

Intentions After Graduation Survey 2016

Breakdown of responses by questions and characteristics of students

This report uses a survey of graduates to investigate attitudes towards postgraduate study, providing an early indication of students who will continue onto postgraduate level. It investigates the intentions after graduation of students in the final year of their undergraduate courses, and groups them based on their intentions to go onto postgraduate study or into work. It considers whether different characteristics have an effect on the student's intentions, or on the factors behind their decision.

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Intentions After Graduation Survey 2016

Breakdown of responses by questions and characteristics of students

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Of interest to those responsible for	Postgraduate education, Student opportunity, Planning, Graduate outcomes
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Executive summary

Background and purpose

1. This report analyses responses to the 2016 Intentions After Graduation Survey (IAGS). It provides information on the planned destinations of final year undergraduate first degree students and the reasons for their choices.
2. The report indicates attitudes towards postgraduate study before and after the 2012 fee reforms, and provides an early insight into the reaction of undergraduates towards the introduction of postgraduate loans. This report builds on previous IAGS publications on the HEFCE website, and develops ideas published on the HEFCE blog.
3. The 2016 IAGS was completed by respondents between 11 January and 30 April. Students answering the survey may have been aware of the PG loan scheme following an announcement in November 2015 but the full information on the eligibility of the loan was not released until April 2016. A date for the European Union referendum had been set.

Key points

4. The most frequent response to the survey was to 'Look for a job' within the six months following graduation. The second largest number of responses expressed an intention to 'Go into further study'.
5. 'Course fees', 'The cost of living' and 'A fear of debt' are the most notable concerns around going on to postgraduate (PG) level for UK-domiciled students. Students suggest that 'additional financial support' would be the most encouraging factor to help them go on to PG study. How much of an effect the new PG loans may have had on these survey responses is difficult to gauge.
6. Over two-thirds of students responded that they would be likely or very likely to study at PG level if a PG loan of around £10,000 was introduced. Black students would be the most likely to go on to study at PG level following the introduction of a PG loan of £10,000. While students from low-participation backgrounds (quintile 1 in the Participation of Local Areas (POLAR) measure) would be more likely to reconsider their decision if a PG loan was introduced than students from high-participation backgrounds (POLAR quintile 5).

7. The proportion of undergraduates intending to continue immediately on to postgraduate study is now at its highest level (9.7 per cent).
8. The intentions of young and mature students are notably different: mature students seem keener to begin their careers while young students are more likely to intend further study.
9. The intentions of students from different young participation backgrounds show little difference, though in the group intending to continue immediately into PG study there is a larger proportion of students from a POLAR quintile 5 (high participation) background (9.3 per cent) than from quintile 1 (low participation) (8.8 per cent). There is little difference in intention groupings by gender.
10. The ethnic group with the greatest proportion of students who immediately intend to study at PG level is Chinese (14.3 per cent), while an additional 44.2 per cent likely to go on to PG study in the future. White students have the smallest proportion likely to go on to PG study at some point in the future (32.3 per cent) and the largest proportion unlikely ever to go on to PG study (58.2 per cent).
11. Only a small proportion of students on sandwich courses intend to go on to PG (6.8 per cent) relative to those on standard courses (9.8 per cent), with 69.7 per cent unlikely ever to do so based on their survey responses.

Action required

12. This document is for information only.

Introduction

13. This report analyses the results of the 2016 Intentions After Graduation Survey (IAGS). The survey was offered to all online first degree respondents to the National Student Survey (NSS), and aimed to capture the future study and employment intentions of final year undergraduates (those graduating in the year of the survey). This survey gives an indication of attitudes towards postgraduate (PG) study before and after the 2012 fee reforms¹, as well as an early insight into the reactions of undergraduates to the introduction of PG loans.

14. This report summarises the responses to each question. It groups respondents into three types and considers their characteristics. 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
- institution type.

The report also considers the effect a sandwich course or year studying abroad has on the intentions of graduates.

15. The results are presented in two sections:

Section 1: Overall responses – breakdown of responses by question.

Section 2: Differences across student groups – students' intentions compared based on their characteristics and the changes in these groups over time.

16. The results included in all sections can be viewed using the interactive IAGS tool on the HEFCE website².

Background

17. Since 2013, final year undergraduates on first degree courses answering the NSS online have also been also invited to complete the IAGS. The IAGS aims to provide information on the planned destinations of final year student cohorts, and the reasons underlying these choices. The IAGS consists of 13 questions³, but questionnaire options means that respondents are asked a maximum of 11 questions and a minimum of four. IAGS can be used to monitor potential entrants to postgraduate study and identify numbers of students in different intention groups. It provides information on the relative importance of motivating factors.

