

Intentions After Graduation Survey: technical document

Introduction

1. This report considers the results from the first two years of the Intentions After Graduation Survey (IAGS). The intentions of students who responded to the first IAGS are compared to their reported activities six months after graduation.
2. The survey was offered for the first time in 2013 to all online first-degree respondents to the National Student Survey (NSS). The survey aimed to capture the intentions of final-year undergraduates with respect to future study and employment decisions. The data reported here provide two years of baseline data on attitudes prior to surveying cohorts affected by the 2012 fee reforms who will be surveyed from 2015¹.
3. The first section of this report provides an overall summary of responses to each question compared with the 2013 survey. Respondents are then sorted into three different groups depending on their intentions, and the group characteristics are presented.
4. The second section of this report then considers what students who completed both IAGS in 2013 and the Destination of Leavers from Higher Education (DLHE) in 2012-13 were doing six months after graduation, and how this compared with their intentions by characteristics.
5. The characteristics considered in both sections of 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

6. The NSS has been running annually since 2005 and provides course satisfaction information for final year students. From 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 cohorts, and the underlying reasons for making these choices.
7. The IAGS consisted of fourteen questions in 2014 (see Annex A), however the routing of the questionnaire meant that respondents were asked a maximum of eleven questions (see Annex B) and a minimum of four.
8. 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 surveyed². This will help to inform assessment of the impact of the fee reforms on the flow of graduates into postgraduate study.

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 This assumes the typical length for a first degree course is three years.

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

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

11. The survey is broadly consistent in structure to 2013. However for comparison the flow chart of the 2013 questions is shown in Annex C.

Methodology

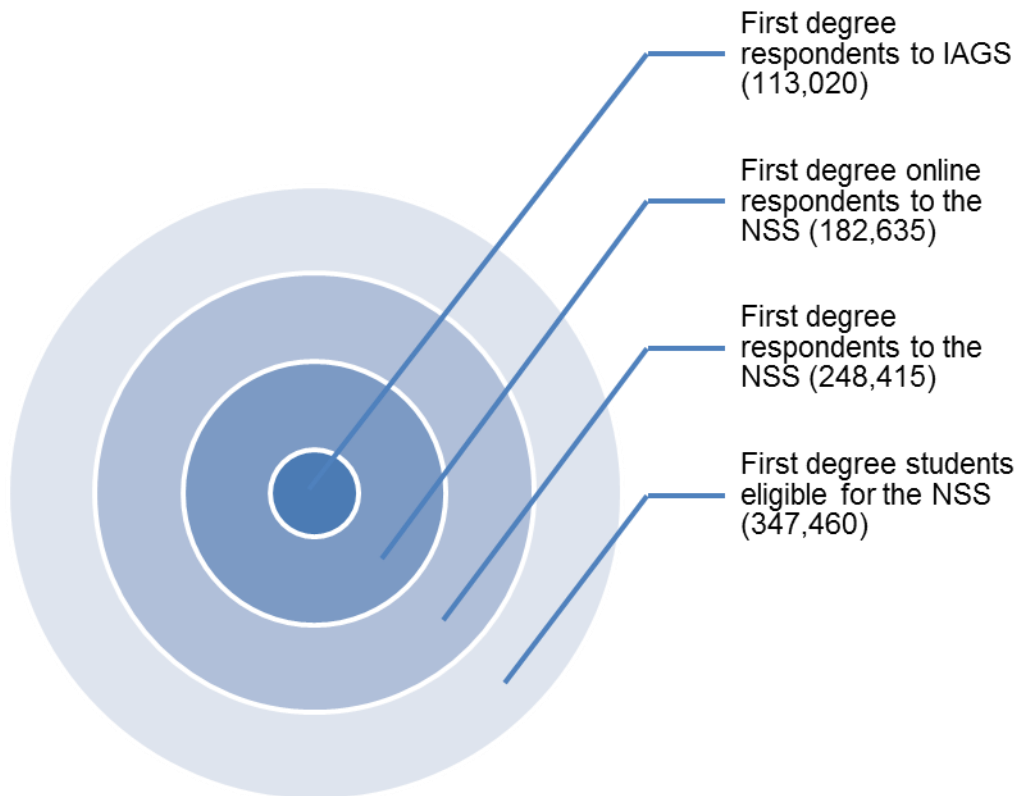
12. This report focusses on first degree students at English HEIs and FECs.

13. The IAGS survey data has been de-duplicated, had inconsistent³ results removed and verified with the NSS data to give 113,020 valid responses in 2014 and 103,140 valid responses in 2013 for first degree students at English institutions.

14. Figure 1 shows the IAGS population for 2014 considered in this report. This shows that 62 per cent of first-degree online NSS respondents responded to the IAGS compared with the equivalent 2013 response rate of 63 per cent.

³ Inconsistent responses are defined as those students who responded that they intended to enter postgraduate study for 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 to Question 6.

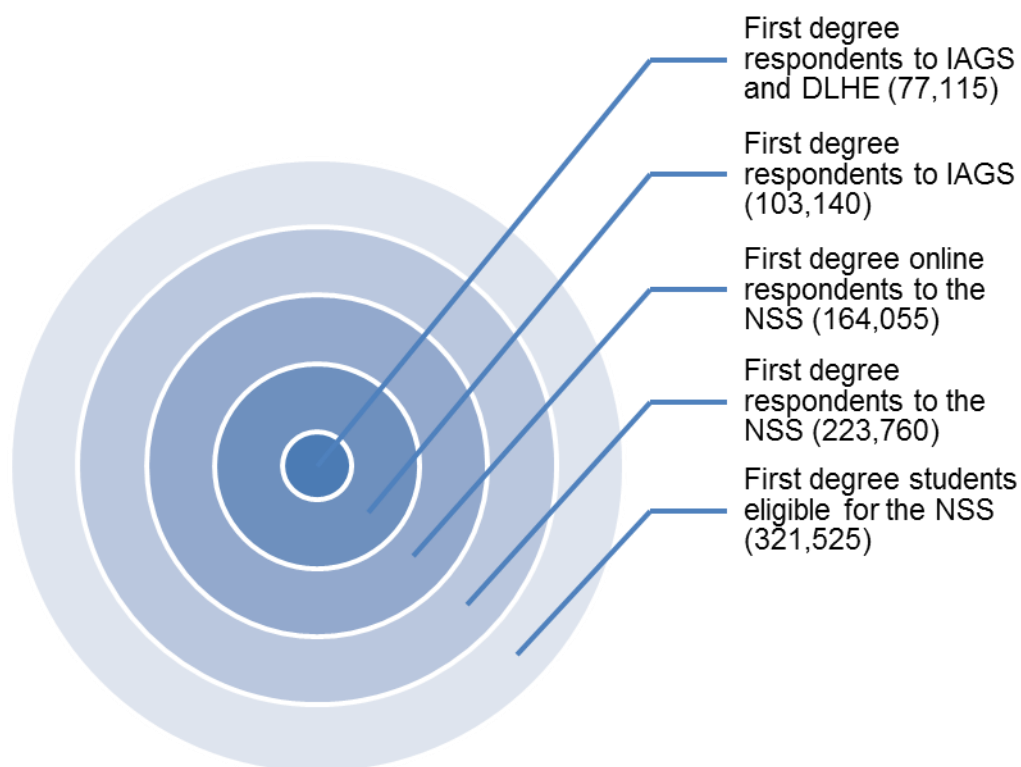
Figure 1 Number of 2014 respondents to the NSS and IAGS



