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The market failure of postgraduate education:
Financial and funding related issues

April 2006

Project No. 1159

Contents

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Executive overview

Background

In collaboration with Graduate Prospects Ltd (Prospects), the National Postgraduate Committee (NPC) wished to undertake research to gather evidence on the potential impact of financial and funding related issues in the postgraduate market. The NPC stated in its outline proposal:

"The purpose of this research is to gather evidence as to where postgraduate education is a market failure, not only through funding availability, but with regards to access arrangements to accommodate disability, gender, ethnic minorities and other non traditional groups."

Methodology

An online survey (see Appendix 1) was designed through consultation with representatives from the NPC and was accessible via a hyperlink hosted on the NPC and Prospects websites. The survey was targeted at current students (undergraduates and postgraduates) and other interested parties visiting the websites (for example, potential postgraduates).

This report explores in detail the future intentions of individuals with regards to continuing into postgraduate study and what they feel are their biggest obstacles in doing so, or their reasons for not wishing to.

Respondent demographics

A total of 1,046 completed questionnaires were received. There was a larger representation of females within the sample (61.6%) and the largest proportion of respondents was aged 21 to 24 years (36.7%). Respondents were most likely to fall within the social class category B[1] (39.0%) and as might be expected were predominantly of White British ethnicity (57.1%). Those who completed the questionnaire were equally likely to be current postgraduate research (28.0%), postgraduate taught (28.9%) or undergraduate (28.3%) students.

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[1] *See appendix 2 for a description of the social class categories*

Likelihood of conducting postgraduate study

The largest proportion of respondents indicated that they would commence postgraduate study immediately after graduating (41.3%), with a further quarter indicating that they would enter postgraduate study within two years (26.1%). 14.8% of those within the C2 social class were most likely to state that they did not intend to engage in postgraduate study in the future. Perhaps surprisingly, over half those belonging to social classes E (53.8%) and D (50.0%) indicated that they would enter postgraduate study immediately after graduating.

Exploring the motivations of respondents to conduct postgraduate study revealed that the enhancement of career opportunity was seen as the biggest driving factor, selected by almost three quarters of the sample (70.4%). Other motivational factors selected by over half of respondents were professional development (59.6%) and personal development (61.2%).

Respondents were most likely to stipulate that they intended to study full time (62.9%). Two thirds of respondents from social class A had this intention (66.7%). Respondents categorised within social class E were around twice as likely to state that they were planning to study part time as other classes.

Impact of funding related issues

The majority of respondents intending to study at postgraduate level chose their institution based upon its reputation (60.9%). The second most frequently given reason for institution choice was course reputation (46.5%), followed by it offering the course required (41.2%). Factors deemed to be of a financial nature that impacted on choice of institution were analysed by social class. Those categorised as C1 were the most likely to suggest that being close to work was an influential factor (12.5%), this fell to 3.5% for those from class B.

Respondents from social class E were twice as likely (33.3%) as those in A (16.7%) to select being able to live at home as a reason for choosing postgraduate study at a particular institution. As those from other class backgrounds were predominantly of a younger age, living at home while studying may refer to their parental home, rather than their own home, which may have been the case for those categorised as social class E. Again, respondents from social class E were almost twice as likely (33.3%) as those from class B (19.7%) to state that cost considerations were influential in

their decision, suggesting that those in class E do perhaps have other commitments to consider when thinking about postgraduate study, perhaps familial or financial ties.

Investigating funding issues further found that for two thirds of the sample financial considerations had a strong or very strong influence on their decision of whether to study full time or part time (63.5%). Respondents from social class D (76.9%) were substantially more likely to report that financial concerns had a very strong influence on their choice of study mode than were those from class A (33.3%). Again, this offers credence to the suggestion that those from lower socio-economic backgrounds must consider the impact on income that studying full time would have.

Obstacles to studying at postgraduate level

There was little substantial difference between the social classes regarding whether fiscal items were viewed as a large obstacle in their decision to study at postgraduate level. Interestingly, respondents from both class D and A were the least likely groups to indicate that acquiring sufficient funding was viewed as problematic, thus an obstacle (41.7% each). However, C1 respondents did view this aspect of funding to be problematic (58.1%). This could be because those from social class A have enough disposable income, or financial support from family members than other respondents. Those in social class D may be more inclined to gain sources of funding from elsewhere, such as loans or overdrafts rather than trying to 'self fund'.

Working while studying to gain income was viewed as an obstacle by around half of those from the lower classes (53.8% E and 46.2% D), but was less likely to be viewed as such by those from categories perceived as being more affluent (32.0% B and 31.2% C1). It could be that those in class E and D are more likely to try to hold down full time jobs to fund their studies.

Plans to fund postgraduate study

The highest proportion of respondents cited employment as a potential method of funding their postgraduate studies (49.5%). In total, just over half of respondents were hoping to finance further study via a postgraduate award or an institutional scholarship (53.6%). Breaking this down by social class identified that more than half the class E respondents intended to fund their studies via a postgraduate award, compared to around one third of the remaining classes. In addition, a career development loan was the intended source of income by 46.2% of class E

respondents and 30.8% from class D; high when considering that this was the intended source by just 4.7% of class B and 8.6% of class A respondents.

Reasons for not pursuing postgraduate study

The majority of those who stated that they did not intend to pursue postgraduate study reasoned that they were unable to afford it, or that postgraduate courses were too expensive (58.1%).

The factor that most respondents gave as having the strongest influence on their decision not to conduct postgraduate study was planned tuition fees. Almost three quarters stated that this had been a strong or very strong influence on their decision (74.3%). Other factors that had a strong or very strong influence were debt from previous study (62.9%) and lack of funding opportunities (67.5%). Analysis of the mean scores for each factor was also considered. It was found that planned tuition fees was the most influential factor for social classes A (3.0), C1 (1.5) and D (2.0), while debts accrued from previous studies held most influence for classes B (2.2), C2 (1.5) and D (2.0).

1   Results

1.1   Respondent demographics

A total of 1,046 respondents submitted a response to the online survey. The profile of the sample is shown in Table 1.1. There was found to be a larger representation of females within the sample (61.6%), and the highest represented age groups were 21 to 24 years (36.7%) and 25 to 30 years (24.4%). 12.2% of the sample was from outside the European Union.

In terms of social class the respondents were required to state their occupation, as well as the occupation of their parents or the main income earner of the household, depending on their circumstances. These occupations were then given a social class category using the Market Research Society Occupation Groupings Dictionary (see appendix 2 for a description of the categories). The largest proportion fell within category B (middle management, non-manual) (39.0%), followed by category C1 (junior management, non-manual) (33.0%).

The spread of ethnic origin is detailed in Figure 1.1. As would be expected White British respondents made up the large majority of the sample (57.1%), followed by other White background (14.6%). 4.7% of the sample was Asian or Asian British Indian and a further 4.7% was Chinese or other Ethnic background.

The survey was broken down into sections that were routed depending on the particular status of the respondent, for example currently being a postgraduate taught student, postgraduate research student, or undergraduate student. Figure 1.2 reveals an equal spread of respondents from the three student types mentioned. Those not currently studying, but still prospective postgraduates represented 14% of the sample. Those identified as current students were required to state their current institution, and a full list is included in Appendix 3.

Any open text comments provided from the respondents are included verbatim in the separate Comments Annex.

Table 1.1: Demographic profile of the sample (n = 1,046)

Demographic	Category	Proportion (%)
Age	Under 21 yrs	12.0
	21 – 24 yrs	36.7
	25 – 30 yrs	24.4
	31 – 34 yrs	8.0
	35 – 40 yrs	7.6
	41 – 44 yrs	3.6
	45 – 64 yrs	7.6
	65 yrs and over	0.2
Gender	Male	38.3
	Female	61.6
Nationality	UK	67.5
	Republic of Ireland	1.4
	Other European Union	10.2
	Commonwealth	8.6
	Outside European Union	12.2
Registered disabled?	Yes	16.5
Social class category	A	9.5
	B	39.0
	C1	33.0
	C2	11.1
	D	2.4
	E	4.9

Figure 1.1: Ethnicity

n = 1039

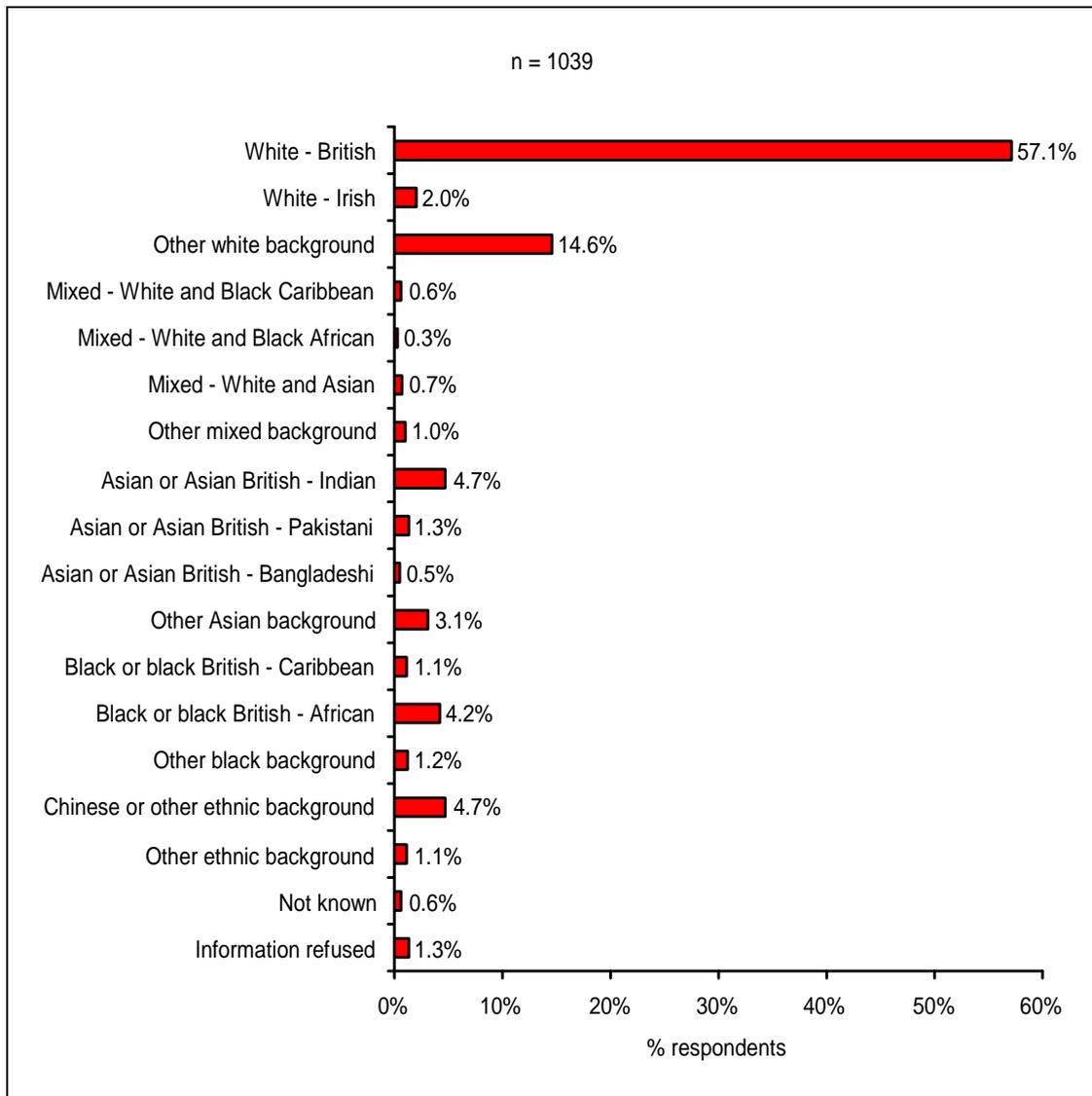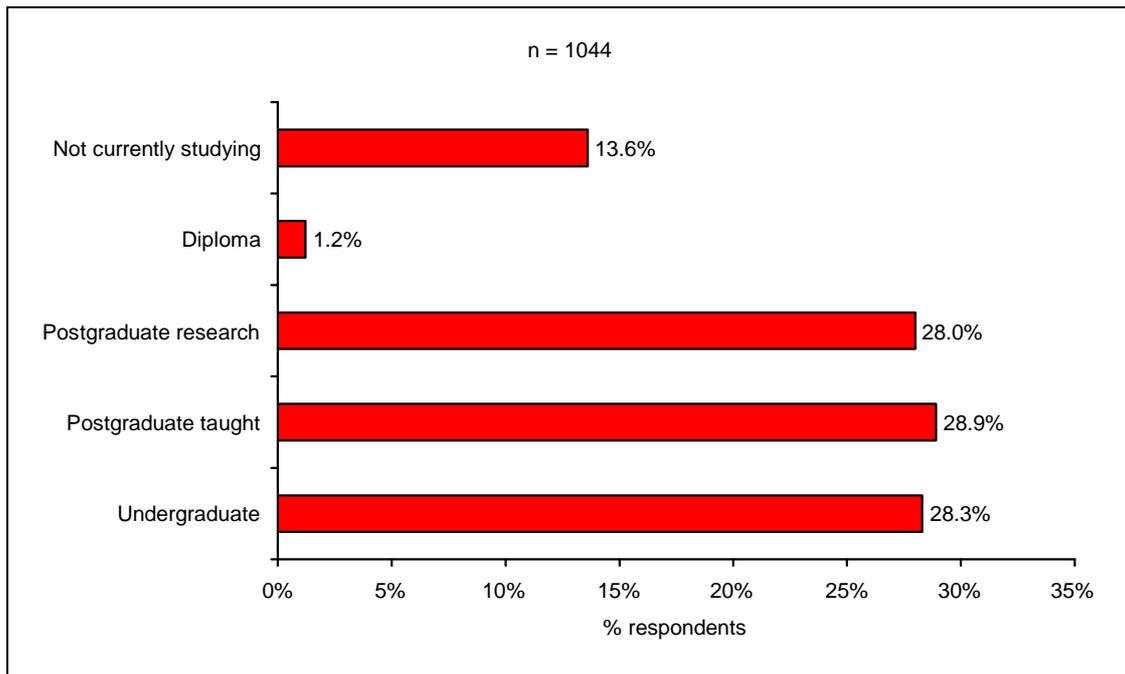| Ethnicity	%
White - British	57.1%
White - Irish	2.0%
Other white background	14.6%
Mixed - White and Black Caribbean	0.6%
Mixed - White and Black African	0.3%
Mixed - White and Asian	0.7%
Other mixed background	1.0%
Asian or Asian British - Indian	4.7%
Asian or Asian British - Pakistani	1.3%
Asian or Asian British - Bangladeshi	0.5%
Other Asian background	3.1%
Black or black British - Caribbean	1.1%
Black or black British - African	4.2%
Other black background	1.2%
Chinese or other ethnic background	4.7%
Other ethnic background	1.1%
Not known	0.6%
Information refused	1.3%

% respondents

Figure 1.2: Student status

1.2   Motivations to conduct postgraduate study

Respondents were requested to state at what point, if ever, they were intending to conduct postgraduate study.   Figure 1.3 illustrates that the largest proportion of respondents indicated that they would commence postgraduate studies immediately after graduating (41.3%). Approximately one quarter of the sample were intending to study at postgraduate level in the next two years (26.1%), with almost the same amount saying they intended to conduct postgraduate study sometime in the future (24.1%).   Only 8.5% of respondents had no intention of conducting postgraduate study.

