

December 2013/34

Issues paper

This report is for information

This report shows the results of the first Intentions After Graduation Survey. This survey aims to record the intentions of final-year undergraduates with respect to future study and employment options, and provides a baseline of attitudes towards postgraduate study prior to surveying cohorts affected by the 2012 fee reforms.

Intentions After Graduation Survey 2013

Initial findings

Contents

Executive summary.....	2
Introduction.....	5
Background	5
Methodology	5
Results	7
Overall results.....	8
Group comparison	14
Characteristics of groups	19
Future work.....	25
Annex A: IAGS questions.....	26
Annex B: Characteristics of respondents.....	33
Annex C: Flow chart of responses.....	37
Annex D: Group definitions using key responses	38
Annex E: Detail of question routes taken.....	40
Annex F: Further subject analysis	44

Intentions After Graduation Survey: Initial findings

To	Heads of HEFCE-funded higher education institutions
Of interest to those responsible for	Postgraduate education, Student opportunity, Planning, Graduate outcomes
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Executive summary

Purpose

1. The purpose of this document is to provide initial analysis of the first Intentions After Graduation Survey (IAGS) and to provide a baseline prior to surveying those cohorts affected by the 2012 fee reforms. The IAGS aims to provide information on the planned destinations of final-year student cohorts, and the underlying reasons for making these choices.

Key points

2. This report focuses on HEFCE-fundable first degree students. There were 103,040 valid IAGS responses from this population, which equated to a response rate of 66 per cent of online National Student Survey (NSS) respondents. This corresponds to 34 per cent of those in their final year and eligible for the NSS.

3. The IAGS survey design enabled respondents to be grouped into four groups based on the likelihood that they would enter postgraduate study. These postgraduate (PG) intention groups are outlined below and are referenced throughout the report.

a. **Intend:** those who intended to go into postgraduate study within six months of graduation, 17 per cent of respondents (17,095).

b. **Consider:** those who were not sure what they intended to do within six months of graduation but would consider further study at postgraduate level, 1 per cent of respondents (1,530).

c. **Likely:** those who did not intend to study at postgraduate level in the next six months but were either certain or likely to enter postgraduate study in the future, 26 per cent of respondents (26,885).

d. **Unlikely:** those who did not intend to study at postgraduate level in the next six months and were unsure about, unlikely to enter or definitely not going to enter postgraduate study in the future, 56 per cent of respondents (57,530).

Overall responses to the IAGS

4. When asked about their plans for the six months after graduation, more than half of respondents said they would be looking for a job and one in five said they intended to go into

further study. Multiple responses were allowed and other plans included entering a graduate scheme, travelling abroad and starting a new job.

5. Respondents were asked to consider how likely it was that they would enter postgraduate study in the future. 44 per cent were certain or likely, 25 per cent were unsure and 31 per cent would definitely not or were unlikely to return to postgraduate study. When asked about the factors affecting this decision, course fees and the overall cost of living were the most common responses.

6. Of those respondents certain or likely to return to postgraduate study, around two-thirds stated an interest in the subject and wanting to obtain a higher-level qualification as the main reasons for wanting to return. Most of these respondents also indicated that they would begin their study within three years of graduating (42 per cent immediately after graduation and 40 per cent within three years). As expected, the most popular mode of study was full-time (62 per cent), and the most popular level of study was a taught masters (59 per cent). However, 24 per cent were considering a PGCE or teaching qualification and 19 per cent were considering a research degree or doctorate.

7. Of those respondents who said they were unsure about, unlikely to enter or definitely not planning to enter postgraduate study, 62 per cent of respondents were put off by course fees, and 44 per cent by the overall cost of living. When asked about factors which might encourage postgraduate study, 64 per cent cited additional financial support.

8. Of those who intended to go into further study, 6 per cent planned to study abroad, 83 per cent planned to stay in the UK and 11 per cent were unsure of their plans.

Group characteristics

9. The attributes of respondents in each PG intention group (see paragraph 3) were considered. A higher percentage of female students indicated they Intended to go into postgraduate study (18 per cent) or were Likely to go into postgraduate study (27 per cent) than male students (15 per cent and 25 per cent respectively).

10. Students with a disability had higher percentages who Intended (18 per cent) and were Likely (27 per cent) to enter postgraduate study in the future compared with students with no disability (16 per cent and 26 per cent respectively).

11. The distribution of European Union (EU) and International students was significantly different from that of UK-domiciled students, with EU and international students more likely to aspire to postgraduate study. Of those who were UK-domiciled, 16 per cent Intended to and 25 per cent were Likely to study at postgraduate level. Of EU and International students, 28 per cent Intended to and 40 per cent were Likely to study at postgraduate level.

12. Within UK-domiciled respondents, Black students had the highest percentage Intending to or Likely to enter postgraduate study (22 per cent and 38 per cent respectively). Furthermore, when considering the proportion Unlikely to enter postgraduate study in the future, Black students had the lowest proportion (39 per cent) and White students the highest proportion (59 per cent). However, this analysis did not consider multiple explanatory variables and it was not possible to say whether these findings were a result of other factors, such as subject area or type of PG study.

13. Around one in six respondents were mature students at the start of their first degree study. A higher percentage of mature students indicated that they Intended to study at postgraduate level (18 per cent) or were Likely to go into postgraduate study (33 per cent) than young students (16 per cent and 25 per cent respectively).

14. Of those who were young and domiciled in England, a higher percentage from low-participation (Participation of Local Areas quintile 1) backgrounds were Likely to enter postgraduate study (27 per cent) than those from high-participation (quintile 5) backgrounds (22 per cent). However, this relationship is likely to vary depending on the type of postgraduate qualification.

15. Just 3 per cent of respondents were studying part-time in the final year of their first degree. However, a higher percentage of part-time respondents (30 per cent) were Likely to enter postgraduate study in the future than full-time respondents (26 per cent).

16. Institutional type was considered and showed that students from high average tariff English higher education institutions had a higher percentage of respondents who Intended to study at postgraduate level (19 per cent) than other English institutional groups and further education colleges.

17. This report considered a broad subject grouping and showed similar distributions for science-based and non-science-based respondents, with the qualification that postgraduate research was a more likely consideration for students in science-based subjects. This simplifies a more complex relationship and more detailed subject groupings will be considered in future analysis.

Group results

18. Responses to a selection of questions were split by PG intention group. When asked about their plans in the six months after graduation, respondents were most likely to be looking for a job (52 per cent); however, this proportion varied between different PG intention groups. As expected, a higher percentage of those Unlikely to enter postgraduate study planned to look for a job (63 per cent) than those intending to study (31 per cent).

19. When those who wanted to study were asked about the factors behind this decision, there was little difference between the PG intention groups. Most students wanted to further their knowledge of the subject area and to gain a higher-level qualification regardless of their PG intention group.

20. Of those who wanted to study, the types of qualification considered (including taught masters degree, PGCE or research degree or doctorate) by each PG intention group were similar to the overall proportions. When asked about what mode of study they planned to undertake, 79 per cent of students who Intended to go into postgraduate study planned to do so full-time, compared with 51 per cent of students Likely to enter postgraduate study. Further, 71 per cent of those who Intended to go into postgraduate study planned to enter immediately after graduating compared to 25 per cent of those Likely to enter.

Action required

21. This document is for information only.

Introduction

22. This report shows the results of the first Intentions After Graduation Survey (IAGS). The survey was offered to all online first degree respondents of the National Student Survey (NSS) and aimed to capture the intentions of final year undergraduates with respect to future study and employment options. This survey provides a baseline of the attitudes towards postgraduate study prior to surveying cohorts affected by the 2012 fee reforms¹.

23. This report provides an overall summary of the responses to each question, it groups respondents into four types and then considers the characteristics of these groups. The characteristics considered in this report are: age group, sex, ethnicity, disability, young participation rate classification, mature participation rate classification, country of domicile, mode of study and institution type.

Background

24. The NSS has been running annually since 2005 and provides course satisfaction information from final year undergraduates. In 2013, those on first degree courses that completed the NSS online were also invited to complete the IAGS. The IAGS aimed to provide information on the planned destinations of final year student cohorts, and the underlying reasons for making these choices.

25. The IAGS consisted of thirteen questions (see Annex A), however questionnaire routing meant that respondents were asked a maximum of eleven questions (see Annex C) and a minimum of four.

26. The timing of this survey allows for two years of baseline intentions data to be collected before the first undergraduate cohorts affected by the 2012 fee reforms are surveyed. This is because HEFCE fundable first degree courses are typically three years in length if taken full-time, therefore the first of these students will be surveyed in 2015. This means that there will be two years of data against which we can compare these students' intentions. This will be the first indicator of the impact of the reforms on the flow of graduates into postgraduate study.

27. 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 the intention to study converts to actual study.

Methodology

28. For a consistent population to be considered, the report focusses on HEFCE-fundable first degree students. However, future reports will also need to account for respondents completing courses of differing lengths, as they will graduate under different fee regimes.

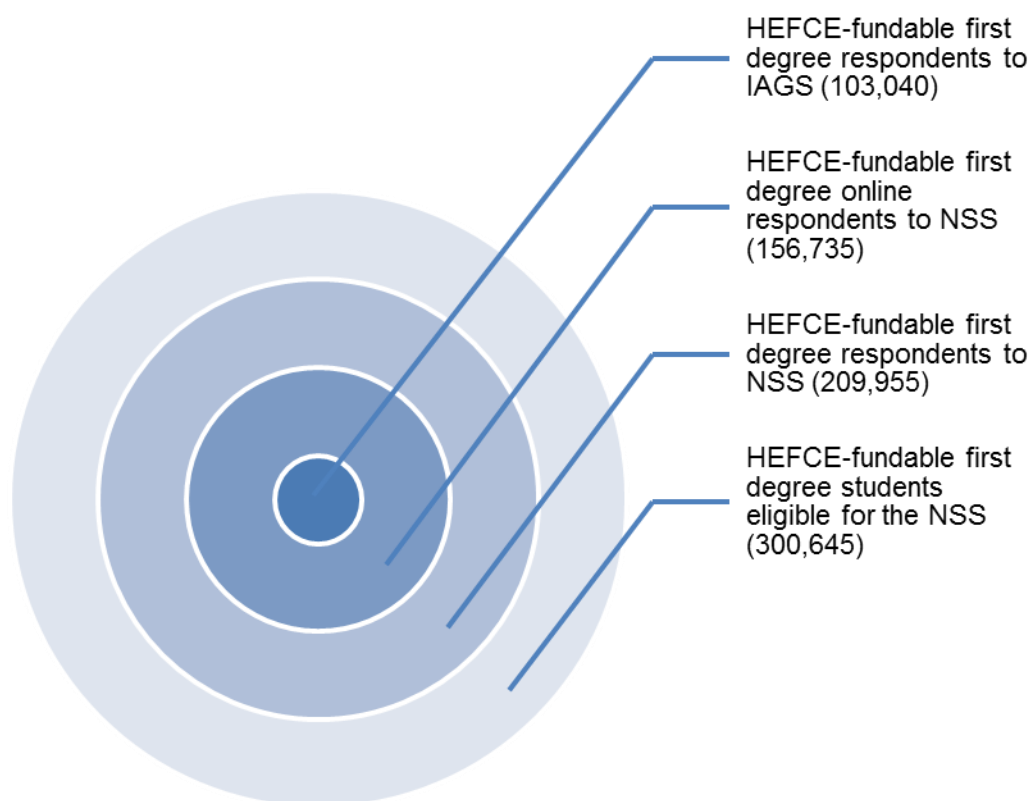
29. Figure 1 shows the relationship and magnitude of the populations discussed in this report. The initial IAGS survey data was de-duplicated and verified with NSS data to give 103,040 valid responses from the specified population of interest². This provided a valid response rate of 66

¹ For more information, see 'Higher education in England: Impact of the 2012 reforms' (HEFCE 2013/03) (www.hefce.ac.uk/about/intro/abouthighereducationinengland/impact/)

² Inconsistent responses were removed: these were respondents who said that they intended to enter postgraduate study (Question 1) but then responded that they were not sure about, unlikely to enter or definitely not intending to enter postgraduate study in the future (Question 6).

per cent of HEFCE-fundable first degree online respondents to the NSS and corresponds to 34 per cent of all final year HEFCE-fundable first degree students.