18. Survey respondents' data can also be linked to the Higher Education Statistics Agency's student record to see their eventual outcomes. This tells us how the intention to study converts to actual study, whether the differences between intentions and outcomes relate to student

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 Available at www.hefce.ac.uk/analysis/iags2016/.

³ These questions can be found on the IAGS analysis page on our website, www.hefce.ac.uk/analysis/iags2016/.

characteristics and whether certain groups of students face barriers to entry in postgraduate study. This will be analysed in a second report, 'Investigating the actual destinations of respondents to the IAGS 2015'.

19. The 2016 IAGS was completed by respondents between 11 January and 30 April. Students answering the survey may have been aware of the PG loan scheme following an announcement in November 2015 but the full information on the eligibility of the loan was not released until April 2016. A date for the European Union referendum had been set.

20. The methodology used in this report follows that used in 'Intentions After Graduation Survey 2013: Initial findings' (HEFCE 2013/34)⁴. Further technical guidance can be found in the IAGS technical documentation on the HEFCE website⁵.

21. The report may be viewed in conjunction with the report 'Transitions into postgraduate study: Trends for one, three and five-year transition periods for 2002-03 to 2013-14 qualifiers' (HEFCE 2016/14)⁶, to consider the outcomes of students in relation to PG study.

The changing postgraduate landscape

22. The higher education sector has undergone significant changes that are likely to affect students' decision-making. The increase in tuition fees at undergraduate level has meant that they will be leaving university with larger levels of debt than ever before. It is likely that this will have had some impact on their responses to this survey. However, the introduction of PG loans will give students hoping to go on to PG level access to increased funding levels⁷. This will likely affect the responses of those students who might previously have needed extra finances to study at PG level.

23. Finally, while the referendum on the UK's membership of the European Union (EU) had not been held when the survey results were collected, the environment at the time may have affected the decisions of international students who were thinking of continuing their PG studies in the UK. It will be interesting to investigate the future intentions of students from the EU⁸ with regard to PG-level study in the UK following the decision to leave the EU.

The IAGS population

24. There were 138,700 respondents to the 2016 IAGS, compared with 99,620 in 2015. This is the highest number of respondents that the survey has received since 2014 (see Annex A). All information in this section can be found in the 'Survey responses' section of the online interactive tool.

25. Although there are some small differences between the respondents by student characteristic, the IAGS respondent population seems to be a representative sample of the total pool of NSS respondents (see Annex B).

26. Considering the populations by student characteristics, a slightly higher proportion of female students (61.3 per cent) responded to the IAGS than to the NSS (57.0 per cent), while

⁴ Available at www.hefce.ac.uk/pubs/year/2013/201334/.

⁵ Available at www.hefce.ac.uk/analysis/iags2016/.

⁶ Available at www.hefce.ac.uk/pubs/year/2016/201614/.

⁷ More information on the loans and how to apply can be found at <https://www.gov.uk/postgraduate-loan/overview>.

⁸ Used for convenience throughout this report to refer to the European Union excluding the UK.

there was also a slightly higher proportion of young students (those aged under 23) in the IAGS population. The representation of those from disadvantaged backgrounds (11.7 per cent in the IAGS) and those in receipt of Disabled Students Allowance (DSA) (12.2 per cent) remained at roughly the same levels. There was some difference in the ethnic compositions of the populations, with a slightly larger proportion of the IAGS population of white origin. However, we do not believe that these small differences are sufficient to cause bias in the sample population.

Section 1: Overall responses

Immediate intentions

27. The survey asks students their intention within six months of graduating from their undergraduate course. Students can give multiple responses. The results are presented in Figure 1. The most common response was 'Look for a job', which 49.5 per cent of students said they intended to do. This was 4.2 percentage points less than in 2015.

28. Other popular responses to this question included those who had already been offered or accepted a job (16.8 per cent), those who had enrolled on graduate schemes or programmes (14.8 per cent) and those travelling abroad (14.3 per cent). Some 5.6 per cent of students were still unsure of their plan after graduation, though the least popular response was from students who had plans to set up a business or become self-employed (5.0 per cent). The proportion of students intending to 'Go into further study' was 20.6 per cent, which was an increase of about 1.0 percentage points on the previous year.

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



Intentions to undertake postgraduate study

29. We allocate the students into three groups according to how likely they say they are to take a PG course in the future. The groups are 'Immediately intend', 'Likely in the future' and 'Unlikely ever'. Columns 2 and 3 ('Main response only') of Table 1 show the number and proportion of

respondents falling into each intention grouping. It can be seen that under 10 per cent of respondents intend to go on to PG study within the next six months.