When broken down by social class category (see Figure 1.4) it was shown that those belonging to the C2 social class category were the most likely group to say that they did not intend to go on to do postgraduate study in the future (14.8%). Those groups least likely to express this opinion were categories A and E. Respondents stating that they would commence postgraduate study in the next two years, or at sometime in the future were quite evenly distributed across the social class groupings. There was some difference however in the social classes of those who stated that they intended to enter postgraduate study immediately after graduating.   Respondents categorised as belonging to either group E or D were most likely to indicate that this was the case for them (53.8% and 50.0% respectively). The groups least likely to believe that they would conduct postgraduate study immediately after graduation was classes C2 (37.0%) and B (35.4%).

Exploring the factors that might prompt respondents to decide to pursue postgraduate study it was discovered that the most popular was deemed to be the enhancement of career opportunity (70.4%).   As can be seen in Figure 1.5, professional development was the second factor prompting respondent's decisions (61.2%).   This was followed by personal development (59.6%) and to study a specialist subject (51.1%).   The factor least likely to impact upon the decision to study at postgraduate level was continuing at university, which was selected by 30.6% of respondents.

When asked to specify the mode of study they intended to take, almost two thirds (62.9%) said they would study full time. Figure 1.6 shows that 13.8% proposed to study on a part time basis, while 23.3% indicated that they were unsure. Examined by social class category, respondents from category A were the most likely to wish to

study full time (66.7%), while those within C2 were least likely with 52.2%. Respondents from category E were around twice as likely to study part time as the other social classes (30.8%). The group of respondents least likely to propose they would study part time was those from social class category A (8.3%).

The five universities at which respondents were most likely to intend to study for their postgraduate course are displayed in Table 1.2. The University of Birmingham was the most popular, selected by 7.2% of respondents.

Figure 1.7 illustrates the reasons respondents chose to study at postgraduate level at the particular institution they did. The three most popular reasons given were; the institution's reputation (60.9%), course reputation (46.5%), and offering the course required (41.2%). The factors holding least influence over choice of institution were traditional / historical reputation (14.6%), the presence of an individual member of staff (10.6%), and being close to work (6.6%).

Figure 1.8 details the degree to which funding related issues impacted on choice of institution, broken down by social class category. Amongst the social class groupings, C1 respondents were most likely to suggest that being close to work was an influential factor in their decision making (12.5%). Groups D and E followed, with 9.1% and 8.3% respectively. The number of respondents selecting this factor fell to 3.5% for those categorised as social class B.

Respondents belonging to social classes E (33.3%), C1 (28.1%) and D (27.3%) were more likely than the remaining groups to state that being able to live at home was a reason for choosing to study at a particular institution (see Figure 1.8). Respondents in social class E were twice as likely as those in social class A (16.7%) to select this reason. However, almost a third of those from social class E were over 35 years old, with the figure dropping to 20.0% for those in class B and falling to just 9.0% for those in class D. This suggests that those in social class E may wish to live at home while studying because it is in fact their home, or they have family commitments. There was also contrast between the social class categories as to whether cost was a consideration. There was a 13.6% difference in the number of respondents from category E (33.3%) who cited this as a reason compared to those in category B (19.7%).

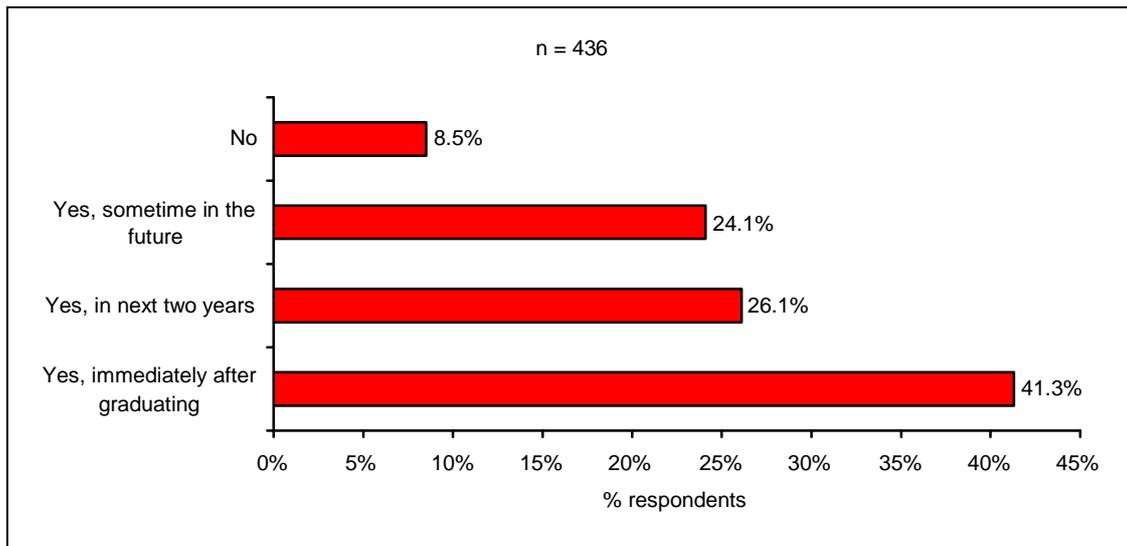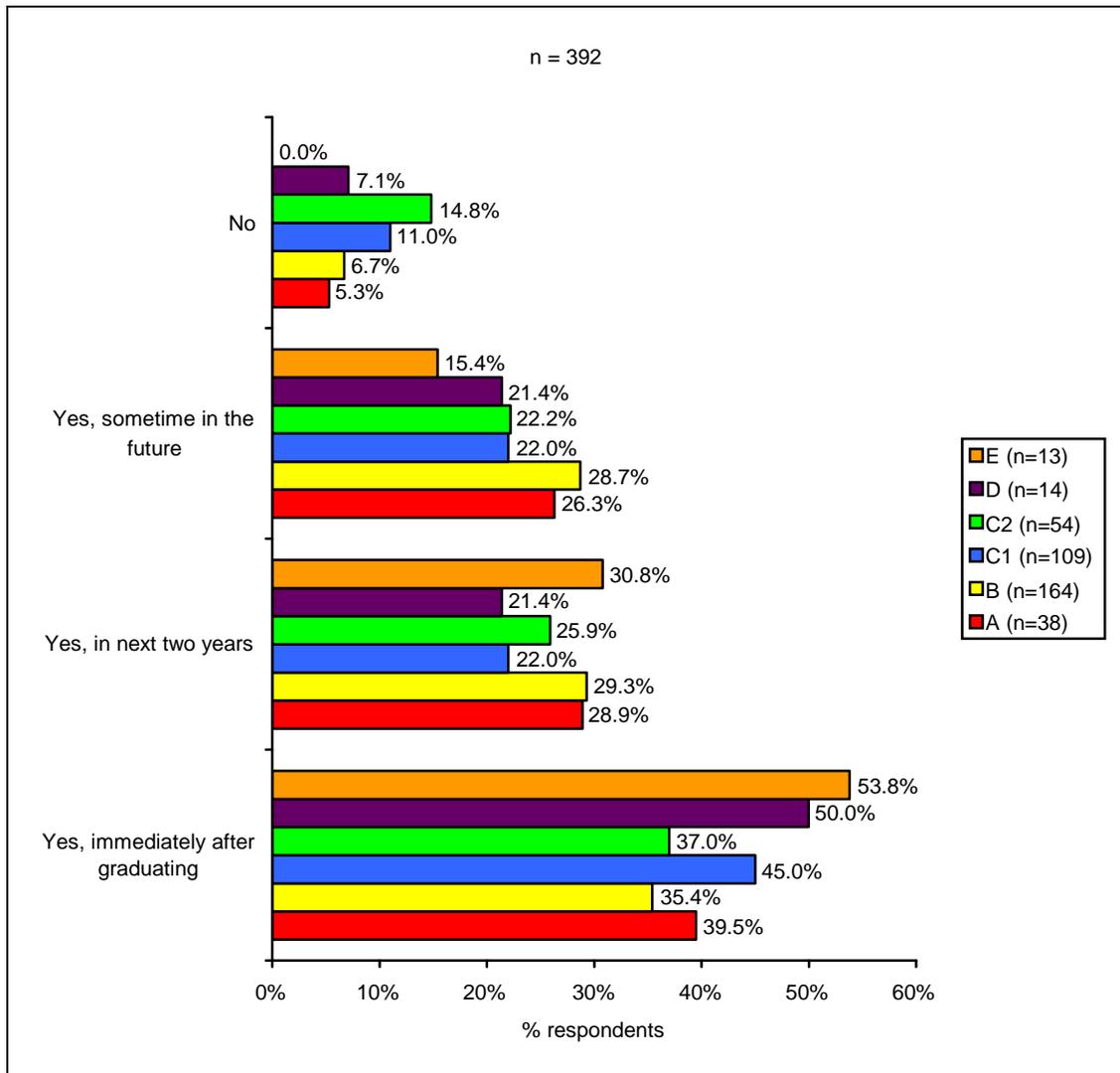Figure 1.3: Likelihood of conducting postgraduate study

Figure 1.4: Likelihood of conducting postgraduate study by social class category

Note: Caution must be exercised when dealing with small numbers

Figure 1.5: Factors prompting decision to conduct postgraduate study

n = 399

Factor	%
Professional development	59.6%
Personal development	61.2%
Study a specialist subject	51.1%
Continue at University	30.6%
Enhance career opportunity	70.4%
Other	4.0%

% respondents
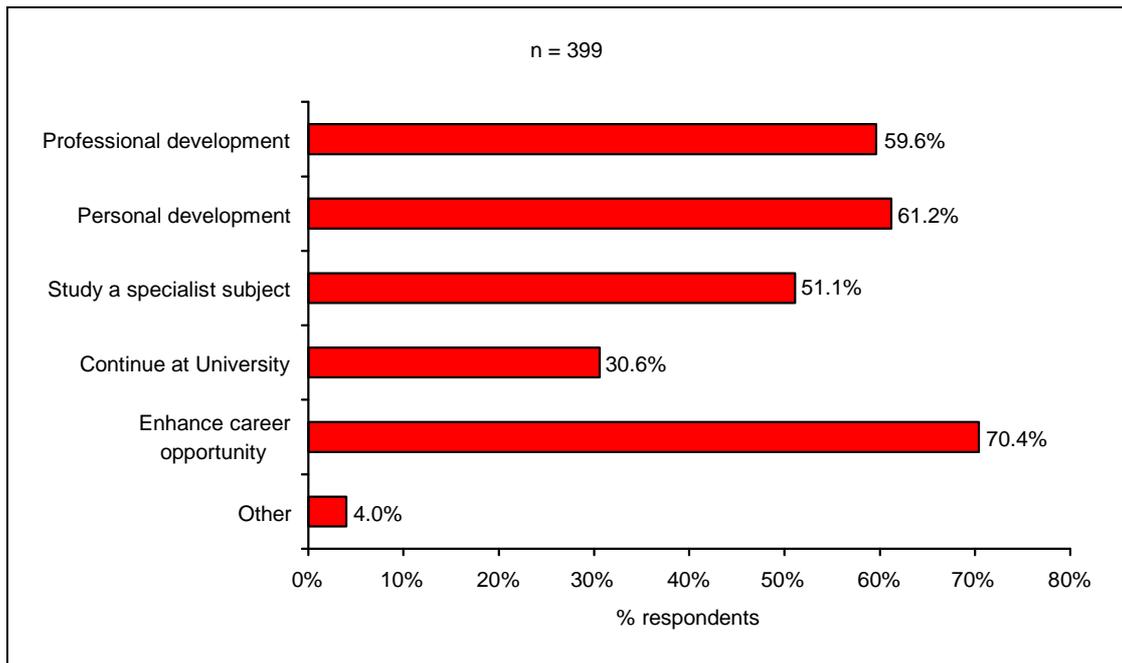
Figure 1.6: Mode by which intend to study at postgraduate level

n = 399

	Unsure	Part time	Full time
Total	23.3%	13.8%	62.9%
E	15.4%	30.8%	53.8%
D	23.1%	15.4%	61.5%
C2	30.4%	17.4%	52.2%
C1	21.6%	13.4%	64.9%
B	22.5%	12.6%	64.9%
A	25.0%	8.3%	66.7%

