

Brexit matters? Different Brexit Scenarios' Impact on Undergraduates' Decision to Pursue Postgraduate Study in the UK

Group 8

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Abstract

This paper examines to how the uncertainty of Brexit implication within soft and hard Brexit affects the rationale behind undergraduate students' decisions to pursue postgraduate education in the UK. Through survey and interviews, different influential factors, which are backed by various existing research, the relative importance of these factors are analysed in different contexts. Surveys are conducted with three years of LSE undergraduate students of different nationalities, interactions between nationalities and different motivation factors are dissected and compared. Finally, finding in career network differs in different contexts by different students too.

Key words: Brexit, postgraduate, education, rationale, influence, career network.

Introduction

This paper examines the recent implication of UK leaving the EU (Brexit) to the students, particularly LSE undergraduates, in their rationale behind considering to pursue further postgraduate education in the UK. A considerably vast literature has indeed addressed various influential motives to the decision-making process in addition to the recently developed investigation on Brexit effects on education in general. Yet, a study combining both aspects to focus on individual decisions in relation to the uncertainty that Brexit entails, is overlooked. In fact, this lack of information is mentioned as the universities' downfall in targeting their effort to recruit students for postgraduate education in comparison for undergraduate studies.

Our findings from the analysis of the surveys, reveal that significant influences vary on UK, EU, and international LSE students in the face of different contexts: either Soft Brexit (SB) or Hard Brexit (HB). A particular motive to expand career network show a significant contrast interestingly in the two contexts which is explained through the qualitative analysis of interviews. Therefore, we conclude that the changes, given in two scenarios of unfolding Brexit, would affect differently on students' considerations to pursue postgraduate education that require corresponding responses from LSE in the future.

Literature Review

The previous research surrounding decisions to pursue postgraduate education in the UK leaves a niche in regards to factors influencing individual decisions facing the uncertainty of Brexit. The lack of such information resulted in universities' downfall to fail to provide targeted information to the applicants in comparison to prospects websites provided for undergraduate students (Mellors-Bourne, 2014). This is addressed in the 2016 Government higher education (HE) White Paper "Success as a Knowledge Economy" stating a lack of clear information available to postgraduate applicants. Meanwhile, thorough studies of such influential factors to students' decision are absent as noted in several publications (Leonard et al. 2006; Wakeling 2005; Bowman 2005; HEFCE 2006; Singaravelu, 2005). Therefore, the needs and wants of students are not yet comprehensively identified in the same way that this paper focuses on.

In order to examine more thoroughly the importance of various influential factors to students' decision to pursue postgraduate studies, previous research confirms the credibility of these factors in the first place through similar usage of survey. (Donaldson, 2004; Mellors-Bourne, 2014; Wakeling, 2015). Evidently, the following factors have been extensively examined by these studies and other existing literature: personal factors such as family expectations, benefits of social life near the university, career-related motivations such as postpone entry into workforce, higher expected salary, potential to extend career network, and academic reasons such as academic curiosity and desire to improve knowledge. (Scaffidi, 2011; Stuart, 2008, Shen, 2014; Abrahams, 2015; Wegner, 1969). However, the surveys constructed in existing studies did not address the recent underlying context of Brexit that adds unprecedented uncertainties in job market and education sector which in turn affects students' decision makings (Gordon and Corbett, 2017).

Inspired by Gordon and Corbett's (2017) definition of the potential outcomes of a 'hard' Brexit, and what they refer to as an 'intelligent Brexit', this paper translates certain characteristics from their article into definitions of 'hard' and 'soft' Brexit as the context for decision-making regarding postgraduate education. While they characterise hard Brexit as cutting off the flow of individuals coming into the UK education system (2017, p. 2), this paper specifies them in three characteristics: increasing the tuition fees for EU students, decreasing the availability of jobs in the UK for non-UK students, and decreasing the number of international experts in UK universities (all in comparison to pre-Brexit UK). While they defined 'intelligent' Brexit as the retainment of the right to study, work and live in member countries for academics and students (2017, p. 2), this paper mirrors this factor within the definition of hard Brexit by adding tougher visa requirements for study and employment for non-UK citizens as in pre-Brexit UK. Hence, soft Brexit is defined as the previously-mentioned four aspects show no significant changes as compared to pre-Brexit UK.

