

Annex A: Student poll outcomes

Introduction

The OfS commissioned Savanta to conduct a student opinion poll in April-May 2024. The sample for the poll included higher education applicants, undergraduates, postgraduates and recent graduates. One of the topics covered was the Teaching Excellence Framework (TEF).

This annex includes the findings from the TEF questions. Information on the research methodology and sample is included in the appendix.

Overview

The TEF section of the poll starts by asking applicants questions about TEF ratings. These questions are designed to understand the influence of TEF ratings on university choice and the level of information applicants have about these ratings.

Undergraduates, graduates and postgraduate students are asked questions which are designed to gauge general TEF awareness along with awareness of their university's TEF rating. Agreement statements were asked to gauge how the ratings impact both students and the university.

The questions asked to applicants are:

- T1. Before applying, had you seen the Teaching Excellence Framework (TEF) ratings for any of the universities you were interested in?
- T2. Where did you come across the TEF ratings?
- T3. What information about the TEF ratings did you look at?
- T4. How clear was the information you looked at?
- T5. How important were the TEF ratings when deciding which universities to apply for?
- T6. If the university was rated Gold, how did this affect your application choices?
- T7. If the university was rated Silver, how did this affect your application choices?
- T8. If the university was rated Bronze, how did this affect your application choices?
- T9. When considering your university offers, how important do you think TEF ratings will be when deciding which offer to accept?
- T10. If the university was rated Gold, how would this affect your decision to accept the offer?
- T11. If the university was rated Silver, how would this affect your decision to accept the offer?
- T12. If the university was rated Bronze, how would this affect your decision to accept the offer?

The questions asked to undergraduates, graduates and postgraduates are:

- T13. Have you heard of the Teaching Excellence Framework (TEF)?
- T14. Did you know what TEF rating your university had/has?
- T15. In relation to your university's TEF rating, to what extent do you agree or disagree if at all with the following statements:
 - T15.1. I would recommend future students consider it when applying to university
 - T15.2. The rating is a fair reflection of my experience of the university

Applicants' use of TEF information

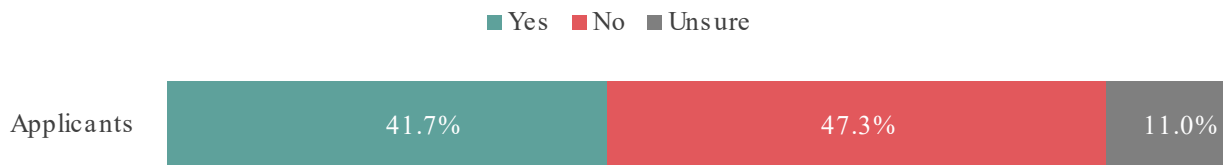
- T15.3. It helps the university gain a good reputation for teaching
- T15.4. It encourages the university to improve what it offers to students
- T15.5. It helps hold the university to account
- T15.6. It doesn't interest or affect me

Findings from applicant questions

Applicant awareness of the TEF

Chart 4.1 Applicants who had seen the TEF ratings for universities they were interested in (% selected)¹

T1. Before applying, had you seen the Teaching Excellence Framework (TEF) ratings for any of the universities you were interested in?



Two in five applicants (41.7%) have looked at university TEF ratings. Interestingly, male applicants (59.9%) show a higher engagement with TEF ratings compared with their female counterparts (28.5%).

Perceptions of university value also influence TEF rating engagement. Over half (54.4%) of those who responded that they see university as good value for money consult TEF ratings, in contrast to only 19.9% among those who do not.²

Previous research conducted in 2018 and 2019 showed 17.1% of applicants in 2018 and 22.9% of applicants in 2019 knowing what TEF was before applying to higher education (UCAS annual applicants survey, 2019; 2018). However, since the question wording has changed, direct comparisons should be treated as indicative.

Table 4.1A % applicants who had seen the TEF ratings for universities they were interested in (% yes)

Applicants	Total n=798	Female n=467	Male n=316	Uni is good value for money n=479	Uni isn't good value for money n=224
Yes 2024	41.7	28.5	59.9	54.4	19.9

¹ Base: Applicants (798)

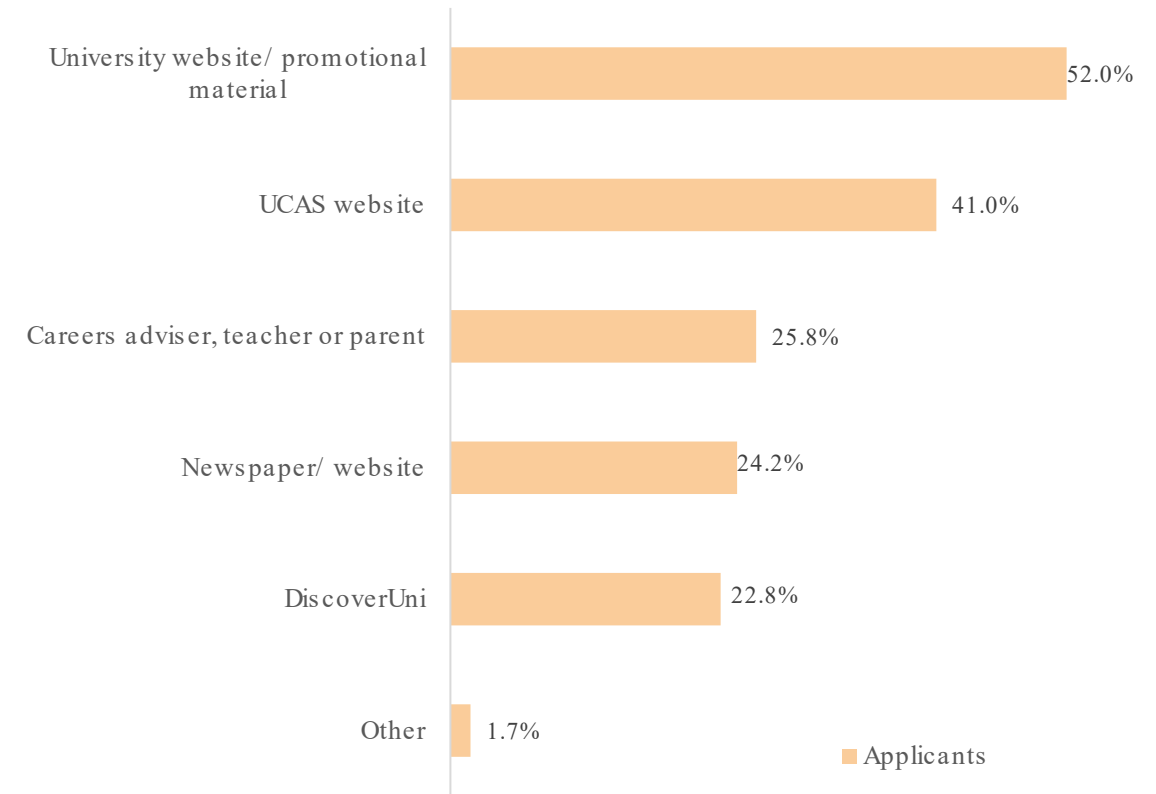
² Respondents are asked about their views on university offering value for money in a separate section of the poll.

