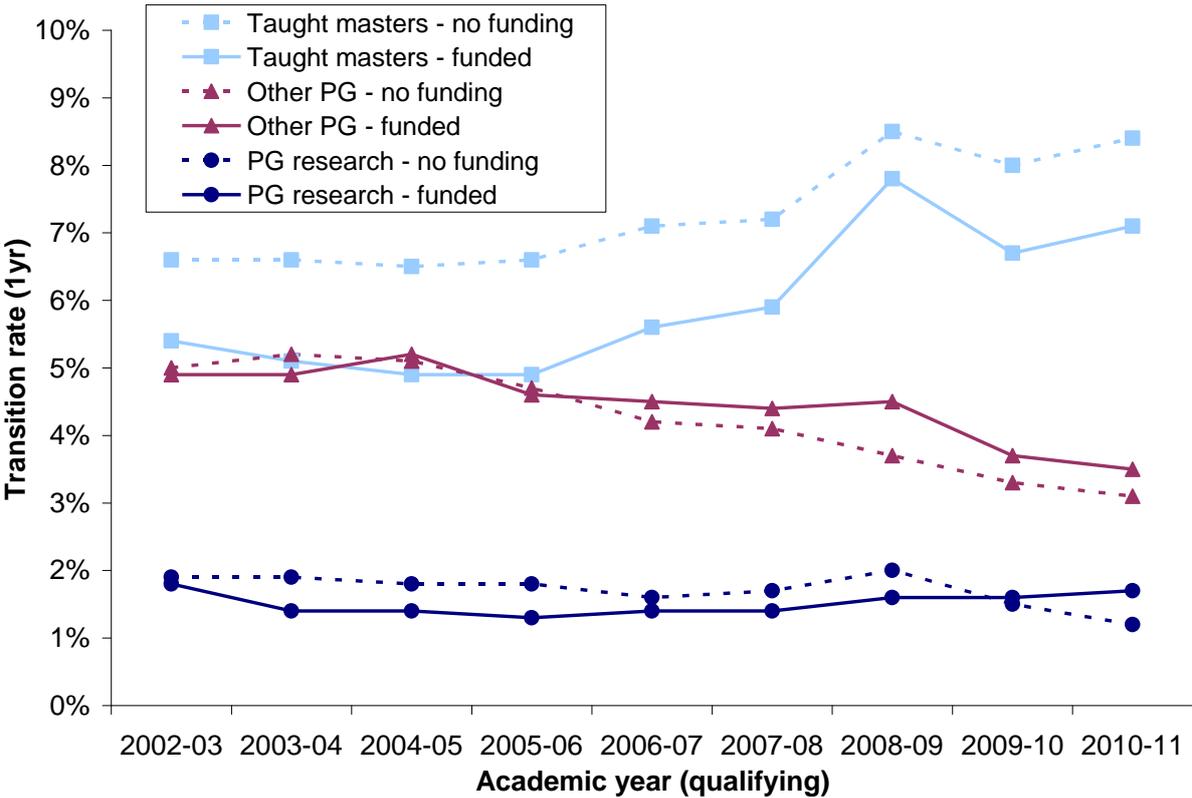
data collection, those applying to study for an equivalent or lower qualification than they already hold or those means tested not to be eligible for fee support²⁰.

82. Further, the funding analysis focuses on the overall transition and the cross-tabulation with institutional grouping, as institutions can directly influence the availability of funding sources for students.

Overall transition

83. Figure 9 shows the one-year transition rates by funding source. Those who did not gain funding for their UG tuition fees were more likely to transition to taught masters courses. Prior to 2009-10, those without funding were also more likely to transition to PG research. However, for 2010-11 qualifiers, funded undergraduates were more likely to transition to other PG and PG research courses.

Figure 9 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs to PG courses split by funding source of UG fees and type of PG



Institutional grouping

84. Table 35 shows the transition split by institutional grouping and UG fee funding status. Transition rates to taught masters courses were higher for students without funded UG fees, but transition rates to other PG courses were higher for those with funded UG fees.

Table 35 One-year transition rates of young full-time first-degree UK qualifiers at English HEIs in 2010-11 to PG courses split by institutional group and funding source of UG fees

			One-year transition rates			
Institutional grouping	Funded for	Total	PG	Taught	Other	Total

²⁰ Means testing applied to UG applicants in academic years 1998-99 to 2005-06.