15. In addition to a comparison of the 2013 and 2014 IAGS, we have linked responses from the 2013 survey with responses from the 2012-13 DLHE to compare intentions to outcomes six months after graduation. If there was more than one response to the DLHE survey for a student, then the most complete response was taken.

16. Figure 2 shows the number of responses to the NSS, IAGS and DLHE survey. This shows that 75 per cent of students who filled in the IAGS went on to fill in the DLHE survey.

Figure 2 Number of 2013 respondents to the NSS, IAGS and DLHE



Groupings

17. In order to present the results from the survey more clearly, respondents were split into three groups based on the likelihood they would enter postgraduate study. Information on how these groups were defined is available in Annex E, and details of the questions they were asked are available in Annex F.

- a. 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 this would be at postgraduate level.
- b. 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.
- c. Unlikely: Students who were unlikely to enter postgraduate study in the future. These students did not intend to study at postgraduate level in the next six months but were unsure about, unlikely to enter or definitely not going to enter postgraduate study in the future.

18. We intend to provide institutions with summaries of the responses for their own students in the New Year.

How to use the interactive charts

19. The interactive charts are presented under two tabs: baseline results and actual outcomes. Some introductory commentary to these pages is given below.

Baseline Results

20. These charts provide changes in responses to the 2014 IAGS when compared with the 2013 survey. When the year(s) and two categories are selected from the three drop-down boxes at the top of the page, the visualisations below update.

21. The chart shows the proportion of students in this category for the respondents by the category selected for 2013 and 2014. The table at the bottom of the page gives the underlying numbers and percentages for the options selected.

22. To compare specific sub-categories:

- Go to the key/legend (below the top chart) and click on the 'highlight selected items' icon (in the top right-hand corner of the legend box when your mouse is in the box).
- To select individual sub-categories to display in the visualisations, select the first sub-category of interest in the legend and hold down the Ctrl as you select further sub-categories. Alternatively, select the lines on the chart while holding down Ctrl.
- To return to the original display, click in any part of the plot area.
- If you have problems returning to the original set up, refresh the webpage.

23. If you have problems with the graphs, return to the original setup by refreshing the webpage.

24. To download the data behind the graphs, click on the Excel spread sheets on the right-hand side of the page.

Actual outcomes

25. This chart provides a breakdown of the intentions of students' in the 2013 survey and compares it with the outcomes according to the 2012-13 DLHE survey.

26. When the category of interest is selected the chart below updates, and allow comparison of characteristics of the students by their intentions and outcomes. The table below provides the number of students in each category.

27. If you have problems with the graphs, return to the original setup by refreshing the webpage.

28. To download the data behind the graphs, click on the Excel spread sheets on the right-hand side of the page.

Annex A: IAGS questions

Q1. Which of the following best describes your plans within six months after graduating from your current course?

MULTIPLE RESPONSES

| |
|---|
| 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

Q2. Would you consider further study within six months after graduating from your current course?

SINGLE RESPONSE

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

IF Q1 = 8 OR Q2 = 1 ASK Q3

Q3. At what level would you like to study?

SINGLE RESPONSE

| |
|---|
| 1. Undergraduate level (<i>Equivalent or lower level to your current course but in a different subject</i>) |
| 2. <u>Postgraduate level</u> (<i>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</i>) |

IF Q1 = 8 ASK Q4

Q4. Do you intend to study in the UK or abroad?

SINGLE RESPONSE

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

IF Q4 = 2

Q5. What are your main reasons for choosing to study abroad?

MULTIPLE RESPONSES

| |
|---|
| 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) |

IF Q3 = 2

Q6a. You said that you intend to undertake postgraduate study in the next six months, how likely are you to do so?

SINGLE RESPONSE

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

All except IF Q3 = 2

Q6b. How likely are you to study at postgraduate level in the future?

SINGLE RESPONSE

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

IF Q6a = 1 OR Q6a = 2 OR Q6b = 1 OR Q6b = 2

Q7a. What factors could affect your decision to study at postgraduate level?

MULTIPLE RESPONSES

| |
|--|
| 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* |

**exclusive option*

IF Q6a = 3 OR Q6a = 4 OR Q6a = 5 OR Q6b = 3 OR Q6b = 4 OR Q6b = 5

Q7b. What factors put you off studying at postgraduate level?

MULTIPLE RESPONSES

| |
|---|
| 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* |

**exclusive option*

IF Q6a = 3 OR Q6a = 4 OR Q6a = 5 OR Q6b = 3 OR Q6b = 4 OR Q6b = 5

Q8. What factors might encourage you to study at postgraduate level?

MULTIPLE RESPONSES

| |
|---|
| 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* |

**exclusive option*

IF Q6a = 1 OR Q6a = 2 OR Q6b = 1 OR Q6b = 2

Q9. What factors make you want to study at postgraduate level?

MULTIPLE RESPONSES

| |
|---|
| 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 Q3=2

Q10. Which of the following postgraduate study options are you considering?