% respondents
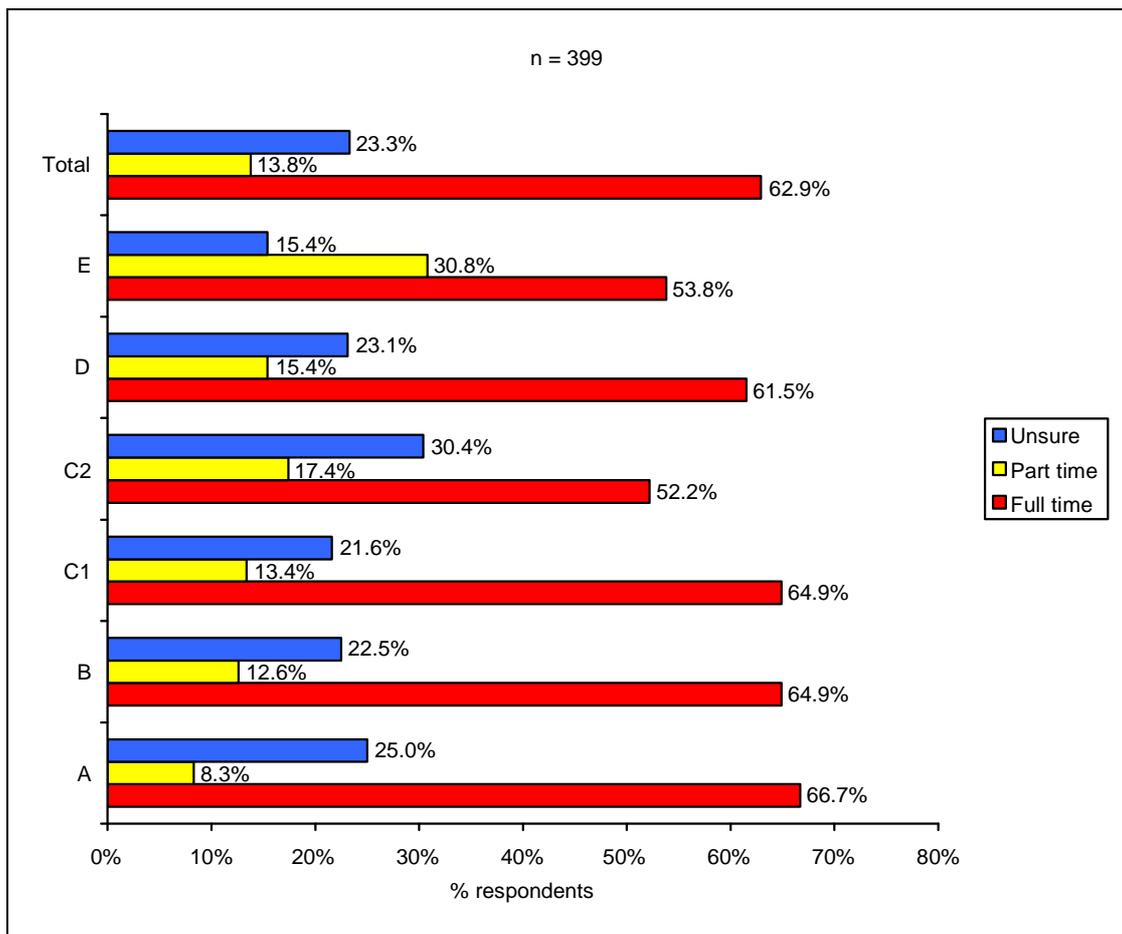
Table 1.2: Top 5 Institutions intending to study at for postgraduate course (n=1,046)

Institution	Frequency	Proportion (%)
University of Birmingham	75	7.2
Open University	12	1.1
University of Leeds	11	1.1
University of Sheffield	10	1.0
University of Nottingham	9	0.9

Figure 1.7: Reasons for choosing the institution at which to study at postgraduate level

Figure 1.8: Funding related reasons for choosing institution by social class category

Note: Caution must be exercised when dealing with small numbers
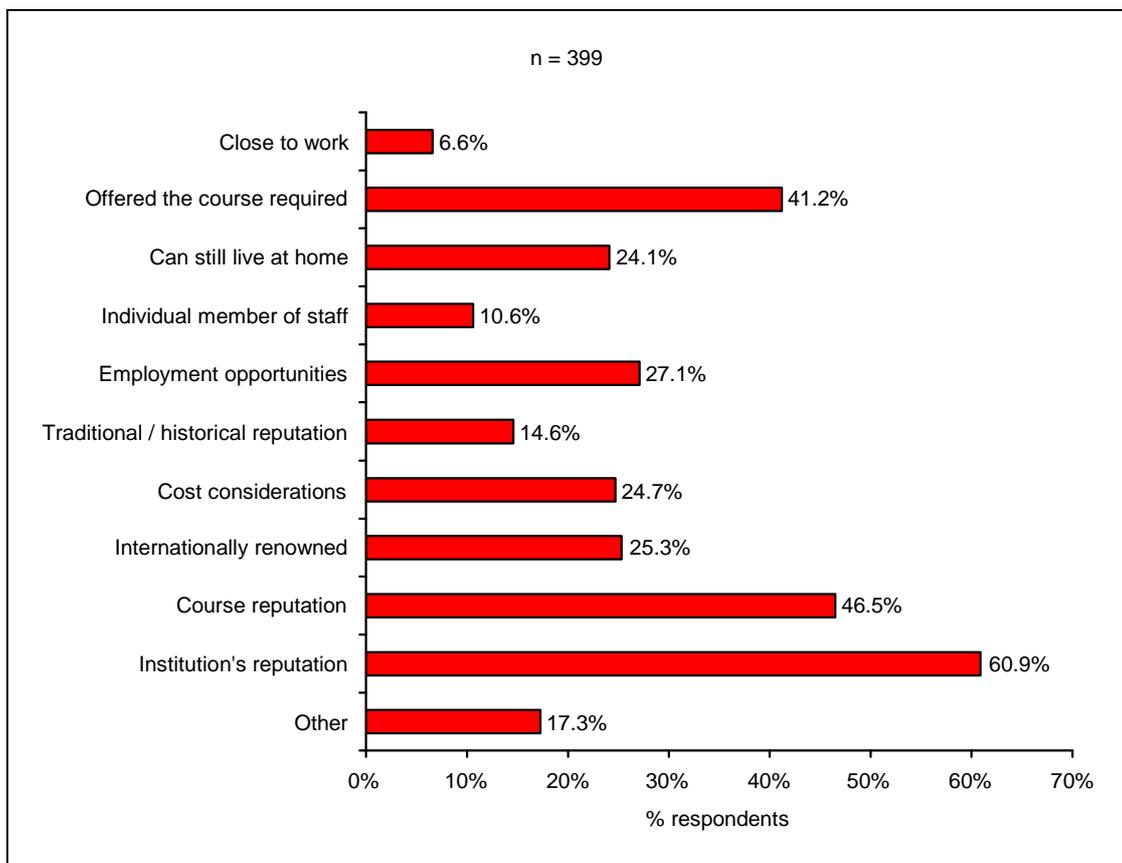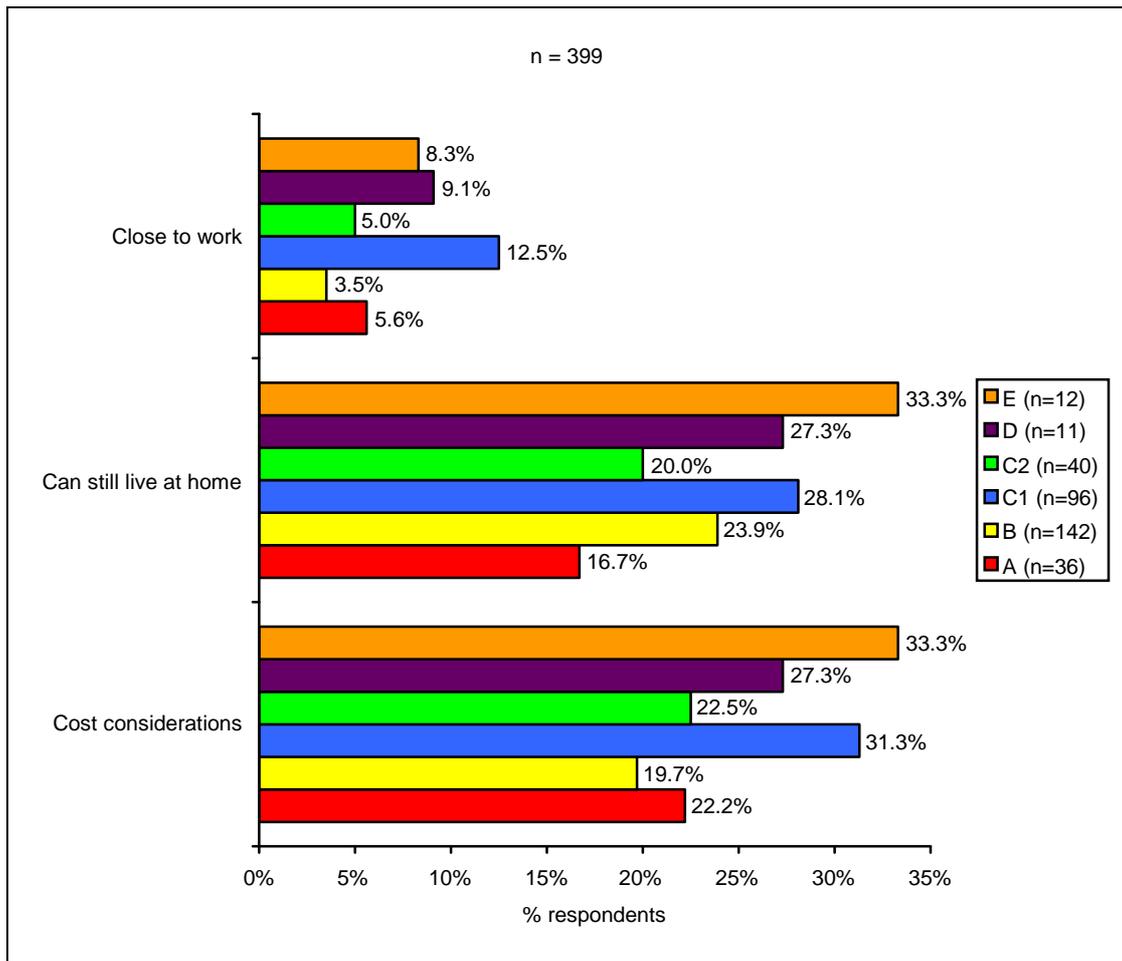
1.3   Funding related issues

This section explores the level of impact and influence funding and financial related issues have had upon decisions to study at postgraduate level.

Figure 1.9 shows that the greater proportion of respondents (40.9%) felt that financial considerations had a very strong influence on their decision of whether to study full or part time. Approximately one fifth (22.6%) said that financial considerations had a strong influence while a slightly smaller number stated that it had some influence on their decision (20.6%).

Respondents from social class category D were substantially more likely (76.9%) than those from social class A (33.3%) to say that financial concerns had a very strong impact on the choice of whether to study full time or part time (see Figure 1.10). One quarter of respondents from social class A (25.0%) said that this had a strong influence on their choice, as did those from category B (24.0%). Perhaps surprisingly, those from social class E were twice as likely (15.4%) as those from D (7.7%) and B (7.3%) to say that financial considerations had no impact on their choice of study mode.

Respondents were probed regarding what they felt would be the biggest obstacles to overcome in their decision to pursue postgraduate study.   Results have been analysed by social class where the responses could be perceived as being of a fiscal nature (refer to Figure 1.11).

The population as a whole regarded the issue of acquiring sufficient funding as more problematic than uncertain employment prospects. Those from social class C1 were most likely to view this aspect of funding as an obstacle (58.1%). Those from social classes D and A (41.7%), however, were least likely to view this as an obstacle. Working while studying to get income was perceived as being a larger obstacle by those from the lower classes (53.8% E and 46.2% D) than those from categories perceived as being more affluent (32.0% B and 31.2% C1).

The funding method most likely to be utilised by respondents was employment (49.5%). Figure 1.12 shows that slightly fewer respondents said they intended to use savings to fund their postgraduate study (42.6%), while 32.9% were expecting

contributions from their parents. In total, just over half of respondents were hoping to receive either a postgraduate award or an institutional scholarship (53.6%).

Figure 1.13 contains the most frequently cited methods of funding postgraduate studies analysed by social class. Over half of those within social class E were hoping to fund their studies via a postgraduate award (53.8%). Across the remaining social classes the figure dropped to around one third (34.3% A, 30.7% B, 34.0% C1, 32.6% C2, 30.8% D). A parental contribution was the funding method most likely to be employed by those from social class A (54.7%), while only 7.7% of those in D, and 23.1% in E, were expecting their parents to contribute.

The social class most likely to fund their postgraduate studies through savings was E (46.2%), which was followed closely by B (45.3%) and C1 (44.7%). The majority of respondents from C2 were hoping to pay for their course through employment (56.5%), as were those from class B (54.7%) and class D (53.8%). A substantial difference between the social classes can be seen for those hoping to pay for their postgraduate studies via a career development loan. 46.2% of those from class E indicated that this was how they were planning to pay for their course, with 30.8% of those in D planning to utilise the same method. This figure falls sharply for those in the higher classes, with just 4.7% from class B and a further 8.6% from A.