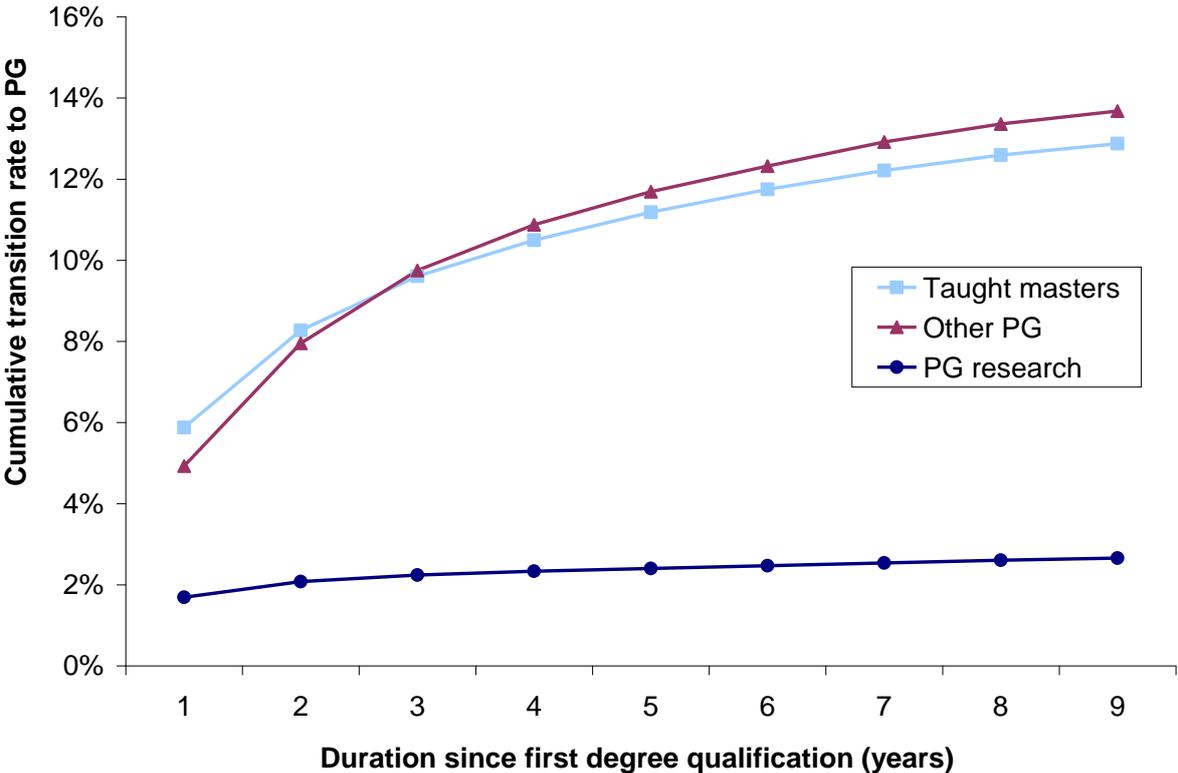
	UG fees	qualifying	research	masters	PG	PG
Specialist	Yes	8,255	0.2%	4.8%	2.9%	7.9%
	No	1,455	0.3%	5.8%	1.5%	7.6%
HEIs with high average tariff scores	Yes	64,480	3.4%	9.5%	3.9%	16.8%
	No	13,800	2.5%	11.5%	3.2%	17.3%
HEIs with medium average tariff scores	Yes	47,450	0.4%	5.8%	3.5%	9.7%
	No	10,290	0.4%	7.2%	3.3%	10.8%
HEIs with low average tariff scores	Yes	30,075	0.3%	4.6%	2.8%	7.8%
	No	8,335	0.1%	5.3%	2.8%	8.2%
Total		184,180	1.6%	7.3%	3.4%	12.3%

Duration of transition rates

85. This section returns to using the population from the start of the report: students with UK domicile qualifying with a full-time first degree from an English HEI.

86. Figure 10 considers the effect of duration since qualifying from a first degree, on the transition rate to the first instance of postgraduate study by type of PG. Figure 10 shows that the proportion of qualifiers that transition to a taught masters or other PG study²¹ more than doubles when comparing the one-year transition rate with the nine-year transition. Further, the transition to taught masters and other PG continues to grow even nine years after qualification, with other PG courses being the most popular type of course two years after qualification.

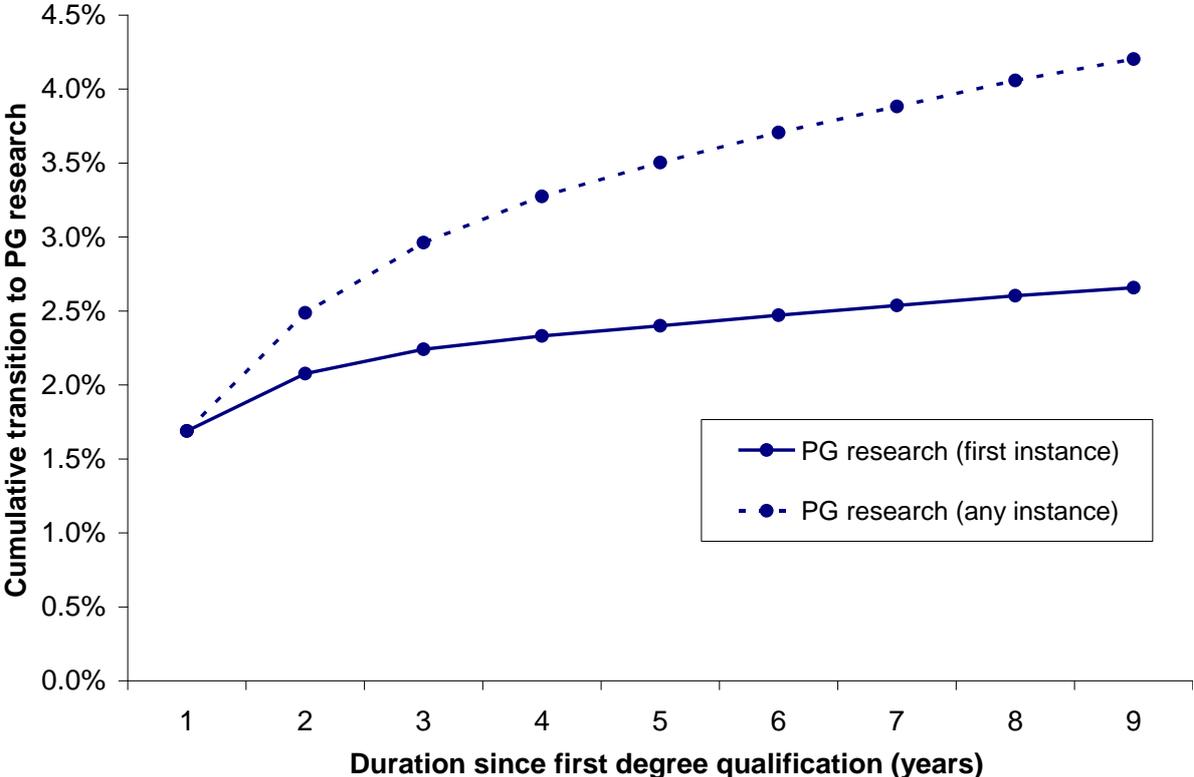
Figure 10 Cumulative transition rate by duration between first degree qualification and postgraduate enrolment for 2002-03 full-time UK qualifiers at English HEIs



²¹ Typically professional postgraduate certificates and diplomas such as the PGCE and legal practice courses.

87. Figure 11 compares the transition for qualifiers going on to PG research as their first instance of PG study with those who study in PG research at any point. After 9 years, the transition rate calculated for any instance of PGR study is 4.2 per cent, compared with 2.7 per cent when calculated using the first instance approach.

