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Who is Heading for HE?
Young People's Perceptions of,
and Decisions About, Higher
Education

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Executive Summary

This study explores the attitudes and intentions among young people in England towards higher education (HE). The main focus of the report is the results of the Longitudinal Study of Young People in England (LSYPE) Wave 4, consisting of face-to-face interviews during spring and summer 2007 with around 11,000 young people predominantly aged 17. Additional analysis is also provided, based on the Youth Cohort Study (YCS) cohort 13 sweep 1 (covering 16/17 year olds in spring and summer 2007) and cohort 10 sweep 2 (covering 17 year olds in winter 2000/1).

Key findings

- **Attitudes towards HE are positive, cost concerns do exist but are not key factors preventing participation**
 - Young people held positive views about HE and most recognised the benefits of a degree in the labour market. Those from higher socio-economic backgrounds were also more likely to identify social and personal development benefits.
 - Most identified a cost disadvantage with HE, but this was not one of the key factors determining non-participation (among those with level two qualifications, a perceived lack of need, a lack of interest or a desire to work were more relevant factors).
- **Interest in HE participation is high, particularly among those from 'traditional' university entrant backgrounds**
 - More than 55 per cent of all 16/17 year olds believed that they were likely to apply to university to do a degree. Among level two achievers the figure is over 76 per cent.
 - Level two achievers who suggest they are likely to applying to HE are disproportionately more likely to be: female, from black and minority ethnic backgrounds, from higher socio-economic groups, and/ or report positive school experiences. Young white men (particularly those from lower socio-economic backgrounds) were the group least likely to suggest that they would apply to HE.
- **Potential students feel informed about the financial support available within HE, but a lack of awareness among some may be cause for anxiety**
 - Young people generally felt informed about the financial support available in HE, with those most likely to apply feeling the most informed (perhaps because they have had to consider the support available).
 - Around one-third of those who wanted to apply to HE had concerns over the financial aspects of study that made them question their decision to apply. These fears were partly related to a lack of knowledge of the support available, with those who felt least aware of financial support being the most concerned.
- **Most young people see debt as a normal part of life, but those with the greatest adversity to debt are among those least likely to apply to HE**
 - Young people viewed borrowing as a normal part of life but recognised that once in debt it may be difficult to get out of it. More than half, however, considered student loans to be a competitive method of borrowing relative to alternative sources.

- Attitudes to debt varied by student characteristics. Those from less advantaged backgrounds were more likely to be concerned about debt and those most averse to debt were among the less willing to participate in HE.
- **Variations in subject preferences are associated with gender, ethnicity and social class differences**
 - Young women were disproportionately more likely than men to be interested in studying medicine and subjects allied and social sciences. However, they were less well represented in science, technology, engineering or mathematics related subjects.
 - Young people from black and minority ethnic backgrounds and those from less advantaged backgrounds were (relative to white individuals and those from higher socio-economic groups) more likely to be interested in vocational / professional degree subjects and were relatively less interested in non-vocational subjects such as English, humanities and languages.
- **Interest in science, technology, engineering and mathematics degrees is motivated by a mixture of career factors and school experiences**
 - Those looking to take STEM degrees were more likely than young people with interests in other subjects to believe that STEM degrees are in demand from employers and that these subjects attract higher salaries.
 - Young people with the greatest interest in maths or science subjects at the age of 13/14 were also the most likely to claim an interest in undertaking medicine and subjects allied or STEM degrees at the age of 16/17.
- **While most young people favour the 'traditional' model of university experience, those from less advantaged backgrounds were more likely to favour options that allowed for cost savings or earning while studying**
 - Most young people who suggested that they would apply to HE favoured a 'traditional' university experience, involving studying full-time on a standard length course and living away from home.
 - Alternatives to the traditional model, such as part-time study and studying closer to home, were more likely to be favoured by those from less advantaged social backgrounds, by young people who were most averse to debt, and by those who did not see HE in terms of its social experience.

Messages from the research

We are now at a stage where the vast majority of young people who are able to participate in HE choose to do so. Encouraging any further participation in HE among this cohort can only be achieved through two actions:

- ***Increasing the supply*** of students with the potential and opportunity to participation (ie those achieving level two qualifications)
- ***Reducing the leakage*** of students who have the potential to participate but choose not to do so. These are disproportionately from lower socio-economic groups, and/ or have concerns about debt, and do not necessarily see an economic advantage in participation.

These actions do not guarantee that all those who are able to benefit from HE have (financially or socially) unrestricted access to it. Those from less advantaged backgrounds may be disproportionately drawn to a limited pool of local provision either through financial concerns or other social factors, eg the fact that much of their social network is not planning to leave home for HE. Promoting a widening of participation beyond local provision may, therefore, require both financial support and greater communication about the make-up of the student body and the support available (particularly pastoral) at more distant universities.

1 Introduction

This report presents findings from analyses of national longitudinal datasets of young people's education and career choices in order to better understand potential applicants' perceptions of and intentions towards entering higher education (HE).

It concentrates on young people, aged 16 and 17, at a time when they are making choices about their lives after compulsory education. It is an important study as it makes use of a dedicated set of questions covering attitudes towards and decisions about HE (the HE module) that have been inserted into two large scale face-to-face surveys of young people - the Youth Cohort Study (YCS) and the Longitudinal Study of Young People in England (LSYPE). It therefore provides robust and up to date data on the HE intentions of young people in England. It also provides an opportunity to explore whether decisions about HE amongst young people have changed over time.

The analyses shows who would consider going to university, for what reasons and in what circumstances, what barriers would need to be tackled to raise interest in HE and then to move interest on to real action, and young people's preferences for HE.

1.1 Research rationale

The research was commissioned by the Department for Education and Skills (now Department for Innovation, Universities and Skills) in 2006 to better understand the perceptions of HE that are held by young people and working adults so that government could work to encourage higher participation rates and widen participation to groups that are less represented or under-represented in HE. The research had two strands: one focused on working adults which reported in 2008 ('University is not Just for Young People', Pollard et al., DIUS); and one focused on young people making choices about staying on in education (aged 16/17), which forms the basis of this report.

1.1.1 Aims and objectives

The specific aims of this research were to explore:

- overall attitudes towards HE
- intentions towards HE
- views of the costs and benefits of HE
- barriers to entry and facilitating factors encouraging entry
- views on financial issues including attitudes towards different student support arrangements
- attitudes and intentions towards science, technology, engineering and mathematics (STEM) subjects
- and preferences for study patterns and attitudes towards flexible and non-traditional study routes.

In addition to the key aims, this research also provided the opportunity to explore:

- changes in attitudes over time (between cohorts) before and after the introduction of variable fees
- differences in attitudes between those pursuing academic and those pursuing vocational pathways
- differences in attitudes and decisions between young people and adults in the labour markets.

This research therefore contributes evidence across three policy areas: increasing and widening participation; student financial support; and supply of individuals with STEM qualifications.

1.2 Research context and key policy issues

1.2.1 Increasing participation in HE

The study is set against an interesting and evolving context. Over the last 30 years, HE in the UK has changed dramatically, the numbers of students have increased and the range and backgrounds of those participating has broadened with better representation of those from ethnic minority backgrounds, individuals with disabilities, women (in particular), and also older individuals (as evidenced by HESA¹ and UCAS² statistics). In the last ten years student numbers have increased from 1.76 million in 1996/07 to 2.36 million in 2006/07³. Yet the UK (and indeed the rest of Europe) is facing a demographic downturn, after a period of substantial increase. The numbers of young people, those aged 18 to 20 who critically make up the vast majority of full-time undergraduate students, are predicted to fall by six per cent between now and 2019, with the greatest declines in the North East and North West⁴.

Increasing participation in HE is a key policy drive for the government and forms part of the ambition of the UK to become a 'world leader in skills' by the year 2020, embodied in the Leitch Review and the government's response to this⁵. Securing higher levels of educational attainment and skill acquisition is believed to not only improve productivity and contribute to economic growth, but also to contribute towards two other broader policy goals: facilitating social mobility and minimising social exclusion. To this end, specific targets have been set for England: that participation in HE of 18 to 30 year olds should work towards 50 per cent by 2010; and that by 2020⁶ more than 40 per cent of adults will be qualified to at least Level 4 (traditionally HE level qualifications). In England, participation of young people is currently around 40 per cent (a slight fall from 42 per cent in 2005/06)⁷; and in 2007, 31 per cent of adults were qualified to Level 4 and above⁸. The latest figures from the OECD (2008¹)

¹ Higher Education Statistics Agency.

² Universities Central Admissions Service.

³ Numbers from HESA Students in Higher Education Institutions Reports for 2006/07 and 1996/97.

⁴ See the Universities UK Briefing to the House of Lords Debate on the Future Direction of HE, 26 June 2008.

⁵ Leitch Review of Skills (2006) Prosperity for all in the Global Economy - World Class Skills, Final Report; and DIUS (2007) World Class Skills: Implementing the Leitch Review of Skills in England, TSO.

⁶ DIUS (2007) World Class Skills: Implementing the Leitch Review of Skills in England, TSO.

⁷ DfES Statistical First Release 02/2008; uses revised methodology for calculating HEIPR.

⁸ DIUS Statistical First Release 05/2008 (using data from LFS Quarter 4, 2007).

indicate that although the UK continues to produce an above average HE graduation rate (at 39% for first degree programmes, two percentage points above the OECD average), the growth has levelled off and is now below the OECD average, and rates of current participation suggest that more and more countries are likely to surpass UK graduation rates.

Changing nature of provision

To support the goal of increasing participation in HE and increasing student numbers, the nature of HE provision will need to change to meet the demands of both potential students and also employers of graduate labour. Following on from the Leitch Review recommendations, the government has made a commitment to strengthen employer engagement in higher level learning by incentivising and funding provision which is partly or wholly designed, funded or provided by employers. Indeed the 2007 and 2008 grant letters from government to HEFCE set out ambitions for additional places that would be demand-led and employer co-funded (5,000 in 2008/09, at least 10,000 in 2009/10 and at least 20,000 in 2010/11, and for more substantial growth from 2011)². This move will lead to 'radical changes in the provision of HE'³ and, as acknowledged by government, a period of innovation, cultural change and controlled experimentation. More specifically it will lead to more part-time and short-cycle courses and greater prominence of credits in higher education, two-year Fast Track honours degrees, a more responsive curriculum, a more diverse range of providers (including FE and private providers in delivering HE) to create and expand local provision, and further growth of Foundation degrees.

The importance of local provision in attracting new students to HE, particularly in reaching out to adults, has been recognised by government. They have asked HEFCE to improve mechanisms for communities to bid for funds to develop new HE centres and also to fund 20 more institutions over the next six years which will lead to an additional 10,000 student places⁴.

Enrolments on Foundation degrees have been growing year on year, and the 2008 grant letter reiterated the target to achieve 100,000 enrolments by 2010. The latest figures from UCAS show there were over 18,000 accepted applicants to Foundation degrees in the 2007 cycle, which represents a more than three-fold increase in five years (from 5,596 in 2003)⁵.

These changes in focus provide opportunities for HE to reach out to new markets but, as recognised in a recent report, this will require a significant cultural change to embrace a 'new tradition' of HE.⁶

¹ OECD (2008) Education at a Glance 2008: OECD Briefing Note for the United Kingdom.

² DfES Grant Letter to HEFCE, 31 Jan 2006; and DIUS Grant Letter to HEFCE 21 January 2008.

³ DfES Grant Letter to HEFCE, 31 Jan 2006.

⁴ (2008) A New University Challenge, DIUS.

⁵ UCAS Foundation Degree reports http://www.ucas.com/about_us/stat_services/stats_online/data_tables/foundation/

⁶ Wedgewood M (2008), Higher education for the workforce: barriers and facilitators to employer engagement, Department for Innovation, Universities and Skills Research Report 08 04.

1.2.2 Widening participation

In addition to increasing participation, and encouraging employer engagement and changing provision, widening participation has been, and continues to be, a key policy drive as outlined in the government white paper *Widening Participation in Higher Education* (2003). The policy focuses funding and activity on attracting learners from groups that are under represented in higher education (or with non-traditional backgrounds) including those from families with no experience of HE, children leaving care, those from lower socio-economic class groups, those in areas of low participation, those with vocational qualifications, older or second chance learners, and those combining learning with working (see Action on Access website www.actiononaccess.org). Ensuring that those who have the talent to benefit from HE are given the opportunity to do so, regardless of their background, is a central feature of HE in the UK, driven from government and supported by the funding bodies.

There has been a raft of initiatives operating at a national level to address issues of under-representation. These include the Aimhigher programme (primarily focused on young people); the creation of the Office of Fair Access (OFFA) and a requirement for HEIs to draw up access agreements; recognising and rewarding quality teaching and learning; curriculum development, including new qualifications to meet the needs of the more diverse student body and to create pathways for progression particularly for those with vocational qualifications (aided by Lifelong Learning Networks); the re-introduction of grants for students from lower income families (Higher Education Grant, Maintenance Grant or Special Support Grant) and some continued support for tuition fees; and continued use of the Widening Participation (WP) premium for HEIs to support their non-traditional students. However, despite these top level initiatives to widen access and improve social equality of access to HE, which have been aimed primarily at tackling differences in participation by socio-economic class groups, participation in real terms of some disadvantaged groups has remained stable. White people from lower socio-economic backgrounds continue to be the most under-represented group in HE and vocational entry routes to HE remain 'poorly regarded and misunderstood'.¹ The latest performance indicators from HESA (for 2006/07) show that 88.3 per cent of young full-time undergraduates were from state schools or colleges, 9.4 per cent were from lower participation neighbourhoods, and 30.3 per cent were from lower social classes²; whereas people from lower socio-economic backgrounds make up around one half of the Population of England³. Further work is, therefore, required to truly understand motivations towards HE and barriers that prevent participation, in order to rebalance HE participation and encourage equality of access.

1.2.3 Student financial support

Other areas of policy activity in the HE arena include changes to the way HE is funded, shifting more of the costs onto students themselves in order to build on the principle of equity – those who benefit from HE should contribute towards its costs. However, there is a concern that these changes should not negatively impact on the under-represented groups that the government are keen to encourage to participate. Thus student finance and also student support have undergone radical changes in the recent past. In England, this has included the introduction of up-front tuition fees in 1998, and increases in fees in 2006/07 (for new

¹ DfES 2003 21st century skills: realising our potential: individuals, employers, nation. Skills Strategy White Papers.

² HESA (2008) Performance Indicators in Higher Education in the UK 2006/2007, Table 1b.

³ As noted in National Audit Office (2008) *Widening Participation in Higher Education*, The Stationery Office

entrants) up to a maximum of £3,000¹ but with fees paid for by loans which do not need to be repaid until students have left their courses and are earning above a set threshold. In terms of support, there have been developments in England in the fields of grants, loans for maintenance or living costs, subject or institution-specific bursaries, and fee waivers / remission. This situation continues to change, with - most recently - the raising of income eligibility thresholds so that more students will qualify for full or partial maintenance grants, more flexibility in the repayment system with the offer of a five year repayment holiday, a guaranteed level of support for students in receipt of Education Maintenance Allowance (EMA) who go on to HE, and the introduction of the Customer First programme to provide potential applicants with better information about and access to student financial support². However, most developments in student finance have tended to focus on the full-time undergraduate model of participation.

It is important to understand potential HE students' perceptions of the funding and support arrangements and how these impact on decisions about HE. A generalised perception of high costs, patchy support and uncertain rewards could easily deter potential applicants and impair efforts to maintain and widen participation in HE.

1.2.4 Supply of STEM qualified individuals

Another area of policy focus has centred around the need to ensure the supply of people with STEM (science, technology, engineering and mathematics) qualifications at higher levels as these individuals are recognised to 'contribute greatly to the economic health and wealth of a nation'³ and are important in supporting the UK's ambition to move to a higher level of R&D activity⁴. In the 2001 review into the supply of science and engineering skills in the UK⁵ and the recent review of Science Policies⁶, it was noted that although the UK has a reasonable stock of STEM graduates, demand for STEM skills will continue to grow and with the 20 year decline in the numbers taking science A-levels, problems lie ahead.

Existing research indicates that for young people, attitudes to STEM subjects are formed at an early age, and also often on the basis of poor information or misinformation⁷ and from poor teaching and learning experiences. The Sainsbury review, building on the work of the Roberts review, therefore recommended a major campaign to encourage take up of STEM subjects in schools through improved teaching, improved careers advice, and improved study opportunities. Indeed, there is a desire to achieve a 'step change' in the numbers choosing science, engineering and technology subjects in post-16 education and in higher education as set out in the government's ten year plan for science and innovation (Science

¹ Various referred to as 'top-up fees' or 'variable fees' as institutions can vary the amount they charge up to a maximum of £3,000 per year.

² <http://www.dcsf.gov.uk/hegateway/hereform/studentfinance/index.cfm>.

³ Taken from the Foreword of the Roberts Review: Sir Gareth Roberts (2002) SET for Success: The supply of people with science, technology, engineering and mathematics skills, HM Treasury.

⁴ (2004) Science and Innovation Investment Framework 2004-2014, HM Treasury.

⁵ Sir Gareth Roberts (2002) SET for Success: The supply of people with science, technology, engineering and mathematics skills, HM Treasury.

⁶ Lord Sainsbury of Turville (2007) The Race to the Top: A review of Government's Science and Innovation Policies, HM Treasury.

⁷ See for example, Gettys L D and Cann A, Children's perceptions of occupational stereotypes, Sex Roles, 7, 1981 and Munro M and Elsom D Choosing Science at 16: the influences of science teachers and careers advisers on students' decisions about science subjects and science and technology careers. Cambridge: CRAC, 2000; also see Sir Gareth Roberts (2002) SET for Success: The supply of people with science, technology, engineering and mathematics skills, HM Treasury.

and Innovation Investment Framework 2004-2014). Progress has remained slow with a continued decline in the numbers taking A-levels in physics and chemistry which in turn impacted on the numbers entering and graduating from HE with STEM qualifications¹.

1.3 Outline of the survey methodologies

A series of questions focused on attitudes to higher education and decisions about higher education were developed with the aim of inserting them into two quantitative surveys of young people: the Youth Cohort Study (YCS) and the Longitudinal Study of Young People in England (LSYPE). Each survey involved face-to-face interviews during spring and summer 2007 with young people aged 16/17. This is a time in their careers when the young people have finished their compulsory full-time education and are making decisions about further learning or the labour market - therefore, these young people are either in year 12 of their school careers or in colleges or sixth forms or they may have left education altogether.

Developing the questions

The questions were developed with the support of the Department for Children, Schools and Families (DCSF) who fund the surveys, the research steering group, and the contractors who administer the surveys (BMRB Social Research). The questions were designed to take account of the research objectives and also the objectives of the surveys themselves (including replicability and relevance of the questions for further waves and sweeps). Question design also took account of HE focused questions that appeared in previous versions of the surveys - cohort 10 sweeps 2 and 3; and cohort 11 sweeps 2 and 3 of the Youth Cohort Study (see below) - to allow for some degree of comparison over time.

It was important to develop questions that would elicit attitudes towards HE from young people who had the potential to enter but who may not have continued their education beyond age 16 as well as those who had moved on to tertiary education. Potential was determined by highest level of qualification achieved at key stage 4 -at the end of full-time compulsory education. For this study, following the methodology in previous YCS surveys, those with at least five GCSEs at grade A* to C (or equivalent) were deemed to have the potential to enter HE and many of the questions were directed towards this group of individuals. In most cases this information was obtained from the National Pupil Database rather than relying on individuals' self-report. Throughout this report, these potential entrants are referred to as 'level two achievers'. It was also important to direct more detailed questions concerning choices about and preferences for HE towards those who not only had the potential to go but had an expressed intention to go. Research has indicated that individuals with little or no interest in HE are unable to provide considered responses to questions about the detail of such further study. In addition, questioning individuals about issues they have not considered may alienate respondents and contribute to attrition for later waves or sweeps of the surveys.

Thus a core set of questions were developed with increasing targeting or filtering. These questions included:

- short-term plans, likelihood of applying to HE, and attitudes to HE - which were asked of all

¹ As noted in (2006) Science and Innovation Investment Framework 2004-2014: Next steps, HM Treasury.

- perceived advantages of HE study and perceived disadvantages of HE study, attitudes to debt and potential HE debt - which were asked of all those with Level two qualifications (*level two achievers*)
- timing of decisions, personal motivations towards HE, concerns about finance and perceived awareness of financial support available (including eligibility for grants or bursaries and other methods of funding their study and living expenses), likely subject of study and drivers for subject choice, attitudes towards studying science and mathematics at HE, and preferences for HE - which were asked of all level two achievers who were **likely** to go to HE
- timing of decisions and reasons for deciding against HE study - which were asked of all level two achievers who were **unlikely** to go to HE.

All the HE questions were inserted into the LSYPE survey, whereas a small sub-set of questions were inserted into the YCS. Questions were fully piloted before use.

1.3.1 Youth Cohort Studies (YCS)

The Youth Cohort Studies (YCS), or 'Pathways Study', are a series of surveys of young people in England from the age of 16. The surveys explore decisions and behaviours as individuals move from compulsory education to further and / or higher education, or to employment; and explore the factors influencing these moves. They are longitudinal studies as they follow individuals over time - with surveys (or sweeps) generally once a year for up to four years - starting six months to one year after finishing year 11. The first survey took place in 1985 - with cohort one sweep one. Young people are randomly sampled from Year 11 school registers (using the Schools Census, PLASC Pupil Level Annual School Census; and more recently the National Pupil Database NPD), with additional samples drawn from the independent school sector.

Until 2005, the Youth Cohort Study had been a paper-based postal questionnaire with telephone interviews to improve response rates or to focus on key issues (such as HE) with sub-samples. The latest cohort (cohort 13), however, involved face-to-face interviews with all sampled individuals but with a consequent smaller sample, in order to ensure less variation in response rate by educational level. Following the established sampling methodology, young people were drawn from the National Pupil Database and from DCSF records of independent schools but with a boost for lower attaining pupils and those from black and minority ethnic backgrounds to ensure reasonable minimum sample sizes for groups of interest. In total 7,525 young people were surveyed (representing a response rate of 69 per cent), including 4,316 young people with Level two qualifications. This cohort (along with the LSYPE cohort described below) are the focus of this research report.

Previous cohorts of the YCS had also been asked questions about HE. A sub-sample (2,184 out of 10,153) of cohort 10, who were first surveyed at age 16 in Spring 2000, were asked questions about HE in autumn 2000 when they were 17 (sweep 2); and then again in 2002 when they were aged 18/19 (sweep 3). Similarly, a sub-sample (2,138 out of approximately 12,000) of cohort 11, who were first surveyed at age 16 in Spring 2002 were asked questions about HE in spring 2003 when they were aged 17/18 (sweep 2); and then again in 2004 when they were aged 18/19 (sweep 3). The timing of these questions provides the research with rough baseline attitudinal data concerning HE prior to the introduction of variable fees (introduced in the 2006/07 academic year). It is, therefore, possible to explore changes in attitudes, choices and decisions in the new HE climate of student finance and student support. It is important to note that there are two major limitations which hamper the comparability of the data collected with cohorts 10 and 11 with those collected with the recent cohort: the age of the respondent, and differences in questions (wording and methodology).

- The most recent cohort have been asked questions about HE during the first sweep, when they are aged 16/17 whereas young people in cohorts 10 and 11 were asked about HE when they were older - at sweeps 2 and 3 - when they were 17 and above. Cohort 10 sweep 2 provides the most compatible data - as the survey took place slightly earlier than planned and so this cohort would have been only six months older than the current cohort. Attitudes, motivations, choices and decisions of young people are constantly evolving as they get older and closer to university entry, and so any differences noticed between the cohorts may not be a difference that could be attributable to the changed HE context but instead due to differences in age (and maturity).
- Care was taken in the design of the HE core questions but it was not always possible, nor indeed preferable, to exactly replicate the wording of the questions used in the YCS 10 sweep 2. There were also changes in the methodology of questioning. In the most recent survey, the responses to many questions were recorded verbatim and coded later on, whereas in the previous surveys responses were assigned to categories or codes at the time of the survey. The former approach allows for greater flexibility and does not pre-determine likely outcomes. Again this means that any differences noticed between the cohorts may be driven by the different methods of posing the questions and recording the answers.¹

Despite these limitations it is interesting to compare the data to provide an indication of likely shifts in opinion and action.

1.3.2 The Longitudinal Study of Young People in England (LSYPE)

The Longitudinal Study of Young People in England (LSYPE), or 'Next Steps' has set up a panel of young people and brings together data from various sources - interviews with the young people, interviews with their parents and data from school and further education administrative sources - to explore young peoples' progress over the later years of compulsory education into further study and/or the labour market. It began in 2004, with a sample of Year 9 school pupils who were aged 13/14, and has interviewed these individuals face to face on an annual basis. The most recent wave (wave 4) took place in summer 2007 when the respondents were aged 16/17. It is the wave 4 respondents (along with the YCS cohort 13 sweep 1 described above) that are the focus of this research report. There are plans to continue to survey this group of young people - to conduct a further two waves (wave 5 at age 17/18 and wave 6 at age 18/19).

Young people were sampled from schools (separately sampled from independent and maintained schools) with boosts to take account of deprivation factors and ethnicity - over-sampling schools with high proportions of pupils eligible for free school meals and over-sampling pupils from black and minority ethnic backgrounds. An initial sample of 21,234 were approached to take part in the survey, and interviews were achieved with 15,770 households in wave one, 13,539 in wave two, and 12,435 in wave three. Wave four achieved 11,802 interviews.

¹ The difficulties in undertaking time series analysis with the Youth Cohort Study due to changes in design and survey contractors is recognised, see for example Croxford L (2006) *The Youth Cohort Studies - How Good is the Evidence?* Special CES Briefing No. 38, Centre for Educational Sociology, University of Edinburgh.

The LSYPE Wave 4 respondents

It is perhaps useful here to highlight the nature of the wave four respondents, as the majority of findings presented in the remaining chapters of this report result from analysis of this group of young people. It is particularly important to note the difference in the backgrounds of those who achieved a level two qualification (potential higher education entrants) as many of the research questions are directed at these level two achievers rather than all respondents. Across all respondents there is a roughly equal balance of young men and young women, the vast majority are white (86 per cent), and two in five young people (40 per cent) come from managerial and professional backgrounds with a further 32 per cent from intermediate occupational backgrounds and 28 per cent from routine / manual work backgrounds (see Table 1.1). In the main, young people come from home owning households but approximately two in ten (22 per cent) live in social housing. The vast majority (92 per cent) have continued in education beyond the compulsory phase, and of those in further study approximately two thirds do not receive an Educational Maintenance Allowance (EMA).

The group of level two achievers differs from the overall group of respondents in several key ways (see Table 1.1): they are marginally more likely to be female (53 per cent compared to 49 per cent overall), and are considerably more likely to have studied at a high performing school (41 per cent compared to 29 per cent) and come from a managerial or professional family background (52 per cent compared to 40 per cent). In contrast those from routine / manual work backgrounds are under-represented (19 per cent compared to 28 per cent) as are those living in social housing (11 per cent compared to 22 per cent). Also, this group are more likely to have continued with their education than the young people surveyed overall (98 per cent compared with 92 per cent), and following patterns in their socio-economic backgrounds, were more likely to be studying without EMA support (or only partial support).

Table 1.1 - Characteristics of wave four LSYPE respondents (weighted) by educational attainment (%)

	Level two achiever?		All respondents	All respondents (N)
	No	Yes		
Male	55.5	47.2	50.7	5,707
Female	44.5	52.8	49.3	5,555
No EMA (in education)	46.5	64.9	57.5	6,365
Receipt of EMA (in education only)	37.2	33.0	34.7	3,846
- less than £30	5.7	9.1	7.7	855
- full amount £30	31.5	23.9	27.0	2,991
Not in education	16.3	2.1	7.8	866
White	86.5	86.3	86.3	9,716
Black and minority ethnic background	13.5	13.7	13.7	1,536
Own home / mortgage	56.4	84.1	72.6	8,077
Social housing	36.2	11.1	21.5	2,398
Private / other	7.4	4.8	5.9	654
Managerial / professional	23.0	52.0	40.3	3,870
Intermediate	34.7	29.4	31.5	3,024
Routine / manual / unemployed	42.3	18.6	28.1	2,698
Poor performing schools (lowest quartile)	33.7	13.2	21.7	2,417
Under performing schools (2nd lowest quartile)	28.6	19.1	23.0	2,568
Good performing schools (2nd highest quartile)	24.8	26.9	26.0	2,903
Best performing schools (highest quartile)	12.9	40.8	29.2	3,260

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

1.3.3 Data analysis

Permission was obtained to analyse the YCS and LSYPE data and the relevant datasets were analysed in a statistical analysis package (SPSS) to explore relationships between variables and the different impact of background and educational characteristics on attitudes, decisions and preferences. Bivariate and multi-variate analysis techniques were used including frequencies, cross tabulations and regression-based modelling. Regression-based modelling holds a series of baseline characteristics constant in order to identify factors associated with a particular stated outcome. Key variables included in the analyses to explore decisions about HE were:

- **Personal characteristics** - gender, broad ethnicity, socio-economic background (measured by socio-economic background, and housing tenure), receipt of Education Maintenance Allowance (EMA) in year 12 and level received

- **Education and learning** - attitudes towards school, type of school attended (measured by proportion of pupils attaining full level two qualification and ranked into quartiles), HE ambitions and type of degree subject aimed for
- **Attitudes** - attitudes towards HE and attitudes towards debt.

The findings outlined in the remaining chapters and presented in the tables are based on weighted data. The weights used in the surveys take into account the probability of being sampled, non response bias and the nature of the target population, thus providing robust representative data for young people in England. Each table indicates the size and nature of the responding group (setting out the target group or filter used). The bases presented in the tables are based on weighted cell counts and due to the SPSS rounding mechanism may differ +/- 1.

1.4 Structure of the report

The remainder of this report is structured (around the aims of the research) as follows:

- Chapter 2 outlines attitudes to and awareness of higher education, including views on the costs and benefits of HE and influences on decisions about HE entry.
- Chapter 3 explores decisions about entry into higher education including differing routes to HE and trends over time.
- Chapter 4 provides further information about financial aspects of higher education including attitudes to debt, awareness of and potential concerns about finances when in HE and anticipated methods for funding HE study.
- Chapter 5 explores subject choice in higher education including reasons for choosing particular subjects and attitudes towards studying STEM subjects at HE level.
- Chapter 6 moves on to focus on other preferences for higher education including study mode, location and length of course.
- Chapter 7 presents the conclusions from the research and potential implications of these for policy.

Key tables and charts are provided throughout the report in the relevant chapters but further data is provided in the appendix tables.

2 Attitudes to and Awareness of Higher Education

This chapter focuses on the views of young people about higher education and their opinions about studying at university to do a degree or some other kind of higher education course. We then move on to explore individuals' own motivations for either considering university or for deciding against going. This includes perceptions of both the benefits and the costs of higher education.

Key messages

- Attitudes to HE were generally positive, particularly in terms of university 'fit' and recognising the currency of a degree in the labour market, but young people were evenly split when considering whether a degree was necessary for their chosen career. Those with an expressed intention to go to university were the most positive about HE.
- The most commonly recognised benefits for anyone going to university related to careers, with HE leading to better opportunities in life and better jobs rather than access to specific jobs or careers. For those from more advantaged backgrounds, the HE experience was also thought to bring about social benefits and self development.
- Wanting to improve one's job prospects was a key driver for young people to consider applying to university, and this was also the case almost a decade ago. However for those planning to apply, HE is less about providing access to well paid jobs than perhaps it used to be and is now more about providing an entry point for a specific career. Continuing with education was also a common driver, particularly amongst those from more advantaged backgrounds who may feel more able to choose to study subjects they are good at or interested in rather than those that provide clear employment opportunities.
- Despite the positive attitudes to HE, young people did recognise the potential disadvantages in going to university, particularly the financial costs and the likelihood of taking on debt (which were also a major concern before the introduction of top-up fees) but also that the experience itself may be negative. A small group of young people were concerned about the lack of financial independence when studying.
- Despite general concerns about the costs and debt involved in HE participation, the main reasons given for not considering applying to university were a perceived lack of need, a lack of interest or a desire to work and/or take a break from education. Concerns over debt and costs affected fewer than one in ten young people who were put off HE.

2.1 Background

Research indicates that attitudes towards HE are becoming more positive, although individuals from less advantaged backgrounds may still need some convincing. A recent national survey of parents and their children found that both had positive views towards higher education. Parents with the most positive attitudes were those with higher educational qualifications, from higher socio-economic groups and/or from black and minority ethnic backgrounds (Gilby et al., 2008)¹. Similarly, a literature review by Payne (2003¹) noted how

¹ Gilby N, Hamlyn B, Hanson T, Romanou E, Mackey T, Clark J, Triikka N and Harrison M (2008) 'National Survey of Parents and Children: Family Life, Aspirations and Engagement with Learning 2008, Research Report RR059, Department for Children Schools and Families.

qualitative studies have found that young people from working class families held negative perceptions of university life. This view was confirmed by Callender and Jackson (2008²), who suggested that students from low income households saw the costs of HE as a debt rather than an investment, and by the National Audit Office (2008³), who found that some families have inaccurate perceptions of HE and may not support young people's aspirations to HE. Callender (2003⁴) noted how HE non-entrants were unconvinced of the benefits to HE and that the pull of the labour market, and wanting to get a job and earn a wage, were the most common reasons for not wanting to go to HE.

The employment returns to HE (improved pay/job prospects and access to careers) are widely recognised by students and potential students, and are given as primary reasons for going to or considering HE. Indeed, it has been suggested that with the widening of participation in HE, career drivers to HE are becoming more important (see for example Rolfe, 2001⁵). Other motivators to participation are more personal, such as to realise one's potential or to continue studying a subject of interest. For a review of the motives for participation see, inter alia, Connor et al. (1999); Purcell et al. (2005)⁶; MORI Scotland (2005)⁷; Foskett et al. (2006)⁸; Purcell et al. (2008)⁹ and the Student Experience reports, TNS Consumer (2007¹⁰).

2.2 Views and attitudes towards higher education

All young people in both the LSYPE and YCS surveys were asked about their attitudes towards HE, and attitudes were generally positive - particularly in terms of university 'fit'. However, as might be expected, those young people with an expressed intention to go on to university were the most positive about HE (see the next chapter for a full discussion of HE intentions).

University could be for me (fit)

Focusing on the LSYPE data, the majority (79 per cent) of young people felt that people like themselves did go to university and many young people are in social networks where higher education is the norm.

Indeed, as Figure 2.1 shows, only 15 per cent of all young people agreed with the statement '*People like me don't go to university*' (six per cent were unable to give an opinion), and among those very likely to apply to HE only four per cent agreed with the statement (compared to 33 per cent of those very unlikely to go). In addition, over half (53 per cent)

¹ Payne J (2003) Choice at the end of Compulsory Schooling: A Research Review, Research Report RR414, Department for Education and Skills.

² Callender C, Jackson J (2008) 'Does the Fear of Debt Constrain Choice of University and Subject of Study?', *Studies in Higher Education* (33:4) pp405-429.

³ National Audit Office (2008) Widening Participation in Higher Education, The Stationery Office.

⁴ Callender C (2003) Attitudes to Debt: School Leavers and Further Education Students' Attitudes to Debt and their Impact on Participation in Higher Education, Universities UK.

⁵ Rolf H (2001) The Effect of Tuition Fees on Students' Demands and Expectations: Evidence from Case Studies of Four Universities, Discussion Paper 190.

⁶ Purcell K, Elias P, Davies R and Wilton N (2005) The Class of '99: A Study of the Early Labour Market Experiences of Recent Graduates, DfES Research Report 691.

⁷ MORI Scotland (2005) On Track - Class of 2004: Longitudinal Survey of Learners, Sweep One, Scottish Funding Councils for Further and Higher Education.

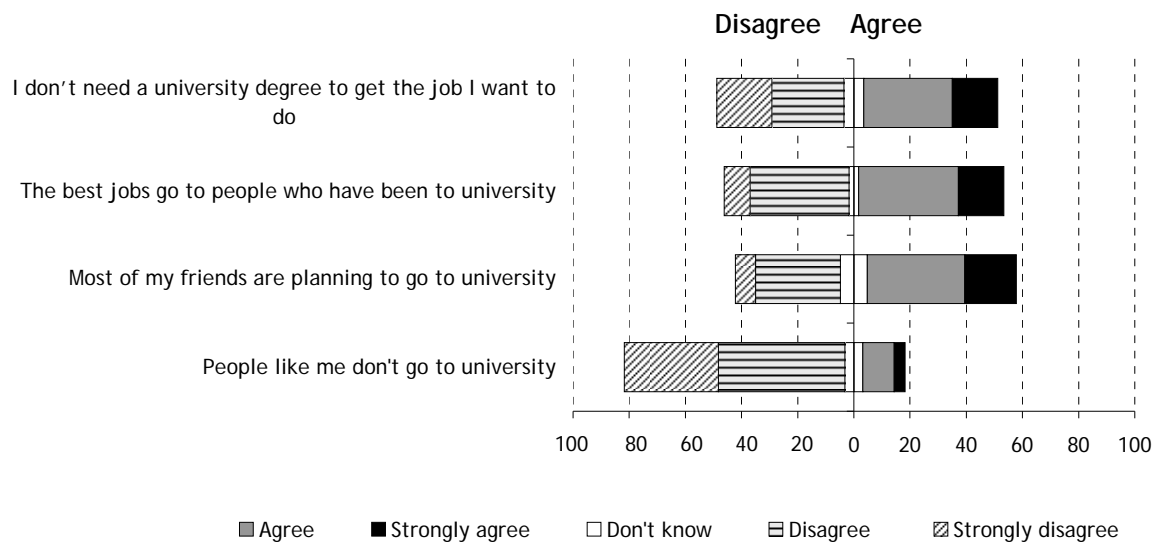
⁸ Foskett N, Roberts D and Maringe F (2006) Changing Fee Regimes and their Impact on Students' Attitudes to Higher Education, Higher Education Academy.

⁹ Purcell K, Elias P, Ellison R, Atfield G, Adam D and Livanos I (2008) Futuretrack: Applying for Higher Education - the Diversity of Career Choices, Plans and Expectations, Warwick Institute for Employment Research and HECSU.

¹⁰ TNS Consumer (2007) Student Experience Report 2007, Unite.

agreed with the statement '*Most of my friends are planning to go to university*' (10 per cent were unable to give an opinion) and this rose to 85 per cent when focusing on those who were very likely to go to university (compared to only 18 per cent of those very unlikely to go). It would appear that young people from less advantaged backgrounds, measured through receipt of an Education Maintenance Allowance (EMA), were somewhat less sure of their 'fit' with HE. Among those planning to go, EMA recipients were marginally more likely to agree '*People like me don't go to university*' (eight per cent compared to four per cent of non recipients) and were less likely to agree that '*Most of my friends are planning to go to university*' (71 per cent compared to 81 per cent). (See Table 2.1)

Figure 2.1 - Attitudes towards HE (%)



Base: All

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table 2.1 - Agreement with statements about university: proportion in agreement by whether in receipt of an EMA

Statement	All in further education (yr 12)		Planning to go to HE (currently in yr 12)	
	EMA recipient	studying without EMA	EMA recipient	studying without EMA
I don't need a university degree to get the job I want to do	44.4	46.7	24.1	23.6
The best jobs go to people who have been to university	53.4	51.7	67.9	69.1
Most of my friends are planning to go to university	51.9	58.8	71.2	81.4
People like me don't go to university	13.8	13.1	7.9	3.9
Getting a degree will mean you get better paid jobs later on in life#	89.1	86.1	92.4	91.2

Base: All young people in education at wave 4 (including Don't knows), # only level two achievers
Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Other factors associated with perceived fit were gender, ethnicity, school rating and social background. Females, those from black and minority ethnic backgrounds, those from high performing schools (ranked in the top quartile in terms of the proportion of pupils attaining full-level two qualifications), and from higher socio-economic backgrounds (ie managerial and professional families) and home owning families were least likely to agree that '*people like me don't go to university*', and agree that most of their friends were planning to go to university (see Appendix Tables A2.3 and A2.4).

Further investigation through regression based-modelling indicated that those who had positive attitudes towards school (eg believed Year 11 school work was worth doing) were more likely to be within networks where HE is seen as the norm and to feel that people like themselves go to university. In addition those from black and minority ethnic backgrounds were more likely to be amongst peers with similar HE ambitions. In contrast, those less likely to hold these attitudes towards HE were male, had studied in lower performing schools, were from lower socio-economic backgrounds and had negative attitudes towards debt (see Appendix Tables A2.8 and A2.9).

HE can add value in the labour market

In terms of the value of HE, young people were somewhat split with almost the same number feeling they did not need a university degree for the job they wanted to do as the number that felt they did need a university degree; but over half of young people recognised the general currency of a university qualification in the labour market. Around 48 per cent of all young people supported the statement '*I don't need a degree to get the job I want to do*' (seven per cent were unable to give an opinion) whereas 45 per cent felt they did need a degree to achieve their goal. It is interesting to note that almost one-fifth (18 per cent) of those very likely to go to university felt that they did not need a university degree, this compares with 81 per cent of those who felt they were very unlikely. Fifty-two per cent of all young people agreed with the statement that '*The best jobs go to people who have been to university*' (only four per cent were unable to give an opinion) and among those very likely to go to university around 75 per cent agreed with the statement (compared with 29 per cent of those very unlikely to go).

Other factors associated with positive attitudes towards the value of HE were again ethnicity, school rating and social background. As with university fit, those from black and minority ethnic groups, from high performing schools and from managerial and professional family backgrounds and families who owned their own homes were most likely to feel that a university degree would be needed to get the job they wanted and to agree that generally the best jobs go to university graduates. (See Appendix Tables A2.1 and A2.2). In addition, females were relatively more likely than males to feel they would need a degree to access their chosen career. (See Table 2.2).

