



Institute *of* **Physics**

Institute of Physics: Tracking the careers of UK physics students

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Project No. 1242

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QUAD *research*

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Executive overview

Background

The Institute of Physics (the Institute) has recognised a gap in knowledge regarding the aspirations and future careers of UK physics graduates: such information is vital when planning projects aimed at encouraging participation in physics from a wider, more diverse community, as well as informing potential physics students of the opportunities available to them.

The Institute wishes to embark on a five year longitudinal tracking project, which will investigate the backgrounds and aspirations of final year physics undergraduates and track the development of their careers over the coming years.

Methodology

The project as a whole is made up of two distinct phases, although for the purposes of this report the first phase will be discussed. Paper questionnaires were posted to university physics departments in England, Scotland, Wales and Northern Ireland. These were then distributed to their final year physics undergraduates. Approximately 3,000 students were sent the questionnaires. As a means of questioning those students from the Open University an online survey was distributed by email to all their final year students studying physics modules. The online survey was then used to boost the response from a number of institutions that elicited a small response to the initial paper distribution method.

Sample profile

A total of 1,063 students responded to the questionnaire (749 paper and 314 online responses were received). There was a higher representation of males (71%) and the majority was aged 22 to 25 years (55%) and 21 years and under (39%). 80% of the sample self-defined themselves as White British, leaving small proportions across the remaining ethnic groups. In terms of nationality, 88% were British and 5% were from the EU (not including UK). The largest proportion of students originated from the South East (18%), followed by the North West (13%).

Respondents were required to state either the occupation of their parents or guardian, or in the case of mature students, the occupation of the main income earner in the

household. The largest proportion were classed within major group 2 (professional occupations) (45%), followed by major group 1 (senior officials and managers) (18%) (For a full description of the categories see Appendix 2).

Demographic profile explored

Using cross tab analysis¹ it was possible to explore in greater depth the demographic profile of the sample. Investigating how gender, ethnicity and occupational classification was spread across a range of demographic factors yields information about the types of individuals attracted to study physics, and subsequently the types of individuals that are not.

Gender representation

There was found to be a greater representation of males than females across all the ethnic groups, with the exception of the Mixed White and other group (55% female, n=6). Males were also most highly represented across all the UK and overseas regions, but were particularly well represented from Yorkshire and Humberside (77% n=53), East Midlands (77% n=62), and the South West (75% n=69). There were high female numbers coming from London (42% n=22) and the North East (42% n=15), although males were still in the majority. Similarly, males were in the majority within the sample received from each individual institution.

Exploring gender variations by occupational class found little or no discernible pattern. As with the sample as a whole, both males and females were most likely to come from the major group 2 occupational background (44% n=315; 49% n=152 respectively), followed by the major group 1 classification (19% n=134; 17% n=53 respectively).

Again, intentions after graduation did not seem to vary considerably by gender. The largest proportion of both males and females intended to go into work following graduation (36% n=263; 37% n=113 respectively), and a large proportion intended to conduct a PhD (23% n=168; 23% n=70 respectively). However, females (12% n=37) were shown to be more than twice as likely to want to do a PGCE / teacher training course than males (5% n=37).

¹ A statistical technique using SPSS whereby responses from a sub section of the sample can be identified.

Ethnicity representation

It is important to highlight here that low respondent numbers within all but the White British ethnic group mean that caution must be exercised when drawing conclusions from the findings. As with the sample as a whole, 22 to 25 year olds were the dominant age group across each ethnic group. There were particularly high proportions of 22 to 25 year olds coming from a Chinese (67% n=20), White other, (56% n=39) and White British background (54% n=451). Individuals of White British ethnicity dominated the samples from each institution, but there was a more noticeably diverse spread of ethnicity amongst students attending Queen Mary's University, University College London, and Imperial College London.

The highest proportion of respondents within each ethnic group fell within major group 2 for occupational background. There was a particularly high representation of Chinese (57% n=13), White British (53% n=393) and White Other (46% n=26) within major group 2². Investigating intentions after graduation, go into work was a popular option amongst the White British (38% n=314), White and Asian (50% n=6), and Chinese (43% n=12) ethnic group respondents, and further study on a PhD was the most popular option for those classed as White Other (32% n=21).

Occupational classification

Examining how intentions after graduation vary by occupational background, it was found that those classed as major group 9 (elementary occupations) were the most likely of all backgrounds to seek employment (55% n=6). One quarter of those classed within major group 2 intended to conduct a PhD (25% n=114).

Respondents from major group 2 were the most highly represented at the majority of institutions, with the exception of Lancaster University, Nottingham Trent University and Kent University.

Geographical location representation

The 22 to 25 year age group was the most highly represented from all the geographical regions, with the exception of Scotland. There were particularly high levels of 22 to 25 year students originating from London (73% n=38), the other EU (62% n=37) and elsewhere in the world (61% n=17). There were found to be high

levels of representation of major occupational group 1 from Elsewhere (outside EU) (29% n=8) and the North East (23% n=8). There was also a high representation of major group 2 classed respondents from the EU (not UK) (57% n=32).

Exploring the home address of students from each institution it was found that the largest proportion originated from the same region in which the institution was located. This was particularly evident at institutions located in Scotland, Wales, and Northern Ireland. However, the larger institutions, such as Imperial College London, University of Cambridge, and the University of Nottingham attracted students from a wide variety of regions.

Exploring how intentions after graduation vary amongst students originating from different geographical areas, a high proportion of those from elsewhere in the world intended to conduct a PhD (39% n=11), as did those from the South West (28% n=25). Go into employment was a popular option for those from the North East (42% n=15), North West (49% n=64), London (46% n=23), and the South East (41% n=74). Taking a gap year was popular amongst those from the East Midlands (23% n=18).

Intentions after graduation based on disability status

There was found to be no clear difference in intentions after graduation between those with or without a disability. However, a higher proportion of those with a disability intended to conduct a PhD (31% n=20) compared to 22% (n=209) of those without a disability.

² *Taking into consideration that valid conclusions cannot be made with regards to the ethnic groups that elicited small respondent numbers.*

1 Introduction

1.1 Background

The Institute of Physics (the Institute) is a leading international professional body and society, which promotes the advancement and dissemination of knowledge and education in physics. The Institute has recognised a gap in knowledge regarding the aspirations and future careers of physics graduates, and acknowledges the importance of such information in encouraging participation in physics from a wider, more diverse community, as well as informing potential physics students of the opportunities available to them.

The Institute wishes to embark on a five year longitudinal tracking project, which will investigate the backgrounds of final year physics undergraduates and track the development of their careers over the coming years. The following objectives have been specified:

- To investigate the profiles of final year physics undergraduates in terms of gender, ethnicity, disability, age and socio-economic backgrounds
- To determine the career aspirations of final year physics undergraduate students
- To determine what careers physics graduates embark upon
- To explore how these dimensions vary across specific demographics, with particular focus upon minority groups such as women, Black and Minority Ethnic (BME) groups and lower occupational groups

1.2 Methodology

The research employs a predominantly quantitative methodology in the form of a postal questionnaire and an electronic database. The research is made up of two distinct phases, both of which will be addressed separately.

Phase one: Survey of final year physics undergraduates

A postal questionnaire was distributed to all final year physics undergraduate students (including joint honour students) in England, Scotland, Wales and Northern Ireland. A copy of the questionnaire is included in Appendix 1. The questionnaire also acted as a means by which the students' demographic and contact information

could be compiled to create a unique electronic database that will be used to track the individual's development over the coming years. The database will be discussed in more detail in the next sub-section.

With agreement from all the heads of department the questionnaires were distributed by post to the 49 university physics departments across England, Scotland, Wales and Northern Ireland, targeting approximately 3,000 final year undergraduate physics students. Prior contact was made with individual academics within each department, who were responsible for coordinating the distribution of the questionnaires to their final year students. They were also sent a number of posters advertising and promoting the study, prior to the delivery of the questionnaires. Due to the remote nature of the Open University an online survey version of the questionnaire was developed and the hyperlink sent via email to all the final year Open University students who were completing physics modules.

To encourage the optimum response rate, various techniques were employed: the Institute strongly recommended that the questionnaires were distributed, completed and returned during lectures or seminars; desirable prize draw incentives were offered; and the questionnaire was kept to a maximum of three sides. A covering letter was sent with the questionnaires explaining the nature of the survey and offering advice on the best way to distribute and return the questionnaires, which were supplied with a pre-paid envelope. Follow-up emails and calls were also made to the departmental contacts to offer encouragement and advice in obtaining high levels of participation.

After the initial distribution of the paper questionnaires, 32 institutions were identified as eliciting a particularly low response rate. The department secretaries of these departments were asked to help distribute the online version of the questionnaire by sending an email containing a hyperlink to all their final year physics undergraduate students. It is important to note here that sufficient measures were taken to ensure there were no duplications in responses from both the online and paper methods.

In parallel to tracking the previous cohorts, all final year university physics undergraduates will be contacted each year during the period of the project to enroll a new cohort of students into the research study.

Phase two: Database tracking of the physics graduates

Upon receipt of the completed questionnaires, each respondent will be allocated a unique ID number. An electronic database will be designed and maintained to display each respondent's individual details, only accessible using the unique ID. The respondents will be contacted approximately one year after responding to the postal questionnaire, and prompted to access their page using the unique identifier. Within this page they will be able to update and amend their details accordingly, and will be prompted to do so each year until the completion of the project, thus tracking the development of their careers over time.

As a means of encouraging and maintaining the interest of physics graduates in the proceeding years they will be sent a short annual newsletter, which will include a brief summary of the findings from that years' questionnaire phase. The newsletter aims to instill a sense of membership amongst the graduates, increasing their motivation to participate over the long term. It will also be used to advertise the prize draw that will be on offer when the graduates update the electronic database.

1.3 Caveat

The following caveats must be noted regarding the results:

- Due to the nature of longitudinal surveys there would be an expected amount of 'natural wastage' in the volume of responses from one year to the next, due to individual changes in circumstances, contact details, and time constraints of those in full time work
- As has been discussed, the Institute and **QUAD research** encouraged the proactive support of the university physics departments, and asked the contacts to distribute the questionnaires during lectures or seminars. However, it quickly became apparent that alternative methods of distribution were being used, such as placing the questionnaires in student pigeon holes and leaving the questionnaires in the department common room for collection. These less proactive methods could have a detrimental impact on the response rate

1.4 Reporting

This report will present the findings from the first phase of the project, which will comprise the 2006 cohort. When considering the results, it is important to remember that not all respondents answered all the questions, and a number of questions were routed³ depending on individual responses. Therefore, the results included throughout this report are presented as percentages of those that answered the question, not as a percentage of the sample as a whole. The number of individuals that responded to a particular question is included as n=x.

Wherever possible, graphical and tabular illustrations will be used to present the findings.

³ *Routing is the technique whereby individuals are directed to certain questions based on their particular response to an earlier question. As such, there may be questions not applicable to the respondent.*

2 Results

2.1 Demographic profile of respondents

A total of 1,063 students responded to the questionnaire; this comprised 749 paper questionnaires and 314 completions using the online version. This section will present the top line demographic profile of the sample.

The sample constituted a larger proportion of male respondents (71% n=750) (see Figure 1), and the large majority classified themselves as White British (80% n=845) (see Figure 2). As such, there were noticeably small proportions of ethnic minorities within the sample. The largest age group was 22 to 25 year olds (55% n=580), followed by 21 year olds and under (39% n=411) (see Figure 3). In terms of nationality, 88% (n=927) were coded as British, 5% (n=53) from the European Union (not UK or Ireland), and 3% (n=32) from Asia (see Figure 4). Exploring the area from which they originated (based on home address) the largest proportion were from the South East (18% n=188), followed by the North West (13% n=136) and the West Midlands (10% n=105) (see Figure 5).

As a means of identifying socio-economic background the respondents were asked to state their parent or guardian's occupation, or in the case of mature students the occupation of the main income holder in the household, be it themselves or a partner. Using the Office for National Statistics Standard Occupational Classification (2000) it was then possible to categorise these occupations into one of nine occupational classifications. Figure 6 presents the proportion of the sample classified within each classification, from major group 1 (managers and senior officials) through to major group 9 (elementary occupations). The largest proportion of respondents was classed within major group 2 (45% n=467), followed by major group 1 (18% n=187). For a full description of each category see Appendix 2.

A small proportion of respondents had responsibility for dependents. 1% (n=11) stated having shared responsibility for a dependent child and 1% (n=11) had shared responsibility for a parent (see Figure 7). 7% (n=74) of the sample self defined themselves as disabled (see Figure 8), 67% (n=44) of which were categorised as dyslexic.