Figure 1.9: Degree to which financial considerations have impacted on decision to study full time or part time

n = 394

No influence	10.2%
Little influence	5.8%
Some influence	20.6%
Strong influence	22.6%
Very strong influence	40.9%

% respondents
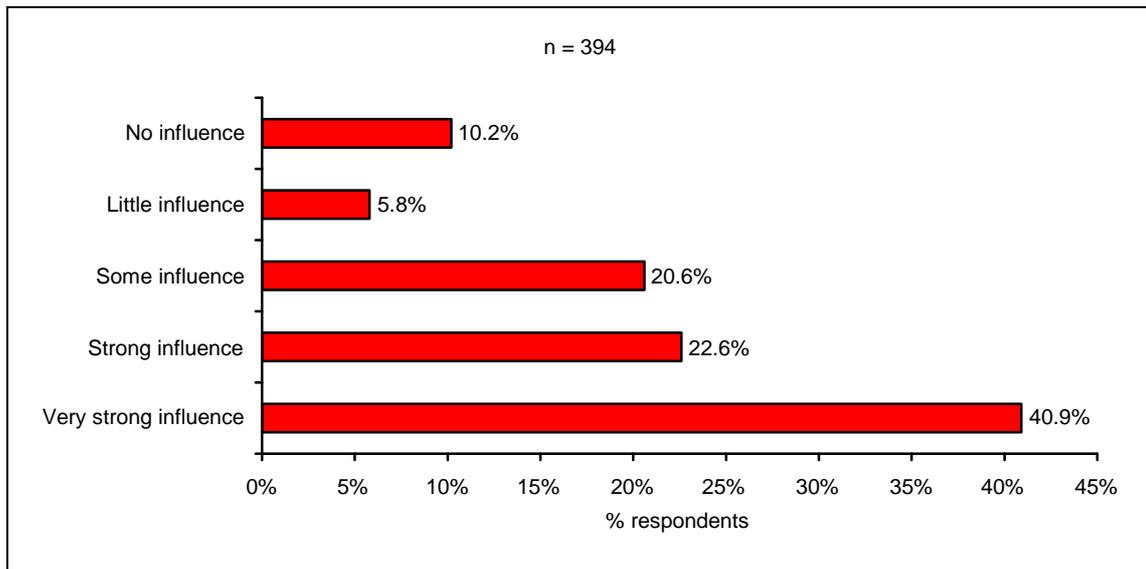
Figure 1.10: Level of influence of financial considerations by social class

n = 354

No influence
15.4%
7.7%
13.0%
10.4%
7.3%
13.9%

Little influence
0.0%
0.0%
0.0%
6.3%
5.3%
5.6%

Some influence
15.4%
7.7%
21.7%
19.8%
19.3%
22.2%

Strong influence
7.7%
7.7%
19.6%
20.8%
24.0%
25.0%

Very strong influence
61.5%
76.9%
34.8%
42.7%
44.0%
33.3%

E (n=13)
D (n=13)
C2 (n=46)
C1 (n=96)
B (n=150)
A (n=36)

% respondents

Note: Caution must be exercised when dealing with small numbers

22
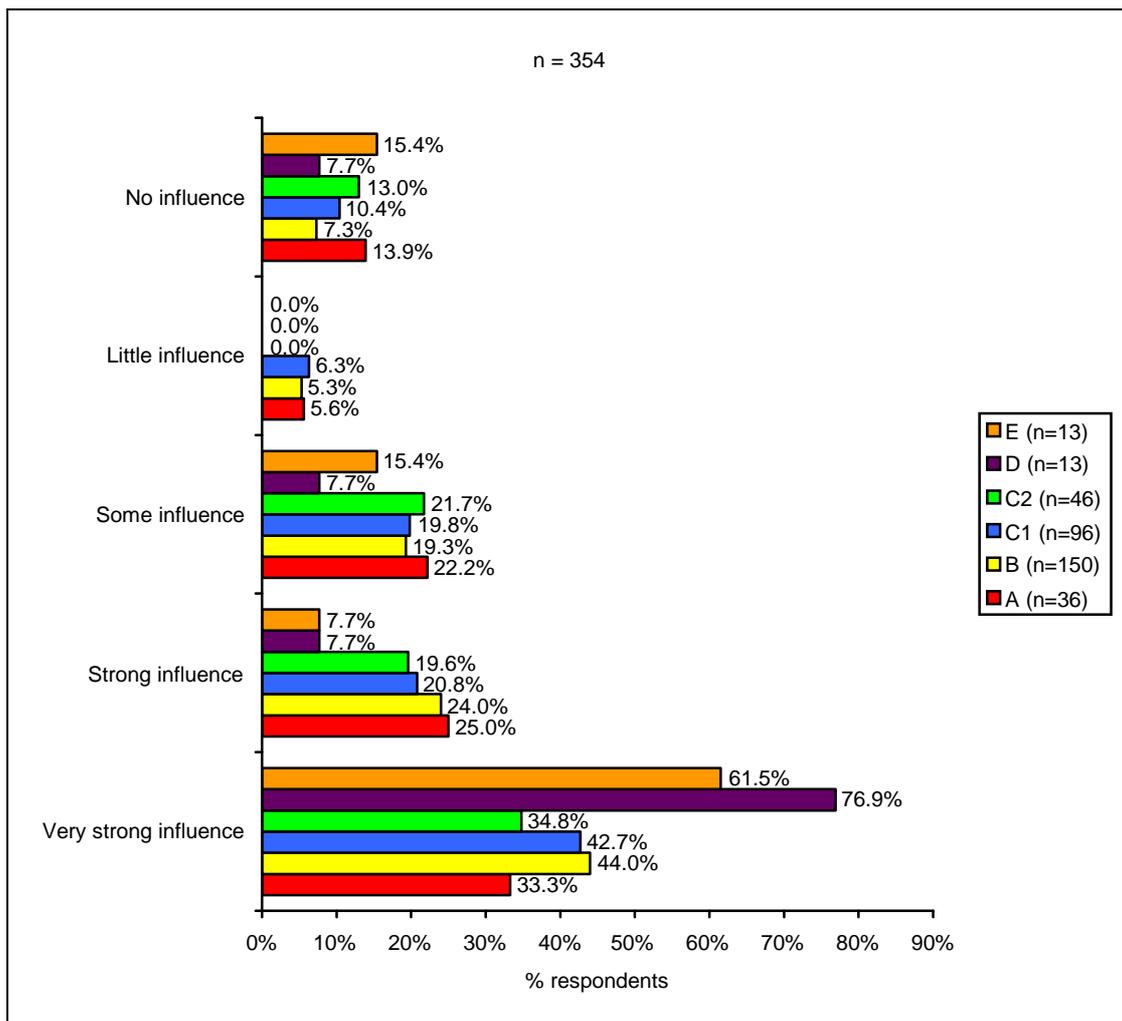
Figure 1.11: Biggest obstacles to overcome in decision to pursue postgraduate study

n = 352

Uncertain employment prospects
- 15.4%
- 16.7%
- 11.1%
- 15.1%
- 15.7%
- 16.7%

Acquiring sufficient funding
- 53.8%
- 41.7%
- 55.6%
- 58.1%
- 51.0%
- 41.7%

Length of course
- 0.0%
- 0.0%
- 0.0%
- 6.5%
- 3.3%
- 5.6%

Working while studying to get income
- 53.8%
- 46.2%
- 35.6%
- 31.2%
- 32.0%
- 36.1%

Legend:
- E (n=13)
- D (n=12)
- C2 (n=45)
- C1 (n=93)
- B (n=153)
- A (n=36)

% respondents
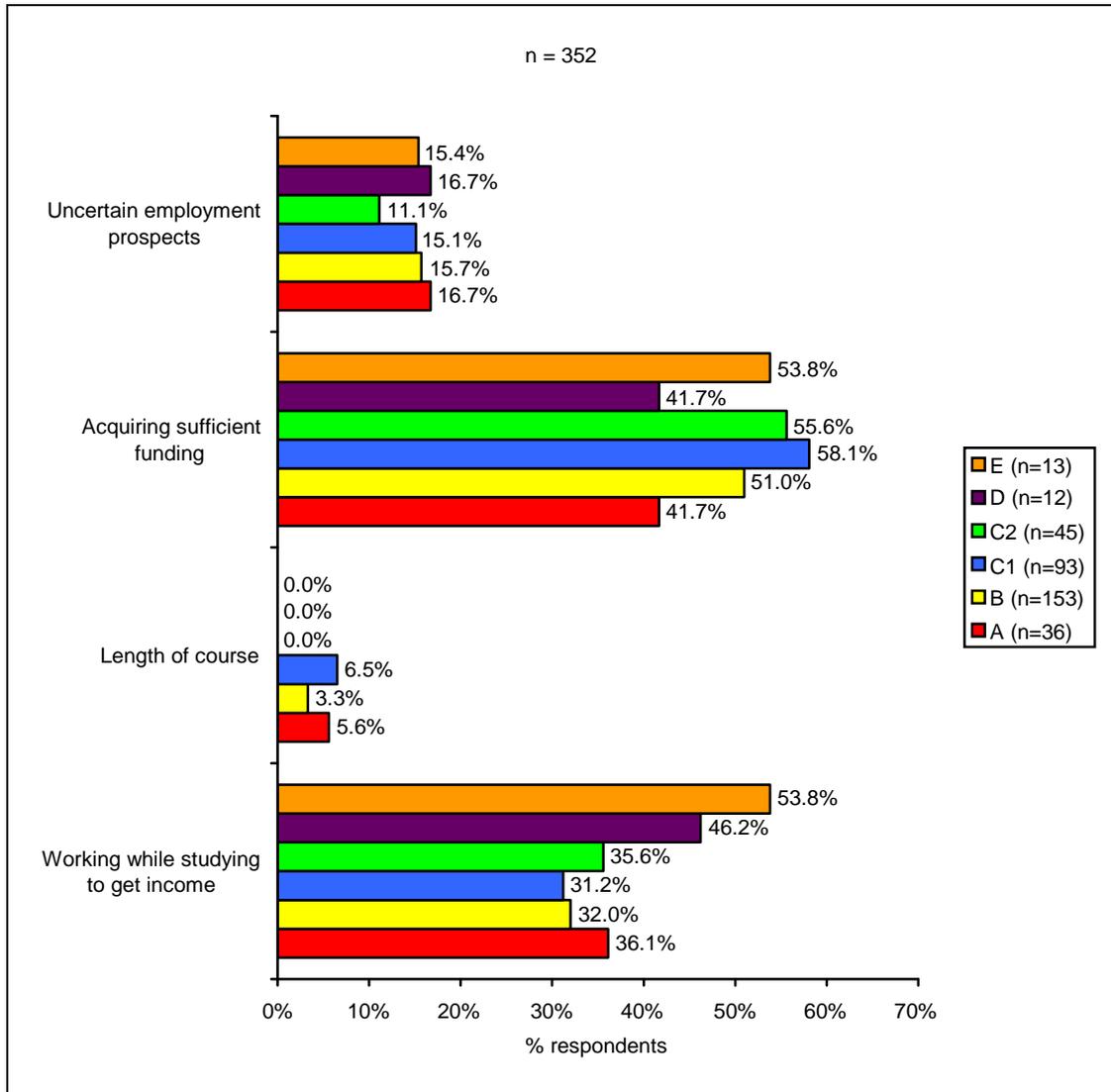
Note: Caution must be exercised when dealing with small numbers