Table 2.2 - Agreement with statements about university: proportion in agreement by gender

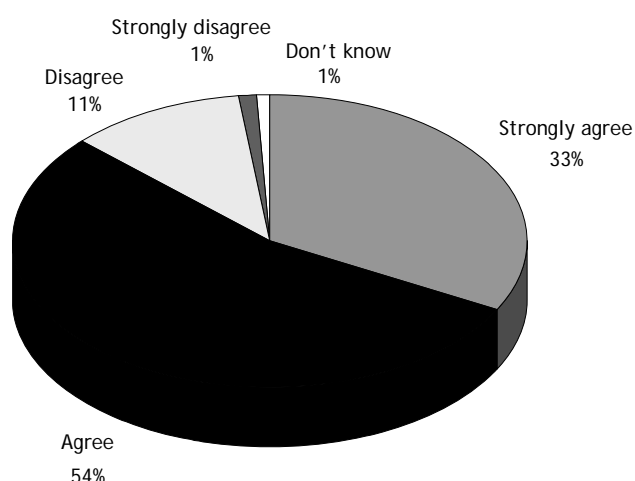
Statement	Male	Female	All
I don't need a university degree to get the job I want to do	52.4	42.7	47.6
The best jobs go to people who have been to university	51.3	52.0	51.6
Most of my friends are planning to go to university	48.7	57.4	53.0
People like me don't go to university	18.2	11.9	15.1
Getting a degree will mean you get better paid jobs later on in life#	86.2	87.5	86.9

Base: All young people (including Don't knows), # only level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Level two achievers (as noted in Chapter 1, those with arguably the potential to enter HE) were also asked whether they agreed or disagreed with the statement that '*Getting a degree will mean you get better paid jobs later on in life*' and this gives another indicator of the perceived value of HE (see Figure 2.2). The vast majority of level two achievers (87 per cent) agreed; this rises to 93 per cent among those very likely to go on to university (compared with 66 per cent of those not very likely to go) (see Appendix Table A2.5).

Figure 2.2 - Agree or disagreement to statement that '*getting a degree will mean you get better paid jobs later on in life*' among level two achievers



Base: Level two achievers only

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Regression modelling confirmed those most likely to have positive attitudes about the value of HE, in terms of improved employment and salary prospects, were from black and minority backgrounds, in receipt of EMA, and had positive attitudes towards school in that they believed that their school work in Year 11 was worth doing.

Young men were more likely to agree with the statement that *'I don't need a degree to get the job I want to do'*. Also, young people from intermediate or lower socio-economic backgrounds and those from the worst performing schools (in terms of full level two achievements) were less likely to see the value in HE (see Appendix Tables A2.6 and A2.7).

At the top level, findings from the Youth Cohort Study were almost exactly the same with one slight exception. This group appeared to be slightly more positive than those from the LSYPE survey about the need for a university degree with 52 per cent agreeing that they needed to have a university degree to get the kind of job they wanted to do. The slight increase from the proportion noticed in the LSYPE survey (45 per cent) may be due to the higher level of 'don't know' responses in LSYPE (seven per cent compared with three per cent) or a variation in question approach. In LSYPE the statement is phrased both positively and negatively - with half of the young people presented with the positive statement (*'I need to have a university degree to get the kind of job I want to do'*) and half presented with the negative statement (*'I don't need to have a university degree to get the kind of job I want to do'*), whereas in the YCS the statement is only worded positively (see Table 2.3).

Table 2.3 - Agreement with statements about university: comparing findings from LSYPE and YCS

Statement	Strongly agree	Agree	Disagree	Disagree	Don't know	Base (N)
LSYPE (4)						
I don't need a university degree to get the job I want to do	16.2	31.4	25.6	19.7	7.1	11,052
The best jobs go to people who have been to university	16.2	35.4	35.2	9.2	3.9	10,806
Most of my friends are planning to go to university	18.4	34.7	30.2	7.2	9.6	10,815
People like me don't go to university	3.9	11.2	45.1	33.5	6.4	10,784
YCS 13(1)						
I (DON'T) need a university degree to get the job I want to do	14.7	30.0	24.7	27.3	3.3	7,525
The best jobs go to people who have been to university	17.3	35.5	35.1	10.8	1.2	7,525
Most of my friends are planning to go to university	19.7	34.0	34.0	8.5	3.7	7,525
People like me don't go to university	3.2	9.8	44.9	40.5	1.5	7,525

Base: All young people (including Don't knows)

Note: The YCS13(1) statement I need a university degree to get the job I want to do has been reversed to improve comparability with LSYPE(4)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007); DCSF Youth Cohort Study, Cohort 13 Sweep 1

2.3 Views of the benefits to HE

2.3.1 General advantages of going into higher education

All young people in the LSYPE survey with the potential to go to university (level two achievers), regardless of whether they planned to go or not, were asked what they perceived to be the general benefits of HE: *'what do you think the advantages, if any, might be for SOMEONE of going to university to study for a degree?'* The vast majority (96 per cent) of these young people were able to cite at least one benefit or advantage. However, those who claimed to be very unlikely to apply to HE were also least likely to be able to respond to the question (17 per cent could not identify a benefit). (See Table 2.4).

Table 2.4 - Benefits of going to HE by background and educational characteristics (%)

	Career	Social	Educ- ation	Self Develop- -ment	Other	Not known	Base (N)
Male	74.5	16.2	34.6	14.1	3.2	3.9	3,102
Female	76.2	17.4	35.4	17.6	3.0	4.4	3,469
No EMA (in education only)	74.9	18.2	34.8	17.3	3.4	4.0	4,283
Receipt of EMA (in education only)	76.5	14.8	35.4	13.8	2.4	4.2	2,185
- less than £30	77.1	15.8	36.9	15.2	1.1	4.0	600
- full amount £30	76.3	14.4	34.8	13.4	2.9	4.3	1,579
Not in education	na	na	na	na	na	na	0
White	74.5	17.5	35.5	16.2	3.2	4.3	5,664
Black and minority ethnic background	81.4	12.5	31.8	14.3	2.5	2.9	902
Very likely to apply to HE	81.1	20.7	34.3	20.7	3.0	1.2	3,789
Fairly likely to apply to HE	76.6	15.5	35.1	13.1	2.8	2.8	1,280
Not very likely to apply to HE	64.5	10.4	37.8	7.7	3.2	9.2	854
Not at all likely to apply to HE	55.0	6.6	34.1	4.3	4.2	16.6	624
Own home / mortgage	75.7	17.9	35.3	16.7	3.0	3.5	5,466
Social housing	73.4	10.6	31.8	11.3	3.2	7.5	724
Private / other	77.4	13.7	34.3	13.9	3.3	5.2	310
Managerial / professional	76.5	19.6	35.0	19.3	3.5	2.7	2,979
Intermediate	73.2	15.9	34.6	13.9	2.8	5.5	1,682
Routine / manual / unemployed	73.5	10.5	33.2	10.3	2.6	6.7	5,724
Poor performing schools (lowest quartile)	73.8	12.3	33.8	11.1	3.1	7.1	859
Under performing schools (2nd lowest quartile)	76.5	11.8	32.6	12.0	2.9	6.0	1,248

	Career	Social	Educ- ation	Self Develop- -ment	Other	Not known	Base (N)
Good performing schools (2nd highest quartile)	72.5	16.3	35.4	14.6	2.7	4.8	1,759
Best performing schools (highest quartile)	77.3	21.2	36.0	20.5	3.5	2.0	2,664
All level two achievers	75.4	16.8	35.0	15.9	3.1	4.2	6,571

Base: Level two achievers

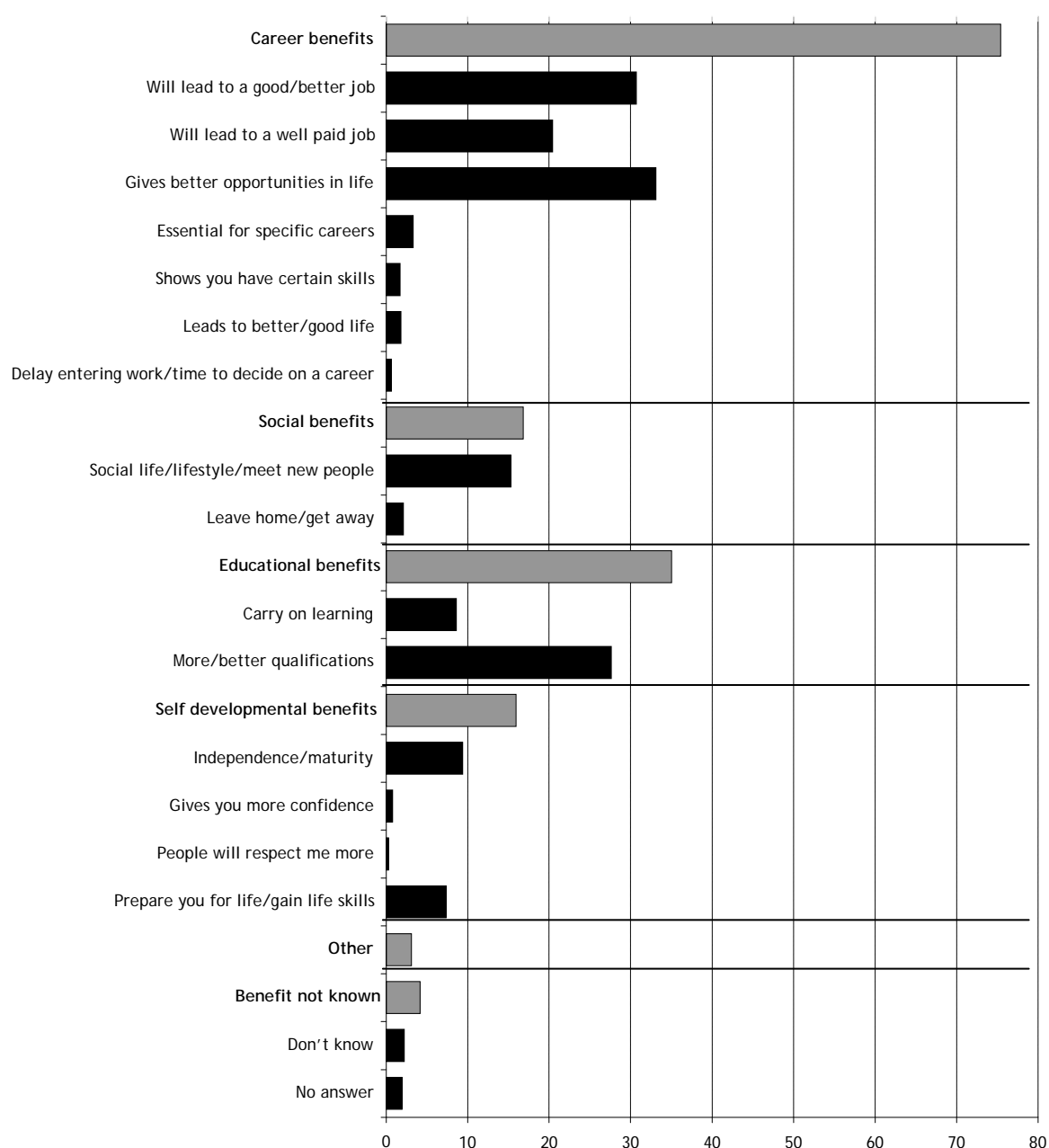
Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

HE brings jobs and careers benefits

By far the most commonly cited advantages of HE related to careers with around three-quarters of young people reporting this (75 per cent of cases) (see Figure 2.3). Within this cluster were the statements that higher education gives someone better opportunities in life (33 per cent of cases), will lead to a good/better job than they would get otherwise (31 per cent of cases) and will lead to a well paid job (20 per cent). Considerably fewer however talked about HE in terms of being necessary to access a specific career (three per cent), providing a better life more generally (two per cent), as an indicator of skill level (two per cent) or as a delaying tactic eg giving time to decide on a career (less than one per cent).

Young people from black and minority ethnic backgrounds were more likely than those from white backgrounds to talk about the careers benefits of HE (81 per cent compared to 75 per cent). Similarly young people from managerial / professional backgrounds were more likely than those from lower socio-economic backgrounds to cite the careers advantages (77 per cent compared to 74 per cent amongst those from routine/manual work backgrounds).

Figure 2.3 - Advantages of HE (%)



Base (N) = 6,571

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

HE is about lifelong learning and upskilling

The next most commonly cited cluster of responses related to the education benefits of HE (named by 35 per cent), which included gaining qualifications (28 per cent) and being able to carry on with learning (nine per cent) (see Figure 2.3). There was very little variation in the nature of responses by background. Those from white backgrounds were marginally more likely than those from black and minority ethnic backgrounds to see the benefits of HE in terms of more /better qualifications (36 compared to 32 per cent), as were those from higher

attaining schools, ie top quartile in terms of full level two results (36 per cent compared to 34 per cent of those in schools in the lowest performing quartile).

HE leads to social and self development

The remainder of benefits largely clustered into two groups: social benefits and self development aspects. The social benefits of HE (mentioned by 17 per cent) included being able to take advantage of the social life and meet new people (15 per cent), and for a small number of young people it was related to moving away from home (two per cent) (see Figure 2.3). The self development aspects of going to university (mentioned by 16 per cent) included maturity and improving self confidence (nine per cent), providing life skills (seven per cent), and for a small group, of young HE was perceived to be about gaining more confidence or respect (less than one per cent).

Those from relatively more advantaged backgrounds were more likely to cite either social and / or self development benefits of HE - this includes young people who did not receive EMA compared to those in receipt of full EMA support; those from home owning families compared to those in social housing; those from managerial/professional backgrounds compared to those from routine/manual work backgrounds, and those from better performing schools (see Table 2.4). Similarly, those from white backgrounds were marginally more likely to view the benefits of HE in terms of social aspects than those from black and minority ethnic backgrounds (18 per cent compared to 13 per cent).

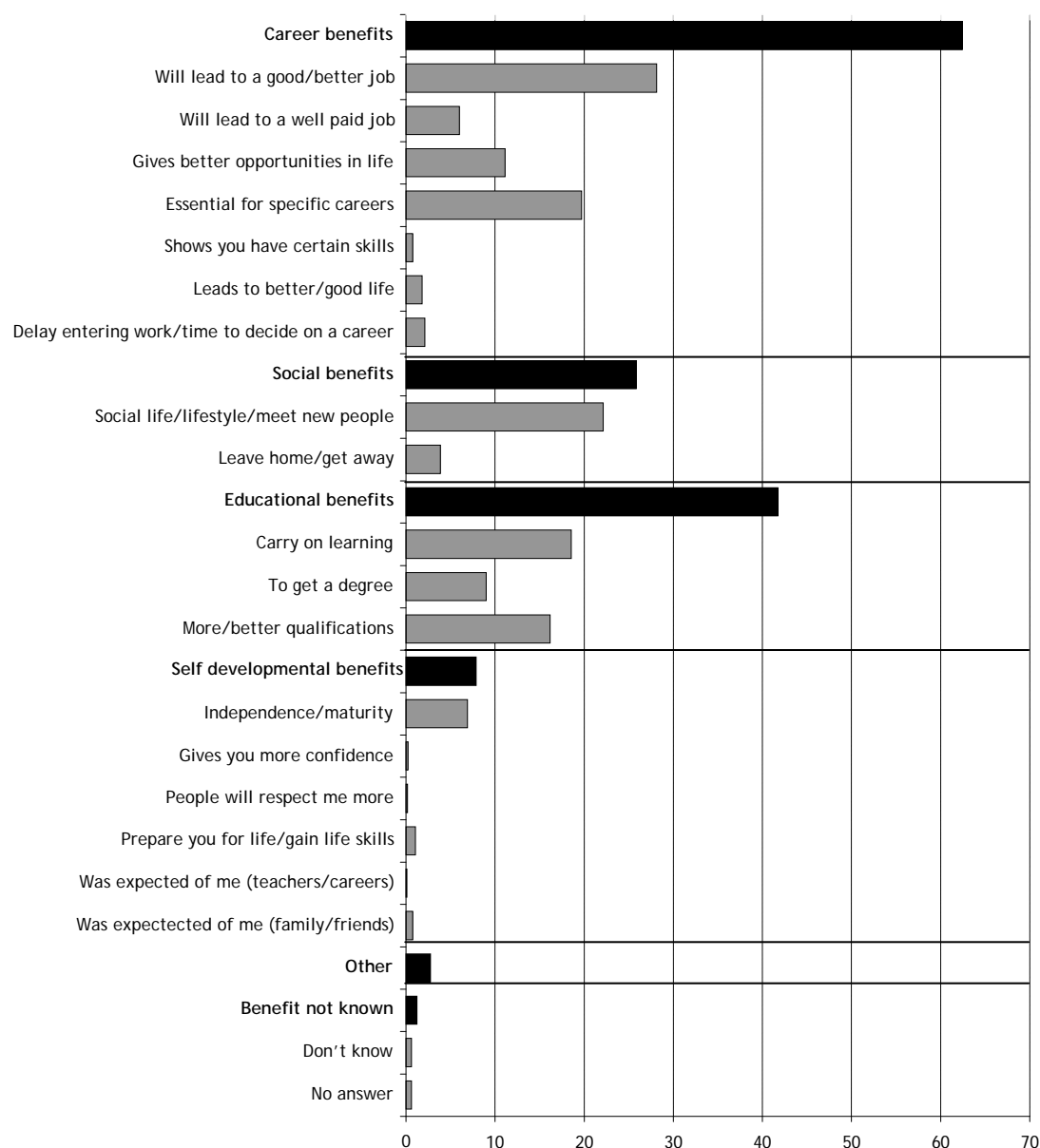
2.3.2 Specific reasons for wanting to go into higher education

In the LSYPE survey, young people who not only had the potential to go to HE (level two achievers) but who had an expressed intention to go to university were also asked about their own drivers or personal motivations to go to university: *'You said that you plan to apply for a place at university. What are YOUR main reasons for wanting to go to university?'*

Economic or employability drivers

As with general advantages, the main reasons why young people wished to study in HE were clustered and the most common set of drivers related to jobs and careers with more than three in every five (62 per cent) young people citing a reason relating to jobs and careers. This included motivations relating to getting a good/better job (28 per cent), entry to a specific career (20 per cent), or generally better opportunities in life (11 per cent) (see Figure 2.4). It would appear that for this group of young people, HE is less about access to well paid jobs, as only six per cent of those planning to go into HE felt this was among their main reasons for doing so. This is a much smaller proportion than that reporting it as a general benefit of HE (20 per cent, see Figure 2.3). Instead, for this group, HE is regarded as an entry point to a specific career. One in five young people considering HE felt a degree was essential for the career they wanted to go into, whereas only three per cent recognised this as a general benefit of HE.

Figure 2.4 - Drivers to HE (%)



Base (N) = 4,868

Base: Level two achievers planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

EMA recipients, particularly those with the full level of support, were more likely to cite career reasons for wanting to go to HE than those not eligible for this support (67 per cent compared to 61 per cent - see Table 2.5) and were marginally more likely to say this was to do with getting a good or better job or better opportunities in life more generally. Other young people who were relatively more likely to give career motivators for considering HE included those from poorer performing schools (65 per cent in the lowest school quartile compared to 60 per cent in the highest) and from black and minority ethnic backgrounds (67 per cent compared to 62 per cent from white backgrounds). Young women were considerably more likely than men to report HE study as essential for the career they want to go into (24 per cent compared to 14 per cent).

Table 2.5 - Drivers to HE by background and educational characteristics (%)

	Career	Social	Educ- ation	Self Devel- opment	Other	Not known	Base (N)
Male	62.4	25.9	41.8	6.3	3.0	1.2	2,193
Female	62.4	25.9	41.7	9.2	2.6	1.2	2,675
No EMA (in education only)	60.5	29.6	43.1	9.1	2.8	1.1	3,207
Receipt of EMA (in education only)	66.3	19.3	39.0	6.0	2.7	1.5	1,654
- less than £30	65.2	22.4	38.0	6.4	3.6	1.9	456
- full amount £30	66.7	18.1	39.4	5.7	2.4	1.4	1,194
Not in education	na	na	na	na	na	na	0
White	61.5	28.1	42.5	8.0	2.5	1.3	4,058
BME background	67.0	14.6	38.0	7.5	4.0	0.9	808
Very likely to apply to HE	63.4	27.5	41.9	9.2	2.6	1.0	3,704
Fairly likely to apply to HE	59.9	21.2	41.2	4.2	3.4	1.9	1,213
Not very likely to apply to HE	na	na	na	na	na	na	0
Not at all likely to apply to HE	na	na	na	na	na	na	0
Own home / mortgage	62.1	27.6	42.2	8.2	2.6	1.1	4,147
Social housing	66.6	13.9	38.1	5.9	2.7	1.9	457
Private / other	64.5	22.6	39.9	7.8	3.8	0.5	225
Managerial / professional	61.5	30.0	43.4	9.8	2.3	1.2	2,405
Intermediate	64.1	24.3	37.9	7.0	2.6	1.1	1,144
Routine / manual / unemployed	64.9	16.1	39.5	4.9	4.5	1.5	697
Poor performing schools (lowest quartile)	65.0	17.0	39.1	3.8	3.5	1.7	566
Under performing schools (2nd lowest quartile)	66.1	20.5	38.7	6.0	2.6	0.8	828
Good performing schools (2nd highest quartile)	63.0	24.2	42.3	7.6	2.5	1.7	1,258
Best performing schools (highest quartile)	60.2	31.8	43.2	10.1	3.0	1.0	2,194

Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Educational drivers

The next most commonly cited set of motivators were related to the educational benefits of HE with more than two in every five (42 per cent) young people recognising these drivers. This set included being able to carry on learning, particularly with a subject they were interested in and/or good at (19 per cent), gaining better qualifications (16 per cent) and also to get a degree (nine per cent). (See Figure 2.4) It is interesting to note that carrying on learning features more frequently as a driver to considering HE than it does as a general benefit to HE (see above).

Young people from black and minority ethnic backgrounds were relatively less likely than those from white backgrounds to be motivated by educational benefits of HE (38 per cent compared to 43 per cent). Similarly, those in receipt of an EMA were marginally less likely to say they were considering HE due to educational drivers than non recipients (39 per cent compared to 43 per cent), as were those from poorer performing schools (39 per cent from schools in the lowest performing quartile compared to 43 per cent in the highest quartile). This is particularly interesting as it may help to explain differences in subject choice. Those from more advantaged backgrounds may feel more able to choose subjects to study that they are good at or interested in, rather than those that provide clear employment opportunities.

Social and self developmental drivers

These drivers were less often cited by those planning to go to HE and so do not appear to be driving young people's decisions to go to HE, instead they are recognised as a by-product of the experience. Just over a quarter (26 per cent) of young people said they wanted to go to university to benefit from the social aspect to HE (including 22 per cent who considered meeting new people and participating in the social life to be among their main reasons for applying, and just four per cent who wanted to move away and leave home). Only eight per cent wanted to go to university for self development reasons and for this group it was mainly about gaining independence and maturity (seven per cent). Less than one per cent were planning to go to university because they wanted to improve their confidence or gain respect, or because it was expected of them (see Figure 2.4).

As with the general benefits to HE, those from more advantaged backgrounds were not only more likely to cite the social and self developmental benefits to HE they were also approximately twice as likely to give these as reasons for planning to go, particularly aspects relating to the social life (such as fun, meeting new people etc.) and gaining independence. Indeed, those without EMA support were considerably more likely to cite the social factors as a motivator than those in receipt of the full award (30 compared to 19 per cent), as were those from managerial/professional backgrounds (30 per cent compared to 16 per cent of those from routine and manual work backgrounds), living in homes owned by their families (28 per cent compared to 14 per cent living in social housing), and from higher performing schools (32 per cent compared to 17 per cent at poorer schools). Social factors were also nearly twice as likely to be a motivator to young people from white backgrounds as those from black and minority backgrounds (28 per cent compared to 15 per cent).

These findings suggest that young people believe they are making a conscious choice about HE, mainly to improve their employment opportunities and improve their qualifications and that for some an enhanced social life will be a welcome bonus.

Changes over time

In 2000, young people who had the potential to go to HE and an expressed intention to go¹ were also asked about their reasons for wanting to go. The most striking difference in the motivations to HE captured in the Youth Cohort Study in 2000 (cohort 10, sweep 2) and the Longitudinal Study of Young People in England in 2007 (wave 4) was that respondents to the YCS were generally able to provide more reasons for studying than those to the LSYPE, and so each driver was considerably more likely to be cited by young people in the YCS than in

¹ Youth Cohort Study (cohort 10), sweep 2 when individuals were aged 17. Potential and intention were identified in YCS 10:2 using largely the same method as LSYPE Wave 4 although intention in YCS 10:2 was immediate intention (go this year or next) and LSYPE was intention at any point in the future.

the LSYPE. However, in 2000 as in 2007, the most commonly cited motivators were related to jobs and careers (see Table 2.6), and the top responses were:

- *'Leading to a good/better job (than would get otherwise)'* which was reported by 52 per cent of young people in the YCS (28 per cent in the LSYPE)
- *'Gives you better opportunities in life'* (29 per cent in the YCS and 11 per cent in the LSYPE)
- *'Wanted to carry on learning/I am good at/interested in my chosen subject'* (27 per cent in the YCS and 19 per cent in the LSYPE ¹)
- *'Is essential for the career want to go into'* (27 per cent in the YCS and 20 per cent in LSYPE).
- *'Will lead to a well paid job'* (27 per cent in the YCS and six per cent in LSYPE)
- *'The social life/lifestyle/meeting new people /it's fun'* (17 per cent in the YCS and 22 per cent in LSYPE).

It is difficult to speculate as to the reasons for these differences in responses but it may be affected by the closer proximity to HE amongst the YCS cohort - as they were a little older than the LSYPE cohort at the time of surveying, and they intended to go to university within the next couple of years rather than at any time in the future.

¹ Reasons around wanting to *get more / higher / better qualifications* did not feature in the responses from YCS 10(2).

Table 2.6 - Motivators to HE (comparing YCS and LSYPE responses)

	YCS rank	YCS % (cases)	LSYPE % (cases)
Career motivators			
Will lead to a good / better job (than I would get otherwise)	1	51.7	28.1
Gives you better opportunities in life	2	28.6	11.1
Is essential for the career I want to go into	4	26.8	19.7
Will lead to a well paid job	5	26.6	6.0
To delay entering work / give me time to decide on a career	9	5.0	2.1
Shows that you have certain skills	10	4.7	0.7
Leads to a better / good life	na	na	1.8
Social motivators			
The social life / lifestyle / meeting new people / it's fun	6	16.6	22.1
To leave home / get away from the area	11	4.3	3.9
Educational motivators			
I wanted to carry on learning / I am good at / interested in my chosen subject	3	27.4	18.6
To get a degree	na	na	9.0
More / better qualifications	na	na	16.2
Self development motivators			
Makes you independent / maturity / personal development / learning to cope on own	7	12.1	6.9
Was expected of me by my family / friends	11	4.3	0.8
Gives you more confidence	13	4.1	0.2
Was expected of me by teachers / careers staff	14	2.1	0.1
People will respect me more	15	1.3	0.2
Prepare you for life / gain life skills	na	na	1.1
Other	8	10.0	2.8
<i>Base (N)</i>		<i>1,746</i>	<i>4,868</i>

Base: All level two achievers, planning to go to HE

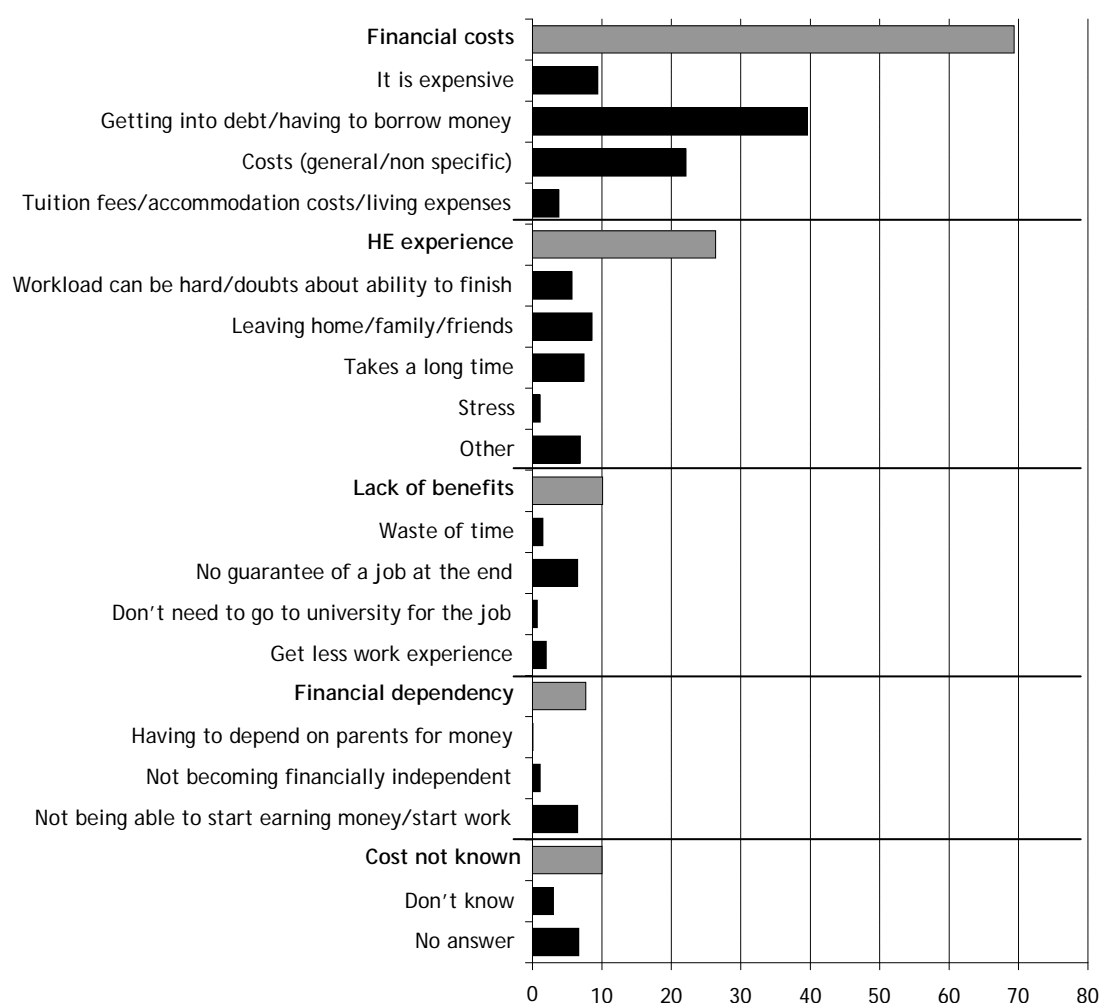
Source: DfES Youth Cohort Study, Cohort 10 (sweep 2), 2000; DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

2.4 Views of the costs of HE

2.4.1 General disadvantages of going into higher education

All young people in the LSYPE survey with the potential to go to university (level two achievers), regardless of whether they planned to go or not, were asked what they perceived to be the general disadvantages or costs to HE: *'what do you think the disadvantages, if any, might be for SOMEONE of going to university to study for a degree?'* The vast majority (90 per cent) of these young people cited at least one cost or disadvantage (ie only ten per cent were recorded 'not known'). However those from black and minority ethnic backgrounds were less likely than those from white backgrounds to cite any disadvantages (81 per cent compared to 92 per cent). (See Table 2.7)

Figure 2.5 - Disadvantages of going to HE (%)



Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table 2.7 - Disadvantages of HE by background and educational characteristics (%)

Costs of HE	Financial costs	Financial dependency	Lack of benefits	HE experience	Not known	Base (N)
Male	68.3	9.1	9.7	27.1	9.5	3,102
Female	70.4	6.4	10.5	25.7	10.5	3,469
No EMA (in education only)	70.9	8.4	10.3	25.6	9.4	4,283
Receipt of EMA (in education only)	67.6	5.9	9.5	27.6	10.9	2,185
- less than £30	71.0	7.8	10.6	26.7	8.7	600
- full amount £30	66.3	5.2	9.1	28.1	11.7	1,579
Not in education	na	na	na	na	na	0
White	71.9	7.9	10.0	25.9	8.5	5,664
Black and minority ethnic background	53.6	6.2	10.5	29.4	19.2	902
Very likely to apply to HE	71.8	8.4	8.5	24.7	9.3	3,789
Fairly likely to apply to HE	69.2	6.2	10.4	28.2	9.9	1,280
Not very likely to apply to HE	66.6	6.5	14.0	28.9	10.5	854
Not at all likely to apply to HE	61.0	7.8	13.1	29.9	12.3	624
Own home/mortgage	71.1	8.1	10.3	25.7	9.1	5,466
Social housing	61.0	4.3	8.9	29.4	14.2	724
Private / other	65.5	8.8	8.6	30.6	12.6	310
Managerial / professional	72.5	8.6	10.4	24.6	8.9	2,979
Intermediate	68.8	7.8	10.0	27.6	9.4	1,682
Routine / manual / unemployed	65.2	5.6	9.2	28.2	12.0	1,063
Poor performing schools (lowest quartile)	60.5	6.3	8.5	27.7	15.2	859
Under performing schools (2nd lowest quartile)	65.0	6.2	10.2	25.8	11.7	1,248
Good performing schools (2nd highest quartile)	73.7	7.1	9.3	26.2	7.9	1,759
Best performing schools (highest quartile)	71.8	9.0	10.9	26.4	8.6	2,664
All level two achievers	69.4	7.7	10.1	26.4	10.0	6,571

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

HE is expensive

As with the benefits of HE, the disadvantages were clustered into sets, and by far the most commonly cited set of disadvantages centred around costs or finance. Over two-thirds (69 per cent) of young people with the potential to enter HE (level two achievers) mentioned the financial aspects to HE. This included 40 per cent who mentioned getting into debt or having to borrow money as a disadvantage to going to university, 22 per cent who mentioned the costs in general, nine per cent who talked about the expense of going to HE and four per cent who mentioned specific costs such as tuition fees or accommodation / living costs. (See Figure 2.5).

Although the financial aspects of HE loomed large for all groups of young people, those from less advantaged backgrounds were relatively less likely to cite issues around financial costs. Indeed, those in receipt of a full EMA were slightly less likely than those without this form of support to mention issues around financial concerns (68 per cent compared to 71 per cent). Similarly, those living in social housing compared to those from home-owning families (61 per cent compared with 73 per cent), those from routine / manual work backgrounds compared to young people from managerial and professional backgrounds (65 per cent compared to 73 per cent), and those at lower performing schools compared to the highest performing schools (61 per cent compared to 72 per cent) were all less likely to raise issues about the financial costs of HE. (See Table 2.7).

One other noticeable pattern was that young people from black and minority ethnic backgrounds were considerably less likely than those from white backgrounds to view the disadvantages of HE in financial terms (54 per cent compared to 72 per cent).

Studying in HE can be a negative experience

The next most commonly cited set of disadvantages related to the experience of studying at university, with just over a quarter (26 per cent) reporting these. This set included: leaving home, family and friends (nine per cent), that studying takes a long time (seven per cent), concerns over the workload (six per cent), and one per cent talked about stress (see Figure 2.5). There was very little variation in responses across groups of young people in this respect, although males appeared to be slightly more likely than females to mention the time it takes (nine per cent compared to six per cent).

HE brings no guarantees

One in ten (ten per cent) of young people also reported issues around the potential lack of benefits from the HE experience. Seven per cent felt there was no guarantee of a good job at the end, two per cent talked about a lack of work experience whilst at university, two per cent felt that it was just a waste of time, and one per cent noted that you might not need to go to university to do the job you want to do. (See Figure 2.5)

HE reduces your financial independence

Finally, a small group of young people (eight per cent) cited disadvantages relating to financial dependency such as not being able to start earning money or to start work (seven per cent), although it should be noted that many students do work whilst studying¹, not becoming financially independent (one per cent) and having to rely on parents for money (less than one per cent) (see Figure 2.5).

¹ The Student Income and Expenditure Survey 2004/05 found that 56 per cent of full-time students and 83 per cent of part-time students undertook paid work at some time during the academic year. (Finch et al. (2006) Student Income and Expenditure Survey 2004/05, DfES Research Report 725).

Changes over time

In 2000, young people in YCS cohort 10 sweep 2, who had the potential to go to HE and an expressed intention to go, were also asked if they had any concerns about going to HE, and if so, what might they be: ‘*Do you think that there might be any problems for you with taking a course in Higher Education?*’ and ‘*What problems might there be?*’. This differs substantially to the question in LSYPE as it focuses on specific disadvantages to the individual, asks only those with an expressed intention to go in the near future, and is posed as a two part question. Nevertheless, it is interesting to note that the most frequently cited concerns in 2000 (after the introduction of tuition fees but prior to increase to top-up or variable fees) centred around ‘*Getting into debt/have to borrow money*’, which was reported by 65 per cent of relevant respondents. This issue by far outweighed any other concerns, indeed the next most frequently cited worries were ‘*Dealing with the workload*’ (nine per cent) and ‘*Living with parents*’ (eight per cent) (see Table 2.8).

Table 2.8 - Concerns over taking a course in HE

	% of cases
It is expensive/you can get into debt	65.0
Other	43.5
The workload can be hard	8.8
You still have to depend on your parents for money in HE	8.4
You have to delay becoming financially independent in HE	3.8
It is difficult to know what it will be like beforehand	2.4
It can be hard to fit in / settle in	2.4
Teachers/careers staff advised me not to	<1
Your friends start working and earning money while you are still studying	<1
The application process is difficult / off-putting in HE	<1
Base (N)	219

Base: All level two achievers, planning to go to HE, who felt there might be a problem for them in taking a course in HE

Source: *DfES Youth Cohort Study, Cohort 10 (sweep 2), 2000*

2.4.2 Specific reasons for not applying to higher education

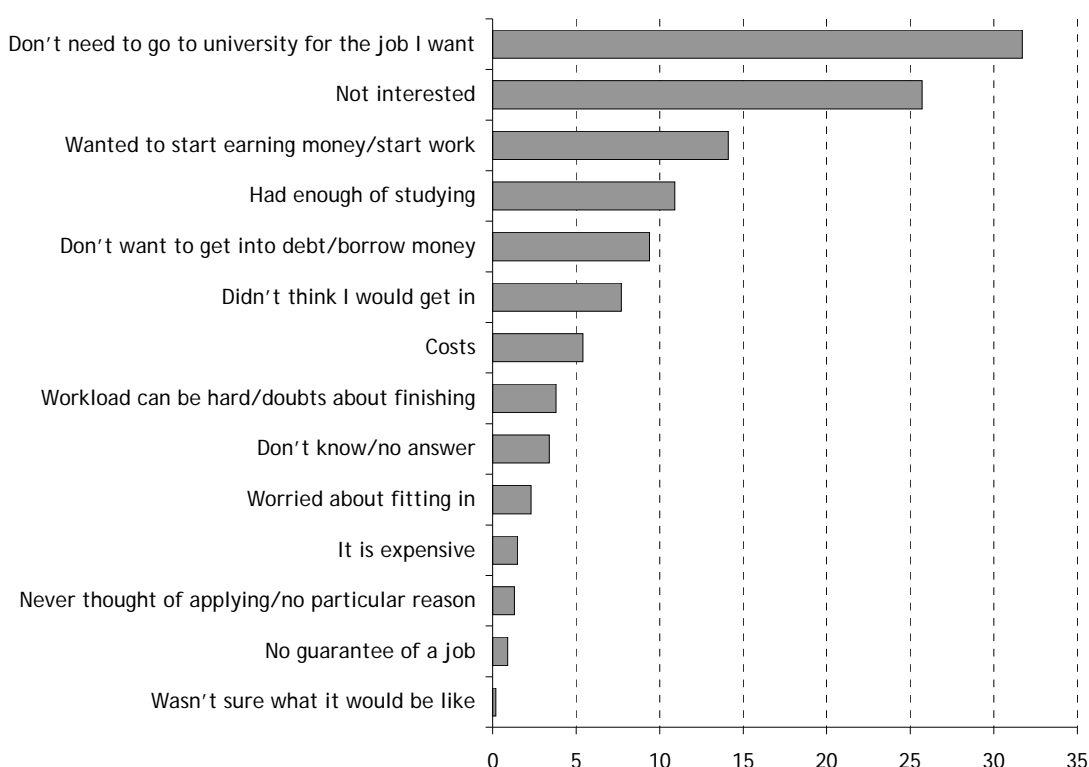
In the LSYPE survey, a small group of young people who had the potential to go to HE (level two achievers) said they had no intention to go to university¹. This small group were asked about their specific reasons for not wanting to apply: ‘*You have said that you are not planning to apply/not likely to ever apply to university. What are the main reasons why you decided not to apply for a place at university?*’

¹ Said they were never going to apply or were not at all likely to apply to university.

The most common reasons for not wishing to apply to university were that the young person felt they did not need to go to university for the job they wanted to do or felt it was not needed (32 per cent of cases), or they were just not interested (26 per cent of cases). This was followed by a desire to work and start earning rather than carrying on with study (14 per cent) and a feeling that they had had enough of studying and needed a break from education (11 per cent). Other reasons for not wanting to go included not wanting to get into debt or borrow money (nine per cent), worries about being able to get in to university and feeling that they didn't get high enough grades (eight per cent), and the costs involved (five per cent). (See Figure 2.6).

It is perhaps interesting to note that concerns over debt and costs affected fewer than one in ten of those young people who were put off higher education. Less than five per cent were deterred by the workload or concerns about fitting in.

Figure 2.6 - Reasons for not wanting to apply to HE (%)



Base: Level two achievers, those not planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

There were some differences by gender with male respondents more likely than females to cite not needing to go to university (36 per cent compared to 27 per cent) and concerns over the workload involved (six per cent compared to two per cent); and marginally more likely to cite wanting to earn money (15 per cent compared to 13 per cent) and not get into debt (ten per cent and eight per cent) indicating greater concerns around the lack of financial independence associated with going to HE. Female students were more likely than male students to report not being interested (30 per cent compared to 22 per cent) and having enough of studying (12 per cent and ten per cent), and were also marginally more likely to cite aspects relating to cost and expense (seven and two per cent compared to four and one per cent). (See Table 2.9)

There were also variations by receipt of EMA and socio-economic background. Non-EMA students were more likely than EMA recipients to have suggested they did not need to go to university for their job (36 per cent compared to 27 per cent) or that they wanted to start earning money (16 per cent compared to 12 per cent). Those from managerial and professional backgrounds were also more likely than those from intermediate occupational backgrounds and routine and manual work backgrounds to feel they didn't need to go to university (41 per cent compared to 28 and 32 per cent respectively) or to feel they had had enough of studying (15 per cent compared to 11 and ten per cent). Those from higher socio-economic backgrounds were also more likely to have concerns about getting into debt (ten and twelve per cent) than those from routine and manual work backgrounds (four per cent). EMA students and those from routine and manual work backgrounds were however marginally more concerned with costs and expense than those from more advantaged backgrounds, although, as noted above, for all groups of students the proportions with these concerns were small. Finally those in receipt of EMAs were more likely than non-EMA students to be deterred by worries about fitting in and concerns about the workload (see Table 2.9). Concerns about fitting in may reflect the fact that EMA recipients know relatively fewer people who are going to university than their non-EMA counterparts (ie are less likely to agree with the statement that most of my friends are going to university).