Moreover, adopting a similar approach by Scaffidi (2011), interviews are conducted to explain the most salient result from the survey. In the case of this paper, the opportunity to expand career network is studied in greater depth as a factor with most contrasting change between the two contexts. As the existing literature has revealed that prospective postgraduate students greatly value career networking opportunities with faculty members and employers from various industries in their postgraduate education (Scaffidi, 2011; Blackburn, 2011), this paper complements it. The interviews provide the reasons influencing varied types of students differently in addition to the already introduced context of Brexit uncertainty.

Methodology

The methodology combines the use of quantitative and qualitative methods - surveys and interviews. Due to the nature of this research, the main method used is quantitative analysis which indicates different levels of importance corresponding to different types of students under different contexts of Brexit. Meanwhile, the interview is supplementary to the former quantitative analysis in explaining the unstated reasonings of the survey results particularly on the significant finding regarding one factor - the opportunity to expand career network.

Quantitative Methods: Survey

Looking into the different implications of soft and hard Brexit as the underlying context in regards to the importance of the other factors, they are explicitly defined to the survey takers.

LSE undergraduate students are our targeted group to understand their views in regards to the aforementioned rationale. Survey was gathering sufficient data was imperative to result some valid conclusions. It was decided that a survey would be most appropriate. Moreover, a survey would allow for a quantitative analysis and a possibly easier and quicker interpretation of data. Two separate self-report, online surveys were conducted and were distributed to LSE undergraduates through snowball sampling, starting with the researchers' social networks within LSE. This process utilised student's diverse networks to collect adequate data. It is believed that, in general, the decision to pursue postgraduate education varies a lot and thus this snowball will collect diverse views. Conducting two surveys to be answered by different people, instead of a single survey including both scenarios allowed the

existence of a control group (Soft Brexit), where the answers would be based on the current reality. With this method, students could focus on their given scenario and wouldn't have to imagine living in two different worlds, also limiting the social desirability bias. It is thus believed that this provided less biased results and allowed for a shorter survey in length resulting into a sufficient sample size. Each survey directed students to think of two different concepts. The first survey was relevant to Soft Brexit where the effects of Brexit to students are minimum and the second was under a Hard Brexit context where several aspects of student lives as well as future job hunting in UK would be affected. Note that apart from the different uncertain scenarios, the two surveys were identical in terms of structure and questions so for findings to be consistent.

A sample of the survey can be found in **Appendix 1-3**. It was crucial that the respondents understood the specific Brexit scenario and took it into account when answering the survey, as well as that everyone had a consistent view of what Soft and Hard Brexit implied. For this purpose, the relevant outcomes of each were clearly stated at the beginning followed by a related question. Moreover, background information of the students was collected to categorise them in what was believed to be groups with uniform opinions with regards to the influential factor for postgraduate study in UK. To investigate the above motivation, it was decided that several personal, academic and career factors, would be given along with a 5 level Likert scale from Not at all to Extremely influential. These factors would appear in a random order each time, to ensure responses are not affected by it and that factors relevant to different categories would be mixed up.

Quantitative Methods: Interviews

A sample of the interview script/questions can be found in **Appendix 4**. The statistically significant difference between the mean scores of expanding career network under Hard and Soft Brexit can be explained through the reasonings found. By questioning UK, EU, and International students, general trends of their thinking provide a more in-depth analysis to the paper.