Figure 1: The gender distribution amongst the sample

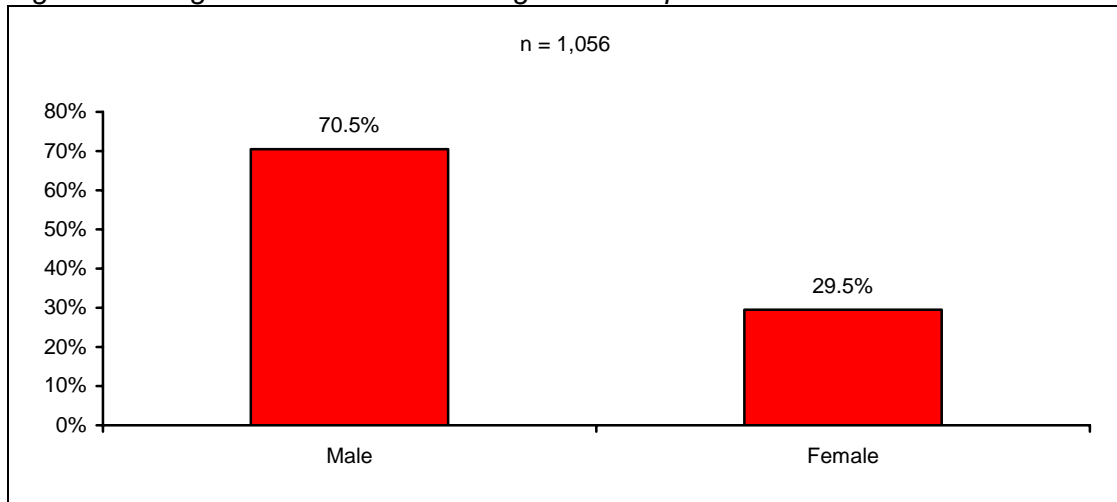


Figure 2: The spread of ethnicity amongst the sample

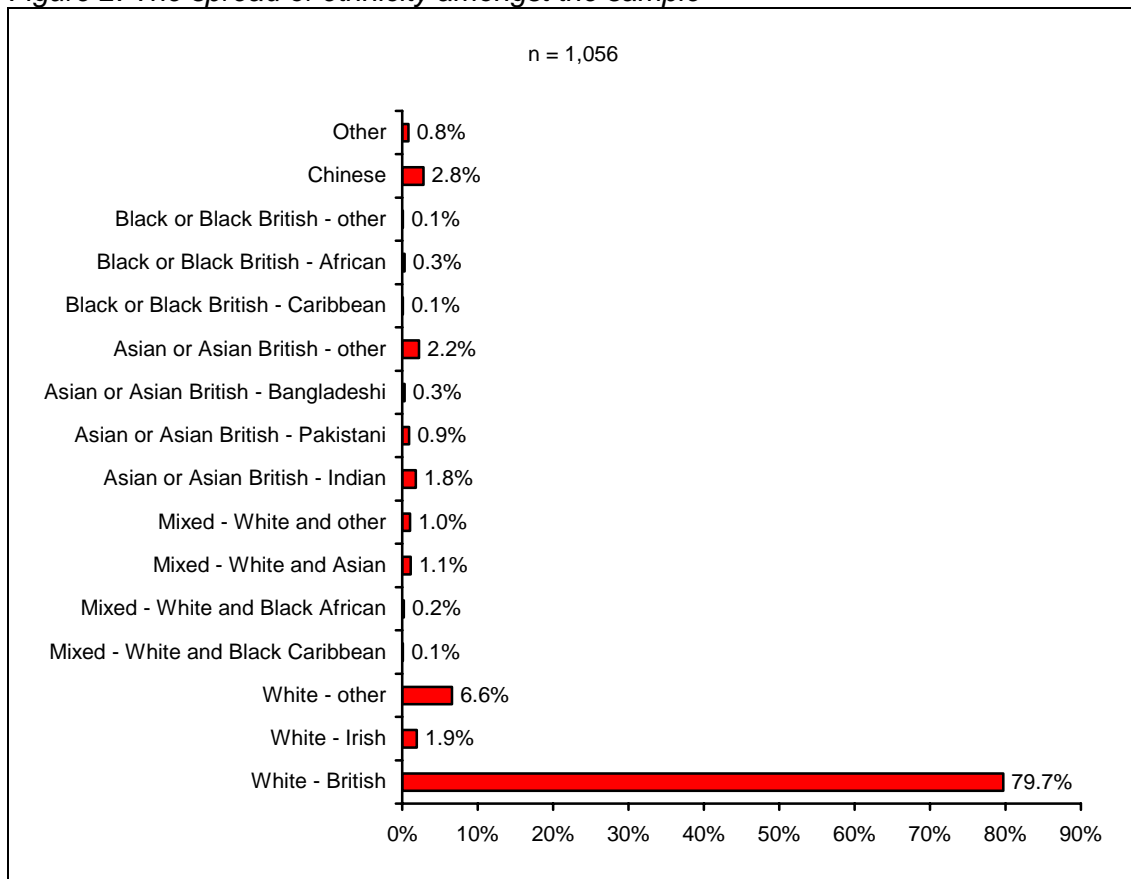


Figure 3: The spread of age ranges amongst the sample

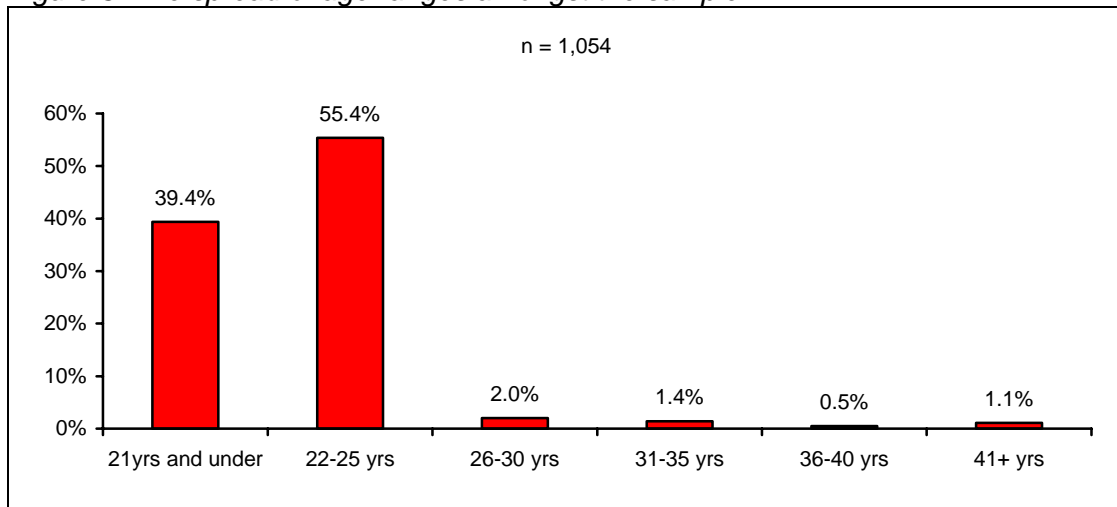


Figure 4: The spread of nationalities amongst the sample

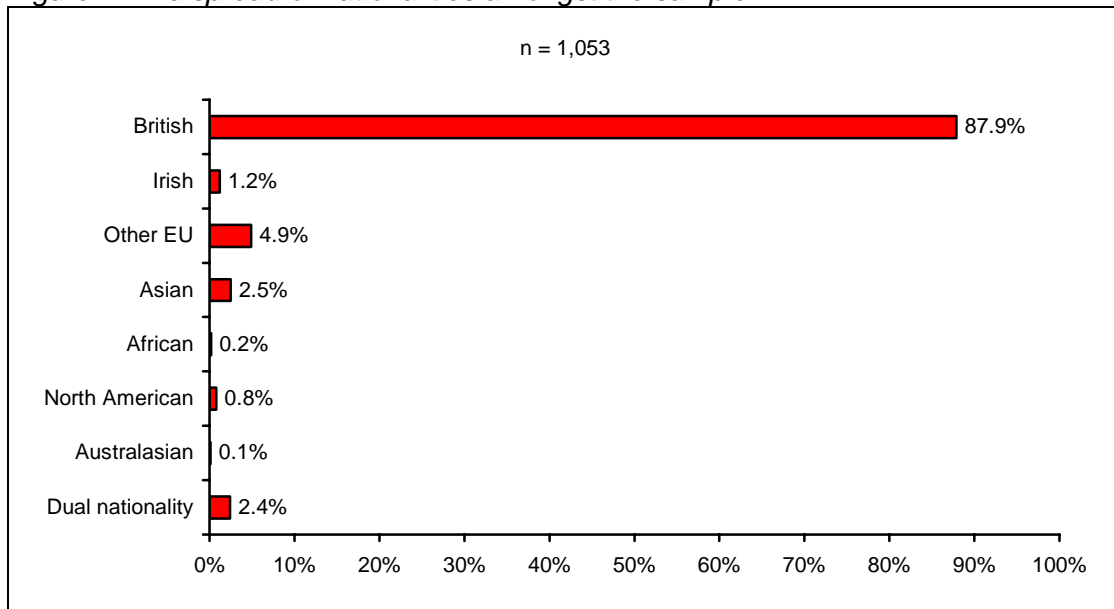


Figure 5: The proportion of respondents originating from each region of the UK / world

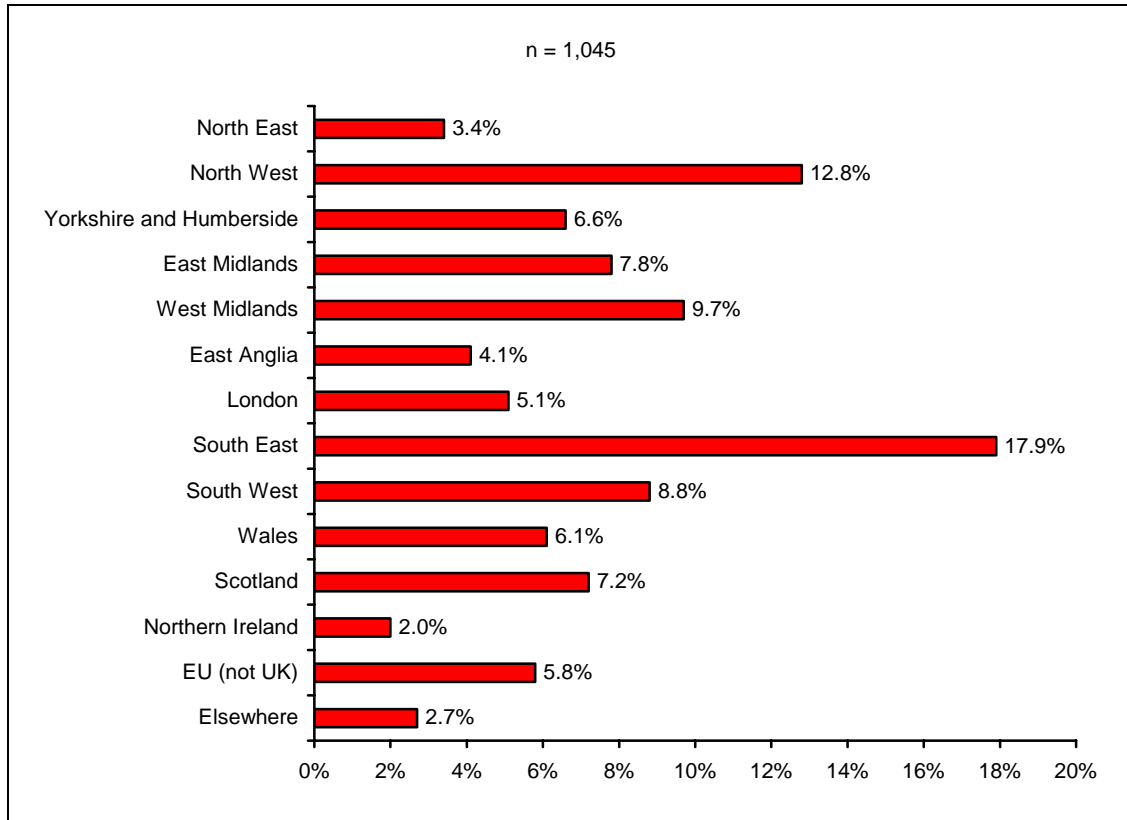
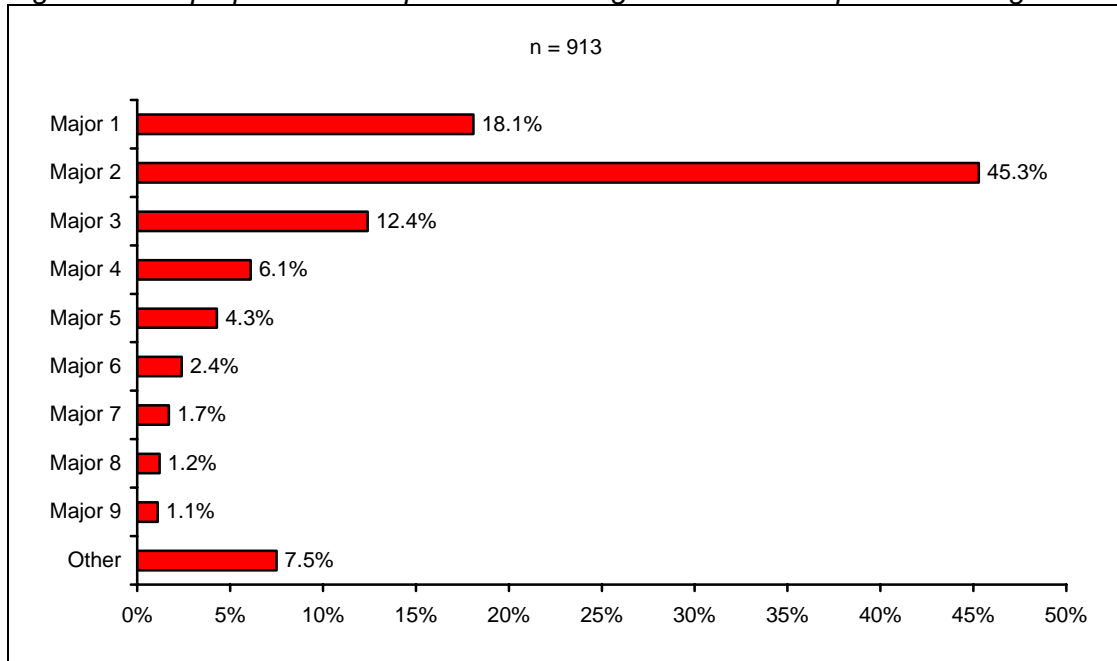