Reasons for deciding against HE

In addition, a small group of young people in the recent Youth Cohort Study who had considered applying to HE but had decided against it were asked their reasons for finally deciding they would not apply. Although the response categories differ from those used in the LSYPE study it is interesting to note that the most common reasons given for deciding against HE were a lack of interest, a perceived lack of need or value of HE, having enough of studying and wanting to start studying (See Table 2.10).

Table 2.9 - Reasons for not considering HE by background and educational characteristics (%)

	Expense	Potential debt	Costs	Want to earn	Not needed	Wont get in	Had enough	Not interested	Fitting in	Workload	Not known	Base (N)
Male	0.8	10.2	4.1	15.3	36.0	7.6	9.8	22.4	1.7	5.5	2.1	280
Female	2.3	8.4	6.9	12.6	26.8	7.8	12.2	29.5	2.8	1.9	4.9	253
No EMA (in education only)	1.0	9.0	4.1	16.2	35.6	7	10.9	26.4	1.7	3.2	3.1	341
Receipt of EMA (in education only)	2.4	9.7	8.6	11.5	26.5	7.2	9.7	24.5	4.2	5.9	3.6	145
White	1.6	9.4	5.5	13.8	31.9	7.4	10.9	26.0	2.2	3.6	3.4	518
Black and minority ethnic background	-	-	-	-	-	-	-	-	-	-	-	15
Managerial / professional	1.8	10.2	4.0	11.5	40.7	7.2	15.1	24.0	2.5	3.3	1.8	131
Intermediate	0.0	12.3	4.4	14.6	28.4	7.2	10.7	25.0	3.2	5.6	3.1	194
Routine / manual / unemployed	2.7	4.4	6.2	14.3	31.5	6.8	9.5	26.0	1.2	3.5	5.9	455
Poor performing schools (lowest quartile)	1.2	5.5	4.3	11.2	28.6	9.3	11.0	29.6	0.3	2.7	5.6	97
Under performing schools (2nd lowest quartile)	0.0	6.1	6.8	17.8	33.8	10.5	9.7	20.3	3.3	3.5	1.6	140
Good performing schools (2nd highest quartile)	2.2	11.4	3.6	12.3	26.1	4.7	15.1	29.8	1.3	4.6	5.6	166
Best performing schools (highest quartile)	2.8	13.2	6.8	14.4	37.7	7.3	8.2	22.8	4.2	4.2	1.0	120
All level two achievers	1.5	9.4	5.4	14.1	31.7	7.7	10.9	25.7	2.3	3.8	3.4	533

Base: Level two achievers, those not planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table 2.10 - Reasons for deciding against applying to higher education

	% (cases)
Not my type of thing / not interested	14.8
Not needed / not suited for plans	14.3
Had enough of education	13.4
Need a break from education for now	10.4
I wanted to start working	7.3
Didn't think I would get in / didn't get high enough grades	2.9
Never thought of applying / no particular reason	2.8
Pregnant / have children / childcare responsibilities	1.6
The workload can be hard / doubts about ability to finish course	1.2
I wanted to become financially independent	<1
I wanted to start earning money	<1
I was worried about fitting in / settling in	<1
Not yet decided	<1
Other	33.6
<i>Base (N)</i>	<i>215</i>

Base: Level two achievers, not planning to apply but had considered applying at some time previously

Source: DCSF Youth Cohort Study, Cohort 13, Sweep 1 (2007)

3 Decisions about Entry into Higher Education

This chapter looks at decisions about going to university made by 17 year olds in the summer of 2007, as reported in the Longitudinal Study of Young People in England, Wave 4. We first consider the potential demand for higher education within this cohort before examining how interest varies by the demographic, socio-economic and school experiences of these young people. Potential higher education participation rates based on the 2007 cohort of 17 year olds are compared with similar aged young people in 2000. Finally, we explore the factors that determine whether or not young people decided to postpone their entry into higher education rather than apply at the age of 18.

Key messages

- There is a very high interest in university participation among young people. In the summer of 2007, over half (55 per cent) of all 17 year olds believed that they were likely to apply to university to do a degree, while among those with level two qualifications over three-quarters (76 per cent) believed they would do so. Evidence from previous years suggests that the proportion interested in entering HE will increase significantly as young people get closer to the point of potential application.
- Among level two achievers, individuals interested in applying to university are disproportionately more likely to be: female; from black and minority ethnic backgrounds and / or from higher socio-economic groups. They are also substantially more likely to have had positive school experiences.
- In general, receipt of EMA (also a potential proxy for parental income) was not found to be strongly associated with participation decisions. Although among the most socially disadvantaged, those studying with EMAs were more likely to consider applying to university than those not in receipt of EMAs.
- There is no strong evidence that interest in entering higher education among level two achieving young people has declined. Indeed, interest in going to HE may have increased by anything up to four percentage points since 2000.
- Over 90 per cent of young people who are planning to study at university suggest that they will do so in the next two years. While there is little variation by either demographic or socio-economic background, there is evidence to suggest that those undertaking vocational courses are more likely to suggest they would delay entry to university than those engaged in academic qualifications.

3.1 Background

Numerous studies suggest that participation in HE varies according to background characteristics and that participants are disproportionately more likely to be: female; from black or minority ethnic groups; from higher socio-economic groups; from families with experience of HE (see, for example, Gayle et al., 2008¹, and Purcell et al., 2008²) or living in

¹ Gayle V, Berridge D and Davies R (2003) Econometric Analysis of Demand for HE, Research Report 472, DfES.

² Purcell K, Elias P, Ellison R, Atfield G, Adam D and Livanos I (2008) Futuretrack: Applying for Higher Education – the Diversity of Career Choices, Plans and Expectations, Warwick Institute for Employment Research and HECSU.

areas of low economic deprivation (Corver, 2005¹). The key determinant of HE participation, however, is educational attainment and failure to progress from school is arguably the primary barrier to participation. As the National Audit Office has noted: *'the attainment of qualifications by students at secondary school or college plays a critical role in gaining access to higher education'* (National Audit Office (2008)², p6). The decisions to stay on in education (and potentially go on to university) are strongly linked to educational attainment, positive perceptions of ability and positive attitudes towards school in terms of enjoyment and engagement (Payne, 2003³).

A number of explanations have been provided to explain lower participation rates in HE among disadvantaged young people. Some theories centre on the notion of barriers, which are the product of personal circumstances, motives, attitudes and the availability of opportunity (see, for example, Gorard et al., 2006⁴). Other explanations focus on a complex interplay of factors including socio-cultural forces that create a non-learner identity or pathway into adulthood that does not depend on educational success (see, for example, HEFCE, 2007⁵). Returning to the link between participation in HE and school success, several studies have highlighted how young people from disadvantaged backgrounds perform less well at GCSE and A' level (see, for example, Gayle et al., 2003; and Galindo-Rueda et al. 2004⁶; DfES, 2007⁷ National Audit Office, 2008⁸).

Decisions about HE participation are made early on, well before the formal time of application at age 17 or 18 (see Connor et al., 1999) and these decisions are heavily influenced by family and social networks (see Payne, 2003; Staetsky, 2008⁹; Connor et al., 1999; National Audit Office, 2008¹⁰). Gilby et al. (2008¹¹) found in their survey that the vast majority of parents discussed staying on in education with their children, and that over two thirds would like their child to have gone to university by the time they reached their mid-twenties. Reflecting participation patterns, aspirations were highest amongst parents of girls, black and ethnic minority parents, and parents with higher incomes, in professional or managerial occupations, and with experience of higher education.

3.2 Applying to higher education

All young people in LSYPE Wave 4 were asked how likely they felt it was that they would *'ever apply to university to do a degree'*. Over half (55 per cent) of the 17 year olds interviewed believed that it was either likely or very likely that they would apply to university to do a degree. As would be expected, however, the propensity to participate in higher education was associated with previous academic success. Among level two achievers (those with at least five GCSEs grades A* to C) over three-quarters (76 per cent) believed they were either likely or very likely to apply to do a degree at university. (See Figure 3.1).

¹ Corver M (2005) Young Participation in Higher Education, HEFCE.

² National Audit Office (2008) Widening Participation in Higher Education, The Stationery Office.

³ Payne J (2003) Choice at the end of Compulsory Schooling: A Research Review, Research Report RR414, Department for Education and Skills.

⁴ Gorard S, Smith E, May H, Thomas L, Adnett N and Slack K (2006) Review of Widening Participation Research: Addressing the Barriers to Participation in Higher Education, HEFCE.

⁵ Raphael Reed L, Gates P and Last K (2007) Young Participation in Higher Education in the Parliamentary Constituencies of Birmingham Hodge Hill, Bristol South, Nottingham North and Sheffield Brightside, HEFCE.

⁶ Galindo-Rueda F, Marcenaro Gutierrez O and Vignoles A (2004) The Widening Socio-economic Gap in UK Higher Education, Centre for the Economics of Education.

⁷ DfES (2007) Statistics of Education: Characteristics of High Achievers, DfES Bulletin.

⁸ National Audit Office (2008) Widening Participation in Higher Education, The Stationery Office.

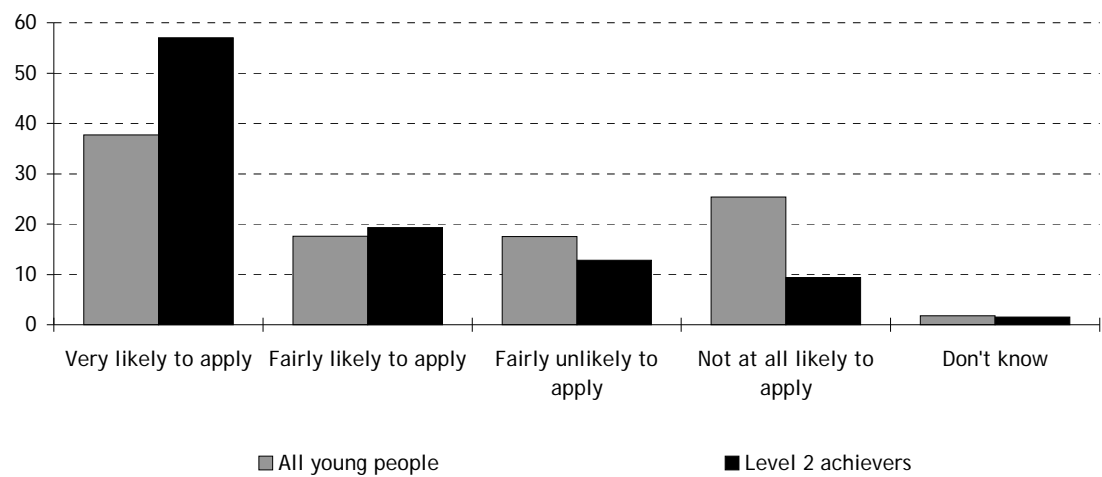
⁹ Staetsky L (2008) Participation in Higher Education: Review of the Quantitative Literature, Non-Participation Research Working Paper, University of Southampton.

¹⁰ National Audit Office (2008) Widening Participation in Higher Education, The Stationery Office.

¹¹ Gilby N, Hamlyn B, Hanson T, Romanou E, Mackey T, Clark J, Triikka N and Harrison M (2008) 'National Survey of Parents and Children: Family Life, Aspirations and Engagement with Learning 2008, Research Report RR059, Department for Children Schools and Families.

Around two per cent of young people were unable to provide a response to the question of their likelihood of participation. If these 'don't knows' are excluded from the analysis, then the proportion of those who are likely to participate in HE rises to 56 per cent among all young people and 77 per cent among level two achievers (see Appendix Table A3.1).

Figure 3.1 - Likelihood of ever applying to study in higher education (%)



Base: all young people

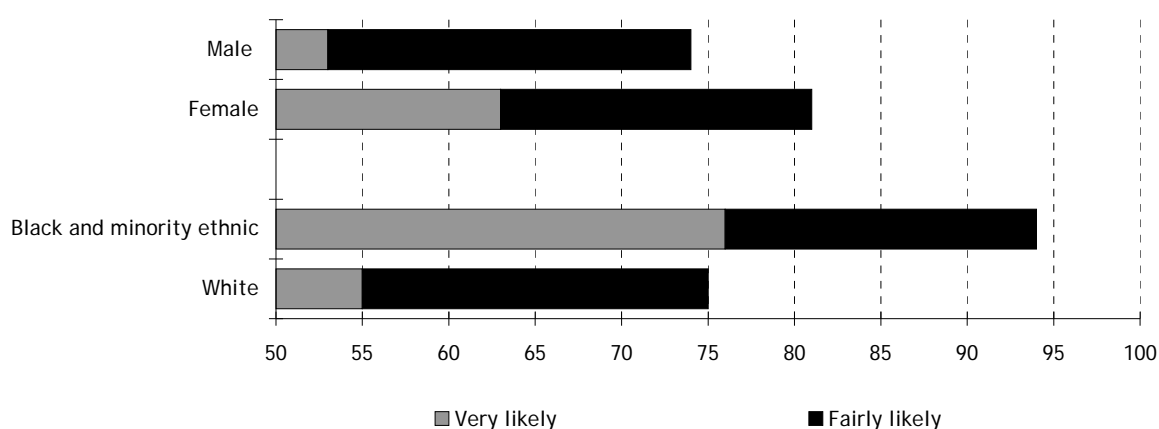
Source: DCFS Longitudinal Study of Young People in England Wave 4 (2007)

Similar information to LSYPE Wave 4 was captured in the Youth Cohort Study 13 sweep 1. The YCS cohort 13 sweep 1 asked 17 year olds in the summer of 2007 about their likelihood of applying to higher education. Excluding those who were completely uncertain (don't knows), around 59 per cent of the YCS cohort 13 sweep 1 sample suggested that they were likely or very likely to apply to higher education, compared to 56 per cent of those in LSYPE Wave 4. The proportion of all young people who suggested that they were very likely to participate in higher education was 39 per cent in YCS cohort 13 sweep 1 and 38 per cent in LYSPE Wave 4.

3.2.1 Who is most likely to apply?

Demographic characteristics such as gender and ethnicity are highly correlated with the propensity to apply to university to do a degree. Focusing on level two achievers, evidence from LSYPE Wave 4 suggested that young women had a greater propensity to believe that they were likely to apply to university than young men (81 per cent compared to 74 per cent). Among individuals from black and ethnic minority backgrounds, 94 per cent of level two achievers believed that they were likely or very likely to apply to university. This compares with 75 per cent of level two achievers from white backgrounds (see Figure 3.2).

Figure 3.2 - Likelihood of ever applying to study in higher education by gender and ethnicity (%)



Base: Level two achievers, excluding those who 'don't know' about their likelihood of applying

Source: DCFS Longitudinal Study of Young People in England Wave 4 (2007)

Combining gender and ethnicity, we found that the level two achievers who suggested they were most likely to apply to HE were young women from black or minority ethnic groups (95 per cent did so), followed by young men from black or minority ethnic groups (93 per cent suggested they were likely to apply). Among young women from white backgrounds, 78 per cent of level two achievers indicated that they were likely to apply to HE, while the figure for young men from white backgrounds was 71 per cent (see Appendix Table A3.2).

The relationship between socio-economic status and participation is also well documented. As we have seen in Chapter 2, LSYPE Wave 4 had three potential measures of socio-economic status: receipt of EMA (which can also be interpreted as a proxy for parental income); parental occupation and the family's housing tenure. Looking first at receipt of EMA, we found that in isolation this was a relatively poor predictor of willingness to participate among level two achievers. Seventy-eight per cent of level two achievers who were in further education but not in receipt of EMA felt it was likely that they were going to go into higher education, compared to 80 per cent of young people who were in receipt of a full EMA (ie £30 per week payment). There was a clearer relationship between parental occupation and propensity to apply to higher education.

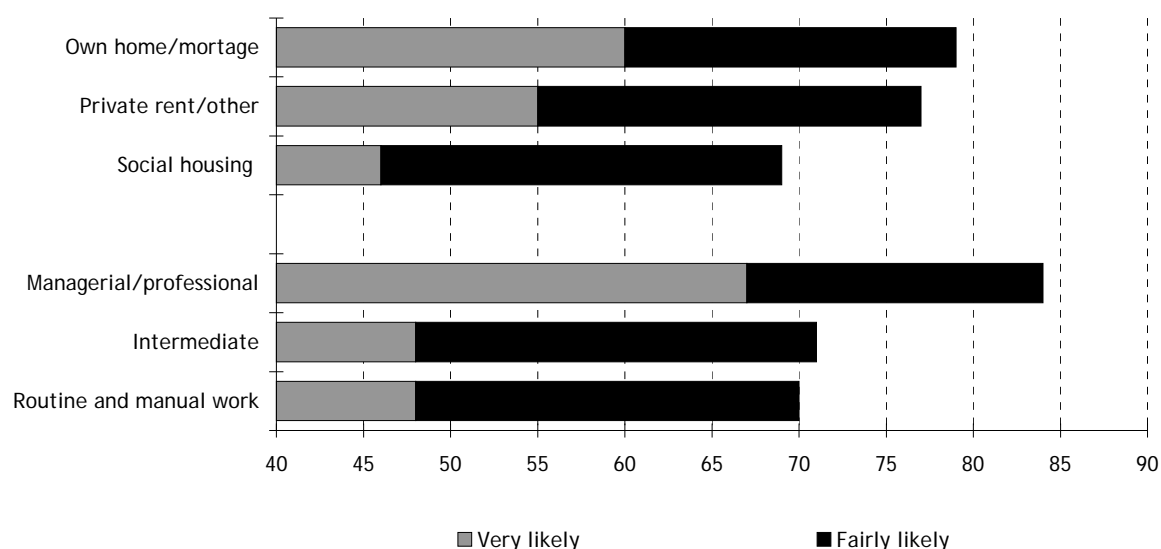
Focusing on young people with parents from a managerial/professional background, 84 per cent of level two achievers believed they were likely to apply, while among those with parents from a routine and manual work background the figure was 70 per cent. Similarly, around 68 per cent of level two achievers living in social housing thought that they were likely to go to university compared with 79 per cent of level two achievers living in homes that were owned / mortgaged by their parents. (See Figure 3.3).

There were greater differences in participation intentions by receipt of EMA among those from lower socio-economic backgrounds than among young people from higher socio-economic backgrounds. Sixty per cent of level two achievers who were from routine and manual work backgrounds and were studying while not in receipt of EMA planned to enter university. This compares with 78 per cent of those from similar backgrounds who were studying while in receipt of EMA. Among level two achievers from managerial and professional backgrounds, receipt of EMA appeared to make little difference to their likelihood of applying to university. In other words, the young people least likely to apply to university were those from the lower socio-economic groups but who were not in receipt of

EMA. Young people with parents from higher socio-economic groups were the most likely to apply, irrespective of EMA receipt (see Appendix Table A3.3 and A3.4).

Further research may be required to determine the extent to which receipt of EMA is a positive motivator for university participation among those from lower socio-economic backgrounds or whether there are other mediating factors that are producing these results (eg those receiving EMAs may be undertaking different types of courses than those who are not in receipt).

Figure 3.3 - Likelihood of ever applying to study in higher education by socio-economic characteristics (%)



Base: Level two achievers, excluding those who 'don't know' about their likelihood of applying

Source: DCFS Longitudinal Study of Young People in England Wave 4 (2007)

We now turn to consider the relationship between the performance of the young people's schools in Year 11 (as measured by the percentage of the school cohort achieving a full level two) and intentions to apply to university. Eighty-five per cent of those who studied in schools that were within the highest quartile of performance believed that they were likely to apply to university compared with around 70 per cent of those achieving level two but attending schools in the lowest two quartiles (see Appendix Table A3.2).

When EMA and school quality were considered in combination we found that there was a relationship between EMA and plans for university participation at the lower end of the school quality spectrum but not the higher end. Around two-thirds (66 per cent) of level two achievers who were not in receipt of EMA and who came from schools in the lowest achievement quartile planned to enter university. This compares with 79 per cent of level two achievers who were from similar schools but were in receipt of EMA. Among those attending schools from the highest achievement quartile, whether the young person was in receipt of EMA appeared to make less difference to their likelihood of applying to higher education (87 per cent among from those in highest quartile schools and who were in receipt of EMA believed they would go to university, compared with 84 per cent among similar students who were in not receipt of EMA).

Finally, it is worth considering the inter-relationship between gender, ethnicity, social class and proposed participation in HE. Among all young people, those least likely to consider participation in HE are young men from white backgrounds who are from lower socio-economic groups; 27 per cent of this cohort plan to apply to university. This compares with

42 per cent of young white women from a similar background; 67 per cent of young black and minority ethnic men and 88 per cent of black and minority ethnic women. The very low proportion of young men from white lower socio-economic backgrounds planning to apply to HE can be largely explained by their poor performance at level two. Focusing on level two achievers, 59 per cent of young men from white lower socio-economic backgrounds plan to apply to HE. This compares with 67 per cent of young women from white lower socio-economic backgrounds, 87 per cent of young men from black and minority ethnic lower socio-economic backgrounds, and 93 per cent of young women from black and minority ethnic lower socio-economic backgrounds (see Appendix Table A3.5).

Among those from higher socio-economic groups (managers/professionals), gender and ethnicity differences still exist but are less acute. Around 80 per cent of level two achieving young men from white backgrounds believe they will apply to HE, compared with 86 per cent of level two achieving young women from white backgrounds, 94 per cent of level two achieving young men from black and minority ethnic backgrounds, and 98 per cent of level two achieving young women from black and minority ethnic backgrounds.

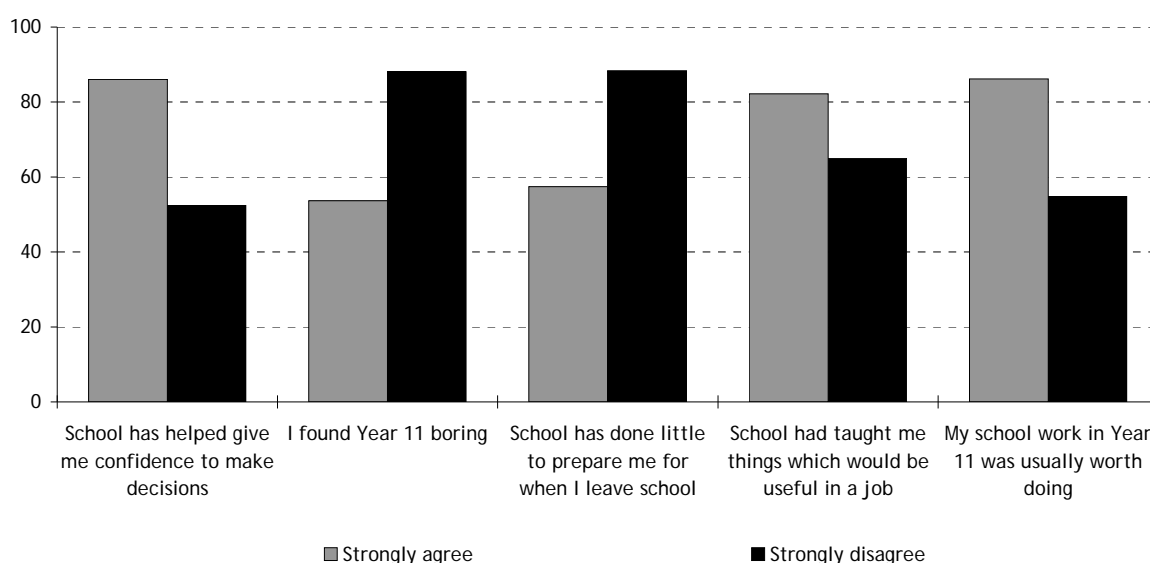
3.2.2 Wider influences on participation

Experiences at school

It may be assumed that willingness to participate in higher education will partly be determined by a young person's previous experience of schooling. Attitudes to schooling were captured in LSYPE Wave 1 (when the young person was aged 13/14); LSYPE Wave 3 (when the young person was a year younger than at Wave 4 and studying in Year 11) and LSYPE Wave 4 (where questions were asked retrospectively about their Year 11 experiences). Across these surveys, a range of attitudinal questions were asked about, among other things, the young person's happiness at school; interest in school lessons; marks achieved and perceptions of school discipline.

Focusing on young people who achieved a level two qualification, one consistent finding can be made: the more positive the attitude towards school, the more likely it was that the young person intended to apply to university. Looking at young people's reflections on their Year 11 schooling in LSYPE Wave 4, we found that level two achievers who strongly agreed that: *'school has helped give me confidence'*, or who believed that *'school has taught me things which would be useful in a job'* or that *'my school work in Year 11 was usually worth doing'* were significantly more likely to apply to university than those who strongly disagreed. Conversely, those who strongly agreed that they *'found Year 11 boring'*, or that their *'school has done little to prepare me for when I leave school'* were significantly less likely to apply to university than those who strongly disagreed. (See Figure 3.4)

Figure 3.4 - Percentage of level two achievers who are likely to apply to university by views on Year 11 schooling (%)

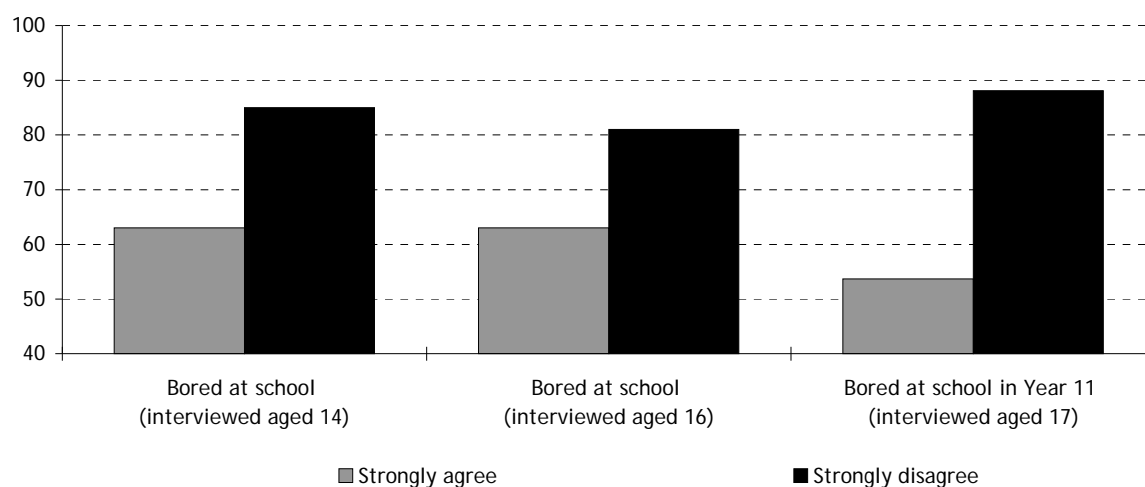


Base: Level two achievers, excluding those who 'don't know' about their likelihood of applying

Source: DCFS Longitudinal Study of Young People in England Wave 4 (2007)

Although the above analysis focused on attitudes to school that were revealed in LSYPE Wave 4, a review of responses to previous waves of the study suggested that the relationship between school experience (at least from the age of 13/14) and willingness to participate in higher education post-16 was strongly correlated. Indeed, across every school attitude statement in Waves 1, 3 and 4, those with the more positive views on schooling were considerably more likely to suggest in Wave 4 that they were likely to apply to university than those who had negative opinions. Thus, for example, when considering the extent to which level two achievers felt '*bored at school*', which was the only measure to have been asked in each wave, we found a consistent pattern in which those least engaged in school were significantly less likely to reveal that they were interested in going to university than those who were the most engaged. (See Figure 3.5)

Figure 3.5 - Percentage of Level two achievers who are likely to apply to university (based on Wave 4 responses) by views on whether they were previously 'bored at school' in Waves 1,3 and 4(%)



Base: Level two achievers

Source: DCFS Longitudinal Study of Young People in England, Wave 1 (2004), Wave 3 (2006) and Wave 4 (2007)

Routes through further education

Finally, we consider the likelihood of applying to university by the courses undertaken in further education. Level two achievers undertaking vocational study only were considerably less likely than those undertaking academic study to suggest that they were likely to apply to higher education. Around 46 per cent of young people exclusively studying vocational courses suggest they will apply to study in higher education, compared with 90 per cent of those exclusively studying academic courses, and 82 per cent of those studying a combination. Among level two achievers not in education (at Wave 4, aged 17) only 22 per cent believed that they were likely to apply to university.

3.2.3 Factors determining propensity to apply to university

So far much of the analysis has involved examining the relationship between one or two factors in isolation (such as social background, receipt of EMA etc.) on the propensity of young people to apply to university. A question that needs to be addressed is how several factors work in combination to determine participation, and the extent to which these factors inter-relate. Logistic regression modelling allows us to determine more clearly the factors associated with an individual's propensity to consider entering university. A range of factors which might be thought, a priori, to be associated with the likelihood of applying to university were examined in combination and the impact of these factors individually (ie holding all the other factors constant) can be interpreted in terms of how they affect the odds of application. Where a factor is associated with odds that are greater than one, this suggests that the factor is positively linked with likely participation and where the odds are less than one, it suggests a negative relationship. The extent to which the odds deviate from one is a reflection of the size of the impact of that given factor. The results of the logistic model of participation among level two achievers are summarised below (see Appendix A3.6).

Demographics

- Young women were significantly more likely to believe they would apply to university than young men.
- Differences by ethnicity were even greater and the odds of a young person from a black or minority ethnic background applying to university was higher than the odds of a young person from a white background going to university.

Socio-economic background

- Young people in receipt of EMA had greater odds of suggesting that they would go to university than those studying without the support of EMA.
- Individuals whose parents are from managerial/professional backgrounds were more likely to believe they would apply to HE than those from other social groups.

Year 11 schooling

- Those who had studied in higher performing schools (in the upper quartile of full level two achievement) had higher odds of planning to go to university than those from schools in the lowest performing quartile.
- Those who agreed with the view that they *found Year 11 boring* and school had done nothing to prepare them for when they left school, were less likely think that they would apply to university than those who disagreed.

Perceptions of higher education and attitudes to debt

- Taking into account other factors, there was a clear correlation between attitudes towards university and propensity to apply. Agreement that *'getting a degree means that you will get a better paid job'* yielded higher odds of considering application relative to disagreement. Other significant statements included agreement that *'I don't need a degree for a job'* (negative influence on the odds of applying); agreement that *'the best jobs go to people who have been to university'* (positive effect on the odds of applying); agreement that *'Most of my friends are planning to go to university'* (positive effect) and agreement that *'people like me don't go to university'* (negative effect).
- Debt attitudes were also significantly associated with the propensity to apply to university. In particular: agreement that *'owing money is wrong'* yielded lower odds of applying relative to those who disagreed. Other significant statements included: agreement that *'once you get into debt it is difficult to get out'* (negative effect) and *'student loans are a cheap way of borrowing'* (positive effect). Views on whether *'borrowing from a bank is part of everyday life'* did not have an effect on participation decisions.

Advantages and disadvantages

- Level two achievers who were able to cite specific benefits to university had a greater propensity to believe they would apply than those who did not. Those who cited social benefits had the greatest odds of applying, while the citation of self-development benefits, career benefits and education benefits were also associated with higher propensities to apply.
- There was no association between those who linked university with cost disadvantages and propensity to participate. However those who generally thought that university did not hold any benefits had lower odds of participating than those who did not make this suggestion.

3.3 Trends in applications since 2000

It is possible to compare the potential university application rates based on the LSYPE Wave 4 cohort in the summer of 2007 with those observed in the Youth Cohort Study cohort 10 sweep 2 (YCS 10 sweep 2) in the winter of 2000/1. The YCS 10 sweep 2 asked level two achieving young people whether they intended to apply to higher education in the academic year. The majority (69 per cent) suggested they would, with another 12 per cent suggesting they would apply in the next academic year, and a further five per cent suggesting that they would apply some time in the future. This means that just over 85 per cent of level two achievers had applied or believed that they would apply to enter higher education at some point in the future.

A potential university application rate of around 85 per cent among level two achievers in the YCS 10 sweep 2 is not comparable to the figure from LSYPE Wave 4 (76 per cent) as it is based on responses from people who were six months older at the time of interview. We know from the YCS 10 sweep 2 that around 17 per cent of all those wanting to go to university in the next two years made that decision in the six months prior to the interview (the figure is slightly lower, at around 16 per cent, if we widen the base to include missing responses eg from those planning to enter university 'some time in the future'). If those who had suggested they made the decision in the previous six months are recorded as not wishing to apply to university six months earlier then this would suggest that the proportion of level two achievers (at a comparable point in their lives as those in LSYPE Wave 4) who were interested in participating in higher education had increased from just under 72 per cent in 2000/1 to around 76 per cent in 2007 (See Table 3.1). However, this extrapolation should be treated cautiously as some of those who had made the decision to go university in the last six months may have simply confirmed their intent rather than shifted from a preference for non-participation (unlikely to apply) to one of participation (likely to apply), so the actual change in the level of interest to undertake HE may be less acute. If the LSYPE Wave 4 cohort shows a similar increase in interest in applying to university as the young people age, then we could see future potential participation rates among level two achievers in excess of 90 per cent of the cohort. Once again, there is a need to stress that the actual change in interest to participate may be lower than predicted but under such circumstance we would then expect to see a significant increase in the proportion of people moving from being just 'fairly interested' in applying to HE to being 'very interested / have applied'.

Table 3.1 - Likelihood of applying to university among Level 2 achievers (2000 and 2007)

	Summer 2000		Summer 2007	
	N	%	N	%
Intend/has applied	1,562	71.5	5,069	76.2
Does not intend/hasn't applied	612	28.0	1478	22.2
Don't know	0	0	101	1.5
Total	2,184	100.0	6,648	100.0

Base: Level two achievers

Source: DfES Youth Cohort Study, Cohort 10 (sweep 2), 2000; DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

3.4 Delayed entry into higher education

Finally, we consider differences in the potential timing of university applications. Young people who suggested that they were likely to apply to university were asked when they thought they might apply. The majority (92 per cent) reported that they would apply in the next two years with a further six per cent saying that they would apply some time in the future (See Table 3.2).

Table 3.2 - When young people believe they will apply to university

	N	%
In the next two years	4,631	91.9
Some other time in the future	317	6.3
Not sure	59	1.2
Already applied	16	0.3
Other	8	0.2
Don't know	7	0.1
Total	5,039	100.0

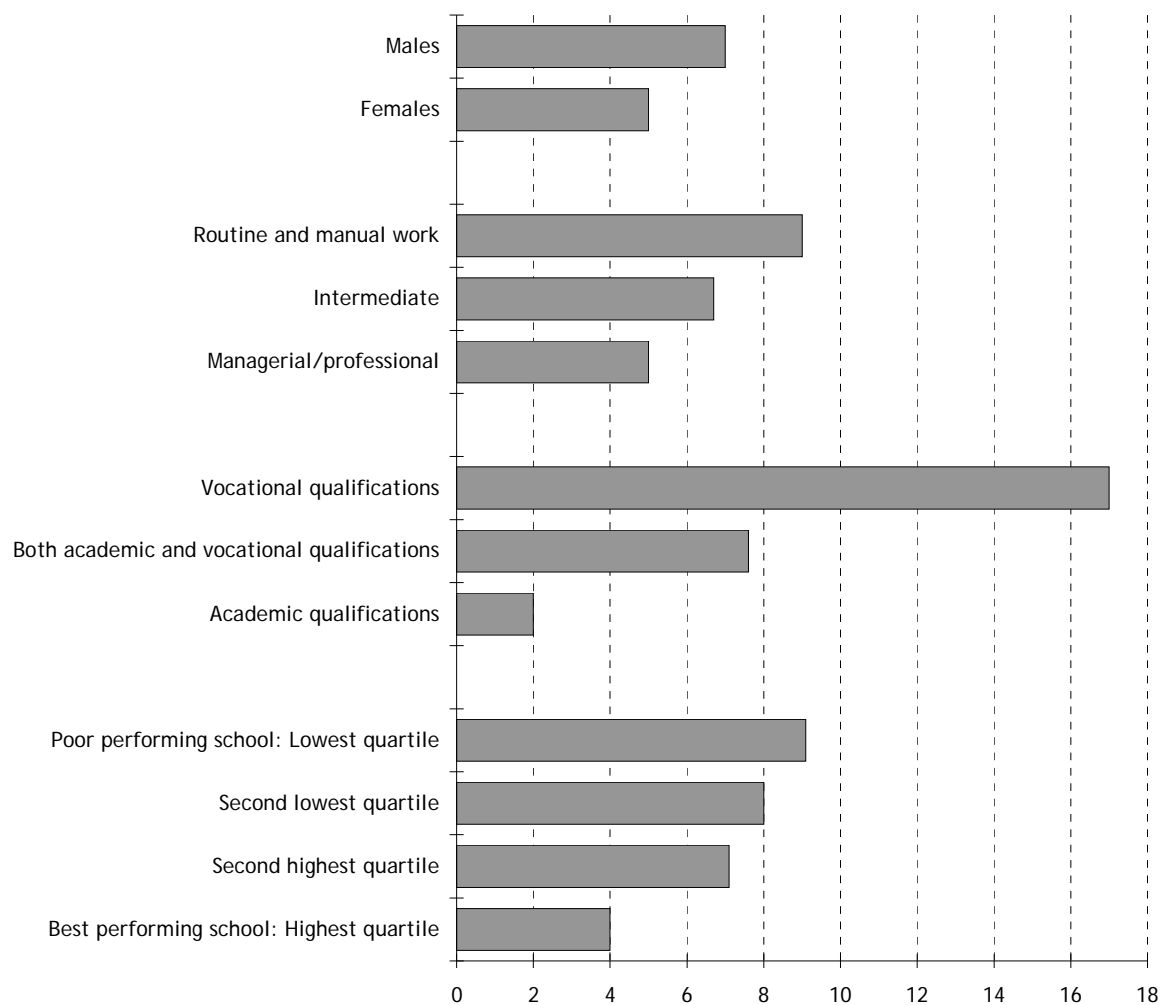
Base: Level two achievers, planning to go to HE

Source: DCFS Longitudinal Study of Young People in England Wave 4 (2007)

Level two achievers who were less certain about whether they would apply to university were also less likely to be specific about when that would happen. Seventeen per cent of those who were fairly likely to apply to university aimed to do so '*some time in the future*' rather than '*in the next two years*'. This compares with three per cent suggesting that they would apply '*some time in the future*' among those who regarded themselves to be very likely to apply to university.

Those who planned to go to university but suggested that they were going to delay entry were also disproportionately more likely to be male; from less advantaged socio-economic backgrounds; from lower performing schools or undertaking vocational rather than academic qualifications (see Figure 3.6). Factors that appeared less important in determining delayed university entry included ethnicity and parental income (receipt of EMA).

Figure 3.6 - Percentage of Level two achievers who suggest it is likely that they will go to university but believe it will be 'some time in the future' rather than 'in the next two years' (%)



Base = Level two achievers who think it likely that they will apply to university

Source: DCFS Longitudinal Study of Young People in England Wave 4 (2007)

4 Financial Aspects of Higher Education

This chapter reviews the financial aspects of studying in HE. We begin by considering the extent to which those considering HE feel informed about the costs of studying and their concerns about finances before examining views on the anticipated methods of financing HE study from both the young persons' and parents' perspectives. We then look across all respondents to assess their attitudes to debt.

Key messages

- Generally, young people considering HE felt informed about the financial support available to students at university and those who were closer to HE, in that they were very likely to apply, tended to feel the most well informed. This suggests that those with clear plans to go to HE had looked into the support available to them. However, almost one-third of young people did not know whether they would be eligible for a government grant or university bursary.
- Approximately one-third of young people who wanted to go to university had concerns over the financial aspects of going into HE to the extent that they had considered not applying. The key concern was having to borrow money and get into debt, followed by worries about the level of tuition fees and living costs.
- Concerns over costs appeared to be linked to perceived awareness of support, as those young people who had considered not applying due to the costs involved were less likely to feel they were aware of the financial support available to them. Concerns over costs were also linked to commitment to the HE route and family background, and to perceived returns to HE and perceived costs disadvantages to HE.
- In the main, young people felt they would fund their studies through a combination of student loans, undertaking paid work (in holidays and during term-time) and relying on parents for additional support. Approximately one-third of students thought they may also be eligible for state support through maintenance grants, special support grants and university bursaries; these tended to be young people who were already receiving financial support to continue with their studies (EMAs).
- Almost two-thirds of young people intending to go to university anticipated financial support from their families, and the vast majority of families reported that they did indeed intend to support their children whilst they were in HE – either through support out of earnings, using savings or building savings or providing support with accommodation. Whilst this is clearly a key form of financial support for young people it does bring with it perceived disadvantages in the shape of reduced financial independence. Young people from less advantaged backgrounds were considerably less likely to anticipate parental support and similarly fewer of their parents felt able to provide financial support. In these families, where support was anticipated, it was likely to be support out of earnings or enabling the young person to live at home during term-time.
- Generally young people had positive attitudes to debt in the context of HE, viewing HE debt as an investment and borrowing to be a normal part of life, but recognised that debt can be very difficult to get out of. In addition, more than half recognised the beneficial terms to student loans, compared to other forms of borrowing. There were however differences in attitudes to debt by gender, ethnicity and family background, and strong correlations between debt attitudes and HE intentions. Those less willing to participate in HE, and those who could be deterred from HE entry, had more negative attitudes to debt.

4.1 Background

The degree to which finance is a primary issue influencing participation is unclear. Changes in the financial landscape (such as the introduction of tuition fees in 1998 and variable fees in 2006) have not adversely affected overall participation (see National Audit Office, 2008¹). Recruitment growth into HE remains stable and there has been no discernable impact on the mix of individuals applying to enter full-time undergraduate programmes (Brown and Ramsden, 2008²).