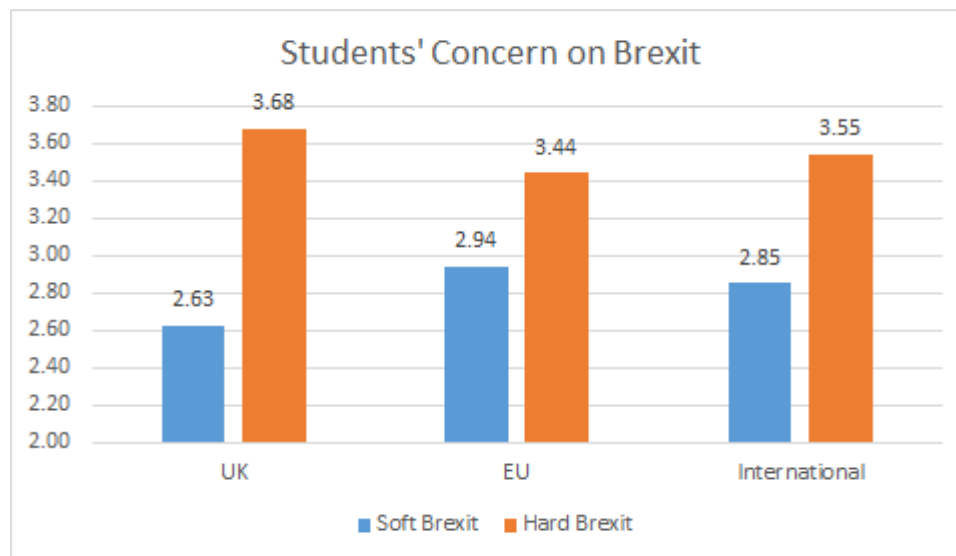
Data Analysis and Results

Background Analyses

All the following conclusions are inferred through our analyses using some Excel and SPSS from our survey respondents. These results are generated from a sample size of 186 (106: Hard Brexit, 80: Soft Brexit) LSE undergraduate students and can only represent the views of this specific student community. An assumption is made that the two groups of students responding to the different surveys have on average similar characteristics and are thus comparable due to the randomization that took place during the survey distribution. Pie charts relevant to this can be found in Appendix 5-6. The tests mentioned below also assume normality within the groups compared.

I: Brexit Concern and Student Types

First and foremost, it is vital to analyse how different LSE undergraduate students view Brexit and how concerned they are about the possible outcomes provided to them. This is based on Question 1 of the two surveys, whose graph is shown below.



It can be seen that views about Brexit vary both with the two possible outcomes of Brexit as well as the different student types. As expected, grouping UK and EU students it can be concluded that they feel more concerned about Hard than Soft Brexit ($t(71)=-2.663$, $p=0.010$). Such a conclusion cannot be drawn for International students.

II: Top factors influencing decision to pursue postgraduate education in general

In addition, it is key and amusing to understand which factors are the most determinantal with regards to this decision. A detailed analysis can be found in Table A.

Table A	Soft Brexit		Hard Brexit	
	Max	Min	Max	Min
UK	Enjoyment of study	Less time taken to get the degree than in other countries	Improved knowledge	Family expectation to pursue further studies
	3.75	1.63	3.77	1.94
EU	Enjoyment of study	Postpone entry into workforce	Personal satisfaction	Less time taken to get the degree than in other countries
	4.12	2.12	4.22	2.00
International	Employer's perceived reputation of the degree & Improved knowledge	Family expectation to pursue further studies	Personal satisfaction	Family expectation to pursue further studies
	3.72	2.74	3.53	2.62

III: Factors differing when comparing with nationalities

It is also interesting to investigate which influential factors were most different when comparing among the three groups of students: UK, EU and International. The One-Way ANOVA analysis significant results, at a 10% significance level, are depicted in Table 1.

Table 1: One-Way ANOVA of Influential Factors

Dependent Variable	DF	F - statistic	p-value
Family Expectations	2	9.353	.000
Social Life	2	4.712	.010
Postpone Workforce	2	2.698	.070
Personal Satisfaction	2	2.853	.060
Career Network	2	5.225	.006
Less Time Taken to Complete Study	2	11.181	.000
Academic Curiosity	2	3.018	.051
Interaction With Experts	2	2.682	.071

An analysis following was also conducted to examine the specific differences for every couple of the three student types. The test presented below were carried out using Post-hoc LSD comparisons at 10% significance level.