Figure 1 Number of respondents to the NSS and IAGS populations



30. When the survey was initiated, there was some concern that collecting IAGS data wholly online would bias the distribution of respondents. With this in mind, the distribution of HEFCE-fundable first degree respondents to the NSS was compared with the subset of respondents to the IAGS for various characteristics (see Annex B for more details).

31. This showed that there were differences in the proportions of some characteristics of respondents between the two populations. This suggests that the respondents to the IAGS may not be representative of the original NSS sample for certain characteristic groups. For example there is a greater proportion of young respondents to this survey than the NSS population and therefore mature students may not be represented in the same proportions as they are in the NSS population.

32. A number of questions allowed respondents to choose 'Other' and complete a free text box to clarify their response. These responses were checked for key words and assigned to designated responses where appropriate.

33. Respondents were asked differing sets of questions depending on their responses at key points in the questionnaire (see Annexes C, D and E for details on the questionnaire structure and question sets used for each group). Groupings based on these responses enabled a comparison of the intentions of different types of student.

Groupings

34. In order to present the results from the survey more clearly, respondents were split into four groups based on the likelihood they would enter postgraduate study.
- Intend:** Students who intended to go into postgraduate study. These students responded that they intended to go into further study within six months of graduation, and that this would be at postgraduate level.
 - Consider:** Students who would consider postgraduate study. These students were not sure what they intended to do within six months of graduation but would consider further study at postgraduate level.
 - Likely:** Students who were likely to enter postgraduate study in the future. These students did not intend to study at postgraduate level in the next six months but were either certain or likely to enter postgraduate study later.
 - Unlikely:** Students who were not likely to enter postgraduate study in the future. These students did not intend to study at postgraduate level in the next six months and were unsure about, unlikely to enter or definitely not going to enter postgraduate study in the future.
35. Table 1 shows the number of respondents assigned to each group (see Annex D for details of the group definitions and key questions).

Table 1 Number of students in each intention after graduation grouping

	Number	Percentage
Intend: Students who intended to go into postgraduate study	17,095	17
Consider: Students who would consider postgraduate study	1,530	1
Likely: Students who were likely to enter postgraduate study in the future	26,885	26
Unlikely: Students who were not likely to enter postgraduate study in the future	57,530	56
Total all respondents	103,040	100

Results

36. The results are broken down into three sections:
- overall results
 - group comparison
 - characteristics of groups.
37. The first section presents overall responses to the questionnaire. The second section considers how the overall results vary between the different groups of students. The third section considers the characteristics of the four intention after graduation groups.

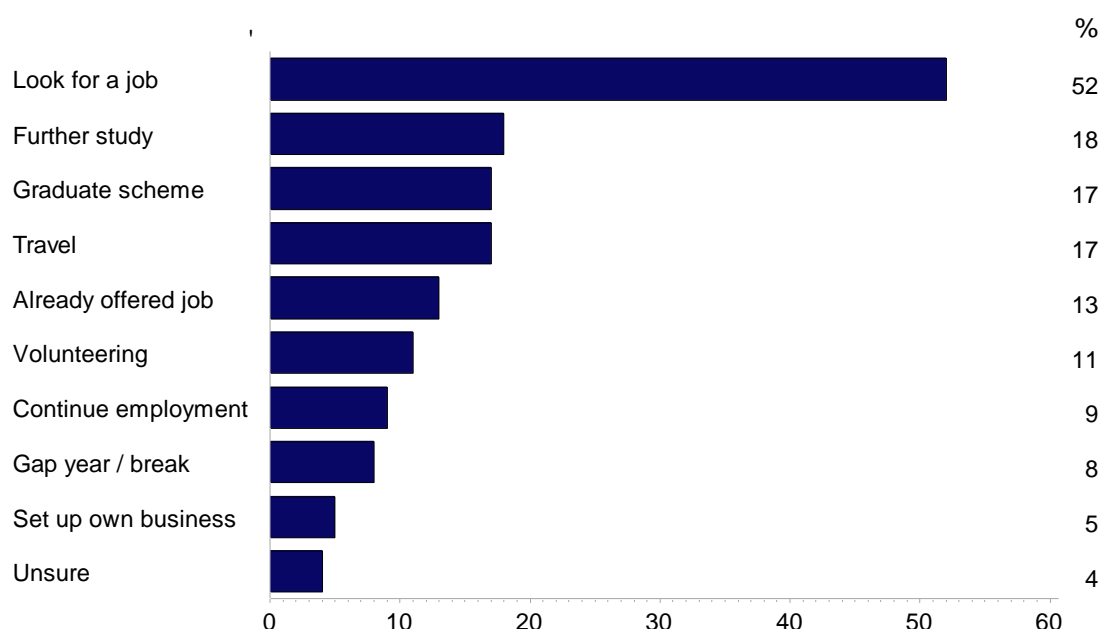
Overall results

38. The first question in the survey asked all students about their intentions six months after graduation. The results of this are shown in Figure 2.

39. Figure 2 shows that 52 per cent of graduates intended to look for a job in the six months after graduation, while 18 per cent planned to pursue further study.

40. Students were allowed multiple responses to this question and 37 per cent of respondents selected more than one response.

Figure 2 Responses to Question 1 ('Which of the following best describes your plans within six months after graduating from your current course?')



Population: All students (103,040 respondents). Multiple responses were allowed, so the sum of proportions is greater than 100 per cent.

41. By way of context, the Destination of Leavers from Higher Education survey for 2011-12 shows that 21 per cent of leavers were in further study six months after graduation³. The total proportion of students employed six months after graduation was 72 per cent, while a further 1 per cent were due to start work.

42. Students who answered that they were unsure of their plans six months after graduation were asked if they would consider further study (Question 2). Table 2 shows that 41 per cent of these students would consider further study, whereas approximately one in four would not.

³ The Destination of Leavers from Higher Education survey covers full-time, first degree leavers in 2011-12 from UK higher education institutions (whereas the NSS and IAGS surveys relate to those in their final year in 2011-12, who were likely to be leavers in 2012-13). For more information, see www.hesa.ac.uk/index.php?option=com_content&task=view&id=1899&Itemid=239

Table 2 Responses to Question 2 ('Would you consider further study?')

	Number	Percentage
Yes	1,820	41
No	1,075	24
Not sure	1,575	35
Question not asked	98,580	-
Total	103,040	100

43. Students who answered that they intended to go into further study six months after graduation (Question 1) were asked if they intended to study in the UK or abroad (Question 4). Table 3 shows that 6 per cent of respondents were planning to study abroad. The top two reasons for choosing to study outside the UK were to experience a different culture and to save money on the overall cost of studying.

Table 3 Responses to Question 4 ('Do you intend to study in the UK or abroad?')

	Number	Percentage
In the UK	15,970	83
Outside the UK	1,155	6
Not sure	2,165	11
Question not asked	83,750	-
Total	103,040	100

44. All students who responded to the survey were then asked how likely they were to return to postgraduate level studies in the future (Question 6). This was a key question because it was asked to all of the students and the answers to this question were used to establish respondent groupings for the second section of this report.

45. Table 4 shows that 25 per cent of students were unsure whether they would return to postgraduate study in the future while another 27 per cent thought it was likely. Only 9 per cent of students said that they would definitely not return to postgraduate study. This table is further split by the intention after graduation groupings, to show how these responses related to the groupings.

Table 4 Responses to Question 6 ('How likely are you to return to study at postgraduate level in the future?')

	Intention after graduation grouping				Total	Percentage (of total)
	Intend	Consider	Likely	Unlikely		
Certainly	8,825	250	8,505	0	17,575	17
Likely	8,275	1,280	18,380	0	27,935	27
Not sure	0	0	0	25,455	25,440	25
Unlikely	0	0	0	22,515	22,510	22
Definitely not	0	0	0	9,580	9,580	9
Total	17,100	1,530	26,885	57,540	103,040	100

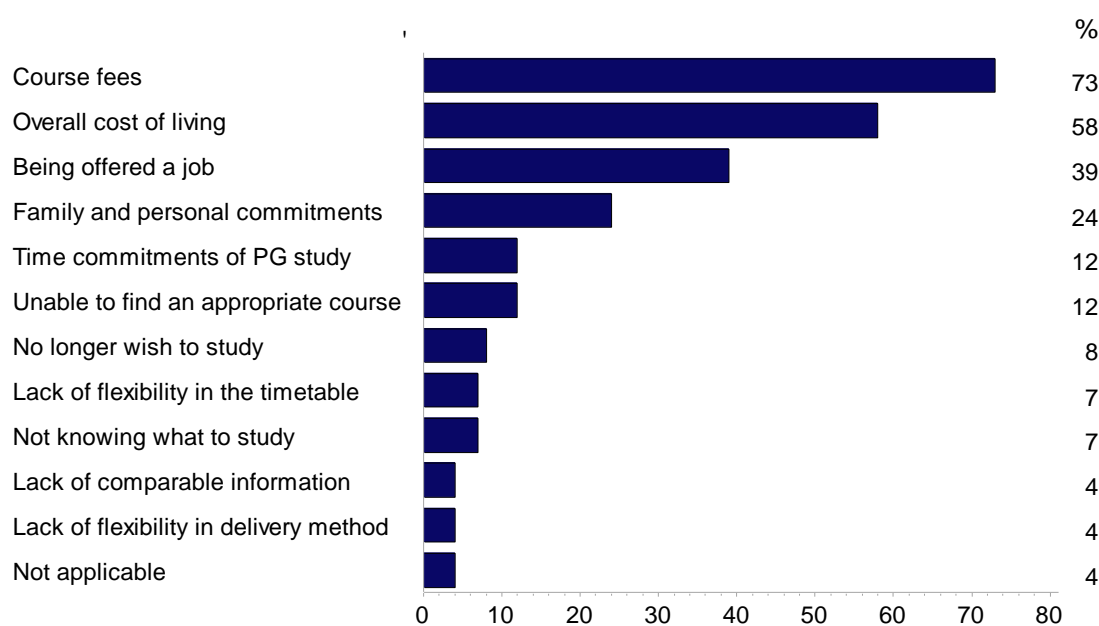
Population: All students were asked this question.