Figure 1.12: Methods by which postgraduate course will be funded
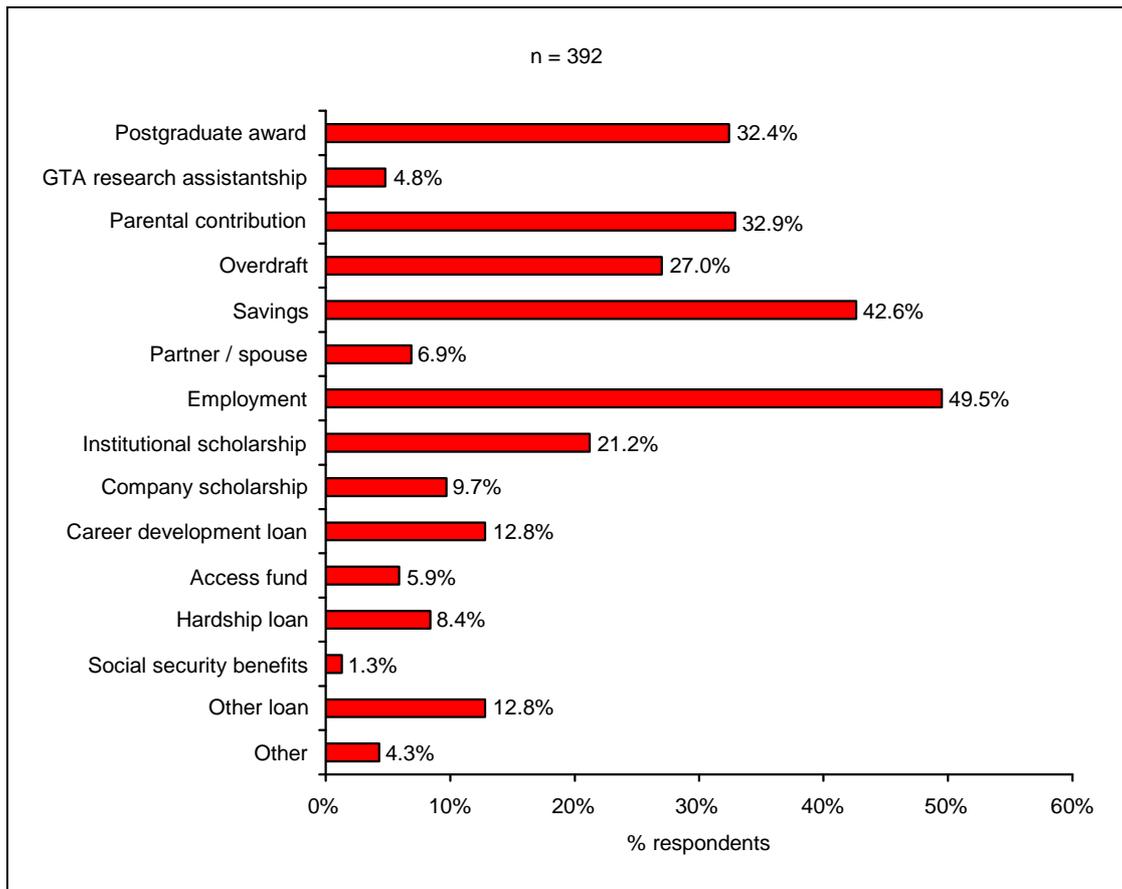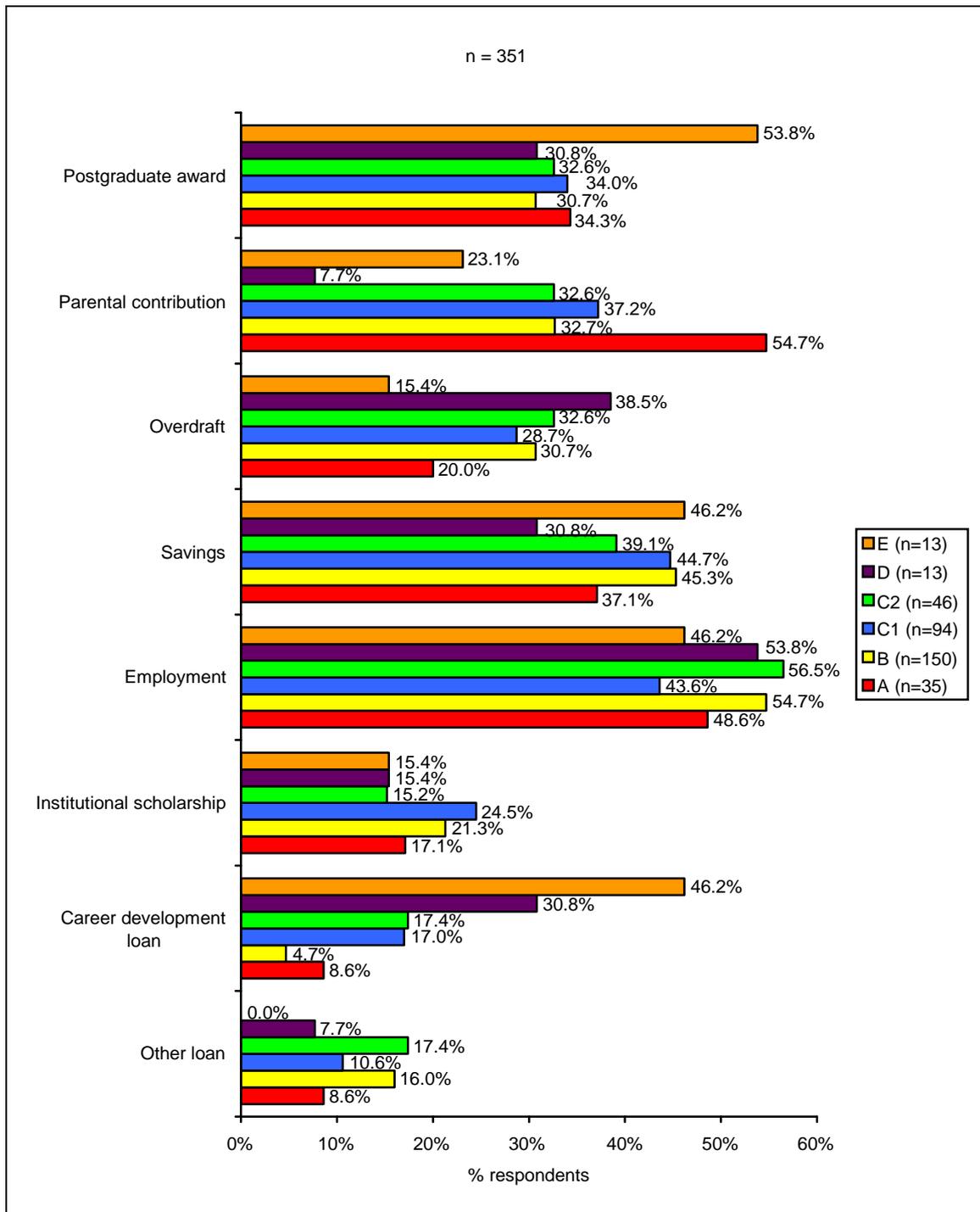
Figure 1.13: Methods of funding by social class

Note: Caution must be exercised when dealing with small numbers

1.4 Reasons for not pursuing postgraduate study

Respondents who stated that they did not wish to pursue postgraduate study were asked to explain their reasons for this decision. The majority stated that they were unable to afford it / postgraduate study was too expensive (58.1%) (see Table 1.3).

Respondents were asked to what extent various factors had influenced their decision not to conduct postgraduate study. Each factor was rated on a 5 point scale, where 5 was no influence and 1 was very strong influence. Graphical representations of the influence attributed to each factor can be found in Figures 1.14 to 1.18.

Planned tuition fees were found to have the highest level of influence (74.3% rated it as strong or very strong influence), followed by lack of funding opportunities (67.5%) and debt from previous study (62.9%). The factor that had least impact on the decision not to study at postgraduate level was lack of appropriate institution close to home, which was rated as having little or no influence by 78.8% of respondents.

Table 1.4 contains the mean score each factor achieved, broken down by social class category. Factors could achieve a maximum mean score of 1 if they had a very strong influence, or a score as low as 5 if it was perceived by respondents as having no influence at all. Planned tuition fees achieved a mean score of 2.1 denoting that it had a strong influence on respondents' choice not to pursue postgraduate study. Examination revealed that this factor was the most influential factor for 3 of the 5 social class groups, A (3.0), C1 (1.5) and D (2.0).

Debts accrued from previous studies received the lowest mean score for the following social classes; B (2.2), C2 (1.5) and D (2.0) indicating that for these people this was the most influential factor. Overall, lack of appropriate institution close to home was rated as the least influential factor across all social class groups.

Table 1.3: Reasons not to pursue postgraduate study (n=31)

Reasons	Frequency	Proportion (%)
Can't afford it / too expensive	18	58.1
Want to get a job	5	16.1
Other	8	25.8

Figure 1.14: Extent of influence planned tuition fees had on decision not to conduct postgraduate study
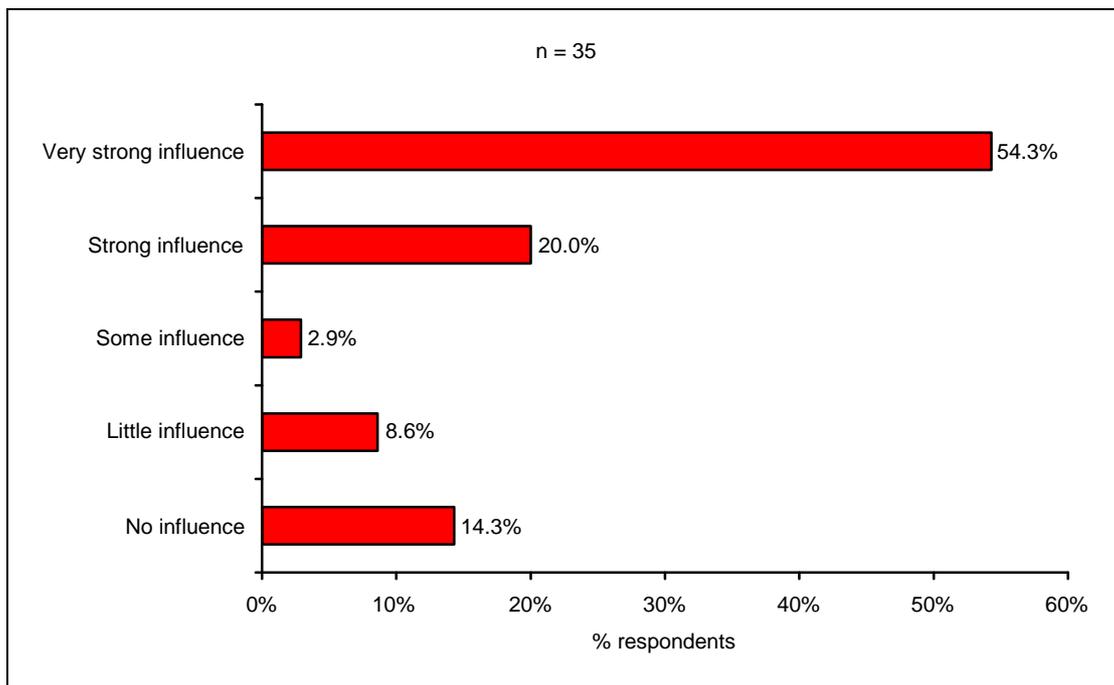
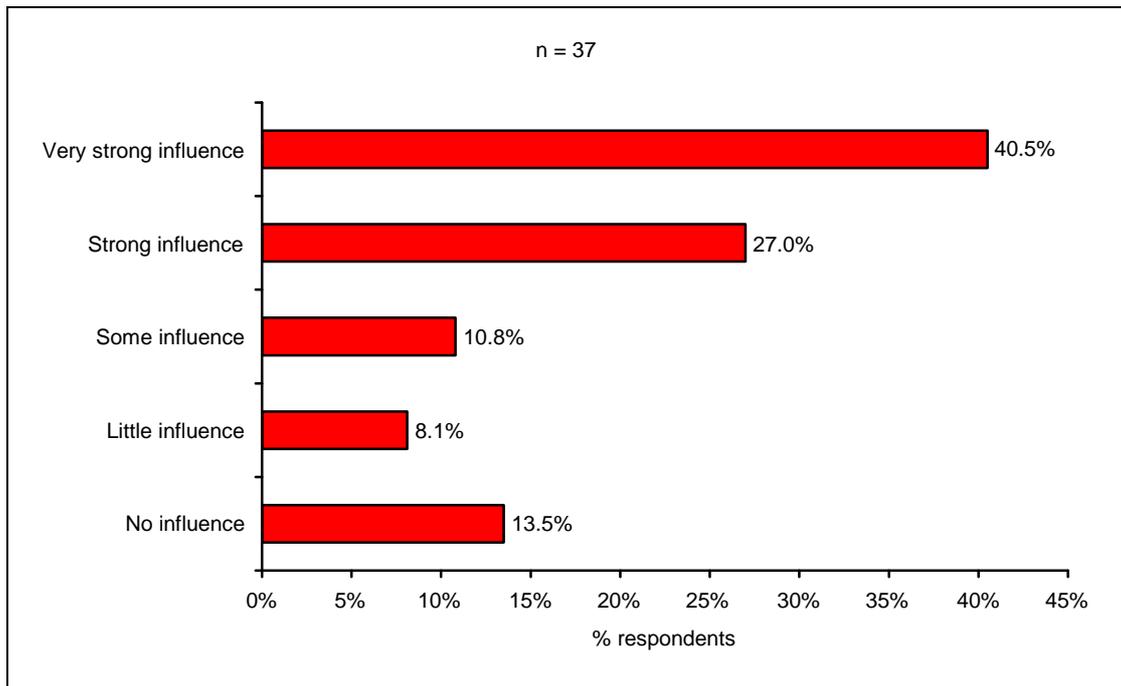Figure 1.15: Extent of influence lack of funding options had on decision not to conduct postgraduate study

n = 37

Very strong influence	40.5%
Strong influence	27.0%
Some influence	10.8%
Little influence	8.1%
No influence	13.5%

% respondents

Figure 1.16: Extent of influence debts accrued from previous studies had on decision not to conduct postgraduate study

n = 35

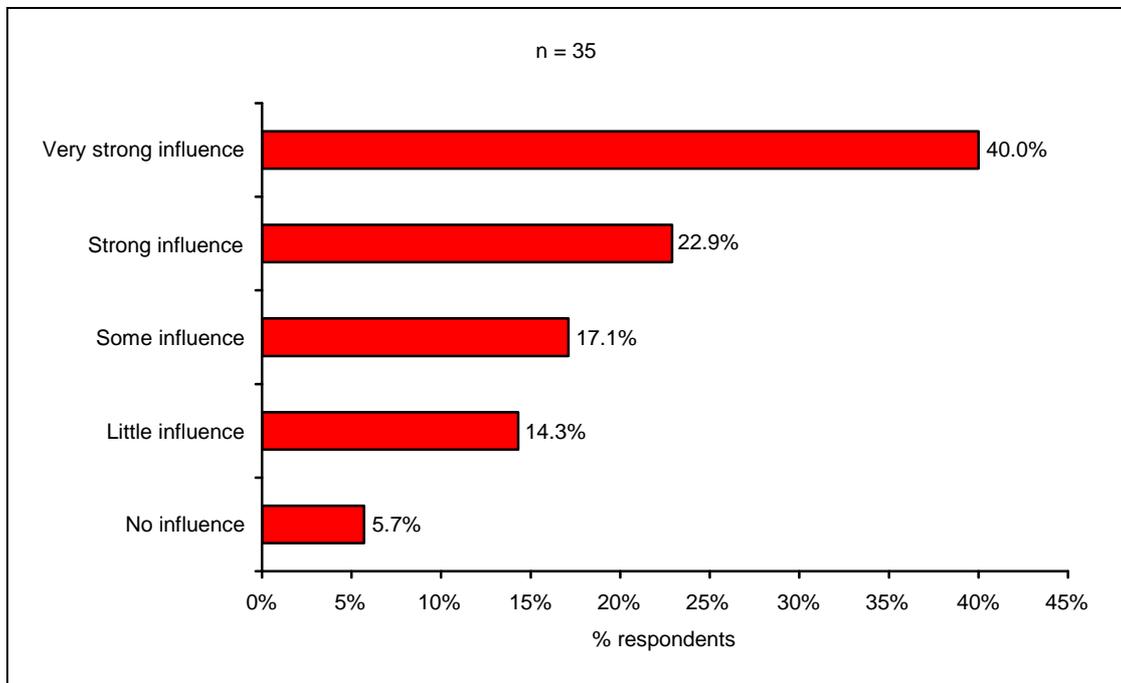|	
Very strong influence	40.0%
Strong influence	22.9%
Some influence	17.1%
Little influence	14.3%
No influence	5.7%