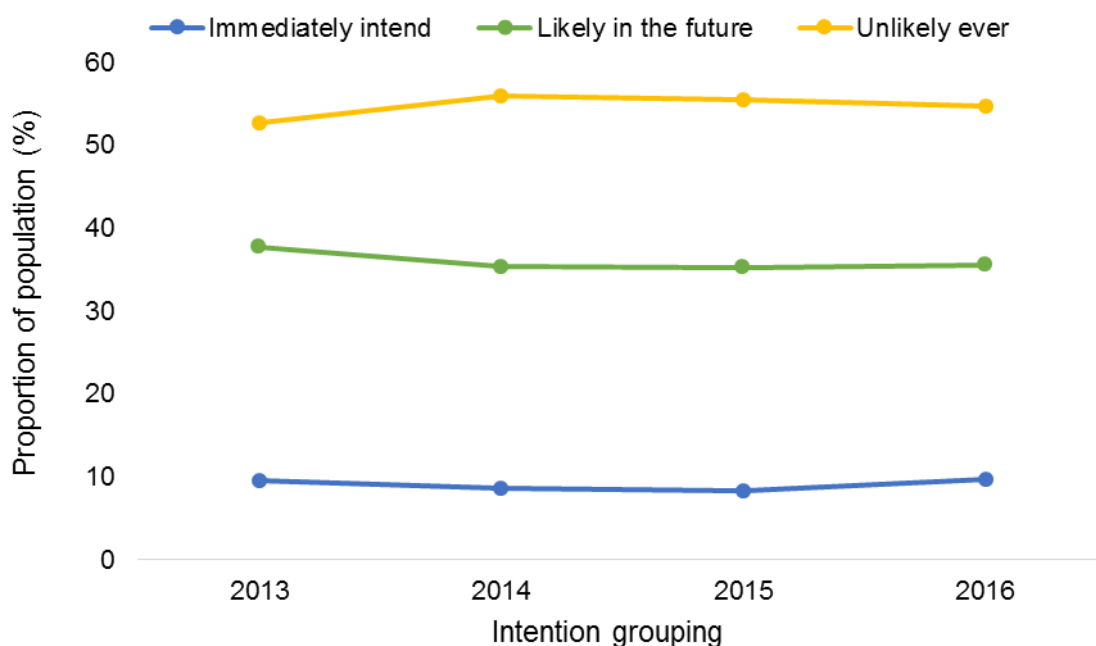
30. This classification only includes individuals in the 'Immediately intend' group if they have selected only 'Go into further study' from the multiple choice options for their intention in the next six months. Since many respondents give multiple responses to this question, this may be an underestimate.

31. An alternative classification would be to include anyone who answered 'Go into further study', whether or not they gave other responses. Columns 4 and 5 ('All responses') of Table 1 present the proportions of answers using this classification. It can be seen that the 'Immediately intend' group roughly doubles as a proportion. However, for consistency with analysis in previous years, we focus for the remainder of the report on the intentions based on main responses only.

Table 1: Number of students in each intention after graduation main response grouping

Intention grouping:	Main response only		All responses	
	Population	(%)	Population	(%)
Immediately intend: Students who intend to go into PG study within six months of graduation	13,460	9.7	25,360	18.3
Likely in the future: Students certain or likely to undertake PG in the future	49,230	35.5	41,750	30.1
Unlikely ever: Students unlikely to, or certain not to, undertake PG level in the future	76,010	54.8	71,585	51.6
Total all respondents	138,690	100.0	138,690	100.0

Figure 2: Intention grouping by proportion of the survey population over time



32. Figure 2 shows these intention groups over time. The proportion of students in each is relatively static. Though the proportion of students in the 'Immediately intend' category has increased by 1.4 percentage points to 9.7 per cent compared with 2015. This is higher than the previous peak in 2013, the first year the survey was carried out. The proportion of students who are unlikely ever to go on to PG study has fallen by 0.8 percentage points compared with 2015.

The likely postgraduates

33. Of those students who intend to go on to PG study, around 80 per cent plan to study in the UK, but this is much lower among overseas undergraduate students (63 per cent). The proportion of people intending to study in the UK has increased by 1.1 percentage points in 2016 compared with 2015. As the survey was taken in January, it is unlikely that the outcome of the EU referendum will have had an impact. Those students intending to study outside the UK cited having an International scholarship and the overall cost of studying abroad being cheaper than the UK as the most common reasons for their decision (16.5 per cent and 14.3 per cent respectively).

34. Of those intending to go on to PG study, the most common intention is to do a taught masters degree. A PGCE or a teaching qualification is the second most popular qualification, though there has been a small decrease of 0.3 percentage points when compared with 2015.