Students who are certain or likely to enter postgraduate study in the future

46. Students who answered that they were either certain or likely to enter postgraduate study in the future were asked about the factors that could affect this decision.

47. Figure 3 shows that 73 per cent of respondents felt that course fees could affect their decision to study at postgraduate level, and 58 per cent thought the overall cost of living could impact their decision. This suggests that financial considerations were the most important consideration for students. Being offered a job and family and personal commitments were the next biggest factors, affecting 39 per cent and 24 per cent respectively.

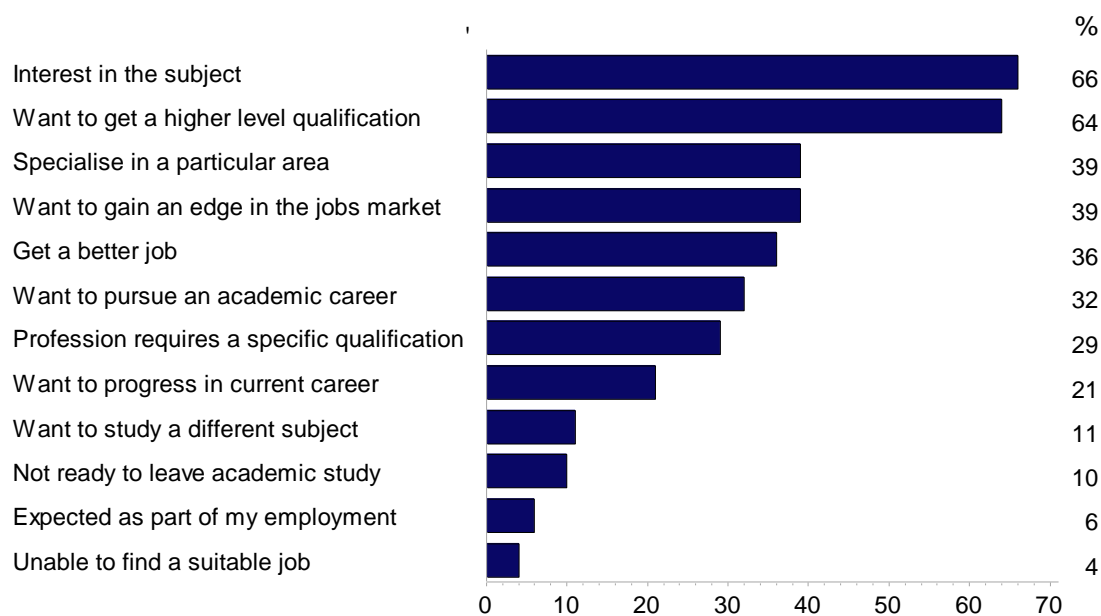
Figure 3 Responses to Question 7a ('What factors could affect your decision to study at postgraduate level?')



Population: Students who answered 'Certain' or 'Likely' to Question 6 (45,510 responses). Multiple responses were allowed, so the sum of proportions is greater than 100 per cent.

48. The same students were asked about the factors that made them want to study. Figure 4 shows that most students had an interest in the subject area and wanted to obtain a higher level qualification, 66 per cent and 64 per cent of respondents respectively.

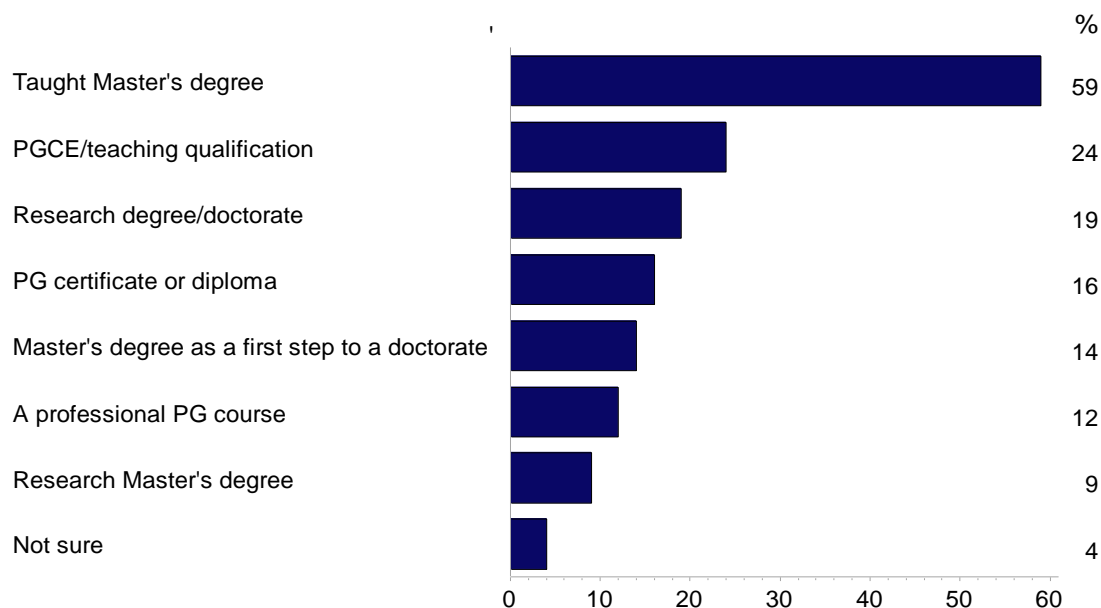
Figure 4 Responses to Question 9 ('What factors make you want to study at postgraduate level?')



Population: Students who answered 'Certain' or 'Likely' to Question 6 (45,510 responses). Multiple responses were allowed, so the sum of proportions is greater than 100 per cent.

49. These students were then asked about which study options they considered (Question 10). Figure 5 shows that 59 per cent of students who were certain or likely to enter postgraduate study considered studying for a taught masters degree, 24 per cent responded that they were considering a PGCE or teaching qualification and 19 per cent said that they were considering a research degree or doctorate.

Figure 5 Responses to Question 10 ('Which of the following postgraduate study options are you considering?')



Population: Students who answered 'Certain' or 'Likely' to Question 6 (45,510 responses). Multiple responses were allowed, so the sum of proportions is greater than 100 per cent.

50. Table 5 shows that 62 per cent of students planned to enter postgraduate study on a full-time course compared with 13 per cent who planned to study part-time.

Table 5 Responses to Question 11 ('Do you plan to undertake a full-time or part-time postgraduate course?')

	Number	Percentage
Full-time	28,020	62
Part-time	5,935	13
Not sure	11,555	25
Question not asked	57,530	-
Total	103,040	100

51. Finally, students were asked when they planned to start their postgraduate study. Table 6 shows that 42 per cent of students planned to enter postgraduate study immediately after graduating, while 40 per cent planned to start within three years of graduating.

Table 6 Responses to Question 12 ('When do you think you might begin your postgraduate study?')

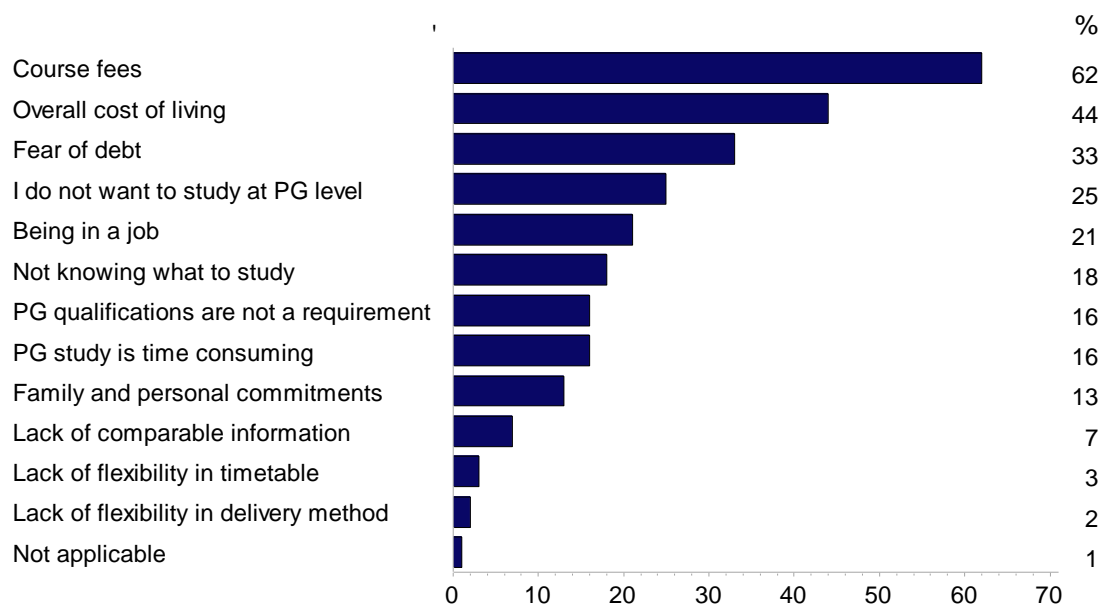
	Number	Percentage
Immediately after graduating	19,250	42
Within three years of graduating	18,015	40
Sometime in the future	4,370	10
Not sure	3,875	9
Question not asked	57,530	-
Total	103,040	100

Students who are not sure about, unlikely to enter or definitely not going to enter postgraduate study in the future

52. Alternative questions about the factors discouraging students from studying at postgraduate level were asked to students who said they were unsure about, unlikely to enter or definitely not planning to enter postgraduate study in the future (Question 6).

53. Figure 6 shows that 62 per cent of respondents were put off by course fees, and 44 per cent by the overall cost of living. Fear of debt was reported as a factor by 33 per cent of students. This shows that financial considerations were the most common factors discouraging students from studying.

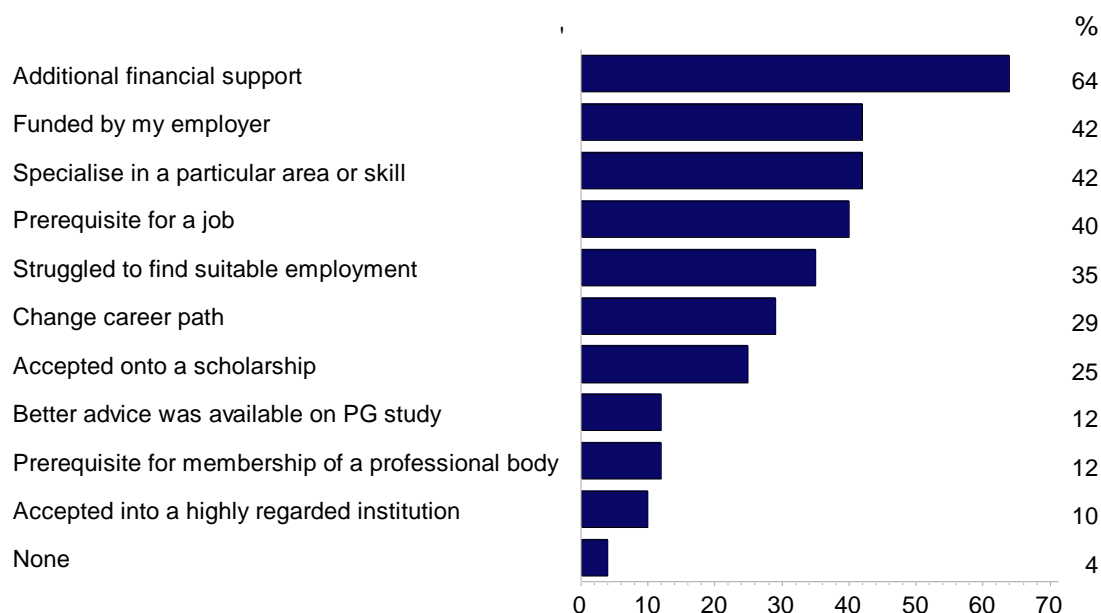
Figure 6 Responses to Question 7b ('What factors put you off studying at postgraduate level?')