Figure 11 Cumulative transition rate by duration between first degree qualification and PG research enrolment split by PG instance for 2002-03 full-time UK qualifiers at English HEIs

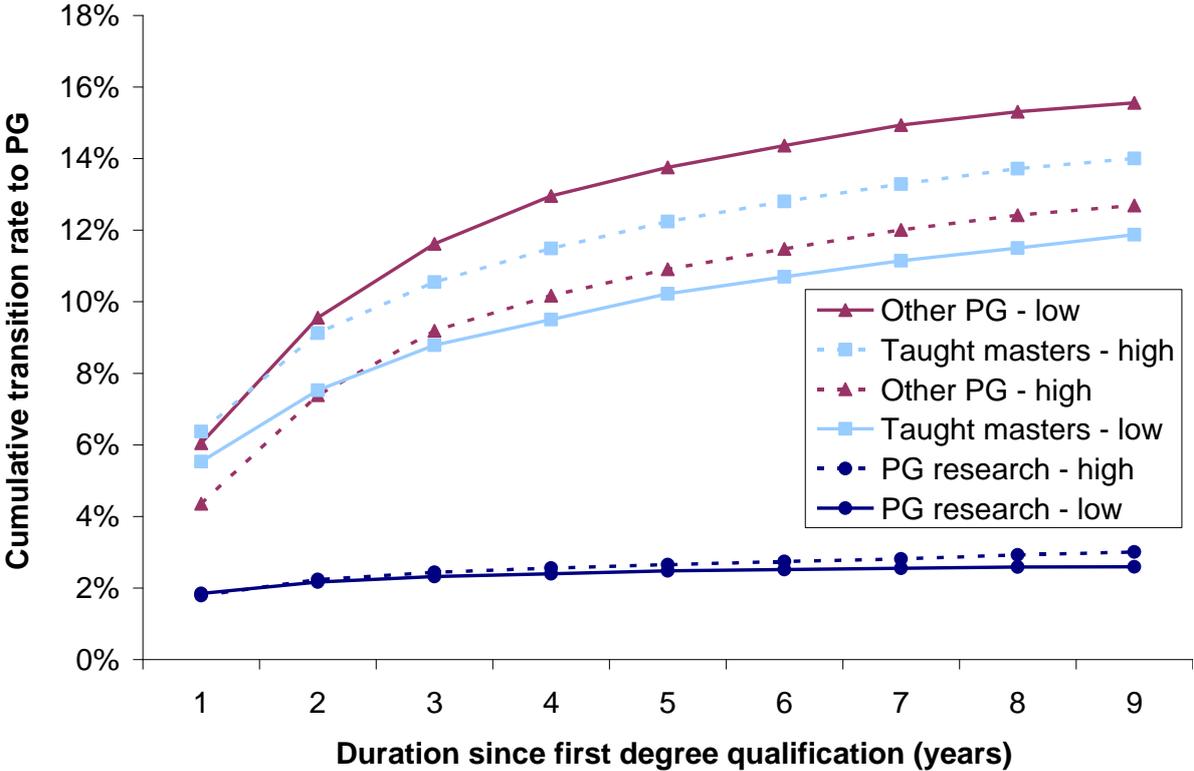


88. Figure 11 shows that while immediate progression to PG research happens within one or two years of completion, there are also a number of students who progress to another form of PG study first and then enter PG research later in their careers. Students who did not transition to PG research in the first instance tended to study a full-time taught masters. This may be influenced by subject area studied and institutional behaviour.

89. Figure 12 considers the transition rates by duration (using the first instance of PG study) split by the participation of local areas (POLAR) measure for young students²² and type of PG study. The transition rates are presented for the highest-participation areas (quintile 5 of the POLAR measure) and compared with those from the lowest-participation areas (quintile 1 of the POLAR measure). This shows that the difference in transition between high- and low-participation areas gets bigger for all types of PG as the duration since qualifying increases.

²² Young students are defined to be those who are under 21 at the commencement of their UG study.

Figure 12 Cumulative transition rate to PG by duration, split by POLAR groups 1 (low) and 5 (high), for 2002-03 young UK full-time first degree qualifiers at English HEIs



Further work

90. This work forms part of HEFCE’s ongoing study of postgraduate provision in the UK. The trends in transition analysis will continue to be monitored and further explored through multivariate analysis of the data. The impact of initial transition to a taught masters course prior to PG research study will be an area of additional work. Other areas of interest include the types of student entering postgraduate study, increasing our understanding of part-time and mature learners and the effect of changes in UG funding to transition rates.

91. Recent research commissioned by the HE Academy²³ suggests that access to finance was not an explanatory factor in the different rates of progression to postgraduate study by socio-economic background. Given, however, the changes in funding of both UG and PG courses in recent years, we intend to do more analysis into the effect of funding and progression.

²³ Wakeling P and Hampden-Thompson G, 2013, ‘Transition to higher degrees across the UK: an analysis of national, institutional and individual differences’, The Higher Education Academy.

Annex A: Methodology and definitions

HIN linking

1. The HIN is a combination of three fields from the HESA individualised student records (the HESA unique student identifier, the UK provider reference number and the student instance identifier) which uniquely identify a student on a course (or instance of study). The HIN forms a year-on-year linking mechanism which can be used to track the student's progression on the instance from one year to the next, from commencement of the instance through to completion.
2. Further information regarding the composition, usage and linking of the HIN is available from www.hesa.ac.uk under 'Data collection', 'Student' and 'Year-on-year linkage'.

Outline of overall linking process

3. In order to link all available Higher Education Statistics Agency (HESA) records, a unique longitudinal identifier is created for each individual who appears at any point in the HESA record. This identifier is created as follows:
 - a. All students in a HESA individualised student record (year X) are matched to the following record (year X+1) using a number of match processes:
 - records with matching HESA fields HUSID, HESAINST and NUMHUS (HIN linked)
 - records matched on sex, birth date, first name and surname, with restriction for common names and an allowance for maiden name changes and spelling errors
 - records matched on HUSID and either postcode, birth date, surname or first name
 - records matched on HESAINST, HUSID, sex and surname with potential spelling errors or maiden name changes
 - records matched on birth date, sex and first part of postcode. A combination of first name, HUSID and second part of postcode is further used to eliminate or select potential matches.
 - b. These five matching processes are also used to match up records belonging to the same student internally within a single academic year's HESA record. This internal matching is done for both year X and year X+1.
 - c. The identified matches are then resolved so that a single person identifier exists for year X and year X+1.
 - d. The process is repeated for matching between all pairs of years (X+1 and X+2, X and X+2, and so on).
 - e. The final step is to resolve all found links across all the years to produce a single HESA longitudinal identifier.