Financial perspectives are, however, associated with intentions to apply. Those who have not yet made a decision about HE have concerns over costs and the level of financial support available but generally have little understanding of the actual costs involved. For this group, finance can act as a barrier to HE entry (Callender, 2003³; Foskett et al., 2006⁴). Those who wish to apply to HE still have these concerns but have perceived that the long-term benefits outweigh the short-term costs. They see debt as normal and borrowing for HE as an investment (CHERI, 2005⁵; Foskett et al., 2006; TNS Consumer, 2007⁶; Purcell et al., 2008⁷). For those who do not wish to participate, finance may have an influence but the main reasons are non-financial - such as readiness to embark on a career, start earning money or stop studying (Foskett et al., 2006; Raphael Reed et al., 2007⁸).

Finally, although knowledge of the financial support landscape among potential entrants can often be incomplete (see, for example, McGrath and Millen, 2004⁹; Chester and Bekhradnia, 2008¹⁰; Callender and Jackson, 2008¹¹; Attwood, 2008¹²) there is an awareness and acceptance of Student Loans as an important source of income (Finch et al., 2006¹³; Purcell et al., 2008). For many, debt is seen as being part of normal student life, but there is evidence of greater debt aversion amongst young people from lower socio-economic backgrounds and from black and minority ethnic backgrounds (Callender, 2003).

¹ National Audit Office (2008) Widening Participation in Higher Education, The Stationery Office.

² Brown N and Ramsden B (2008) Variable Tuition Fees in England: Assessing their Impact on Students and Higher Education Institutions – A Third Report, Universities UK.

³ Callender C (2003) Attitudes to Debt: School Leavers and Further Education Students' Attitudes to Debt and their Impact on Participation in Higher Education, Universities UK.

⁴ Foskett N, Roberts D and Maringe F (2006) Changing Fee Regimes and their Impact on Students' Attitudes to Higher Education, Higher Education Academy.

⁵ CHERI (2005) Survey of Higher Education Students' Attitudes to Debt and Term-time Working and Their Impact on Attainment, Universities UK.

⁶ TNS Consumer (2007) Student Experience Report 2007, Unite.

⁷ Purcell K, Elias P, Ellison R, Atfield G, Adam D and Livanos I (2008) Futuretrack: Applying for Higher Education - the Diversity of Career Choices, Plans and Expectations, Warwick Institute for Employment Research and HECSU.

⁸ Raphael Reed L, Gates P and Last K (2007) Young Participation in Higher Education in the Parliamentary Constituencies of Birmingham Hodge Hill, Bristol South, Nottingham North and Sheffield Brightside, HEFCE.

⁹ McGrath S and Millen P (2004) Getting Them In: An Investigation of Factors Affecting Progression to Higher Education of 16-19 Year Olds in Full-time Education, Manchester Metropolitan University and Learning and Skills Development Agency.

¹⁰ Chester J and Bekhradnia B (2008) Financial Support in English Universities: the Case for a National Bursary Scheme, HEPI.

¹¹ Callender C and Jackson J (2008) 'Does the Fear of Debt Constrain Choice of University and Subject of Study', *Studies in Higher Education* (33:4) pp405-429.

¹² Attwood R (2008) 'No Awards for Equity', *Times Higher Education* 20 November pp30-35 - reporting on the work of Callender exploring university bursaries and scholarships.

¹³ Finch S, Jones A, Parfremment J, Cebulla A, Connor H, Hillage J, Pollard E, Tyers C, Hunt W and Loukas G (2006) Student Income and Expenditure Survey 2004/05.

4.2 Financial concerns and awareness

4.2.1 Knowledge of student finances

Young people with the potential to go to HE (level two achievers) and with an expressed intention to go, were asked in the LSYPE survey about their perceived level of knowledge about financial support in HE: *'How well informed do you feel you are about the sorts of financial support available to students at university? By financial support we mean money from grants or loans to help towards the costs of studying and living away from home?'* Generally, young people felt they were informed, with over half (52 per cent) saying they were fairly well informed and a further 14 per cent saying they were very well informed (See Table 4.1).

Table 4.1 - Perceived awareness of financial support

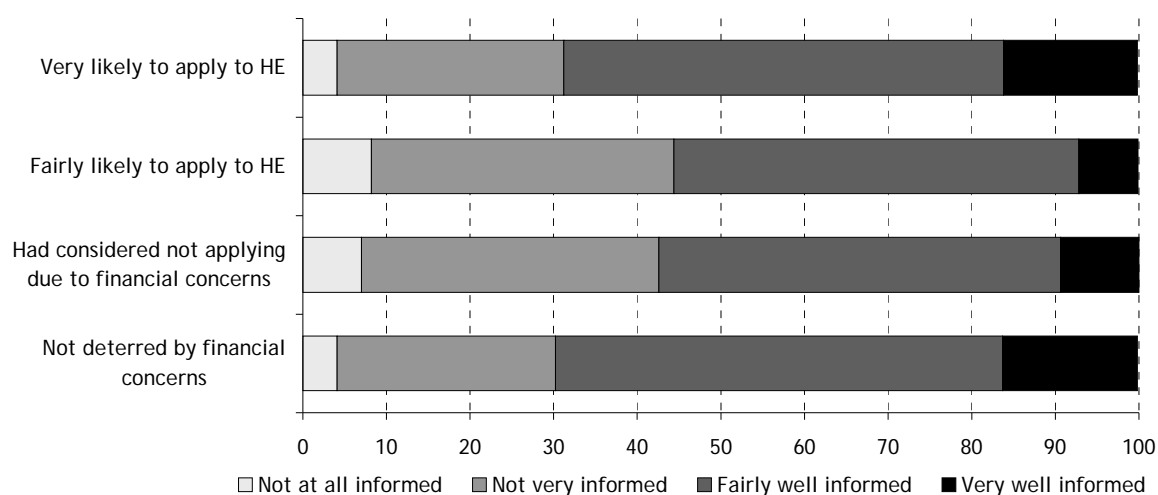
How informed about financial support in HE	%
Very well informed	13.8
Fairly well informed	51.6
Not very well informed	29.4
or not at all well informed	5.1
Don't know	0.1
<i>Base (N)</i>	<i>4,928</i>

Base: All level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

There was no real difference in perceived awareness of the financial support available by students in receipt of EMA and those without - those currently receiving financial support to study were no more likely to feel they were aware of the support available to them in HE (see Table 4.2). Instead much greater differences in perceived awareness were noticed when looking at likelihood of going to university and concerns about costs. Those who reported that they were very likely to apply to university were considerably more likely to feel informed about the financial support available (69 per cent) than those fairly likely to apply (56 per cent) (see Figure 4.1). This suggests that those who had clear plans to go to university had looked into the support available to them.

Figure 4.1 - Perceived awareness of financial support by likelihood of applying and leavers over finances(%)



Base: All level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Young people who reported that the costs of HE (eg fees and living expenses) had at some point made them think about not applying (see next section) were much less likely to feel they were aware of the support available (57 per cent compared to 70 per cent of those with no such concerns), indicating that financial concerns may be linked to a perceived lack of awareness (See Figure 4.1).

Table 4.2 - Perceived awareness of financial support by personal and educational characteristics (%)

	Don't know	Very well informed	Fairly well informed	Not very informed	Not at all informed	Base (N)
Male	0.1	15.9	50.7	28.3	5.0	2,198
Female	0.2	12.0	52.3	30.2	5.3	2,682
No EMA (in education only)	0.2	13.1	52.1	29.6	5.0	3,210
Receipt of EMA (in education only)	0.1	15.1	50.7	28.9	5.2	1,661
- less than £30	0	12.7	51.9	31.1	4.4	457
- full amount £30	0.2	16.0	50.2	28.1	5.6	1,201
Not in education	-	-	-	-	-	25
White	0.1	13.7	52.0	29.0	5.2	4,064
Black and minority ethnic background	0.2	14.4	49.1	31.2	5.0	814
Very likely to apply to HE	0.1	16.0	52.6	27.1	4.1	3,712
Fairly likely to apply to HE	0.2	7.1	48.4	36.2	8.2	1,217
Not very likely to apply to HE	na	na	na	na	na	na
Not at all likely to apply to HE	na	na	na	na	na	na
Own home / mortgage	0.1	13.2	52.2	29.5	5.0	4,160
Social housing	0.7	16.7	49.5	27.3	5.9	455
Private / other	0.0	16.2	46.4	29.7	7.7	222
Managerial / professional	0.1	13.7	51.4	30.4	4.4	2,405
Intermediate	0.1	14.1	50.5	28.9	6.4	1,150
Routine / manual / unemployed	0.1	14.9	51.4	27.2	6.4	699
Poor performing schools (lowest quartile)	0.3	13.6	50.0	29.5	6.5	572
Under performing schools (2nd lowest quartile)	0.2	14.7	50.5	28.3	6.2	829
Good performing schools (2nd highest quartile)	0.2	12.7	51.5	31.1	4.6	1,262
Best performing schools (highest quartile)	0.0	14.2	52.3	28.7	4.8	2,192
Considered not applying (due to financial concerns): Yes	0.0	9.4	48.0	35.6	7.0	1,679
Considered not applying (due to financial concerns): No	0.2	16.1	53.5	26.1	4.1	3,221
All	0.1	13.8	51.6	29.4	5.1	4,928

Base: Level two achievers, planning to go to HE (including don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Eligibility for grants and bursaries

These young people were also asked whether they thought they would be eligible for a government grant or university bursary to help pay for their costs of going to university and almost one-third (31 per cent) said they did not know, which corresponds closely to the proportion feeling not very or not at all informed about financial support available (35 per cent, see above). A further third (32 per cent) did feel that they would be eligible for a grant or bursary and 37 per cent felt they would not be able to access this form of support. Those already in receipt of financial support (EMA recipients) were considerably more likely to feel they would be eligible for a grant or bursary (60 per cent) than non EMA students (18 per cent), and only nine per cent of EMA students felt they would not be eligible (See Table 4.3).

Table 4.3 - Whether young person knows if they are eligible for a grant / bursary by receipt of EMA (%)

	Don't know	Yes	No	Base (N)
EMA recipient	31.2	60.3	8.5	1,661
Non EMA student	30.1	17.7	52.2	3,211
All	30.5	32.2	37.3	4,872

Base: Level two achievers, planning to go to HE (including don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Of the small group who felt they would not be eligible, the vast majority (85 per cent) thought this was because their household income was too high, and this rose to 90 per cent amongst non EMA students. Only three per cent felt that the course they were planning to do would make them ineligible.

4.2.2 Financial concerns

Level two achievers who were interested in applying to university were asked in the LSYPE survey about their financial concerns: *'Have the financial aspects of going to university, that is the costs of fees and living expenses, ever made you think about not applying?'* The question focused specifically on costs, as previous surveys of young people found that money issues were by far the most cited concerns about going to HE¹. Around one-third (34 per cent) suggested that these costs had made them consider not applying to HE (See Table 4.4).

Table 4.4 - Whether the costs of HE had led young person to consider not applying

	%
Yes	34.1
No	65.4
Don't know	0.5
Base (N)	4,948

Base: All level two achievers (includes don't knows), planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

¹ In 2000 the YCS cohort 10, sweep 2, asked level two achievers who planned to apply to university within two years if they had any concerns, and of those with concerns, 65 per cent of 17 year olds had concerns about getting into debt and having to borrow money.

Those most likely to be concerned about costs

The young people most likely to be concerned about costs (to the extent that it made them consider not applying) were those less committed to the HE route and from less advantaged backgrounds. Those who said they were fairly likely to go to university rather than very likely were more concerned about costs (60 per cent compared with 26 per cent); as were those in receipt of EMA (39 per cent compared with 32 per cent amongst non recipients), from lower socio-economic backgrounds (40 and 41 per cent of those from routine / manual work and intermediate occupational backgrounds respectively compared to 31 per cent from managerial / professional backgrounds), living in social housing or private rented accommodation compared to those from home owning families (40 and 44 per cent compared to 33 per cent), or from poorer performing schools (37 per cent of those in the lowest performing schools compared to 29 per cent in the highest) (See Table 4.5). In addition, young people from black and minority ethnic backgrounds were more likely to be concerned about costs than those from white backgrounds (36 per cent compared with 25 per cent).

Young people from peer groups where HE was not the norm were also more likely to have concerns about costs - 56 per cent of those who strongly disagreed with the statement '*most of my friends are planning to go to university*' had concerns about costs, compared to 24 per cent who strongly agreed. (See Appendix Table A4.4).

Table 4.5 - Whether costs of HE had led young person to consider not applying by personal and educational characteristics (%)

Considered not applying due to costs	Yes	No	Base (N)
Male	33.0	67.0	2,192
Female	35.5	64.5	2,681
Not in education	-	-	26
No EMA (in education only)	31.8	68.2	3,209
EMA less than £30	39.9	60.1	459
EMA full amount £30	38.9	61.1	1,194
White	36.3	63.7	4,058
Black and minority ethnic background	25.0	75.0	813
Very likely to apply to HE	25.9	74.1	3,710
Fairly likely to apply to HE	60.0	40.0	1,212
Not very likely to apply to HE	na	na	na
Not at all likely to apply to HE	na	na	na
Own home / mortgage	33.4	66.6	4,151
Social housing	39.5	60.5	456
Private / other	43.8	56.2	226
Managerial / professional	30.9	69.1	2,409
Intermediate	41.2	58.8	1,148
Routine / manual / unemployed	39.9	60.1	696
Poor performing schools (lowest quartile)	37.3	62.7	565
Under performing schools (2nd lowest quartile)	34.9	65.1	826
Good performing schools (2nd highest quartile)	40.9	59.1	1,265
Best performing schools (highest quartile)	29.4	70.6	2,196
All	34.3	65.7	4,923

Base: All level two achievers (excludes don't knows), planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Wider influences on concerns over costs

There is also evidence to suggest that the extent to which a young person may have had concerns about the costs of going into higher education is related to the potential financial return that the young person expects to receive from this investment and their attitude to debt. Those planning to take art and design degrees or who were undecided about subject of study were more likely to be concerned about costs (40 per cent) than those choosing potentially higher earning degree subjects (17 per cent choosing medicine and related, and 24 per cent choosing science, technology, engineering or maths subjects). Those young people who were less likely to see the value in HE, measured through attitude statements, were correspondingly more likely to be potentially deterred by costs:

- those who strongly agreed with the statement '*I don't need a degree to get a job*' rather than strongly disagreed (43 per cent compared with 24 per cent said they had considered not applying due to the costs involved in HE)
- those who strongly disagreed with the statement '*the best jobs go to people who have been to university*' rather than strongly agreed (53 per cent compared with 28 per cent)
- those who strongly disagreed with the statement '*getting a degree means you will get a better paid job*' rather than strongly agree (48 per cent compared with 39 per cent, see Appendix Table A4.4).

Similarly, those who had concerns about costs were less likely than those without these concerns to mention the careers benefits to HE (79 per cent compared to 82 per cent, see Appendix Table A4.1). This group were also relatively more likely to cite the financial disadvantages to HE (78 per cent compared to 68 per cent, see Appendix Table A4.3).

Finally, young people with negative attitudes to debt, that is those feeling strongly that '*owing money is wrong*' and that '*once you get into debt often it is difficult to get out*', were much more likely to say that the financial aspects of going to university had made them think about not applying (see Appendix Table A4.5).

Types of concerns

Those who had expressed concern over costs were given a list of financial aspects and asked which they were concerned about. The most frequently cited concern was having to borrow money / get into debt, mentioned by 86 per cent. This was followed by concerns over the level of tuition fees (63 per cent), living costs such as rent, food bills and travel (62 per cent), and having to rely on parents for money (44 per cent). (See Table 4.6).

Table 4.6 - Financial concerns with HE

	%
Level of tuition fees	63.1
Living costs (rent, food, travel etc)	62.1
Having to borrow money/get into debt	86.0
Having to rely on parents for money	43.6
Other	0.6
No Answer	0.2
Base (N)	1,689

Base: Level two achievers, planning to go to HE, reporting that financial concerns have made them have doubts about applying

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Students from white backgrounds were more likely to be concerned about all types of costs than those from black and minority backgrounds. Young females were relatively more likely than males to be concerned about having to rely on their parents for money, and those not in receipt of EMA support were also more likely to be concerned about financial dependency on parents (see Table 4.7). This appears to be a realistic concern amongst non EMA students as they were considerably more likely than EMA students to anticipate parental financial support with costs of HE study (71 per cent compared to 50 per cent - see next section), and similarly their parents were considerably more likely to anticipate supporting them financially (91 per cent compared to 70 per cent).

Table 4.7 - Financial concerns with HE %

	Fees	Living costs	Borrow money	Rely on parents	Base (N)
Male	64.4	60.2	85.5	39.1	723
Female	62.1	63.7	86.6	47.3	953
No EMA (in education only)	61.8	60.7	86.0	48.0	1021
Receipt of EMA (in education only)	64.8	64.4	86.1	36.8	649
White	63.7	62.6	87.2	45.0	1,473
Black and minority ethnic background	58.7	59.2	78.6	35.0	203
All	63.1	62.1	86.0	43.6	1,689

Base: Level two achievers, planning to go to HE, reporting that financial concerns have made them have doubts about applying

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

4.3 Methods of funding higher education

In the LSYPE survey, the young people who had the potential to go to HE (level two achievers) and had an expressed intention to go were asked how they might fund their studies; the parents of these same young people were also asked about potential funding sources.

4.3.1 Young people's perspectives

Young people were asked about their perceived eligibility for a government grant or university bursary (see above) and were then subsequently asked about their thoughts on other funding methods: '*Which other ways, apart from grants and bursaries, do you think you would use to pay for your fees and living expenses when you're at university?*' From a showcard of ten potential sources of funding, by far the most frequently cited was student loans (85 per cent), this was true for all groups of young people and appeared to be considered the key method of funding studies. This was followed by paid work during holidays (71 per cent), money from parents (64 per cent) and doing paid work in term time (60 per cent). (See Table 4.8). So in the main, young people felt they would fund their studies through a combination of student loans, undertaking paid work and relying on parents for additional financial support.

Less than half of students felt they would be able to draw on personal savings (41 per cent), very few mentioned using commercial sources of finance such as bank loans (eight per cent) or other sorts of loans such as credit cards (four per cent), and a small group felt they would get support from an employer (six per cent).

Table 4.8 - Additional methods of funding HE study

	% cases
A Student Loan	84.8
Borrowing money from a bank or similar organisation	7.8
Another sort of loan (e.g. credit cards / overdraft etc)	3.8
Sponsorship or financial support from an employer	6.3
Doing paid work during term-time	60.1
Doing paid work during the holidays	71.1
Money from parents or other family members	63.7
Money from friends	0.6
Your own savings	40.9
Other	0.9
Don't know	0.3
<i>Base (N)</i>	<i>4,928</i>

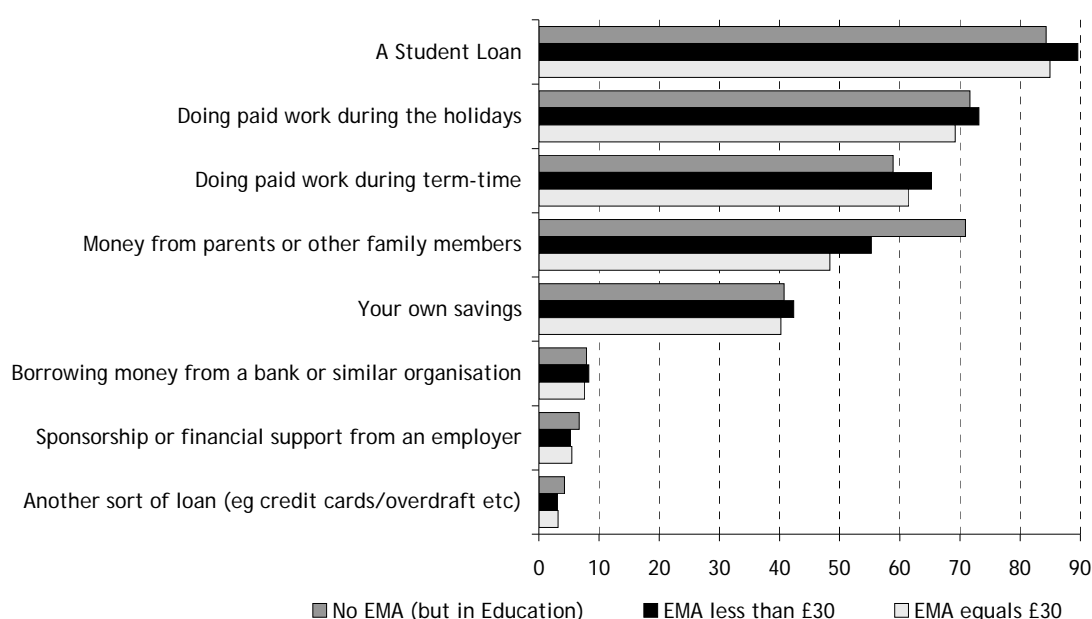
Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Which students think they will rely on which funding sources?

There was very little difference in the intended funding methods for young people in receipt of EMAs compared with those who did not receive this form of support, with one exception – family support. Those without EMAs were considerably more likely than those with EMAs to believe that their parents or other family members would give them money to help them pay for fees and living costs whilst at university (71 per cent compared to 50 per cent) (see Figure 4.2). Similarly those from lower socio-economic backgrounds, routine and manual work families, were less likely to anticipate financial support from their families (50 per cent compared to 62 per cent of those from intermediate occupational backgrounds 70 per cent from managerial and professional backgrounds). Those from lower socio-economic backgrounds were also relatively less likely to feel they could draw on savings. (See Table 4.9)

Figure 4.2 - Additional methods of funding HE study by receipt of EMA (%)



Base: All level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

There was little difference by gender, although young males were relatively more likely than females to cite employer support (nine per cent compared to four per cent). Those from black and minority ethnic backgrounds were less likely to anticipate working (either during term-time or holidays) than those from white backgrounds, and were also relatively less likely to expect to be able to use savings (see Table 4.9).

Young people who were closer to HE, in that they were very likely to apply and/or to apply within the next two years (rather than sometime in the future) were relatively more likely to cite student loans, working during holidays and family support. It is interesting to note that there was no real difference in intention to use savings amongst those anticipating going to university at some time in the future compared to those planning to go in the next couple of years (42 per cent and 41 per cent), suggesting that the former group are not delaying HE entry to build up their savings.

Finally, young people with concerns about the costs of HE (who reported that they had considered not applying due to the fees and living expenses involved, see above) appeared to consider multiple methods of supporting themselves. This group were more likely to cite each of the potential sources of funding than those without financial concerns, with notable one exception. Those with financial concerns were considerably less likely to anticipate support from their parents and other family members (54 per cent compared to 68 per cent) so may not have the perceived security of this 'safety net' (see Table 4.10).

Table 4.9 - Additional methods of funding HE studies %)

	Student loan	Bank	Other loan	Employer support	Term work	Holiday work	Parental support	Own savings	Base (N)
Male	84.1	9.2	4.5	9.1	59.0	70.4	63.7	41.0	2,195
Female	85.6	6.6	3.2	4.0	61.2	71.7	63.4	41.0	2,679
No EMA (in education only)	84.3	7.9	4.3	6.7	58.9	71.6	70.9	40.8	3,209
- EMA less than 30	89.6	8.3	3.1	5.3	65.3	73.1	55.2	42.3	457
- EMA equals £30	85.0	7.6	3.2	5.5	61.5	69.2	48.4	40.2	1,197
White	85.4	7.8	3.9	6.7	62.6	73.3	64.2	42.6	4,059
Black and minority ethnic background	82.8	7.8	3.3	4.1	48.4	59.9	60.3	32.7	813
Very likely to apply to HE	86.8	7.1	3.5	5.9	59.3	72.4	66.3	41.1	3,709
Fairly likely to apply to HE	78.7	10.1	4.9	7.4	62.6	67.1	55.4	40.1	1,214
- In the next two years	85.8	7.6	3.8	6.1	60.2	71.8	64.6	40.8	4,610
- Some other time in the future	70.4	11.1	4.4	8.5	58.7	61.7	49.6	42.1	314
Managerial	86.0	7.7	3.7	7.1	59.2	72.9	69.7	41.2	2,403
Intermediate	84.4	8.1	3.7	5.7	61.0	70.1	61.9	42.7	1,149
Routine and manual	83.2	7.3	4.8	5.9	63.3	70.3	50.0	37.7	697
Consider not applying due to finance	86.5	11.0	5.5	7.1	68.2	73.0	54.3	43.9	1,679
Not deterred from applying due to finance	84.2	6.2	3.0	5.9	55.9	70.2	68.4	39.3	3,219

Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table 4.10 - Additional methods of funding HE studies by concerns over the costs of going to HE (%)

Financial aspects made you consider not applying?	Yes	No	Total
A Student Loan	86.5	84.2	85.0
Doing paid work during the holidays	73.0	70.2	71.1
Money from parents or other family members	54.3	68.4	63.6
Doing paid work during term-time	68.2	55.9	60.1
Your own savings	43.9	39.3	40.9
Borrowing money from a bank or similar organisation	11.0	6.2	7.9
Sponsorship or financial support from an employer	7.1	5.9	6.3
Another sort of loan (e.g. credit cards / overdraft etc.)	5.5	3.0	3.8
Money from friends	0.7	0.6	0.7
Other	1.0	0.8	0.9
Don't know	0.2	0.4	0.3
Base (N)	1,679	3,219	4,898

Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

4.3.2 Parental perspectives

Parents of the young people were asked about their thoughts on potential funding methods: ‘*if [child] does go on to university to do a degree, how do you think that their university fees and term time living expenses will be paid for?*’ From a showcase of six potential sources of funding, by far the most frequently cited was parental support. In more than four out of five families (84 per cent), the parents expected to provide support or give money to help their child whilst at university. Other commonly anticipated sources of finance were student loans (mentioned by 78 per cent) and the students taking on part-time work (64 per cent). There was some anticipation of university support, with 17 per cent anticipating a university scholarship or bursary, and also that other family members would help out (11 per cent) (see Table 4.11). The latter indicates that for those likely to go to university, it was not just parents making plans or taking steps to help pay for their child’s HE costs as other family members could be involved too. However, there was relatively less wider family support anticipated amongst those from routine and manual work backgrounds (nine per cent), those families living in social housing (seven per cent) and families from black and minority ethnic backgrounds (seven per cent).

It is interesting to note that whilst the most commonly mentioned funding sources were the same for young people and their parents, parents were much more likely to anticipate providing support than the young person anticipated receiving it¹.

¹ Note that direct comparison of percentages is not possible due to the difference in the questions and potential answers given to young people and to their parents.

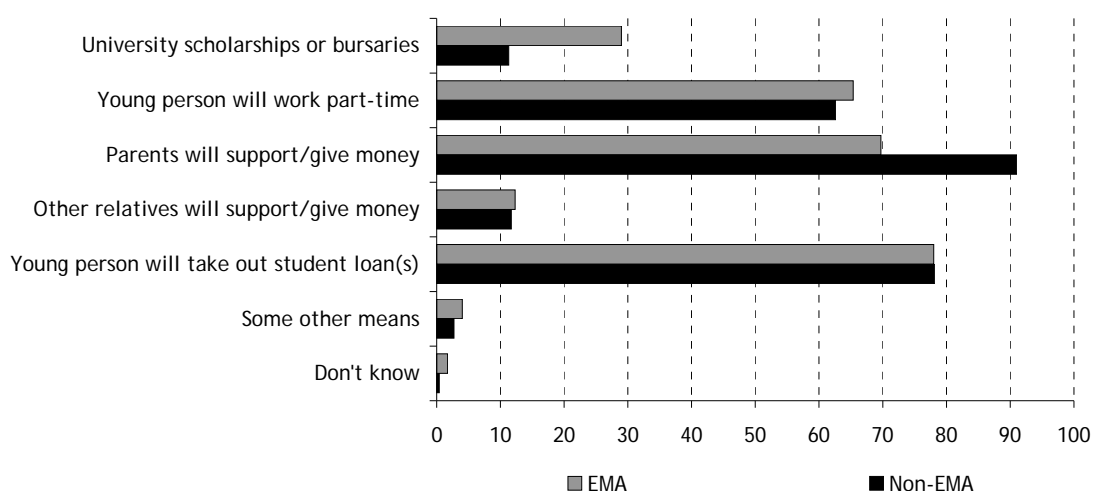
Table 4.11 - Parental perspective of funding sources

	% of cases
University scholarships or bursaries	17.2
Young person will work part-time	63.6
Parents will support/give money	83.8
Other relatives will support/give money	11.2
Young person will take out student loan(s)	78.0
Some other means	3.1
Don't know	0.9
Base (N)	4,563

Base: Main parent of level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Parents in less advantaged families, measured through receipt of EMA, were more than twice as likely to anticipate financial support for their child in the form of university scholarships or bursaries (29 per cent compared to 11 per cent). Conversely, fewer reported that they, as parents, would provide support (70 per cent compared to 91 per cent). (See Figure 4.3).

Figure 4.3 - Parental perspective of funding sources by receipt of EMA (%)

Base: Main parent of all level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Supporting children at university

The large group of parents who anticipated providing some form of support to their child to help them with the costs of going to university were asked to indicate from a list which kind of support they would give. The majority of these parents expected to support their child through their earnings (80 per cent). Around 42 per cent expected to use their existing savings and 31 per cent reported that they were currently building savings specifically to support their child's education. Other families intended to provide support by helping out with accommodation costs - approximately one-third of families (35 per cent) intended to let their

child live at home during term-time and one-quarter of families (23 per cent) would purchase or rent accommodation for their child. (See Table 4.12).

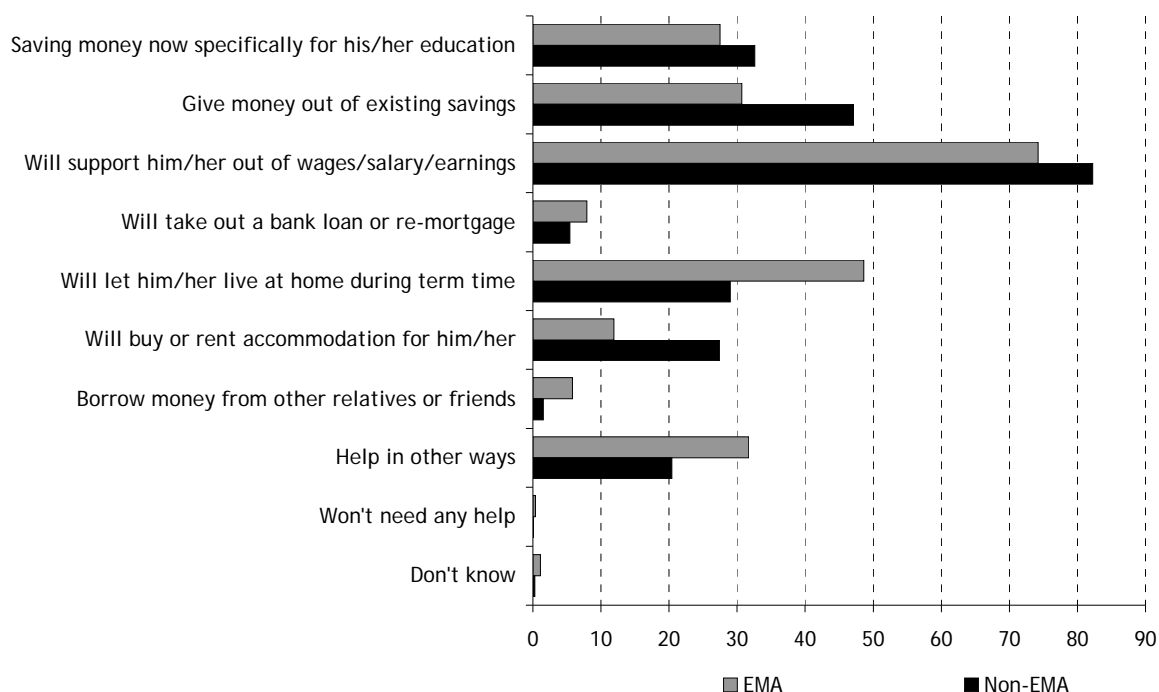
Table 4.12 - Likely methods of parents to provide support to their child

	% of cases
Saving money now specifically for his /her education	31.1
Give money out of existing savings	42.4
Will support him/her out of wages /salary /earnings	80.0
Will take out a bank loan or re-mortgage	6.1
Will let him / her live at home during term time	34.5
Will buy or rent accommodation for him / her	22.9
Borrow money from other relatives or friends	2.7
Help in other ways	23.6
Won't need any help	0.2
Don't know	0.5
Base (N)	3,823

Base: Main parent of level two achievers who were planning to go to HE, those parents planning to provide support

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Figure 4.4 - Likely methods of parents to provide support for their child by (young person's receipt of EMA (%))



Base: Main parent of all level two achievers who were planning to go to HE, those parents planning to provide support

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

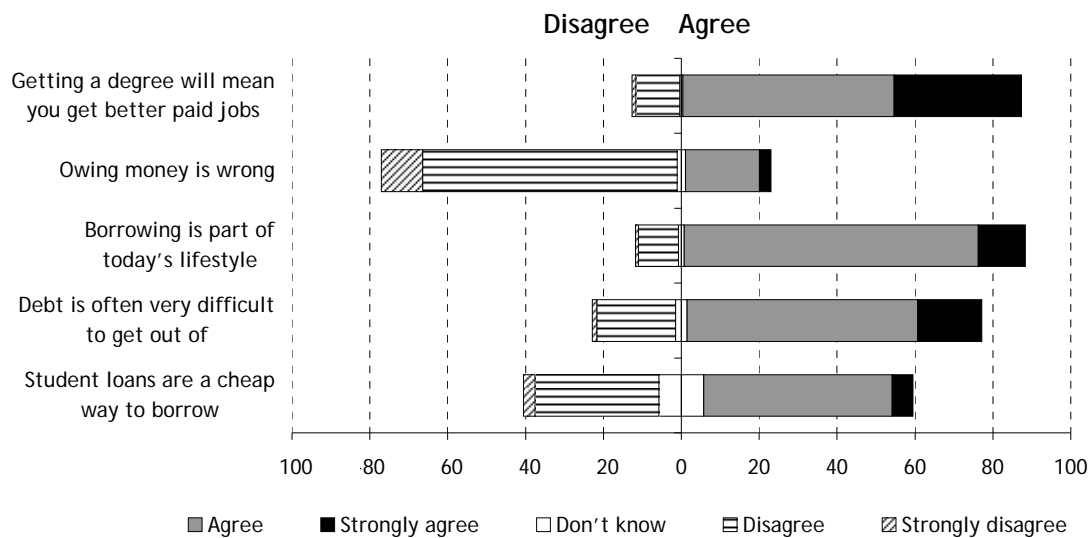
There appeared to be key differences in the support strategies anticipated by less advantaged families compared to those from more affluent backgrounds - particularly in terms of accommodation. Parents of young people in receipt of EMAs were much more likely to anticipate providing support by letting their child live at home during term-time (49 per cent compared to 29 per cent), whereas parents of young people who were not in receipt of an EMA were more than twice as likely as those from less advantaged families to anticipate covering accommodation costs of living away whilst at university (27 per cent compared to 12 per cent). Parents of young people who did not receive EMA support were also much more likely to anticipate using their earnings and using or building savings to support their child (see Figure 4.4).

4.4 Attitudes to debt

When exploring issues around the financial aspects of HE and young people’s awareness of and reactions to these it is interesting to take a measure of their general attitude to debt. This is particularly pertinent given the widespread use of student loans to cover HE costs. As noted above, the majority of young people and their parents anticipate that they will take up student loans, and one of the most frequently cited concerns about the financial aspects of going to university is having to borrow money and get into debt.

Young people in the LSYPE survey were given four statements relating to debt and were asked the extent to which they agreed or disagreed with each (using a four point scale): *‘I am now going to read out some things that young people have said about the costs of studying at a university. For each statement, please say whether you agree or disagree.’*

Figure 4.5 - Attitudes to debt (%)



Base: All level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Generally young people had positive attitudes to debt, particularly in the context of HE. Most viewed HE debt as an investment, in that 87 per cent agreed that getting a degree will mean you get better paid jobs later on in life (also see Chapter 2 for a wider discussion of attitudes to HE) and more than half recognised that student loans are a cheap way to borrow money (54 per cent). However, one in ten young people were unsure about student loans. They also tended to view borrowing as normal but recognised the dangers involved. Over three-quarters (76 per cent) disagreed that owing money is wrong and the vast majority (88 per

cent) agreed that borrowing from a bank or loan company was a normal part of today's lifestyle; however, three-quarters (76 per cent) agreed that once you get into debt it is often very difficult to get out of it (see Figure 4.5 and Appendix Table A4.6).

There were some differences in attitude to debt by ethnicity, gender and family background. Those from black and minority ethnic backgrounds were more likely to agree that owing money is wrong than those from white backgrounds and this is likely to reflect cultural differences (26 per cent compared to 21 per cent). Young females were relatively more concerned about the difficulties of getting out of debt than their male peers (78 per cent compared to 73 per cent) and were less likely to recognise the advantages of student loans over other types of borrowing (38 per cent disagreed that students loans were a cheap way to borrow compared with 32 per cent of males, see Appendix Tables A4.7 - A4.11).

Those from less advantaged backgrounds, in terms of living in social housing, in receipt of full EMA support, in poor performing schools, and from routine and manual work families were relatively more likely than young people from other backgrounds to feel owing money is wrong (29 per cent, 23 per cent, 29 per cent and 26 per cent respectively compared to 22 per cent across all young people). In addition, those living in social housing were the most likely to feel that bank borrowing was not a normal part of life (particularly in contrast to those living in private rented accommodation, who in turn were the most concerned about the difficulties of getting out of debt) and those in receipt of a full EMA award were also relatively more likely than those with no or only partial support to feel borrowing was not normal. Those from routine and manual work families were also more concerned about the difficulties of getting out of debt (see Appendix Tables A4.7 - A4.11).

There were also some correlations between attitudes to debt (in the context of HE) and subject choice (what the young person would like to study at university). For example, those intending to study professional subjects were the most likely to agree that owing money is wrong (24 per cent) and this is particularly in contrast to those aiming for courses in English, humanities and languages (12 per cent, see Appendix Table A4.12). This is likely to reflect students' backgrounds which strongly influence subject choice (see next chapter), and, therefore, suggest it is background driving the patterns in debt attitudes and subject choice rather than subject choice being driven by attitudes to debt. This, however, requires further research.

4.4.1 Attitudes to debt and HE intentions

There was a strong correlation between attitudes to debt and HE intentions, and those who were less willing to participate in HE had more negative attitudes to debt (or conversely those who were likely to apply to higher education had more positive attitudes to debt than those less likely or unlikely to apply, see Table 4.12).

Among those with the potential to go to university (level two achievers), a relatively greater proportion of those who said they did not intend to go (were not at all likely or not very likely to apply) felt that owing money was wrong, borrowing money was not a normal part of today's lifestyle, debt can be very difficult to get out of, and student loans were not a cheap way to borrow money. Looking at each debt attitude in turn, and contrasting the proportion who were not at all likely to apply to university with those who were very likely to apply illustrates the pattern clearly:

- *'Owing money is wrong'*: 18 per cent of those very likely to apply agreed compared to 37 per cent of those not at all likely
- *'Borrowing money from a bank or loans company is a normal part of today's lifestyle'*: nine per cent of those very likely to apply disagreed compared to 15 per cent of those not at all likely

- 'Once you get into debt it is very difficult to get out of it': 72 per cent of those very likely to apply agreed compared to 90 per cent of those not at all likely
- 'Student loans are a cheap way of borrowing money': 32 per cent of those very likely to apply disagreed compared to 41 per cent of those not at all likely. It should also be noted here that a relatively high proportion of young people who were not at all likely to enter HE suggested that they didn't know if student loans were a cheap way of borrowing (18 per cent compared to ten per cent of those very likely to apply and 11 per cent across all young people with the potential to go on, see Table 4.13).

Similarly, those who could be deterred from HE entry also had more negative attitudes to debt. As noted above, those who intended to go to university but had considered not applying due to concerns over the costs of HE, were more likely to feel negatively about debt: to disagree that a degree leads to better paid jobs, agree that owing money is wrong, disagree that borrowing is normal, agree that debt can be difficult to get out of, and disagree that student loans are a cheap way to borrow money (see Appendix Tables A4.7-A4.11).

Table 4.13 - Agreement with attitudes to debt by intentions to go to university (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
<i>Owing money is wrong</i>						
Very likely to go	1.8	2.2	15.3	67.5	13.2	3,767
Fairly likely to go	1.9	2.4	20.8	66.2	8.8	1,271
Not very likely to go	2.6	4.4	24.1	62.9	6.0	854
Not at all likely to go	3.1	6.8	30.1	54.4	5.6	621
All	2.0	3.0	18.9	65.4	10.7	6,513
<i>Borrowing money is a normal part of today's lifestyle</i>						
Very likely to go	1.3	14.2	75.0	8.8	0.6	3,765
Fairly likely to go	1.5	9.7	76.6	11.6	0.6	1,271
Not very likely to go	1.2	8.5	75.9	13.3	1.1	854
Not at all likely to go	.8	9.3	75.2	13.0	1.6	621
All	1.3	12.1	75.5	10.4	0.8	6,511
<i>Once you get in debt it is often very difficult to get out of it</i>						
Very likely to go	3.1	14.5	57.4	23.3	1.7	3,768
Fairly likely to go	3.2	14.6	61.1	20.2	0.8	1,271
Not very likely to go	2.5	17.3	64.3	15.7	0.2	854
Not at all likely to go	2.4	29.8	60.0	7.3	0.5	620
All	3.0	16.4	59.3	20.2	1.2	6,513
<i>Student loans are a cheap way to borrow money</i>						
Very likely	9.6	7.0	52.0	28.6	2.9	3,768
Fairly likely	13.4	3.5	45.4	36.3	1.4	1,270
Not very likely	11.4	1.8	45.1	38.1	3.7	854
Not at all likely	18.4	3.1	38.2	34.5	6.0	621
All	11.4	5.3	48.5	31.9	3.0	6,513

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

5 Subject Choice in Higher Education

This chapter reviews the subject choices of those planning to study at university. We begin by considering the broad subject areas that young people are looking to study at university before reviewing how subject choice varies by the young peoples' characteristics. We then look at the factors that young people regard as important in their subject choice and how this relates to the degrees young people wish to study at university. The final section examines in more depth attitudes towards science, technology, engineering and mathematics (STEM) degrees before reviewing how these attitudes affect degree choice.