Figure 6: The proportion of respondents coming from each occupational background*



* See Appendix 2 for description of major groups

Figure 7: The proportion of respondents with responsibilities for a child or parent

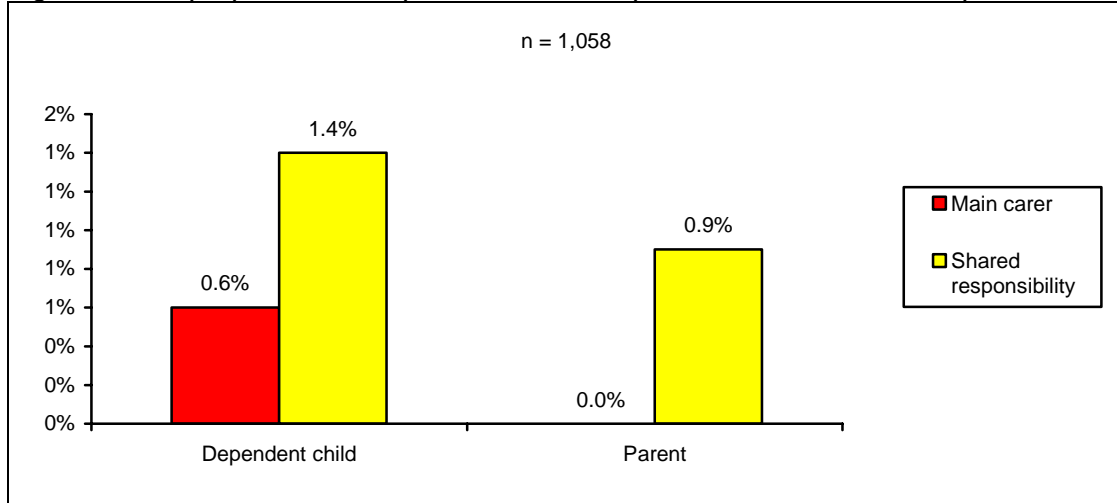


Figure 8: The proportion of respondents with a disability

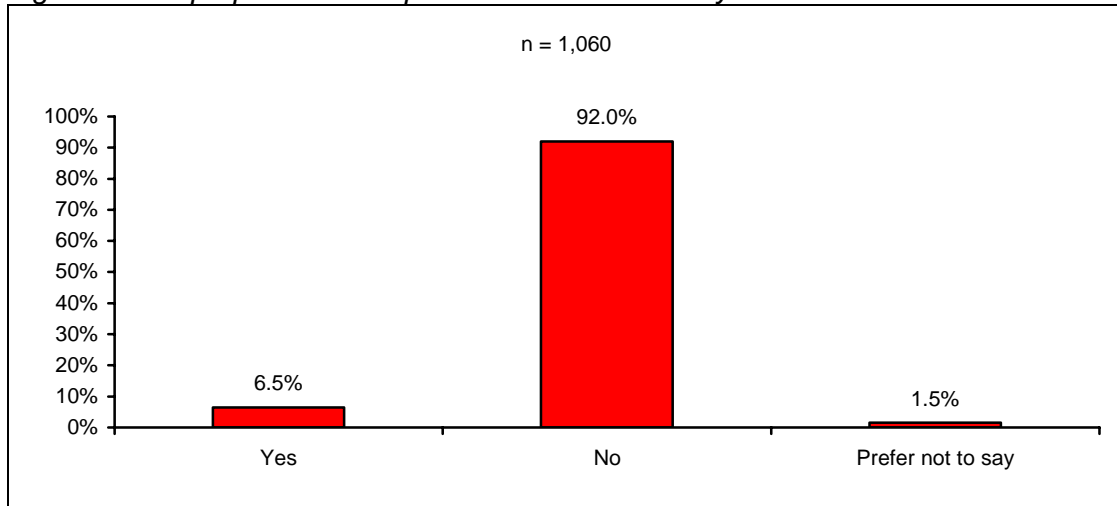


Table 1: The spread of disability type within the sample (n=66)

Disability	Frequency	Proportion (%)
Dyslexia	44	66.7
Unseen disability	7	10.6
Deaf / hearing impaired	3	4.5
Wheelchair user / mobility impaired	2	3.0
Mental health disability	2	3.0
Blind / partially sighted	1	1.5
Other disability	7	10.6

2.2 Further Exploration of the demographic profiles

Within this section the demographic profile of the sample will be explored in greater detail.

Figure 9 presents the breakdown of the respondents by gender and ethnicity. It is important to note here that with exception to the White British category the response rates were very low across the remaining ethnic groups; therefore caution must be exercised when drawing conclusions. There were a higher proportion of male respondents within the White British classification (71% n=598). 80% (n=24) of those categorising themselves as Chinese were male, and three quarters (75% n=15) of White Irish were male.

Figure 9: The proportion of genders across ethnic groups

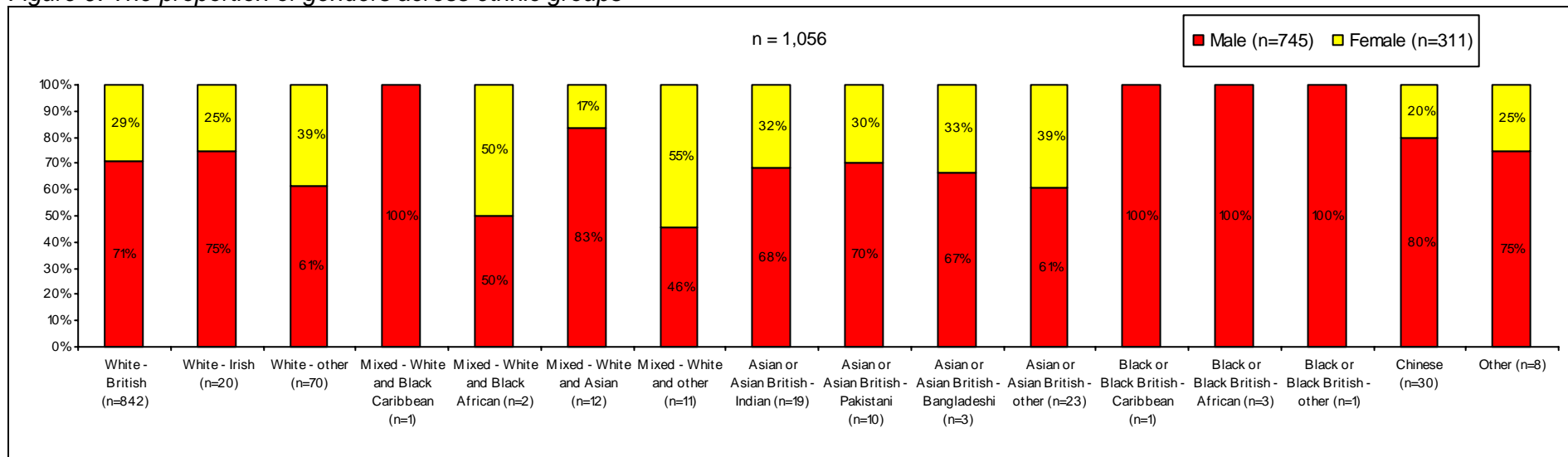
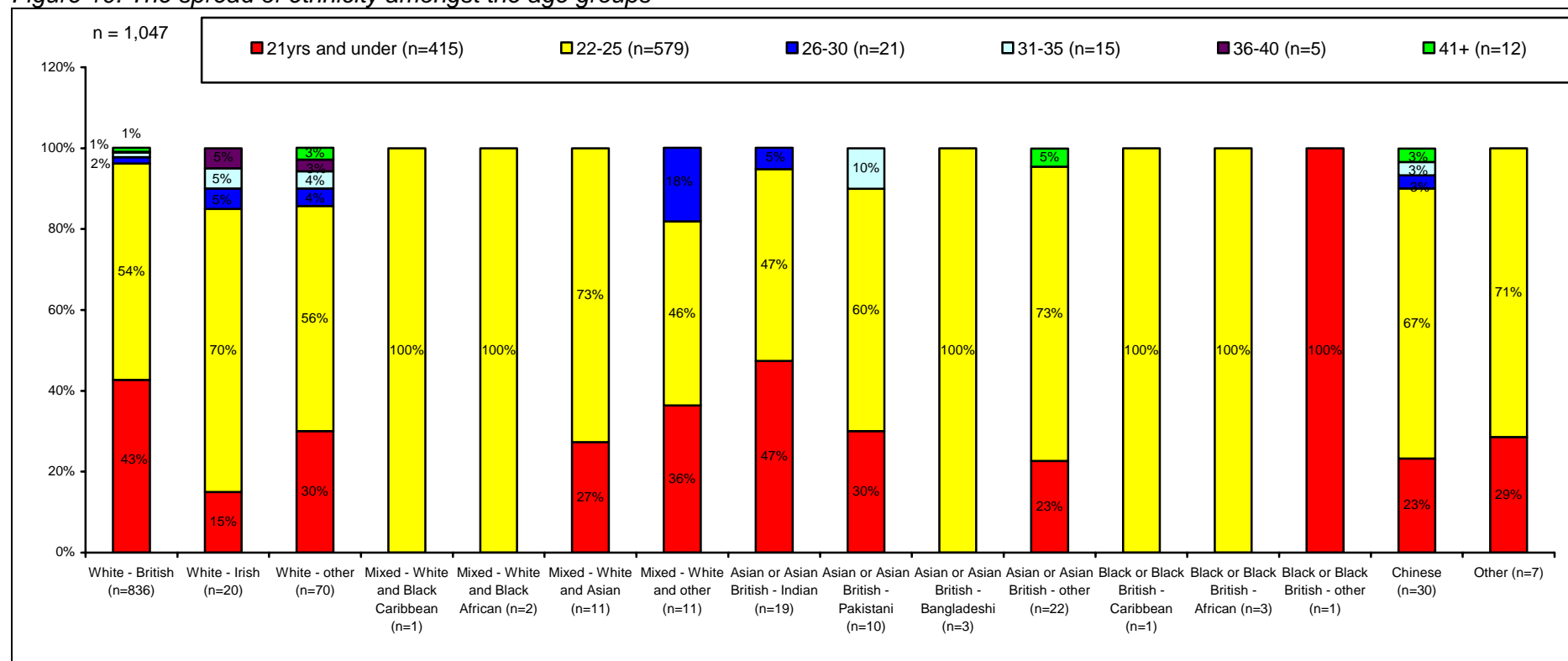


Figure 10 illustrates the breakdown of the respondents by age and ethnicity. As with the previous figure, the proportion of responses within all but the White British ethnic group were low, as was the proportion within all age groups with exception of the 21 years and under and 22 to 25 year groups. Over half those aged between 22 and 25 years were White British (54% n=451), and a further 43% (n=359) of those aged under 21 years were White British.

Figure 10: The spread of ethnicity amongst the age groups



The following graph (Figure 11) details the spread of age groups within the sample across a range of geographical regions (based on their home address). The largest age group represented in all geographical locations except Scotland was 22 to 25 year olds. This was particularly prominent in London (73% n=38), North West (64% n=85), and the other EU (not UK) (62% n=37). Almost half the graduates originating from Scotland were 21 years and under (49% n=36).