35. Of the factors that prompted students to study at PG level, the majority of responses were to gain a 'Further knowledge of their subject area' (29 per cent) and a 'Higher level qualification' (28 per cent).

36. Students with negative attitudes towards PG study were asked what might encourage them to study at PG level. 'Additional financial support' remains the most frequent response receiving 33 per cent of the sub-group. This figure has fallen by 1.4 and 2.0 percentage points

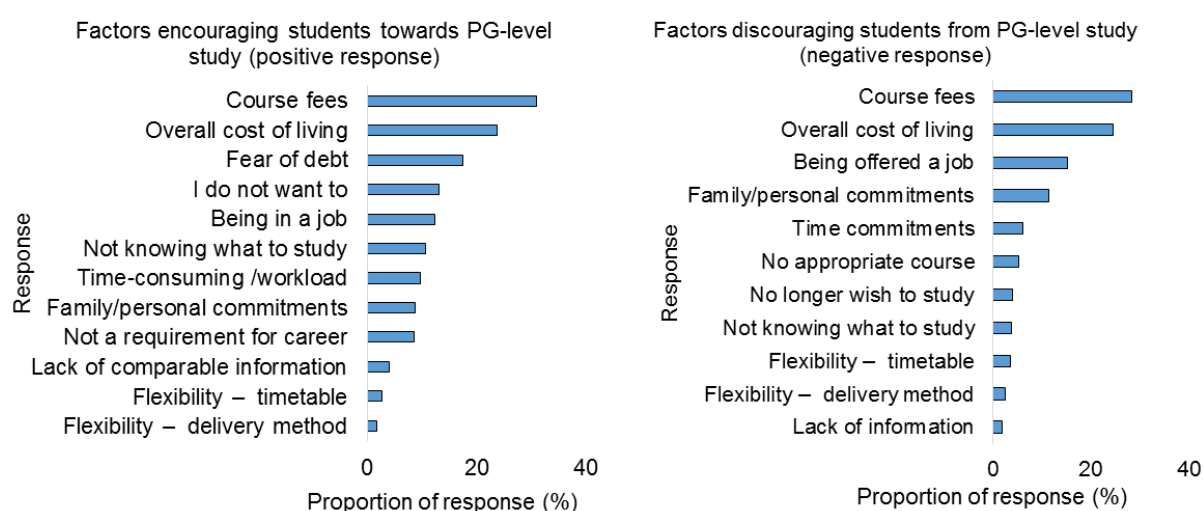
respectively when compared with 2015 and 2014. This could be attributable to the Government's recent announcement of PG loans⁹.

Factors affecting the decision to study at postgraduate level

37. Part of the IAGS seeks to elicit from undergraduates the factors that are influencing their decision whether to undertake PG study. Those considering PG study are asked what factors would encourage them to enrol, while those not intending PG study are asked what factors affected this choice.

38. The questions invite multiple responses from a list. The options are slightly different for each group, but in both cases the possible responses cover a range of financial and other factors.

Figure 3: Factors affecting postgraduate participation decisions



39. For both groups of students, the largest proportion of respondents cite 'Course fees' as the biggest factor (30.9 per cent and 28.4 per cent respectively). As might be anticipated, 'Overall cost of living' also plays a part in a large proportion of responses (23.7 per cent and 24.6 per cent respectively). Of those students who responded positively to going on to PG study at some point in the future, 18 per cent said 'Fear of debt' was a major factor in their decision.

40. The students who said they were most discouraged by debt began their studies in 2010-11. They did not pay the higher tuition fees, but they entered higher education when student loans were at the peak of their prominence in the public's attention. More significantly, students either side of the fee increase – those who started in 2011-12 and 2012-13 – have very similar intentions. The survey shows that 'Cost of living' and 'Course fees' are stronger deterrents than 'Fear of debt'. So overall we have no clear evidence at the moment to show that debt discourages potential postgraduates.

⁹ For more information see <https://www.gov.uk/funding-for-postgraduate-study>.

Table 2: Factors behind negative response by domicile

Domicile	Population (%)	Fear of debt (%)	Overall cost of living (%)	Course fees (%)
United Kingdom	92.7	35.0	47.1	58.2
European Union	2.7	29.2	42.9	56.9
Rest of world	4.6	16.3	35.4	46.5
Total	100.0	34.0	46.5	57.6

Note: Here the population comprises those who answered Question 7b. The proportion is based on the number of respondents in this group rather than the total number of responses.