PGCE definition

4. In 2006-07, HESA stopped collecting the qualification aim of students and began collecting course aim for 2007-08 onwards. This led to a discontinuity in the time series and the recording of Postgraduate and Professional Graduate Certificates in Education in particular. Qualification aim grouped these two qualifications together whereas course aim split them into two groups.

Hence, the Postgraduate Certificate in Education (PGCE) group in this analysis may contain some students on Professional Graduate Certificates in Education prior to 2007-08.

Statistical significance of transition rates

5. As discussed in paragraph 28 of the main text, the statistical significance of any univariate differences need to be considered.

6. When comparing statistics from two groups within a population it is important to account for the size of the group from which the statistic is derived, as smaller groups will produce more variable statistics. The following scenarios give the reader a guide to approximate univariate confidence intervals to use in comparisons. It is assumed that the overall transition rate is calculated from the total population and can be considered robust with little variability.

- a. If the group size is greater than 10,000, then a 1 per cent or greater difference in transition rates between the group and overall rate is statistically significant
- b. If the group size is between 2,000 and 10,000, then a 2 per cent or greater difference in transition rates between the group and overall rate is statistically significant
- c. If the group size is between 1,000 and 2,000, then a 3 per cent or greater difference in transition rates between the group and overall rate is statistically significant
- d. If the group size is between 600 and 1,000, then a 4 per cent or greater difference in transition rates between the group and overall rate is statistically significant.

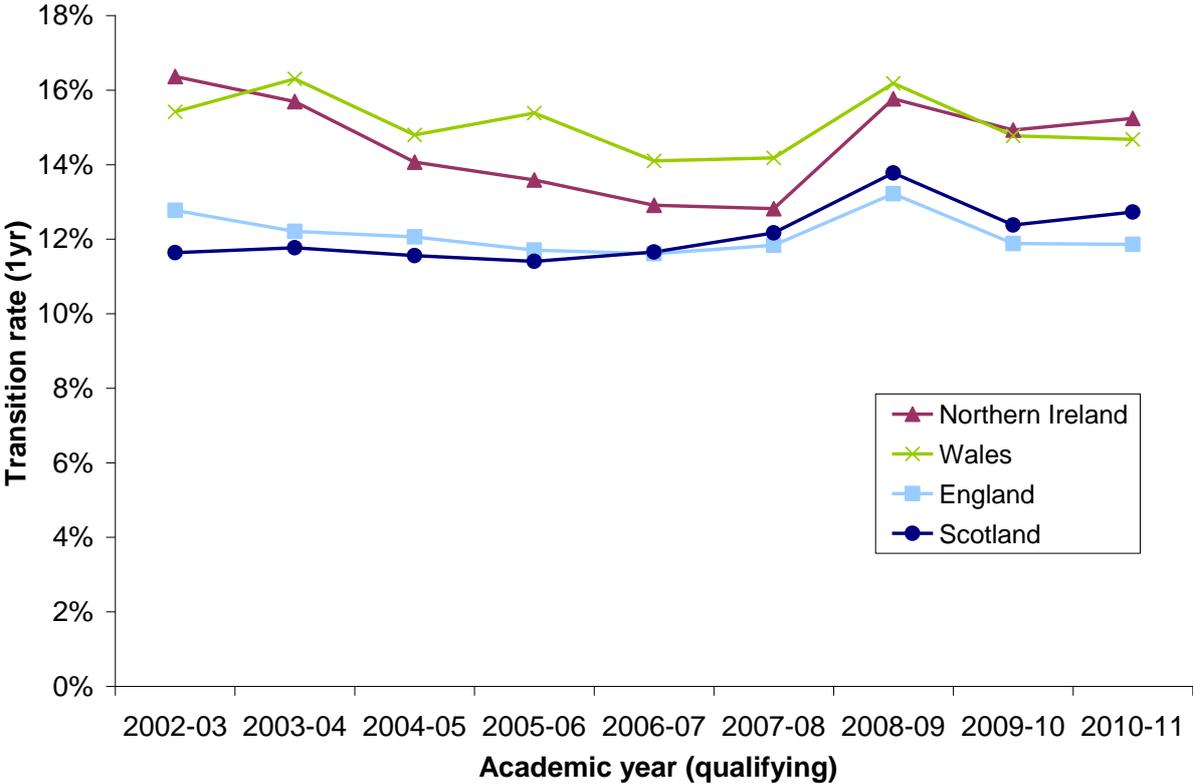
Annex B: Initial analysis of the wider population

1. For conciseness the main report focuses on full-time first-degree UK qualifiers at English HEIs, this annex provides an overview of the transition rates for wider populations as context.

UK institutions

2. Figure B1 shows the proportion of the undergraduate (UG) first degree qualifying population who were found to have enrolled on a postgraduate (PG) course in the following year, by country of qualifying institution (regardless of what country students went on to study in). All countries saw a spike in the transition rate to postgraduate courses in 2008-09; this increase was also observed in the Destination of Leavers from Higher Education survey²⁴ statistics.

Figure B1 One-year transition rates of first degree UGs to PG courses between 2002-03 and 2010-11 split by country of UG qualifying institution