% respondents

Figure 1.17: Extent of influence lack of appropriate institution close to home had on decision not to conduct postgraduate study
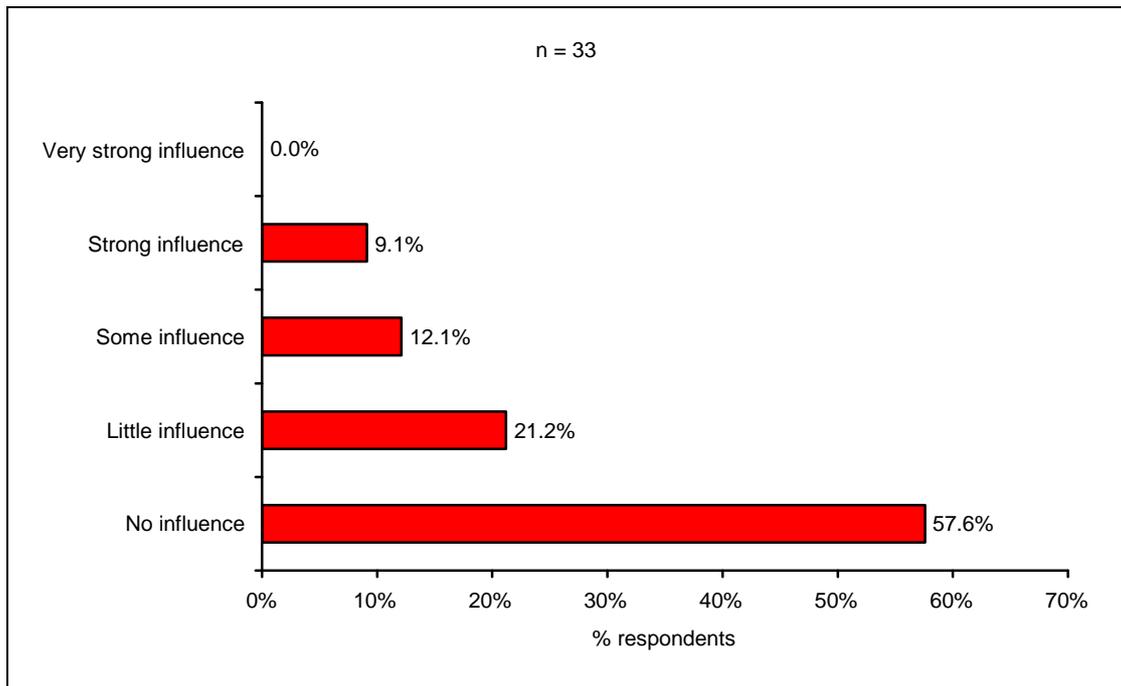

Figure 1.18: Extent of influence lack of appropriate course close to home had on decision not to conduct postgraduate study
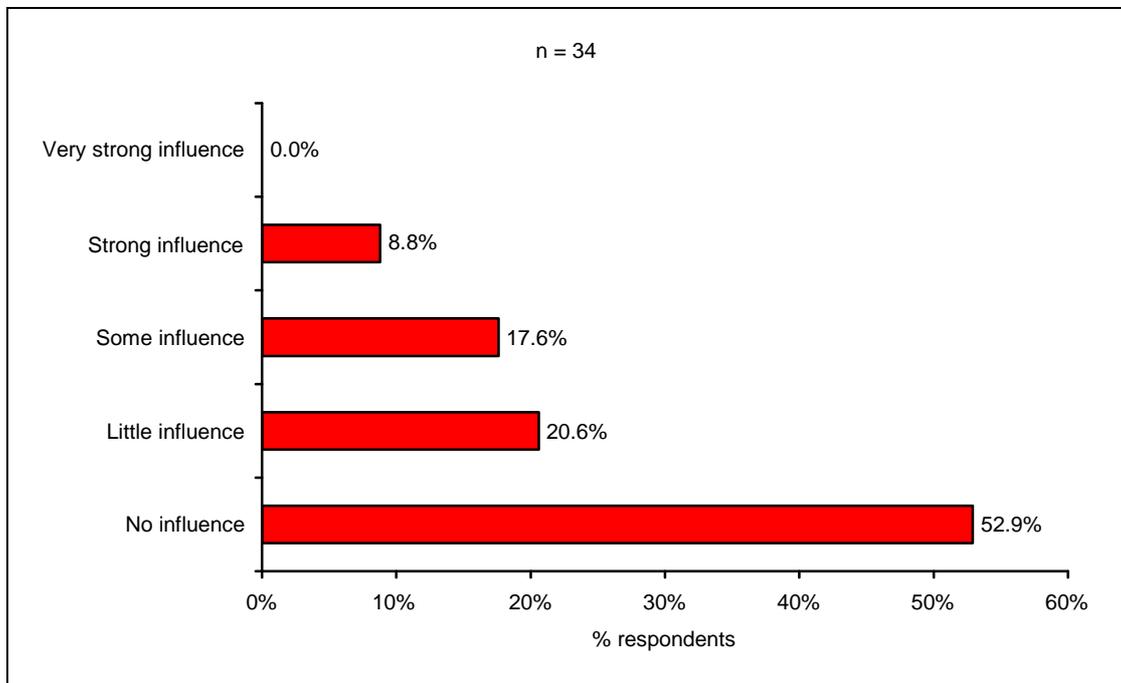
Table 1.4: Mean scores of factors that influenced decision not to conduct postgraduate study

Social Class	Planned tuition fees	Lack of funding options	Debts accrued from previous studies	Lack of appropriate institution close to home	Lack of appropriate course close to home
A (n=2)	3.0	3.5	3.5	4.5	4.5
B (n=11)	2.7	2.6	2.2	4.4	4.3
C1 (n=12)	1.5	1.6	2.1	4.7	4.7
C2 (n=8)	1.6	2.0	1.5	3.7	3.3
D (n=1)	2.0	3.0	2.0	5.0	5.0
Total mean	2.1	2.3	2.2	4.3	4.2

Note: Maximum score of 5, which denotes no influence. Rising to 1, which indicates very strong influence. Caution must be exercised when dealing with small numbers

1.5   Conclusions

In conclusion, the largest majority of those that completed the survey stated their intentions to conduct postgraduate study, either immediately or within the next two years. Exploring these intentions in greater detail, with a particular focus on funding related issues, it was found that decisions varied depending on social class category. The key variations are listed below:

- Those classed as category D and E were almost twice as likely to intend to study part time, compared to those in category A

- Those within category E were twice as likely as those in category A to select being able to live at home as a reason for choosing a particular institution at which to study at postgraduate level

- Category E respondents were again almost twice as likely as those from category B to state that cost considerations were influential in their decision about where to study

- Respondents from social class category D were substantially more likely than those within category A to report that financial considerations had a very strong influence on their choice of study mode

- Working while studying to gain income was viewed as an obstacle by around half of those within categories D and E, substantially higher than the remaining social class categories

2 Background and methodology

2.1 Background

The NPC is a charity to advance postgraduate education in the UK. The committee is made up of postgraduate representatives from educational institutions with postgraduate students, and their aim is to promote the interests of postgraduates studying in the UK. In collaboration with Graduate Prospects Ltd, the NPC wished to undertake research to gather evidence on the potential impact of financial and funding related issues in the postgraduate market.

The NPC stated in its outline proposal:

> *"The purpose of this research is to gather evidence as to where postgraduate education is a market failure not only through funding availability but with regards to access arrangements to accommodate disability, gender, ethnic minorities and other non traditional groups."*

The research aimed to address the following objectives:

- Explore the view of undergraduate students when considering continuation to postgraduate education
- Explore the view of part time postgraduates and their reasoning for choosing part time postgraduate study
- Explore the opinion of international postgraduates choosing the UK in preference to competing countries
- Determine the views of current postgraduates as to why they have pursued postgraduate education and their views on the financial implications
- Explore the views of women, students with disabilities, and non traditional groups

2.2 Methodology

An online survey designed in conjunction with representatives from the NPC was hosted and publicised on the NPC and Prospects websites. Made up of a mix of open and closed questions the questionnaire targeted current postgraduates (full

time and part time), prospective postgraduates, and international postgraduates studying in the UK. A copy of the questionnaire is included in appendix 1.

To maximise the response rate the survey hyperlink and supporting text were displayed clearly on the front page of both websites and prize draw incentives were offered for successful submissions.

2.3   Caveat

The following caveat must be borne in mind whilst engaging with the results:

- Particular respondents may have had more motivation to take part than others. For instance, those holding strong opinions and beliefs on the subject matter may be more inclined to participate

Appendix 1: Questionnaire

National survey of current and potential postgraduates - financial and funding related issues

This survey by the National Postgraduate Committee (NPC) and sponsored by Graduate Prospects Ltd is to seek information and opinion on postgraduate funding from current and prospective postgraduate students in the UK. Results will be published on NPC's website and used as evidence for government lobbying and providing information to press, higher education institutions and other interested sources.

You are requested to only complete this questionnaire if you are one of the following: an undergraduate student who has considered or is considering postgraduate study in the UK; a graduate who has considered or is considering postgraduate study in the UK; or a current postgraduate student in the UK. The NPC is very grateful for your input to this survey, which will help us to campaign better for you as a postgraduate.

The questionnaire should take no longer than 10 minutes to complete, and in return you will be placed into a prize draw with the chance of winning one of 20 £10 Amazon vouchers. Your responses will remain confidential and are managed independently by QUAD *research*. We would be grateful if you could submit your response no later than April 15th 2006.

Personal Details

Q1   Age
- ❏ Under 21 yrs
- ❏ 21 - 24 yrs
- ❏ 25 - 30 yrs
- ❏ 31 - 34 yrs
- ❏ 35 - 40 yrs
- ❏ 41 - 44 yrs
- ❏ 45 - 64 yrs
- ❏ 65 yrs and over

Q2   Gender
- ❏ Male
- ❏ Female
- ❏ Other

Q3   Nationality *(choose the **one** most applicable)*
- ❏ UK
- ❏ Republic of Ireland
- ❏ Other European Union
- ❏ Commonwealth
- ❏ Outside European Union

Q4   Ethnicity
- ❏ 11 White - British
- ❏ 12 White - Irish
- ❏ 19 Other white background
- ❏ 41 Mixed - White and Black Caribbean
- ❏ 42 Mixed - White and Black African
- ❏ 43 Mixed - White and Asian
- ❏ 49 Other mixed background
- ❏ 31 Asian or Asian British - Indian
- ❏ 32 Asian or Asian British - Pakistani
- ❏ 33 Asian or Asian British - Bangladeshi
- ❏ 39 Other Asian background
- ❏ 21 Black or Black British - Caribbean
- ❏ 22 Black or Black British - African
- ❏ 29 Other Black background
- ❏ 34 Chinese or other ethnic background
- ❏ 80 Other ethnic background
- ❏ 90 Not known
- ❏ 98 Information refused
- ❏ Other *(please specify below)*

_____

_____

Q5   Parent / Guardian's occupation, or if a mature student, occupation of main income earner in the household

_____

Q6 **Do you have a condition that affects your study?**
- ❑ *Yes*
- ❑ *No*
- ❑ *Unsure*

Q7 **Are you registered disabled?**
- ❑ Go to Q8   Yes
- ❑ Go to Q9   No
- ❑ Go to Q9   Unsure

Q8 **Please specify the disability or disabilities.**
- ❑ 00 No disability
- ❑ 01 Dyslexia
- ❑ 02 Blind / partially sighted
- ❑ 03 Deaf / hearing impaired
- ❑ 04 Wheelchair user / mobility impaired
- ❑ 05 Personal care support
- ❑ 06 Mental health difficulties
- ❑ 07 Unseen disability
- ❑ 08 Two or more of the above disabilities
- ❑ Other disability *(please specify below)*

_____

Q9 **Student status**
- ❑ Go to Q11   Undergraduate
- ❑ Go to Q11   Postgraduate taught
- ❑ Go to Q11   Postgraduate research
- ❑ Go to Q11   Diploma
- ❑ Go to Q10   Not currently studying

Q10 **Are you currently..?**
- ❑ Go to Q17   Employed full time
- ❑ Go to Q17   Employed part time
- ❑ Go to Q17   Unemployed
- ❑ Go to Q17   Year out

Q11 **Mode of study**
- ❑ Go to Q13   Full time
- ❑ Go to Q12   Part time

Q12 **What is your current year of study?**

_____

Q13 **Current year of study**
- ❑ Year 1
- ❑ Year 2
- ❑ Year 3
- ❑ Year 4+

Q14 **Name of current institution**
- ❑ University of Aberdeen
- ❑ University of Abertay
- ❑ University of Wales, Aberystwyth
- ❑ Institute of Advanced Legal Studies
- ❑ School of Advanced Study
- ❑ American InterContinental University
- ❑ Anglia Ruskin University
- ❑ Aston University
- ❑ University of Wales, Bangor
- ❑ Bath Spa University
- ❑ University of Bath
- ❑ Bell College
- ❑ University of London, Birkbeck
- ❑ Birmingham School of Acting
- ❑ University of Birmingham
- ❑ Bishop Grosseteste College
- ❑ University of Bolton
- ❑ Bournemouth University
- ❑ Arts Institute of Bournemouth
- ❑ University of Bradford
- ❑ London Business School
- ❑ London Metropolitan University
- ❑ London School of Economics and Political Science
- ❑ London School of Hygiene and Tropical Medicine
- ❑ London South Bank University
- ❑ University College London
- ❑ University of London
- ❑ Loughborough University
- ❑ University of Luton
- ❑ Manchester Business School
- ❑ Manchester Metropolitan University
- ❑ The College of St Mark & St John Marjon
- ❑ Middlesex University
- ❑ Napier University
- ❑ University of Newcastle upon Tyne
- ❑ Newman College
- ❑ University of Wales Newport
- ❑ North East Wales Institute of Higher Education
- ❑ University of Northampton
- ❑ Northern School of Contemporary Dance