Applicants' use of TEF information

Where applicants accessed TEF ratings

Chart 4.2 Source of information where applicants accessed TEF ratings (% selected)³

T2. Where did you come across the TEF ratings?



The primary sources for TEF ratings are university websites or promotional materials (52.0%), followed by the UCAS website (41.0%). Personal guidance from advisers or family introduces 25.8% of applicants to TEF ratings, with a higher proportion of those who had been introduced in this way in males (31.3%) than females (16.6%).

Previous research conducted in 2019 showed 62% of applicants who had heard of the TEF reported they had heard about the TEF from a university website or prospectus, 44% from a university or college open day, and 36% from the UCAS website.⁴

Information about the TEF ratings applicants looked at

Chart 4.3 Information about the TEF ratings applicants looked at (% selected)⁵

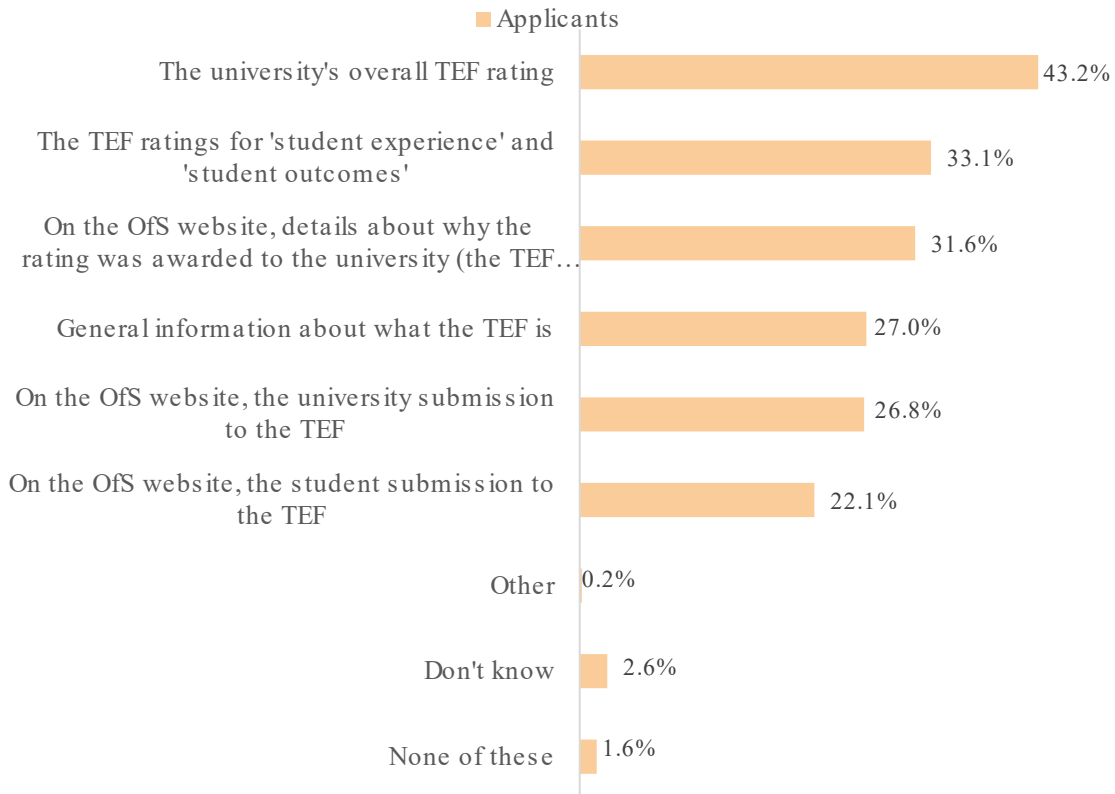
T3. What information about the TEF ratings did you look at?

³ Base: Applicants who had seen the TEF ratings (317).

⁴ IFF, Evaluation of Provider-level TEF, 2017-17, 2019 [Teaching Excellence and Student Outcomes Framework and student choice \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/661117/tef-evaluation-2017-17-2019.pdf).

⁵ Base: Applicants who had seen the TEF ratings (317).

Applicants' use of TEF information

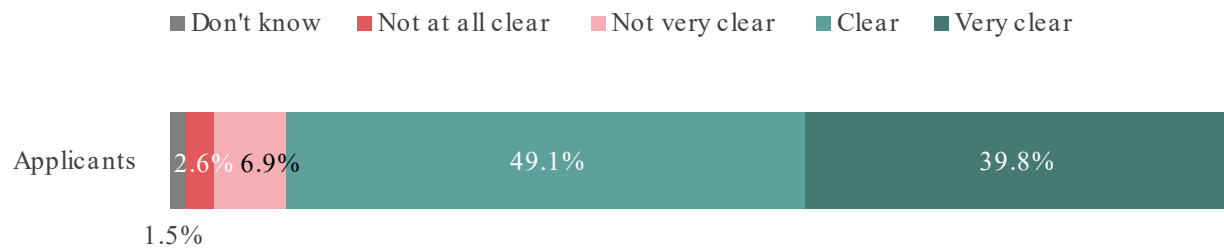


43.2% of applicants looked at the overall TEF rating when choosing a university. A third (33.1%) also focused on TEF ratings for 'student experience' and 'student outcomes', while 31.6% accessed the OfS website to get more information about the university's TEF rating.

Clarity of the information

Chart 4.4 Clarity of the information applicants looked at (% selected)⁶

T4. How clear was the information you looked at?



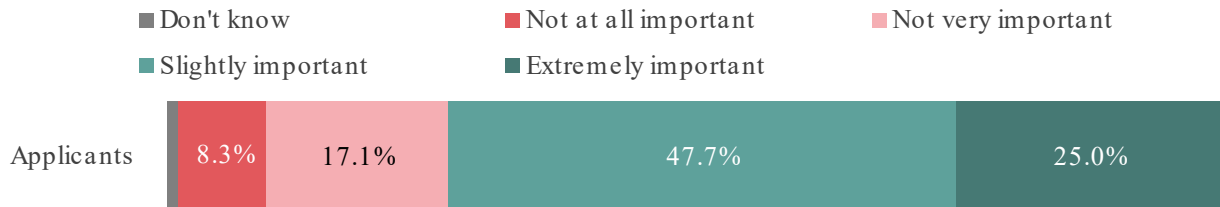
The clarity of TEF information among those applicants who looked at it was positively received, with 88.7% of applicants finding the information clear or very clear, indicating effective communication of the information to prospective students.