MULTIPLE RESPONSES

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 Q3=2

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

SINGLE RESPONSE

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

IF Q3=2

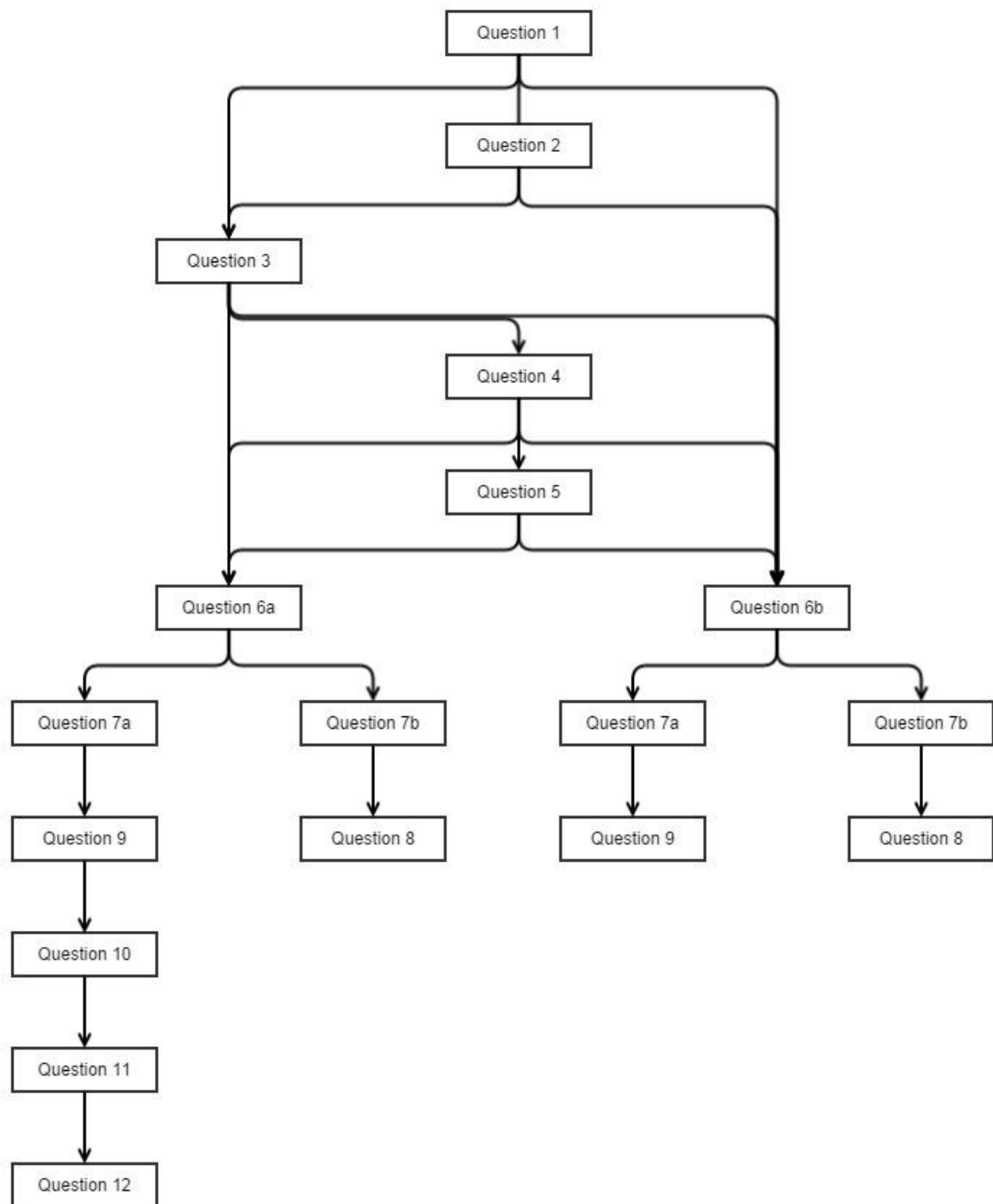
Q12. When do you think you might begin your postgraduate study?

SINGLE RESPONSE

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

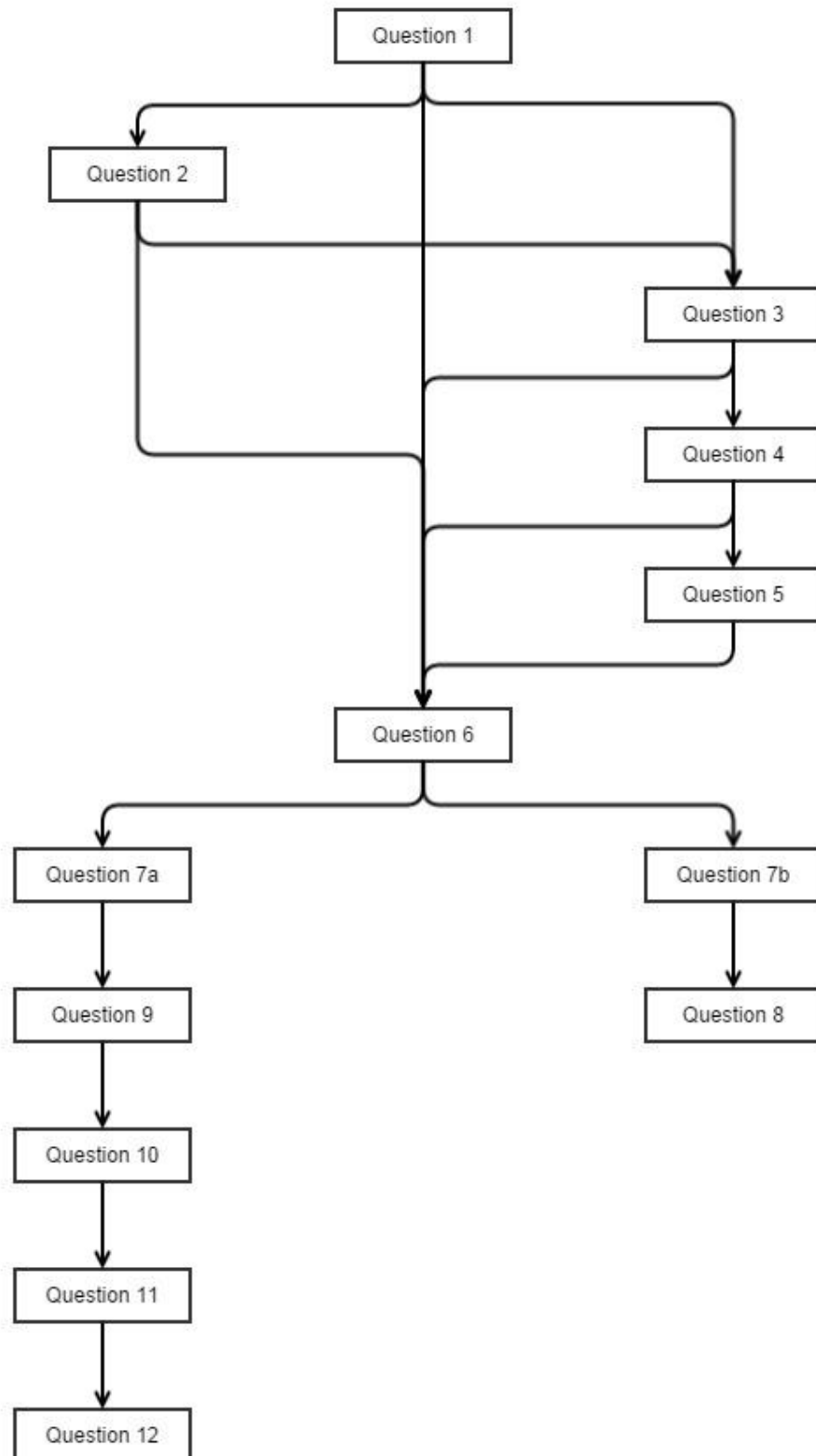
Annex B: Flow chart of responses in 2014