- University of Brighton
- University of Bristol
- University of the West of England
- British College of Osteopathic Medicine
- British School of Osteopathy
- Brunel University
- University of Buckingham
- Buckinghamshire Chilterns University College
- University of Cambridge
- Institute of Cancer Research
- Canterbury Christ Church University
- Cardiff University
- University of Wales Institute of Cardiff
- University of Central England
- University of Central Lancashire
- Central School of Speech and Drama
- University of Chester
- University of Chichester
- City University
- Institute of Classical Studies
- Institute of Commonwealth Studies
- Conservatoire for Dance and Drama
- Courtauld Institute of Art
- Coventry University
- Cranfield University
- Cumbria Institute of the Arts
- Dartington College of Arts
- De Montfort University
- University of Derby
- University of Dundee
- University of East Anglia
- University of East London
- Edge Hill College of Higher Education
- Edinburgh College of Art
- University of Edinburgh
- Institute of Education
- Institute of English studies
- University of Essex
- European School of Osteopathy
- University of Exeter
- Institute of Germanic Studies
- University of Glamorgan
- Glasgow Caledonian University
- Glasgow School of Art
- University of Glasgow
- University of Gloucestershire
- Goldsmiths College
- University of Greenwich
- Harper Adams University College
- Henley Management College
- Heriot-Watt University
- University of Hertfordshire
- Heythrop College
- Institute of Historical Research
- University of Huddersfield
- University of Hull
- Imperial College London
- Institute of System Level Integration
- University of Northumbria at Newcastle
- Norwich School of Art and Design
- Nottingham Trent University
- University of Nottingham
- Open University
- School of Oriental and African Studies
- Oxford Brookes University
- University of Oxford
- University of Paisley
- School of Pharmacy
- University of Plymouth
- University of Portsmouth
- Queen Margaret University College
- University of London Queen Mary
- Queen's University of Belfast
- Ravensbourne College of Design and Communication
- University of Reading
- The American International University in London Richmond
- Robert Gordon University
- Institute of Romance Studies
- Rose Bruford College
- Royal Academy of Music
- Royal Agricultural College
- Royal College of Art
- Royal College of Music
- Royal College of Nursing (RCN) Institute
- University of London Royal Holloway
- Royal Northern College of Music
- Royal Scottish Academy of Music and Drama
- Royal Veterinary College
- Royal Welsh College of Music and Drama
- University of Salford
- University of Hull, Scarborough Campus
- Scottish Agricultural College
- Sheffield Hallam University
- University of Sheffield
- Southampton Solent University
- University of Southampton
- University of St Andrews
- University of London St George's
- St Martin's College
- St Mary's College
- St Mary's University College
- Staffordshire University
- University of Stirling
- Stranmillis university College
- University of Strathclyde
- University of Sunderland
- The Surrey Institute of Art & Design, University College
- University of Surrey
- University of Sussex
- Swansea Institute of Higher Education
- University of Wales, Swansea
- University of Teesside
- Thames Valley University
- Institute for the Study of the Americas
- Trinity College Carmarthen
- UHI Millennium Institute

- ❏ Centre for Jewish-Christian Relations
- ❏ Keele University
- ❏ Kent Institute of Art and Design
- ❏ University of Kent
- ❏ King's College London
- ❏ Kingston University
- ❏ University of Wales, Lampeter
- ❏ Lancaster University
- ❏ Leeds Metropolitan University
- ❏ Leeds Trinity and All Saints
- ❏ University of Leeds
- ❏ University of Leicester
- ❏ University of Lincoln
- ❏ Liverpool Hope University
- ❏ Liverpool John Moores University
- ❏ University of Liverpool
- ❏ University of Ulster
- ❏ Institute of United States Studies
- ❏ Millport University Marine Biological Station
- ❏ University of the Arts London
- ❏ University of Wales
- ❏ Warburg Institute
- ❏ University of Warwick
- ❏ University of Westminster
- ❏ Wimbledon School of Art
- ❏ The University of Winchester
- ❏ University of Wolverhampton
- ❏ Writtle College
- ❏ St John College York
- ❏ University of York
- ❏ Other *(please specify below)*

_____

Q15   **Area of study**
- ❏ Medicine and dentistry
- ❏ Subjects allied to medicine
- ❏ Biological sciences
- ❏ Veterinary science
- ❏ Agriculture and related subjects
- ❏ Physical sciences
- ❏ Mathematical sciences
- ❏ Computer science
- ❏ Engineering and technology
- ❏ Architecture, building and planning
- ❏ Social studies
- ❏ Law
- ❏ Business and administrative studies
- ❏ Mass communications and documentation
- ❏ Languages
- ❏ Historical and philosophical studies
- ❏ Creative arts and design
- ❏ Education
- ❏ Psychology
- ❏ Geography and environmental science
- ❏ Economics and politics
- ❏ English
- ❏ Combined
- ❏ Other *(please specify below)*

_____

Q16   **Subject / research title**

_____

Postgraduate education - prospective students

Q17   **Do you wish to conduct postgraduate study?**

❏ Go to Q18	Yes, immediately after graduating	❏ Go to Q18	Yes, sometime in the future
❏ Go to Q18	Yes, in the next two years	❏ Go to Q25	No

Q18   **What factors have prompted your decision to pursue postgraduate study?** *(tick all that apply)*
- ❏ Enhance career opportunity
- ❏ Continue at University
- ❏ Study a specialist subject
- ❏ Personal development
- ❏ Professional development
- ❏ Other (please specify below)

_____

Q19   **By which mode are you proposing to study at postgraduate level?**
- ❏ Full time
- ❏ Part time
- ❏ Unsure

Q20   **At which institution do you hope to study at postgraduate level?**

University of Aberdeen...................................	❏	London Business School .... ❏
University of Abertay	❏	London Metropolitan University....................... ❏
University of Wales, Aberystwyth....................	❏	London School of Economics and Political ❏ Science...

Institute of Advanced Legal Studies .... ❑

School of Advanced Study .... ❑
American InterContinental University .... ❑
Anglia Ruskin University................................... ❑
Aston University .... ❑
University of Wales, Bangor............................. ❑
Bath Spa University.. ❑
University of Bath .... ❑
Bell College.. ❑
University of London, Birkbeck......................... ❑
Birmingham School of Acting .... ❑
University of Birmingham .... ❑
Bishop Grosseteste College............................ ❑
University of Bolton .... ❑
Bournemouth University................................... ❑
Arts Institute of Bournemouth......................... ❑
University of Bradford....................................... ❑
University of Brighton .... ❑
University of Bristol... ❑
University of the West of England .... ❑
British College of Osteopathic Medicine........... ❑
British School of Osteopathy .... ❑
Brunel University.. ❑
University of Buckingham................................. ❑
Buckinghamshire Chilterns University College. ❑
University of Cambridge................................... ❑
Institute of Cancer Research........................... ❑
Canterbury Christ Church University .... ❑
Cardiff University.. ❑
University of Wales Institute of Cardiff............. ❑
University of Central England .... ❑
University of Central Lancashire...................... ❑
Central School of Speech and Drama .... ❑

University of Chester .... ❑
University of Chichester .... ❑

City University .... ❑
Institute of Classical Studies........................... ❑
Institute of Commonwealth Studies................. ❑
Conservatoire for Dance and Drama............... ❑
Courtauld Institute of Art.................................. ❑
Coventry University.. ❑
Cranfield University .... ❑
Cumbria Institute of the Arts............................ ❑
Dartington College of Arts .... ❑
De Montfort University...................................... ❑
University of Derby... ❑
University of Dundee.. ❑
University of East Anglia .... ❑
University of East London .... ❑
Edge Hill College of Higher Education .... ❑
Edinburgh College of Art .... ❑
University of Edinburgh .... ❑
Institute of Education....................................... ❑
Institute of English studies.............................. ❑
University of Essex... ❑
European School of Osteopathy...................... ❑
University of Exeter.. ❑
Institute of Germanic Studies .... ❑

London School of Hygiene and Tropical Medicine .... ❑
London South Bank University......................... ❑
University College London .... ❑
University of London .... ❑
Loughborough University .... ❑
University of Luton .... ❑
Manchester Business School........................... ❑
Manchester Metropolitan University................. ❑
The College of St Mark & St John Marjon .... ❑
Middlesex University .... ❑
Napier University.. ❑
University of Newcastle upon Tyne.................. ❑
Newman College... ❑
University of Wales Newport............................ ❑
North East Wales Institute of Higher Education ❑
University of Northampton .... ❑
Northern School of Contemporary Dance .... ❑
University of Northumbria at Newcastle .... ❑
Norwich School of Art and Design .... ❑
Nottingham Trent University .... ❑
University of Nottingham.................................. ❑
Open University .... ❑
School of Oriental and African Studies .... ❑
Oxford Brookes University .... ❑
University of Oxford .... ❑
University of Paisley... ❑
School of Pharmacy.. ❑
University of Plymouth .... ❑
University of Portsmouth.................................. ❑
Queen Margaret University College .... ❑
University of London Queen Mary.................... ❑
Queen's University of Belfast .... ❑
Ravensbourne College of Design and Communication .... ❑
University of Reading.. ❑
The American International University in London Richmond... ❑
Robert Gordon University .... ❑
Institute of Romance Studies .... ❑
Rose Bruford College....................................... ❑
Royal Academy of Music .... ❑
Royal Agricultural College................................ ❑
Royal College of Art... ❑
Royal College of Music .... ❑
Royal College of Nursing (RCN) Institute......... ❑
University of London Royal Holloway................ ❑
Royal Northern College of Music .... ❑
Royal Scottish Academy of Music and Drama.. ❑
Royal Veterinary College .... ❑
Royal Welsh College of Music and Drama........ ❑
University of Salford.. ❑
University of Hull, Scarborough Campus .... ❑
Scottish Agricultural College .... ❑
Sheffield Hallam University .... ❑
University of Sheffield .... ❑
Southampton Solent University......................... ❑
University of Southampton .... ❑
University of St Andrews.................................. ❑
University of London St George's .... ❑
St Martin's College... ❑

University of Glamorgan................................... ❑	St Mary's College.. ❑
Glasgow Caledonian University........................ ❑	St Mary's University College .... ❑
Glasgow School of Art .... ❑	Staffordshire University.................................... ❑
University of Glasgow....................................... ❑	University of Stirling... ❑
University of Gloucestershire............................ ❑	Stranmillis university College .... ❑
Goldsmiths College... ❑	University of Strathclyde .... ❑
University of Greenwich .... ❑	University of Sunderland.................................. ❑
Harper Adams University College .... ❑	The Surrey Institute of Art & Design, University ❑ College...
Henley Management College........................... ❑	University of Surrey.. ❑
Heriot-Watt University .... ❑	University of Sussex .... ❑
University of Hertfordshire............................... ❑	Swansea Institute of Higher Education .... ❑
Heythrop College.. ❑	University of Wales, Swansea.......................... ❑
Institute of Historical Research........................ ❑	University of Teesside...................................... ❑
University of Huddersfield .... ❑	Thames Valley University .... ❑
University of Hull .... ❑	Institute for the Study of the Americas .... ❑
Imperial College London .... ❑	Trinity College Carmarthen .... ❑
Institute of System Level Integration .... ❑	UHI Millennium Institute................................... ❑
Centre for Jewish-Christian Relations .... ❑	University of Ulster... ❑
Keele University .... ❑	Institute of United States Studies .... ❑
Kent Institute of Art and Design...................... ❑	Millport University Marine Biological Station ..... ❑
University of Kent .... ❑	University of the Arts London .... ❑
King's College London...................................... ❑	University of Wales .... ❑
Kingston University... ❑	Warburg Institute.. ❑
University of Wales, Lampeter......................... ❑	University of Warwick.. ❑
Lancaster University... ❑	University of Westminster .... ❑
Leeds Metropolitan University .... ❑	Wimbledon School of Art .... ❑
Leeds Trinity and All Saints............................. ❑	The University of Winchester .... ❑
University of Leeds... ❑	University of Wolverhampton .... ❑
University of Leicester .... ❑	Writtle College.. ❑
University of Lincoln .... ❑	St John College York .... ❑
Liverpool Hope University .... ❑	University of York... ❑
Liverpool John Moores University .... ❑	Other *(please specify below)* .... ❑
University of Liverpool .... ❑	

_____

Q21 **Why have you chosen this particular institution?** *(tick all that apply)*

❑ Institution's reputation   ❑ Individual member of staff
❑ Course reputation   ❑ Can still live at home
❑ Internationally renowned   ❑ Offered the course required
❑ Cost considerations   ❑ Close to work
❑ Traditional / historical reputation   ❑ Other *(please specify below)*
❑ Employment opportunities

_____

Q22 **How far have financial considerations and concern about debt influenced your decision about whether to study full time or part time?**

❑ Very strong influence   ❑ Little influence
❑ Strong influence   ❑ No influence
❑ Some influence

Q23 **What do you feel will be the biggest obstacles to overcome in your decision to pursue postgraduate study?** *(Tick all that apply)*

❑ Working while studying to get income   ❑ Uncertain employment prospects
❑ Intensity of study being too heavy   ❑ More attracted by current employment prospects
❑ Difficulty with language   ❑ Acquiring sufficient funding
❑ Length of course   ❑ Other *(please specify below)*