41. Splitting the population by domicile reveals large differences in the factors deterring students from PG study. Here students are separated out as coming from the UK, elsewhere in the EU, or the rest of the world. Those from the UK mention that ‘Course fees’ and ‘Overall cost of living’ as the biggest concerns in continuing to PG study. This is similar to the responses given by EU-domiciled students, though to a lesser extent. However, students from elsewhere see ‘Being offered a job’ as a much bigger deterrent from continuing their study than UK and EU-domiciled students. A larger proportion of these students also consider ‘Family and personal commitments’ to be a factor in whether they will end up in PG study.

Changing landscape

42. In light of the Government’s new initiative to introduce loans for PG taught masters degrees, a new question was added to the survey asking respondents how likely they would be to study at PG level, were a £10,000 loan available to them. Overall, over two-thirds of all respondents said that they would be likely or very likely to study at PG level if a PG loan of around £10,000 was introduced. 42.5 per cent responded that they would be very likely to study at PG level based on this increased financial support, and a further 24.8 per cent answered that they would be likely to study at PG level. Only 13.8 per cent said that even with the increased funding they would be unlikely (7.3 per cent) or very unlikely (6.5 per cent) to study at PG level.

43. This trend is even stronger when looking at those in the ‘Immediately intend’ and ‘Likely in the future’ groupings, of which 89.7 per cent and 86.6 per cent of students respectively would be likely or very likely to go on to PG study with this increased financial support. Only 2.4 per cent of students in the ‘Immediately intend’ and 2.6 per cent of those in the ‘Likely in the future’ group would be unlikely or very unlikely to study at PG level with the increased funding.

44. Students from low-participation backgrounds (quintile 1 based on the Participation of Local Areas (POLAR) measure) would be more likely to consider their decision if a PG loan were introduced than students from high-participation backgrounds (POLAR quintile 5). Around 72 per cent of students from quintile 1 backgrounds would be likely or very likely to go on to PG study compared with around 63 percent of students from quintile 5 backgrounds. This difference is largest among students from the ‘Likely in the future’ intention grouping, where the difference between those in quintiles 1 and 5 who answered positively is 7.1 percentage points.

45. By ethnicity, black students are the most likely to go on to study at PG level following the introduction of a PG loan of £10,000. Around 78 per cent of black students said they would be

likely or very likely to do so. The lowest proportion likely or very likely to consider PG study following the introduction of a loan was among white students (65 per cent).

46. There are no observable differences between those of different genders or disability statuses in responses to this question.

Section 2: Differences across student groups

47. In this section, we consider whether the intentions of students to go on to postgraduate study are different between student groups, and how this might be attributable to the different factors affecting these choices. A breakdown of the student population by the characteristics used can be found in Annex C.

Equality and diversity characteristics

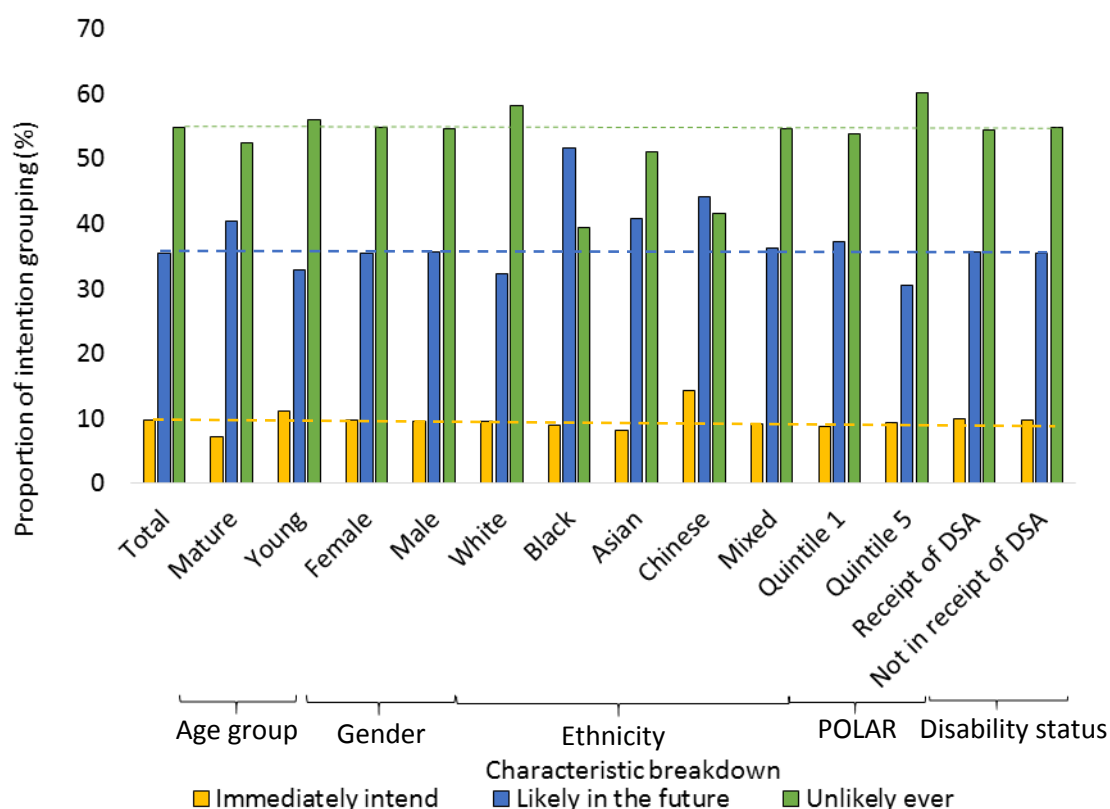
48. Attitudes towards continuing on to PG level study differ between ethnic groups. Of those whose ethnicity is known, Chinese students are most likely to immediately intend at PG level (14.4 per cent). This compares with only 8.1 per cent of Asian students and 8.9 per cent of black students – although the latter possessed the highest proportion likely to go on to PG study in the future. A greater proportion of white students say they are unlikely ever to study at PG level than any other ethnic group.