Population: Students who answered 'Not sure', 'Unlikely' or 'Definitely not' to Question 6 (57,530 responses). Multiple responses were allowed, so the sum of proportions is greater than 100 per cent.

54. Students were further asked what factors might encourage them to study. Figure 7 shows that 64 per cent said that additional financial support might encourage them to study at postgraduate level, while 42 per cent said specialising in a particular area of interest or skill would encourage them to study.

Figure 7 Responses to Question 8 ('What factors might encourage you to study at postgraduate level?')



Population: Students who answered 'Not sure' or 'Unlikely' to Question 6 (57,530 responses). Multiple responses were allowed, so the sum of proportions is greater than 100 per cent.

Group comparison

55. This section considers selected questions by the specific groups that responded to them, with the aim of comparing the variation in responses for different types of student.

56. Table 7 shows that of students intending to study at postgraduate level (Intend), 31 per cent also intended to look for a job in the six months after graduating and 19 per cent intended to apply for a graduate scheme or programme. This suggests that some of the students planning to enter postgraduate study are considering part-time study options.

57. Of those students who were likely to enter postgraduate study in the future (Likely), 50 per cent planned to look for a job in the six months after graduating and 26 per cent planned to begin a graduate scheme or programme.

58. Of those students who were not likely to enter postgraduate education (Unlikely), 62 per cent planned to look for a job in the six months after graduating and 12 per cent planned to begin a graduate scheme or programme. However, 20 per cent of those unlikely to enter postgraduate education in the future intended to travel after graduating, which was the largest proportion among the groups considered.

Table 7 Comparison of plans six months after graduating (Question 1)

	Intend		Consider		Likely		Unlikely	
	N	%	N	%	N	%	N	%
Look for a job	5,320	31%	0	0%	13,315	50%	35,520	62%
Graduate scheme / programme	3,280	19%	0	0%	6,970	26%	7,005	12%
Travel	2,430	14%	0	0%	4,060	15%	11,235	20%
Volunteering	2,325	14%	0	0%	3,400	13%	6,345	11%
Already offered job	740	4%	0	0%	3,775	14%	8975	16%
Continue to be in employment	1,455	9%	0	0%	2,635	10%	6,240	11%
Set up own business	805	5%	0	0%	1,550	6%	4,040	7%
Further study	17,095	100%	0	0%	870	3%	1,325	2%
Gap year / break	1,300	8%	0	0%	3,325	12%	4,010	7%
Unsure	0	0%	1,530	100%	290	1%	2,655	5%
Other	275	2%	0	0%	1,495	6%	1,960	3%
Total	17,095	-	1,530	-	26,885	-	57,530	-

59. Comparing the distribution across the groups as presented in Table 7, the percentage of those who have already been offered a job is not significantly different between those who are Likely and those who are Unlikely to enter postgraduate study in the future. Students who are Likely to enter postgraduate study had the highest percentage responding that they would take a gap year or a break (12 per cent).

60. Considering students who intended to study at postgraduate level (Intend) and comparing them with those who were considering further study (Likely), the main difference was in their employment prospects. As expected, a higher proportion of the Likely group had already been offered jobs compared with those in the Intend group – 14 per cent compared with 4 per cent.

61. Students who were certain or likely to enter postgraduate study in the future (based on their response to Question 6) were asked about the factors affecting their decision to study at postgraduate (PG) level. Table 8 compares the responses of the three groups.

62. Table 8 shows that for all groups, course fees and the overall cost of living were the factors that affected the decision of most students. Moreover, the top five factors were ranked equally among all three groups that answered this question.

Table 8 Comparison of factors that could affect the decision for postgraduate study (Question 7a)

	Intend		Consider		Likely		Unlikely	
	N	%	N	%	N	%	N	%
Course fees	12,540	73%	1,255	82%	19,600	73%	0	0%
Overall cost of living	10,355	61%	1,040	68%	15,240	57%	0	0%
Being offered a job	6,960	41%	685	45%	10,130	38%	0	0%
Family / personal commitments	3,990	23%	390	26%	6,860	26%	0	0%
Lack of comparable information	2,375	14%	375	24%	2,815	11%	0	0%
Not able to find an appropriate course	2,290	13%	365	24%	2,760	10%	0	0%
Not knowing what to study	1,240	7%	180	12%	2,350	9%	0	0%
Lack of flexibility in delivery method	705	4%	85	5%	1,340	5%	0	0%
Time commitments	1,575	9%	185	12%	3,780	14%	0	0%
Lack of flexibility in timetable	1,180	7%	105	7%	2,125	8%	0	0%
Do not want to study at PG level	720	4%	85	6%	1,330	5%	0	0%
Other	785	5%	70	5%	1,060	4%	0	0%
Not applicable	1,065	6%	10	1%	950	4%	0	0%
Question not asked		-		-		-	57,530	-
Total	17,095	-	1,530	-	26,885	-	57,530	-

63. The factors that make these students want to study at postgraduate level are shown in Table 9. There was little difference in the factors making the different groups of students want to study at postgraduate level. Most students wanted to further their knowledge of the subject area and gain a higher-level qualification.

Table 9 Comparison of the factors that make students who intend to study at postgraduate level want to study (Question 9)

	Intend		Consider		Likely		Unlikely	
	N	%	N	%	N	%	N	%
Further knowledge	11,935	70%	1,060	70%	17,260	64%	0	0%
Higher level qualification	11,605	68%	1,030	67%	16,510	61%	0	0%
Specialise in a particular area	7,705	45%	560	37%	9,520	35%	0	0%
Get a better job	7,470	44%	665	44%	8,555	32%	0	0%
Gain an edge in the jobs market	7,245	42%	685	45%	9,750	36%	0	0%
Pursue an academic / research career	6,755	40%	525	34%	7,335	27%	0	0%
Enter a profession that requires PG	6,215	36%	395	26%	6,800	25%	0	0%
Progress in current career	3,340	20%	235	15%	6,515	24%	0	0%
Study a different subject	1,940	11%	260	17%	3,165	12%	0	0%
Not ready to leave academic study	2,395	14%	285	19%	1,755	7%	0	0%
Unable to find suitable job	830	5%	175	11%	1,045	4%	0	0%
Expected to undertake PG as part of employment	1,035	6%	65	4%	1,760	7%	0	0%
Other	180	1%	20	1%	385	1%	0	0%
Question not asked	0	-	0	-	0	-	57,530	-
Total	17,095	-	1,530	-	26,885	-	57,530	-

64. The qualifications being considered by each group of students are shown in Table 10. Similar distributions were observed across the groups, with taught masters degrees being the most popular type of study for all groups.

Table 10 Comparison of the postgraduate study options considered (Question 10)

	Intend		Consider		Likely		Unlikely	
	N	%	N	%	N	%	N	%
Stand-alone, taught masters degree	10,420	61%	1,020	67%	15,680	58%	0	0%
PGCE / teaching qualification	4,155	24%	395	26%	6,640	25%	0	0%
Research degree / doctorate	3,750	22%	295	19%	4,795	18%	0	0%
Masters degree as a first step to a doctorate	2,865	17%	295	19%	3,605	13%	0	0%
PG certificate or diploma	2,350	14%	265	17%	4,710	18%	0	0%
Stand-alone research masters degree	1,625	10%	230	15%	2,530	9%	0	0%
Professional PG course	1,775	10%	170	11%	3,710	14%	0	0%
Other	405	2%	20	1%	890	3%	0	0%
Unsure	335	2%	150	10%	1,745	6%	0	0%
Question not asked	0	-	0	-	0	-	57,530	-
Total	17,095	-	1,530	-	26,885	-	57,530	-

65. Table 11 shows that 79 per cent of students who Intended to go into postgraduate study planned to do so full-time, compared with 54 per cent of students who Considered postgraduate study and 51 per cent of students who were Likely to enter postgraduate study.

Table 11 Comparison of planned mode of study (Question 11)

	Intend		Consider		Likely		Unlikely	
	N	%	N	%	N	%	N	%
Full-time	13,435	79%	830	54%	13,755	51%	0	0%
Part-time	1,420	8%	125	8%	4,390	16%	0	0%
Not sure	2,245	13%	575	37%	8,740	33%	0	0%
Question not asked	0	-	0	-	0	-	57,530	-
Total	17,095	-	1,530	-	26,885	-	57,530	-

66. Table 12 shows that of those who Intended to go into postgraduate study, 71 per cent said that this would be immediately after graduating, while 24 per cent said that it would be within three years of graduating. As expected, those Considering and Likely to enter postgraduate study were less sure about when they would undertake this study.

Table 12 Comparison of time until beginning postgraduate study (Question 12)

	Intend		Consider		Likely		Unlikely	
	N	%	N	%	N	%	N	%
Immediately after graduating	12,185	71%	385	25%	6,685	25%	0	0%
Within three years of graduating	4,025	24%	735	48%	13,255	49%	0	0%
Sometime in the future	210	1%	90	6%	4,070	15%	0	0%
Not sure	680	4%	320	21%	2,875	11%	0	0%
Question not asked	0	-	0	-	0	-	57,500	-
Total	17,095	-	1,530	-	26,885	-	57,530	-

Characteristics of groups

67. This section considers the characteristics of respondents in each intention group and compares the distribution of respondents in each category.

Sex

68. Table 13 shows that a higher percentage of female students Intended to go into postgraduate study (18 per cent) or were Likely to go into postgraduate study (27 per cent) than male students (15 per cent and 25 per cent respectively).

Table 13 Intention after graduation groups split by sex

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
Male	6,445	15%	545	1%	10,550	25%	24,885	59%	42,430
Female	10,650	18%	985	2%	16,335	27%	32,645	54%	60,610
Total	17,095	-	1,530	-	26,885	-	57,530	-	103,040

Age group

69. Table 14 shows that 16 per cent of young students Intended to study at postgraduate level and 25 per cent said that they were Likely to enter postgraduate study in the future⁴. This is lower than mature students, 18 per cent of which said that they Intend to enter postgraduate study and a further 33 per cent were Likely to enter postgraduate study in the future. It shows that a higher percentage of young students (58 per cent) were Unlikely to enter postgraduate study in the future compared with mature students (48 per cent).

⁴ Young students are students who are under 21 years old when they start their course. Mature students are students who are 21 and over when they start their course.