Figure 3 Possible routes of students through the IAGS questions in 2014



Annex C: Flow chart of responses in 2013

Figure 4 Possible routes of students through the IAGS questions in 2013



Annex D: Alternative providers vs HEIs and FECs

1. In 2013, one non-HEFCE funded institution returned information on the IAGS. In 2013 it was returned by three non-HEFCE funded institutions. In both years, students from non-HEFCE funded institutions accounted for less than 0.5 per cent.
2. This section considers how the profile of these students differs from the students at publically funded HEIs and FECs, and whether they can be considered as one population in future populations.
3. 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 HEFCE-funded institutions and non HEFCE-funded institutions can be considered similar to each other.

Age group

4. Table H1 shows that the proportion of mature students responding to the IAGS is significantly higher at non-HEFCE funded institutions compared with those funded by HEFCE.

Table H1 Difference in age distribution between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|--------------|----------------|------------|------------|
| Young | 75% | 68% | * |
| Mature | 25% | 32% | * |
| Total | 112,195 | 465 | |

Note: * denotes 95% significance and unknowns are excluded

Sex

5. Table H2 shows that the proportion of male students responding to the IAGS in 2014 at non HEFCE-funded institutions is not statistically significantly different to HEFCE-funded institutions.

Table H2 Difference in sex between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|--------------|----------------|------------|------------|
| Male | 40% | 41% | |
| Female | 60% | 59% | |
| Total | 112,195 | 465 | |

Note: * denotes 95% significance and unknowns are excluded

Disability

6. Table H3 shows that there is no statistically significant difference between the composition of the two populations with respect to disability.

Table H3 Difference in disability between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|-------------------------|----------------|------------|------------|
| Disability specified | 11% | 13% | |
| No disability specified | 89% | 87% | |
| Total | 112,195 | 390 | |

Note: * denotes 95% significance and unknowns are excluded

Domicile

7. Table H4 shows that the proportion of UK and EU students responding to the IAGS is significantly higher at non-HEFCE funded institutions compared with those funded by HEFCE.

Table H4 Difference in domicile between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|---------------|----------------|------------|------------|
| UK and EU | 93% | 97% | * |
| International | 7% | 3% | * |
| Total | 112,195 | 465 | |

Note: * denotes 95% significance and unknowns are excluded

Ethnicity (UK-domiciled students only)

8. Table H5 shows that the proportion of white students responding to the IAGS is significantly lower at non-HEFCE funded institutions compared with those funded by HEFCE.

Table H5 Difference in ethnicity between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|--------------|---------------|------------|------------|
| White | 80% | 72% | * |
| BME | 20% | 28% | * |
| Total | 98,175 | 380 | |

Note: * denotes 95% significance and unknowns are excluded

Young participation rate

9. Table H6 shows that the proportion of quintile 5 respondents is significantly lower at non-HEFCE funded institutions compared with HEFCE funded institutions.

Table H6 Difference in young participation quintile between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|------------|---------------|-----|------------|
| Quintile 1 | 10% | 10% | |
| Quintile 2 | 15% | 19% | |
| Quintile 3 | 19% | 23% | |

| | | | |
|--------------|---------------|------------|---|
| Quintile 4 | 25% | 26% | |
| Quintile 5 | 30% | 22% | * |
| Total | 75,695 | 275 | |

Note: * denotes 95% significance and unknowns are excluded

Mature higher education qualification rate

10. Table H7 shows that there is a significantly lower proportion of quintile 1 respondents from non HEFCE-funded institutions but significantly higher proportions of quintiles 3 and 4 students.

Table H7 Difference in adult higher education quintile between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|--------------|---------------|------------|------------|
| Quintile 1 | 16% | 5% | * |
| Quintile 2 | 19% | 15% | |
| Quintile 3 | 19% | 27% | * |
| Quintile 4 | 21% | 30% | * |
| Quintile 5 | 25% | 23% | |
| Total | 22,975 | 105 | |

Note: * denotes 95% significance and unknowns are excluded

Mode of study

11. Table H8 shows that 100 per cent of respondents from non HEFCE-funded institutions were studying full-time, which is significantly higher than the 95 per cent at HEIs and FECs.

Table H8 Difference in study mode between those responding from HEIs, FECs and APs

| | HEIs and FECs | AP | Difference |
|--------------|----------------|------------|------------|
| Full-time | 95% | 100% | * |
| Part-time | 5% | 0% | * |
| Total | 112,195 | 465 | |

Note: * denotes 95% significance and unknowns are excluded

Annex E – Changes in the Survey

Changes to the survey

29. 2013 was the first year of the survey. It was tested and some changes made for the 2014 survey, however the structure has remained broadly consistent. The changes made are summarised below.

- Routing of questions

Question 6 has now been changed into question 6A and question 6B. Question 6 asked all students 'How likely are you to return to study at postgraduate level in the future?'. Question 6A asks 'You said that you intend to undertake postgraduate study in the next six months, how likely are you to do so?' to students who responded that they intended to go into postgraduate within six months of graduation. All other students were asked 'How likely are you to study at postgraduate level in the future?' and the same responses are available. This change was made to make the question clearer for students who responded that they intended to enter postgraduate study six months after graduation.

- Alternative Providers (AP)

In 2013, students from one non-HEFCE funded institution returned information on the IAGS. In 2014 it was returned by students from three non-HEFCE funded institutions. In both years, students from non-HEFCE funded institutions accounted for less than 0.5 per cent of the population, however analysis comparing the characteristics of these students to students from HEFCE-funded institutions is available in Annex D. Currently the number of respondents from non HEFCE-funded institutions is not large enough for them to be considered separately.