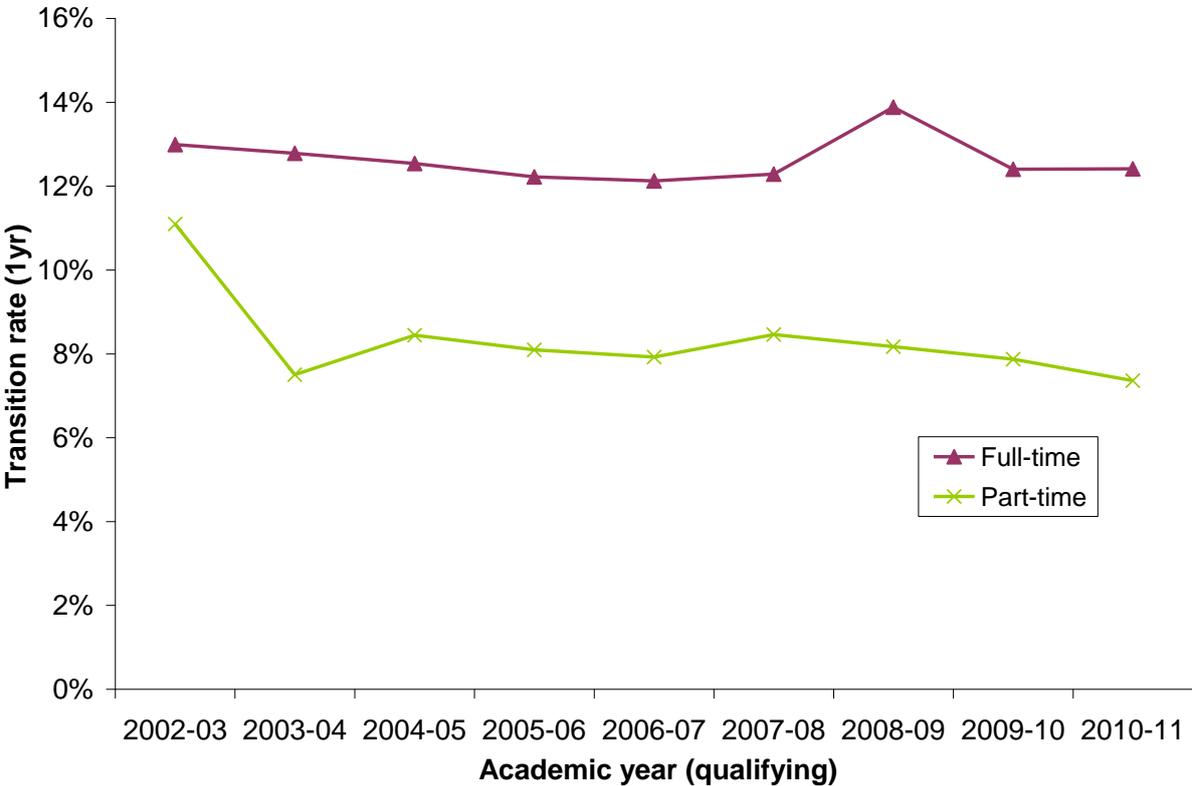


²⁴ 'Destinations of leavers from higher education in further education colleges - Key findings: leavers up to academic year 2010-11' (HEFCE 2013/01), available online at www.hefce.ac.uk/pubs/year/2013/201301/

English institutions

3. Focusing on the transition rates of students from English institutions, Figure B2 shows the rates split by mode of study.

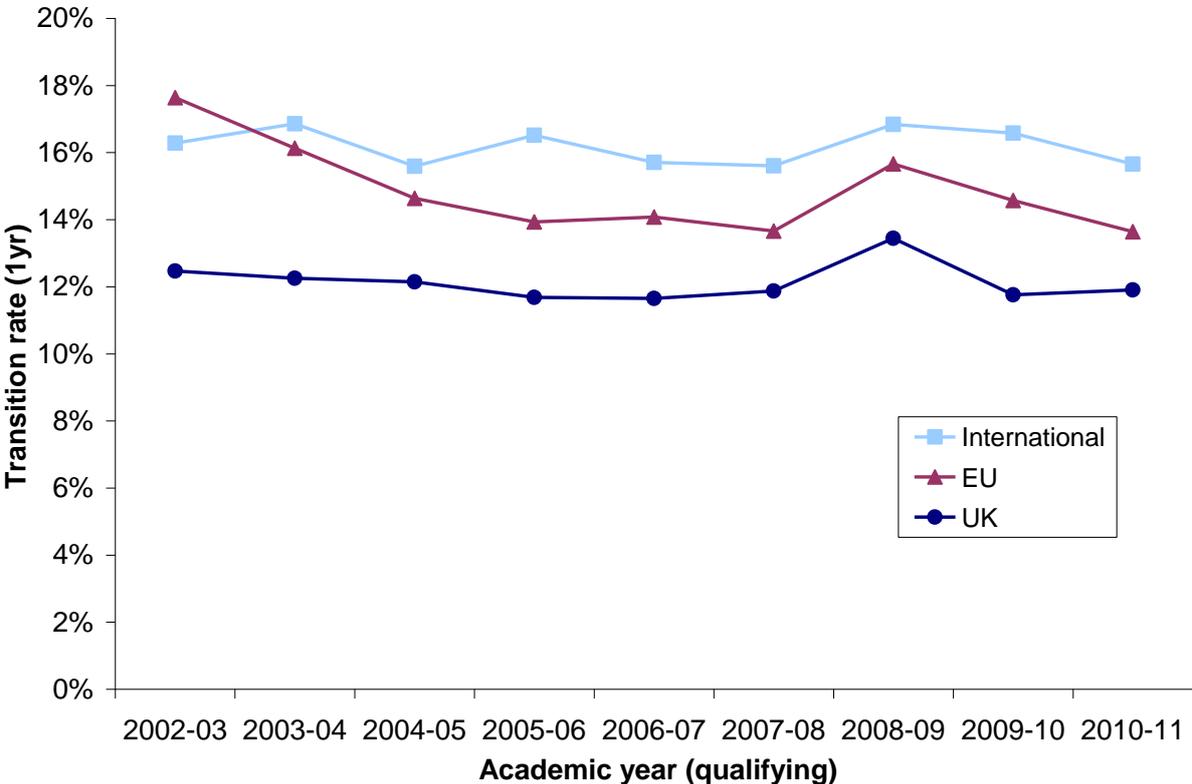
Figure B2 One-year transition rates of first degree qualifiers at English HEIs to PG courses between 2002-03 and 2009-10 split by mode of study



Full-time qualifiers at English institutions

4. Focusing on the transition rates of students qualifying from full-time courses at English institutions, Figure B3 shows the rates split by domicile.