49. Mature undergraduates are less likely to intend to undertake PG study immediately (7.2 per cent, compared with 11.1 per cent of young undergraduates). This could be due to the mature students studying for a job that they are already working in, especially as 7.8 per cent of mature students' responses to Question 1 relate to continuing to be employed in their current job. Alternatively, because of their age these students may be keener to begin their careers after graduating: 48.6 per cent of mature students' responses relate to looking for, having been offered or accepting a job, compared with 42.4 per cent of young students.

50. There are no observable differences between the intentions of male and female students to go on to PG study. Disability seems to have little impact on PG intentions. Similar proportions of students intend to go on to PG study regardless of whether they have no declared disability, receive DSA, or have a self-declared disability without receiving DSA.

51. 9.9 per cent of survey population are from a POLAR quintile 1 (low-participation) background and 25.6 per cent are from a quintile 5 (high participation) background. There is little difference between the intentions of these students, though students from a quintile 5 background have a larger proportion in the 'Immediately intend' group (9.3 per cent) than those in quintile 1 (8.8 per cent).

Figure 4: IAGS 2016 intentions groupings by characteristic



Other differences

52. The proportion of full-time (FT) students in the ‘Immediately intend’ group (9.9 per cent) is almost double that of their part-time (PT) counterparts (5.8 per cent). Unsurprisingly, a much larger proportion of FT students (33.9 per cent) responded that they would be looking for a job within six months of graduation, compared with only 18.2 per cent of PT students. This is offset in the ‘Continue in current job’ response, which 29.7 per cent of PT students gave compared with the 4.6 per cent of their FT equivalents.

Other student characteristic effects

53. Splitting out students who have studied abroad or had a year on a placement in industry reveals differences in intention. Those from sandwich courses or courses which involve study abroad make up around 13 per cent of the survey population (8.0 per and 4.7 per cent respectively).

54. Based on their survey responses only a small proportion of students on sandwich courses have any intention to go on to PG study, with 69.7 per cent falling into the ‘Unlikely ever’ group. Only 6.8 per cent of students on sandwich courses intend to go on to PG study immediately. Those who have studied abroad as part of their course are more likely to intend to study at PG level, with 12.0 per cent of students falling into the ‘Immediately intend’ group.

Factors affecting the decision to do postgraduate study

55. The stated factors driving the intentions of students vary by students’ characteristics and also between the different intention groupings.

56. Some differences in these factors arise from age group. There are no significant differences between the factors among students who fall into the 'Immediately intend' grouping. The biggest difference comes in the 'Likely in the future' intention grouping: 40.9 per cent of young students would not go on to PG study if they were offered a job, while mature students (35.1 per cent of respondents) tend to be more influenced by family and personal commitments.

57. A similar trend can be seen among students in the 'Unlikely ever' intention grouping. The proportion of mature students responding that family and personal commitments put them off PG study is around 15.1 percentage points larger than that of young students. For young students who are unlikely ever to go on to PG study, 'Not knowing what to study' is a much bigger concern.