Table 14 Intention after graduation groups split by age group

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
Young	13,855	16%	1,255	1%	20,890	25%	48,825	58%	84,820
Mature	3,245	18%	275	2%	5,995	33%	8,705	48%	18,220
Total	17,095	-	1,530	-	26,885	-	57,530	-	103,040

Disability

70. Table 15 shows that a higher percentage of students with no disability (56 per cent) were Unlikely to study at postgraduate level than students with a disability (53 per cent)⁵. It also shows that students with a disability have a higher percentage who Intend (18 per cent) and are Likely (27 per cent) to enter postgraduate study in the future compared with students with no disability (16 per cent and 26 per cent respectively).

Table 15 Intention after graduation groups split by disability status

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
Disability	1,875	18%	195	2%	2,875	27%	5,685	53%	10,635
No disability	15,100	16%	1,325	1%	23,770	26%	51,340	56%	91,535
Not specified	120	-	-	-	240	-	500	-	870
Total	17,095	-	1,530	-	26,885	-	57,530	-	103,040

Domicile

71. Table 16 shows that the distribution of respondents among intention groups was significantly different for UK students as compared with EU and International students. Of UK-domiciled students, 16 per cent Intended to study at postgraduate level compared with 28 per cent of EU and International students. In addition to this, 40 per cent of EU and International students said that they were Likely to enter postgraduate study in the future compared with just 25 per cent of UK-domiciled students.

⁵ Disabled students are defined as those who have declared a disability or who claim Disabled Students' Allowance.

Table 16 Intention after graduation groups split by domicile

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
UK	15,420	16%	1,390	1%	24,535	25%	55,750	57%	97,100
EU and International	1,665	28%	140	2%	2,350	40%	1,780	30%	5,935
Total	17,095	-	1,530	-	26,885	-	57,530	-	103,040

Population: All students.

Ethnicity (UK-domiciled students only)

72. Ethnicity has been divided into broad ethnic groups for the purpose of this analysis of UK-domiciled respondents; some groups are still small, however, and care should be taken when trying to interpret these results. Table 17 shows that Black students include the highest percentage Intending to or Likely to enter postgraduate study (22 per cent and 38 per cent respectively). It also shows that Black students include the lowest proportion (39 per cent) and White students the highest proportion (59 per cent) who are Unlikely to enter postgraduate study in the future. However, these results are likely to be affected by the subject mix and age distribution of different ethnic groups.

Table 17 Intention after graduation groups split by ethnicity

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
White	12,415	16%	1,135	1%	19,185	24%	47,280	59%	80,015
Black or Black British	935	22%	65	2%	1,640	38%	1,700	39%	4,335
Asian or Asian British	1,185	16%	115	2%	2,170	29%	3,895	53%	7,360
Chinese	120	15%	-	-	210	26%	470	58%	805
Mixed / Other background	620	17%	55	1%	1,090	29%	1,975	53%	3,740
Not specified	160	-	-	-	235	-	430	-	840
Total	15,430	-	1,390	-	24,535	-	55,750	-	97,100

Population: UK-domiciled respondents.

Young participation rate classification (England-domiciled students)

73. The young participation rate is measured using participation of local areas (POLAR3) quintiles⁶. These measure the proportions of young people in small geographical areas who enter higher education (HE), and group similar areas into the same classification⁷. Quintile 1 comprises those from the lowest-participation areas and quintile 5 those from the highest-participation areas. These groupings are only available for young students domiciled in England, and the results should be interpreted with caution given the small numbers within some of the groupings.

74. Table 18 shows that a greater proportion of students from a quintile 5 (high participation) background than those from a quintile 1 (low participation) background were Unlikely to enter postgraduate study (62 per cent compared with 55 per cent), while proportionally fewer were Likely to study PG in the future (22 per cent compared with 27 per cent). However, other factors such as subject area and type of postgraduate study, which are not taken into account in this analysis, could potentially help to explain these differences.

Table 18 Intention after graduation groups split by young participation rate

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
Quintile 1 (low)	1,265	17%	115	2%	2,020	27%	4,205	55%	7,605
Quintile 2	1,920	16%	190	2%	3,005	26%	6,670	57%	11,785
Quintile 3	2,455	16%	205	1%	3,800	25%	8,830	58%	15,290
Quintile 4	2,925	15%	275	1%	4,480	23%	11,845	61%	19,525
Quintile 5 (high)	3,900	15%	345	1%	5,670	22%	15,890	62%	25,810
Not specified	1,390	-	120	-	1,910	-	1,380	-	4,805
Total	13,855	-	1,105	-	18,165	-	45,710	-	84,820

Population: Young students.

Mature participation rate classification (England-domiciled students)

75. The mature participation rate is measured as the percentage of the adult population in a small area who hold an HE qualification⁸. This measure is used for mature students domiciled in England⁹. Quintile 1 identifies those students living in areas with the lowest, and quintile 5 those living in areas with the highest, proportions of adults holding a HE qualification. Again, care should be taken when interpreting the results as some groups contain small numbers.

⁶ For more information see: www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/

⁷ Young students are students who are under 21 years old when they start their course.

⁸ For more information see the Higher Education Statistics Agency web-site at www.hesa.ac.uk/content/view/2379/#lowpart

⁹ Mature students are students who are 21 and over when they start their course.

76. Table 19 shows that there was no significant difference in the distributions across different quintiles. However, as with young participation (see paragraph 74), other factors could influence the results shown here.

Table 19 Intention after graduation groups split by mature HE qualification rate

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
Quintile 1 (low)	470	19%	45	2%	845	33%	1,170	46%	2,530
Quintile 2	535	18%	55	2%	940	31%	1,460	49%	2,985
Quintile 3	600	18%	40	1%	1,025	31%	1,625	49%	3,290
Quintile 4	575	16%	55	2%	1,160	33%	1,760	50%	3,550
Quintile 5 (high)	740	17%	65	1%	1,500	34%	2,125	48%	4,425
Not specified	330	-	20	-	525	-	565	-	1,440
Total	3,335	-	295	-	6,190	-	9,840	-	18,220

Population: Mature students.

Institution type

77. The undergraduate institutions attended by respondents have been grouped using the average entry tariffs for their young, UK-domiciled, undergraduate entrants in the 2011-12 academic year¹⁰.

78. Table 20 shows the intention groups by institution type. Focussing on English HEIs, those at high average tariff HEIs were more likely to Intend to enter postgraduate study (19 per cent) than other English HEI groups. However, some HEI groups have small numbers and the variation in institution types could be due to the type of postgraduate study that students are considering entering.

¹⁰ 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. 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.

Table 20 Intention after graduation groups split by institutional type

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
HEI with high average tariff	5,510	19%	435	1%	7,215	24%	16,555	56%	29,715
HEI with medium average tariff	4,185	15%	370	1%	7,040	26%	15,430	57%	27,025
HEI with low average tariff	3,330	16%	305	1%	6,065	28%	11,690	55%	21,390
Specialist HEI	970	15%	115	2%	1,860	28%	3,585	55%	6,525
Further education college	120	14%	-	-	240	28%	490	57%	855
Northern Ireland	365	17%	35	2%	545	25%	1,200	56%	2,150
Scotland	1,535	17%	155	2%	2,235	24%	5,375	58%	9,300
Wales	1,065	18%	105	2%	1,665	28%	3,190	53%	6,025
Total	17,080	-	1,530	-	26,865	-	57,520	-	102,990

Population: All students. 'HEI' = 'higher education institution'. Unclassified HEIs have been excluded from this table.

Mode of study

79. This refers to the mode of study (full- or part-time) during the student's final undergraduate year. Table 21 shows that a higher percentage of part-time students (30 per cent) than full-time students (26 per cent) responded that they were Likely to enter postgraduate study in the future.

Table 21 Intention after graduation groups split by mode of study

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
Full-time	16,530	17%	1,470	1%	25,825	26%	55,730	56%	99,560
Part-time	565	16%	60	2%	1,060	30%	1,795	52%	3,475
Total	17,095	-	1,530	-	26,885	-	57,530	-	103,040

Population: All students. Those with an unknown mode of study have been excluded from this table.

Subject

80. Respondents were grouped using the broad subject grouping of science and non-science based subjects to ensure sufficient numbers in the comparison groups¹¹. Table 22 shows that there were no significant differences in the distribution of groups at this broad level, with the qualification that postgraduate research was a more likely consideration for students in science-based subjects. This broad grouping simplifies a more complex relationship and more detailed subject groupings will be considered in future analysis. A further summary of subject area and type of postgraduate study can be found in Annex F.

Table 22 Intention after graduation groups split by subject area

	Intend		Consider		Likely		Unlikely		Total
	N	%	N	%	N	%	N	%	
Science based subjects	4,280	16%	335	1%	6,865	26%	15,020	57%	26,505
Non-science based subjects	12,595	17%	1,160	2%	19,605	26%	41,630	56%	75,005
Total	16,875	-	1,495	-	26,470	-	56,650	-	101,510

Population: All students. Those with unknown or combined subjects have been excluded from this table.

Future work

81. The purpose of this report is to analyse the results of the initial IAGS data. In addition, it provides a benchmark with which future years of data can be compared, and gives information about current graduates' attitudes to postgraduate study. It is hoped this will allow an early assessment of the impact of the 2012 fee reforms on postgraduate-level education.

82. Furthermore, we intend to compare the results of this survey with outputs from the Destination of Leavers from Higher Education survey for the same cohort, and monitor entrants to postgraduate study in the years following this survey. This will enable us to identify the number of students from different intention groups who actually entered postgraduate study.

83. We intend to provide institutions with summaries of the responses for their own students in the new year.

¹¹ Science-based subjects include STEM and clinical subjects, all other subjects were classed as non-science based. For more information see www.hefce.ac.uk/whatwedo/crosscutting/sivs/data/.

Annex A: IAGS questions

Question 1. Which of the following best describes your plans within six months after graduating from your current course? (multiple responses allowed)

1. I intend to look for a job
2. I will be in a (full or part time) job that I have already been offered or accepted
3. I will continue to be employed in my current (full or part time) job
4. I intend to enrol on/begin a graduate scheme or programme
5. I intend to set up my own business/I will be self-employed or undertake freelance work
6. I will be doing volunteering/unpaid work or work experience
7. I intend to travel abroad
8. I intend to go into further study
9. I intend to take a gap year/break from academic study
10. I am unsure as to what I will do next*
11. Other (please specify)

* exclusive option

If Q1 = 10 ask Q2

Question 2. Would you consider further study?

1. Yes
2. No
3. I am not sure

If Q1 = 8 or Q2 = 1 ask Q3

Question 3. At what level would you like to study?

1. Undergraduate level (Equivalent or lower level to your current course but in a different subject)
2. Postgraduate level (Higher level than a BA or BSc degree and leads to qualifications such as a master's (e.g. MA/MSc), a doctorate (e.g. PhD), a professional or vocational qualification such as a Postgraduate Certificate of Education (PGCE) or postgraduate study with a professional body)
3. Other (please specify)

If Q1 = 8 ask Q4

Question 4. Do you intend to study in the UK or abroad?