⁶ Base: Applicants who had seen the TEF ratings (317).

Importance of the TEF ratings when deciding which universities to apply to

Chart 4.5 Importance of the TEF ratings when deciding which universities to apply to (% selected)⁷

T5. How important were the TEF ratings when deciding which universities to apply for?



Findings indicate an important influence of TEF ratings on the decision-making process of university applicants who are aware of them. Among those who viewed the ratings, 72.7% considered them to be extremely or slightly important, with 25% deeming them extremely important. Applicants aged 21 and above (82.3%) find the TEF ratings to be extremely or slightly important, more so than their younger counterparts up to age 20 (64.3%). Additionally, white ethnic groups (75.6%) showed a higher propensity to prioritise these ratings compared with ethnic minorities (62.8%).

Previous research conducted in 2018 and 2019 revealed that 74% of applicants in 2018 and 58% in 2019 found TEF ratings to be either 'extremely important' or 'important' when deciding where to apply.⁸ Whilst direct comparisons should be observed with caution due to changes in question wording, levels in 2019 are slightly higher than figures in 2024.

Table 4.5A Importance of the TEF ratings when deciding which universities to apply to (% NET Important, NET Not important)⁹

T5. How important were the TEF ratings when deciding which universities to apply for?

Applicants	AP n=327	Female n=129	Male n=185	Up to 20 n=175	21 and above n=185	White n=237	Ethnic minorities n=72	SEG ABC1 n=226	SEG C2DE n=76
NET Important (Extremely/ slightly)	72.7	67.8	76.8	64.3	82.3	75.6	62.8	76.4	65.7
NET Not important (Not at all/ not very)	9.3	14.4	5.4	14.4	3.4	8.4	13.8	7.9	12.9

⁷ Base: Applicants who had seen the TEF ratings (317).

⁸ UCAS, Research to support the Independent TEF Review: Survey of HE applicants, 2019 [Research to support the Independent TEF Review: Surveys of HE applicants \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821107/research-to-support-the-independent-tef-review-survey-of-he-applicants-2019.pdf).

⁹ Base: Applicants who had seen the TEF ratings (317).

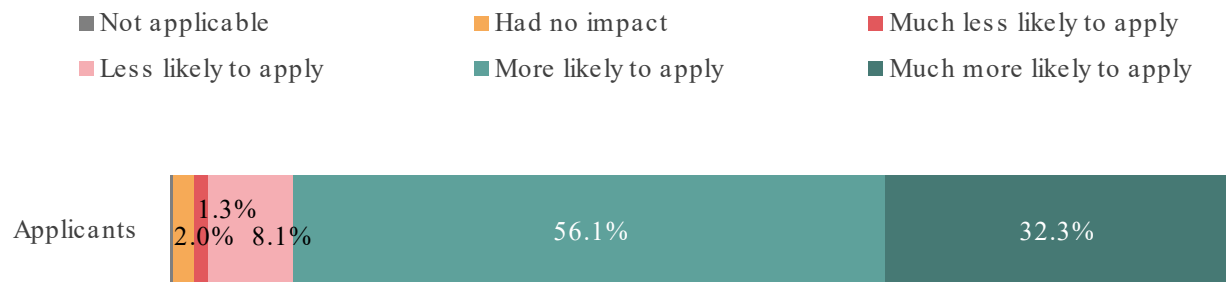
Applicants' use of TEF information

AP = Applicant. SEG refers to social grade. Further details are available in the category definition section.

Impact of a Gold rating during the application process

Chart 4.6 Impact of the Gold university rating (% selected)¹⁰

T6. If the university was rated Gold, how did this affect your application choices?



Applicant preferences align strongly with the prestige of TEF ratings. 88.4% of applicants are more inclined to apply to universities with a Gold rating. Previous research showed 82% of applicants who thought that their first choice HE provider had received a Gold award reported that this had a positive impact on their perception of the provider.¹¹

Impact of a Silver rating during the application process

Chart 4.7 Impact of the Silver university rating (% selected)¹²

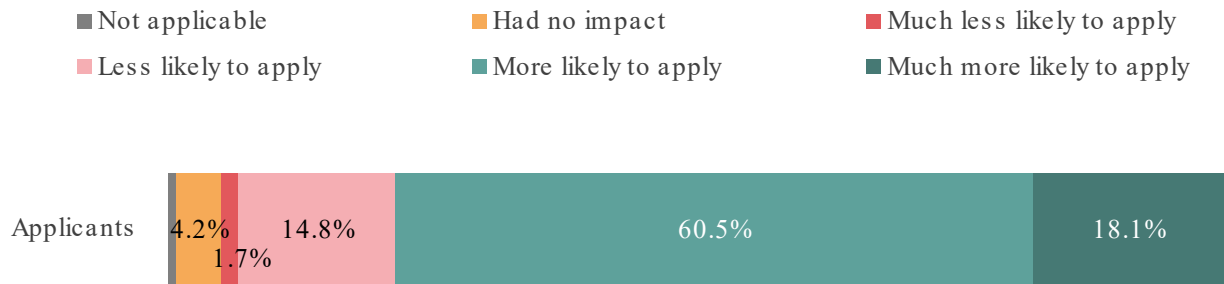
T7. If the university was rated Silver, how did this affect your application choices?

¹⁰ Base: Applicants who thought the TEF ratings were important when deciding which universities to apply for (281).

¹¹ IFF, Evaluation of Provider-level TEF, 2017-17, 2019 [Teaching Excellence and Student Outcomes Framework and student choice \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/tef-2017-17-evaluation-report.pdf).

¹² Base: Applicants who thought the TEF ratings were important when deciding which universities to apply for (281).

Applicants' use of TEF information

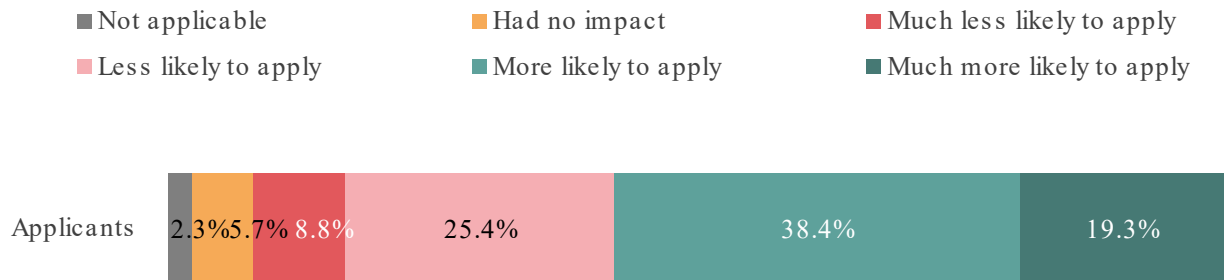


Interest remains substantial for Silver-rated institutions, with 78.5% of applicants reporting that they are more likely to apply to them. Previous research showed 65% of applicants who thought that their first choice HE provider had received a Silver rating reported that this had a positive impact on their perception of the provider.¹³

Impact of a Bronze rating during the application process

Chart 4.8 Impact of the Bronze university rating (% selected)¹⁴

T8. If the university was rated Bronze, how did this affect your application choices?