Figure 11: The spread of age groups within each geographical area

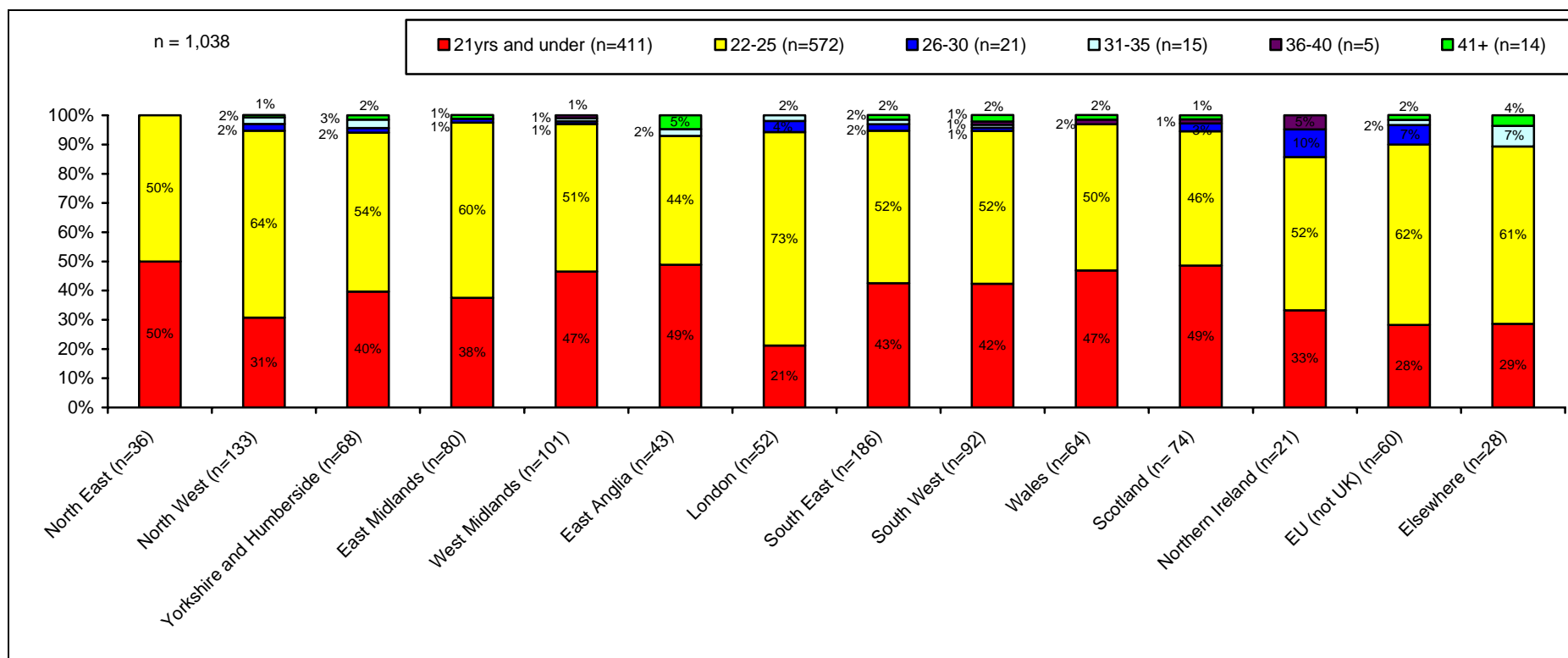


Figure 12 reveals the spread of ethnicity by geographical locations (based on home address). As before, be cautionary when considering the data due to small numbers within many of the ethnicity categories. Of the White British, the largest proportion originated from the South East (19% n=157), followed by Scotland (14% n=116) and the West Midlands (11% n=91). 58% (n=40) of those classified as White other originated from the EU (not UK).

Figure 12: The spread of respondents from each geographical area from each ethnic group

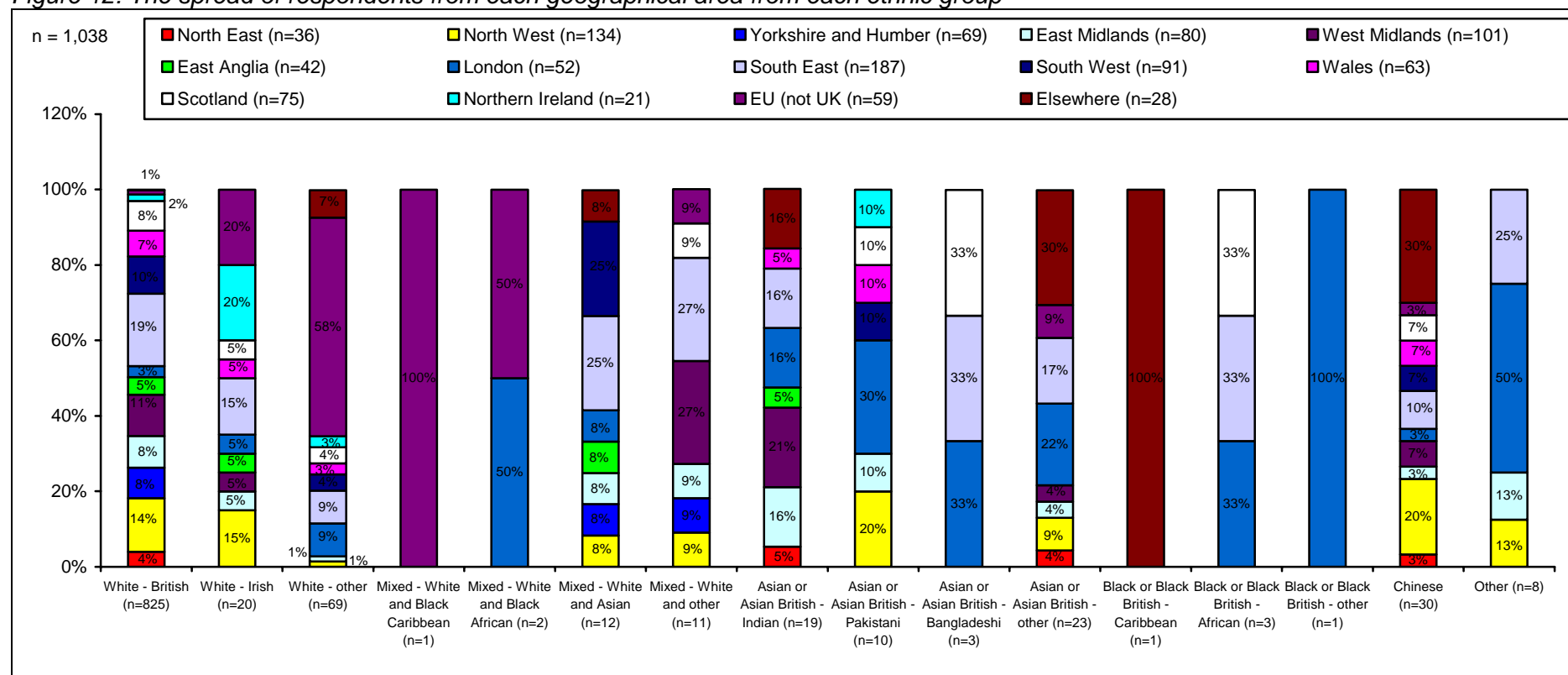
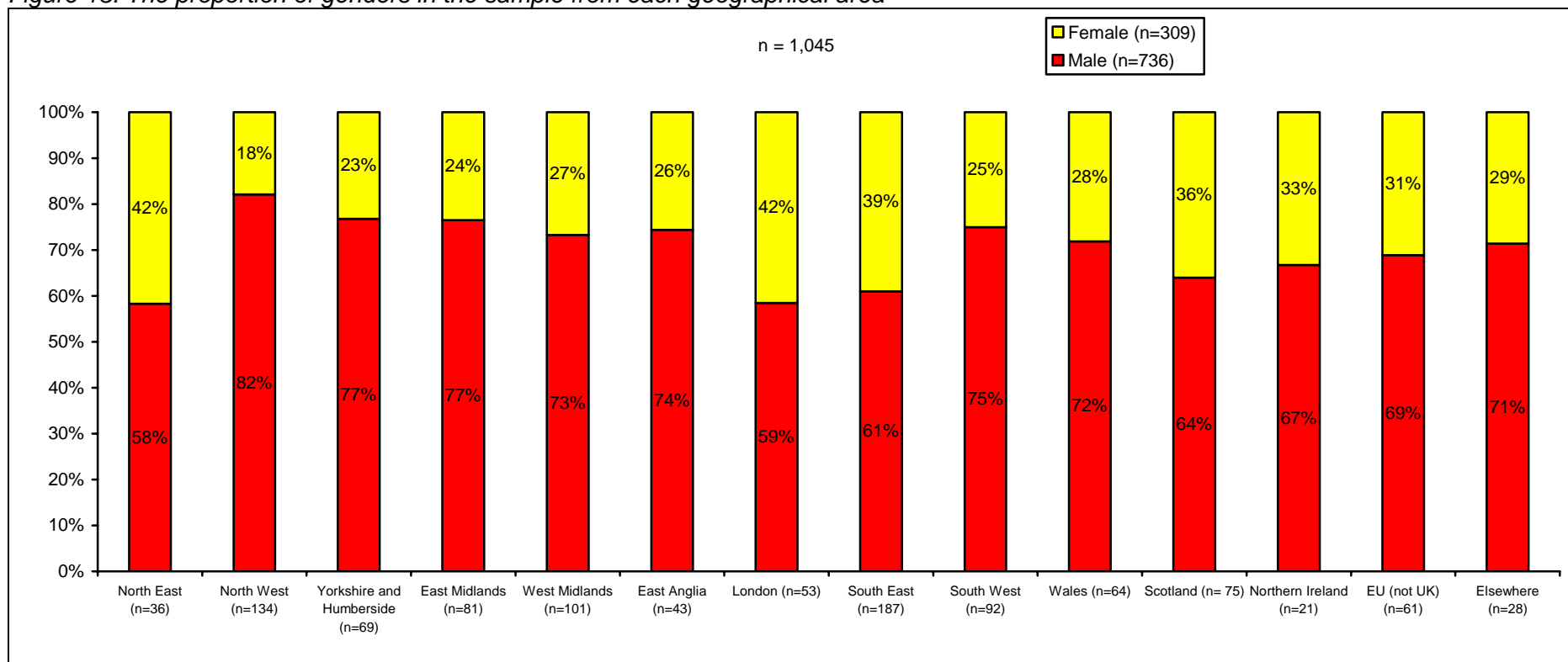


Figure 13 displays the breakdown of gender by geographical area. It is noticeable that the North West had the largest proportion of male respondents (82% n=110). Other areas with notably large proportions of male respondents were Yorkshire and Humberside (77% n=53), East Midlands (77% n=62), and the South West (75% n=69). Those areas with the smallest male representation were London (58% n=31) and the North East (58% n=21).

Figure 13: The proportion of genders in the sample from each geographical area



The previous two charts investigated the breakdown in demographic profile by region of the UK and region of the world. Figure 14 looks more broadly at the breakdown of gender by nationality. It is important to consider the low numbers of respondents within many of the nationality categories, especially Australasia (n=1), North America (n=8) and Africa (n=2). There was a higher representation of males across all the nationalities and there was a particularly high representation of males of an Irish nationality (77% n=10) and from the other EU (75% n=39).

Figure 14: The spread of genders in the sample from each nationality

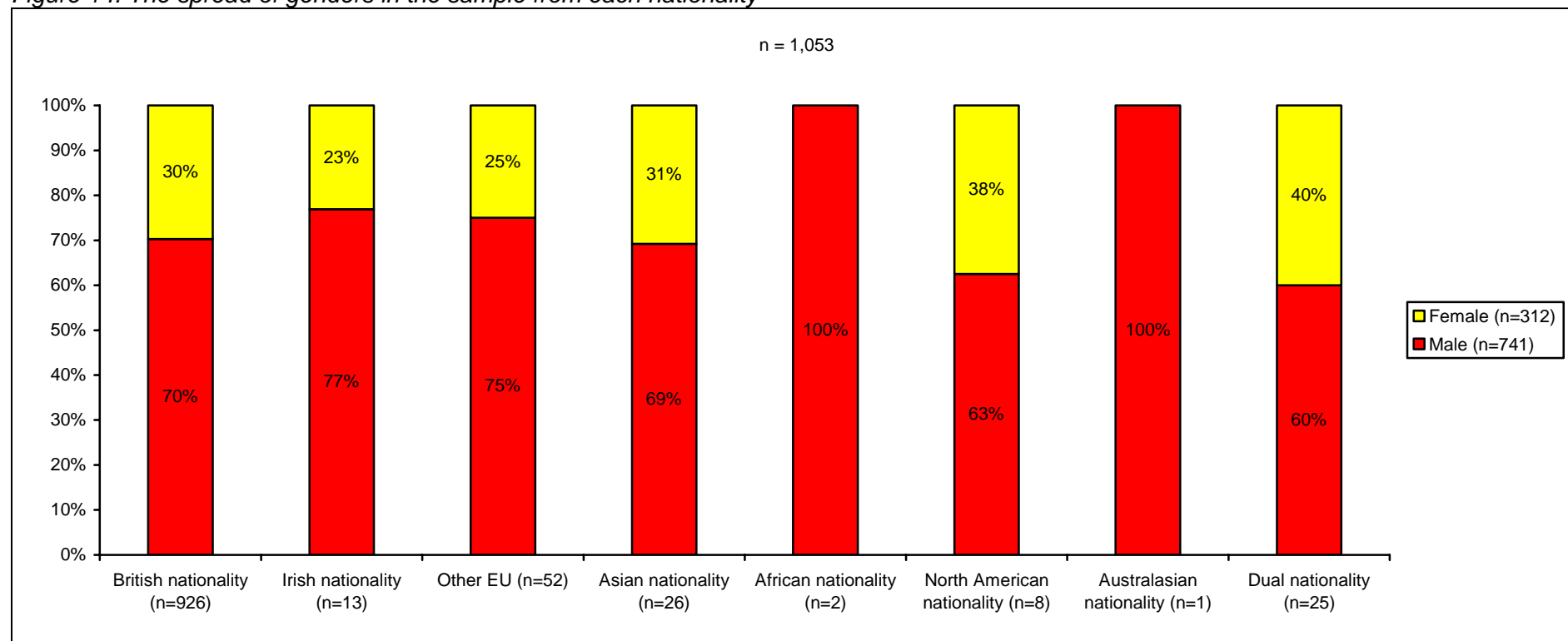


Figure 15 explores the age ranges by nationality. As before, caution must be exercised when considering the low numbers in many of the nationality categories. Over half those of British nationality were aged between 22 and 25 years (54% n=497), and a further 42% (n=386) of British were aged 21 years and under. 61% (n=31) of those from the other EU were aged between 22 and 25 years.