1. In the UK
2. Abroad/outside the UK
3. I don't know/I am not sure

If Q4 = 2 ask Q5

Question 5. What are your main reasons for choosing to study abroad? (multiple responses allowed)

1. The overall cost of studying abroad is cheaper than in the UK
2. The overall cost of living abroad is cheaper than in the UK
3. The level of financial support is better abroad
4. The courses available are more relevant to my future plans
5. The course I wish to study is not available in the UK
6. The quality of the course I want to study is better abroad
7. I am undertaking an international scholarship
8. The institution that I wish to study at is recognised internationally
9. I want to be closer to my family and friends/return to my home country
10. It is easier to get a visa abroad
11. I want to experience a different culture
12. I want to develop another language/gain greater fluency in a foreign language
13. The employment opportunities are better abroad
14. Other (please specify)

Q6 to all

Question 6. How likely are you to return to study at postgraduate* level in the future?

1. I am certain
2. It is likely
3. I am not sure
4. It is unlikely
5. I will definitely not

If Q6 = 1,2 ask Q7a

**Question 7a. What factors could affect your decision to study at postgraduate level?
(multiple responses allowed)**

1. Overall cost of living
2. Course fees
3. Being offered a job
4. Family and personal commitments
5. Not knowing what to study
6. Not being able to find an appropriate course to study
7. No longer wish to study
8. Lack of comparable information on postgraduate study
9. Time commitments of postgraduate study
10. Lack of flexibility in the postgraduate study timetable
11. Lack of flexibility in delivery method of postgraduate study(e.g. full-time/part-time)
12. Other (please specify)
13. Not applicable*

If Q6 = 3,4,5 ask Q7b

Question 7b. What factors put you off studying at postgraduate level? (multiple responses allowed)

1. Overall cost of living
2. Course fees
3. Fear of debt
4. Being in a job
5. Family and personal commitments
6. Not knowing what to study
7. Lack of comparable information on postgraduate study
8. Postgraduate study is time consuming/the workload associated with postgraduate study
9. Lack of flexibility in the postgraduate study timetable
10. Lack of flexibility in delivery method of postgraduate study (e.g. full-time/part-time)
11. Postgraduate qualifications are not a requirement in my chosen career
12. I do not want to study at postgraduate level
13. Other (please specify)
14. Not applicable*

If Q6 = 3,4 ask Q8

Question 8. What factors might encourage you to study at postgraduate level? (multiple responses allowed)

1. If additional financial support was available
2. If postgraduate qualifications were a prerequisite for a job/demanded by employers
3. If postgraduate qualifications were a prerequisite for membership of a professional body
4. If I struggled to find suitable employment
5. If I needed to specialise in a particular area or skill
6. If I decided to change career path
7. If postgraduate study was funded by my employer
8. If better advice was available on postgraduate study options
9. If I was accepted into a highly regarded university/college
10. If I was accepted onto a scholarship
11. Other (please specify)
12. None*

If Q6 = 1,2 ask Q9

Question 9. What factors make you want to study at postgraduate level? (multiple responses allowed)

1. I want to further my knowledge of my undergraduate subject/I have an interest in the subject
2. I want to get a higher level qualification
3. I want to be able to pursue an academic/research career
4. I want to study a different subject
5. I want to gain an edge in the jobs market
6. I want to progress in my current career
7. I have been unable to find a suitable job
8. I want to get a better job /postgraduate study opens up more career choices
9. I want to specialise in a particular area or skill
10. I want to enter a profession which requires a specific post-graduate qualification
11. I am expected to undertake a postgraduate qualification as part of my employment
12. I am not ready to leave academic study
13. Other (please specify)

If Q6 = 1,2 ask Q10

Question 10. Which of the following postgraduate study options are you considering? (multiple responses allowed)

Further academic study at a higher level – taught programmes

1. A stand-alone, taught Master's degree (e.g. MSc, MA)
2. Postgraduate certificate or diploma

Further academic study at a higher level – research programmes

3. A stand-alone, research Master's degree (MPhil)
4. A Master's degree as a first step to a doctorate
5. Research degree/doctorate (e.g. PhD)

Professional courses

6. PGCE/teaching qualification
7. A professional postgraduate course e.g. in business (e.g. MBA), law (e.g. LPC), architecture (RIBA qualification), etc.
8. Other (please specify)
9. I do not know yet

If Q6 = 1,2 ask Q11

Q11. Do you plan to undertake a full-time or part-time postgraduate course?

1. Full-time
2. Part-time
3. I do not know/I am not sure

If Q6 = 1,2 ask Q11

Q12. When do you think you might begin your postgraduate study?

1. Immediately after graduating (within the next six months after graduating)
2. Within three years of graduating
3. Sometime in the future (more than three years after graduating)
4. I do not know yet/I am not sure

Annex B: Characteristics of respondents

1. The distribution of HEFCE-fundable first degree respondents to the Intentions After Graduation Survey (IAGS) has been compared with that of HEFCE-fundable first degree respondents to the National Student Survey (NSS). This provides evidence of whether students who answered the IAGS were representative of the NSS population. This is specifically because the IAGS was only offered to online respondents to the NSS, meaning the population may not be representative.

2. The sections below compare the distributions and, using a two-sample t-test at the 95 per cent significance level, indicate whether the two populations are significantly different. If the populations are not significantly different at the 95 per cent level, then the IAGS population can be considered representative of the NSS population.

Age group

3. Table B1 shows that there is a statistically significant difference between the ages of those who completed the NSS and of those who completed the IAGS. A higher proportion of mature students responded to the NSS compared with the proportion who answered the IAGS. This means that the IAGS respondents may not be representative of the NSS population with respect to age.

Table B1 Difference in age distribution between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
Young	80.6%	82.3%	1.7%*
Mature	19.4%	17.7%	-1.7%*
Total	217,835	103,040	

Note: * denotes 95% significance

Sex

4. Table B2 shows that there is a statistically significant difference between the sexes of those who complete the NSS and of those who complete the IAGS. A higher proportion of female students were represented in the IAGS compared with the proportion of females responding to the NSS. This means that the IAGS respondents may not be representative of the NSS population with respect to sex.

Table B23 Difference in sex between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
Male	43.4%	41.2%	-2.2%*
Female	56.6%	58.8%	2.2%*
Total	217,835	103,040	

Note: * denotes 95% significance

Disability

5. Table B3 shows that there is no significant difference between the disability statuses of those who completed the NSS and of those who completed the IAGS. This means that the IAGS respondents can be considered representative of the NSS population with respect to disability status.

Table B3 Difference in disability between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
Disability specified	10.6%	10.4%	-0.2 %
No disability specified	89.4%	89.6%	0.2%
Subtotal	215,815	102,170	
Unknown	2,020	870	
Total	217,835	103,040	

Note: * denotes 95% significance

Domicile

6. Table B4 shows that there is a statistically significant difference between the domiciles of those who completed the NSS and those who completed the IAGS. A lower proportion of UK-domiciled students continued to answer the IAGS compared with the proportion of students who answered the NSS. This means that the IAGS respondents may not be representative of the NSS population with respect to domicile.

Table B4 Difference in domicile between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
UK	94.6%	94.2%	-0.4%*
EU and International	5.4%	5.8%	0.4%*
Total	217,835	103,040	

Note: * denotes 95% significance

Ethnicity (UK-domiciled students only)

7. Table B5 shows that there are statistically significant differences in the ethnicity of those who completed the NSS compared with those who completed the IAGS. A significantly higher proportion of White students continued to answer the IAGS compared with the proportion of students who answered the NSS. A significantly lower percentage of students from all other ethnic groups except Chinese responded to the IAGS compared with the NSS. This means that the IAGS respondents may not be representative of the NSS population with respect to ethnicity.

Table B5 Difference in ethnicity between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
White	81.1%	83.1%	2.0%*
Black or Black British	5.2%	4.5%	-0.7%*
Asian or Asian British	8.6%	7.6%	-1.0%*
Chinese	0.9%	0.8%	-0.1%
Mixed or Other background	4.1%	3.9%	-0.2%*
Subtotal	204,135	96,260	
Unknown	1,925	840	
Total	206,060	97,100	

Note: * denotes 95% significance

Young participation rate

8. Table B6 shows that there is no statistically significant difference between the young participation quintiles of young students who completed the NSS and those who completed the IAGS, except in quintile 5 (the highest-participation quintile), which has proportionally fewer students responding to the IAGS compared with the NSS. This means that, except in quintile 5, the IAGS respondents can be considered representative of the NSS population with respect to young participation quintiles.

Table B6 Difference in young participation quintile between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
Quintile 1	9.2%	9.3%	0.3%
Quintile 2	14.4%	14.7%	0.3%
Quintile 3	19.0%	19.0%	0.2%
Quintile 4	24.4%	24.4%	0.0%
Quintile 5	33.1%	32.3%	-0.8%*
Subtotal	166,035	80,015	
Unknown	9,585	4,805	
Total	175,620	84,820	

Note: * denotes 95% significance

Mature higher education qualification rate

9. Table B7 shows that there is no statistically significant difference between the mature adult higher education qualification quintiles of mature students who completed the NSS and those who completed the IAGS, for all quintiles. This means that the IAGS respondents can be

considered representative of the NSS population with respect to mature adult HE qualification quintile.

Table B7 Difference in adult higher education quintile between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
Quintile 1	14.8%	15.1%	0.3%
Quintile 2	17.9%	17.8%	-0.1%
Quintile 3	19.6%	19.6%	0.0%
Quintile 4	21.3%	21.1%	-0.1%
Quintile 5	26.4%	26.4%	0.1%
Subtotal	39,420	16,780	
Unknown	2,795	1,440	
Total	42,215	18,220	