Bronze-rated universities are less popular than both Gold and Silver, yet still retain interest with 57.7% of applicants indicating they'd be more likely to apply to them. Previous research showed 38% of applicants who thought that their first choice HE provider had received a Bronze award reported that this had a positive impact on their perception of the provider.¹⁵ There is therefore a clear preference hierarchy based on TEF ratings.

¹³ IFF, Evaluation of Provider-level TEF, 2017-17, 2019 [Teaching Excellence and Student Outcomes Framework and student choice \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/teaching-excellence-and-student-outcomes-framework-and-student-choice.pdf).

¹⁴ Base: Applicants who thought the TEF ratings were important when deciding which universities to apply for (281).

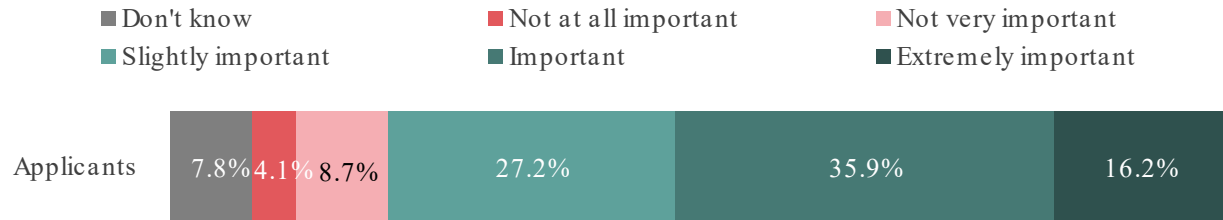
¹⁵ IFF, Evaluation of Provider-level TEF, 2017-17, 2019 [Teaching Excellence and Student Outcomes Framework and student choice \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/teaching-excellence-and-student-outcomes-framework-and-student-choice.pdf).

Applicants' use of TEF information

Importance of the TEF ratings when deciding which offer to accept

Chart 4.9 Importance of the TEF ratings (% selected)¹⁶

T9. When considering your university offers, how important do you think TEF ratings will be when deciding which offer to accept?



TEF ratings are a strong factor when accepting a university offer, with 52.2% of applicants rating them as important or extremely important. Gender and age disparities emerge; females (44.1%) and applicants up to 20 years old (43.9%) are less likely to prioritise TEF ratings compared with males (64.0%) and those aged 21+ (66.5%).

Perceived value for money of university also affects how important TEF ratings are seen to be. Applicants who believe in university's good value for money attribute higher importance to TEF ratings (63.5%) than those who are sceptical about the value (37.8%).

Table 4.9A Importance of the TEF ratings when deciding which offer to accept (% selected NET Important, NET Not important)¹⁷

T9. When considering your university offers, how important do you think TEF ratings will be when deciding which offer to accept?

Applicants	Total n=798	Female n=467	Male n=316	Up to 20 n=558	21 and above n=240	White n=543	Ethnic minorities n=236	Uni is good value for money n=479	Uni isn't good value for money n=224
NET Important (Extremely/ Important)	52.2	44.1	64.0	43.9	66.5	54.1	45.9	63.5	37.8
NET Not important (Not at all/ not very)	12.8	14.0	10.0	16.7	6.0	12.1	14.5	7.9	22.0

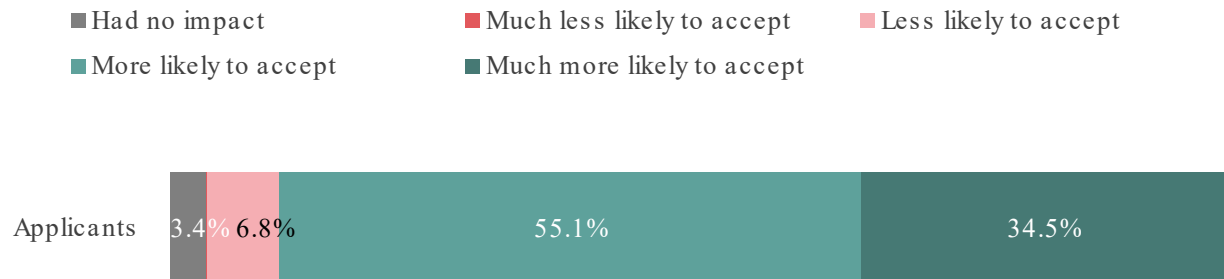
¹⁶ Base: Applicants (798).

¹⁷ Base: Applicants (798).

Impact of a Gold rating on accepting an offer

Chart 4.10 Impact of the Gold university rating (% selected)¹⁸

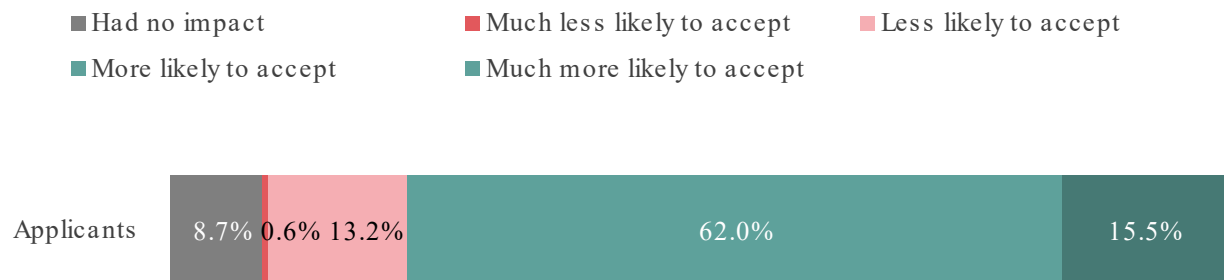
T10. If the university was rated Gold, how would this affect your decision to accept the offer?



Impact of a Silver rating on accepting an offer

Chart 4.11 Impact of the Silver university rating (% selected)¹⁹

T11. If the university was rated Silver, how would this affect your decision to accept the offer?