Figure 15: The spread of age groups based on nationality

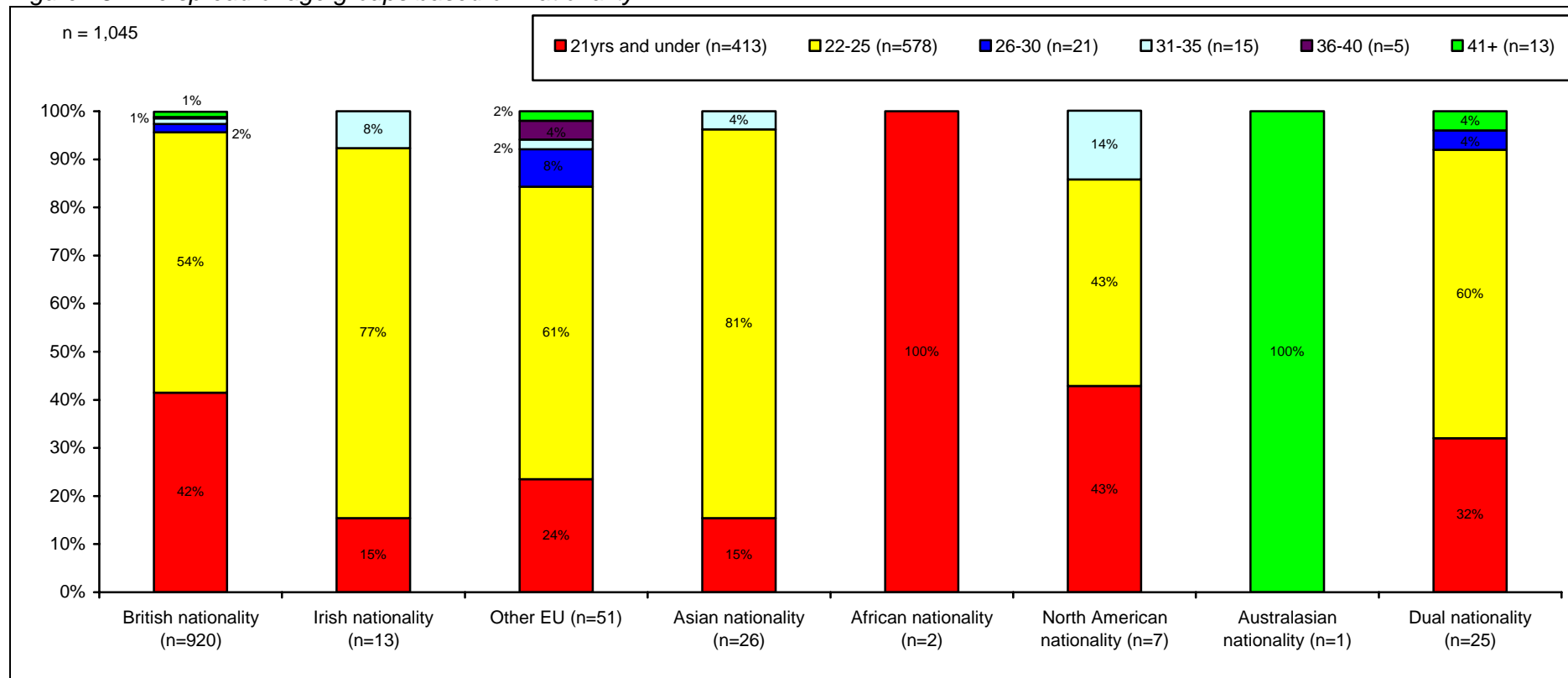
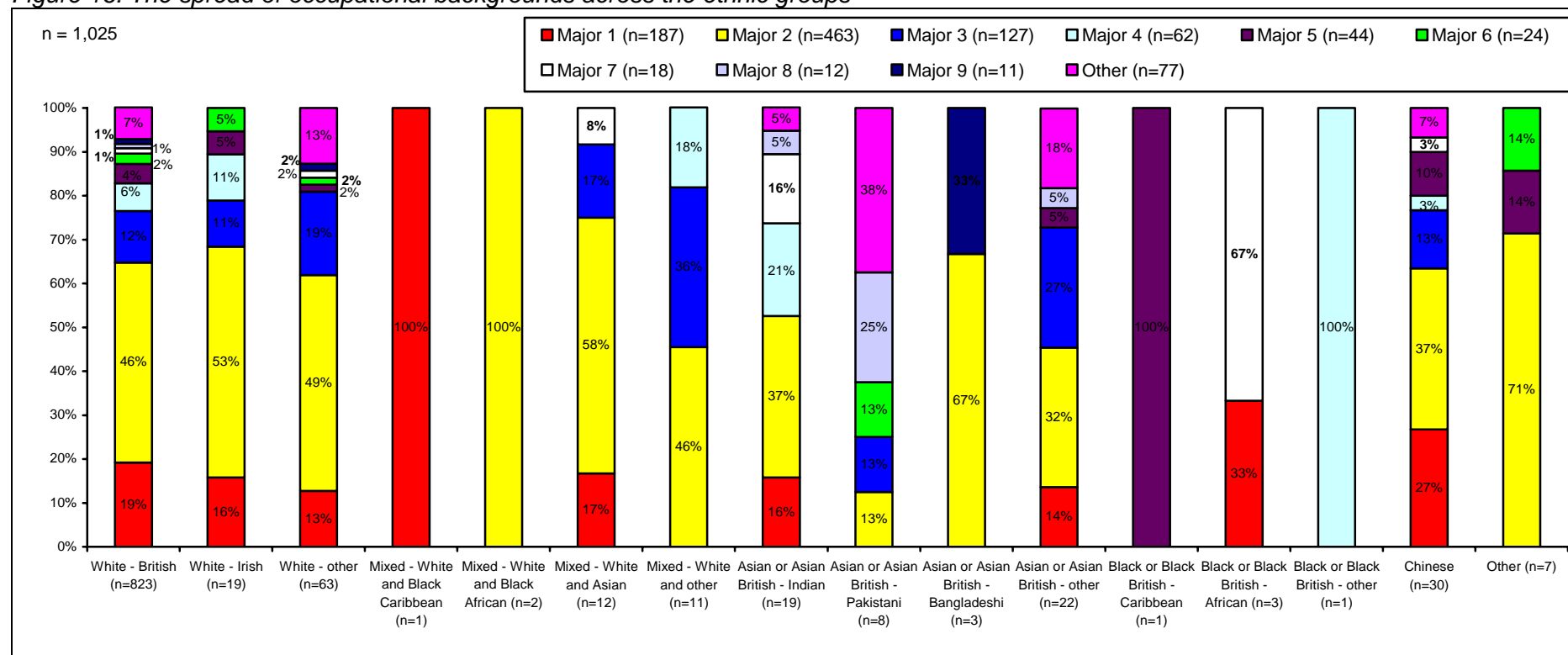


Figure 16 shows the relationship between occupational class and ethnicity. As before, be mindful of the small respondent numbers within many of the ethnic groups. It is apparent that there was a large representation of those from the major group 2 classification within the majority of ethnic groups. Most notably, the White British and the White other groups were made up of 46% (n=287) and 49% (n=31) of major group 2 respondents respectively.

Figure 16: The spread of occupational backgrounds across the ethnic groups



The following chart (Figure 17) shows the breakdown of occupational background by gender. It is apparent that there was little or no variation in occupational class between the genders: 17% (n=52) of females and 19% (n=138) of males were categorised as major group 1, made up of senior officials and management.

Figure 17: The spread of occupational backgrounds amongst the genders

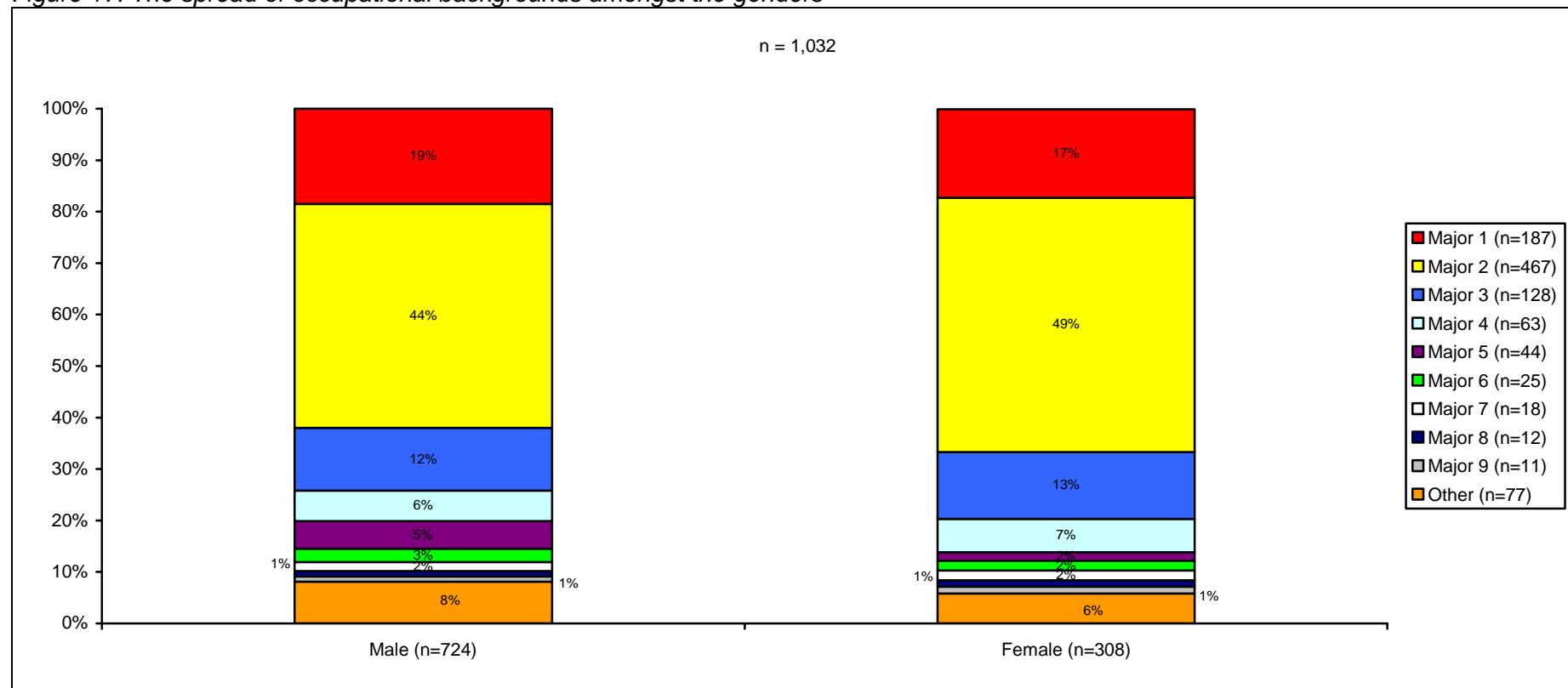


Figure 18 shows the correlations between occupational background and geographical location (area). The regions with the highest representation of major group 1 (senior officials and management) respondents was elsewhere (outside EU) (29% n=8) and North East (23% n=8). Major group 2 respondents were highly represented across all regions, but the largest proportion was from the EU (not UK) (57% n=32). East Anglia (5% n=2) included the highest proportion of major group 9 respondents.