Figure B3 One-year transition rates of full-time first degree qualifiers at English HEIs to PG courses between 2002-03 and 2009-10 split by domicile



Annex C: Subject breakdown

1. This annex presents a detailed breakdown of the broad subject groupings used throughout the report, and provides a more detailed summary of the transition between undergraduate (UG) and postgraduate (PG) subject area.
2. We have defined four subject groups in very broad terms: Clinical subjects; Science, technology, engineering and mathematics (STEM); Modern foreign languages (MFL); and Arts, humanities and social sciences.
3. Such a broad grouping of subjects can never be entirely satisfactory. We recognise that within Arts, humanities and social sciences in particular there may be areas where the classification of subjects does not seem entirely in keeping with either the title of the group or other members of that group. Subject areas have been grouped in this way only for the purposes of organisation and simplicity of presentation.

Table C1 Detailed breakdown of subject groupings

Group	Sub-group	Joint Academic Coding System (JACS) codes
Clinical STEM	Medicine and dentistry	JACS principal subject group A - Medicine and dentistry
	Veterinary sciences	JACS subject lines D1, D2 - Veterinary sciences
STEM	Anatomy and physiology	JACS subject line B1 - Anatomy, physiology and pathology
	Biological sciences	JACS principal subject group C - Biological sciences, excluding subject lines C6 - Sports science and C8 - Psychology, JACS subject line D7 - agricultural sciences, JACS subject line F4 - Forensic and archaeological sciences
	Chemistry	JACS subject lines F1 - Chemistry and F2 - Materials science
	Computer sciences	JACS principal subject group I - Computer sciences (2011-12 onwards), JACS subject lines G4 to G7, G02, G92
	Earth, marine and environmental sciences	JACS subject lines F6 - Geology, F7 - Ocean sciences and F9 - Others in physical sciences
	Engineering and technology	JACS principal subject groups H and J
	Mathematical sciences	JACS principal subject group G (2011-12 onwards), JACS subject lines G1 to G3, G01, G91
	Pharmacy and pharmacology	JACS subject line B2 - Pharmacy, toxicology and pharmacology
	Physics	JACS subject line F3 - Physics and F5 - astronomy
	Modern	Modern languages:

foreign languages	Eastern, Asiatic and African	African, American and Australasian languages, literature and related, excluding subject lines T7 - American studies and T8 - Australasian studies
	Modern languages: European	JACS principal subject group R - European languages, literature and related subjects
Arts, humanities and social sciences	Agriculture and forestry	JACS principal subject group D, excluding subject line D1, D2 - Veterinary sciences and D7 - Agricultural sciences
	Architecture, built environment and planning	JACS principal subject group K - Architecture, building and planning
	Business, management and administrative studies	JACS principal subject group N - Business and administrative studies
	Creative arts and design	JACS principal subject group W - Creative arts and design
	Education	JACS principal subject group X - Education
	Geography	JACS subject lines F8 - Physical geographical sciences, L7 - Human and social geography
	Humanities and language-based subjects	JACS principal subject group Q - Linguistics, classics and related subjects, JACS principal subject group V - Historical and philosophical studies, JACS subject lines T7 - American studies and T8 - Australasian studies
	Media studies	JACS principal subject group P - Mass communications and documentation
	Nursing and subjects allied to medicine	JACS principal subject group B, excluding subject lines B1 - Anatomy, physiology and pathology, B2 - Pharmacy, pharmacology and toxicology
	Psychology	JACS subject line C8 - Psychology
	Social studies	JACS principal subject group L - Social, economic and political studies, excluding JACS subject line L7 - Human and social geography, JACS principal subject group M - Law
	Sports science	JACS subject line C6 - Sports science
	Unknown and combined subjects	JACS principal subject group Z

4. Table C2 shows the proportion of UG students who transition to PG study in each PG subject area (hence the rows total 100 per cent). Education, business and administrative studies and Social studies are all popular as PG subject areas following UG study in a different subject.

Table C2 Further breakdown of UG transition by subject of UG degree and subject of PG enrolment

Subject area of UG qualification	Number transitioning	Subject area of PG enrolment																			
		Medicine and dentistry	Subjects allied to medicine	Biological sciences	Veterinary science	Agriculture and related subjects	Physical sciences	Mathematical sciences	Computer science	Engineering and technology	Architecture, building and planning	Social studies	Law	Business and administrative studies	Mass communications and documentation	Languages	Historical and philosophical studies	Creative arts and design	Education	Combined	
Medicine and dentistry	65	34%	27%	2%	0%	1%	0%	0%	0%	0%	0%	1%	0%	3%	0%	0%	3%	0%	30%	0%	
Subjects allied to medicine	1,355	13%	52%	12%	0%	1%	3%	0%	1%	2%	0%	3%	1%	2%	0%	0%	1%	0%	9%	0%	
Biological sciences	4,395	8%	11%	46%	0%	2%	3%	0%	0%	2%	0%	3%	1%	4%	1%	0%	0%	0%	18%	0%	
Veterinary science	20																				
Agriculture and related subjects	155	4%	4%	15%	3%	33%	6%	0%	0%	2%	6%	1%	0%	7%	1%	0%	1%	0%	16%	0%	
Physical sciences	2,645	1%	2%	4%	0%	2%	56%	1%	2%	8%	2%	2%	1%	2%	1%	0%	1%	0%	15%	0%	
Mathematical sciences	975	1%	1%	2%	0%	0%	5%	33%	5%	3%	1%	2%	0%	10%	0%	0%	0%	0%	36%	0%	
Computer science	650	0%	0%	0%	0%	0%	1%	1%	57%	7%	0%	1%	1%	13%	2%	0%	0%	2%	14%	0%	
Engineering and technology	1,320	1%	1%	1%	0%	0%	3%	0%	4%	72%	3%	0%	0%	6%	0%	0%	0%	2%	5%	0%	
Architecture, building and planning	490	0%	0%	0%	0%	1%	2%	0%	0%	4%	79%	2%	0%	6%	0%	0%	0%	3%	3%	0%	
Social studies	3,095	0%	2%	3%	0%	0%	3%	0%	0%	0%	4%	48%	7%	10%	2%	2%	3%	0%	15%	0%	
Law	1,775	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	84%	5%	0%	0%	1%	0%	3%	0%	
Business and administrative studies	1,490	0%	0%	2%	0%	0%	1%	1%	2%	2%	2%	6%	4%	69%	1%	1%	0%	2%	9%	0%	
Mass communications and documentation	395	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%	7%	3%	13%	37%	6%	3%	13%	14%	0%	
Languages	2,815	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	6%	3%	4%	7%	40%	5%	5%	28%	0%	
Historical and philosophical studies	2,440	0%	0%	1%	0%	0%	1%	0%	0%	0%	1%	12%	4%	5%	5%	5%	5%	48%	1%	16%	
Creative arts and design	2,045	0%	1%	1%	0%	0%	0%	0%	1%	1%	0%	1%	0%	3%	5%	2%	2%	61%	22%	0%	
Education	965	0%	1%	4%	0%	0%	0%	0%	0%	0%	0%	5%	0%	1%	0%	1%	1%	0%	85%	0%	
Combined	90	0%	1%	9%	0%	0%	2%	0%	0%	0%	3%	17%	6%	7%	6%	15%	11%	1%	22%	0%	
Total	27,185	2%	5%	10%	0%	1%	7%	2%	2%	5%	3%	9%	8%	9%	3%	5%	6%	6%	19%	0%	