Key messages

- Around three-quarters of young people who are interested in going to university know what subject they would like to study. These subject preferences are strongly associated with differences in sex, ethnicity and socio-economic background.
- Relative to young men, young females were more likely to be interested in medicine and subjects allied and social sciences. They were less likely to be undecided in their subject choice or suggest an interest in taking up a STEM degree.
- Young people from black and minority ethnic backgrounds were relatively more likely to be undecided about subject choice or reveal a preference for vocational courses (eg medicine and subjects allied or professional subjects). They were least likely to suggest an interest in English, humanities and languages.
- Those in receipt of EMAs were more likely to want to study professional subjects or social sciences and had a low interest in English, humanities and languages.
- There were clear correlations between the reasons that young people have for going to university and their subject choices. Those choosing to study vocational degrees (such as medicine and subjects allied or professional subjects) were the most likely to have suggested that they want to go to university for career reasons, while individuals who cited art, design and media or English, humanities and languages were among the least likely to have highlighted career reasons. Conversely, young people wishing to study art, design and media or English, humanities and languages were more likely to cite social, educational or self-development reasons for entering higher education than those seeking to study other vocationally related degrees.
- The factor considered most important in subject choice was being interested in that subject. This was followed in importance by career concerns, such as an interest in getting a specific job after university and a desire to get a well paid job after university. The opinions of family members and the ease of getting onto a course were among the least important issues.
- Young people interested in taking STEM degrees were no more likely (or unlikely) than those wishing to study other subjects to view STEM degrees as being harder or requiring more work. They were, however, more likely to believe that STEM degrees are in demand from employers and that these subjects attract higher salaries.
- Secondary school interests are key determinants of subject choice. Those who revealed the greatest interest in maths or science subjects at the age of 13/14 were the most likely to suggest that they were interested in undertaking medicine and subjects allied or STEM degrees at the age of 17. Those who suggested they enjoyed English were the most likely to favour English, humanities and languages or art, design and media degrees.

5.1 Background

Research suggests that subject choice is made early on in the decision-making process about higher education, coming after deciding on participation and prior to decisions about where to study. Indeed, subject choice is often the key factor in choosing a university. The subject choice itself is heavily influenced by gender and gender stereotypes (see, for example, a review of SET by Pollard et al., 2003¹) and by ethnicity. Other influences include career motivations and subject enjoyment (Purcell et al., 2008²) and parents' attitudes (Connor et al., 1999³; Maringe F, 2006⁴).

There is evidence that younger students and those from higher socio-economic backgrounds were more likely to opt for subjects they were good at or enjoyed, while those from lower socio-economic backgrounds and older students were relatively more likely to choose subjects for career reasons (Purcell et al., 2008; see also Forsyth and Furlong, 2000⁵). Women and those from black and minority ethnic backgrounds were more likely to choose to apply for vocational subjects at HE as were those individuals with lower entry qualifications or non standard qualifications. The authors also indicate that family pressure was sometimes felt to constrain subject choices. Although Payne (2008⁶) suggests that parents may allow their children more freedom with their subject choices than in their initial decision to continue in education. She notes that here, friends may have more influence.

5.2 Subject preferences

The LSYPE Wave 4 survey collected data on university subject preferences among those young people who were undertaking A-levels and who revealed an interest in applying for university either in the next two years or some time in the future. Of those questioned, around three-quarters (73 per cent) did have a subject choice in mind. Over one-fifth (22 per cent) of those citing a subject suggested that they would like to study for qualifications that were professional in nature; these subjects included business studies, accountancy and law. A further 16 per cent cited art, design and media subjects; 16 per cent identified science, technology, engineering and mathematics (STEM) subjects; while medicine and subjects allied to health and medicine attracted 12 per cent of those who had identified a degree choice. Finally, nine per cent of those who know what subject they wish to study reported wanting to take English, humanities and foreign languages, and eight per cent reported an interest in a social science, such as economics, psychology, sociology or politics (see Table 5.1).

¹ Pollard E, Jagger N, Perryman S, Van Gent M and Mann K (2003) Ready SET Go: A Review of SET Study and Careers Choices, IES Report.

² Purcell K, Elias P, Ellison R, Atfield G, Adam D and Livanos I (2008) Futuretrack: Applying for Higher Education - the Diversity of Career Choices, Plans and Expectations, Warwick Institute for Employment Research and HECSU.

³ Connor H, Burton R, Pearson R, Pollard E and Regan J (1999) Making the Right Choice: How Students Choose Universities and Colleges, CVCP.

⁴ Maringe F (2006) 'University and Course Choice, Implications for Positioning, Recruitment and Marketing', International Journal of Educational Management (20:6) pp466-479.

⁵ Forsyth A and Furlong A (2000) Socio-economic Disadvantage and Access to Higher Education, Policy Press/Joseph Rowntree Foundation.

⁶ Payne J (2003) Choice at the end of Compulsory Schooling: A Research Review, Research Report RR414, Department for Education and Skills.

Table 5.1 - Subject preferences among those studying A-levels who are likely to apply to higher education

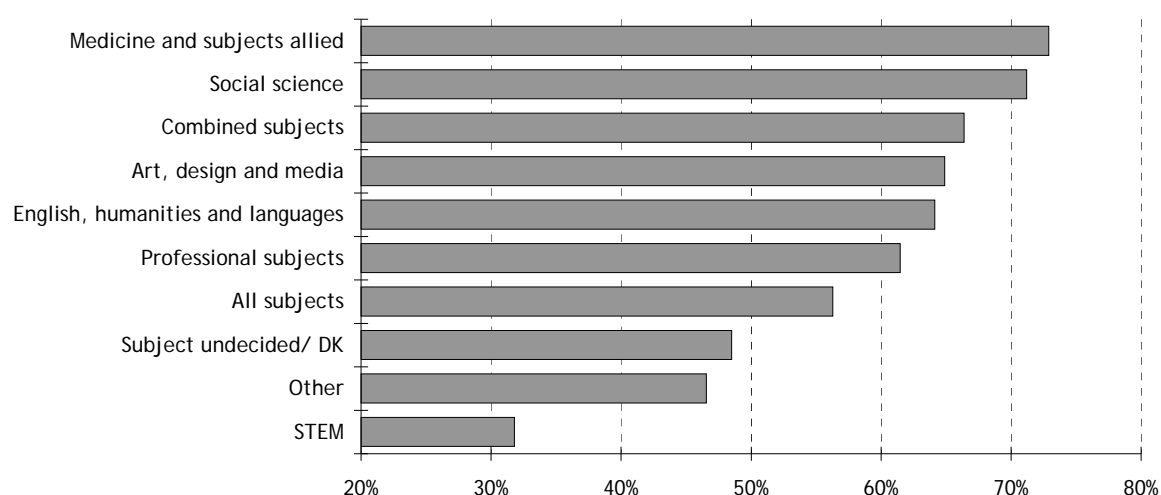
	Frequency	Percentage of all likely to apply	Percentage of those quoting a subject preference
Medicine and subjects allied	274	8.9	12.2
Professional subjects	484	15.8	21.5
STEM	349	11.4	15.5
Social science	181	5.9	8.0
English, humanities and languages	201	6.6	8.9
Art, design and media	362	11.8	16.1
Other	174	5.7	7.7
Combined	225	7.3	10.0
Subject undecided/ DK	821	26.7	na
Total	3,071	100.0	100.0

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

5.2.1 Subject choice and individual, socio-economic and educational characteristics

Subject preferences were strongly correlated with individual, socio-demographic and educational characteristics such as gender and ethnicity. Females represented over half (56 per cent) of all those undertaking A-levels who wished to apply to university but accounted for a disproportionate number of those aiming to study medicine and allied subjects (73 per cent were female); social sciences (71 per cent); art, design and media (65 per cent); English, humanities and languages (64 per cent) and professional subjects (61 per cent). Females were less well represented among STEM subjects (32 per cent) and the undecided group (49 per cent) (see Figure 5.1).

Figure 5.1 - Percentage of females by subject preference

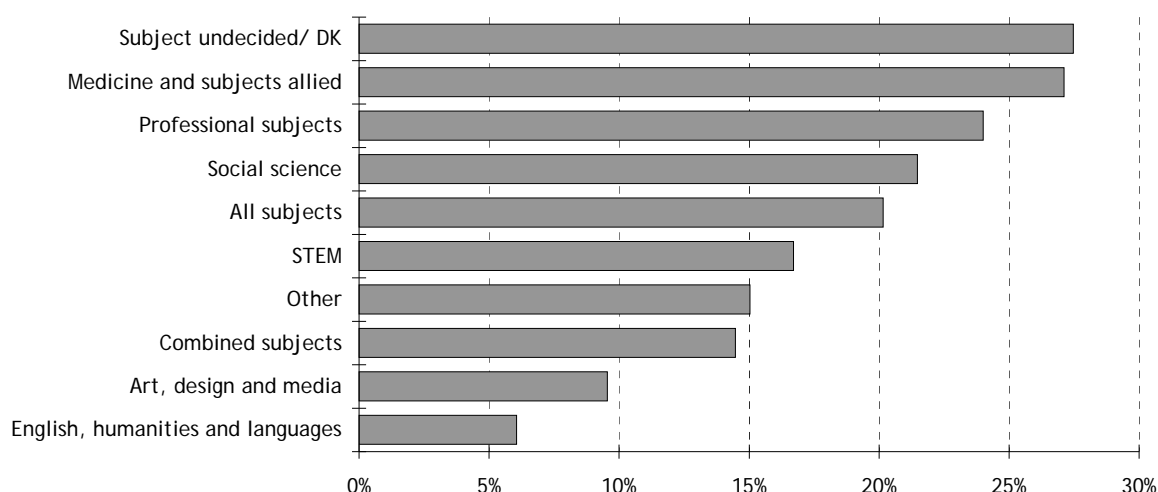


Base: Those studying A-levels and planning to go to university

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

In terms of differences by ethnic background, black and minority ethnic groups represented 20 per cent of those interested in applying to university and made up a disproportionate number of those aiming to study: medicine and allied subjects (27 per cent); professional subjects (24 per cent); and social sciences (21 per cent). Black and minority ethnic groups were also strongly represented among the undecided (27 per cent). They were less well represented among STEM subjects (17 per cent); art, media and design; English, humanities (ten per cent) and foreign languages (six per cent) (see Figure 5.2).

Figure 5.2 - Percentage of those from black and minority ethnic backgrounds by subject preference

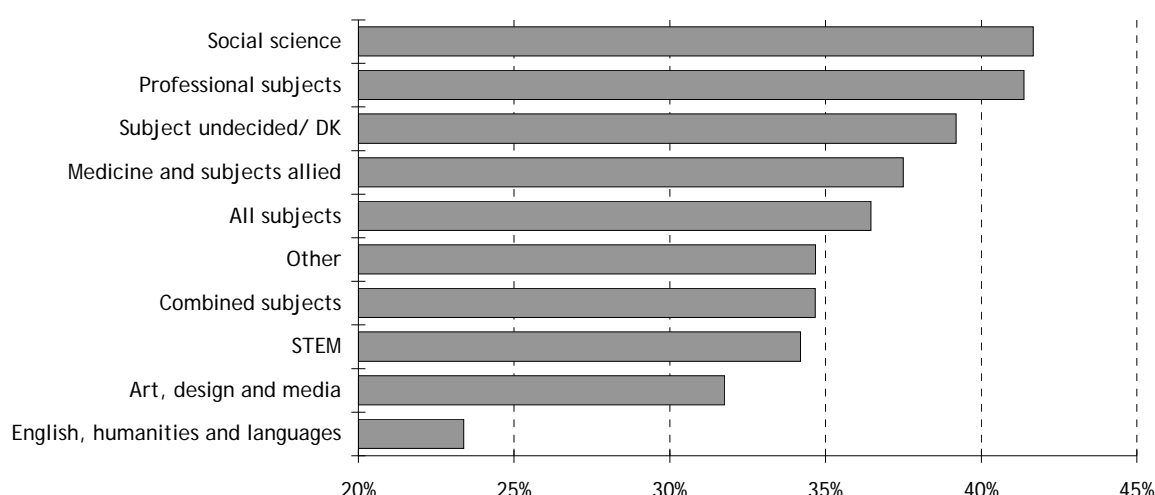


Base: Those studying A-levels and planning to go to university

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Turning now to socio-economic factors, there are some differences between subject preference and receipt of EMA. Young people studying with EMAs made up a disproportionate number of those aiming to undertake social sciences (42 per cent were in receipt of EMA) and professional subjects (41 per cent) and the undecided (39 per cent). This compares to the overall figure for A-level students of 36 per cent. They were less represented among STEM subjects (34 per cent); art, design and media (32 per cent); and English, humanities and languages (23 per cent) (see Figure 5.3). Similar differences were observed across parental occupations and housing tenure.

Figure 5.3 - Percentage of those in receipt of EMA by subject preferences



Base: Those studying A-levels and planning to go to university

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

The socio-economic variations in subject preferences were mirrored by the difference in school success rates. Young people who studied at 'high achieving schools' during Year 11 made up a disproportionate number of those aiming to study English, art and humanities (61 per cent); social science (51 per cent) and medicine and allied subjects (47 per cent). This compares to an overall figure for A-level students in high achieving schools of 43 per cent. They were less well represented among professional subjects and art, design and media (both 40 per cent).

5.2.2 Subject choice and careers

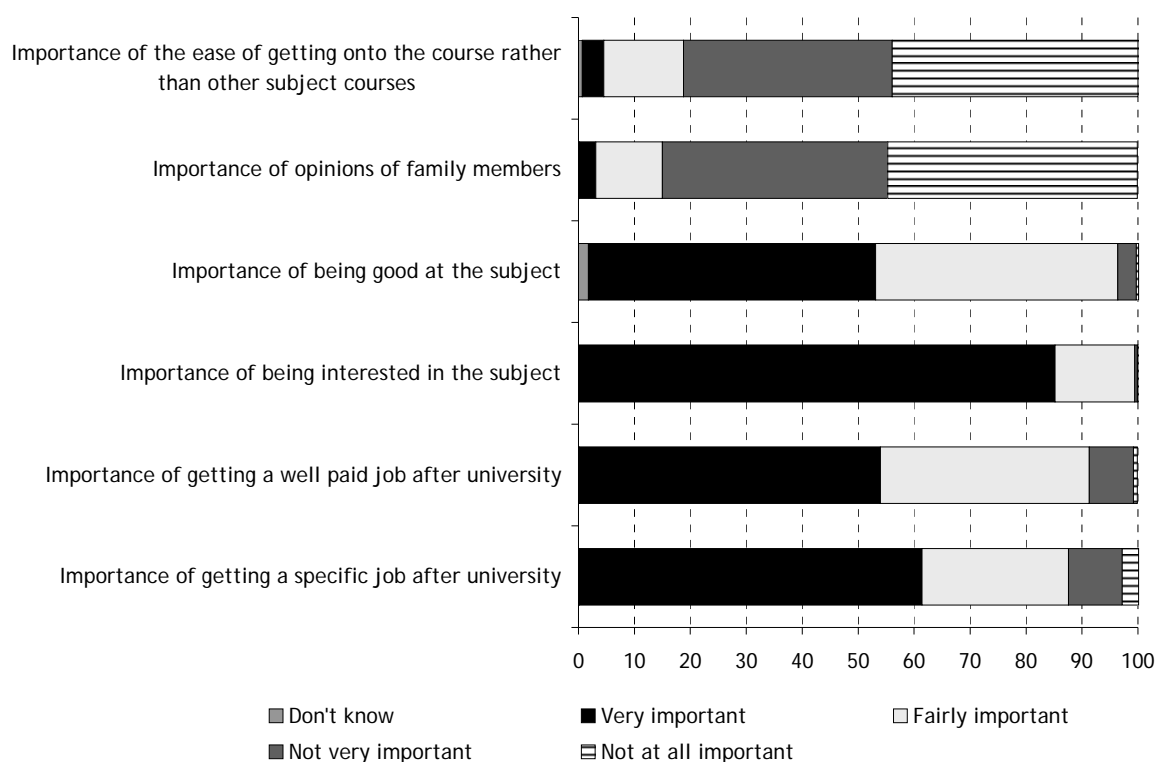
As we might expect, subject choice and the views and perceptions of young people towards higher education were highly correlated. Those interested in studying medicine and allied subjects, for example, were the most likely to strongly disagree with the statement that '*I don't need a degree for the job I want to do*' (78 per cent did so) and were also the most likely to strongly agree that '*the best jobs go to people who have been to university*' (33 per cent did so). Similarly, among the young people who revealed a preference for studying professional subjects, around half (51 per cent) strongly disagreed with the view that they '*don't need a degree for the job they want to do*'. Unlike those planning to study medicine and subjects allied, however, they were only marginally more likely than the average to strongly agree that the best jobs go to people who have been to university (25 per cent did so).

The general perceptions described above contrast with those planning to study art, design and media. These young people were the least likely to strongly disagree with the statement that they '*do not need a degree for the job they want to do*' (29 per cent) and were least likely to strongly agree with the view that '*best jobs go to people who have been to university*' (17 per cent). The differences between vocational subjects and art, design and media, reflect the fact that medicine and applied subjects and professional subjects (eg accountancy and law) cover professions for which there are clearly defined graduate career paths. Art, design and media careers, however, have less well defined graduate and non-graduate career paths, and progression in related occupations may depend as much upon work experience as educational performance.

5.3 What determines subject choice?

Young people who had decided what subject they wished to study at university were asked to scale the importance of a number of factors (eg *'importance of getting a specific job'* or *'importance of being good at the subject'*) on their subject choice. The factors that were seen as most important related to being interested in the subject (85 per cent identified this as very important). This was followed by career concerns, such as needing a subject to get a specific job (61 per cent found this to be very important) and getting a well paid job (54 per cent). Around half (51 per cent) of the young people interviewed thought that being good at the subject was very important. Factors that were considered least important related to the *'ease of getting onto a course'* and the *'opinions of family members'* (four per cent and three per cent respectively found these to be very important) (see Figure 5.4).

Figure 5.4 - Factors considered important in subject choice (%)



Base: Those who know what subject they wish to study at university

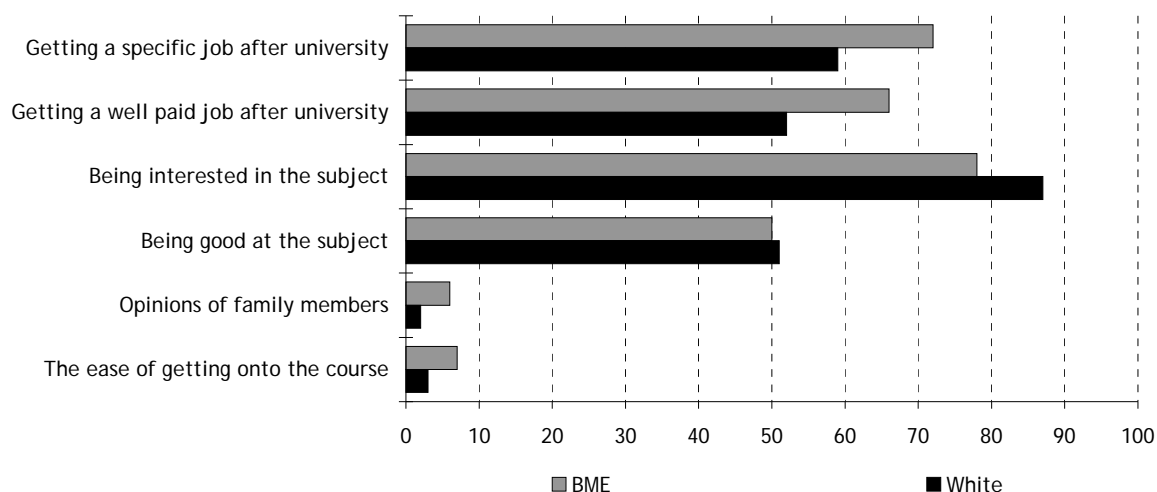
Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

5.3.1 Factors considered very important in subject choice by individual and educational characteristics

Black and minority ethnic groups were the most likely to find job or career factors and family opinion very important in their subject choice decision making. Almost three-quarters (72 per cent) of young people from black and minority ethnic groups thought that *'getting a specific job'* was very important (compared with 59 per cent of white respondents) and two-thirds (66 per cent) thought choosing a subject that would help *'getting a well paid job'* was very important (compared with 52 per cent of white respondents). Although the numbers were small, we also found that black and minority ethnic groups placed a greater emphasis on the ease of getting onto a course and family opinion. Seven per cent of young people from black and minority ethnic groups thought that the ease of getting onto a course was very important,

compared with three per cent of white respondents. Similarly, six per cent of black and minority ethnic groups respondents claimed that the views of family members were very important compared with two per cent among white young people. By contrast, white young people placed a slightly greater emphasis on being interested in the subject. Around nine out of ten (87 per cent) of white young people thought that this was very important compared with 78 per cent of those from black and minority ethnic groups (see Figure 5.5, and Appendix Tables A5.1 to A5.5).

Figure 5.5 - Percentage who consider factor to be very important by ethnicity

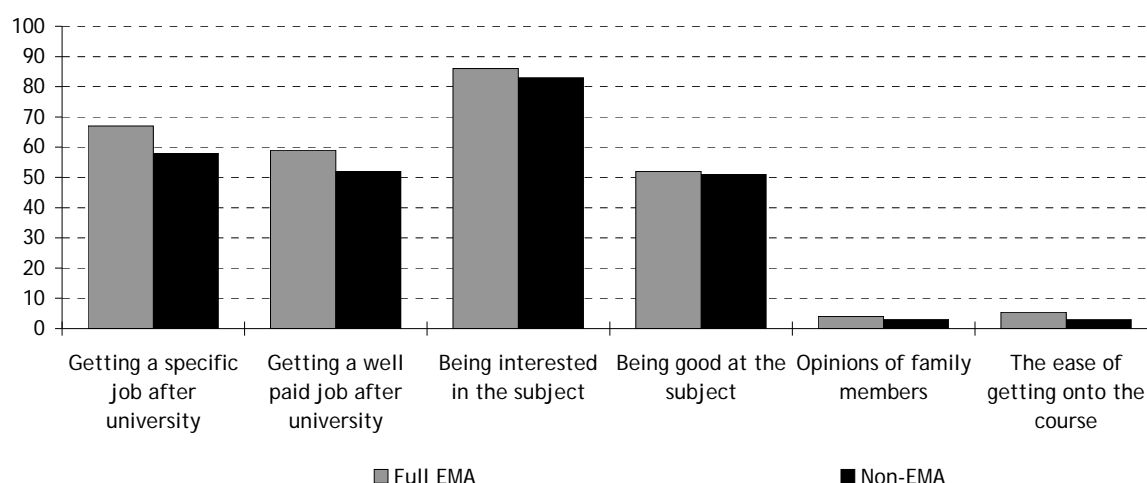


Base: Level two achievers planning to go to university

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Some of the differences between ethnic groups may reflect socio-economic variations. For example, around two-thirds of those in receipt of the upper limit of EMA and 69 per cent of those from routine and manual work backgrounds thought that '*getting a specific job*' was very important. This compares with 58 per cent of those studying without EMA and 56 per cent of those from managerial/professional backgrounds. In terms of whether the job is well paid, 59 per cent of young people on full EMAs found this was very important compared with 52 per cent of those in education with no EMA (see Figure 5.6). Among those from routine and manual work backgrounds 60 per cent felt that doing a subject that leads to a well paid job was very important, while among those from managerial/professional backgrounds around half (51 per cent) believed so.

Figure 5.6: Percentage who consider factor to be very important by receipt of EMA



Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

There are some minor differences in the importance of career aspirations and subject interest by gender. Females were slightly more likely than males to believe that getting a specific job is very important in subject choice (63 per cent compared to 59 per cent). Perhaps reflecting occupational segregation in lower paid jobs, females were less likely to place an emphasis on getting a well paid job (51 per cent thought this very important compared with 57 per cent). These patterns reflect motivations to consider HE for young men and women (see Chapter 2). Males were also more likely than females to emphasise being good at the subject as being very important (54 per cent compared to 49 per cent).

5.3.2 Factors considered important by subject choice

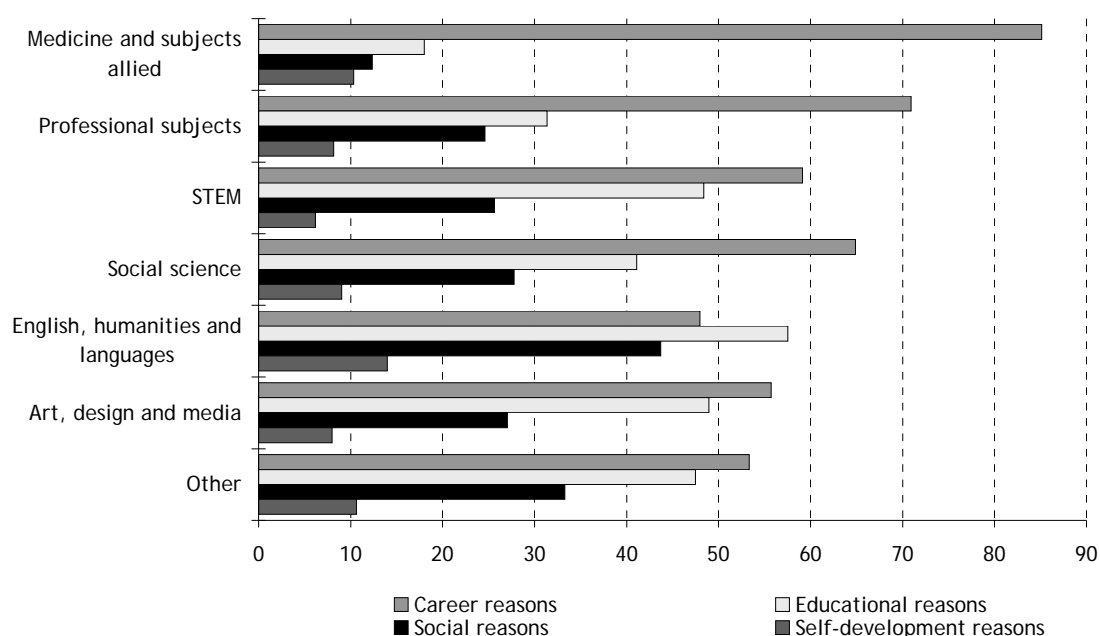
There was a clear relationship between the factors considered important in subject choice and what the young people wished to study. Those motivated by career concerns were generally more likely to choose vocational subjects than those motivated by interest. Looking at the top four factors:

- *'Getting a specific job'* - was most commonly cited as very important by those wishing to study medicine and subjects allied (91 per cent); professional subjects (73 per cent) and art, design and media (64 per cent). Those wishing to study English, humanities or languages were the least likely to regard getting a specific job as very important (35 per cent).
- *'Getting a well paid job'* - viewed as very important by 62 per cent of young people who suggested they wanted to study professional subjects; 57 per cent of those looking to study a STEM subject, and 56 per cent of those wanting to study medicine and allied subjects. Those wishing to study social science and English, humanities or languages were the least likely to cite this reason as very important (both 48 per cent).
- *'Being interested in the subject'* - regarded to be very important among young people wishing to study art, design and media (92 per cent); English, humanities and languages (92 per cent) and medicine and subjects allied (89 per cent). Those wishing to study professional subjects were the least likely to cite being interested in the subject as very important (80 per cent).

- *'Being good at the subject'* - seen as very important by those wishing to study art, design and media (66 per cent); STEM subjects and English, humanities and languages (both 55 per cent).

The above findings are consistent with the more general reasons that young people identify for going to university (see Chapter 2). In the same way that those seeking to study medicine and subjects allied or professional subjects were motivated in their subject choice by career aspirations, they were also among the most likely to be motivated to go to university for these reasons. Eighty-five per cent of those who cited an interest in medicine and subjects allied and 71 per cent of those who wished to take professional subjects were motivated to enter university for career reasons; this compares with 64 per cent who mentioned career reasons among all those looking to apply to university in general. In terms of other motivations, those looking to study English, humanities and languages were the most likely to cite social reasons (44 per cent did so) educational development reasons (57 per cent) and self-development reasons (14 per cent) (see Figure 5.7).

Figure 5.7 - Reasons cited for wanting to go to university by subject preference (%)



Base: Level two achievers, planning to go to HE and who know what subject they would like to study

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

5.4 Views and attitudes towards STEM degrees

Those young people in LSYPE Wave 4 who suggested that they were likely to apply to higher education were asked a range of attitude statements designed to uncover their views towards STEM degrees.

Table 5.2 - Views and attitudes towards STEM degrees (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Subjects like Science - Maths are more difficult than others	1.3	18.2	43.1	31.2	6.2	2,705
Studying science or maths means working longer hours	8.1	5.0	31.0	51.1	4.9	2,701
People with science - maths degrees are in demand by employers	8.8	15.0	53.6	21.3	1.4	2,702
People with science - maths degrees get better paid jobs	5.0	7.7	36.1	45.7	5.5	2,702

Base: Young people who are taking A-levels with a view of applying to higher education

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Looking at the extent to which attitudes towards STEM subjects can predict the willingness to participate in these subjects at degree level, it was found that there did not appear to be a relationship between plans to take STEM subjects at degree level and the perceived difficulty of STEM subjects. Those who were planning to study STEM subjects were no more or less likely to agree with the statement that '*subjects like science and maths are more difficult than other subjects*' than young people who were planning to go into higher education in general (62 per cent of those choosing STEM subjects agreed compared with 61 per cent). Likewise, those interested in taking STEM subjects were not particularly any more or less likely to believe that '*studying science and maths means working longer hours*' than those not planning to do so (35 per cent compared with 36 per cent) (see Appendix Tables 5.6 to 5.9).

There were differences, however, between subject choice and the perceived career benefits of taking STEM subjects. Those planning to take up STEM subjects were more likely to report economic reasons, such as being in demand by employers or getting better paid jobs. Eighty per cent of those aiming to undertake STEM subjects agreed with the statement that STEM subjects were in '*demand from employers*', compared to 69 per cent of the overall population of those looking to apply to university. Similarly, 56 per cent of those aiming to undertake STEM subjects agreed with the statement that '*people with science and maths degrees get better paid jobs*', compared to 44 per cent of those looking to apply more generally.

5.4.1 Early school experience and degree subject choice

Supporting the earlier findings that enjoying a subject is one of the most important factors in subject selection, we found a clear association between subjects that a young person liked at school and their subsequent degree preferences. The first wave of the LSYPE survey asked young people aged 13/14 about the extent to which they liked maths, science and English (see Appendix Tables A5.10 to A5.12).

Those who revealed a preference for studying a STEM subject at university (when surveyed aged 16/17) were more likely than any other group to have suggested that they liked maths 'a lot' aged 13/14 (43 per cent did so); followed by those wanting to study medicine and subjects allied at university (34 per cent). Young people planning to undertake English, humanities and languages or art, design and media at university were the least likely to suggest they liked maths a lot; 23 per cent and 19 per cent did so respectively.

Young people who were interested in taking a STEM or medicine and subjects allied degree were also among the most likely to have suggested that they liked science a lot when they were 13/14. Fifty-five per cent of those planning to take medicine and subjects allied and 54 per cent of those interested in taking STEM subjects suggested they liked science a lot, compared with 33 per cent of those looking to take English, humanities and languages and 25 per cent of those interested in art, design and media degrees.

Finally, if we focus on interest in English then the picture is reversed. Only 30 per cent of those looking to take STEM subjects were found to have liked English a lot, compared to 58 per cent of those seeking to study English, humanities and languages and 40 per cent of those looking to take art, design and media subject.

The above findings suggest that pre-GCSE school interests are among the key determinants of future degree preferences. Those young people who have not developed an interest in science or maths at the age of 13/14 are substantially less likely to consider pursuing a STEM subject at the age of 16/17.

6 Preferences for Higher Education

This chapter focuses on the respondents from LSYPE Wave 4 who believed they were likely or very likely to apply to university. We explore what they would prefer their university experience to be like in terms of their location of study (close to home or further away), whether they would like to study part-time or full-time and their preferences in terms of course length.

Key messages

- The majority of the young people who believe that they will go to university favour a 'traditional' university experience, ie one which involves studying full-time on a standard length course and living away from home.
- Those most attracted to the non-traditional study options such as part-time study and studying closer to home tend to be: fairly likely to apply to university (rather than very likely); from less advantaged social backgrounds; more averse to debt; less interested in going to university for social reasons and more likely to suggest that most of their friends are not going to university.
- Over a quarter of young people would favour longer university courses with work experience, while very few (three per cent) would prefer shorter more intense courses.

6.1 Background

Research at the time of the introduction of HE tuition fees found that the costs of university had encouraged some prospective students to consider studying closer to home, although the most common strategy was to anticipate working whilst studying rather than staying at home (Connor et al., 1999). More recent research shows how the proportion of students studying locally has almost doubled in a past decade, and confirms that decisions to live at home are strongly related to financial considerations (McGrath and Millen, 2004¹; Ramsden, 2006²; Foskett et al., 2006³; Davies et al., 2008⁴, Callender and Jackson, 2008⁵). Other research suggests that among those from lower socio-economic backgrounds or with no family experience of HE, anxiety towards unfamiliar surroundings may also play a part in their decision to stay local (Patiniotis and Holdsworth, 2005⁶).

Those who have a greater tendency to study locally tend to be: women; older students; those from black and minority ethnic groups; those from FE colleges; those who perceive relatively fewer benefits to HE; and those from lower socio-economic backgrounds, particularly those

¹ McGrath S and Millen P (2004) Getting Them In: An Investigation of Factors Affecting Progression to Higher Education of 16-19 Year Olds in Full-time Education, Manchester Metropolitan University and Learning and Skills Development Agency.

² Ramsden B (2006) Patterns of Higher Education Institutions in the UK - Sixth Report, Universities UK.

³ Foskett N, Roberts D and Maringe F (2006) Changing Fee Regimes and their Impact on Student Attitudes to Higher Education, Higher Education Academy.

⁴ Davies P, Slack K, Hughes A, Mangan J and Vigurs K (2008) Knowing Where to Study? Fees, Bursaries and Fair Access, Institute for Educational Policy Research and Institute for Access Studies, Staffordshire University.

⁵ Callender C and Jackson J (2008) 'Does the Fear of Debt Constrain Choice of University and Subject of Study', *Studies in Higher Education* (33:4) pp405-429.

⁶ Patiniotis J and Holdsworth C. (2005) 'Seize that Chance! Leaving Home and Transitions to Higher Education', *Journal of Youth Studies* (8:1) pp81-95.

with low or medium grades and those with fear of debt (Connor et al., 1999; UCAS, 2007¹; Purcell et al., 2008², Callender and Jackson, 2008). Callender and Jackson note how judging benefits of HE to be low and/or greater fear of debt meant students looked to reduce their costs by attending a university nearer their parental home.

The majority of young people choose to study full-time at undergraduate level, and few would consider part-time study as an alternative to full-time study as a way to reduce costs. Awareness and understanding of part-time study is low as advice on HE given in schools tends to be limited to the traditional progression route (MORI, 2005³). Their research found that part time study was seen by young people as more appropriate to mature students and many felt that such courses offer fewer opportunities for socialising. Those choosing part-time study do so for affordability and convenience reasons (Callender et al., 2006⁴) which are perhaps more pertinent to older individuals.

6.2 Proximity to home

Those young people in LSYPE Wave 4 who wanted to participate in HE were asked which of a range of options best represented where they would most like to study. The majority (61 per cent) reported that they would prefer a university where they lived away from home during term time, while just over one-fifth (22 per cent) said that they would like to study at a university where they could live at home during term time. The remaining 17 per cent reported that they had no preference (see Table 6.1). There are at least two ways in which the desire to live away from home during term time may be interpreted. For some, higher education is positively associated with independent living and the opportunity to depart from the parental home. Indeed, when we examine the reasons young people give for going to university we find that those who quote social reasons were far more likely to prefer a university in which they lived away from home during term time than those who did not. In other cases, it may simply reflect the university choices they already have in mind. Those who believe they are 'very likely' to apply to university (and who we may therefore consider to have a stronger idea of which university they might like to attend) were considerably more inclined to suggest that they would prefer to study '*away from home during term time*' than students who were only 'fairly likely' to apply; the difference was 33 per cent compared to 18 per cent.

Table 6.1 - Location preferences

	N	%
Away from home during term time	2,997	60.8
At home during term time	1,082	22.0
No preference / don't mind	825	16.7
Total	4,928	100.0

Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

¹ UCAS Research (2007) Report on Distance to HE, Prepared for the Participation Research Group, University of Southampton, 24 January 2007.

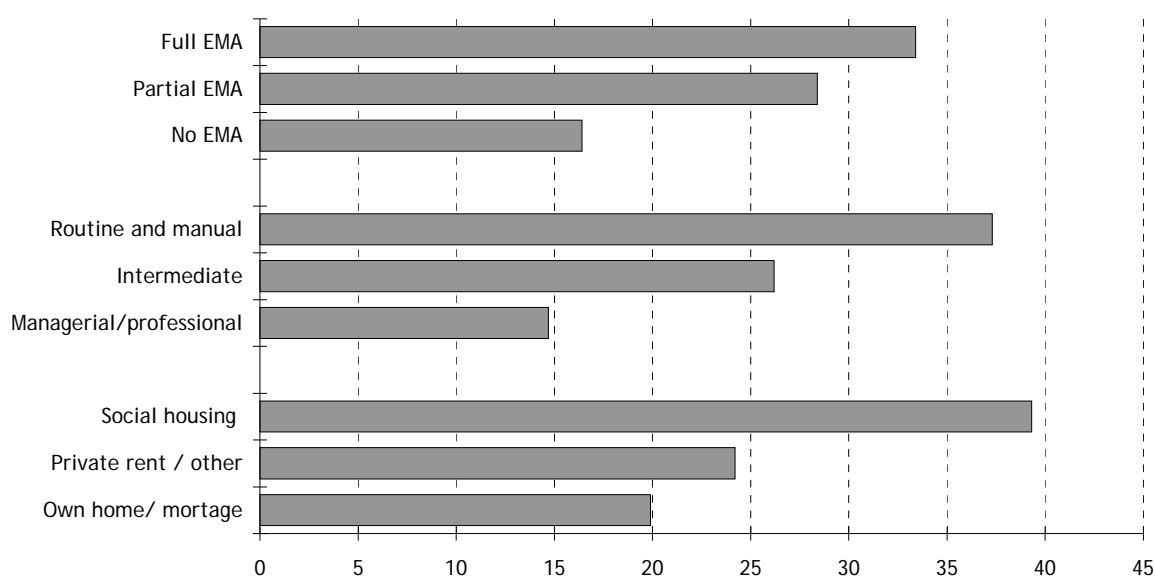
² Purcell K, Elias P, Ellison R, Atfield G, Adam D and Livanos I (2008) Futuretrack: Applying for Higher Education - the Diversity of Career Choices, Plans and Expectations, Warwick Institute for Employment Research and HECSU.

³ MORI (2005) Attitudes to Higher Education and Part-time Degrees among 16-18 Year Olds: Final Qualitative Report, Sutton Trust and Birbeck College.

⁴ Callender C, Wilkinson D and Mackinnon K (2006) Part-time Students and Part-time Study in Higher Education in the UK, Strand 3: A Survey of Students' Attitudes and Experiences of Part-time Study and its Costs 2005/06, Universities UK.

How 'decided' a young person is on the course of his or her academic future is not the only predictor of whether he or she would consider studying closer to, or further from, the parental home. There was strong evidence to support the view that young people from lower socio-economic groups hold a greater preference for studying at a university where they can live at home during term time than those from higher social classes. Around 37 per cent of those interested in higher education and whose parents were from routine and manual work backgrounds, and 39 per cent of those living in social housing, revealed a preference for studying closer to home. This compared with only 15 per cent of those whose parents were from managerial backgrounds and 20 per cent of those whose parents own their home or have a mortgage. Using EMA as a socio-economic measure, we found that 33 per cent of those interested in higher education and in receipt of EMA highlighted an interest in studying close to home, compared with only 16 per cent of those studying while not in receipt of EMAs (see Figure 6.1 and Appendix Table A6.1).

Figure 6.1 - Location preferences by whether they live at home during term-time (%)



Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

A question that we may wish to explore is whether the preference of students from lower income households to study closer to home reflects a desire to reduce the costs of study or is the result of other more social considerations? The answer is likely to be a bit of both. Looking first at finances, those who were most averse to debt had the strongest preferences for being able to live at home during term time. For example, around one third (32 per cent) of those who strongly agreed that owing money was wrong would prefer a local university, compared with 17 per cent of those who strongly disagreed that owing money was wrong. Similarly, a quarter (25 per cent) of those who strongly agreed with the statement that once you get into debt it is difficult to get out preferred a local university, compared with 16 per cent of those who strongly disagreed with the statement.

Social considerations may also play some role in preference setting, with young people who see university as a new opportunity for social networking being keener to live away from home during term time than those who intend to maintain the same social networks that had developed over their time at school. Those who strongly disagreed that '*most of my friends are going to university*', for example, were more interested in living closer to home than the young people who strongly agreed with the statement (44 per cent compared with 16 per

cent). Young people who were looking to move away from home were also more likely to have identified social benefits to going into HE (34 per cent did so) compared to those who preferred to live at home during term time (12 per cent).

6.3 Mode of study

The LSYPE Wave 4 survey examined whether those young people who suggested that they were going to apply to university had a preference for full or part-time study. Their responses suggested that the 'traditional' full-time degree was still the preferred option among the majority of young people. Ninety-two per cent of level two achievers seeking to go to university reported that they would prefer to study full-time, while five per cent said that they would like to study part-time on a longer length course. Three per cent reported that they had no preference (see Table 6.2 and Appendix Table A6.2).