Figure 18: The spread of occupational background by geographic area

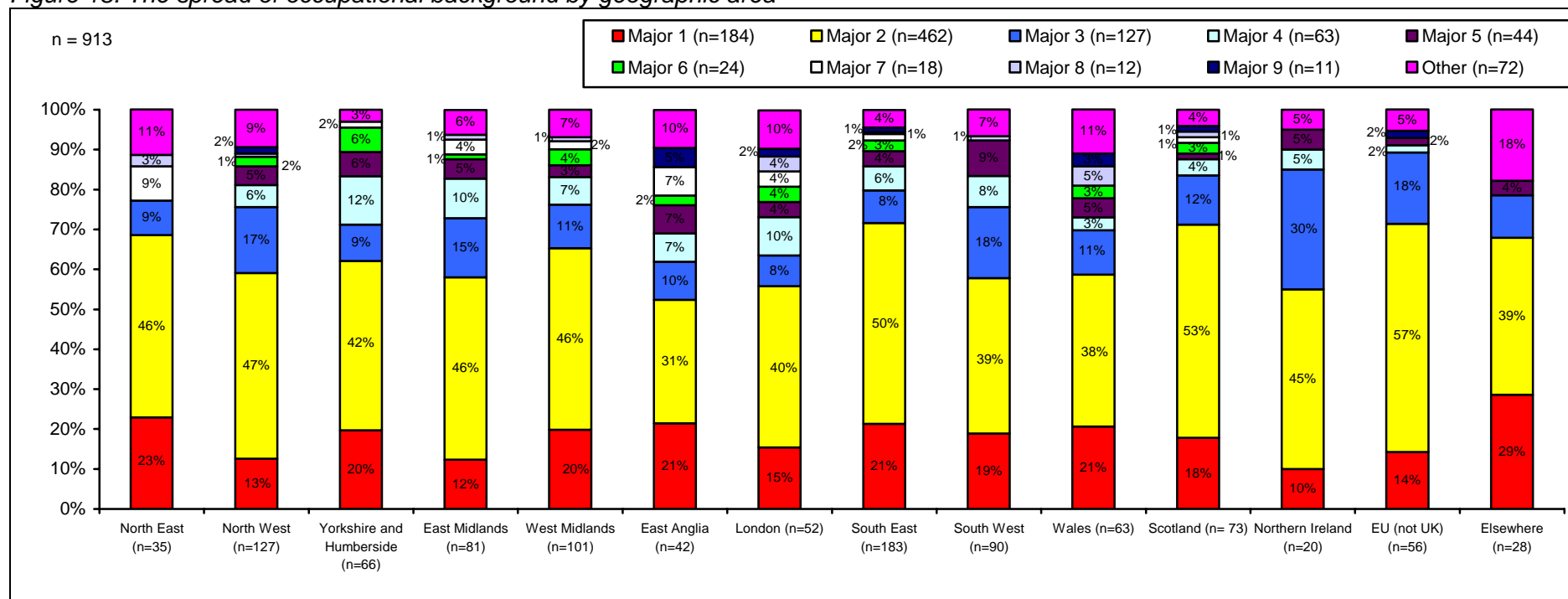
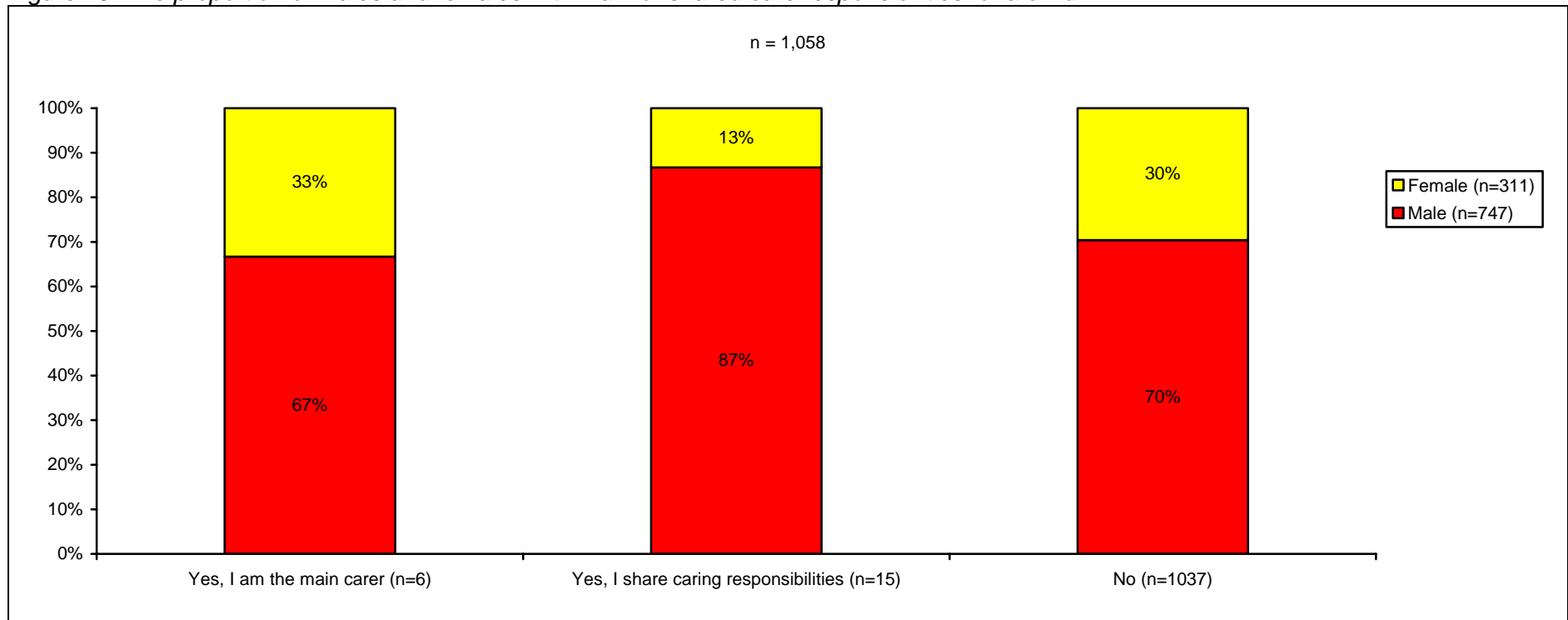


Figure 19 illustrates the level of care responsibilities for a child by gender, and it is immediately noticeable that there were very few instances whereby respondents indicated such a responsibility. As such, care must be exercised when considering the data below. 67% (n=4) of those indicating that they were the main carer were identified as male, as were 87% (n=13) of those that indicated having shared care responsibilities.

Figure 19: The proportion of males and females with main or shared care responsibilities for a child

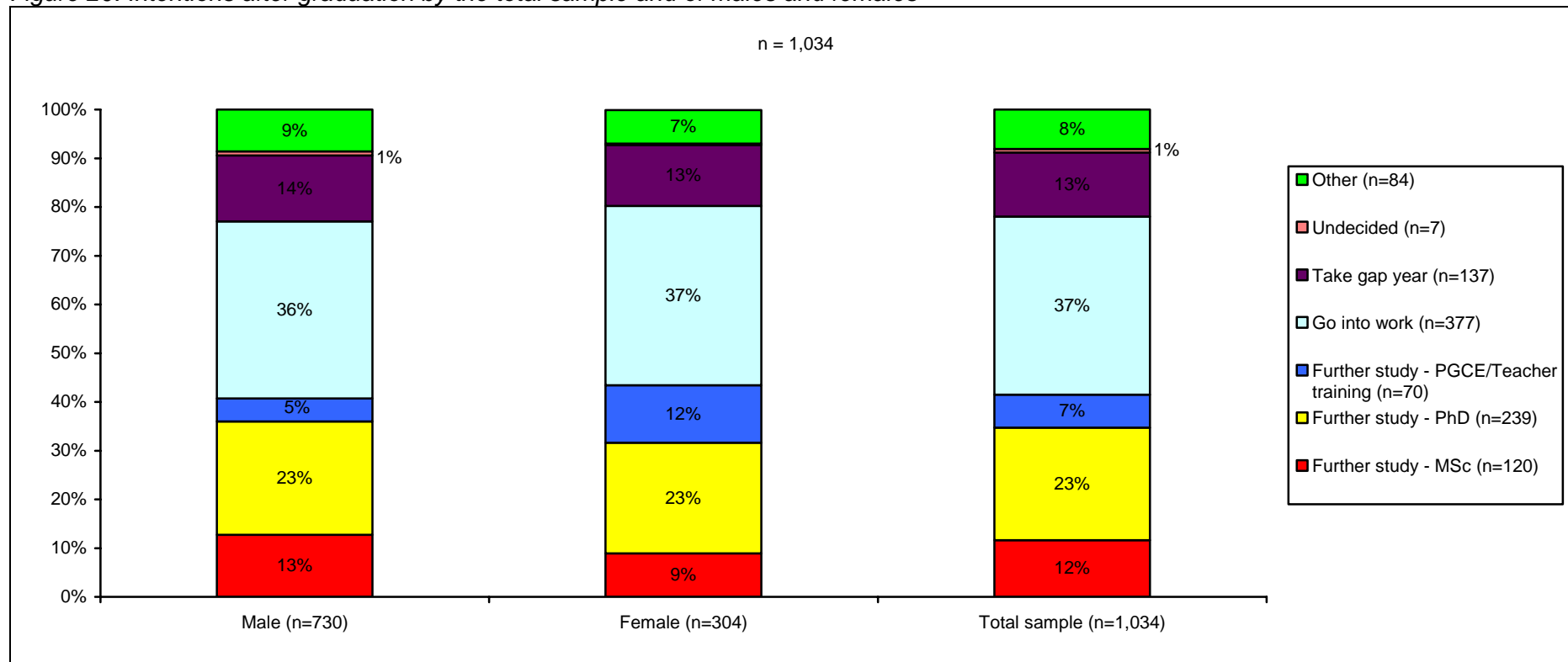


2.3 Intentions after graduation

This section will explore what final year physics students intended to do after graduating from University. As mentioned in the methodology section of this report, once the students have graduated, they will be contacted on an annual basis to track their career paths. This section will explore intentions after graduation by looking at a number of demographic factors.

Figure 20 shows the breakdown of intentions after graduation by gender and by the total sample. Overall, 37% (n=383) of the sample intended to go into work after graduation. A further quarter intended to study for a PhD (23% n=238). It is immediately noticeable that intentions did not seem to vary considerably by gender: the large proportion of both males and females intended to go into work following graduation (36% (n=263) and 37% (n=112) respectively). A further 23% (male n=168; female n=70) of both genders intended to conduct further study in the form of a PhD. However, more than double the proportion of females (12% n=36) to males (5% n=37) intended to conduct teacher training.

Figure 20: Intentions after graduation by the total sample and of males and females



Exploring intentions after graduation by geographical area, it was found that there were large variations (see Figure 21): the largest proportion of respondents from the EU (not UK) (34% n=20) and elsewhere (outside EU) (39% n=11) intended to conduct a PhD. In all remaining areas the most likely route was employment following graduation: 49% (n=64) of respondents residing in the North West and 46% (n=23) from London intended to go into work.