Differences Between International & UK students: The factors presented in Table 2 are the ones that international students rated as significantly **more** influential in their decision, compared to UK students.

Table 2: Post-hoc LSD comparison: International & UK students

Dependent Variable	Mean difference (International – UK)	p-value
Family Expectations	0.84	.000

Social Life	0.65	.002
Career Network	0.49	.015
Less Time Taken to Complete Study	1.03	.000
Interaction With Experts	0.32	.096

Differences Between EU & UK students: The factors presented in Table 3 are the ones that EU students rated as significantly **more** influential in their decision, compared to UK students.

Table 3: Post-hoc LSD comparison: EU & UK students

Dependent Variable	Mean difference (EU – UK)	p-value
Family Expectations	0.55	.050
Social Life in the U.K.	0.65	.027
Personal Satisfaction	0.65	.023
Opportunity to Expand Career Network	0.58	.041
Interaction with Experts	0.64	.019

Differences Between International & EU students: The factors presented in Table 4 are the ones that International students rated as significantly **more** influential in their decision, compared to EU students.

Table 4: Post-hoc LSD comparison: International & EU students

Dependent Variable	Mean difference (International – EU)	p-value
Postpone workforce	0.65	.020

Less time taken to complete study	0.58	.038
Personal Satisfaction	-0.51	.045
Academic Curiosity	-0.66	.008

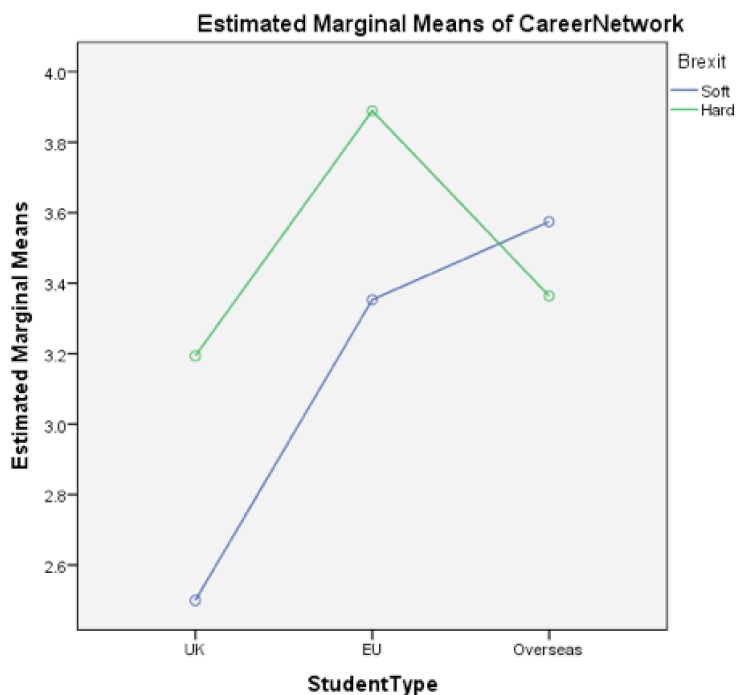
In Depth Analyses

IV: Interaction between Brexit state and Student Type

The most fascinating part to analyse was whether the different Brexit outcomes caused the influence of a factor to significantly change. This was sub-categorised further into specifically looking into the different student types. It was deduced that the opportunity to expand career network is of special interest. This is because when including both the effects of Brexit and student type, it was found that career network was the only statistically significant result ($F=2.803$, $p=0.063$). Figure 2 displays the interaction plot.

Figure

2



Furthermore, conducting one-way ANOVA test with 'CareerNetwork' as dependent variable, we discover that under the context of Soft-Brexit, both EU and International students view the opportunity to expand career network as a significantly more influential factor than UK students do ($p=0.026$, mean difference=0.853; $p=0.001$, mean difference=1.074).