Table 6.2 - Preferences for higher education study

	N	%
Full-time study	4,522	91.8
Part-time study - where it takes longer to complete a degree	260	5.3
No preference / don't mind	139	2.8
Don't know	8	0.2
Total	4,928	100.0

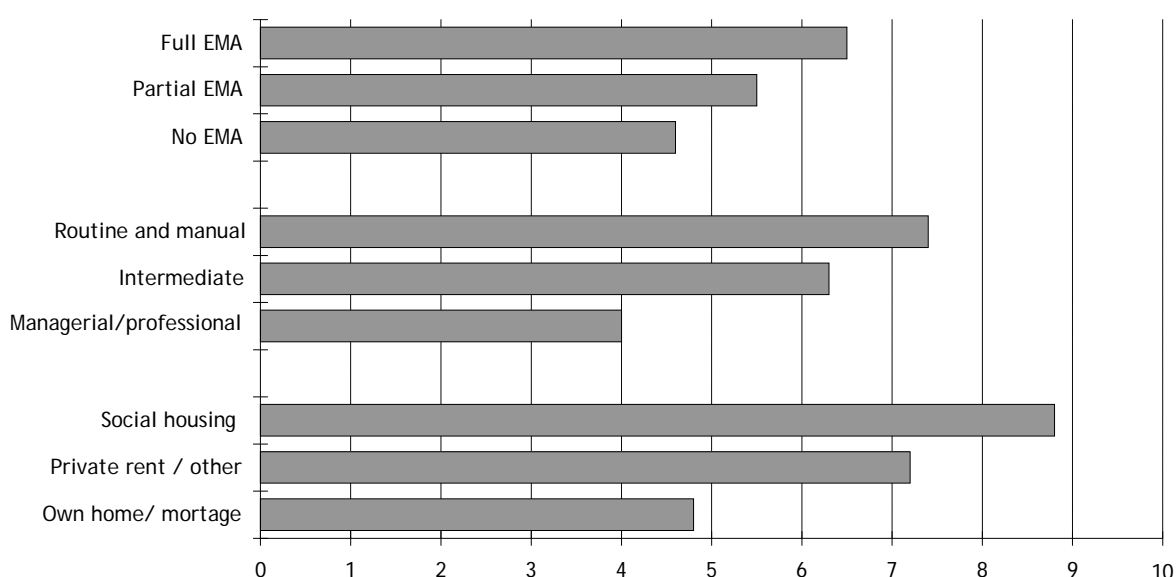
Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

The main predictor of interest in part-time study was the extent to which the young person was strongly committed to going to university. Those who suggested that they were fairly likely to go to university were far more likely to have expressed a preference for part-time study (15 per cent did so) than those who were very likely to apply. This suggests that the potential demand for part-time study could be higher than that reported above, as those who did not believe they would apply to university might do so if they thought that part-time study was an option.

Part-time study may be associated with the opportunity to engage concurrently in paid work and undertake a degree and there were indeed some minor differences in interest by socio-economic group and attitudes to debt. For example, seven per cent of those in full receipt of EMA suggested a preference for part-time study, compared with five per cent of those in education without EMA. Similar differences were observed between young people with parents from routine and manual work backgrounds and young people with parents from managerial/professional backgrounds (see Figure 6.2).

Figure 6.2 - Percentage who prefer part-time study by socio-economic characteristics



Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Concerns over debt were also correlated with an interest in part-time study. Although it remained a minority preference, those with the highest concerns over borrowing were the most likely to favour part-time study. For example, seven per cent of those who strongly agreed with the statement that '*once you get into debt it is difficult to get out*' suggested a preference for part-time study compared with four per cent of those who disagreed.

Finally, demand for part-time study was also associated with social factors, such as what the young person's friends were doing and whether the young person was going to university for social reasons. The young people who strongly disagreed with the statement that '*most of my friends are going to university*' were also the most likely to be interested in part-time study (13 per cent compared with two per cent interest among those that strongly agreed with the statement). Those with a preference for part-time study were also less likely to have identified social reasons for going into HE (20 per cent did so) compared to those who preferred full-time study (27 per cent). This perhaps suggests that interest in full or part-time study is partially related to whether the young person considers university as offering a social context and whether the young person believes that their social networks will continue outside the university context.

6.4 Preferences over course length

The LSYPE Wave 4 survey considered whether those who were likely to apply to university held different preferences concerning course length. Two-thirds (66 per cent) of young people who intended to apply to higher education reported a preference for a standard length course, with a further 26 per cent suggesting that they would welcome a longer course that had an episode of work experience, and only three per cent opted for a shorter course (see Table 6.3).

Table 6.3 - Preferences for higher education study

	N	%
A standard length course for my subject	3,238	65.7
A shorter length course where I could get my degree earlier	149	3.0
A course that takes longer than a standard one but which has work experience	1,290	26.2
Other	15	0.3
No answer / Don't know	237	4.8
Total	4,928	100.0

Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Once again, the less sure a young person was about going to university, the more they were likely to choose non-traditional options. Those who suggested that they were fairly likely to go to university were also more likely to express a preference for shorter courses (seven per cent did so) than those who were very likely to apply (two per cent).

There were few variations by demographic and socio-economic characteristics or by subject preferences. What differences did exist reflected higher or lower preferences for shorter length courses at the expense or benefit of longer length courses with work experience. Among those in receipt of a full EMA, around five per cent suggested they would be interested in a shorter length course and 24 per cent preferred longer courses with work experience. This compares with two per cent favouring shorter length courses and 27 per cent preferring longer length courses with work experience among those who were studying but not in receipt of EMA. Similar variations were observed across other measures of lower socio-economic groups; young people who were averse to debt and those who did not associate university with social benefits.

7 Conclusions and Policy Implications

This report has so far set out some of the key findings of an analysis of the attitudes to and decisions about HE amongst 16/17 year olds in England. The findings focus on the HE module of the recent Longitudinal Study of Young People in England (LSYPE wave 4) with additional data taken from relevant HE focused questions in the recent Youth Cohort Study (YCS, cohort 13, sweep 1) to give the current picture of young people's plans for HE. An indication of change in orientations to HE over the last decade has been provided through an exploration of data captured during an earlier survey undertaken in 2000 (YCS, cohort 10, sweep 2). In this final chapter we pull together the themes of the investigation to draw out conclusions and what this might mean for HE.

7.1.1 Young people have a positive attitude to HE

Young people, who have reached the end of their period of compulsory education and are entering the labour market or continuing their learning in further education, generally hold positive views of HE. They feel it is something they could aspire to and for over half, HE is the normal pathway after school. In addition, just over half feel the best jobs go to those who have been to university but fewer felt they personally needed a degree to get the job they wanted to do. Those closest to HE, in that they have the potential to go (those who finished school with level two qualifications), have continued in education (including those on an academic route), or are more likely to apply to university, have the most positive views. These individuals have clearly thought about the possibility of going on to university and are better able to articulate both the general and specific benefits to HE and also the potential costs or disadvantages to HE. They also feel more informed about the financial support available in HE.

7.1.2 Most of those who can go, want to go

Given the positive attitudes to HE it is unsurprising that almost all of those who have the potential to go to university do indeed intend to apply at some point in the future. The data indicates that interest in HE (amongst those with the ability to do so) has increased over time. In summer 2000, 72 per cent of 17 year olds who had achieved a level two qualification at the time of leaving school intended to go on to university, and in summer 2007 this had increased to 76 per cent. Interest in HE also increases over a lifetime (rather than declines) at least in the short term. As young people age and get closer to the traditional age of HE entry, the proportion intending to apply increases. In the sixth month period between summer 2000 and winter 2000/01 (sweep 2 and sweep 3 of the survey) the proportion wanting to go to university increased from 72 per cent to 85 per cent. If a similar increase in demand was experienced in the LSYPE cohort, demand for HE amongst young people with level two qualifications could reach 90 per cent.

7.1.3 ... but entrenched patterns of participation remain

Intentions to participate reflect current patterns of participation. Those closest to HE, with greatest likelihood of applying to HE, were from black and minority ethnic backgrounds, female, and from higher socio-economic backgrounds (managerial and professional families) with higher family income (measured through non-receipt of EMA) and not living in social housing. School experience was also linked to HE intentions and those with the greatest likelihood of applying had had a positive school experience on a wide range of measures and tended to come from a higher performing school. There is some indication that EMA support may be associated with HE intention but only amongst those from lower socio-economic backgrounds - an important target group for widening participation policy. Young people from routine and manual work backgrounds who received EMA support were more likely to consider HE than non-recipients from a similar background. A large proportion of EMA

recipients planning to apply reported that they knew they would be eligible for continued state support if they went to university.

7.1.4 ... as does the traditional HE model

The majority of young people still hold a preference for a traditional HE experience – a full-time course of a standard length, which involves moving away from home – particularly those who were very likely to apply. This is despite a recognition of the debt and financial costs associated with HE (although this may be a reflection of the preferred model of engagement), which for one-third of young people planning to go on had made them think about not applying. Altering the mode of study to fit around other commitments and allow for taking on greater hours of paid work (a key method of funding university study) was not really an option, nor was shortening the length of course. The standard three or four year course appears entrenched and very few had any concerns about the length of time it took to gain a degree. However few wanted to extend the course to include work experience or time abroad despite the importance of career motivations to HE.

7.1.5 Thinking local is not only about saving money

Those from less advantaged backgrounds were more likely to consider foregoing moving away to experience HE, planning instead to live at home during term-time and study locally. This preference is likely to be influenced by economic considerations, as those from less advantaged backgrounds have greater financial concerns about HE and more negative attitudes to debt, and financial support strategies of parents involve the young person living at home rather than supporting accommodation costs elsewhere. However, the preference for local study is also likely to have a social dimension.

Young people from less advantaged backgrounds were less likely to look upon university as a social experience and the clue to this may lie in the fact that disadvantaged young people were also less likely to suggest that most of their friends were going to go to university. We may, therefore, hypothesise that in staying close to their family home, these young people would have the opportunity to maintain their social networks developed whilst at school rather than viewing university as a route to developing new networks. Preference for local study amongst this group may also be affected by confidence in academic ability and lack of knowledge of wider HE opportunities, but this would require further investigation which may not be possible through the LSYPE dataset.

7.1.6 ... and not all students can afford to follow their hearts

The choice of subject to study at university is a major decision for young people who want to go on to HE, and the key determinant for many young people was interest and enjoyment, particularly enjoyment earlier on in their school life (aged 14). This was especially noticed for those opting for STEM subjects at university. Subject choice was also driven by specific career goals and an anticipated future financial return (ie a better paid job). Access to a specific career was a common motivator to HE participation amongst young people, but access to a better paid job was a relatively rare reason to go to university (representing a change over the last decade). Potential financial return, therefore, appears to have a much stronger influence on subject choice.

There are indications that not all young people, particularly those from less advantaged backgrounds, felt able to choose a degree subject based solely on enjoyment. This group were less likely to cite the importance of enjoyment and more likely to cite job reasons in making their subject choice. This fits with patterns of motivations to HE, where career drivers had a relatively stronger influence on those from less advantaged backgrounds. It is also reflected in subject choices, as EMA recipients were disproportionately more likely to opt for

professional subjects with clear career paths, and least likely to choose English, humanities and languages where perhaps the financial returns are less visible.

7.1.7 Young people are not put off by costs

Despite the positive picture, there are some young people who at this stage in their life do not see university in their future and do not intend to apply in the next few years nor at some later point. These individuals are more likely to be male, from a white background, from lower socio-economic backgrounds (routine and manual work families), to have attended a poorer performing school and felt they had a poor school experience (in terms of a perceived lack of value, lack of interest or enjoyment, and perceived poor performance). In general, their decision not to participate was not a last minute decision based on exam results, and fewer than one in ten are put off going to university due to the costs involved despite their relatively more negative attitudes to debt. Instead non-participation reflects their school experiences and is about not seeing the value in HE, lacking interest in HE and wanting to enter the labour market and take a break from learning. Those who are not interested in HE appear to be less aware of the costs involved and the specifics of university funding such as student loans.

Instead the financial aspects of HE are a concern of those intending to go to university. This group recognise the costs involved (fees, living costs and likelihood of incurring debt), particularly those from advantaged backgrounds, but generally acknowledge the relatively beneficial terms of student loans and are considering a range of ways to fund their HE study. They may have concerns but they are still intending to apply, and only one-third reported that concerns over costs (particularly having to borrow money) had led them at some time in the past to have considered not applying. It is perhaps this group, who are less committed to the HE route (ie those who say they are only fairly likely to apply) and more likely to be from less advantaged families, who are most vulnerable to dissuasion if HE participation costs rise.

7.1.8 ... but the parental safety net is important

For young people, financial support from parents is a key method of funding university study, running alongside student loans and undertaking paid work. Almost two-thirds of young people intending to go to university anticipated financial support from their families, and the vast majority of families reported that they did indeed intend to support their children whilst they were in HE - either through support out of earnings, using savings or building savings, or providing support with accommodation. The majority of young people feel informed about the financial support available but clearly feel that the funding support systems in place are not sufficient. Young people readily expect to help support themselves (through working) and expect their families to help out too. Those from less advantaged backgrounds are less likely to anticipate family financial support and parents feel less able to provide it. For some students there is no parental safety-net and this can lead to increased concerns over costs. However, when support is provided by parents, young people can feel reliant upon their parents and feel they lack financial independence.

7.1.9 Implications for policy

Increasing the supply

Government has a stated aim to increase and widen participation, but the data indicates that almost all of the young people who have the potential to go on to university do intend to go – either in the near future or at some later point in time. The small group of those who do not intend to participate lack motivation to attend, reflecting their attitudes towards and experiences in school, rather than any particular barriers to entry that are unique to them.

This group will be particularly difficult to encourage. The costs involved in HE participation are not on their radar and so increasing financial support for this group is unlikely to make a difference; although there are indications that the provision of EMA support to those from lower socio-economic backgrounds is associated with positive HE intentions. Instead it is important to engage these individuals whilst in school, improving their school experience and relevance of education, working to harbour an interest in lifelong learning and to see learning as an investment (with a labour market value/reward).

The focus on increasing the supply of young people to HE should be placed earlier on in the life stage, and should concentrate on increasing the pool of potential entrants through improving attainment. Again, the school experience is critical in supporting young people to gain level two qualifications. The LSYPE study which follows young people from the age for 14 could provide useful data for more focused research here.

Reducing the leakage

In general, young people appear resigned to the costs of HE and financial concerns do not appear to affect whether young people participate in HE. However, whilst the majority of those with the potential to go to university, do intend to go, there is a substantial minority (one-third) who have concerns about the costs involved to the extent that they had considered not applying. In addition, this group are generally less confident about their HE plans (fairly likely rather than very likely to apply). It is important to ensure that these young people continue with their HE plans and are not deterred from entry. This group, which has a disproportionate representation of those from less advantaged backgrounds, may need targeted support to allay fears about costs and the size and manageability of student debt through clear information about financial support entitlement. They may also need additional financial support - particularly as this group are less likely to have the parental safety net. This group may be the most vulnerable to any increases to HE participation costs.

Directing the flow

Choices about where and what to study are influenced by background but the traditional model of HE still dominates. Young people still see the university experience as living away from home and studying a full-time course lasting three to four years. Demand for shorter courses or part-time study amongst young people is severely limited despite recognising the costs involved in HE study and it may take time for any move towards non-traditional types of degrees. Demand for local provision is higher, particularly amongst those from less advantaged backgrounds and so more local provision may be attractive to this group.

Those from less advantaged backgrounds may be making choices about HE from a narrower range of options - deciding to study locally to allow them to live at home and choosing subjects offering improved employment prospects and financial returns rather than continuing with a subject they enjoy. In this way the financial aspects of going to university may be indirectly affecting how young people participate. This narrowing of options is at odds with the spirit of the widening participation agenda which is not only about ensuring that those who have the talent to benefit from HE are given the opportunity to do so, but also to ensure that they make the best choices for them (applying to universities and courses that best match their talents). Widening the range of options for those from less advantaged backgrounds may be difficult and the data indicates it may not be solved solely through greater financial support. There is a social dynamic to the HE experience, and those from less advantaged backgrounds may feel less confident about leaving their families and social networks (where going on to university is not the norm). These individuals may require information about the make-up of the student body and the support (particularly pastoral) available at more distant universities.

Finally it is important to acknowledge that any increases in the costs of HE participation are likely to affect decisions about *how* young people participate, in terms of their university and subject choices, particularly those from less advantaged backgrounds.

Appendix Tables

Chapter 2

Table A2.1 - I don't need a university degree to get the kind of job I want to do (%)

	Don't know	Strongly Agree	Agree	Dis- agree	Strongly disagree	Base (N)
Male	7.5	19.2	33.2	23.6	16.5	5,475
Female	6.6	13.0	29.7	27.9	22.7	5,421
No EMA (in education only)	6.4	16.7	30.0	26.0	20.8	6,267
Receipt of EMA (in education only)	7.2	13.3	31.1	27.4	21.0	3,814
- less than £30	8.5	11.6	30.2	28.2	21.4	844
- full amount £30	6.8	13.7	31.3	27.2	20.9	2,954
Not in education	11.1	25.0	42.3	15.7	5.9	859
White	7.1	17.5	33.0	24.7	17.7	9,400
Black and minority ethnic background	6.5	7.5	22.2	32.3	31.5	1,487
Very likely to apply to HE	4.2	3.4	14.6	36.6	41.1	4,176
Fairly likely to apply to HE	10.9	6.1	31.0	37.2	14.8	1,951
Not very likely to apply to HE	8.4	20.4	53.2	14.6	3.4	1,937
Not at all likely to apply to HE	6.6	39.7	41.2	9.3	3.1	2,789
Own home / mortgage	6.6	14.4	30.0	27.2	21.8	7,815
Social housing	8.5	21.6	36.6	20.0	13.3	2,286
Private / other	6.7	16.5	31.8	26.3	18.7	642
Managerial / professional	6.4	11.6	27.5	29.8	24.7	3,753
Intermediate	7.2	17.9	33.3	25.2	16.4	2,911
Routine / manual / unemployed	7.8	19.9	35.2	22.1	14.9	2,582
Poor performing schools (lowest quartile)	8.4	18.3	35.9	22.4	15.0	2,314
Under performing schools (2nd lowest quartile)	6.8	19.0	34.2	23.4	16.6	2,493
Good performing schools (2nd highest quartile)	7.4	17.0	30.7	27.2	17.7	2,793
Best performing schools (highest quartile)	5.9	11.5	26.1	28.7	27.9	3,161

Base: All (including don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.2 - The best jobs go to people who have been to university (%)

	Don't know	Strongly Agree	Agree	Dis-agree	Strongly disagree	Base (N)
Male	4.0	16.1	35.2	34.1	10.5	5,369
Female	3.9	16.2	35.8	36.3	7.8	5,287
No EMA (in education only)	3.3	15.1	36.6	34.5	10.5	6,167
Receipt of EMA (in education only)	4.4	18.0	35.4	35.5	6.8	3,689
- less than £30	4.6	15.0	40.0	34.5	5.9	827
- full amount £30	4.2	18.9	34.1	35.7	7.1	2,848
Not in education	5.6	16.8	27.1	39.4	11.1	845
White	4.0	14.4	35.2	36.5	9.8	9,276
Black and minority ethnic background	3.3	28.2	37.3	26.3	4.9	1,371
Very likely to apply to HE	2.1	25.5	49.5	21.1	1.8	4,053
Fairly likely to apply to HE	4.5	14.9	39.8	36.3	4.5	1,908
Not very likely to apply to HE	4.2	8.4	25.2	49.2	12.9	1,908
Not at all likely to apply to HE	5.4	9.0	19.7	45.1	20.8	2,747
Own home / mortgage	3.5	15.7	37.8	34.2	8.8	7,692
Social housing	5.4	17.8	27.4	39.0	10.5	2,218
Private / other	3.8	16.1	36.5	34.0	9.6	627
Managerial / professional	3.3	17.2	42.1	30.4	7.0	3,695
Intermediate	3.8	13.4	33.0	38.6	11.3	2,843
Routine / manual / unemployed	5.0	16.8	29.3	38.3	10.6	2,494
Poor performing schools (lowest quartile)	5.4	16.4	31.2	37.6	9.5	2,249
Under performing schools (2nd lowest quartile)	4.0	14.4	32.4	37.7	11.6	2,414
Good performing schools (2nd highest quartile)	3.5	14.7	35.5	36.4	9.9	2,749
Best performing schools (highest quartile)	3.1	19.2	40.7	30.2	6.8	3,101

Base: All (including don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.3 - Most of my friends are planning to go to university (%)

	Don't know	Strongly Agree	Agree	Dis-agree	Strongly disagree	Base (N)
Male	10.8	15.8	32.9	31.5	9.0	5,371
Female	8.4	20.9	36.5	29.1	5.1	5,295
No EMA (in education only)	7.5	21.3	37.5	27.4	6.2	6,174
Receipt of EMA (in education only)	11.2	16.6	35.3	30.4	6.6	3,693
- less than £30	10.7	18.4	39.8	26.8	4.2	831
- full amount £30	11.4	16.0	33.9	31.3	7.3	2,849
Not in education	17.3	3.9	13.2	49.2	16.5	844
White	9.8	16.7	33.6	32.2	7.7	9,285
Black and minority ethnic background	8.2	29.4	41.9	17.2	3.2	1,374
Very likely to apply to HE	3.1	38.7	46.6	10.5	1.2	4,060
Fairly likely to apply to HE	10.7	12.2	47.0	27.4	2.7	1,911
Not very likely to apply to HE	14.2	4.8	25.6	46.8	8.7	1,907
Not at all likely to apply to HE	14.2	2.8	14.7	50.0	18.3	2,748
Own home / mortgage	8.0	21.2	38.4	26.8	5.6	7,701
Social housing	14.7	10.4	23.6	39.2	12.2	2,222
Private / other	10.7	14.4	29.8	37.2	8.0	627
Managerial / professional	6.7	26.8	42.1	20.9	3.5	3,699
Intermediate	10.1	14.1	34.2	34.8	6.9	2,845
Routine / manual / unemployed	12.5	11.5	26.6	37.9	11.5	2,497
Poor performing schools (lowest quartile)	14.3	9.9	24.8	38.7	12.3	2,253
Under performing schools (2nd lowest quartile)	11.8	11.0	31.5	36.5	9.2	2,414
Good performing schools (2nd highest quartile)	9.1	15.8	38.0	30.8	6.2	2,754
Best performing schools (highest quartile)	4.7	33.5	42.1	17.6	2.1	3,101

Base: All (including don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.4 - People like me don't go to university (%)

	Don't know	Strongly Agree	Agree	Dis- agree	Strongly disagree	Base (N)
Male	7.5	4.8	13.4	45.2	29.1	5,353
Female	5.3	3.0	8.9	44.9	38.0	5,282
No EMA (in education only)	5.4	3.4	9.7	44.4	37.1	6,154
Receipt of EMA (in education only)	7.1	3.5	10.3	46.9	32.3	3,685
- less than £30	5.8	3.0	8.3	45.3	37.6	828
- full amount £30	7.4	3.7	10.8	47.4	30.8	2,843
Not in education	10.1	9.3	25.8	41.4	13.3	840
White	6.4	3.9	11.7	45.9	32.0	9,261
Black and minority ethnic background	6.3	3.4	7.4	39.3	43.5	1,365
Very likely to apply to HE	2.1	1.0	2.6	35.1	59.2	4,047
Fairly likely to apply to HE	7.0	1.9	7.7	56.7	26.7	1,904
Not very likely to apply to HE	7.7	3.6	16.1	55.7	16.9	1,906
Not at all likely to apply to HE	11.1	9.8	23.0	43.6	12.6	2,737
Own home / mortgage	5.4	3.0	9.3	45.2	37.1	7,670
Social housing	9.0	6.4	16.9	43.9	23.9	2,218
Private / other	8.6	4.9	13.7	46.2	26.7	630
Managerial / professional	4.1	2.0	7.4	42.7	43.7	3,688
Intermediate	6.9	3.4	11.8	48.3	29.7	2,841
Routine / manual / unemployed	8.6	5.9	15.7	45.3	24.5	2,490
Poor performing schools (lowest quartile)	8.8	6.1	14.8	45.7	24.6	2,243
Under performing schools (2nd lowest quartile)	6.7	4.0	12.2	49.1	28.1	2,411
Good performing schools (2nd highest quartile)	6.1	3.8	11.0	46.4	32.7	2,748
Best performing schools (highest quartile)	4.5	1.8	7.1	40.7	45.9	3,092

Base: All (including don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.5 - Getting a degree will mean you get better paid jobs later on in life (%)

	Don't know	Strongly Agree	Agree	Dis- agree	Strongly disagree	Base (N)
Male	0.9	34.0	52.2	11.7	1.2	3,091
Female	0.8	31.3	56.2	10.9	0.9	3,447
No EMA (in education only)	0.6	31.2	54.9	12.1	1.2	4,259
Receipt of EMA (in education only)	1.2	36.2	52.9	9.1	0.6	2,173
- less than £30	1.3	33.4	53.7	11.0	0.5	598
- full amount £30	1.0	37.2	52.6	8.5	0.7	1,569
Not in education	1.5	26.5	53.7	16.9	1.5	136
White	0.8	31.1	55.1	11.8	1.1	5,640
Black and minority ethnic background	0.7	42.3	49.1	7.6	0.3	894
Very likely to apply to HE	0.4	41.8	51.1	6.3	0.3	3,768
Fairly likely to apply to HE	0.6	25.8	61.5	11.3	0.8	1,271
Not very likely to apply to HE	0.8	16.0	60.2	20.7	2.2	855
Not at all likely to apply to HE	2.9	16.9	48.6	27.1	4.5	621
Own home / mortgage	0.7	32.1	54.5	11.7	1.0	5,442
Social housing	1.3	36.6	52.0	9.4	0.7	715
Private / other	0.3	32.8	58.1	6.8	1.9	308
Managerial / professional	0.5	32.6	55.6	10.4	0.8	2,962
Intermediate	1.1	30.7	52.8	13.9	1.5	1,676
Routine / manual / unemployed	1.1	34.2	53.6	10.3	0.8	1,052
Poor performing schools (lowest quartile)	0.8	38.8	49.9	9.5	0.9	851
Under performing schools (2nd lowest quartile)	1.2	30.9	56.3	10.4	1.1	1,239
Good performing schools (2nd highest quartile)	0.9	30.2	55.2	12.6	1.0	1,749
Best performing schools (highest quartile)	0.6	33.2	53.8	11.3	1.1	2,656

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.6 - Logistic regression model of the propensity of young people to agree with statement that *I don't need a degree to get the job I want to do*

	B	S.E.	Wald	Sig.	Odds Ratio
Male	0.38	0.06	40.66	0.00	1.46
BME	-0.87	0.10	73.98	0.00	0.42
Receipt of EMA	-0.21	0.07	8.71	0.00	0.81
Intermediate occupations	0.28	0.07	14.08	0.00	1.32
Routine occupations/ not in work	0.32	0.10	10.75	0.00	1.37
Social class unknown	0.19	0.09	4.07	0.04	1.21
Home owner / mortgage	-0.46	0.10	22.15	0.00	0.63
Private rental	-0.61	0.17	13.52	0.00	0.54
School L2 results in the second quartile (second worst performing schools)	0.05	0.10	0.25	0.61	1.05
School L2 results in the third quartile (second best performing schools)	-0.11	0.10	1.19	0.28	0.90
School L2 results in the forth quartile (best performing schools)	-0.36	0.09	14.50	0.00	0.70
Agreement with 'owing money is wrong'	0.17	0.07	5.33	0.02	1.18
Agreement with 'borrowing from a bank is a normal part of today's lifestyle'	-0.09	0.09	0.93	0.33	0.92
Agreement with 'once you get into debt it is often difficult to get out'	0.08	0.07	1.18	0.28	1.08
Agreement with 'student loans are a cheap way of borrowing'	-0.24	0.06	16.37	0.00	0.78
Agreement with 'most of the time I found year 11 boring'	0.30	0.07	17.07	0.00	1.35
Agreement with school has given me confidence to make decisions'	-0.14	0.08	2.98	0.08	0.87
Agreement with 'school has done little to prepare me for when I leave school'	0.06	0.09	0.50	0.48	1.06
Agreement with 'school has taught me things that would be useful for a job'	-0.12	0.08	2.47	0.12	0.88
Agreement with 'my school work in year 11 was worth doing'	-0.31	0.10	10.74	0.00	0.73
Constant	0.34	0.21	2.61	0.11	1.40

Notes: Reference categories (set to zero) are: sex (female), ethnicity (white), EMA (not in education/in education but not in receipt of EMA), socio-economic background (higher managerial), housing tenure (social housing) school (worst performing – bottom quartile full L2). All attitude statements have reference categories of strongly disagree, disagree and d/k.

Base: All young people (excluding don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.7 - Logistic regression model of the propensity of young people to agree with the statement that *the best jobs go to people who have been to university*

	B	S.E.	Wald	Sig.	Odds Ratio
Male	0.05	0.06	0.83	0.36	1.05
BME	0.28	0.09	9.40	0.00	1.32
Receipt of EMA	0.19	0.07	7.61	0.01	1.21
Intermediate occupations	-0.41	0.07	31.24	0.00	0.66
Routine occupations/ not in work	-0.26	0.09	7.75	0.01	0.77
Social class unknown	-0.14	0.09	2.18	0.14	0.87
Home owner / mortgage	0.33	0.10	11.58	0.00	1.38
Private rental	0.42	0.16	6.59	0.01	1.52
School L2 results in the second quartile (second worst performing schools)	0.02	0.10	0.05	0.82	1.02
School L2 results in the third quartile (second best performing schools)	0.11	0.10	1.32	0.25	1.12
School L2 results in the forth quartile (best performing schools)	0.30	0.09	10.45	0.00	1.35
Agreement with 'owing money is wrong'	-0.01	0.07	0.04	0.84	0.99
Agreement with 'borrowing from a bank is a normal part of today's lifestyle'	0.19	0.09	4.48	0.03	1.21
Agreement with 'once you get into debt it is often difficult to get out'	0.13	0.07	3.37	0.07	1.14
Agreement with 'student loans are a cheap way of borrowing'	0.36	0.06	36.56	0.00	1.43
Agreement with 'most of the time I found year 11 boring'	-0.24	0.07	11.05	0.00	0.79
Agreement with school has given me confidence to make decisions'	0.13	0.08	2.56	0.11	1.14
Agreement with 'school has done little to prepare me for when I leave school'	-0.09	0.09	1.17	0.28	0.91
Agreement with 'school has taught me things that would be useful for a job'	0.05	0.08	0.41	0.52	1.05
Agreement with 'my school work in year 11 was worth doing'	0.32	0.09	11.42	0.00	1.38
Constant	-0.71	0.21	11.94	0.00	0.49

Notes: Reference categories (set to zero) are: sex (female), ethnicity (white), EMA (not in education/in education but not in receipt of EMA), socio-economic background (higher managerial), housing tenure (social housing) school (worst performing – bottom quartile full L2). All attitude statements have reference categories of strongly disagree, disagree and d/k.

Base: All young people (excluding don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.8 - Logistic regression model of the propensity of young people to agree with the statement that *most of my friends plan to go to university*

	B	S.E.	Wald	Sig.	Odds Ratio
Male	-0.40	0.07	34.81	0.00	0.67
BME	1.29	0.13	98.26	0.00	3.62
Receipt of EMA	0.14	0.08	3.22	0.07	1.15
Intermediate occupations	-0.53	0.09	38.48	0.00	0.59
Routine occupations/ not in work	-0.74	0.11	49.66	0.00	0.48
Social class unknown	-0.33	0.11	9.25	0.00	0.72
Home owner / mortgage	0.55	0.11	27.07	0.00	1.73
Private rental	0.12	0.17	0.47	0.49	1.13
School L2 results in the second quartile (second worst performing schools)	0.11	0.11	0.99	0.32	1.11
School L2 results in the third quartile (second best performing schools)	0.44	0.10	18.75	0.00	1.56
School L2 results in the forth quartile (best performing schools)	1.30	0.11	149.83	0.00	3.65
Agreement with 'owing money is wrong'	-0.21	0.08	6.56	0.01	0.81
Agreement with 'borrowing from a bank is a normal part of today's lifestyle'	0.20	0.10	4.00	0.05	1.23
Agreement with 'once you get into debt it is often difficult to get out'	-0.29	0.09	11.02	0.00	0.75
Agreement with 'student loans are a cheap way of borrowing'	0.27	0.07	15.97	0.00	1.32
Agreement with 'most of the time I found year 11 boring'	-0.31	0.08	14.12	0.00	0.73
Agreement with school has given me confidence to make decisions'	0.12	0.09	1.67	0.20	1.12
Agreement with 'school has done little to prepare me for when I leave school'	-0.22	0.10	5.37	0.02	0.80
Agreement with 'school has taught me things that would be useful for a job'	0.05	0.09	0.26	0.61	1.05
Agreement with 'my school work in year 11 was worth doing'	0.43	0.10	16.98	0.00	1.54
Constant	-0.16	0.23	0.47	0.49	0.85

Notes: Reference categories (set to zero) are: sex (female), ethnicity (white), EMA (not in education/in education but not in receipt of EMA), socio-economic background (higher managerial), housing tenure (social housing) school (worst performing – bottom quartile full L2). All attitude statements have reference categories of strongly disagree, disagree and d/k.

Base: All young people (excluding don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.9 - Logistic regression model of the propensity of young people to agree with the statement that *People like me don't go to university*

	B	S.E.	Wald	Sig.	Odds Ratio
Male	0.59	0.11	29.35	0.00	1.80
BME	- 0.16	0.17	0.98	0.32	0.85
Receipt of EMA	- 0.07	0.12	0.36	0.55	0.93
Intermediate occupations	0.26	0.14	3.49	0.06	1.30
Routine occupations / not in work	0.66	0.16	17.03	0.00	1.93
Social class unknown	0.35	0.17	4.30	0.04	1.42
Home owner / mortgage	- 0.64	0.15	18.89	0.00	0.53
Private rental	- 0.51	0.27	3.59	0.06	0.60
School L2 results in the second quartile (second worst performing schools)	- 0.40	0.18	5.11	0.02	0.67
School L2 results in the third quartile (second best performing schools)	0.00	0.16	0.00	0.98	1.00
School L2 results in the forth quartile (best performing schools)	- 0.41	0.16	6.55	0.01	0.66
Agreement with 'owing money is wrong'	0.47	0.12	16.69	0.00	1.61
Agreement with 'borrowing from a bank is a normal part of today's lifestyle'	- 0.27	0.15	3.41	0.06	0.76
Agreement with 'once you get into debt it is often difficult to get out'	0.47	0.15	9.59	0.00	1.60
Agreement with 'student loans are a cheap way of borrowing'	0.00	0.11	0.00	0.96	1.00
Agreement with 'most of the time I found year 11 boring'	0.42	0.12	12.01	0.00	1.52
Agreement with school has given me confidence to make decisions'	- 0.11	0.13	0.65	0.42	0.90
Agreement with 'school has done little to prepare me for when I leave school'	0.29	0.14	4.62	0.03	1.34
Agreement with 'school has taught me things that would be useful for a job'	- 0.31	0.13	5.92	0.01	0.73
Agreement with 'my school work in year 11 was worth doing'	- 0.36	0.15	5.77	0.02	0.70
Constant	- 2.05	0.35	35.18	0.00	0.13

Notes: Reference categories (set to zero) are: sex (female), ethnicity (white), EMA (not in education/in education but not in receipt of EMA), socio-economic background (higher managerial), housing tenure (social housing) school (worst performing – bottom quartile full L2). All attitude statements have reference categories of strongly disagree, disagree and d/k.

Base: All young people (excluding don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.10 - Logistic regression model of the propensity of young people to agree with statement that *getting a degree means getting a better paid job later in life*

	B	Std.Err.	Wald	Sig.	Odds Ratio
Male	- 0.07	0.09	0.57	0.45	0.94
BME	0.46	0.15	8.80	0.00	1.58
Receipt of EMA	0.46	0.11	18.53	0.00	1.58
Intermediate occupations	- 0.49	0.11	21.66	0.00	0.61
Routine occupations/ not in work	- 0.32	0.14	5.08	0.02	0.72
Social class unknown	- 0.19	0.14	1.82	0.18	0.83
Home owner / mortgage	0.05	0.15	0.14	0.71	1.06
Private rental	0.41	0.27	2.30	0.13	1.51
School L2 results in the second quartile (second worst performing schools)	- 0.03	0.16	0.04	0.84	0.97
School L2 results in the third quartile (second best performing schools)	- 0.21	0.15	2.02	0.16	0.81
School L2 results in the forth quartile (best performing schools)	- 0.15	0.14	1.10	0.29	0.86
Agreement with 'owing money is wrong'	- 0.07	0.10	0.49	0.49	0.93
Agreement with 'borrowing from a bank is a normal part of today's lifestyle'	0.29	0.12	5.32	0.02	1.33
Agreement with 'once you get into debt it is often difficult to get out'	- 0.01	0.11	0.01	0.92	0.99
Agreement with 'student loans are a cheap way of borrowing'	0.29	0.09	10.86	0.00	1.33
Agreement with 'most of the time I found year 11 boring'	- 0.18	0.10	2.98	0.08	0.84
Agreement with school has given me confidence to make decisions'	0.44	0.11	17.46	0.00	1.56
Agreement with 'school has done little to prepare me for when I leave school'	- 0.16	0.12	1.85	0.17	0.85
Agreement with 'school has taught me things that would be useful for a job'	0.21	0.11	3.82	0.05	1.23
Agreement with 'my school work in year 11 was worth doing'	0.39	0.12	9.76	0.00	1.47
Constant	0.95	0.29	10.73	0.00	2.60

Notes: Reference categories (set to zero) are: sex (female), ethnicity (white), EMA (not in education/in education but not in receipt of EMA), socio-economic background (higher managerial), housing tenure (social housing) school (worst performing – bottom quartile full L2). All attitude statements have reference categories of strongly disagree, disagree and d/k.