Figure 21: The spread of intentions after graduation by geographical areas

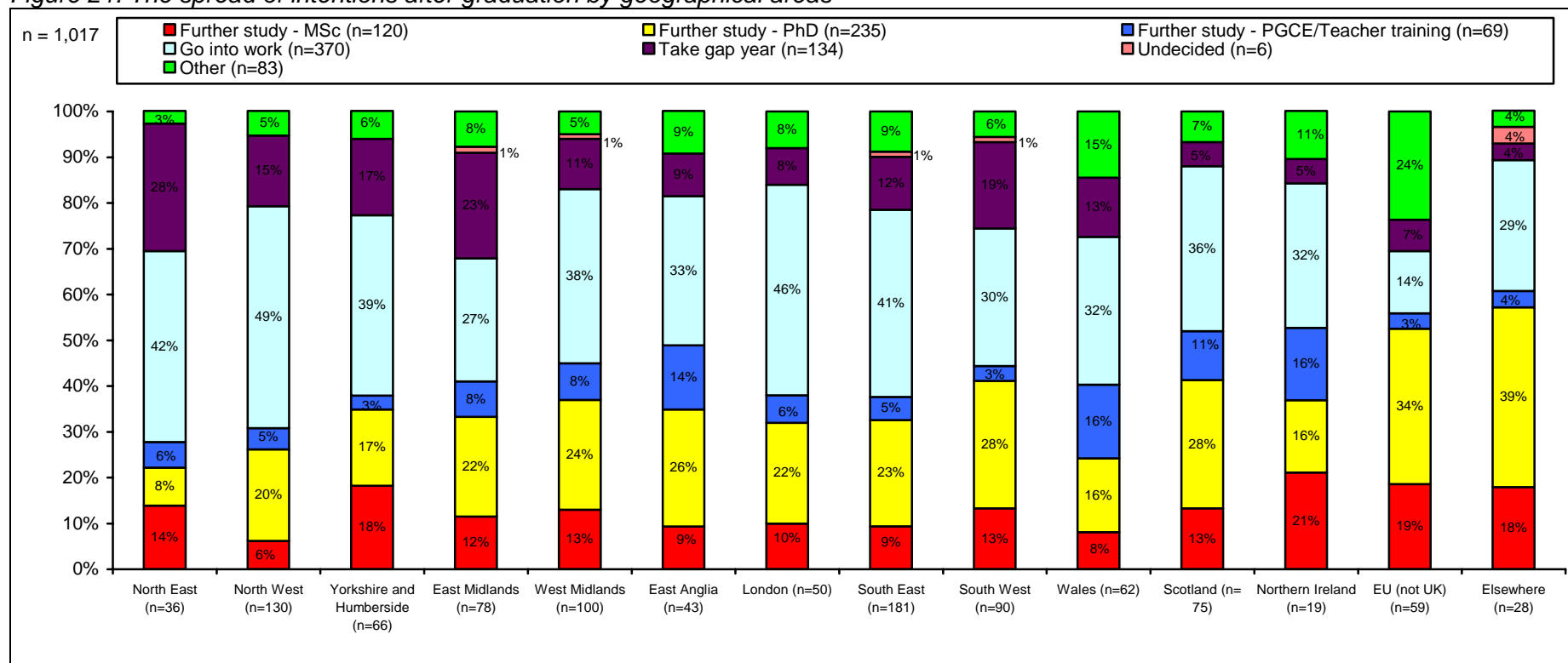


Figure 22 explores intentions after graduation by ethnic background. Exercise caution when considering these results, as the respondent numbers in many of the ethnic groups was low. 38% (n=314) of White British graduates intended to go into work after graduation and a further 23% (n=190) intended to conduct a PhD. The largest proportion of graduates from a White other background intended to conduct a PhD (32% n=21).

Figure 22: The spread of intentions after graduation by ethnic origin

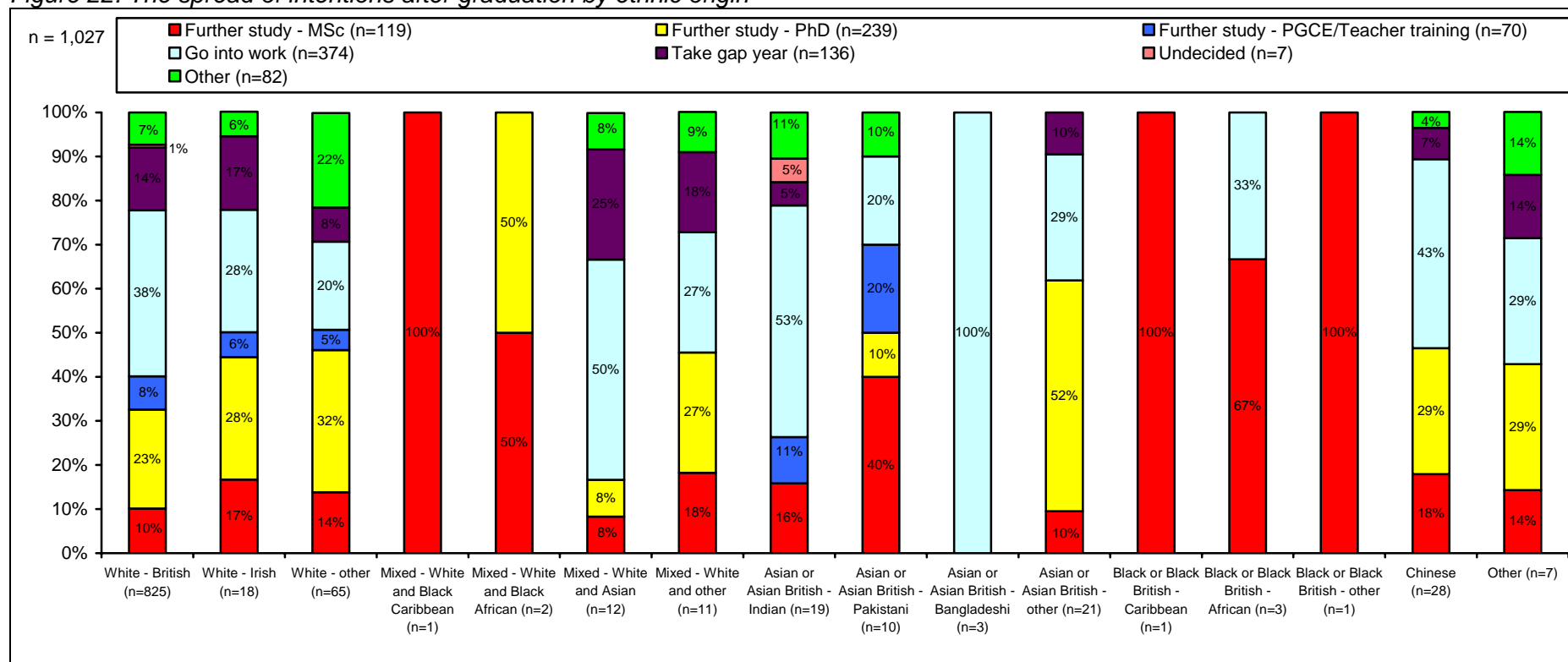
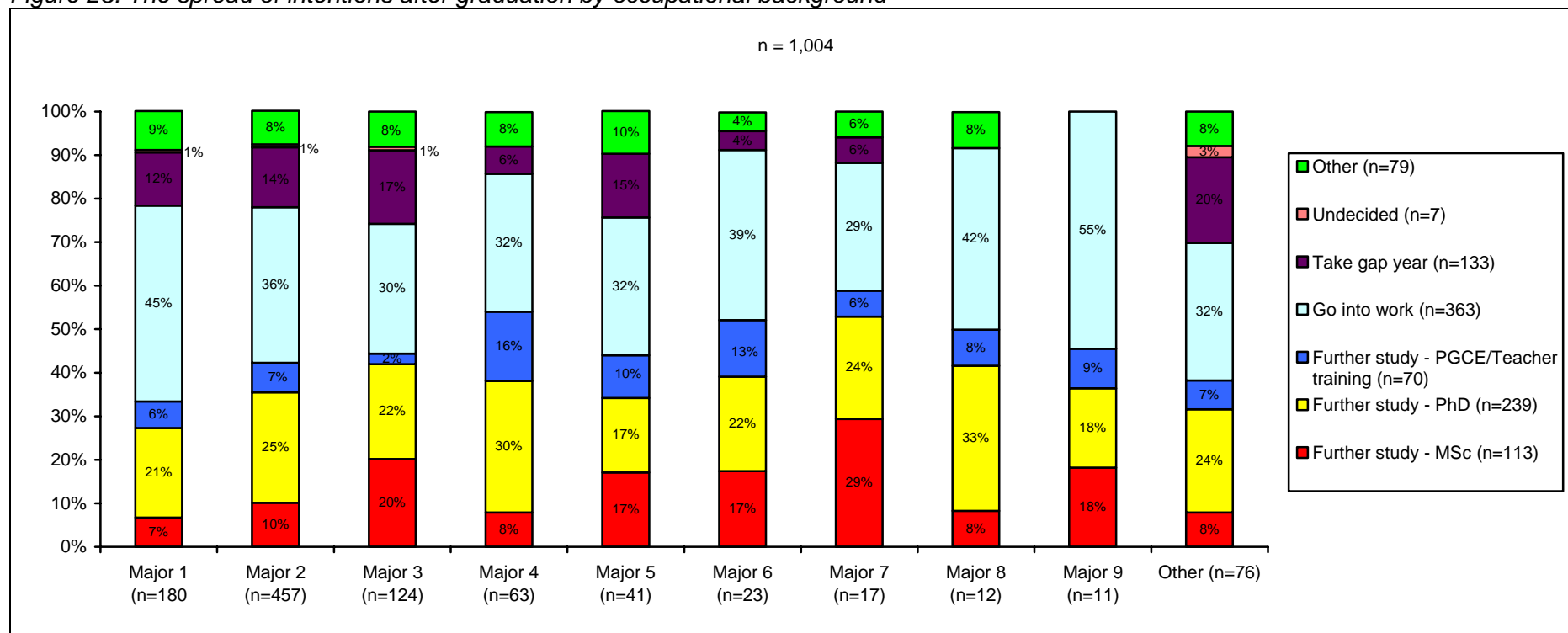


Figure 23 presents the intentions of final year undergraduates by occupational background. The largest proportion of respondents within each occupational group intended to enter into employment following graduation. Overall, there seems to be no demonstrable variation in intentions across the socio-economic groups; between 29% and 45% of each occupational group intended to go into work after graduation and between 17% and 33% intended to conduct a PhD.

Figure 23: The spread of intentions after graduation by occupational background



The following chart reveals how intentions following graduation vary across nationality (see Figure 24). Whilst exercising caution with some nationality categories due to small numbers, there are a number of notable differences. The largest proportion of those from the other EU intended to conduct a PhD (33% n=16) and a further 27% (n=13) intended to conduct an MSc. Similarly, those of Asian nationality were most likely to intend to conduct a PhD (52% n=13). 38% (n=344) of graduates of a British nationality intended to go into work after graduation.

Figure 24: The spread of intentions after graduation by nationality

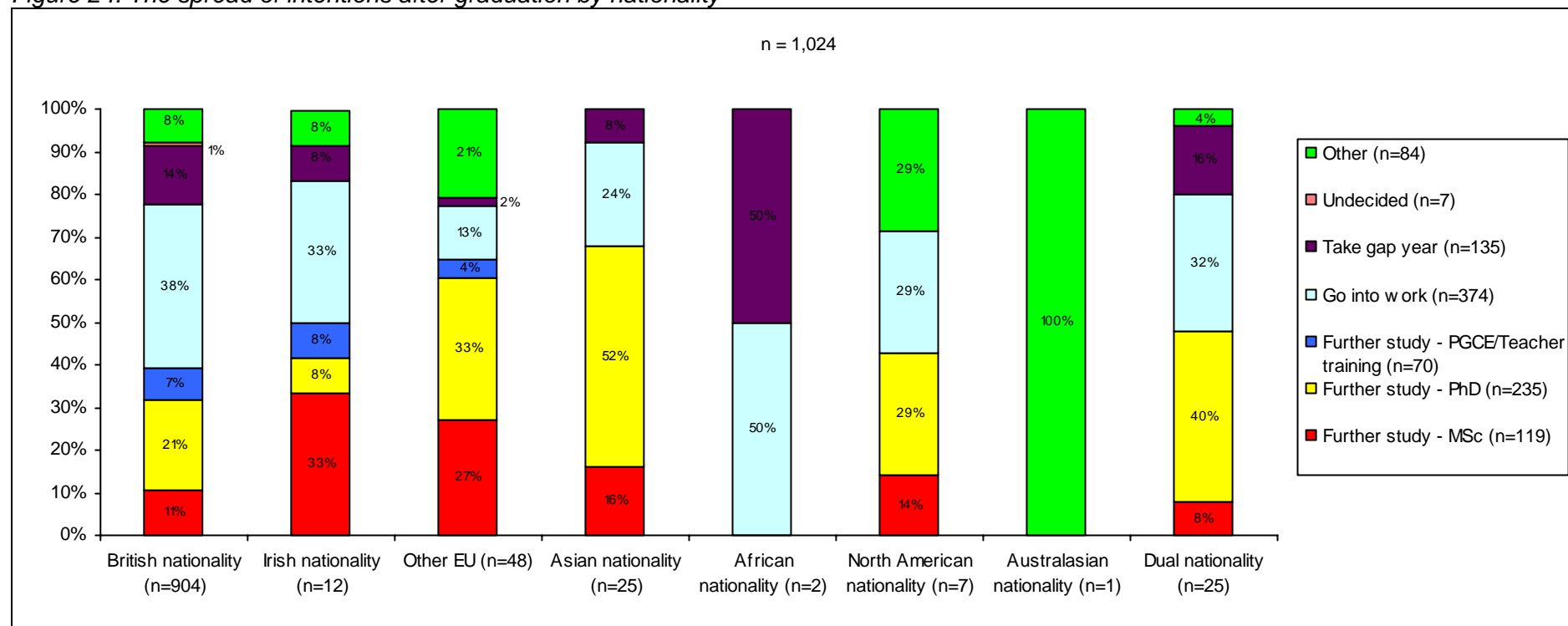
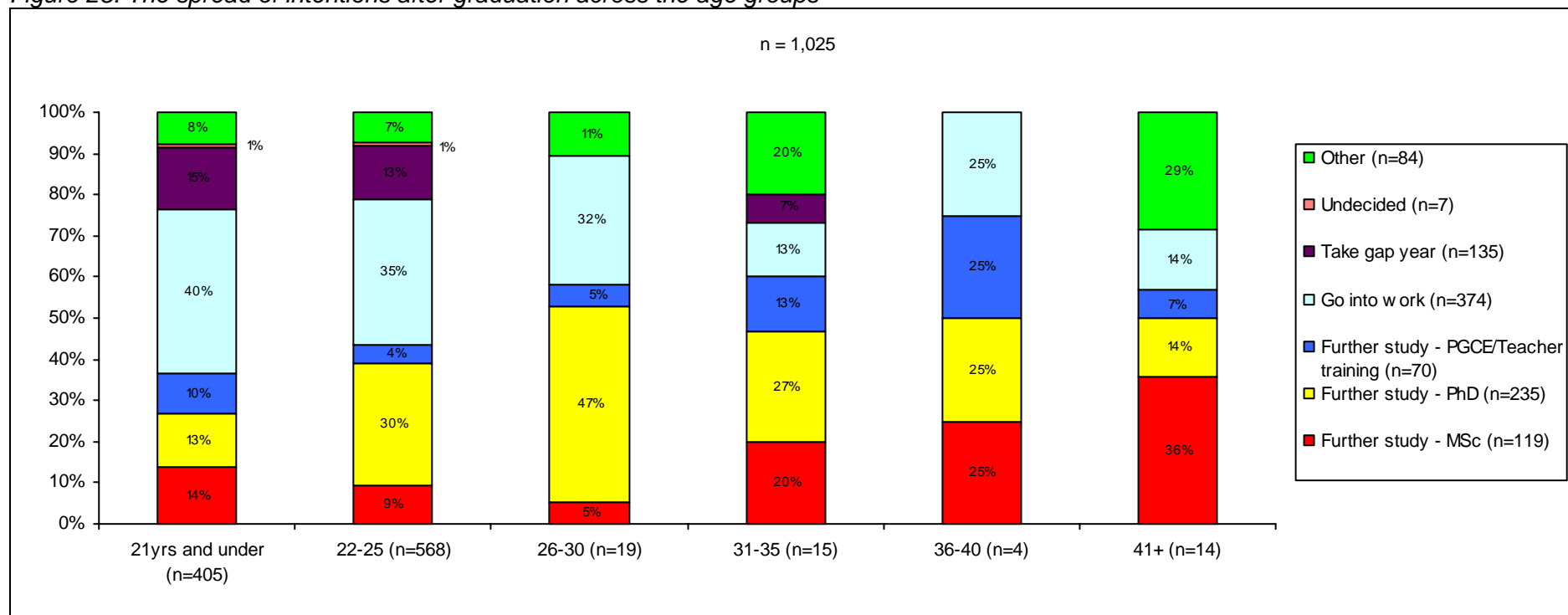