Annex E: Group definitions using key responses

Table 1 Key questions used to group respondents

| 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? | Would you consider further study? | At what level would you like to study? | How likely are you to return to study at postgraduate level in the future? | |
| I intend to go into further study | | Undergraduate / Other | I am certain It is likely | Likely: Students who are likely to enter postgraduate study in the future |
| | | | I am not sure It is unlikely I will definitely not | Unlikely: Students who are not likely to enter postgraduate in the future |
| | | Postgraduate | | Intend: Students who intend to go into Postgraduate study |
| Other responses | | | I am certain It is likely | Likely: Students who are likely to enter postgraduate study in the future |
| | | | I am not sure It is unlikely I will definitely not | Unlikely: Students who are not likely to enter postgraduate in the future |
| | | | | |

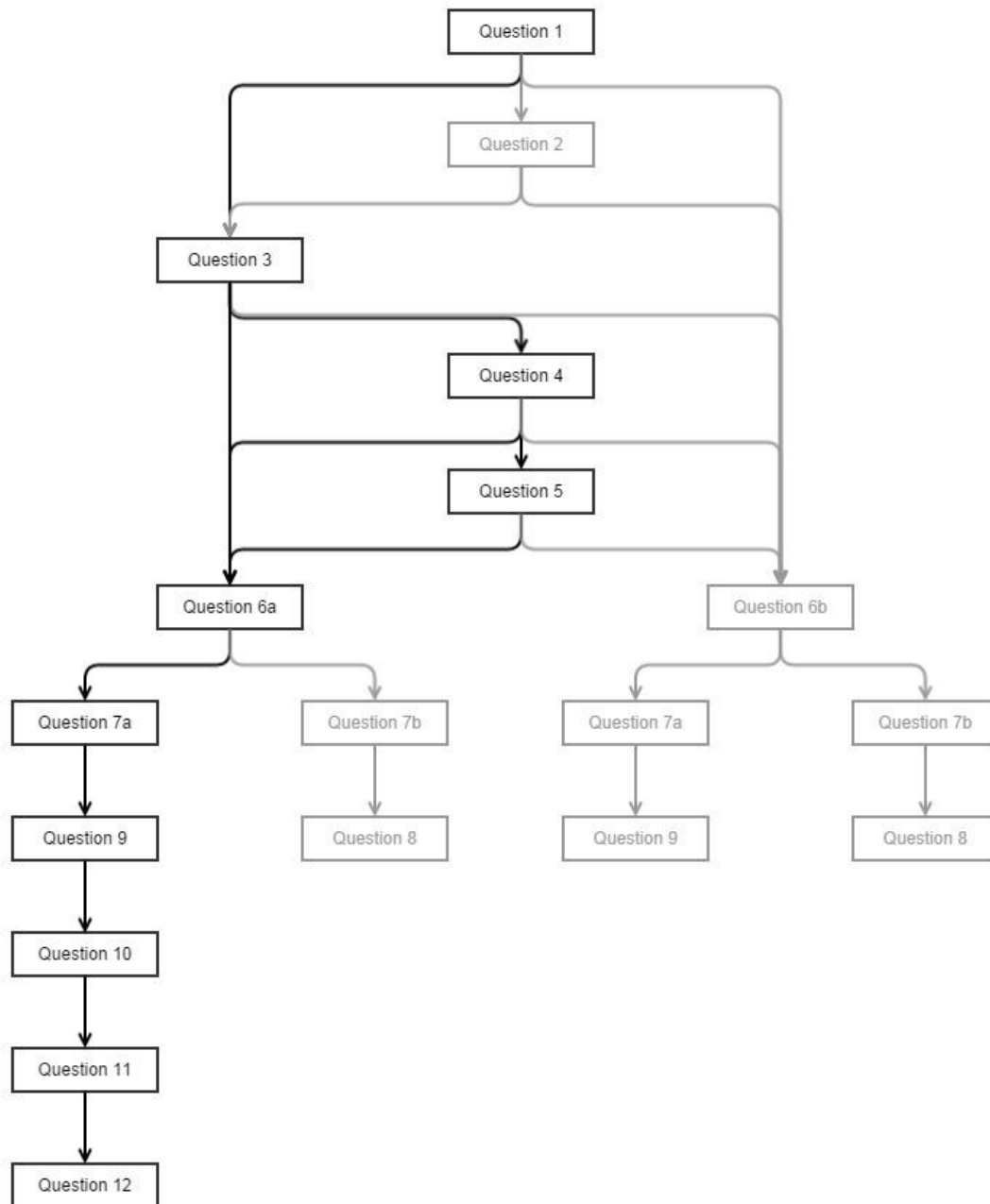
Annex F: Detail of question routes taken

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 6a) 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.

2. For the equivalent chart for 2013, please see <http://www.hefce.ac.uk/pubs/year/2013/201334/name,85246,en.html>.

Figure F1 The route through the questions for students who intend to go into postgraduate study