Note: * denotes 95% significance

Mode of study

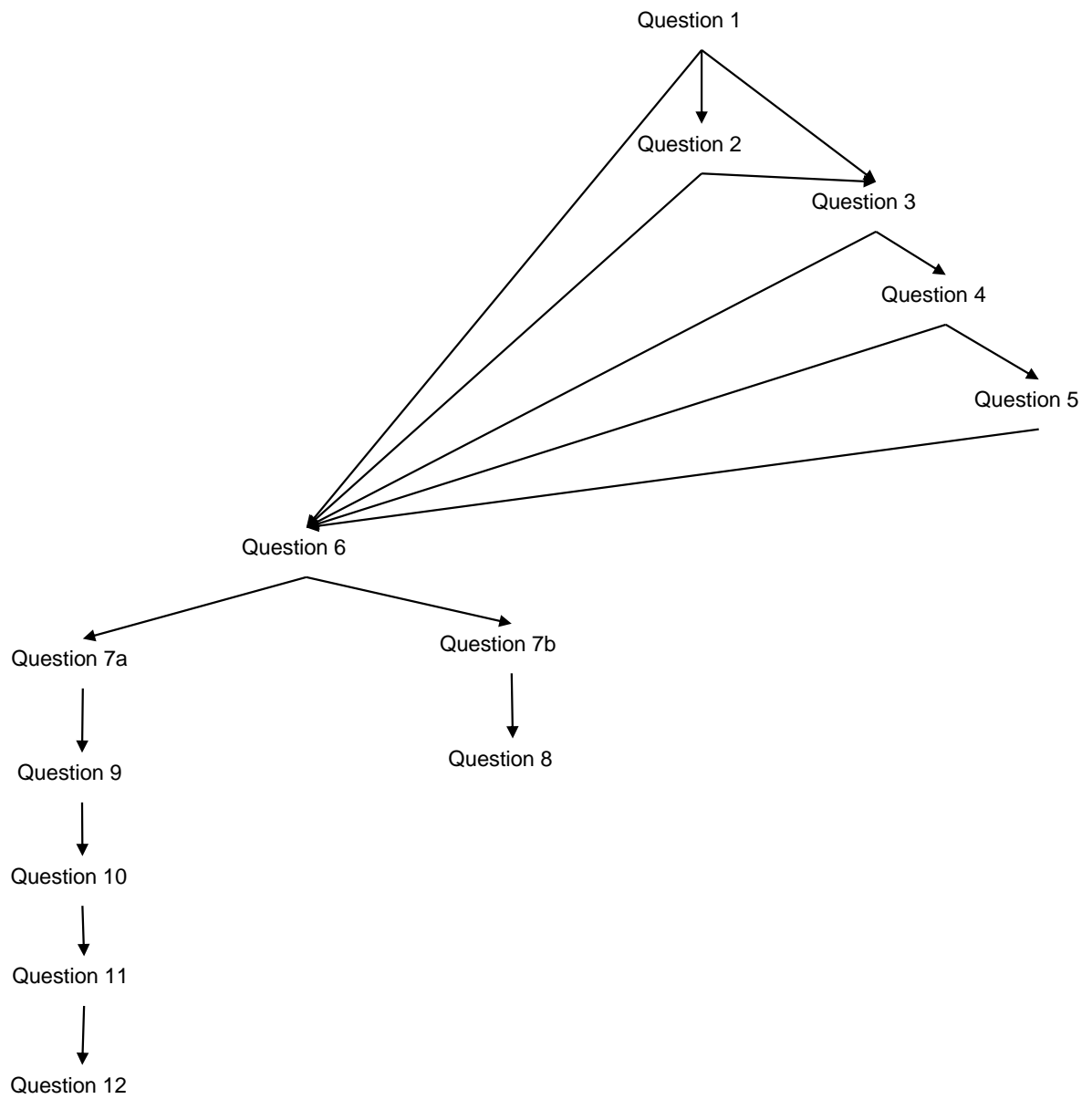
10. Table B8 shows that there is a statistically significant difference between the current modes of study of those who completed the NSS and those who completed the IAGS. A higher proportion of full-time students answered the IAGS compared with the proportion of students who answered the NSS. This means that the IAGS respondents may not be representative of the NSS population with respect to their current mode of study.

Table B8 Difference in study mode between those responding to the NSS and those who went on to complete the IAGS

	NSS	IAGS	Difference
Full-time	93.9%	96.6%	2.8%*
Part-time	6.1%	3.4%	-2.8%*
Total	217,835	103,040	

Note: * denotes 95% significance

Annex C: Flow chart of responses



Annex D: Group definitions using key responses

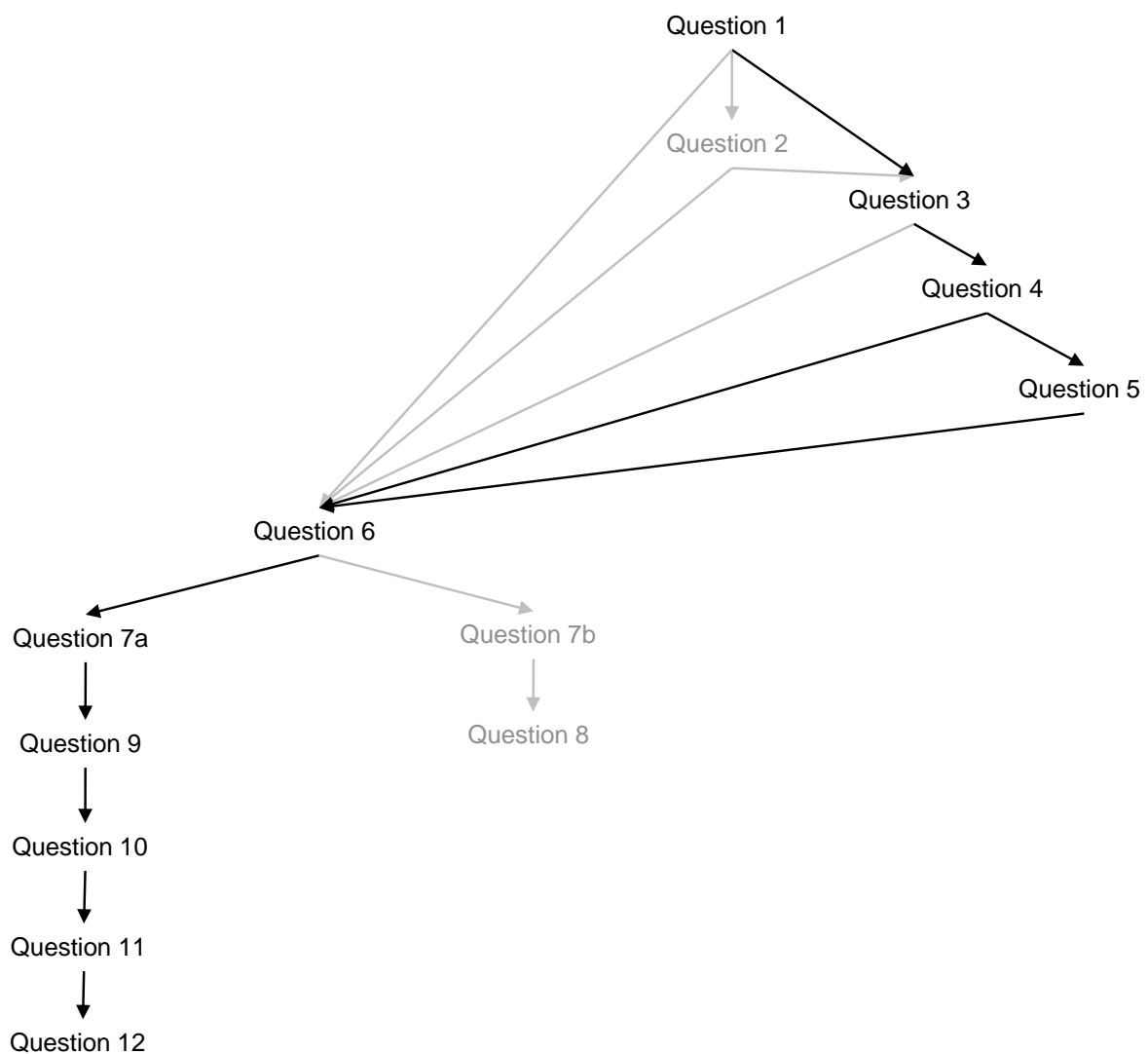
Question 1	Question 2	Question 3	Question 6	Group
Which of the following best describes your plans within six months after graduating from your current course?		Undergraduate / Other	I am certain It is likely	Likely: Students who are likely to enter postgraduate study in the future (Population: 750)
			I am not sure It is unlikely I will definitely not	Unlikely: Students who are not likely to enter postgraduate in the future (Population: 1,205)
		Postgraduate		Intend: Students who intend to go into Postgraduate study (Population: 17,095)
I am unsure as to what I will do next	Yes	Undergraduate / Other	I am certain It is likely	Likely: Students who are likely to enter postgraduate study in the future (Population: 55)
			I am not sure It is unlikely I will definitely not	Unlikely: Students who are not likely to enter postgraduate in the future

			(Population: 200)
	Postgraduate		Consider: Students who would consider postgraduate study (Population: 1,530)
No / Unsure		I am certain It is likely	Likely: Students who are likely to enter postgraduate study in the future (Population: 220)
		I am not sure It is unlikely I will definitely not	Unlikely: Students who are not likely to enter postgraduate in the future (Population: 2,435)
Other responses		I am certain It is likely	Likely: Students who are likely to enter postgraduate study in the future (Population: 25,780)
		I am not sure It is unlikely I will definitely not	Unlikely: Students who are not likely to enter postgraduate in the future (Population: 53,660)

Annex E: Detail of question routes taken

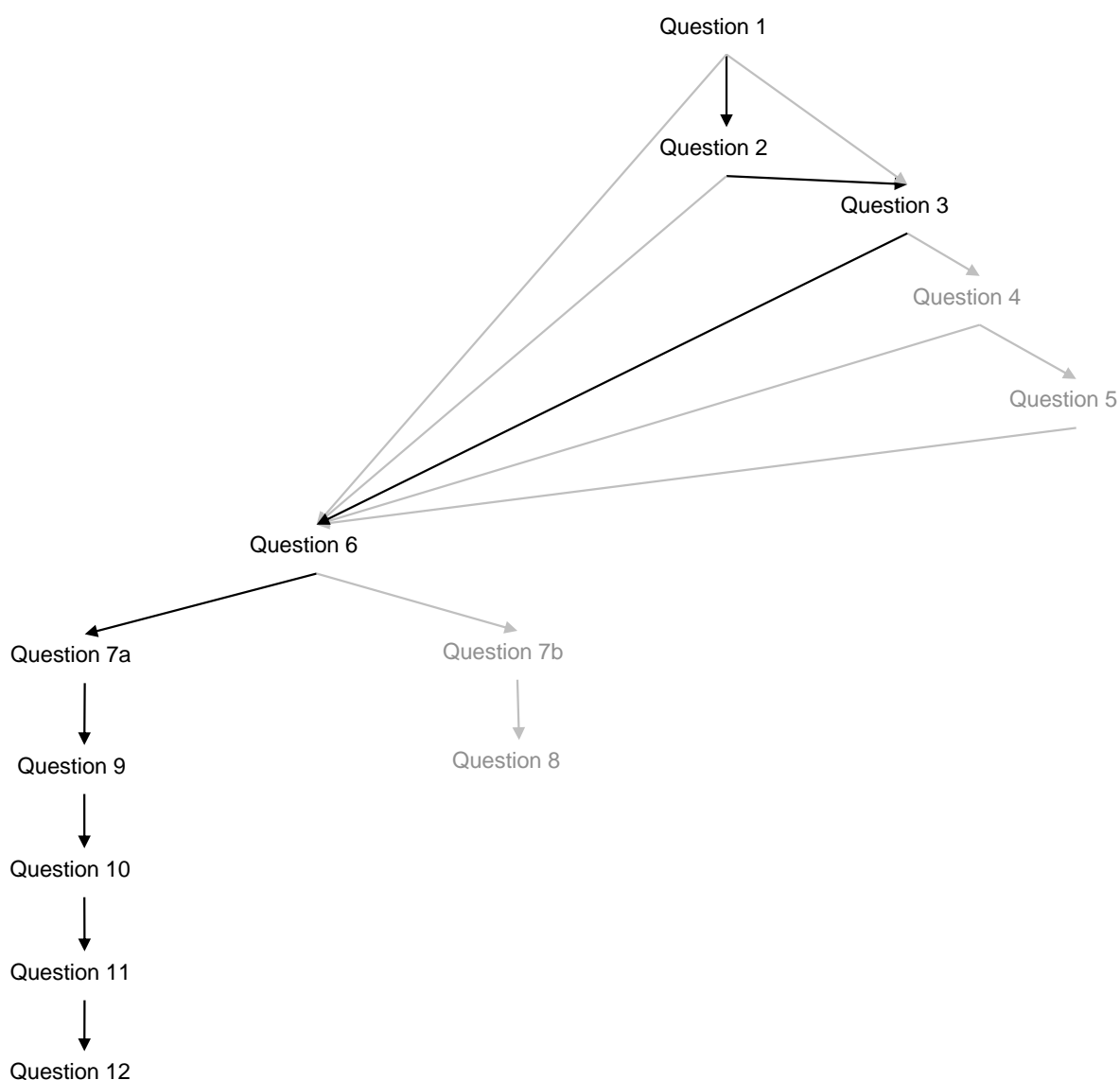
Intend: Students who intended to go into postgraduate study

1. These students responded that they intended to go into further study for Question 1, and then that they intended to study at postgraduate level for Question 3. Questions 4 and 5 asked about their intention to study abroad. Those who responded negatively when asked if they were likely to return to postgraduate study in the future (Question 6) were removed from the analysis as their data were inconsistent. This validation removed 760 responses (0.8 per cent of the total IAGS responses) from the analysis. Those included in the analysis all answered questions relating to why they planned to study at this level, what type of study they would undertake and when they planned to begin studying.