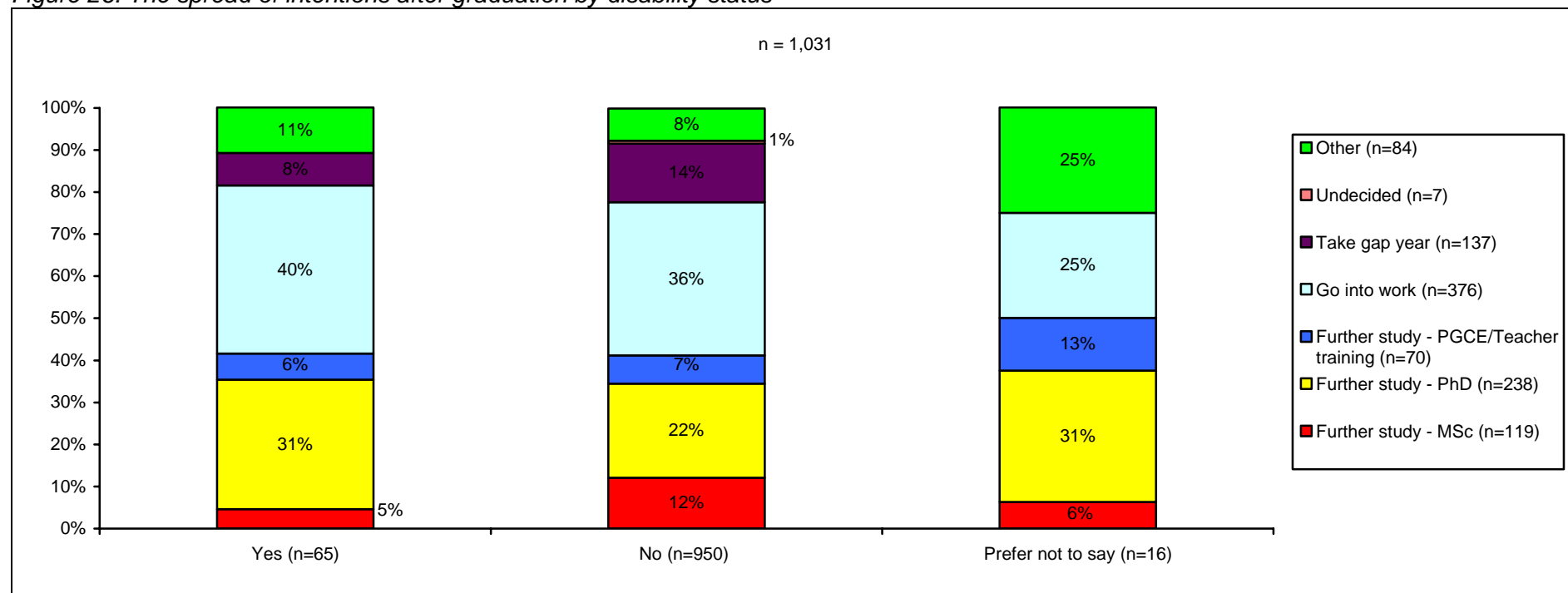
Figure 25 presents the intentions of final year physics undergraduates across the different age groups. It is interesting to note how further study dominates the intentions of those in the older age groups and employment was less common. However, caution must be exercised due to the small numbers within the older age group categories. 36% (n=5) of the 41 years and over age group intended to conduct an MSc and 30% (n=170) of 22 to 25 year olds intended to conduct a PhD. Overall, employment was the most popular option for those in the younger age groups.

Figure 25: The spread of intentions after graduation across the age groups



It is immediately noticeable from Figure 26 that there was no notable variation in intentions after graduation between those with or without a disability. Of those stating they had a disability, fewer intended to conduct an MSc (5% n=3), compared to 12% (n=114) of those without a disability. However, a higher proportion of those with a disability intended to conduct a PhD (31% n=20) compared to 22% (n=209) of those without a disability. Employment was the most common intention for both those with and without disabilities.

Figure 26: The spread of intentions after graduation by disability status



Appendix 1: Questionnaire

The Institute of Physics (IoP) undergraduate survey is the first step in trying to understand what physics graduates end up doing with their physics degrees. Very little is known about the career paths of physics graduates who take up careers outside of physics, and there are currently very little data regarding ethnicity and disability, as well as more general information regarding careers.

In order to do this, the IoP is conducting a longitudinal study of physics graduates: all final year undergraduate students of physics will be asked to fill in this questionnaire, and the participants will then be subsequently contacted at yearly intervals via email, to build up a picture of their earnings and careers over that period.

The responses will remain confidential and will be handled by an external organisation, **QUAD research**: no information concerning a specific individual will be held at your University or at the IoP, and information regarding disability and ethnicity will not be used to identify specific groups or individuals.

All participants who complete the questionnaire and enter their contact details at the end of the questionnaire will be automatically entered into a prize draw with the chance of winning the following:

- **1st Prize: iPod Nano (2gb)**
- **2nd Prize: Digital camera worth £100**
- **Runner-up prizes: 50 x £15 Amazon vouchers**

We would like to thank you in advance for helping us with this study: the findings of the research will be pivotal in planning future projects aimed at encouraging participation in physics to a wider, more diverse community, as well as informing potential physics undergraduates of the opportunities available to them. For further enquiries contact your tutor or Jenna Allen at **QUAD research** (j.allen@quadresearch.co.uk).

The survey will take **just a few minutes to complete**.

Contact details

The following section asks you to provide a number of contact details. This information will be used to contact you for the subsequent phases of research and will not be used to identify you or your responses.

Q1	Full name	<hr/>
Q2	Permanent address (<i>i.e. family home, not term time address</i>)	<hr/> <hr/>
Q3	Personal Email Address (<i>please supply an email address that will be valid in a year's time</i>)	<hr/>
Q4	Home telephone number (<i>if possible, please supply a contact telephone number that will be valid in a year's time</i>)	<hr/>
Q5	Mobile phone number	<hr/>

Background information

- Q6 Gender**
 Male
 Female
- Q7 Date of Birth**

- Q8 Nationality**

- Q9 Ethnicity (please tick one only)**
- | | |
|---|--|
| <input type="checkbox"/> White - British | <input type="checkbox"/> Asian or Asian British - Pakistani |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian or Asian British - Bangladeshi |
| <input type="checkbox"/> White - other white background | <input type="checkbox"/> Asian or Asian British - other Asian background |
| <input type="checkbox"/> Mixed - White and Black Caribbean | <input type="checkbox"/> Black or Black British - Caribbean |
| <input type="checkbox"/> Mixed - White and Black African | <input type="checkbox"/> Black or Black British - African |
| <input type="checkbox"/> Mixed - White and Asian | <input type="checkbox"/> Black or Black British - Other Black background |
| <input type="checkbox"/> Mixed - White and other background | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Asian or Asian British - Indian | <input type="checkbox"/> Other (please specify below) |
- _____
- Q10 Parent or guardian's occupation, or in the case of mature students, current / most recent occupation**

- Q11 Additional parent or guardian's occupation, or in the case of mature students, partner's occupation (if applicable)**

- Q12 At which institution are you currently studying?**

- Q13 Please specify your full degree title**

- Q14 Do you consider yourself to have a disability?**
- | | |
|------------------------------------|-------------------|
| <input type="checkbox"/> Go to Q15 | Yes |
| <input type="checkbox"/> Go to Q16 | No |
| <input type="checkbox"/> Go to Q16 | Prefer not to say |
- Q15 If you answered yes to Question 14, please specify from the list below.**
- | | |
|--|--|
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Mental health disability |
| <input type="checkbox"/> Blind / partially sighted | <input type="checkbox"/> Unseen disability |
| <input type="checkbox"/> Deaf / hearing impaired | <input type="checkbox"/> Multiple disability |
| <input type="checkbox"/> Wheelchair user / mobility impaired | <input type="checkbox"/> Other disability (please specify below) |
| <input type="checkbox"/> Personal care support | |
- _____

Care responsibilities

The following section asks you about your current care responsibilities. Please read the questions carefully and specify your care responsibilities under each section as appropriate.

Q16 Do you have any care responsibilities for a *dependent child*?

- Yes, I am the main carer
- Yes, I share the caring responsibilities
- No

Q17 Do you have any care responsibilities for a *parent*?

- Yes, I am the main carer
- Yes, I share the caring responsibilities
- No

Q18 Do you have any care responsibilities for a *partner*?

- Yes, I am the main carer
- Yes, I share the caring responsibilities
- No

Your future career

The following section asks you about your future career. As before, please read each question carefully and tick the box that is most appropriate to you.

Q19 What do you intend to do after your degree?

- Further study - MSc
- Further study - PhD
- Further study - PGCE/Teacher training
- Go into work
- Take a gap year
- Other (please specify below)

Contact details for prize draw

Thank you very much for your time. If you wish to be placed into the prize draw, please provide the following contact details. This section will be detached from the questionnaire.

Name

Mobile number

Email address

Year of Study

Thank you for your time

Appendix 2: Occupational classifications

Source: Office for National Statistics (ONS): Standard Occupational Classifications 2000

Major group 1: Managers and senior officials

- Corporate managers
- Managers and proprietors in agriculture and services

Major group 2: Professional occupations

- Science and technology professionals
- Health professionals
- Teaching and research professionals
- Business and public service professionals

Major group 3: Associate professional and technical occupations

- Science and technology associate professionals
- Health and social welfare associate professionals
- Protective service occupations
- Culture, media and sports occupations
- Business and public service associate professionals

Major group 4: Administrative and secretarial occupations

- Administrative occupations
- Secretarial and related

Major group 5: Skilled trades occupations

- Skilled agriculture trades
- Skilled metal and electrical trades
- Skilled construction and building trades
- Textiles, printing and other skilled trades

Major group 6: Personal service occupations

- Caring personal service occupations
- Leisure and other personal service occupations

Major group 7: Sales and customer service occupations

- Sales occupations
- Customer service occupations

Major group 8: Process, plant and machine operatives

- Process, plant and machine operatives
- Transport and mobile machine drivers and operatives

Major group 9: Elementary occupations

- Elementary trades, plant and storage related occupations
- Elementary administration and service occupations