_____

Q24   **How do you hope to fund your postgraduate studies?** *(tick all that apply)*

- ❑ Postgraduate award
- ❑ GTA Research assistantship
- ❑ Parental contribution
- ❑ Overdraft
- ❑ Savings
- ❑ Partner / spouse
- ❑ Employment
- ❑ Institutional scholarship (tax free grant)
- ❑ Company scholarship
- ❑ Career development loan
- ❑ Access fund
- ❑ Hardship loan
- ❑ Social security benefits
- ❑ Other loan
- ❑ Other *(please specify below)*

_____

Q25   **Why do you not wish to pursue postgraduate study?**
_____

Q26   **Please indicate to what extent the following have influenced your decision not to conduct postgraduate study?**

	Very strong influence	Strong influence	Some influence	Little influence	No influence
Planned tuition fees	❑	❑	❑	❑	❑
Lack of funding options	❑	❑	❑	❑	❑
Debts accrued from previous studies	❑	❑	❑	❑	❑
Lack of appropriate institution close to home	❑	❑	❑	❑	❑
Lack of appropriate course close to home	❑	❑	❑	❑	❑

Postgraduate study - reasoning

Q27   **What were you doing immediately before you started the course you are currently studying?**

- ❑ Undergraduate student at the same institution
- ❑ Undergraduate student elsewhere in the EU
- ❑ Undergraduate student elsewhere in the world
- ❑ Postgraduate student at the same institution
- ❑ Postgraduate student elsewhere in the EU
- ❑ Postgraduate student elsewhere in the world
- ❑ Employed full time
- ❑ Employed part time
- ❑ Other *(please specify below)*

_____

Q28   **In which region of the UK did you reside immediately prior to studying for your postgraduate?**

- ❑ Scotland
- ❑ Wales
- ❑ Northern Ireland
- ❑ North East
- ❑ North West
- ❑ Yorkshire and Humberside
- ❑ East Midlands
- ❑ West Midlands
- ❑ East Anglia
- ❑ South East
- ❑ South West

Q29   **What factors prompted your decision to pursue postgraduate study?** *(tick all that apply)*

- ❑ Enhance career opportunity
- ❑ Continue at University
- ❑ Study a specialist subject
- ❑ Personal development
- ❑ Professional development
- ❑ Obtained financial backing / sponsorship
- ❑ To change career
- ❑ Other *(please specify below)*

_____

Q30   **What obstacles did you have to overcome in your decision to pursue postgraduate study?** *(tick all that apply)*

- ❑ Working while studying to get income
- ❑ Intensity of study being too heavy
- ❑ Difficulty with language
- ❑ Length of course
- ❑ Uncertain employment prospects
- ❑ More attracted by current employment prospects
- ❑ Acquiring sufficient funding
- ❑ Other *(please specify below)*

_____

Postgraduate study - employment

Q31   **Do you currently undertake paid work?**
       ❏ Go to Q32   Yes   ❏ Go to N8   No

Q32   **Approximately how many hours a week do you work?**
_____

Q33   **What is your approximate monthly salary / wage?** *(please state in £'s)*
_____

Q34   **What are your main motivations to work?** *(tick all that apply)*

❏ Essential income		❏ Study costs
❏ To control debts		❏ Career development
❏ Transferable skills		❏ Save for the future
❏ Living costs		❏ To have a social life
❏ Disposable income		❏ Other *(please specify below)*
❏ To clear debts		

_____

Postgraduate study - finances

Q35   **How much are the tuition fees for your course?** *(Please specify in £'s per year)*
_____

Q36   **Have you tried to get access / hardship funds?**
       ❏ Yes   ❏ No

Q37   **Do you pay for your own tuition fees?**
       ❏ Go to Q39   Yes   ❏ Go to Q38   No

Q38   **If not, who pays this on your behalf?** *(i.e. institutional scholarship, research award)*
_____

Q39   **Are you supported at all financially by a spouse / partner?**
       ❏ Yes   ❏ No

Q40   **Please state your AVERAGE annual sources of income** *(Please state in £'s per year)*

Postgraduate award (i.e. research council) (£)	_____
Company scholarship (£)	_____
Institutional scholarship (£)	_____
Employment (£)	_____
Parental contribution (£)	_____
Parental loan (£)	_____
Social security benefits (£)	_____
Career development loan (£)	_____
GTA / Research assistantship (£)	_____
Access funds (£)	_____
Savings (£)	_____
Overdraft (£)	_____
Bank loan (£)	_____
Hardship loan (£)	_____
Other credit facility (£)	_____
Other *(please specify)* (£)	_____

Q41 **What level of debt did / do you have?** *(Include any outstanding debts to the student loan company)*
Prior to commencing current course (£) _____
Currently have (£) _____
Estimated debt on completion of course (£) _____

Q42 **How far have financial considerations / constraints influenced the following?**

	Very strong influence	Strong influence	Some influence	Little influence	No influence
Where you study (i.e. home or away)	❑	❑	❑	❑	❑
Mode of study (i.e. full time or part time)	❑	❑	❑	❑	❑
Choice of institution	❑	❑	❑	❑	❑

Postgraduate study - perceptions

Q43 **Before starting your current course, did you expect to earn more by doing a postgraduate qualification?**
❑ Yes ❑ Don't know
❑ No

Q44 **Do you still expect to earn more on completion of your postgraduate qualification?**
❑ Yes ❑ Don't know
❑ No

Q45 **Do you feel that the money you have invested in your current study is / will be a good investment in your future?**
❑ Yes ❑ Don't know
❑ No

Q46 **Have your plans prior to studying at postgraduate level changed at all since you started?**
❑ Yes ❑ No

Q47 **In what way have your plans changed and what has impacted on this?**
_____

Postgraduate international student views

Q48 **Did you study for an undergraduate degree in the UK?**
❑ Yes ❑ No

Q49 **Why did you choose to study at your current institution?** *(tick all that apply)*
❑ Institution's reputation ❑ Close to work
❑ Course reputation ❑ Employment opportunities
❑ Internationally renowned ❑ Individual member of staff
❑ Offered the course required ❑ Visa issues allowing them to study in UK
❑ Cost considerations ❑ Opportunity to study/research in a shorter time period
❑ Geographical location ❑ Opportunity to be in a native English speaking country
❑ Traditional / historical reputation ❑ Other *(please specify below)*
❑ High proportion of international students

_____

Q50 **Which other countries did you consider studying in for a postgraduate qualification?**
❑ Albania ❑ India
❑ Algeria ❑ Indonesia
❑ Andorra ❑ Ireland
❑ Angola ❑ Italy
❑ Argentina ❑ Japan

❑	Australia	❑	Kenya
❑	Austria	❑	Korea
❑	Bangladesh	❑	Luxembourg
❑	Belarus	❑	Malaysia
❑	Belgium	❑	Mexico
❑	Belize	❑	Morocco
❑	Bolivia	❑	Netherlands
❑	Bosnia and Herzegovina	❑	New Zealand
❑	Brazil	❑	Norway
❑	Bulgaria	❑	Pakistan
❑	Canada	❑	Poland
❑	Chile	❑	Portugal
❑	China	❑	Romania
❑	Croatia	❑	Russian Federation
❑	Cuba	❑	Saudi Arabia
❑	Cyprus	❑	Serbia and Montenegro
❑	Czech Republic	❑	Singapore
❑	Denmark	❑	Slovakia
❑	Egypt	❑	South Africa
❑	Estonia	❑	Spain
❑	Finland	❑	Sweden
❑	France	❑	Switzerland
❑	Gambia	❑	Thailand
❑	Georgia	❑	Turkey
❑	Germany	❑	Ukraine
❑	Greece	❑	United States of America
❑	Hungary	❑	Other *(please specify below)*
❑	Iceland		

_____

Q51 **To what extent have your prior expectations of studying at postgraduate level in the UK been met?**

❑ Very well met   ❑ Somewhat met

❑ Well met   ❑ Not at all met

Q52 **Are you considering staying in the UK after graduation?**

❑ Yes   ❑ Unsure

❑ No

Thank you very much for taking part in the survey

If you wish to be entered into the prize draw, please provide your contact details in the boxes below.

Name   _____

Telephone Number   _____

E-mail Address   _____

Q53 **Please indicate whether you wish to participate in a potential focus group session to further expand on the issues discussed throughout this questionnaire:**

❑ *Yes*

❑ *No*

Appendix 2: Social class category descriptions

Group A

- Professional people, senior managers in business or commerce, or top level civil servants
- Retired people, previously grade A, and their widows

Group B

- Middle management executives in large organisations
- Principle officers in local government and civil service
- Top management or owners of small business concerns, educational and service establishments
- Retired people, previously grade B, and their widows

Group C1

- Junior management, owners of small establishments, and all others in non-manual positions
- Retired people, previously grade C1, and their widows

Group C2

- All skilled manual workers, and those manual workers with responsibility for other people
- Retired people, previously grade C2, with pensions from their job

Group D

- All semi skilled and unskilled manual workers, apprentices and trainees to skilled workers
- Retired people, previously grade D, with pensions from their job

Group E

- All those entirely dependent on the state long term, through sickness, unemployment, old age, or other reasons. Those unemployed for a period exceeding six months
- Casual workers and those without a regular income

Appendix 3: Institutions

Respondent institutions (n = 885)

Institution	Frequency	Proportion (%)
Anglia Ruskin University	2	0.2
Arts Institute of Bournemouth	1	0.1
Aston University	1	0.1
Aylesbury College	1	0.1
Bath Spa University	2	0.2
Bell College	2	0.2
Birkbeck College	1	0.1
Brunel University	3	0.3
International School for Hypnotherapy	1	0.1
City University	2	0.2
Coleg Sir Gar Carmarthenshire	1	0.1
De Montfort University	1	0.1
Delhi University	1	0.1
Dr. BR Ambedkar University, India	1	0.1
Durham University	2	0.2
Edge Hill College	11	1.1
Glasgow Caledonian University	1	0.1
Goldsmiths College	2	0.2
Greenwich School of Management	1	0.1
Heriot-Watt University	1	0.1
Imperial College London	2	0.2
Institute of Education	1	0.1
Irish Accountancy Technology Inst	1	0.1
Jilin University, China	1	0.1
Keele University	3	0.3
Kingston University	3	0.3
Lancaster University	74	7.1
Leeds Metropolitan University	1	0.1
Liverpool Hope University	1	0.1
London College of Fashion	1	0.1
London Metropolitan University	4	0.4

Loughborough University	1	0.1
Manchester Metropolitan University	3	0.3
Middlesex University	4	0.4
Midlands State University, Zimbabwe	1	0.1
Mountview Academy of Theatre Arts	1	0.1
Multimedia University, Malaysia	1	0.1
Napier University	2	0.2
Newcastle College	1	0.1
Nottingham Trent University	2	0.2
Open University	22	2.1
Oxford Brookes University	1	0.1
POLSIS	1	0.1
Queen's University of Belfast	1	0.1
Queen Mary University of London	1	0.1
Royal Academy of Music	1	0.1
Royal Holloway University	1	0.1
Scuola Superiore Sant'Anna, Italy	1	0.1
St John College York	1	0.1
St Martin's College	1	0.1
Staffordshire University	1	0.1
Swansea Institute of HE	1	0.1
Thames Valley University	1	0.1
The Open University	1	0.1
University of Winchester	1	0.1
UH Millennium Institute	1	0.1
UNED	1	0.1
University College London	7	0.7
University of Aberdeen	1	0.1
University of Bath	68	6.5
University of Birmingham	212	20.3
University of Bolton	1	0.1
University of Brighton	3	0.3
University of Bristol	20	1.9
University of Buckingham	1	0.1
University of Cambridge	2	0.2

University of Central England	4	0.4
University of Central Lancashire	3	0.3
University of Chester	1	0.1
University of Derby	2	0.2
University of Dundee	1	0.1
University of East Anglia	1	0.1
University of East London	1	0.1
University of Edinburgh	5	0.5
University of Essex	2	0.2
University of Exeter	3	0.3
University of Ghana	2	0.2
University of Glamorgan	1	0.1
University of Glasgow	4	0.4
University of Gloucestershire	1	0.1
University of Granada, Spain	1	0.1
University of Greenwich	3	0.3
University of Huddersfield	2	0.2
University of Hull	1	0.1
University of Ibadan, Nigeria	1	0.1
University of Kent	2	0.2
University of Leeds	5	0.5
University of Leicester	6	0.6
University of Lincoln	1	0.1
University of Liverpool	7	0.7
University of London	4	0.4
University of London Queen Mary	11	1.1
University of London, Birkbeck	3	0.3
University of Luton	2	0.2
University of Malawi	1	0.1
University of Manchester	4	0.4
University of Newcastle Upon Tyne	4	0.4
University of Northumbria	3	0.3
University of Nottingham	40	3.8
University of Oslo	1	0.1
University of Oxford	1	0.1

University of Paisley	1	0.1
University of Plymouth	1	0.1
University of Portsmouth	2	0.2
University of Reading	4	0.4
University of Salford	2	0.2
University of Sheffield	7	0.7
University of Southampton	1	0.1
University of Stirling	12	1.1
University of Strathclyde	5	0.5
University of Sunderland	2	0.2
University of Surrey	4	0.4
University of Sussex	162	15.5
University of the Arts London	1	0.1
University of the Philippines	1	0.1
University of the Punjab, Pakistan	1	0.1
University of the West of England	4	0.4
University of the West Indes	1	0.1
University of Ulster	1	0.1
University of Wales	3	0.3
University of Wales, Bangor	3	0.3
University of Wales, Lampeter	1	0.1
University of Wales, Swansea	3	0.3
University of Warwick	16	1.5
University of Wolverhampton	5	0.5
University of York	5	0.5
Warburg Institute	1	0.1
Yildiz Technical University	1	0.1