Key: = 5% to 24%, = 25% to 49%, = 50% or more

Annex D: Institutional grouping

1. This annex presents the institutional grouping methodology and a cross-tab summary of undergraduate and postgraduate institutional type. The institutional groups used in the main report are: Specialist; HEIs with high average tariff scores; HEIs with medium average tariff scores; and HEIs with low average tariff scores.

Methodology

2. English higher education institutions (HEIs) were grouped using the average tariff score of their UK-domiciled, under 21, undergraduate entrants in the 2011-12 academic year.

3. Specialist institutions were initially identified (HEIs where at least 60 per cent of provision is concentrated in one or two subjects) and the remaining institutions were ranked by average tariff score then grouped into thirds.

4. Institutions in the top third were grouped as HEIs with high average tariff scores and those in the bottom third were grouped as HEIs with low average tariff scores.

Additional analysis

5. Table D1 relates to Table 8 of the main report and further splits the data by institutional group of PG institution. This shows that high average tariff institutions contribute most to the flow immediately into PG study. Further that those transitioning were most likely to stay at the same type of institution. For PGR and PGT study if they did change institutional type this was likely to be to a higher tariff institution, where as for other PG there was more movement between different types of institution.

Table D1 Further breakdown of transition to PG by UG and PG institutional group

				Proportion of those transitioning to PG by UG and PG institutional type				
Type of PG study	UG HEI institutional group	One year transition	No transitioning	Specialist	high tariff	medium tariff	Low tariff	Out of England
PG research	Specialist	0.2%	25	17%	61%	9%	0%	13%
	high tariff	3.2%	2,690	1%	94%	1%	0%	4%
	medium tariff	0.5%	345	1%	23%	72%	1%	3%
	low tariff	0.3%	165	0%	22%	5%	70%	2%
PG research subtotal		1.4%	3,220	1%	83%	9%	4%	4%
Taught masters	Specialist	4.9%	620	63%	21%	9%	4%	2%
	high tariff	9.6%	8,225	7%	79%	8%	3%	3%
	medium tariff	6.1%	4,410	5%	24%	62%	6%	3%
	low tariff	5.2%	3,020	5%	18%	13%	61%	2%
Taught masters subtotal		7.1%	16,270	8%	51%	23%	15%	3%
Other PG	Specialist	2.7%	340	59%	10%	10%	18%	3%
	high tariff	3.7%	3,160	6%	51%	24%	15%	3%
	medium tariff	3.5%	2,500	4%	14%	67%	14%	2%

	low tariff	2.9%	1,680	4%	12%	21%	62%	1%
Other PG subtotal		3.4%	7,675	7%	29%	37%	25%	2%
Total		11.9%	27,170	7%	48%	25%	16%	3%

Annex E: Widening participation analysis for mature 2010-11 qualifiers

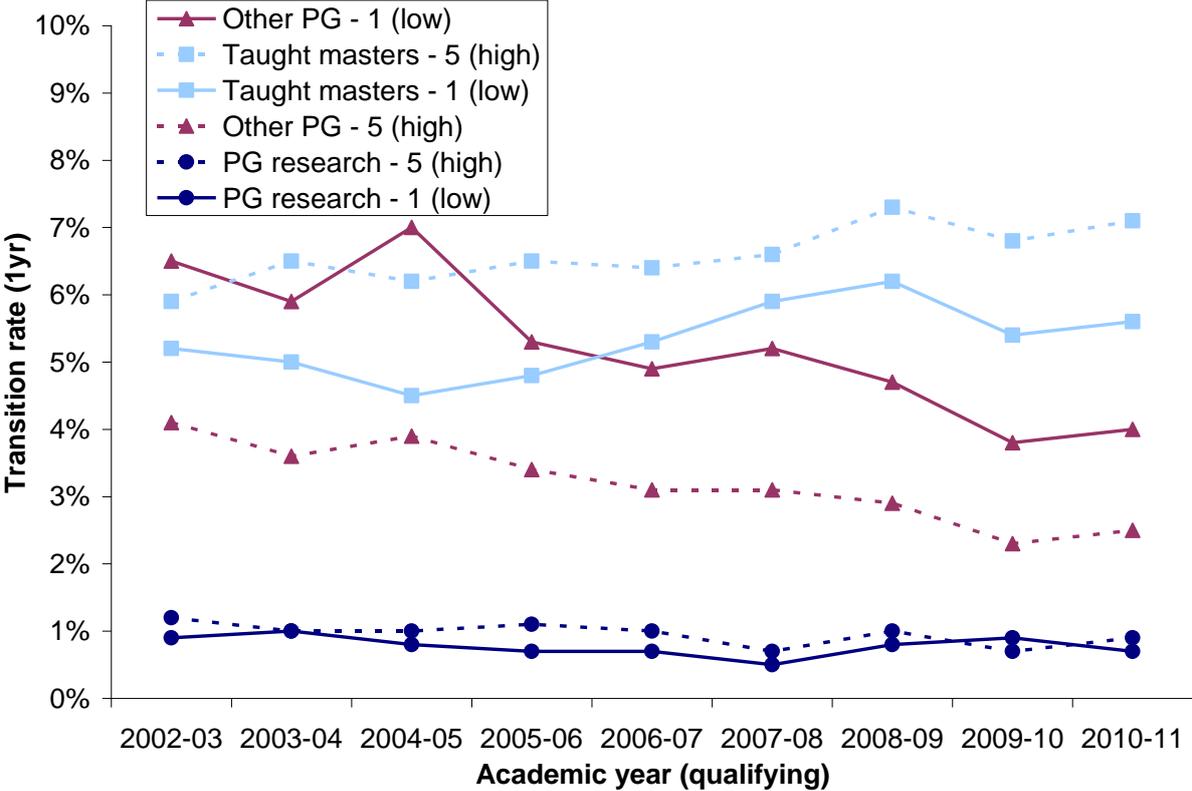
1. This annex gives equivalent tables and figures for mature qualifiers in higher education (HE) and uses HE-qualified adult quintiles²⁵ to indicate whether the student lived in a high- or low-participation background at the point of enrolling on their first degree course.