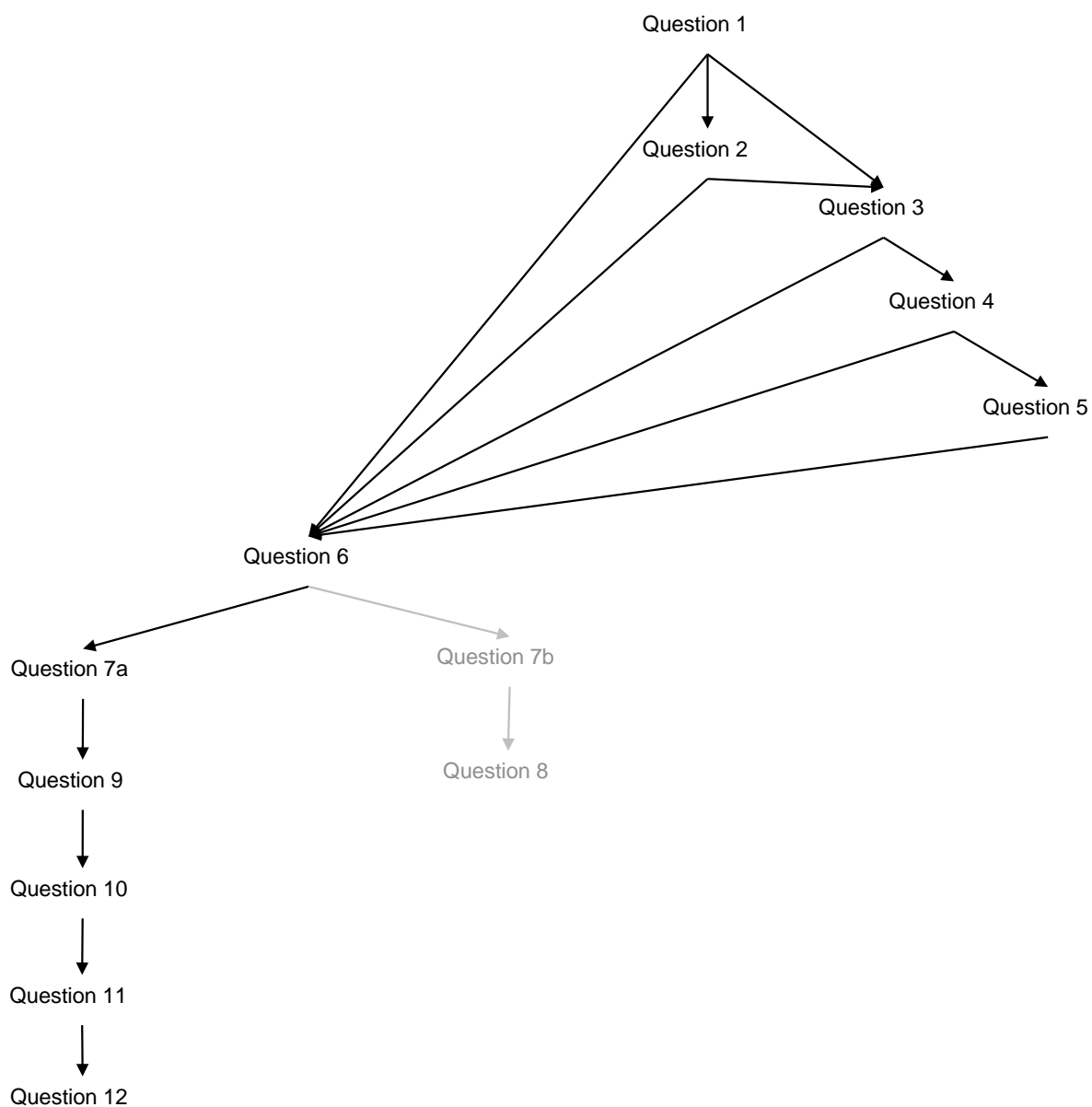
Consider: Students who would consider postgraduate study

2. These students were not sure what they were intending to do within six months of graduation (Question 1). However, they responded that they would consider further study (Question 2) and that this would be at postgraduate level (Question 3). Those who responded negatively when asked if they were likely to return to postgraduate study in the future (Question 6) were removed from the analysis as their data were inconsistent. This validation removed 220 responses (0.2 per cent of the total IAGS responses) from the analysis. Those included in the analysis all answered questions related to why they would consider studying at this level, what type of study they would consider undertaking and when they would consider beginning.



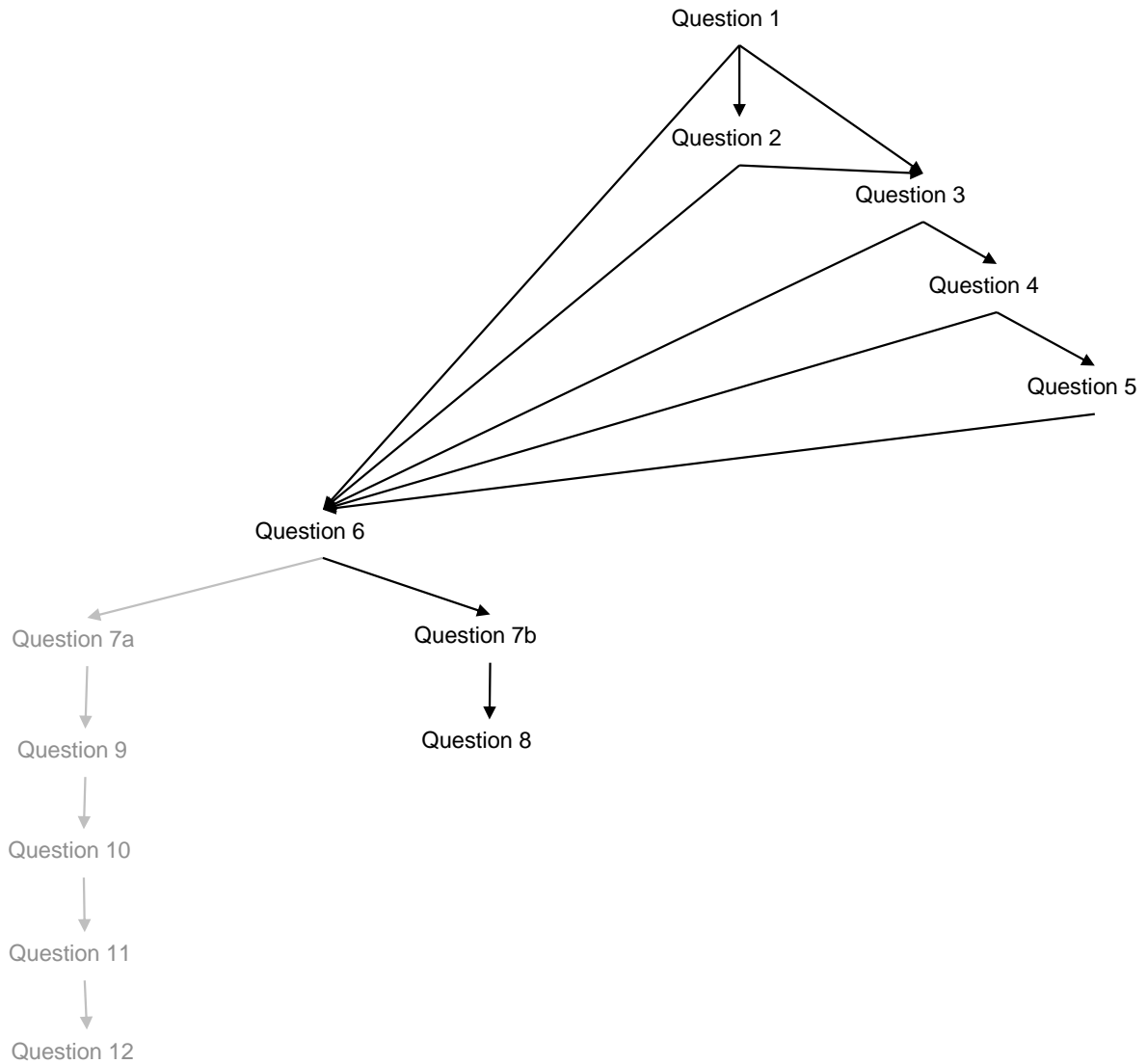
Likely: Students who were likely to enter postgraduate study in the future

3. These students did not show an intention to study at postgraduate level in the next six months (Questions 1 to 5). However, they answered that they were either certain or likely to enter postgraduate study in the future (Question 6). They then answered questions related to why they were likely to study at this level, what type of study they were likely to undertake and when they were likely to begin.



Unlikely: Students who were not likely to enter postgraduate study in the future

4. These students did not show an intention to study at postgraduate level in the next six months (Questions 1 to 5). Further, they answered that they were unsure about, unlikely to enter or definitely not going to enter postgraduate study in the future (Question 6). They then answered questions related to why they felt discouraged from studying at this level and what might encourage them to enter postgraduate study in the future.



Annex F: Further subject analysis

1. This annex presents an additional split of the subject data analysis. Respondents were asked which postgraduate study options they were considering (Question 10). Multiple responses were allowed.

2. Table F1 shows that postgraduate taught courses were most popular for those studying non-science based subjects (71 per cent) and postgraduate research courses were most popular for those studying science based subjects (50 per cent). Further, professional courses and PGCEs were more popular for non-science based students (21 per cent and 27 per cent respectively).

Table F1 Subject area by type of PG study considered

	Taught programmes		Research programmes		PGCE		Professional courses		Total
	N	%	N	%	N	%	N	%	
Science based subjects	6,885	60%	5,775	50%	1,815	16%	2,015	18%	11,485
Non-science based subjects	23,685	71%	9,010	27%	9,175	27%	6,880	21%	33,375
Total	30,570	-	14,785	-	10,990	-	8,895	-	44,860

Population: All students. Those with unknown or combined subjects have been excluded from this table. Multiple responses were allowed, therefore sum of row proportions could be greater than 100.