Impact of a Bronze rating on accepting an offer

Chart 4.12 Impact of the Bronze university rating (% selected)²⁰

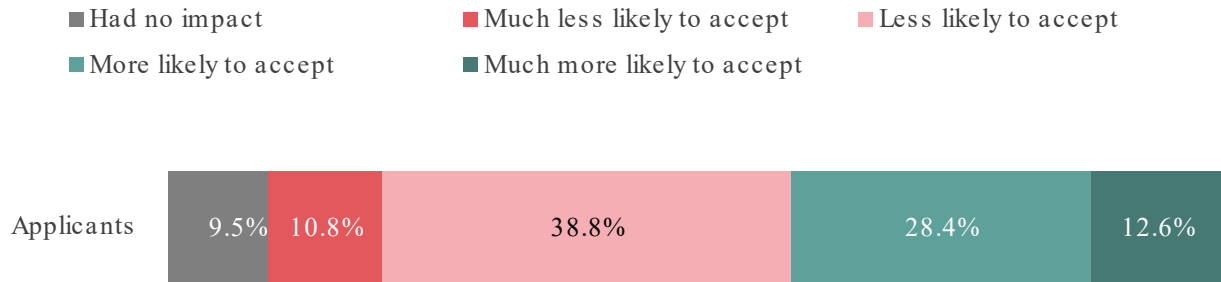
T12. If the university was rated Bronze, how would this affect your decision to accept the offer?

¹⁸ Base: Applicants who find the ratings slightly important, important or extremely important (625).

¹⁹ Base: Applicants who find the ratings slightly important, important or extremely important (625).

²⁰ Base: Applicants who find the ratings slightly important, important or extremely important (625).

Applicants' use of TEF information



The impact of TEF ratings on accepting university offers is also clearly tiered. Among applicants valuing the ratings, a substantial 89.6% are more likely to accept offers made by Gold-rated universities, while 77.5% are swayed by a Silver rating. The impact diminishes for Bronze ratings, with 41.0% indicating an increased likelihood to accept offers.

Findings from questions asked to undergraduates, postgraduates and graduates

Awareness of the Teaching Excellence Framework (TEF)

Table 4.13 Awareness of the TEF (% selected Yes, No)²¹

T13. Have you heard of the Teaching Excellence Framework (TEF)?

	Yes (%)	No (%)
Total n=1,761	50.7	43.6
Undergraduates n=786	54.6	39.4
Postgraduates n=539	52.8	41.4
Graduates n=436	41.3	53.7

Half of the students surveyed (50.7%) are aware of the TEF. Looking at this by academic stage, graduates (41.3%) are significantly less familiar with TEF compared with undergraduates (54.6%) and postgraduates (52.8%).

²¹ Base: Undergraduates (786), postgraduates (539), graduates (436).

Awareness of their university's TEF rating

Table 4.14 Awareness of their university's TEF rating (% selected Yes, No)²²

T14. [IF GRADUATE] Did you know what TEF rating your university had? [IF CURRENT UNDERGRAD OR POSTGRAD] Do you know what TEF rating your university has?

	Yes	No
Total n=881	54.7	32.6
Undergraduates n=419	51.2	36.8
Postgraduates n=285	61.0	24.3
Graduates n=177	53.7	34.9

Over half of the respondents (54.7%) know their university's TEF rating. Postgraduates (61.0%) show significantly greater awareness than both undergraduates (51.2%) and graduates (53.7%). Gender and age also play roles in awareness: 63.3% of male students are aware of their institution's rating, outpacing females at 48.1%. Older students, those 21 and above, demonstrate more awareness (56.9%) compared with their younger peers up to age 20 (47.1%).

Agreement that students or recent students would recommend applicants consider the university's TEF rating

Current students and graduates who are aware of their university's TEF rating were asked whether they agreed or disagreed with a variety of statements in relation to their university's TEF rating.

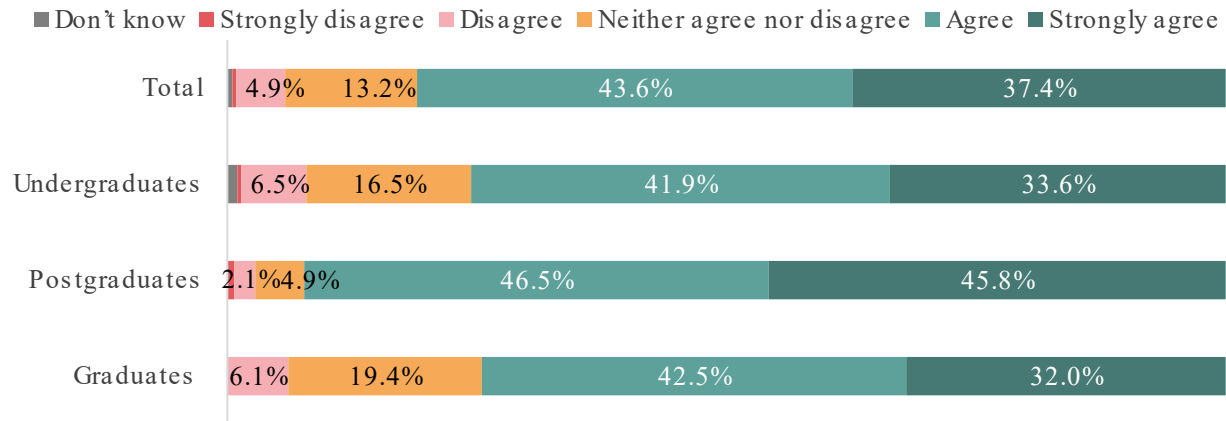
Chart 4.15 Agreement that students or recent graduates would recommend applicants consider the university's TEF rating when applying to university (% selected)²³

T15_1. In relation to your university's TEF rating, to what extent do you agree or disagree if at all with the following statements: I would recommend future students consider it when applying to university

²² Base: Total (881), undergraduates (419), postgraduates (285), graduates (177)

²³ Base: Total (478), undergraduates (212), postgraduates (172), graduates (94).

Applicants' use of TEF information



Among all groups, a large proportion would recommend prospective students consider the university's TEF rating. Notably, postgraduates scored highest with 92.3% agreeing, significantly ahead of undergraduates (75.5%) and graduates (74.5%).

Comparing age groups, older students (21 and over) are significantly more likely to agree (85.6%) that they would recommend prospective students consider a university's TEF rating when applying, than their younger counterparts (61.9%).