Base: All level two achievers (excluding don't knows)

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A2.11 - Potential problems (disbenefits) with taking a course in HE

	% of Cases
Any problems with taking a course?	
Yes	9.2
No	90.8
<i>Base (N)</i>	<i>1,742</i>
What might these be?	
It is expensive / you can get into debt	65.0
Other	43.5
The workload can be hard	8.8
You still have to depend on your parents for money in HE	8.4
You have to delay becoming financially independent in HE	3.8
It can be hard to fit in / settle in	2.4
It is difficult to know what it will be like beforehand	2.4
Teachers / careers staff advised me not to	0.6
Your friends start working and earning money while you are still studying	0.6
The application process is difficult / off-putting in HE	0.6
<i>Base (N)</i>	<i>160</i>

Base: Level two achievers, planning to apply in next 2 years

Source: DfES Youth Cohort Study, Cohort 10 (sweep 2), 2000

Chapter 3

Table A3.1 - Likelihood of applying to HE by respondent characteristics (all young people) (%)

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Level of achievement					
Non level two achiever	9.8	15.5	24.8	50.0	4,451
Level two achiever	57.9	19.6	13.0	9.5	6,547
Total	38.4	17.9	17.8	25.9	10,998
Gender					
Male	32.6	18.1	19.9	29.4	5,458
Female	44.5	17.7	15.8	22.0	5,384
Total	38.5	17.9	17.9	25.7	10,842
Ethnicity					
White	35.3	17.1	19.1	28.5	9,355
BME	58.8	23.4	9.7	8.1	1,479
Total	38.5	17.9	17.8	25.7	10,834
Ethnicity and gender					
Male BME	50.9	25.6	12.6	10.9	715
Female BME	66.4	21.3	6.9	5.4	764
Male White	29.8	17.0	21.0	32.2	4,741
Female White	40.9	17.2	17.2	24.7	4,615
Total	38.5	17.9	17.9	25.7	10,841
EMA					
No EMA	42.6	16.7	16.6	24.0	6,259
Receipt of EMA	39.7	22.0	17.6	20.8	3,776
Total	41.5	18.7	17.0	22.8	10,035
Not in education	2.9	8.1	26.7	62.3	854
In Education but no EMA	42.6	16.7	16.6	24.0	6,259
EMA less than £30	45.1	20.2	19.0	15.6	840
EMA equals £30	38.2	22.5	17.1	22.2	2,922
Total	38.5	17.9	17.7	25.9	10,875
Socio-economic background					
Managerial	55.1	17.1	14.1	13.6	3,750
Intermediate	31.7	19.4	20.5	28.4	2,888
Semiroutine / Routine / Unemployed	25.2	16.9	19.7	38.1	2,570
Total	39.4	17.8	17.7	25.1	9,208

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Housing					
Own / mortgage	44.4	18.1	16.8	20.7	7,795
Social housing	20.8	16.7	20.8	41.6	2,269
Private / other	32.2	19.3	20.1	28.3	636
Total	38.6	17.9	17.8	25.6	10,700
School performance					
Lowest quartile	23.6	17.5	20.7	38.2	2,293
2nd lowest quartile	29.2	18.3	21.5	31.0	2,465
2nd highest quartile	37.2	19.9	18.6	24.2	2,788
Highest quartile	58.9	16.1	12.1	12.9	3,160
Total	38.9	17.9	17.8	25.4	10,706
Agreement with statement : Most of the time I found Year 11 boring					
Don't know	9.3	9.3	22.9	58.6	140
Strongly agree	12.6	11.1	17.3	59.1	804
Agree	24.0	17.0	22.1	36.9	3,245
Disagree	46.2	20.4	16.7	16.7	5,862
Strongly disagree	65.9	12.7	9.3	12.2	946
Total	38.4	17.9	17.8	25.9	10,997
Agreement with statement : School has helped give me confidence to make decisions					
Don't know	21.5	11.0	17.2	50.3	163
Strongly agree	58.1	14.9	12.3	14.7	1,540
Agree	40.6	19.5	18.1	21.8	6,628
Disagree	24.9	17.1	20.3	37.8	2,228
Strongly disagree	11.9	10.3	19.5	58.4	437
Total	38.4	17.9	17.8	25.9	10,996
Agreement with statement : School has done little to prepare me for when I leave school					
Don't know	20.2	11.7	18.4	49.7	163
Strongly agree	15.4	10.4	19.1	55.0	518
Agree	22.5	16.3	21.5	39.8	2,230
Disagree	38.4	20.0	18.7	23.0	5,959
Strongly disagree	62.1	16.0	11.2	10.7	2,128
Total	38.4	17.9	17.8	25.9	10,998
Agreement with statement : School had taught me things which would be useful in a job					
Don't know	17.9	19.3	14.3	48.6	140
Strongly agree	50.5	17.4	16.0	16.1	1,700
Agree	41.0	18.5	18.0	22.5	6,403
Disagree	27.4	17.7	19.3	35.7	2,378
Strongly disagree	17.3	11.2	13.8	57.7	376

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Total	38.4	17.9	17.8	25.9	10,997
Agreement with statement : My school work in Year 11 was usually worth doing					
Don't know	6.8	8.1	16.9	68.2	148
Strongly agree	56.6	16.8	14.2	12.5	1,919
Agree	39.7	19.4	18.3	22.6	6,845
Disagree	21.0	15.5	20.7	42.9	1,773
Strongly disagree	12.3	10.3	12.9	64.5	310
Total	38.4	17.9	17.8	25.9	10,995

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A3.2 - Likelihood of applying to HE by respondent characteristics (Level two achievers only) (%)

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Level of achievement					
Level two achiever	57.9	19.6	13.0	9.5	6,547
Total	57.9	19.6	13.0	9.5	6,547
Gender					
Male	52.6	21.3	15.5	10.6	3,048
Female	62.6	18.1	10.8	8.4	3,423
Total	57.9	19.6	13.0	9.5	6,471
Ethnicity					
White	54.9	19.9	14.4	10.7	5,575
BME	76.4	17.7	4.1	1.8	893
Total	57.9	19.6	13.0	9.5	6,468
Ethnicity and gender					
Male BME	72.8	19.8	4.7	2.6	379
Female BME	79.0	16.1	3.7	1.2	514
Male White	49.7	21.5	17.0	11.8	2,668
Female White	59.7	18.5	12.1	9.7	2,908
Total	57.9	19.6	13.0	9.5	6,472
EMA or not					
No EMA	59.7	18.3	12.5	9.4	4,221
Receipt of EMA	57.2	22.5	12.4	7.8	2,148
Total	58.9	19.7	12.5	8.9	6,369
Not in education	11.9	9.7	39.6	38.8	134
In Education but no EMA	59.7	18.3	12.5	9.4	4,221
EMA less than £30	58.3	21.6	13.7	6.4	593
EMA equals £30	56.8	23.0	11.9	8.3	1,548
Total	57.9	19.6	13.0	9.5	6,496
Socio-economic background					
Managerial	67.2	16.9	10.5	5.4	2,944
Intermediate	48.1	22.9	16.2	12.8	1,656
Semiroutine / Routine / Unemployed	48.1	21.5	15.6	14.8	1,042
Total	58.0	19.5	13.1	9.3	5,642
Housing					
Own / mortgage	60.0	19.0	12.7	8.3	5,390
Social housing	45.5	22.5	16.6	15.4	706
Private / other	55.2	21.9	10.8	12.1	306

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Total	58.2	19.6	13.0	9.3	6,402
School performance					
Lowest quartile	47.8	22.8	15.7	13.7	839
2nd lowest quartile	49.0	20.3	17.6	13.1	1,230
2nd highest quartile	53.4	22.2	13.6	10.8	1,732
Highest quartile	68.7	16.4	9.6	5.2	2,629
Total	58.1	19.5	13.0	9.3	6,430
Agreement with statement : Most of the time I found Year 11 boring					
Don't know	-	-	-	-	10
Strongly agree	32.3	21.4	20.9	25.4	201
Agree	45.0	20.8	17.1	17.0	1,426
Disagree	60.2	20.4	12.4	7.0	4,134
Strongly disagree	75.8	12.3	6.8	5.0	774
Total	57.9	19.6	13.0	9.5	6,545
Agreement with statement : School has helped give me confidence to make decisions					
Don't know	50.0	15.4	13.5	21.2	52
Strongly agree	72.9	13.1	8.3	5.8	1,113
Agree	57.5	20.5	13.3	8.7	4,239
Disagree	45.8	23.1	16.3	14.8	1,042
Strongly disagree	36.6	15.8	20.8	26.7	101
Total	57.9	19.5	13.0	9.5	6,547
Agreement with statement : School has done little to prepare me for when I leave school					
Don't know	54.9	23.5	11.8	9.8	51
Strongly agree	43.4	14.0	16.3	26.4	129
Agree	42.3	22.6	18.8	16.3	934
Disagree	55.1	21.1	14.1	9.7	3,738
Strongly disagree	73.6	14.7	7.4	4.2	1,698
Total	57.9	19.5	13.1	9.5	6,550
Agreement with statement : School had taught me things which would be useful in a job					
Don't know	(54.3)	(34.3)	(2.9)	(8.6)	35
Strongly agree	66.5	15.7	11.5	6.4	1,149
Agree	58.5	19.8	13.0	8.8	4,088
Disagree	48.0	22.6	15.5	14.0	1,174
Strongly disagree	52.0	13.0	9.0	26.0	100
Total	57.9	19.5	13.0	9.5	6,546
Agreement with statement : My school work in Year 11 was usually worth doing					
Don't know	-	-	-	-	16
Strongly agree	70.3	15.9	8.6	5.2	1,420

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Agree	56.8	20.3	13.7	9.1	4,329
Disagree	42.3	22.0	17.9	17.8	719
Strongly disagree	35.5	19.4	14.5	30.6	62
Total	57.9	19.5	13.0	9.5	6,546

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A3.3 - Likelihood of applying to HE by respondent characteristics (Level two achievers only not in receipt of EMAs only)

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Level of achievement					
Non level two achiever	na	na	na	na	0
Level two achiever	59.7	18.3	12.5	9.4	4,221
Total	59.7	18.3	12.5	9.4	4,221
Gender					
Male	55.1	19.8	14.2	10.9	2,044
Female	64.3	16.9	10.8	8.1	2,129
Total	59.8	18.3	12.4	9.4	4,173
Ethnicity					
White	57.9	18.5	13.4	10.3	3,785
BME	79.0	16.9	2.6	1.6	385
Total	59.8	18.3	12.4	9.5	4,170
Ethnicity and gender					
Male BME	76.8	17.7	3.9	1.7	181
Female BME	80.6	16.5	1.5	1.5	206
Male White	53.0	20.0	15.2	11.8	1,863
Female White	62.6	17.0	11.6	8.8	1,922
Total	59.8	18.3	12.4	9.5	4,174
EMA					
No EMA	59.7	18.3	12.5	9.4	4,221
Receipt of EMA	na	na	na	na	0
Total	59.7	18.3	12.5	9.4	4,221
Not in education	na	na	na	na	0
In Education but no EMA	59.7	18.3	12.5	9.4	4,221
EMA less than £30	na	na	na	na	0
EMA equals £30	na	na	na	na	0
Total	59.7	18.3	12.5	9.4	4,221
Socio-economic background					
Managerial	68.1	16.7	10.1	5.1	2,408
Intermediate	46.3	21.3	17.8	14.6	948
Semiroutine / Routine / Unemployed	38.5	21.3	17.1	23.0	356
Total	59.7	18.3	12.7	9.2	3,712
Housing					
Own / mortgage	61.4	18.2	12.0	8.4	3,859
Social housing	31.8	20.8	21.4	26.0	154
Private / other	54.4	21.6	12.8	11.2	125
Total	60.1	18.4	12.4	9.1	4,138
School performance					
Lowest quartile	45.4	20.9	17.3	16.5	388
2nd lowest quartile	46.2	19.8	18.5	15.5	660
2nd highest quartile	54.3	21.0	14.1	10.7	1,115
Highest quartile	70.8	15.8	8.4	4.9	1,982
Total	60.1	18.3	12.4	9.2	4,145

Agreement with statement : Most of the time I found Year 11 boring

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Don't know	-	-	-	-	4
Strongly agree	31.7	20.6	21.4	26.2	126
Agree	46.6	19.6	16.2	17.6	887
Disagree	62.1	19.0	12.1	6.9	2,695
Strongly disagree	77.2	12.0	6.1	4.7	508
Total	59.8	18.3	12.5	9.4	4,220
Agreement with statement : School has helped give me confidence to make decisions					
Don't know	-	-	-	-	28
Strongly agree	74.7	11.9	7.5	5.9	742
Agree	59.1	19.1	12.8	9.0	2,718
Disagree	48.1	22.3	16.2	13.4	673
Strongly disagree	35.6	20.3	18.6	25.4	59
Total	59.8	18.3	12.5	9.4	4,220
Agreement with statement : School has done little to prepare me for when I leave school					
Don't know	(63.6)	(24.2)	(6.1)	(6.1)	33
Strongly agree	43.9	14.6	15.9	25.6	82
Agree	41.2	23.1	18.7	17.0	566
Disagree	57.3	19.5	13.6	9.7	2,409
Strongly disagree	75.4	13.4	7.1	4.1	1,131
Total	59.8	18.3	12.5	9.4	4,221
Agreement with statement : School had taught me things which would be useful in a job					
Don't know	-	-	-	-	25
Strongly agree	69.0	13.7	10.9	6.4	735
Agree	60.6	18.5	12.3	8.6	2,636
Disagree	48.7	22.2	15.1	14.0	770
Strongly disagree	48.2	12.5	12.5	26.8	56
Total	59.7	18.3	12.5	9.4	4,222
Agreement with statement : My school work in Year 11 was usually worth doing					
Don't know	-	-	-	-	10
Strongly agree	72.4	15.0	7.8	4.8	905
Agree	59.2	18.6	13.0	9.2	2,785
Disagree	41.1	22.4	18.9	17.6	482
Strongly disagree	(36.8)	(18.4)	(13.2)	(31.6)	38
Total	59.7	18.3	12.5	9.4	4,220

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A3.4 - Likelihood of applying to HE by respondent characteristics (Level two achievers in receipt of EMAs only) (%)

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Level of achievement					
Non level two achiever	na	na	na	na	0
Level two achiever	57.2	22.5	12.4	7.8	2,148
Total	57.2	22.5	12.4	7.8	2,148
Gender					
Male	50.2	25.7	16.2	7.9	921
Female	62.4	20.5	9.5	7.6	1,201
Total	57.1	22.8	12.4	7.7	2,122
Ethnicity					
White	51.5	24.1	14.8	9.5	1,637
BME	75.9	18.1	4.3	1.6	486
Total	57.1	22.8	12.4	7.7	2,123
Ethnicity and gender					
Male BME	70.3	21.9	4.7	3.1	192
Female BME	79.9	15.7	3.8	.7	293
Male White	44.7	26.8	19.2	9.3	731
Female White	56.9	22.0	11.4	9.7	905
Total	57.1	22.8	12.4	7.7	2,122
EMA					
No EMA	na	na	na	na	0
Receipt of EMA	57.2	22.5	12.4	7.8	2,148
Total	57.2	22.5	12.4	7.8	2,148
Not in education	na	na	na	na	0
In Education but no EMA	na	na	na	na	0
EMA less than £30	58.3	21.6	13.7	6.4	593
EMA equals £30	56.8	23.0	11.9	8.3	1,548
Total	57.2	22.6	12.4	7.8	2,141
Socio-economic background					
Managerial	66.9	17.6	10.5	5.0	484
Intermediate	53.3	25.8	12.6	8.2	658
Semiroutine / Routine / Unemployed	55.4	22.8	12.7	9.1	637
Total	57.8	22.5	12.1	7.6	1,779
Housing					
Own / mortgage	59.2	21.8	12.8	6.2	1,419
Social housing	51.9	24.6	12.8	10.8	509
Private / other	57.8	22.3	9.6	10.2	166
Total	57.3	22.5	12.6	7.6	2,094

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
School performance					
Lowest quartile	53.2	25.9	12.9	8.0	410
2nd lowest quartile	54.5	21.7	14.3	9.5	525
2nd highest quartile	54.6	25.1	11.7	8.6	573
Highest quartile	65.3	18.4	11.7	4.7	599
Total	57.3	22.5	12.6	7.6	2,107
Agreement with statement : Most of the time I found Year 11 boring					
Don't know	-	-	-	-	5
Strongly agree	37.9	25.8	15.2	21.2	66
Agree	46.1	24.2	16.5	13.2	484
Disagree	59.0	23.5	11.6	6.0	1,343
Strongly disagree	74.8	13.2	8.0	4.0	250
Total	57.3	22.5	12.4	7.8	2,148
Agreement with statement : School has helped give me confidence to make decisions					
Don't know	-	-	-	-	17
Strongly agree	70.9	15.7	8.3	5.1	350
Agree	56.9	23.3	12.9	6.9	1,424
Disagree	45.7	27.8	13.9	12.7	324
Strongly disagree	(39.4)	(12.1)	(27.3)	(21.2)	33
Total	57.2	22.5	12.4	7.9	2,148
Agreement with statement : School has done little to prepare me for when I leave school					
Don't know	-	-	-	-	16
Strongly agree	(47.4)	(13.2)	(13.2)	(26.3)	38
Agree	48.9	24.1	16.0	11.0	319
Disagree	53.4	24.7	13.7	8.2	1,237
Strongly disagree	71.9	17.5	7.2	3.3	538
Total	57.2	22.6	12.4	7.8	2,148
Agreement with statement : School had taught me things which would be useful in a job					
Don't know	-	-	-	-	9
Strongly agree	63.5	19.2	11.6	5.6	395
Agree	56.8	22.8	12.7	7.7	1,350
Disagree	51.1	25.1	13.4	10.3	358
Strongly disagree	(64.1)	(15.4)	(5.1)	(15.4)	39
Total	57.2	22.5	12.4	7.9	2,151
Agreement with statement : My school work in Year 11 was usually worth doing					
Don't know	-	-	-	-	5
Strongly agree	68.3	17.8	8.9	5.0	482
Agree	55.0	24.0	13.5	7.5	1,432
Disagree	49.1	23.1	14.6	13.2	212
Strongly disagree	-	-	-	-	18
Total	57.2	22.6	12.4	7.8	2,149

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A3.5 - Likelihood of applying to HE by socio-economic status, gender and ethnicity (%)

	Very likely	Fairly likely	Not very likely	Not at all likely	Base (N)
Managerial / professional background (all)					
Male BME	66.7	19.0	8.0	6.3	174
Female BME	78.2	13.7	4.6	3.6	197
Male White	48.3	17.8	17.0	16.9	1,660
Female White	58.1	16.8	13.1	12.0	1,692
Total	55.2	17.2	14.1	13.5	3,724
Managerial / professional background (level two achievers)					
Male BME	80.5	13.8	4.9	0.8	123
Female BME	85.7	12.3	1.3	0.6	154
Male White	61.6	18.3	13.1	7.0	1,264
Female White	69.1	16.4	9.6	4.9	1,380
Total	67.2	16.9	10.5	5.4	2,921
Intermediate / skilled occupational background (all)					
Male BME	47.6	30.5	11.8	10.2	187
Female BME	61.7	22.1	8.7	7.4	149
Male White	22.5	18.4	23.2	35.8	1,287
Female White	35.5	18.5	20.2	25.8	1,224
Total	31.8	19.5	20.4	28.3	2,848
Intermediate / skilled occupational background (level two achievers)					
Male BME	67.6	25.7	3.8	2.9	105
Female BME	74.3	17.8	5.9	2.0	101
Male White	37.7	24.8	20.7	16.8	697
Female White	52.1	21.7	14.3	11.9	733
Total	48.3	23.0	15.8	12.8	1,636
Routine / unemployed background (all)					
Male BME	44.8	22.6	18.1	14.5	221
Female BME	63.7	23.8	7.8	4.7	256
Male White	13.0	14.0	22.4	50.6	1,084
Female White	24.1	17.4	20.5	38.0	979
Total	25.1	17.0	19.9	37.9	2,542
Routine / unemployed background (level two achievers)					
Male BME	69.9	17.2	8.6	4.3	93
Female BME	77.9	15.4	5.4	1.3	149
Male White	33.0	25.8	22.3	19.0	364
Female White	45.2	21.5	15.4	18.0	423
Total	47.7	21.7	15.9	14.6	1,031

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A3.6 - Logistic regression of likelihood of applying to HE

	B	S.E.	Wald	Sig.	Odds Ratio
Male	-0.26	0.10	6.97	0.01	0.77
BME	1.49	0.22	44.15	0.00	4.43
Receipt of EMA	0.27	0.11	5.73	0.02	1.31
Intermediate occupations	-0.41	0.12	11.31	0.00	0.66
Routine occupations / not in work	-0.43	0.15	7.79	0.01	0.65
Social class unknown	-0.46	0.15	9.06	0.00	0.63
Home owner / mortgage	0.14	0.15	0.83	0.36	1.15
Private rental	0.13	0.26	0.26	0.61	1.14
School L2 results in the second quartile (second worst performing schools)	-0.07	0.16	0.21	0.64	0.93
School L2 results in the third quartile (second best performing schools)	0.12	0.15	0.60	0.44	1.12
School L2 results in the fourth quartile (best performing schools)	0.50	0.15	10.64	0.00	1.65
Agreement with 'owing money is wrong'	-0.26	0.11	5.21	0.02	0.77
Agreement with 'borrowing from a bank is a normal part of today's lifestyle'	0.07	0.14	0.27	0.60	1.08
Agreement with 'once you get into debt it is often difficult to get out'	-0.89	0.13	44.87	0.00	0.41
Agreement with 'student loans are a cheap way of borrowing'	0.33	0.10	11.06	0.00	1.39
Have identified career benefit	0.67	0.12	31.86	0.00	1.96
Have identified social benefit	0.89	0.15	34.05	0.00	2.42
Have identified educational benefit	0.30	0.11	7.43	0.01	1.35
Have identified self-development benefit	0.82	0.16	25.78	0.00	2.28
Have identified debt/ money concerns	0.11	0.11	1.05	0.30	1.12
Have identified 'lack of benefits'	-0.34	0.15	4.95	0.03	0.71
Agree: Getting a degree means getting a better paid job later in life	0.47	0.13	12.57	0.00	1.60
Agree: I don't need a degree for the job I want to do	-2.24	0.11	451.84	0.00	0.11
Agree: the best jobs go to people who have been to university	1.07	0.10	106.70	0.00	2.93
Agree: Most of my friends plan to go to university	1.32	0.10	172.12	0.00	3.76
Agree: People like me don't go to university	-1.12	0.15	54.69	0.00	0.33
Agreement with 'most of the time I found year 11 boring'	-0.48	0.11	17.29	0.00	0.62
Agreement with 'school has given me confidence to make decisions'	0.11	0.13	0.72	0.39	1.11
Agreement with 'school has done little to prepare me for when I leave school'	-0.36	0.14	7.12	0.01	0.70
Agreement with 'school has taught me things that would be useful for a job'	-0.03	0.13	0.06	0.81	0.97
Agreement with 'my school work in year 11 was worth doing'	0.17	0.14	1.32	0.25	1.18

	B	S.E.	Wald	Sig.	Odds Ratio
Constant	0.46	0.37	1.49	0.22	1.58

Notes: Reference categories (set to zero) are: sex (female), ethnicity (white), EMA (not in education/in education but not in receipt of EMA), socio-economic background (higher managerial), housing tenure (social housing) school (worst performing - bottom quartile full L2). All attitude statements have reference categories of strongly disagree, disagree and d/k.

Base: All level two achievers

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Chapter 4

Table A4.1 - Whether costs of HE had led young person to consider not applying by perceived benefits of HE (%)

Considered not applying	Yes	No	All
Career benefits	78.5	81.7	80.6
Social benefits	19.1	19.9	19.6
Educational benefits	36.3	33.8	34.7
Self developmental benefits	16.8	20.2	19.1
Other	2.9	2.9	2.9
Benefit not known	1.4	0.8	1.0
<i>Base (N)</i>	<i>1,689</i>	<i>3,234</i>	<i>4,923</i>

Base: All level two achievers (including don't knows), planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.2 - Whether costs of HE had led young person to consider not applying by motivators to apply (%)

Considered not applying	Yes	No	All
Career benefits	61.0	63.2	62.5
Social benefits	26.2	25.9	26.0
Educational benefits	41.6	41.8	41.7
Self developmental benefits	7.4	8.2	7.9
Other	2.9	2.8	2.8
Motivation not known	1.2	1.2	1.2
<i>Base (N)</i>	<i>1,677</i>	<i>3,216</i>	<i>4,892</i>

Base: All level two achievers (including don't knows), planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.3 - Whether costs of HE had led young person to consider not applying by perceived costs / disbenefits of HE (%)

Considered not applying	Yes	No	All
Costs / finance	77.8	68.3	71.6
- getting into debt / have to borrow money	44.7	35.0	38.3
Financial dependency	7.0	8.3	7.9
No guarantees	9.8	8.6	9.0
- no guarantee of a good job at the end	6.6	5.7	6.0
Negative experience	24.9	26.4	25.9
Costs not known	5.8	10.5	8.9
<i>Total</i>	<i>1,689</i>	<i>3,234</i>	<i>4,923</i>

Base: All level two achievers (including don't knows), planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.4 - Whether costs of HE had led young person to consider not applying by subject ambition and attitudes to HE (%)

	Yes	No	Base (N)
Subject ambition			
Medicine and subjects allied	17.1	82.9	240
Professional subjects	30.2	69.8	417
STEM	24.2	75.8	318
Social science	30.7	69.3	176
English, humanities and languages	24.0	76.0	196
Art, design and media	40.3	59.7	305
Other	30.1	69.9	156
Combined subjects	32.2	67.8	205
Subject undecided / DK	39.3	60.7	680
<i>I don't need a degree to get the job I want to do</i>			
Don't know	44.7	55.3	273
Strongly agree	43.2	56.8	192
Agree	41.9	58.1	921
Disagree	37.5	62.5	1,813
Strongly disagree	23.8	76.2	1,677
<i>The best jobs go to people who have been to university</i>			
Don't know	50.9	49.1	116
Strongly agree	27.7	72.3	1,072
Agree	32.5	67.5	2,353
Disagree	41.5	58.5	1,123
Strongly disagree	52.6	47.4	97
<i>Most of my friends are planning to go to university</i>			
Don't know	42.5	57.5	153
Strongly agree	24.0	76.0	1630
Agree	36.6	63.4	2328
Disagree	50.0	50.0	602
Strongly disagree	56.4	43.6	55
<i>People like me don't go to university</i>			
Don't know	50.7	49.3	140
Strongly agree	37.3	62.7	51
Agree	60.7	39.3	163
Disagree	44.1	55.9	1,881
Strongly disagree	24.5	75.5	2,519
<i>Getting a degree will mean you get better paid jobs later on in life</i>			
Don't know	—	-	23
Strongly agree	28.4	71.6	1,868
Agree	36.5	63.5	2,643
Disagree	47.8	52.2	370
Strongly disagree	-	-	18
All	34.1	65.4	4,923

Base: All level two achievers (excludes don't knows), planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.5 - Costs of HE had lead young person to consider not applying by attitudes to debt (%)

	Yes	No	Base (N)
<i>Owing money is wrong</i>			
Don't know	36.5	63.5	85
Strongly agree	36.4	63.6	107
Agree	40.0	60.0	814
Disagree	34.7	65.3	3,315
Strongly disagree	23.7	76.3	603
<i>Borrowing money from a bank or loan company is a normal part of today's lifestyle</i>			
Don't know	26.2	73.8	65
Strongly agree	31.9	68.1	649
Agree	34.3	65.7	3,719
Disagree	39.4	60.6	462
Strongly disagree	-	-	26
<i>Once you get in debt it is often very difficult to get out of it</i>			
Don't know	25.0	75.0	152
Strongly agree	38.9	61.1	710
Agree	36.0	64.0	2,868
Disagree	29.2	70.8	1,120
Strongly disagree	21.6	78.4	74
<i>Student loans are a cheap way of borrowing money</i>			
Don't know	35.4	64.6	514
Strongly agree	25.9	74.1	305
Agree	32.8	67.2	2,486
Disagree	38.4	61.6	1,494
Strongly disagree	31.1	68.9	122
All	34.1	65.4	4,923

Base: All level two achievers (excludes don't knows), planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.6 - Attitudes to debt (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Getting a degree will mean you get better paid jobs	0.8	32.7	54.2	11.3	1.0	6,613
Owing money is wrong	2.1	3.0	19.0	65.4	10.6	6,613
Borrowing is part of today's lifestyle	1.4	12.1	75.5	10.3	0.8	6,611
Debt is often very difficult to get out of	3.0	16.4	59.2	20.2	1.2	6,613
Student loans are a cheap way to borrow	11.5	5.3	48.4	31.8	3.0	6,613

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.7 - Getting a degree will mean you get better paid jobs later on in life (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Consider not applying due to finance	0.5	31.4	57.2	10.5	0.4	1,689
No	0.4	41.4	51.9	6.0	0.3	3,233
Male	0.9	34.0	52.2	11.7	1.2	3,091
Female	0.8	31.3	56.2	10.9	0.9	3,447
White	0.8	31.1	55.1	11.8	1.1	5,640
Black and minority ethnic background	0.7	42.3	49.1	7.6	0.3	894
Not in education	1.5	26.5	53.7	16.9	1.5	136
In Education but no EMA	0.6	31.2	54.9	12.1	1.2	4,259
EMA less than 30	1.3	33.4	53.7	11.0	0.5	598
EMA equals £30	1.0	37.2	52.6	8.5	0.7	1,569
Managerial	0.5	32.6	55.6	10.4	0.8	2,962
Intermediate	1.1	30.7	52.8	13.9	1.5	1,676
Semi routine / Routine / Unemployed	1.1	34.2	53.6	10.3	0.8	1,052
Own / mortgage	0.7	32.1	54.5	11.7	1.0	5,442
Social housing	1.3	36.6	52.0	9.4	0.7	715
Private / other	0.3	32.8	58.1	6.8	1.9	308
Lowest quartile	0.8	38.8	49.9	9.5	0.9	851
2nd lowest quartile	1.2	30.9	56.3	10.4	1.1	1,239
2nd highest quartile	0.9	30.2	55.2	12.6	1.0	1,749
Highest quartile	0.6	33.2	53.8	11.3	1.1	2,656

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.8 - Owing money is wrong (%)

	Don't know	Strongl y agree	Agree	Disagree	Strongl y disagre e	Base (N)
Consider not applying due to finance	1.8	2.3	19.3	68.1	8.5	1,690
No	1.7	2.1	15.1	66.9	14.2	3,234
Male	1.9	3.8	19.4	63.7	11.2	3,090
Female	2.3	2.3	18.4	67.0	10.1	3,447
White	2.0	2.8	18.4	66.4	10.5	5,640
Black and minority ethnic background	3.1	3.9	21.7	59.9	11.3	893
Not in education	2.2	7.4	30.1	54.4	5.9	136
In Education but no EMA	1.6	3.0	18.4	66.0	10.9	4,259
EMA less than 30	2.7	2.2	16.6	69.4	9.2	598
EMA equals £30	3.2	2.7	20.4	63.2	10.6	1,569
Managerial / professional	1.6	2.9	16.6	66.9	12.0	2,963
Intermediate	2.3	3.2	20.5	66.1	8.0	1,675
Routine and manual work	2.6	3.0	22.4	61.5	10.5	1,052
Own / mortgage	1.9	2.8	18.2	66.4	10.7	5,442
Social housing	3.9	4.1	24.6	58.1	9.4	716
Private / other	1.6	3.2	19.7	65.0	10.4	309
Lowest quartile	2.0	4.9	23.9	59.5	9.8	851
2nd lowest quartile	2.5	2.5	21.6	63.1	10.3	1,240
2nd highest quartile	2.2	3.2	17.6	67.4	9.7	1,749
Highest quartile	1.9	2.3	17.1	66.9	11.9	2,657

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.9 - Borrowing money from a bank or loan company is a normal part of today's lifestyle (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Consider not applying due to finance	1.0	12.3	75.5	10.8	0.5	1,689
No	1.5	13.7	75.6	8.7	0.6	3,232
Male	1.2	12.6	74.1	11.0	1.1	3,090
Female	1.5	11.5	76.8	9.7	0.5	3,446
White	1.2	11.2	76.1	10.7	0.7	5,637
Black and minority ethnic background	2.0	17.1	72.0	7.7	1.1	893
Not in education	0.7	10.4	75.6	12.6	0.7	135
In Education but no EMA	1.4	12.8	75.5	9.7	0.6	4,257
EMA less than 30	1.3	8.2	80.1	9.7	0.7	598
EMA equals £30	1.3	11.8	73.9	11.7	1.3	1,569
Managerial	1.1	13.0	75.3	10.0	0.6	2,961
Intermediate	1.7	11.3	75.5	10.7	0.8	1,676
Semi routine / Routine / Unemployed	1.2	10.9	75.9	10.6	1.3	1,053
Own / mortgage	1.3	12.3	75.6	10.2	0.6	5,440
Social housing	1.8	9.9	72.7	13.6	2.0	714
Private / other	1.3	13.3	76.9	8.1	0.3	308
Lowest quartile	1.4	11.0	75.0	11.3	1.3	851
2nd lowest quartile	1.5	12.3	73.6	11.7	0.9	1,239
2nd highest quartile	1.5	10.5	77.1	10.3	0.6	1,749
Highest quartile	1.2	13.5	75.3	9.5	0.6	2,654

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.10 - Once you get in debt it is often very difficult to get out of it (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Consider not applying due to finance	2.2	16.3	61.1	19.4	0.9	1,689
No	3.5	13.4	56.8	24.5	1.8	3,235
Male	3.1	15.6	57.0	22.9	1.3	3,090
Female	3.0	17.0	61.1	17.8	1.1	3,448
White	2.9	15.9	59.7	20.4	1.0	5,641
Black and minority ethnic background	4.1	19.1	55.5	18.9	2.3	894
Not in education	2.2	22.2	62.2	12.6	0.7	135
In Education but no EMA	3.0	15.4	59.7	20.5	1.4	4,259
– EMA less than 30	2.3	17.6	56.7	22.7	0.7	598
– EMA equals £30	3.5	18.4	58.0	19.1	1.0	1,569
Managerial	3.4	14.6	58.0	22.6	1.5	2,961
Intermediate	2.9	17.1	61.0	18.3	0.7	1,675
Semi routine / Routine / Unemployed	2.4	19.3	60.8	16.8	0.8	1,053
Own / mortgage	3.0	15.5	59.0	21.2	1.3	5,443
Social housing	2.8	22.9	56.1	16.9	1.3	715
Private / other	2.9	16.9	66.2	13.3	0.6	308
Lowest quartile	2.5	19.4	61.6	16.1	0.5	851
2nd lowest quartile	4.1	18.1	56.1	20.4	1.2	1,240
2nd highest quartile	3.0	15.3	60.5	20.3	0.8	1,748
Highest quartile	2.8	15.4	58.8	21.4	1.7	2,657

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.11 - Student loans are a cheap way of borrowing money (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Consider not applying due to finance	10.8	4.7	48.3	33.9	2.3	1,688
No	10.3	7.0	51.7	28.5	2.6	3,233
Male	10.6	6.6	51.1	28.7	3.0	3,089
Female	12.4	4.1	45.9	34.7	2.9	3,447
White	11.2	5.2	48.3	32.4	2.9	5,640
Black and minority ethnic background	13.5	6.0	48.9	28.6	2.9	894
Not in education	15.4	2.2	47.1	33.8	1.5	136
In Education but no EMA	11.4	5.7	47.8	31.9	3.3	4,260
- EMA less than 30	11.4	5.0	49.2	31.6	2.8	598
- EMA equals £30	11.4	4.7	49.6	31.8	2.5	1,569
Managerial	11.0	5.4	50.0	30.5	3.1	2,962
Intermediate	10.7	4.8	47.9	34.1	2.5	1,675
Semi routine / Routine / Unemployed	12.4	5.4	45.4	33.8	2.9	1,053
Own / mortgage	11.1	5.2	49.1	31.7	3.0	5,441
Social housing	13.8	5.3	44.8	33.0	3.1	716
Private / other	13.7	6.2	43.0	33.6	3.6	307
Lowest quartile	12.7	4.2	48.2	31.4	3.4	850
2nd lowest quartile	13.6	4.5	45.0	33.8	3.1	1,239
2nd highest quartile	11.5	4.5	48.4	32.5	3.0	1,749
Highest quartile	10.0	6.5	50.2	30.6	2.8	2,657

Base: Level two achievers

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Table A4.12 - Attitudes to debt by intended subject of study at university (%)

Agreement with debt attitude statements	Medicine and subjects allied	Professional subjects	STEM	Social science	English, humanities and languages	Art, design and media	Other	Subject undecided/ DK	Total
<i>Owing money is wrong</i>									
Don't know	0.4	1.4	2.6	0.9	0.8	2.8		1.7	1.6
Strongly agree	2.0	2.0	2.3	3.2	1.9	2.5	1.9	2.1	2.3
Agree	17.5	22.0	18.5	13.3	9.9	17.0	14.1	16.2	16.7
Disagree	70.3	63.2	63.3	69.7	69.5	64.7	67.3	67.9	66.6
Strongly disagree	9.8	11.2	13.3	12.8	17.9	12.9	16.7	12.1	12.9
Base (N)	246	437	346	218	262	394	156	711	2,770
<i>Borrowing money is a normal part of today's lifestyle</i>									
Don't know	1.2	1.4	1.7	2.3	0.4	1.3	0.6	1.1	1.3
Strongly agree	16.7	16.3	14.7	18.3	15.3	10.6	10.9	14.3	14.6
Agree	68.7	72.0	72.5	69.7	76.7	75.7	78.8	75.4	73.8
Disagree	12.6	8.7	10.7	9.2	7.6	11.1	9.0	8.6	9.6
Strongly disagree	0.8	1.6	0.3	0.5	0.0	1.3	0.6	0.6	0.8
Base (N)	246	436	346	218	262	395	156	711	2,770
<i>Once you get in debt it is often very difficult to get out of it</i>									
Don't know	3.3	1.8	3.2	1.4	4.2	2.5	3.2	2.5	2.7
Strongly agree	14.2	15.3	11.0	14.7	15.3	17.2	15.4	15.5	14.9
Agree	54.5	57.0	59.8	57.1	58.8	59.5	55.1	58.1	57.8
Disagree	26.4	24.9	24.6	23.0	20.2	18.7	21.8	22.5	22.7
Strongly disagree	1.6	0.9	1.4	3.7	1.5	2.0	4.5	1.4	1.8
Base (N)	246	437	346	217	262	395	156	711	2,770

Agreement with debt attitude statements	Medicine and subjects allied	Profess- ional subjects	STEM	Social science	English, human- ities and languages	Art, design and media	Other	Subject undecided/ DK	Total
<i>Student loans are a cheap way to borrow money</i>									
Don't know	7.3	8.3	7.5	6.5	10.3	10.6	10.9	11.0	9.3
Strongly agree	7.3	7.1	9.8	6.0	10.7	5.8	9.0	5.3	7.2
Agree	57.5	51.8	52.9	56.2	53.6	45.1	50.6	50.7	51.7
Disagree	24.7	28.4	26.6	30.0	21.8	35.4	26.9	30.9	28.9
Strongly disagree	3.2	4.4	3.2	1.4	3.4	3.0	2.6	2.1	2.9
Base (N)	247	436	346	217	261	395	156	712	2,770

Base: Level two achievers, planning to go to HE

Source: DCSF Longitudinal Study of Young People in England, Wave 4 (2007)

Chapter 5

Table A5.1 - Importance of getting a specific job after university in subject choice by respondent characteristics (%)

	Don't know	Very important	Fairly important	Not very important	Not at all important	Base (N)
Gender						
Male	.3	59.1	28.1	10.0	2.6	1,593
Female	.2	62.6	24.7	9.5	3.0	2,169
Total	.2	61.1	26.1	9.7	2.8	3,762
Apply to HE						
Very likely	.1	63.2	23.6	9.7	3.3	3,018
Fairly likely	.4	53.3	36.4	8.8	1.1	751
Total	.2	61.2	26.1	9.6	2.8	3,769
Ethnicity						
White	.3	59.0	26.9	10.7	3.1	3,144
BME	.2	72.1	22.1	4.5	1.1	616
Total	.2	61.2	26.1	9.7	2.8	3,760
EMA						
Not in education	-	-	-	-	-	19
In education but no EMA	.3	58.1	26.6	11.6	3.4	2,426
EMA less than £30		63.1	26.3	8.4	2.2	369
EMA equals £30	.2	67.4	25.1	5.5	1.7	955
Total	.2	61.1	26.2	9.7	2.8	3,769
Socio-economic background						
Managerial	.2	56.1	27.7	12.3	3.6	1,814
Intermediate	.3	65.7	24.1	7.4	2.4	902
Semiroutine / Routine / Unemployed	.2	68.6	24.1	5.4	1.8	561
Total	.2	60.9	26.1	9.8	3.0	3,277
Housing						
Own / mortgage	.2	60.0	26.7	10.2	2.8	3,133
Social housing	.5	65.4	25.7	5.7	2.7	405
Private / other		68.4	18.7	8.6	4.3	187
Total	.2	61.0	26.2	9.7	2.9	3,725
School performance						
Lowest quartile	.0	68.8	25.7	4.8	.7	455
2nd lowest quartile	.6	64.3	25.6	7.3	2.1	656
2nd highest quartile	.4	65.2	24.3	8.2	1.8	973
Highest quartile	.1	55.1	27.6	12.7	4.5	1,651
Total	.2	61.0	26.2	9.6	2.9	3,735

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.2 - Importance of getting a well paid job after university in subject choice by respondent characteristics (%)

	Don't know	Very important	Fairly important	Not very important	Not at all important	Base (N)
Gender						
Male	.1	57.4	34.9	6.8	.8	1,593
Female	.2	51.1	39.3	8.8	.6	2,169
Total	.2	53.8	37.4	7.9	.7	3,762
Apply to HE						
Very likely to apply	.2	55.3	35.6	8.3	.7	3,018
Fairly likely to apply		49.3	43.2	6.8	.7	751
Not very likely	-	-	-	-	-	20
Total	.2	54.0	37.2	7.9	.7	3,789
Ethnicity						
White	.1	51.5	38.8	8.9	.7	3,144
BME	.3	65.7	30.4	2.9	.6	616
Total	.2	53.8	37.4	7.9	.7	3,760
EMA						
Not in education	-	-	-	-	-	19
In Education but no EMA	.0	52.2	38.8	8.2	.7	2,426
EMA less than £30	.3	51.6	39.4	8.2	.5	369
EMA equals £30	.3	59.0	33.1	7.0	.6	955
Total	.1	53.8	37.4	7.9	.7	3,769
Socio-economic background						
Managerial	.1	51.1	39.6	8.3	.9	1,814
Intermediate	.1	55.4	36.9	7.2	.3	902
Semiroutine / Routine / Unemployed	.4	60.0	32.9	6.4	.4	561
Total	.2	53.8	37.7	7.7	.6	3,277
Housing						
Own / mortgage	.1	53.0	38.1	8.1	.7	3,133
Social housing	.7	61.8	30.0	6.4	1.0	405
Private / other		52.7	38.2	9.1	.0	187
Total	.2	54.0	37.3	7.9	.7	3,725
School performance						
Lowest quartile		65.7	29.9	4.4		455
2nd lowest quartile	.3	53.4	38.6	7.0	.8	656
2nd highest quartile	.1	54.0	37.9	7.4	.6	973
Highest quartile	.1	50.9	38.6	9.5	.9	1,651
Total	.1	53.9	37.3	7.9	.7	3,735

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.3 - Importance of being interested in the subject in subject choice by respondent characteristics (%)

	Don't know	Very important	Fairly important	Not very important	Not at all important	Base (N)
Gender						
Male	.0	82.9	16.6	.4	.1	1,593
Female	.0	86.9	12.5	.5	.1	2,169
Total	.0	85.2	14.2	.5	.1	3,762
Apply to HE						
Very likely	.0	86.2	13.4	.4	.0	3,018
Fairly likely	.0	81.5	17.3	.9	.3	751
Not very likely	-	-	-	-	-	20
Total	.0	85.2	14.2	.5	.1	3,789
Ethnicity						
White	.0	86.6	13.0	.3	.1	3,144
BME	.0	78.3	20.3	1.3	.2	616
Total	.0	85.2	14.2	.5	.1	3,760
EMA						
Not in education	-	-	-	-	-	19
In Education but no EMA		86.3	13.3	.4	.1	2,426
EMA less than £30	.0	84.2	14.9	.8	.0	369
EMA equals £30	.0	83.0	16.5	.5	.0	955
Total	.0	85.3	14.2	.5	.1	3,769
Socio-economic background						
Managerial	.0	87.3	12.2	.4	.1	1,814
Intermediate	.0	81.8	17.4	.7	.1	902
Semiroutine / Routine / Unemployed	.0	84.5	15.0	.5	.0	561
Total	.0	85.3	14.1	.5	.1	3,277
Housing						
Own / mortgage	.0	85.6	13.9	.5	.1	3,133
Social housing	.0	82.5	16.5	.7	.2	405
Private / other	.0	84.0	16.0	.0	.0	187
Total	.0	85.2	14.3	.5	.1	3,725
School performance						
Lowest quartile	.0	83.1	15.8	.7	.4	455
2nd lowest quartile	.0	85.1	14.2	.6	.2	656
2nd highest quartile	.0	85.8	13.7	.5	.0	973
Highest quartile	.0	85.4	14.2	.4	.0	1,651
Total	.0	85.2	14.3	.5	.1	3,735

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.4 - Importance of being good at the subject in subject choice by respondent characteristics (%)

	Don't know	Very important	Fairly important	Not very important	Not at all important	Base (N)
Gender						
Male	1.3	53.5	41.0	3.8	.4	1,593
Female	2.2	49.4	45.1	3.0	.3	2,169
Total	1.8	51.2	43.4	3.3	.4	3,762
Ethnicity						
White	1.7	51.3	43.5	3.1	.4	3,144
BME	2.1	50.6	43.1	3.9	.3	616
Total	1.8	51.2	43.4	3.3	.4	3,760
EMA						
Not in education	-	-	-	-	-	19
In Education but no EMA	1.8	50.7	44.2	2.9	.4	2,426
EMA less than £30	2.7	53.0	41.3	3.0	.0	369
EMA equals £30	1.0	52.3	41.8	4.4	.5	955
Total	1.8	51.3	43.3	3.3	.4	3,769
Socio-economic background						
Managerial	1.6	52.6	42.8	2.7	.3	1,814
Intermediate	1.2	48.7	45.7	3.8	.6	902
Semiroutine / Routine / Unemployed	1.6	51.7	43.1	3.2	.4	561
Total	1.5	51.4	43.7	3.1	.4	3,277
Housing						
Own / mortgage	1.7	51.5	43.4	3.1	.4	3,133
Social housing	1.7	53.6	39.3	5.2	.2	405
Private / other	3.2	40.6	51.9	3.2	1.1	187
Total	1.8	51.1	43.4	3.3	.4	3,725
School performance						
Lowest quartile	1.3	53.6	41.3	2.9	.9	455
2nd lowest quartile	2.1	51.3	42.3	3.7	.6	656
2nd highest quartile	1.4	51.4	43.6	3.5	.1	973
Highest quartile	2.0	50.8	43.7	3.2	.2	1,651
Total	1.8	51.4	43.1	3.3	.3	3,735