As a result of this compelling results, the question of why this is happening was prompted. For this purpose, qualitative tools were used through interviewing a number of UK, EU, and International LSE undergraduates students.

To begin with, the mean scale of career network of UK students increased significantly, given that hard Brexit occurs, primarily because of the lower expectation of connection with the EU

in general. As several interviewees stated their interests in having a career abroad, the opportunity to have such advantageous connection becomes more prominent in the case that UK tie with EU is strained as the result of hard Brexit. At the same time, some suggested that the importance of career network would not be significant as they regard it separate than their pursuit of academic studies in postgraduate education regardless of the types of Brexit. Yet, considering the logical interest in advancing their career especially in the context of hard Brexit where job opportunities are expected to be less frequent, one particular interviewee amongst them perhaps best stated that the opportunity to expand their network during their studies is always welcomed.

Then, the same phenomenon for the EU students can be explained by similar reasoning. The majority of the interviewees stated that given the condition of hard Brexit limited the available job opportunities especially from EU companies in the UK, they would prefer to return to mainland EU. In this case, having effective connections from networking during their postgraduate education become more important to allow them to get their preferred jobs in the UK. Given that this is provided, such benefit would answer other interviewees concern too that networking would be insufficient to allow him to stand out in the competition.

Finally, the less contrasting change of the mean scale of career network for international students between the two contexts can be explained by their continuing expectation of competitiveness for employment that had already been felt in the past. The slight decrease of importance in the context of hard Brexit is explained by some interviewees regarding their belief that the competition would slightly ease with less preferential treatment for the EU students. However, the overall understanding of international students is that regardless of Brexit types, networking is important for their career and hence continue to be a factor in their decision to pursue postgraduate education.

Conclusions

To conclude, our analysis focused on understanding what the factors influencing LSE undergraduate decision to pursue postgraduate education are, in the uncertain world of Brexit UK. This analysis was separated by looking specifically into the different student types (UK, EU and International) and the two different Brexit scenarios proposed (Soft and Hard). As with every research, there are some limitations. Specifically, looking more closely in the proportions of students for each type, it is obvious that the responding groups are unequal and more importantly that the EU student sample is particularly small. This can cause questions to the validity of our assumptions with regards to the comparability of the two samples. In addition many of the findings could possibly hold for EU students too, but due to the little data available for this sub-group, these could not be statistically significant. It should also be borne in mind that all the findings to be mentioned cannot be generalised for all university students and are only inferred from a snowball of LSE undergraduate students. This snowball might have caused this sample to also be biased in many different terms. This research concludes that UK and EU undergraduates are the most concerned about the Brexit outcome, specifically with the possibility for it to be a Hard Brexit. Moreover the important factors differing depending on student type are family's expectation to pursue further studies, the benefits of social life in UK, the ability to postpone entry into workforce, the personal satisfaction of the degree, the potential to expand career networks, the less time taken to complete postgraduate education in UK compared to other countries, academic curiosity of the individual as well as the importance of interaction with experts. Besides, career networks were the only influential factor having a significant difference when comparing the mean scores of Soft to Hard Brexit, considering student type. This was explained by UK, EU, and International students being ultimately concerned with their future career which led to different responses in the contrast of perceptions.

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Appendices

Appendix 1 (Survey Data - Context: Hard Brexit)

Postgraduate Education Decision

*Required

Context: Hard Brexit

The context of hard-Brexit may be characterized by:

- tougher visa requirement for study and employment for non-UK citizens in comparison to before Brexit
- higher tuition fees for EU students in comparison to before Brexit
- fewer job opportunities available for non-UK students in comparison to before Brexit
- fewer number of available experts in the UK universities in comparison to before Brexit

How concerned are you with the outcome of hard-Brexit? *

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely

What type of student are you? *

- UK / Home student
- EU student
- International / Overseas student

How do you currently finance your undergraduate degree? *

- Family/Personal resources
- Student loan
- Other: _____

Appendix 2 (Survey Data - Context: Soft Brexit)