Table 4.15A % who would recommend applicants consider the university's TEF rating when applying to university (% NET Agree, NET Disagree)

	% Net Agree (Strongly agree/ Agree)	% Net Disagree (Strongly disagree/ Disagree)
Total n=478	81.0	5.4
Undergraduates n=212	75.5	7.0
Postgraduates n=172	92.3	2.8
Graduates n=94	74.5	6.1

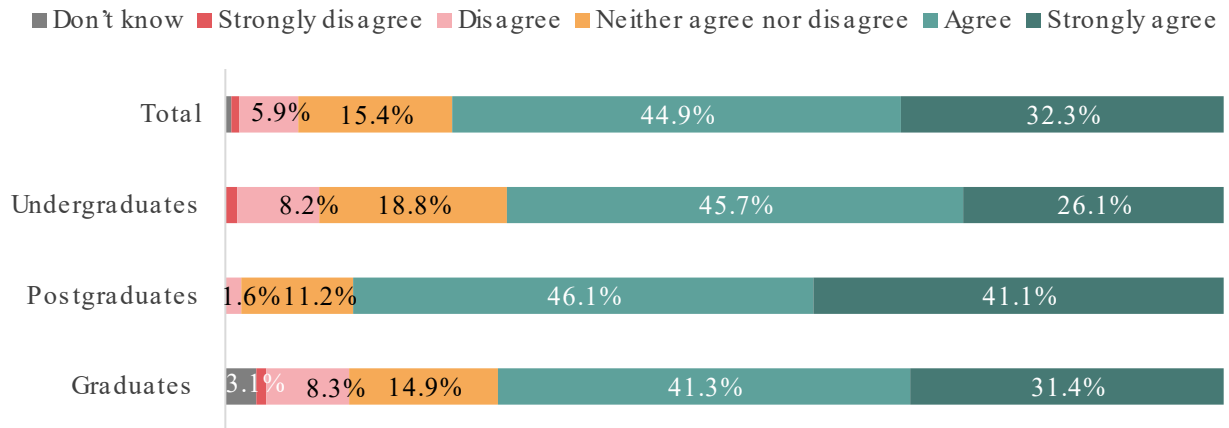
The TEF rating is a fair reflection of student experiences

Chart 4.16 The TEF rating is a fair reflection of student experiences (% selected)²⁴

T15_2. In relation to your university's TEF rating, to what extent do you agree or disagree if at all with the following statements: The rating is a fair reflection of my experience of the university

²⁴ Base: Total (478), undergraduates (212), postgraduates (172), graduates (94).

Applicants' use of TEF information



A large proportion (77.2%) of graduates or recent students who are aware of their university's TEF rating agree or strongly agree that their university's TEF rating mirrors their experience of the university. Postgraduates stand out with the highest agreement level (87.2%), significantly outpacing undergraduates (71.8%) and graduates (72.7%).

Age also influences perceptions: those aged 21 and over display a higher agreement level (82.2%) than younger students up to 20 years old (56.5%).

Table 4.16A % who agree the TEF rating is a fair reflection of student experiences (% NET Agree, NET Disagree)

	% Net Agree (Strongly agree/ Agree)	% Net Disagree (Strongly disagree/ Disagree)
Total n=478	77.2	6.7
Undergraduates n=212	71.8	9.4
Postgraduates n=172	87.2	1.6
Graduates n=94	72.7	9.3

Agreement that the TEF rating helps the university gain a good reputation for teaching

Chart 4.17 Agreement that the TEF rating helps the university gain a good reputation for teaching (% selected)²⁵

T15_3. In relation to your university's TEF rating, to what extent do you agree or disagree if at all with the following statements: It helps the university gain a good reputation for teaching

²⁵ Base: Total (478), undergraduates (212), postgraduates (172), graduates (94).

Applicants' use of TEF information

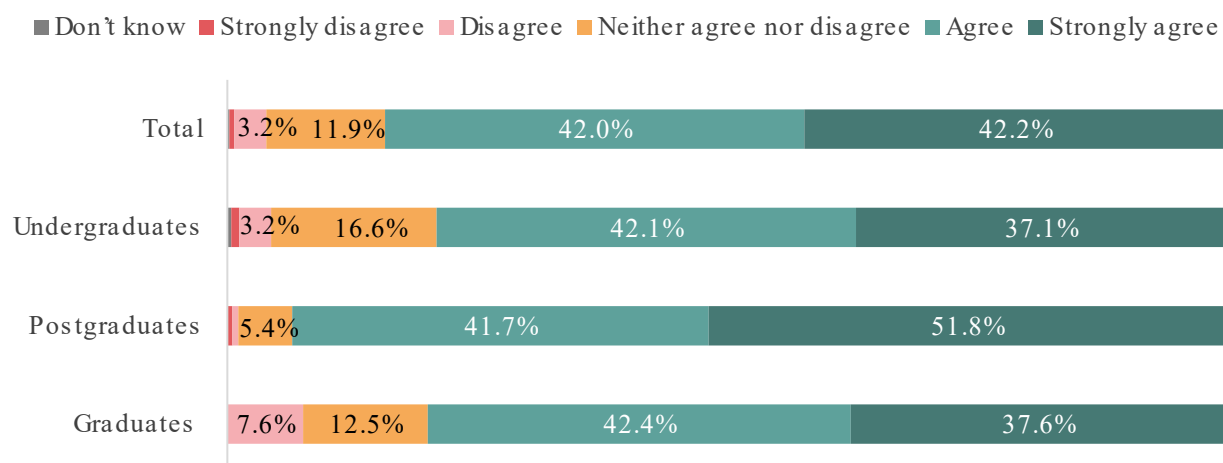


Table 4.17A The TEF rating helps the university gain a good reputation for teaching (% NET Agree, NET Disagree)

	% Net Agree (Strongly agree/ Agree)	% Net Disagree (Strongly disagree/ Disagree)
Total n=478	84.2	3.7
Undergraduates n=212	79.2	3.9
Postgraduates n=172	93.5	1.1
Graduates n=94	79.9	7.6

The majority of graduate or recent students who are aware of their university's TEF rating (84.2%) agree or strongly agree that TEF ratings bolster their university's teaching reputation. This sentiment is especially high among postgraduates (93.5%), who are significantly more likely to agree than undergraduates (79.2%) and graduates (79.9%).

Gender and age variations are also evident. Female students (89.1%) agree more than males (80.1%), and older students (21 and over) show higher agreement (86.6%) than their younger peers (up to 20 years old, 74.2%).

Agreement that the TEF rating encourages the university to improve offerings to students

Chart 4.18 Agreement that the TEF rating encourages the university to improve offerings to students (% selected)²⁶

T15_4. In relation to your university's TEF rating, to what extent do you agree or disagree if at all with the following statements: It encourages the university to improve what it offers to students