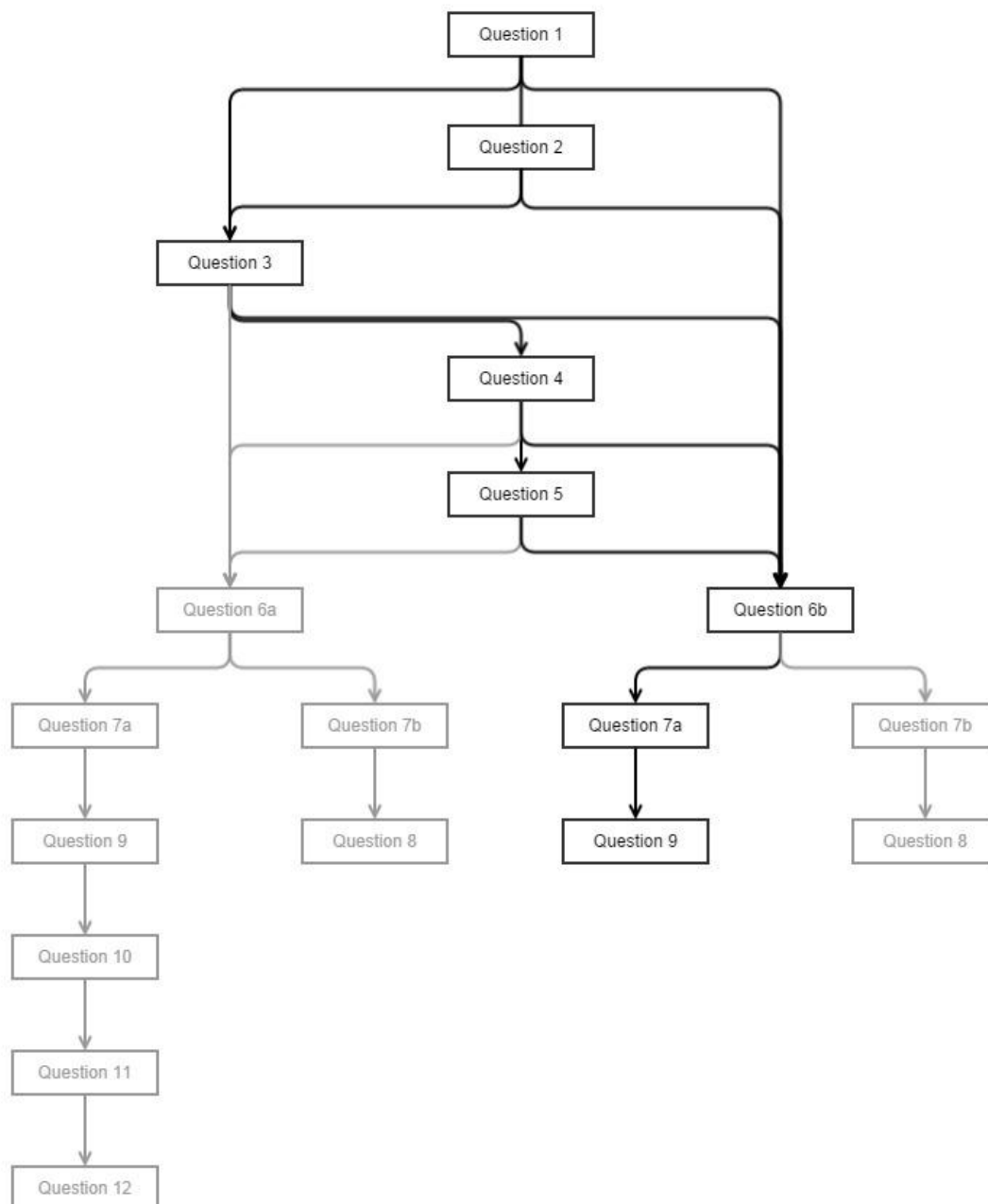


Likely: Students who were likely to enter postgraduate study in the future

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 6a). 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.

4. For the equivalent chart for 2013, please see <http://www.hefce.ac.uk/pubs/year/2013/201334/name,85246,en.html>.

Figure F2 The route through the questions for students who are likely to go into postgraduate study

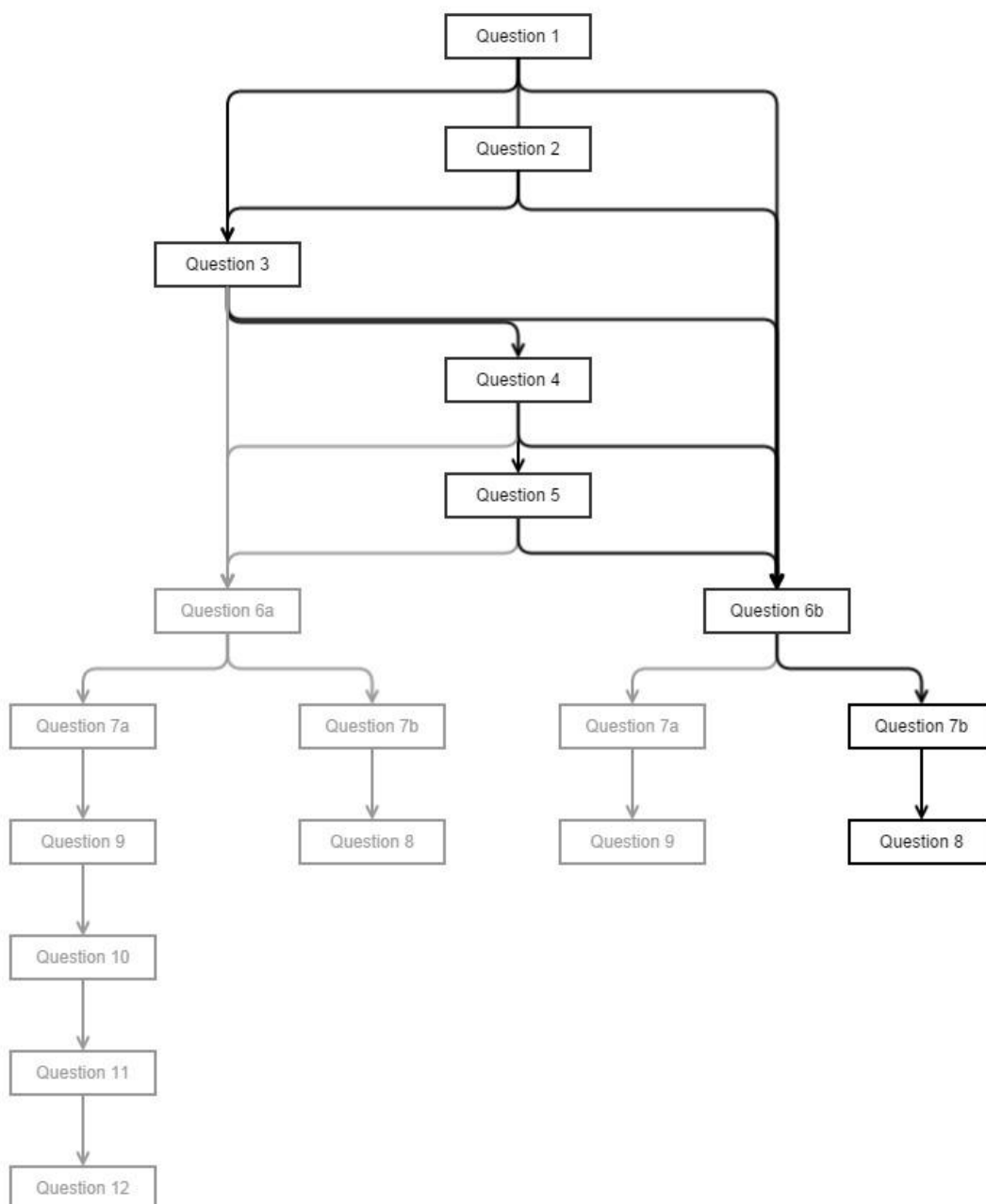


Unlikely: Students who were not likely to enter postgraduate study in the future

5. 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 6a). 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.