Table E1 One-year transition rates of qualifiers in 2010-11 to postgraduate (PG) courses split by HE-qualified adult quintile

Age group	HE-qualified adult quintile	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
21 and over	1 (low)	6,835	0.7%	5.6%	4.0%	10.3%
	2	7,890	0.7%	5.8%	3.6%	10.1%
	3	8,435	0.8%	5.9%	3.1%	9.8%
	4	9,405	0.6%	6.2%	2.9%	9.6%
	5 (high)	11,095	0.9%	7.1%	2.5%	10.4%
21 and over total		44,210	0.7%	6.2%	3.1%	10.1%

²⁵ 2001 Census Area Statistics wards are ranked by the proportion of people aged 16-74 reported as holding a HE qualification. This classification is reported as five quintiles - each representing 20 per cent of the adult population - from '1' (those areas with the lowest proportions of HE-qualified adults) to '5' (those areas with the highest proportions of HE-qualified adults).

Figure E1 One-year transition rates of full-time first degree mature UK qualifiers to PG courses split by high and low HE-qualified adult proportion and type of PG



Annex F: Definitions and abbreviations

1. This annex further explains some of the groupings and abbreviations used in the report.
2. Table F1 shows the detailed split of parental SEC grouping, the report groups socio-economic classes 1-3 and 4-7, those in classes 8-9 are excluded from the analysis.

Table F1 Socio-economic class grouping

Parental SEC code	Occupation descriptions
1	Higher managerial & professional occupations
2	Lower managerial & professional occupations
3	Intermediate occupations
4	Small employers & own account workers
5	Lower supervisory & technical occupations
6	Semi-routine occupations
7	Routine occupations
8	Never worked & long-term unemployed
9	Not classified

Table F2 Ethnic group classification

Broad ethnic grouping	Ethnic groups	Detailed ethnic groups
White	White	White Irish Traveller
Black & minority ethnic (BME)	Black	Black or Black British - Caribbean Black or Black British - African Other Black background
	Asian	Asian or Asian British - Indian Asian or Asian British - Pakistani Asian or Asian British - Bangladeshi Other Asian background
	Chinese	Chinese
	Other (incl mixed)	Mixed - White & Black Caribbean Mixed - White & Black African Mixed - White & Asian Other Mixed background Other Ethnic background
Unknown	Unknown	Not known Information refused

Table F3 Disability grouping

Disability status	In receipt of disabled students' allowance	Detailed disability group
Declared disabled	Yes	N/A
	No	Blind/partially sighted Deaf/hearing impairment Wheelchair user/mobility difficulties Personal care support Mental health difficulties An unseen disability, e.g. diabetes, epilepsy, asthma Multiple disabilities Autistic Spectrum Disorder A specific learning difficulty e.g. dyslexia A disability not listed above
Not disabled	No	No known disability

Note: Students with unknown DSA or disability status are grouped with either not in receipt of DSA or No known disability respectively.

Table F4 Table of abbreviations from main report

Abbreviation	Description
BME	Black and minority ethnic
Clinical STEM	Subject grouping which includes the subjects: Veterinary sciences and Medicine and dentistry.
FE	Further education
HE	Higher education
HEFCE	The Higher Education Funding Council for England
HEI	Higher education institution
HESA	The Higher Education Statistics Agency
JACS	Joint Academic Coding System, a system of grouping subject areas
Mature	Students aged 21 and over at the commencement of their UG study.
PG	Postgraduate, those studying for courses which typically have a first degree or equivalent as a pre-requisite
PGCE	Postgraduate Certificate in Education
PGR	Postgraduate research courses such as PhD and MPhil
PGT	Postgraduate taught courses such as MSc and MBA, not including professional certificates and diplomas such as PGCE and legal practice courses.
POLAR	Participation of Local Areas, a classification of geographical areas based on rates of participation in higher education by young people

SEC	Socio-economic classification, a grouping of occupations defined by the Office for National Statistics
STEM	Science, technology, engineering and mathematics
UG	Undergraduate, those studying for courses at bachelors degree or equivalent level
UK	United Kingdom
Young	Students aged under 21 at the commencement of their UG study.

Annex G: Detailed ethnicity analyses

1. Further to the analyses presented in the main report (see paragraph 65), this table presents transition rates by detailed ethnicity groupings.

Table G1 One-year transition rates of young qualifiers to postgraduate (PG) courses split by detailed ethnicity and type of PG study

Ethnic group	Detailed ethnicity	Total qualifying	One-year transition rates			
			PG research	Taught masters	Other PG	Total PG
Asian or Asian British	Bangladeshi	2,000	0.1%	6.0%	5.4%	11.5%
	Indian	9,635	0.7%	7.2%	3.3%	11.3%
	Pakistani	5,040	0.4%	7.9%	5.6%	13.9%
	Other Asian background	2,570	1.3%	11.6%	2.3%	15.3%
Black or Black British	African	4,740	0.8%	9.7%	2.2%	12.6%
	Caribbean	2,235	0.4%	3.9%	2.0%	6.3%
	Other black background	390	0.3%	7.4%	2.3%	10.0%
Chinese	Chinese	2,350	2.4%	11.7%	2.3%	16.5%
Other	Other (including mixed)	7,690	1.5%	8.5%	2.3%	12.3%
White	White	143,815	1.7%	7.1%	3.5%	12.4%
Total (includes unknown ethnicities)		184,180	1.6%	7.3%	3.4%	12.3%