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.5 - Importance of opinions of family members in subject choice by respondent characteristics (%)

	Don't know	Very important	Fairly important	Not very important	Not at all important	Base (N)
Gender						
Male	.1	2.8	13.6	40.8	42.6	1,593
Female	.3	2.9	10.6	40.0	46.3	2,169
Total	.2	2.9	11.9	40.3	44.7	3,762
Very likely						
Very likely	.2	2.7	11.7	39.9	45.5	3,018
Fairly likely	.5	3.6	13.1	42.0	40.8	751
Not very likely	-	-	-	-	-	20
Total	.2	2.9	11.9	40.2	44.7	3,789
Ethnicity						
White	.3	2.3	10.3	39.9	47.2	3,144
BME	.0	5.8	19.6	42.7	31.8	616
Total	.2	2.9	11.9	40.3	44.7	3,760
EMA						
Not in education	-	-	-	-	-	19
In Education but no EMA	.2	2.7	9.8	40.8	46.5	2,426
EMA less than £30	.3	2.2	14.7	41.0	41.8	369
EMA equals £30	.3	3.9	16.2	38.8	40.8	955
Total	.2	2.9	11.9	40.3	44.6	3,769
Socio-economic background						
Managerial	.3	2.0	9.9	40.7	47.1	1,814
Intermediate	.1	3.9	12.3	38.0	45.7	902
Semiroutine / Routine / Unemployed		4.5	15.5	40.7	39.3	561
Total	.2	2.9	11.5	40.0	45.4	3,277
Housing						
Own / mortgage	.3	2.7	11.3	40.9	44.8	3,133
Social housing	.0	4.0	17.8	35.9	42.3	405
Private / other		3.7	9.0	37.8	49.5	187
Total	.2	2.9	11.9	40.2	44.8	3,725
School performance						
Lowest quartile	.4	5.0	16.7	36.4	41.4	455
2nd lowest quartile	.3	2.1	13.7	42.5	41.4	656
2nd highest quartile	.3	4.1	11.0	41.7	42.9	973
Highest quartile	.1	2.0	10.5	39.6	47.8	1,651
Total	.2	2.9	12.0	40.3	44.6	3,735

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.6 - Agreement with statement 'Subjects like Science - Maths are more difficult than others' by subject choice (based on those taking A-levels who wish to study at university) (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Medicine and subjects allied	0.4	19.8	41.2	36.2	2.5	243
Professional subjects	1.4	19.8	46.1	29.1	3.6	419
STEM	1.6	15.9	44.9	29.9	7.8	321
Social science	1.7	20.0	43.4	28.6	6.3	175
English, humanities and languages	3.6	16.8	35.7	30.1	13.8	196
Art, design and media	0.6	12.9	44.8	32.9	8.7	310
Other	0.6	25.2	34.8	29.7	9.7	155
Combined subjects	0.5	13.5	38.0	39.4	8.7	208
Subject undecided/ DK	1.3	20.2	45.5	29.4	3.5	677
Total	1.3	18.3	43.0	31.2	6.2	2,704

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.7 - Agreement with statement 'Studying science or maths means working longer hours' by subject choice (based on those taking A-levels who wish to study at university) (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Medicine and subjects allied	2.1	9.5	48.1	37.3	2.9	243
Professional subjects	9.1	3.8	28.6	55.6	2.9	419
STEM	9.4	5.3	30.1	52.4	2.8	321
Social science	9.1	5.1	30.1	52.8	2.8	175
English, humanities and languages	9.7	2.6	31.8	49.7	6.2	196
Art, design and media	8.4	3.2	23.2	53.9	11.3	310
Other	9.6	7.1	23.1	51.9	8.3	155
Combined subjects	4.3	4.3	32.2	51.0	8.2	208
Subject undecided/ DK	9.2	5.5	31.7	50.7	3.0	677
Total	8.1	5.1	31.0	51.0	4.8	2,704

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.8 - Agreement with statement 'People with science - maths degrees are in demand by employers' by subject choice (based on those taking A-levels who wish to study at university) (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Medicine and subjects allied	5.4	21.1	49.6	23.6	0.4	243
Professional subjects	8.1	10.2	57.1	23.6	1.0	419
STEM	5.6	25.6	54.4	13.4	0.9	321
Social science	10.2	11.4	51.7	25.0	1.7	175
English, humanities and languages	8.7	23.0	50.5	16.8	1.0	196
Art, design and media	11.9	7.4	49.0	30.0	1.6	310
Other	8.4	16.1	56.1	15.5	3.9	155
Combined subjects	7.2	13.5	51.0	26.0	2.4	208
Subject undecided/ DK	10.8	12.9	55.8	19.2	1.3	677
Total	8.8	14.9	53.5	21.3	1.4	2,704

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.9 - Agreement with statement 'People with science - maths degrees get better paid jobs' by subject choice (based on those taking A-levels who wish to study at university) (%)

	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Base (N)
Medicine and subjects allied	4.6	11.6	38.2	41.1	4.6	243
Professional subjects	3.1	7.9	30.1	53.6	5.3	419
STEM	5.6	8.8	46.7	35.7	3.1	321
Social science	5.1	5.7	36.4	46.0	6.8	175
English, humanities and languages	4.1	7.7	32.1	49.0	7.1	196
Art, design and media	4.2	4.5	32.4	52.4	6.5	310
Other	3.9	9.7	34.2	45.2	7.1	155
Combined subjects	4.8	6.2	34.4	46.4	8.1	208
Subject undecided/ DK	6.8	7.4	37.8	43.3	4.7	677
Total	5.0	7.6	36.1	45.8	5.5	2,704

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.10 - How much like or dislike this subject: Maths aged 13/14 by subject choice (based on those taking A-levels who wish to study at university) (%)

	Don't know	Like it a lot (100)	Like it a little (66.67)	Don't like it very much (33.33)	Don't like it at all (0)	Base (N)
Medicine and subjects allied	0.0	33.6	40.1	16.4	0	273
Professional subjects	0.0	30.5	43.4	15.2	0	481
STEM	0.0	43.0	43.0	10.3	0	348
Social science	0.0	25.8	44.4	23.0	0	178
English, humanities and languages	1.0	22.6	36.7	28.1	0	198
Art, design and media	0.0	19.2	41.7	25.6	0	356
Other	0.0	27.2	42.2	24.3	0	173
Combined subjects	0.0	19.5	45.7	25.3	0	221
Subject undecided / DK	0.0	26.1	43.6	21.3	0	808
Total	0.1	27.9	42.6	20.2	0	3,036

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.11 - How much like or dislike this subject: English aged 13/14 by subject choice (based on those taking A-levels who wish to study at university) (%)

	Like it a lot (100)	Like it a little (66.67)	Don't like it very much (33.33)	Don't like it at all (0)	Base (N)
Medicine and subjects allied	35.0	52.9	7.3	4.7	273
Professional subjects	34.0	50.0	12.5	3.5	481
STEM	29.8	49.3	15.8	5.2	348
Social science	33.7	48.3	10.1	7.9	178
English, humanities and languages	58.1	35.4	5.1	1.5	198
Art, design and media	39.6	48.0	9.0	3.4	356
Other	34.3	46.5	13.4	5.8	173
Combined subjects	44.8	39.4	11.3	4.5	221
Subject undecided/ DK	32.7	48.0	15.1	4.2	808
Total	36.3	47.4	12.0	4.3	3,036

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A5.12 - How much like or dislike this subject: Science aged 13/14 by subject choice (based on those taking A-levels who wish to study at university) (%)

	Like it a lot (100)	Like it a little (66.67)	Don't like it very much (33.33)	Don't like it at all (0)	Base (N)
Medicine and subjects allied	54.6	30.8	11.7	2.9	273
Professional subjects	35.6	41.4	18.3	4.8	481
STEM	53.7	39.1	6.6	0.6	348
Social science	34.3	44.4	17.4	3.9	178
English, humanities and languages	32.8	39.4	19.7	8.1	198
Art, design and media	24.7	49.2	21.6	4.5	356
Other	45.1	39.3	12.7	2.9	173
Combined subjects	33.5	43.9	14.5	8.1	221
Subject undecided/ DK	32.1	46.2	17.1	4.7	808
Total	37.3	42.5	15.9	4.4	3,036

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Chapter 6

Table A6.1 - Location of study preferences by respondent characteristics (%)

	Don't know	At a university where you could live at home during term time	At a university where you lived away from home during term time	I have no preference	Base (N)
Likelihood of ever applying to go to university and do a degree					
Very likely	.5	18.2	66.2	15.1	3,711
Fairly likely	.5	33.3	44.5	21.8	1,217
Total	.5	22.0	60.8	16.7	4,928
Gender					
Male	.2	20.5	60.4	18.8	2,197
Female	.7	23.2	60.9	15.1	2,681
Total	.5	22.0	60.7	16.8	4,878
Ethnicity					
White	.4	19.9	63.0	16.6	4,063
BME	.7	32.4	49.1	17.7	814
Total	.5	22.0	60.7	16.8	4,877
Ethnicity and gender					
Male BME	.3	28.1	50.9	20.8	342
Female BME	1.1	35.4	48.1	15.5	472
Male White	.2	19.1	62.2	18.5	1,856
Female White	.6	20.5	63.8	15.1	2,207
Total	.5	22.0	60.7	16.8	4,878
Receipt of EMA					
Not in receipt of EMA	.3	16.4	67.6	15.6	3,211
Receipt of EMA	.7	32.0	48.3	18.9	1,661
Total	.5	21.7	61.0	16.7	4,872
EMA					
Not in education	-	-	-	-	26
In Education but no EMA	.3	16.4	67.6	15.6	3,211
EMA less than £30	.7	28.4	49.9	21.0	457
EMA equals £30	.7	33.4	47.8	18.1	1,201
Total	.5	21.9	60.9	16.8	4,895

	Don't know	At a university where you could live at home during term time	At a university where you lived away from home during term time	I have no preference	Base (N)
Socio-economic background					
Managerial	0.4	14.7	69.8	15.1	2,405
Intermediate	1.0	26.2	54.5	18.2	1,151
Semiroutine / Routine / Unemployed	0.3	37.3	40.9	21.5	699
Total	0.5	21.6	60.9	17.0	4,255
Housing					
Own / mortgage	0.4	19.9	63.3	16.4	4,160
Social housing	0.9	39.3	40.2	19.6	455
Private / other	0.4	24.2	56.1	19.3	223
Total	0.5	21.9	60.8	16.8	4,838
School performance					
Lowest quartile	0.3	38.8	41.1	19.8	572
2nd lowest quartile	0.6	30.5	51.9	17.0	829
2nd highest quartile	0.6	23.6	59.0	16.8	1,262
Highest quartile	0.4	13.5	70.8	15.2	2,192
Total	0.5	22.0	61.0	16.5	4,855
Subject					
Medicine and subjects allied		25.2	62.4	12.4	242
Professional subjects	0.7	25.4	56.6	17.4	426
STEM	0.6	17.5	66.7	15.2	342
Social science	0.0	20.5	66.5	13.0	215
English, humanities and languages	0.0	11.1	79.4	9.5	262
Art, design and media	0.5	22.5	61.4	15.7	383
Other	0.0	18.6	67.3	14.1	156
Subject undecided/ DK	1.2	22.7	58.5	17.6	677
Total	0.6	21.1	63.2	15.2	2,703

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A6.2 - Part-time or full-time study preferences by respondent characteristics (%)

	Don't know	Full-time	Part-time - where you would take longer to get your degree	I have no preference	Base (N)
Likelihood of ever applying to go to university and do a degree					
Very likely	.1	96.3	2.0	1.6	3,712
Fairly likely	.5	77.7	15.2	6.6	1,216
Total	.2	91.7	5.3	2.8	4,928
Gender					
Male	.1	90.9	5.8	3.2	2,197
Female	.2	92.5	4.9	2.4	2,681
Total	.2	91.8	5.3	2.8	4,878
Ethnicity					
White	.2	91.5	5.4	2.9	4,064
BME	.2	92.8	4.8	2.2	814
Total	.2	91.7	5.3	2.8	4,878
Ethnicity and gender					
Male BME	.0	92.7	4.4	2.9	342
Female BME	.2	92.8	5.3	1.7	473
Male White	.2	90.5	6.1	3.2	1,857
Female White	.1	92.4	4.9	2.6	2,206
Total	.1	91.8	5.3	2.8	4,879
EMA					
No EMA	.2	92.3	4.6	2.9	3,211
Receipt of EMA	.1	91.1	6.2	2.6	1,661
Total	.2	91.9	5.2	2.8	4,872
Not in education	-	-	-	-	26
In Education but no EMA	.2	92.3	4.6	2.9	3,211
EMA less than £30	.0	92.1	5.5	2.4	456
EMA equals £30	.2	90.7	6.5	2.7	1,201
Total	.2	91.8	5.3	2.8	4,894
Socio-economic background					
Managerial	.2	93.2	4.0	2.7	2,405
Intermediate	.2	90.8	6.3	2.7	1,151
Semiroutine / Routine / Unemployed	.1	88.3	7.4	4.1	699
Total	.2	91.7	5.2	2.9	4,255

	Don't know	Full-time	Part-time - where you would take longer to get your degree	I have no preference	Base (N)
Housing					
Own / mortgage	.1	92.4	4.8	2.7	4,160
Social housing	.4	87.7	8.8	3.1	456
Private / other	.0	88.8	7.2	4.0	223
Total	.1	91.8	5.3	2.8	4,839
School performance					
Lowest quartile	.5	88.3	7.9	3.3	572
2nd lowest quartile	.2	90.1	6.4	3.3	829
2nd highest quartile	.2	90.3	6.7	2.9	1,262
Highest quartile	.0	94.3	3.3	2.4	2,193
Total	.2	91.8	5.2	2.8	4,856
Subject					
Medicine and subjects allied	.0	98.3	0.8	0.8	242
Professional subjects	.0	94.1	4.0	1.9	427
STEM	.0	97.1	1.8	1.2	342
Social science		97.2	1.4	1.4	216
English, humanities and languages	.0	98.5	0.8	0.8	262
Art, design and media	.3	94.0	3.4	2.3	384
Other		92.9	3.9	3.2	155
Subject undecided/ DK	.6	90.3	5.9	3.2	677
Total	.2	94.5	3.3	2.0	2,705

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

Table A6.3 - Length of course preferences by respondent characteristics (%)

	Don't know	A standard length course for my subject	A shorter length course where I could get my degree earlier	A course which takes longer than a standard one but which has work experience	Other	No answer	Base (N)
Likelihood of ever applying to go to university and do a degree							
Very likely	.4	67.0	1.8	26.8	.3	3.7	3,711
Fairly likely	1.0	61.7	6.7	24.4	.2	5.9	1,217
Total	.5	65.7	3.0	26.2	.3	4.3	4,928
Gender							
Male	.5	64.9	3.2	26.7	.3	4.4	2,199
Female	.6	66.4	2.9	25.5	.3	4.3	2,681
Total	.5	65.8	3.0	26.0	.3	4.3	4,880
Ethnicity							
White	.5	65.6	2.9	26.0	.3	4.6	4,064
BME	.5	66.3	3.7	26.3	.1	3.1	814
Total	.5	65.7	3.1	26.0	.3	4.3	4,878
Ethnicity and gender							
Male BME	.3	65.8	4.7	26.3	.3	2.6	342
Female BME	.6	66.6	3.0	26.2	.2	3.4	473
Male White	.5	64.8	3.0	26.7	.3	4.7	1,857
Female White	.5	66.3	2.9	25.4	.4	4.5	2,207
Total	.5	65.7	3.1	26.0	.3	4.3	4,880
EMA							
No EMA	.5	65.6	2.4	27.1	.3	4.0	3,211
Receipt of EMA	.5	66.3	3.9	24.4	.2	4.6	1,661
Total	.5	65.8	2.9	26.2	.3	4.2	4,872
EMA							
Not in education	-	-	-	-	-	-	26
In Education but no EMA	.5	65.6	2.4	27.1	.3	4.0	3,211
EMA less than £30	1.1	68.1	2.0	25.5	.0	3.3	455
EMA equals £30	.3	65.8	4.5	23.9	.3	5.1	1,200
Total	.5	65.7	3.0	26.2	.3	4.3	4,892

	Don't know	A standard length course for my subject	A shorter length course where I could get my degree earlier	A course which takes longer than a standard one but which has work experience	Other	No answer	Base (N)
Socio-economic background							
Managerial	.5	66.0	2.2	26.9	.4	4.0	2,404
Housing							
Own / mortgage	.6	65.9	2.9	26.3	.3	4.1	4,160
Social housing	.2	65.6	3.5	25.1	.2	5.3	454
Private / other	.4	58.5	4.0	30.8		6.3	224
Total	.6	65.5	3.0	26.4	.3	4.3	4,838
School performance							
Lowest quartile	.5	67.4	4.9	22.9	.5	3.7	571
2nd lowest quartile	.6	66.1	4.6	24.2	.1	4.3	829
2nd highest quartile	.6	65.2	2.8	25.4	.5	5.6	1,261
Highest quartile	.5	65.3	2.1	28.4	.3	3.5	2,191
Total	.5	65.6	3.0	26.3	.3	4.2	4,852
Subject							
Medicine and subjects allied	.4	67.5	2.5	27.2	.0	2.5	243
Professional subjects	.0	67.6	2.8	27.0	.0	2.6	426
STEM		69.2	2.9	24.6	1.2	2.1	341
Social science	.5	67.0	2.3	28.4	.0	1.9	215
English, humanities and languages	.8	67.9	1.1	27.9	.0	2.3	262
Art, design and media	.5	67.1	1.6	25.8		5.0	383
Other	.6	61.3	2.6	31.0	.6	3.9	155
Subject undecided/ DK	1.0	63.0	3.0	26.8	.1	6.1	676
Total	.5	66.2	2.4	26.9	.2	3.7	2,701

Source: DCSF Longitudinal Study of Young People in England Study, Wave 4 (2007)

LSYPE Wave 4 - Young person questionnaire: Higher Education module

IF ACHIEVEMENT DATA MISSING FROM SAMPLE ASK ALL KS4CHECK1, OTHERS SKIP TO HEPOSS9

KS4check1 ©

Have you got any GCSEs?

- 1. Yes
- 2. No
- Don't Know
- Refused

{If have GCSEs (KS4check1 = 1)}

Goodno1 ©

How many of these are at grade C or higher?

'C or higher' MEANS: C, B, A or A*.

IF NECESSARY: This includes any half GCSEs at grade C, B, A or A*

- Numeric 1..... 30
- Don't Know

{SOFT CHECK if more than 10 (If Goodno1 > 10)}

GoodNoCk1 ©

INTERVIEWER: THE RESPONDENT HAS ENTERED THAT THEY HAVE **[Text fill: NUMBER OF GCSES FROM GOODNO1]** GCSES. PLEASE CHECK WITH THEM THAT THIS IS CORRECT. IF IT IS CONTINUE IF NOT GO BACK AND CHANGE ANSWER

{Ask All}

KS4check2 ©

Have you got any Intermediate GNVQs?

- 3. Yes
- 4. No
- Don't Know
- Refused

{If have Intermediate GNVQs (KS4check2 = 1)}

Goodno2 ©

How many have you got?

Numeric 1..... 30
Don't Know

{SOFT CHECK if more than 3 passes at intermediate GNVQ (If Goodno2 > 2)}

GoodNoCk2 ©

INTERVIEWER: THE RESPONDENT HAS ENTERED THAT THEY HAVE **[Text fill: NUMBER OF INTERMEDIATE GNVQS FROM GOODNO2]** INTERMEDIATE GNVQS. PLEASE CHECK WITH THEM THAT THIS IS CORRECT. IF IT IS CONTINUE IF NOT GO BACK AND CHANGE ANSWER

{Ask all}

Heposs9 ©

How likely do you think it is that you will ever apply to go to university to do a degree?

SHOWCARD C20.

CODE ONE ONLY

1. Very likely
 2. Fairly likely
 3. Not very likely
 4. Not at all likely
- Don't know

IF HIGH ACHIEVERS (COMBINED TOTAL NUMBER FROM GOODNO1 AND GOODNO2 =5 OR MORE OR EQUIVALENT FROM SAMPLE) AND IF VERY/FAIRLY LIKELY TO APPLY TO UNIVERSITY AT HEPOSS9 (HEPOSS9=1 OR 2)

WhenApply ©

And when do you think you will apply for a place at university?

SHOWCARD C21

CODE ONE ONLY

1. In the next two years
 2. Some other time in the future
 3. Never
 4. Not sure
- SPONTANEOUS ONLY Already applied
SPONTANEOUS ONLY Other
Don't know

{If never going to apply to university at whenapply (whenapply=3) OR if high achiever who is never going to apply at HEPOSS9 (Combined total number from GoodNo1 AND GoodNo2=5 or more or equivalent from sample) AND HEPOSS9 =4)}

HEDecn ©

When did you finally decide that you did not want to go to university? Was this ...
READ OUT

CODE ONE ONLY

1. ...since you got your GCSE results,?
2. ...before you got your GCSE results?
3. ...or did you always know you didn't want to go?
4. ...(DO NOT READ OUT) can't remember?

{If HEdecn = 1 OR 2}

Ifever ©

Was there ever a time when you thought you might want to go to University?

1. Yes
2. No
- Don't Know

{If there ever was a time YP though they might want to go to university (Ifever = 1)}

Whychange ©

What made you finally decide that you wouldn't apply to University? PROBE: Anything else?

OPEN ENDED
Don't know

{If high achiever (Combined total number from GoodNo1 AND GoodNo2=5 or more)}

Benefits

What do you think the advantages, if any, might be for SOMEONE of going to university to study for a degree?

PROBE FULLY

OPEN ENDED
SPONTANEOUS Can't think of any/none
SPONTANEOUS Don't know

{If high achiever (Combined total number from GoodNo1 AND GoodNo2=5 or more)}

Costs

What do you think the disadvantages, if any, might be for someone of going to university to study for a degree?

PROBE FULLY

OPEN ENDED
SPONTANEOUS Can't think of any/none
SPONTANEOUS Don't know

{All those planning to apply to university (whenapply=1-2)}

WHYHE

Now thinking about yourself. You said you plan to apply for a place at university **[Text fill: answer from whenapply¹]**. What are YOUR main reasons for wanting to go to university?

OPEN QUESTION

PROBE

'Anything else?'
'Any other reasons?'
Don't know
Refused

{If WHYHE <> DK , Ref }

WHYINTM

INTERVIEWER: PLEASE ENTER THE NUMBER OF REASONS MENTIONED AT THE PREVIOUS QUESTION

- 1. ONLY ONE REASON MENTIONED*
- 2. MORE THAN ONE REASON MENTIONED*

{If Whyintm = 2}

WHYHEIM

And which of these reasons you've just mentioned was the MOST important to you, that is had the most influence on your final decision?

IF NECESSARY: READ BACK THE PREVIOUS ANSWERS TO THE RESPONDENT
PROMPT: Please give me the ONE most important reason only

OPEN QUESTION

Don't know
Refused

{If never going to apply to university at whenapply (whenapply=3) OR if high achiever who is never going to apply at HEposs9 (Combined total number from GoodNo1 AND GoodNo2=5 or more AND HEposs9 = 4)}

¹ For those respondents when WhenApply = 1, text fill will read 'in the next two years'. For those respondents when WhenApply = 2, the text fill will read 'some other time in the future'.

HeCon

You have said that you are **[Text fill: not planning to apply to university/not likely to ever apply to university]**¹. What are the MAIN reasons why you decided not to apply for a place at a university?

OPEN QUESTION

PROBE 'Anything else?' 'Any other reasons?'

Don't Know
Refused

{If HECON <> DK <> Ref }

WHYCONI

INTERVIEWER: PLEASE ENTER THE NUMBER OF REASONS MENTIONED AT THE PREVIOUS QUESTION

1. ONLY ONE REASON MENTIONED
2. MORE THAN ONE REASON MENTIONED

{If WhyCONI = 2}

HeconIM

And which of these reasons you've just mentioned was the MOST important to you, that is had the most influence on your final decision?

IF NECESSARY: READ BACK THE PREVIOUS ANSWERS TO THE RESPONDENT

PROMPT: Please give me the ONE most important reason only

OPEN QUESTION

Don't know
Refused

{If planning to apply to university (whenapply = 1 OR 2)}

¹ If whenapply = 3, the text fill will read 'not planning to apply to university'. If Combined total number from GoodNo1 AND GoodNo2=5 or more (OR EQUIVALENT FROM SAMPLE) and Heposs9 =4 the text fill will read 'not likely to ever apply to university'

AnyConA

Have the financial aspects of going to university, that is the costs of fees and living expenses, ever made you think about NOT applying?

READ OUT

CODE ONE ONLY

1. Yes
2. No
- Don't know

{If considered the financial aspects (AnyCona = 1)}

AnyConB

Which, if any, of the following financial aspects of going to university are you concerned about? SHOWCARD C22

CODE ALL THAT APPLY

1. Level of tuition fees
2. Living costs (rent, food, travel etc)
3. Having to borrow money/get into debt
4. Having to rely on parents for money
5. Something else (please specify)
6. None of these

{Ask All}

Nextyr ©

Which of these do you think you are most likely to be doing in two years' time?

SHOWCARD C23

PROMPT: what is your best guess of what you think you will be doing?

CODE ONE ONLY

1. Looking for work or unemployed
2. In an Apprenticeship or similar type of training,
3. In a full-time job (30 or more hours per week),
4. Studying full-time for a qualification,
5. Taking a break from study or work
6. Looking after the home or family full time
7. Doing something else (please specify)
- Don't know

{If likely to be studying full time for a qualification in two years time (Nextyr = 4)}

IfHE ©

And what type of qualification do you think that will be?

WE NEED THE LEVEL OR TYPE OF QUALIFICATION HERE E.G. A UNIVERSITY DEGREE, A LEVEL, GNVQ ETC)

1. A degree or other higher education course
2. Something else (TYPE-IN)
- Don't Know

{If planning to apply to university (whenapply = 1 OR 2)} AND if (AlevUni <> 1)}

UniSubot

Have you decided yet what course or subject you would like to study at university?

1. Yes
2. No
- Don't know
- Refused

{If Unisuba = 1) OR (UniSubot = 1)}

Subreas1

I am going to read out some reasons why people might choose to study a particular subject at university, for each of these could you tell me please how important it was to you when you were thinking about what subject you wanted to do at university, was it very important, of some importance or not important at all?

'How important was it to you when you were thinking about what subject you wanted to do at university'¹

SHOWCARD C24

CODE ONE ONLY

Because you need a degree in this subject to get a specific job or career you want to do after university. Was this....

1. Very important
2. Fairly important
3. Not very important
4. Not at all important
- Don't Know

{If Unisuba = 1) OR (UniSubot = 1)}

¹ This needs to appear at the top of every screen for statements Subreas1-9

Subreas3

To make it more likely that you can get a well paid job after university

SHOWCARD C24

1. Very important
 2. Fairly important
 3. Not very important
 4. Not at all important
- Don't Know

{If Unisuba = 1) OR (UniSubot = 1)}

Subreas4

Because you are interested in that subject

SHOWCARD C24

1. Very important
 2. Fairly important
 3. Not very important
 4. Not at all important
- Don't Know

{If Unisuba = 1) OR (UniSubot = 1)}

Subreas5

Because you are good at that subject

SHOWCARD C24

1. Very important
 2. Fairly important
 3. Not very important
 4. Not at all important
- Don't Know

{If Unisuba = 1) OR (UniSubot = 1)}

Subreas6

Because your parents or other members of your family want you to do this

SHOWCARD C24

1. Very important
 2. Fairly important
 3. Not very important
 4. Not at all important
- Don't Know

{If Unisuba = 1) OR (UniSubot = 1)}

Subreas7

Because you think it will be easier to get a place at university for this subject than it would be for other subjects you might do

SHOWCARD C24

1. Very important
 2. Fairly important
 3. Not very important
 4. Not at all important
- Don't Know

{If planning to apply to university (whenapply = 1 OR 2)}

STEMatt (1 - 4)

I'd like to ask you some questions now about studying specific subjects at university, in particular about studying for a degree in either a science or in mathematics. I am going to read out some things that people have said about studying for a degree in these subjects and for each of these, please say whether you agree or disagree

(RANDOMISE ORDER STATEMENTS APPEAR)

SHOWCARD C1

CODE ONE SCORE ONLY FOR EACH ANSWER

1. Strongly Agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't know
Refused

Subjects like science or maths are more difficult than most other subjects

1. Studying science or maths at university means having to work longer hours than most other students
2. People with science or maths degrees are in demand by employers
3. People with science or maths degrees will usually get better paid jobs than students with other types of degree

{If planning to apply to university (whenapply = 1 OR 2)}

I would like to ask you a few questions about how and where you would MOST like to study...

Hepref1

WHERE would you prefer to study for a degree?

SHOWCARD C25

DO NOT READ OUT

CODE ONE ONLY

1. At a university where you could live at home during term time
 2. At a university where you lived away from home during term time
 3. I have no preference
- Don't know (NOT ON SHOWCARD)

{If planning to apply to university (whenapply = 1 OR 2)}

Hepref2

And HOW you would most like to study for a degree?

SHOWCARD C26

DO NOT READ OUT

CODE ONE ONLY

1. Full time
 2. Part-time - where you would take longer to get your degree and could continue working or looking after your family while you studied
 3. I have no preference
- Don't know (NOT ON SHOWCARD)

{If planning to apply to university (whenapply = 1 OR 2)}

Hepref3

And which of these TYPES of course would you prefer?

SHOWCARD C27

IF CODE 5 NO PREFERENCE THEN ENTER NULL

DO NOT READ OUT

CODE ONE ONLY

1. A standard length course for my subject
 2. A shorter length course where I could get my degree earlier but have less holiday time
 3. A course which takes longer than a standard one but which has work experience or time abroad as part of it
 4. Something else (please specify)
 5. I have no preference
- Don't know (NOT ON SHOWCARD)

{If planning to apply to university (whenapply = 1 OR 2)}

SupConf

How well informed do you feel you are about the sorts of financial support available to students at university? By financial support we mean money from grants or loans to help towards the costs of studying and living away from home.

Would you say you are...

READ OUT

CODE ONE ONLY

1. Very well informed
 2. Fairly well informed
 3. Not very well informed
 4. or not at all well informed?
- Don't know (DO NOT READ OUT)

{If planning to apply to university (whenapply = 1 OR 2)}

GrantEl

Some students are eligible for government grants or for bursaries from universities. This is money paid to help with the costs of going to university which students do not have to pay back later after they get their degrees. Do you think you would be eligible for such a grant or bursary?

1. Yes
 2. No
- Don't know

{If does not think will be eligible for a grant or bursary (GrantEl = 2)}

GrantEl2

Why do you think you wouldn't be eligible for such a grant or bursary?

DO NOT READ OUT

CODE ALL THAT APPLY

1. Household income too high
 2. Course / training not eligible
 3. Other (please specify)
- Don't Know

{If planning to apply to university (whenapply = 1 OR 2)}

Fundstud

And which other ways apart from grants and bursaries do you think you would use to pay for your fees and living expenses when you're at university ...?

SHOWCARD C28

CODE ALL THAT APPLY

1. A Student Loan
 2. Borrowing money from a bank or similar organisation
 3. Another sort of loan (e.g. credit cards/ overdraft etc.)
 4. Sponsorship or financial support from an employer
 5. Doing paid work during term-time
 6. Doing paid work during the holidays
 7. Money from parents or other family members
 8. Money from friends
 9. Your own savings
 10. Money from another source (PLEASE GIVE DETAILS)
- Don't Know

{If high achiever (Combined total number from GoodNo1 AND GoodNo2=5 or more or equivalent from sample)}

Debtatt1

I am now going to read out some things young people have said about the costs of studying at a university. For each statement, please say whether you agree or disagree.

Getting a degree will mean you get better paid jobs later on in life. Do you...

SHOWCARD C1

CODE ONE SCORE ONLY

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
- Don't Know
Refused

Debtatt2

Owing money is wrong

SHOWCARD C1

CODE ONE SCORE ONLY

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
- Don't Know
Refused

Debtatt3

Borrowing money from a bank or loan company is a normal part of today's lifestyle.

SHOWCARD C1

CODE ONE SCORE ONLY

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
- Don't Know
Refused

Debtatt4

Once you get into debt it is often very difficult to get out of it

SHOWCARD C1

CODE ONE SCORE ONLY

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
- Don't Know
Refused

Debtatt5

Student loans are a cheap way to borrow money.

SHOWCARD C1

CODE ONE SCORE ONLY

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
- Don't Know
Refused

Debtatt6

The idea of leaving university with big debts puts people off going there

SHOWCARD C1

CODE ONE SCORE ONLY

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
- Don't Know
Refused

Additional questions of relevance: taken from self-completion section of the survey

{Ask if not using an interpreter, Interp = 1}

Scompin

The next set of questions are for you to answer yourself, using the computer. The computer is very easy to use. When you have finished, the whole section will be automatically locked up inside the computer so that I cannot look back at it. This way your answers will be completely confidential and I will not be able to see them. There are no right or wrong answers to these questions, we want to know what you think.

Are you happy to answer these questions yourself?

INTERVIEWER CODE:

1. Respondent accepted self-completion
2. Respondent refused self-completion
3. Interviewer will administer self-completion using computer - spontaneous code only

{If accepts self-completion (SCompAdi=1 or 3)}

{If accept self-completion or interviewer administered {If Scompint=1 or 3}}

HEIntro©

The next few questions are about what you think the advantages or disadvantages might be in going to university to do a degree or some other kind of higher education course.

It doesn't matter if you're not planning to apply to university yourself because we're interested in everyone's opinions on this.

1. Press 1 and <Enter> to continue

Here are some things that young people have said about university and Higher Education. Please say how much you agree or disagree with each of these.

HE1©

I don't need to have a university degree to get the kind of job I want to do

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't Know
Don't want to answer

HE2©

The best jobs go to people who have been to university

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't Know
Don't want to answer

HE4©

Most of my friends are planning to go to university

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't Know
Don't want to answer

HE6©

People like me don't go to University

1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
- Don't Know
Don't want to answer

Additional questions of relevance: taken from Main Parent section

{Ask all}

Heposs

How likely is it do you think that **(text fill: name of sample member)** will go on to university to do a degree? Would you say it is (READ OUT).....

1. Very likely
 2. Fairly likely
 3. Not very likely or
 4. Not at all likely?
- Don't know

{Ask if Heposs = 1 or 2}

HePfin

Are you **(text fill: or your husband/wife/partner)** saving money or making any other financial arrangements now to help pay for costs if **(text fill: name of sample member)** goes to university?

1. Yes
 2. No
- Don't Know

{If young person very/fairly likely to go to university (Heposs=1 or 2)}

HeFFin

As far as you know, are any other family members saving money or making any other financial arrangements now to help pay for costs if **(text fill: name of sample member)** goes to university?

1. Yes
 2. No
- Don't Know

{If young person very/fairly likely to go to university (Heposs=1 or 2)}

HEfin

SHOW CARD B5

If **(text fill: name of sample member)** does go on to university to do a degree, how do you think that **(text fill: name of sample member)**'s university fees and term time living expenses will be paid for?

INTERVIEWER: Code all that apply

PROBE: 'What else?'

1. University scholarships or bursaries
 2. He / she will get a job / work part-time
 3. Parents will support / give money (including absent natural parents)
 4. Other relatives will support / give money
 5. Student loans he / she takes out
 6. Some other means
- Don't know

Definitely won't go to university (UNPROMPTED)

{If parents will support/give money for HE (Hefin=3)}

HEfn2

SHOW CARD B6

If **(text fill: name of sample member)** goes to university which of these do you think it is likely you will do, to help pay for the costs?

INTERVIEWER: Code all that apply.

PROBE: 'What else?'

1. Saving money now specifically for his / her education
 2. Give money out of existing savings
 3. Will support him / her out of wages / salary / earnings
 4. Will take out a bank loan or re-mortgage
 5. Will let him / her live at home during term time
 6. Will buy or rent accommodation for him / her
 7. Borrow money from other relatives or friends
 8. Help in other ways
- Don't know

Definitely won't go to university (UNPROMPTED)

Won't need any help (UNPROMPTED)

YCS 13 (1): Questionnaire - Higher Education module

IF ACHIEVEMENT DATA MISSING FROM SAMPLE ASK KS4CHECK1, OTHERS SKIP TO HEPOSS9

KS4check1

Have you got any GCSEs?

- Yes
- No
- Refused
- Don't know

IF HAVE GCSEs (KS4CHECK1 = YES)

Goodno1

How many of these are at grade C or higher?

- 'C or higher' MEANS: C, B, A or A*.
- IF NECESSARY: This includes any half GCSEs at grade C, B, A or A*
- Numeric 1..... 30
- Don't Know

SOFT CHECK if more than 10 (If Goodno1 > 10)

GoodNoCk1

INTERVIEWER: THE RESPONDENT HAS ENTERED THAT THEY HAVE **[Text fill: NUMBER OF GCSES FROM GOODNO1]** GCSES. PLEASE CHECK WITH THEM THAT THIS IS CORRECT. IF IT IS, CONTINUE, IF NOT, GO BACK AND CHANGE ANSWER.

ASK ALL WHO ARE MISSING ACHIEVEMENT DATA.

KS4check2

Have you got any Intermediate GNVQs?

- Yes
- No
- Refused
- Don't know

IF HAVE INTERMEDIATE GNVQs (KS4CHECK2 = YES)

Goodno2

How many have you got?

- Numeric 1..... 30
- Don't Know

SOFT CHECK if 3 or more (If Goodno2 > 2)

GoodNoCk2

INTERVIEWER: THE RESPONDENT HAS ENTERED THAT THEY HAVE **[Text fill: NUMBER OF INTERMEDIATE GNVQS FROM GOODNO2]** INTERMEDIATE GNVQS. PLEASE CHECK WITH THEM THAT THIS IS CORRECT. IF IT IS, CONTINUE, IF NOT, GO BACK AND CHANGE ANSWER.

ASK ALL

Heposs9

How likely do you think it is that you will ever apply to go to university to do a degree?

SHOWCARD M2

CODE ONE ONLY

Very likely
Fairly likely
Not very likely
Not at all likely
(NOT ON SHOWCARD) Don't know

Future Involvement in HE section

IF HIGH ACHIEVER (COMBINED TOTAL NUMBER FROM GOODNO1 AND GOODNO2 =5 OR MORE OR EQUIVALENT FROM SAMPLE) AND VERY/FAIRLY LIKELY TO APPLY TO UNIVERSITY AT HEPOSS9 (HEPOSS9=1 OR 2)

WhenApply

And when do you think you will apply for a place at university?

SHOWCARD N

CODE ONE ONLY

In the next two years
Some other time in the future
Never
Not sure
NOT ON SHOWCARD: Already applied
NOT ON SHOWCARD: Other
Don't know

IF NEVER GOING TO APPLY TO UNIVERSITY AT WHENAPPLY (WHENAPPLY=3) OR IF HIGH ACHIEVER WHO IS NEVER GOING TO APPLY AT HEPOSS9 ((COMBINED TOTAL NUMBER FROM GOODNO1 AND GOODNO2 =5 OR MORE OR EQUIVALENT FROM SAMPLE) AND HEPOSS9 = 4)

HEDecn

When did you finally decide that you did not want to go to university? Was this ...

READ OUT

CODE ONE ONLY

Since you got your GCSE results
Before you got your GCSE results
Or did you always know you didn't want to go
(DO NOT READ OUT) Can't remember

IF HEDECN = 1 OR 2

Ifever

Was there ever a time when you thought you might want to go to University?

Yes
No
Don't know

IF THERE EVER WAS A TIME YP THOUGHT THEY MIGHT WANT TO GO TO
UNIVERSITY (IFEVER = 1)

Whychange

What made you finally decide that you wouldn't apply to University? PROBE: Anything else?

OPEN ENDED
Don't know

ASK ALL

Nextyr

Which of these do you think you are most likely to be doing in two years' time?

SHOWCARD O

PROMPT: What is your best guess of what you think you will be doing?

CODE ONE ONLY

Looking for work or unemployed
In an Apprenticeship or similar type of training
In a full-time job (30 or more hours per week)
Studying full-time for a qualification
Taking a break from study or work
Looking after the home or family full time
Doing something else (please specify)
(NOT ON SHOWCARD) Don't know

IF LIKELY TO BE STUDYING FULL TIME FOR A QUALIFICATION IN TWO YEARS TIME
(NEXTYR = 4)

If HE

And what type of qualification do you think that will be?

WE NEED THE LEVEL OR TYPE OF QUALIFICATION HERE E.G. A UNIVERSITY
DEGREE, A LEVEL, GNVQ ETC)

A degree or other higher education course
Something else (TYPE-IN)
Don't Know

Additional questions of relevance: taken from self-completion section of the survey

ASK ALL

Scompin

The next few questions are for you to answer yourself, using the computer. The computer is very easy to use and when you have finished your answers will be automatically locked up inside the computer so I can't look back at them. Are you happy to answer these questions by yourself?

INTERVIEWER CODE:

Respondent accepted self-completion
Interviewer will administer self-completion using computer

ASK ALL

HEIntro

The next few questions are about what you think the advantages or disadvantages might be in going to university to do a degree or some other kind of higher education course.

It doesn't matter if you're not planning to apply to university yourself because we're interested in everyone's opinions on this.

1. Press 1 and <Enter> to continue

Here are some things that young people have said about university and Higher Education. Please say how much you agree or disagree with each of these.

HE1

I need to have a university degree to get the kind of job I want to do

Strongly agree
Agree
Disagree
Strongly disagree
Don't Know

HE2

The best jobs go to people who have been to university

Strongly agree
Agree
Disagree
Strongly disagree
Don't Know

HE4

Most of my friends are planning to go to university

Strongly agree
Agree
Disagree
Strongly disagree
Don't Know

HE6

People like me don't go to University

Strongly agree
Agree
Disagree
Strongly disagree
Don't Know