6. For the equivalent chart for 2013, please see <http://www.hefce.ac.uk/pubs/year/2013/201334/name,85246,en.html>.

Figure F3 The route through the questions for students who are unlikely to go into postgraduate study



Annex G: Groupings for the DLHE

1. Table G1 gives details of the groupings used for the DLHE data.

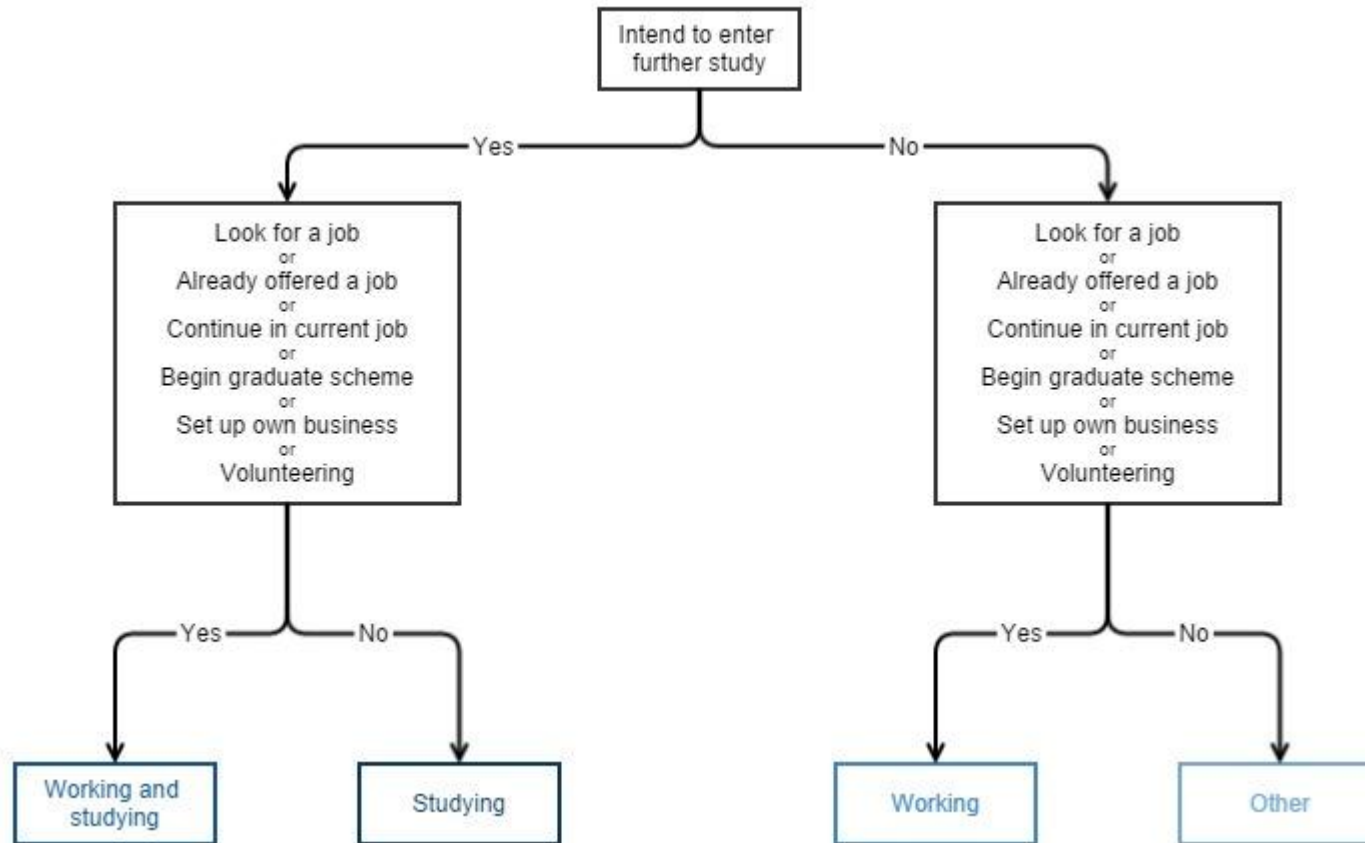
Table G1 Groupings used for DLHE

| Most important activity | Any activity | Detail grouping | Broad grouping |
|---|---|-------------------------------------|----------------------|
| Working full-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship) | Engaged in full-time further study, training or research Engaged in part-time further study, training or research | Primarily in work and also studying | Working and studying |
| | Otherwise | Full-time work | Working |
| Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship) | Engaged in full-time further study, training or research Engaged in part-time further study, training or research | Primarily in work and also studying | Working and studying |
| | Otherwise | Part-time work | Working |
| Unemployed and looking for work | | Unemployed | Unemployed |
| Due to start a job in the next month | Working full-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship) | Full-time work | Working |
| | Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship) | Part-time work | Working |
| | Engaged in full-time further study, training or research | Full-time study | Studying |
| | Otherwise | Due to start work | Working |

| | | | |
|---|---|-------------------------------------|----------------------|
| Engaged in full-time further study, training or research | <p>Working full-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)</p> <p>Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)</p> | Primarily studying and also in work | Working and studying |
| | Otherwise | Full-time study | Studying |
| Engaged in part-time further study, training or research | <p>Working full-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)</p> <p>Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)</p> | Primarily studying and also in work | Working and studying |
| | Otherwise | Part-time study | Studying |
| <p>Taking time out in order to travel</p> <p>Something else</p> | | Other | Other |
| Ineligibility or explicit refusal | | Ineligibility or explicit refusal | - |

Annex H: Groupings for the IAGS

Figure H1 The method for grouping IAGS results for comparison to the DLHE



Annex I: Characteristics of DLHE respondents

1. The distribution of first degree respondents to the Intentions After Graduation Survey (IAGS) has been compared with that of degree respondents to the Destination of Leavers from Higher Education Survey (DLHE). This provides evidence of whether students who answered the IAGS and DLHE were representative of the IAGS population.
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 and DLHE population can be considered representative of the IAGS population.
3. For information on the characteristics of the IAGS respondents and how these compare to the NSS population, please see the previous publication⁴.

Age group

4. Table I1 shows that a lower proportion of mature students who answered the IAGS then went on to answer the DLHE. This means that the DLHE population used in this report may not be representative of the IAGS population with respect to age.