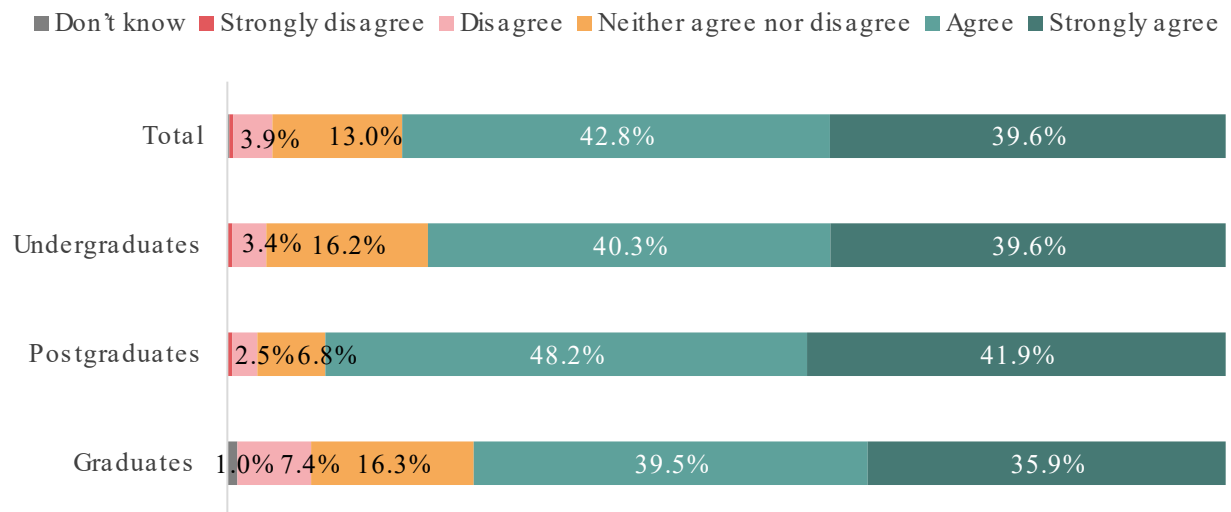


Table 4.18A The TEF rating encourages the university to improve offerings to students (% NET Agree, NET Disagree)

	% Net Agree (Strongly agree/ Agree)	% Net Disagree (Strongly disagree/ Disagree)
Total n=478	82.5	4.3
Undergraduates n=212	79.9	3.9
Postgraduates n=172	90.2	3.0
Graduates n=94	75.4	7.4

Over four in five (82.5%) of graduate or recent students who are aware of their university's TEF rating agree or strongly agree that TEF ratings encourage universities to enhance their offerings for students. This view is particularly prevalent among postgraduates (90.2%), significantly more than among undergraduates (79.9%) and graduates (75.4%).

Age also influences perceptions, with older students demonstrating higher agreement levels (85.6%) than their younger counterparts (69.6%).

²⁶ Base: Total (478), undergraduates (212), postgraduates (172), graduates (94).

Agreement that the TEF rating helps hold the university to account

Chart 4.19 Agreement that the TEF rating holds the university to account (% selected)²⁷

T15_5. In relation to your university's TEF rating, to what extent do you agree or disagree if at all with the following statements: It helps hold the university to account

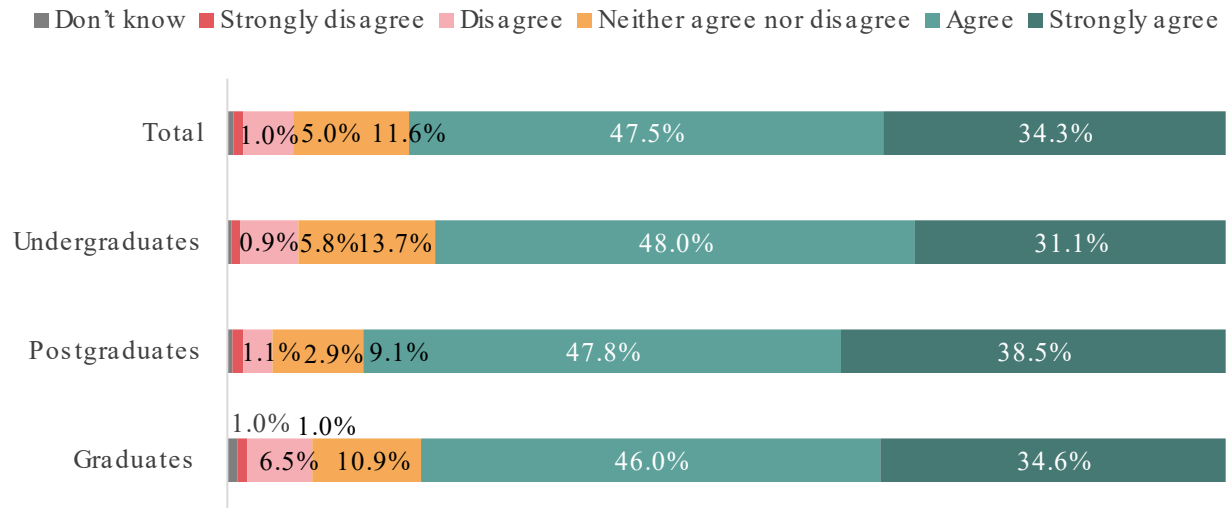


Table 4.19A The TEF rating holds the university to account (% NET Agree, NET Disagree)

	% Net Agree (Strongly agree/ Agree)	% Net Disagree (Strongly disagree/ Disagree)
Total n=478	81.9	6.0
Undergraduates n=212	79.1	6.7
Postgraduates n=172	86.3	4.1
Graduates n=94	80.6	7.5

The majority of those who are aware of their university's TEF rating feel that TEF ratings hold universities accountable, with 81.9% agreeing or strongly agreeing with this statement. The sentiment is relatively consistent across educational levels, with similar majorities of undergraduates (79.1%), graduates (80.6%), and postgraduates (86.3%) agreeing.

Age plays a significant role in these perceptions. Notably, respondents aged 21 and over show much higher agreement (84.7%) than their younger counterparts (70.1%).

²⁷ Base: Total (478), undergraduates (212), postgraduates (172), graduates (94).

Applicants' use of TEF information

Agreement that the TEF rating “doesn’t interest or affect” students

Chart 4.20 Agreement that the TEF rating doesn't interest or affect students (% selected)²⁸

T15_6. In relation to your university's TEF rating, to what extent do you agree or disagree if at all with the following statements: It doesn't interest or affect me