Table 3: Factors driving intentions of students by characteristic

Student characteristic	Overall cost of living	Course fees	Being offered a job	Family and personal commitments	Not knowing what to study	Not being able to find an appropriate course to study	No longer wish to study	Other
Mature	45.1	48.8	19.2	20.4	3.6	10.1	3.4	16.4
Young	48.6	49.2	27.7	15.5	4.5	10.2	7.3	14
White	51	50.4	24.4	15.3	3.7	9.6	6.5	14.3
Black	40.5	51.6	19.3	16.9	4.9	9.3	3.8	15.4
Asian	36.3	48.7	28.5	20.8	6.4	10.7	6.4	14.7
Chinese	32.6	35.6	41.9	29.2	6.3	12.7	6.6	14.4
Mixed	49.6	48.1	25.9	12.7	4.7	11.5	6.7	19.1
Other	38.8	46.3	19.1	21.3	5.9	13.3	3.2	17.6
Unknown	39.8	43.9	28.2	21.5	6.2	12.7	5.1	14.2
Male	47.2	48.7	25.9	15.9	4.4	9.7	6.4	12.8
Female	48	49.4	25.3	17.4	4.2	10.4	6.1	15.6
Part-time	22	43.5	8.1	24	1.7	11.7	0.8	32.5
Full-time	48.4	49.3	26	16.6	4.3	10.1	6.4	14
POLAR quintile 1	53.6	49.4	20.8	16.5	2.4	7.5	3.7	15
POLAR quintile 5	47.9	50.3	26	15.2	4.5	10.6	8.5	14.2

Notes:

1. This allows multiple responses, so the proportion for each characteristic is greater than 100.
2. Available responses under the 'Other' group in the table consist of 'Lack of comparable information on postgraduate study', 'Time commitments of postgraduate study', 'Lack of flexibility in the postgraduate study timetable' and 'Lack of flexibility in delivery method of postgraduate study'.

58. There tend to be differences in the perceptions of negative factors based on ethnicity. White and Chinese students tend to be the most different from all other ethnic groups.
59. For white students in the 'Immediately intend' grouping, the biggest disincentive to PG study is the financial aspect, with the bulk of respondents citing the overall cost of living as the main reason not to study at PG level. This is different for those of black, Asian and other ethnic groups, who believe course fees to be the biggest issue.
60. Overall, a fear of debt and course fees makes up a much lower proportion of responses from Chinese students, for whom already being in a job and not knowing what to study are more common concerns than for other ethnic groups.
61. Similar patterns emerge from the 'Likely in the future' and 'Unlikely ever' intention groupings, though white students and ethnic groups other than Chinese are much more closely aligned.
62. Unsurprisingly, the proportion of responses received from students in POLAR quintile 1 citing the overall cost of living as a factor disincentivising PG study is higher than that received from quintile 5 students in all intention groupings. The percentage point difference ranges between the intention groups, from 6.2 per cent in the 'Immediately intend' group to 3.6 per cent in the 'Likely in the future' group. A higher proportion of students from quintile 5 backgrounds cited being in or offered a job as a factor in not going on to PG study.

Conclusions

63. The most common response students give when asked on their immediate plan is to 'Look for a job', although continuing on to further study is the second most popular option and has increased in popularity since 2015. The improvement in attitudes towards PG study is felt in the intention groupings discussed throughout the report. Over the time series, while the proportion of respondents in the 'Immediately intend' group is fairly static, there has been an increase on the figure for 2015, making 2016 the highest point. The majority of students who want to go on to PG study intend to do a masters degree, though PGCE courses are also popular.
64. Course fees and the overall cost of living are the biggest factors putting students off going on to PG level. While fear of debt is also a significant factor considered by those interested in PG level study, students who declare themselves not interested in PG level study are largely put off by to the hope that they will be offered a job. These attitudes vary across students based on various characteristics, with the biggest differences determined by ethnicity and domicile. Perhaps unsurprisingly, concerns about debt and the cost of living affect students from the most disadvantaged areas the most.
65. Over two-thirds of all respondents said that they would be likely or very likely to study at PG level if a PG loan of around £10,000 was introduced. Black students would be the most likely to go on to study at PG level following the introduction of such a loan. Students from low-participation backgrounds (POLAR quintile 1) would be more likely to reconsider their decision if a PG loan was introduced than those from high-participation backgrounds (POLAR quintile 5).
66. Splitting students into different intention groups with respect to PG study shows different results based on various characteristics. While there is little difference by POLAR quintile, gender and disability status, there are some fairly large differences between those of different ethnicities. White students have the largest proportion who are unlikely ever to go on to PG study, while

black students have the highest proportion in the 'Likely in the future' grouping. Of all student characteristics, the largest proportion of students who intend to go on to PG study immediately are ethnically Chinese.