Table I1 Difference in age distribution between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|--------------|----------------|---------------|------------|
| Young | 75% | 79% | * |
| Mature | 25% | 21% | * |
| Total | 102,730 | 76,765 | |

Note: * denotes 95% significance

Sex

5. Table I2 shows that there is no statistically significant differences between the proportion of males who responded to the IAGS and those that responded to the DLHE and the IAGS therefore with respect to sex, the population can be considered representative of the respondents to the IAGS.

Table I2 Difference in sex between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|--------------|----------------|---------------|------------|
| Male | 40% | 40% | |
| Female | 60% | 60% | |
| Total | 102,730 | 76,765 | |

⁴ For more information, see 'Intentions After Graduation Survey 2013: Initial findings' (HEFCE 2013/34) (<http://www.hefce.ac.uk/pubs/year/2013/201334/name,85246,en.html>)

Notes: * denotes 95% significance and unknowns are excluded

Disability

6. Table I3 shows that there is no significant difference between the proportion of disabled students who complete the IAGS and those that went on to complete the DLHE. This means that, with respect to disability, the population can be considered representative of the respondents to the IAGS.

Table I3 Difference in disability between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|-------------------------|----------------|---------------|------------|
| Disability specified | 90% | 90% | |
| No disability specified | 10% | 10% | |
| Total | 102,505 | 76,740 | |

Notes: * denotes 95% significance and unknowns are excluded

Domicile

7. Table I4 shows that a lower proportion of international students who answered the IAGS then went on to answer the DLHE. This means that the DLHE population used in this report may not be representative of the IAGS population with respect to domicile of students.

Table I4 Difference in domicile between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|---------------|----------------|---------------|------------|
| UK and EU | 93% | 96% | * |
| International | 7% | 4% | * |
| Total | 102,730 | 76,765 | |

Notes: * denotes 95% significance and unknowns are excluded

Ethnicity (UK-domiciled students only)

8. Table I5 shows that a lower proportion of BME students who answered the IAGS then went on to answer the DLHE. This means that the DLHE population used in this report may not be representative of the IAGS population with respect to ethnicity.

Table I5 Difference in ethnicity between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|--------------|---------------|----------------------|-------------------|
| White | 81% | 82% | * |
| BME | 19% | 18% | * |
| Total | 89,825 | 70,345 | |

Notes: * denotes 95% significance and unknowns are excluded

Young participation rate

9. Table I6 shows that there is a higher proportion of quintile 5 students responding to the IAGS and DLHE compared with the IAGS.

Table I6 Difference in young participation quintile between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|--------------|---------------|----------------------|-------------------|
| Quintile 1 | 10% | 10% | |
| Quintile 2 | 16% | 15% | |
| Quintile 3 | 20% | 19% | |
| Quintile 4 | 24% | 25% | |
| Quintile 5 | 30% | 31% | * |
| Total | 68,750 | 56,665 | |

Notes: * denotes 95% significance and unknowns are excluded

Mature higher education qualification rate

10. Table I7 shows that there is no statistically significant difference between the mature participation rate quintiles between the two populations.

Table I7 Difference in adult higher education quintile between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|--------------|---------------|----------------------|-------------------|
| Quintile 1 | 16% | 16% | |
| Quintile 2 | 18% | 18% | |
| Quintile 3 | 19% | 20% | |
| Quintile 4 | 22% | 21% | |
| Quintile 5 | 25% | 25% | |
| Total | 54,585 | 14,040 | |

Notes: * denotes 95% significance and unknowns are excluded

Mode of study

11. Table I8 shows that there is a statistically significant difference between the distribution of students by mode. The proportion of full-time students in the IAGS and DLHE population is significantly higher than in the IAGS population therefore the population may not be representative in this respect.

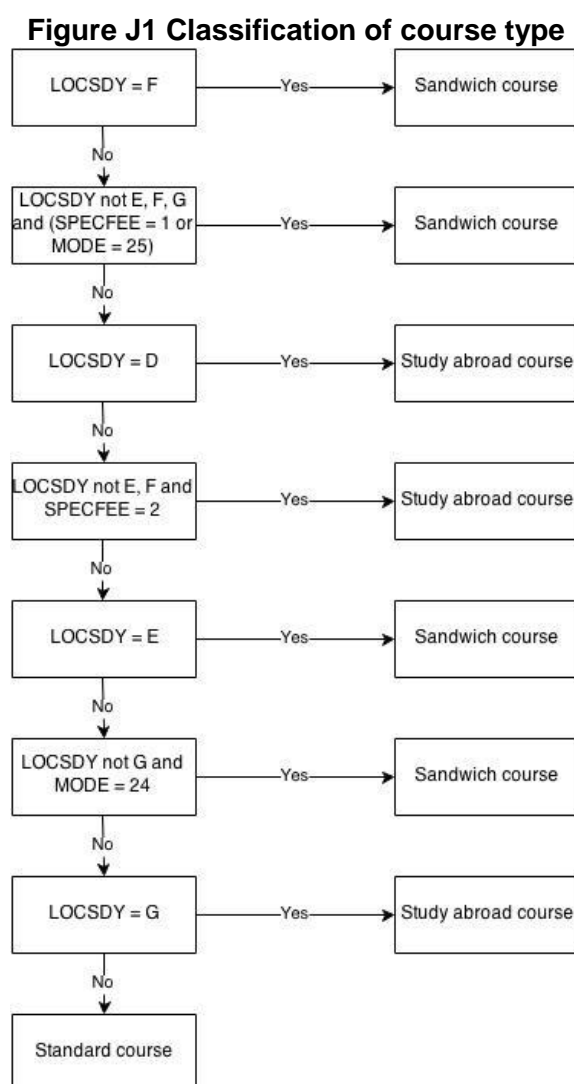
Table I8 Difference in study mode between those responding to the NSS and those who went on to complete the IAGS

| | IAGS | IAGS and DLHE | Difference |
|--------------|----------------|----------------------|-------------------|
| Full-time | 95% | 97% | * |
| Part-time | 5% | 3% | * |
| Total | 102,730 | 76,765 | |

Notes: * denotes 95% significance and unknowns are excluded

Annex J: Categorisation of Course Type

1. Course type has been categorised into three types:
 - a. Standard course
 - b. Sandwich course
 - c. Study abroad
2. The classification is shown in Figure J1 and uses location of study (LOCSDY⁵), special fee indicator (SPECFEE⁶) and mode of study (MODE⁷).



⁵ For more information see:

https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnl=12051&href=a^ ^LOCSDY.htm

⁶ For more information see:

https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnl=12051&href=a^ ^SPECFEE.html

⁷ For more information see:

https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnl=12051&href=a^ ^MODE.html