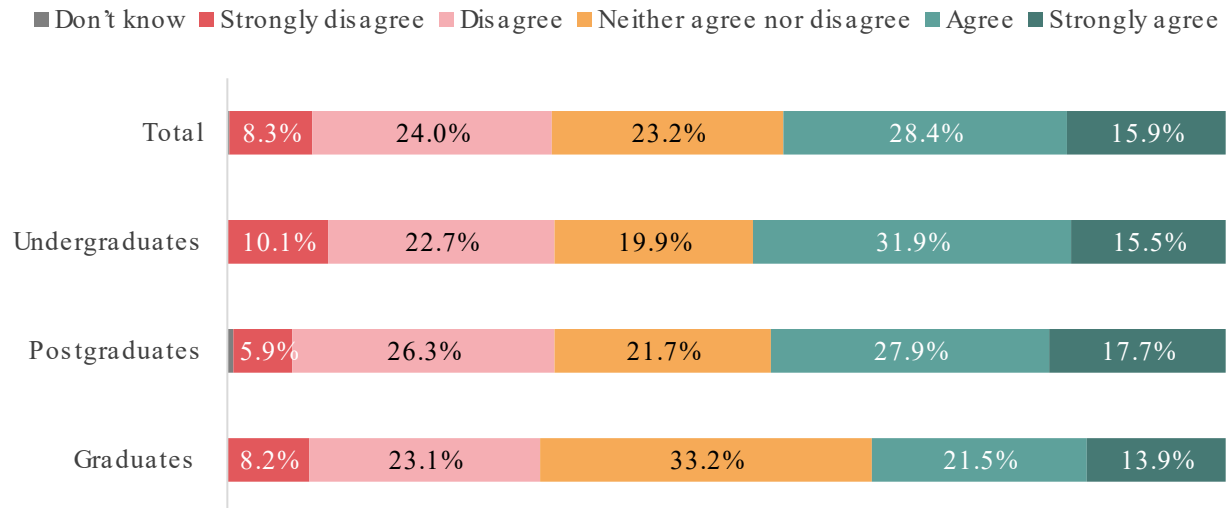


Table 4.20A The TEF rating doesn't interest or affect students (% NET Agree, NET Disagree)

	% Net Agree (Strongly agree/ Agree)	% Net Disagree (Strongly disagree/ Disagree)
Total n=478	44.3	32.3
Undergraduates n=212	47.4	32.7
Postgraduates n=172	45.5	32.2
Graduates n=94	35.5	31.3

Over two in five (44.3%) undergraduate, postgraduate and graduate students who are aware of their university's TEF rating, said that TEF ratings don't interest or affect them. There is little variation between different academic subgroups, with undergraduates at 47.4%, postgraduates at 45.5%, and graduates at 35.5%.

²⁸ Base: Total (478), undergraduates (212), postgraduates (172), graduates (94).

Appendix

Research methodology

Savanta conducted a six-minute online survey (see Appendix) through their internal panels, including the YouthSight panel, a specialist panel of students, to obtain additional interviews among part-time and black, Asian and mixed ethnic group students. Fieldwork took place from 12 April to 28 May 2024 and a total of 2,559 surveys were completed.

The survey was given to a sample comprised of university applicants, current undergraduate and postgraduate students, and university graduates. The data has been analysed at a total level as well as by study stage (applicant, undergraduate, postgraduate, graduate). Selected significant subgroup or/demographic differences and comparisons with data from the 2023 and 2022 poll have also been included where relevant.

For categorical data, we conducted a chi-square analysis (a statistical test used to determine if there is a significant difference between the expected frequencies and the observed frequencies in one or more categories) to establish if there were any statistically significant differences in response frequencies by demographic subgroups. Any significant differences between subgroups reported are at a 95% confidence level. However, given the number of statistics and subgroups covered in this report there is a possibility that differences could be labelled as significant by chance rather than because they are truly different. Data labels with percentages <1% have not been shown in the charts.

Category definitions

Applicant (AP): Respondents who have applied for undergraduate study.

Undergraduate (UG): Respondents currently studying as undergraduates.

Postgraduate (PG): Respondents currently studying as postgraduates.

Graduate (GD): Respondents who have received their undergraduate degree in the last three years.

Age: Age of the respondent when they answered the survey. Older students are defined as those aged 21 and above. Younger students are aged 20 or below.

Gender: How the respondent identifies themselves.

Ethnicity: Respondents were coded as either white (including white minorities) or ethnic minorities (excluding white minorities). As the base for individual ethnic minority groups is small, combining the data allows for more robust comparisons to be made.

Parental SEG: Socio-economic grade derived from the occupation of the chief income earner in the respondent's household (to ensure an adequate base size in analysis, the SEG brackets have been combined).

- AB: High or intermediate managerial, administrative or professional
- C1: Supervisor, administrative or professional
- C2: Skilled manual worker; or student
- DE: Semi-skilled or unskilled manual worker; housewife/househusband; unemployed

Applicants' use of TEF information

Provider type: Indicates the tariff grouping that the university attended by the respondent sits within, according to the OfS provider typology.²⁹

Mode of study: Indicates if the course the respondent will study, is studying or studied is a full-time or part-time course, and whether they are physically attending courses or not.

Domicile: Region in which the respondent lived before attending university.

TUNDRA (tracking underrepresentation by area): Respondents were coded as either from low participation neighbourhoods (quintile 1/2) or other neighbourhoods (quintiles 3, 4 & 5).

KPM: Key performance measures.

Sample structure

The sample was designed to provide a view across a number of different demographics and student characteristics. The composition of these groups within the four key subgroups (applicants, undergraduates, postgraduates and graduates) is summarised below.

During fieldwork, quotas were set on age, gender and ethnicity across all subgroups to ensure the people recruited for the survey resembled the populations of interest. Statistics on the demographics of applicants, undergraduates, postgraduates and graduates were obtained from HESA and UCAS as well as the OfS data dashboard. Quotas for the undergraduate sample were set on provider type, mode of study and domicile, and there was close monitoring of the low participation neighbourhood marker. Other groups were monitored during fieldwork, but no quotas were set. Following fieldwork, the sample was weighted by subgroup, age, gender and ethnicity for all subgroups, and also by provider type, mode of study, domicile and neighbourhood marker for undergraduates, to compensate for any under- or oversampling during fieldwork.

The table below details the demographic breakdown of each of the student groups in our sample.

Category	Options	Applicants	UG	PG	Graduates
Unweighted Sample Size (n)		798	786	539	436
Age	Up to 20	558	460	3	12
	21+	240	326	536	424
Gender	Female	464	504	299	254
	Male	316	263	235	174
	Other/ prefer not to say	18	19	5	8
Ethnicity	White	543	554	425	331

²⁹ Office for Students, Provider typologies 2022

https://www.officeforstudents.org.uk/media/905cacf5-a733-4e21-b49f-67aad785e610/provider-typologies-2022_dec2022-update.pdf

Applicants' use of TEF information

Category	Options	Applicants	UG	PG	Graduates
	Black	66	60	35	28
	Asian	131	120	49	47
	Mixed	39	40	18	17
	Other/unknown	19	12	12	13
Mode of Study	Full-Time	0	698	339	0
	Part-Time	0	86	176	0
	Distance learner	307	65	235	107
	Non-Distance learner	437	718	295	324
Parental SEG	ABC1	513	495	406	349
	C2DE	227	213	87	74
Provider type	High tariff	0	213	144	0
	Medium tariff	0	185	91	0
	Low/ unknown tariff	0	306	199	0
	Level 4/5	0	47	67	0
	Specialist	0	33	32	0
Domicile	UK	786	741	511	424
	EU	3	22	15	6
	Other international	9	23	13	6
POLAR	Low participation neighbourhood	120	125	101	78
	Other neighbourhood	238	278	162	161