Annex A: Respondents to the Intentions After Graduation Survey over time and groupings

	2013	2014	2015	2016
Survey respondents	126,370	140,525	99,620	138,695
Intend immediately (%)	8.9	8.6	8.4	9.7
Likely in the future (%)	36.2	35.4	35.6	35.5
Unlikely ever (%)	54.9	56	56	54.8

Annex B: Make up of survey population by student characteristics

Student characteristic	IAGS population	Proportion of IAGS population (%)	All first degree students in final year	Proportion of full population of eligible IAGS respondents (%)
Female	85,070	61.3	220,321	57.0
Male	53,625	38.7	166,174	43.0
Young	89,445	64.5	237,702	61.5
Mature	49,245	35.5	148,835	38.5
No known disability	121,810	87.8	339,755	87.9
Disability	16,885	12.2	46,782	12.1
UK	121,000	87.2	330,621	85.5
European Union	6,925	5.0	18,011	4.7
Other	10,770	7.8	37,905	9.8
White	103,015	74.3	272,823	70.6
Black	7,125	5.1	23,297	6.0
Asian	11,980	8.6	37,367	9.7
Chinese	4,350	3.1	15,524	4.0
Mixed race	4,345	3.1	12,967	3.4
Other	1,915	1.4	6,395	1.7
Unknown	5,960	4.3	18,164	4.7
Quintile1 (low)	13,735	9.9	37,761	9.8
Quintile2	19,155	13.8	51,838	13.4
Quintile3	23,750	17.1	64,812	16.8
Quintile4	28,250	20.4	76,845	19.9
Quintile5(high)	35,565	25.6	97,919	25.3

Note: 'IAGS' = 'Intentions After Graduation Survey'.

Annex C: Intention groupings by characteristic

	Immediately	Likely in the future	Unlikely ever	Proportion of total population
Gender				
Female	9.8%	35.4%	54.8%	61.3%
Male	9.6%	35.6%	54.7%	38.7%
TOTAL	9.7%	35.5%	54.8%	100.0%

Age group				
Mature	7.2%	40.4%	52.4%	35.5%
Young	11.1%	32.8%	56.1%	64.5%
TOTAL	9.7%	35.5%	54.8%	100.0%

Disability status				
No known disability	9.7%	35.5%	54.9%	87.8%
Disability	9.9%	35.7%	54.4%	12.2%
TOTAL	9.7%	35.5%	54.8%	100.0%

Domicile				
Overseas	14.7%	50.3%	35.0%	13.0%
UK	9.0%	33.3%	57.8%	87.0%
TOTAL	9.7%	35.5%	54.8%	100.0%

Ethnicity				
White	9.5%	32.3%	58.2%	74.3%
Black	8.9%	51.7%	39.5%	5.1%
Asian	8.1%	40.8%	51.1%	8.6%
Chinese	14.3%	44.2%	41.5%	3.1%
Mixed race	9.2%	36.2%	54.6%	3.1%
Other	9.8%	50.4%	39.7%	1.4%
Unknown	14.4%	48.7%	36.9%	4.3%

TOTAL	9.7%	35.5%	54.8%	100.0%
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Young participation rate classification (POLAR)

Quintile 1 (Low)	8.8%	37.3%	53.9%	9.9%
Quintile 2	8.9%	35.4%	55.7%	13.8%
Quintile 3	8.7%	34.8%	56.5%	17.1%
Quintile 4	8.8%	32.0%	59.1%	20.4%
Quintile 5 (High)	9.3%	30.5%	60.2%	25.6%
TOTAL	9.0%	33.3%	57.8%	86.9%

Mature participation rate classification

Quintile 1 (Low)	8.8%	37.0%	54.2%	11.7%
Quintile 2	9.2%	34.0%	56.7%	15.2%
Quintile 3	8.9%	32.6%	58.5%	17.7%
Quintile 4	8.7%	32.3%	59.0%	20.3%
Quintile 5 (High)	9.1%	32.1%	58.7%	22.1%
TOTAL	9.0%	33.3%	57.8%	86.9%

Mode of study

Full-time	9.9%	35.5%	54.6%	95.5%
Part-time	5.8%	35.5%	58.8%	4.5%
TOTAL	9.7%	35.5%	54.8%	100.0%

Course types

Non-special	9.8%	36.6%	53.5%	87.3%
Sandwich course	6.8%	23.5%	69.7%	8.0%
Study abroad	12.0%	35.1%	52.9%	4.7%
TOTAL	9.7%	35.5%	54.8%	100.0%

Annex D: Abbreviations and terminology

DSA	Disabled Students Allowance
EU	European Union
FT	Full-time
HEFCE	Higher Education Funding Council for England
IAGS	Intentions After Graduation Survey
Mature	Students aged 23 and over when responding to the IAGS
NSS	National Student Survey
PG	Postgraduate
PGCE	Postgraduate Certificate in Education
POLAR	Participation of Local Areas, a classification of geographical areas based on rates of participation in higher education by young people
PT	Part-time
Young	Students aged under 23 when responding to the IAGS