Postgraduate Education Decision

*Required

Context: Soft Brexit

The context of soft-Brexit may be characterized by:

- similar visa requirement for study and employment for non-UK citizens as before Brexit
- similar tuition fees for EU students (possible UK-government sponsorship) as before Brexit
- similar job opportunities available as before Brexit
- similar number of available experts in the UK universities as before Brexit

How concerned are you with the outcome of soft-Brexit? *

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely

What type of student are you? *

- UK / Home student
- EU student
- International / Overseas student

How do you currently finance your undergraduate degree? *

- Family/Personal resources
- Student loan
- Other: _____

Appendix 3 (Survey Data - Context: Both Soft and Hard Brexit)

Influential Factors

Please choose how the following factors influence your decision to pursue postgraduate studies in the UK *

1: Not at all 2: Slightly 3: Moderately 4: Very 5: Extremely

Employer's perceived reputation of the degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits of social life in the UK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less time taken to get the degree than in other countries (e.g. US)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postpone entry into workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of study / Academic curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prerequisite for chosen career path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family expectation to pursue further studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential to extend career network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher expected salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to interact with experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 4 Sample Interview Questions

Instructions for the interviewers:

Do not show our finding
Tell interviewees what we mean by soft Brexit

Definition:

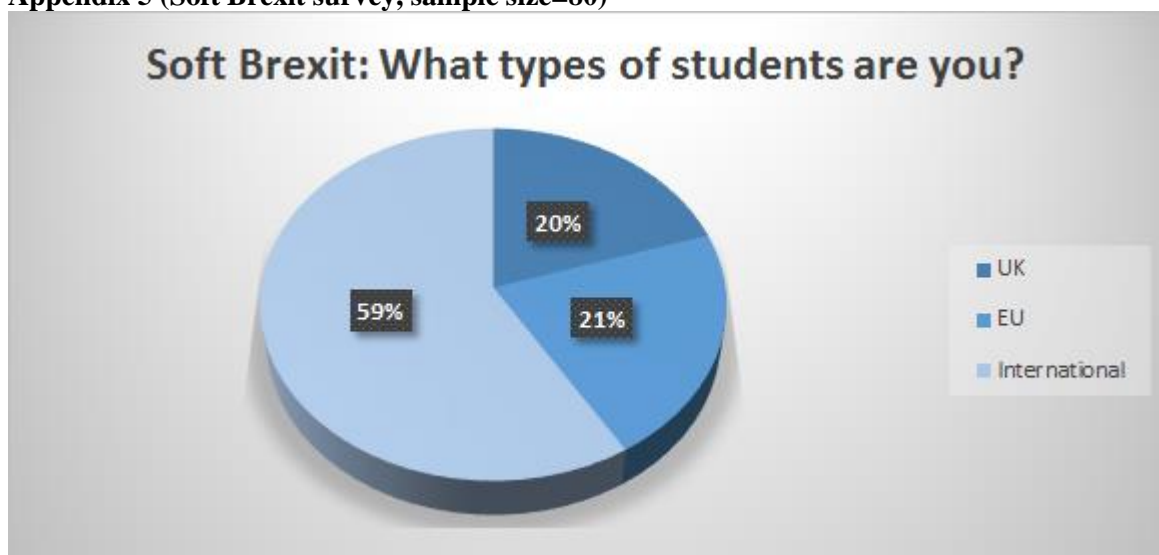
similar visa requirement for study and employment for non-UK citizens as before Brexit	tougher visa requirement for study and employment for non-UK citizens in comparison to before Brexit
similar tuition fees for EU students (possible UK-government sponsorship) as before Brexit	higher tuition fees for EU students in comparison to before Brexit
similar job opportunities available as before Brexit-	fewer job opportunities available for non-UK students in comparison to before Brexit
similar number of available experts in the UK universities as before Brexit	fewer number of available experts in the UK universities in comparison to before Brexit

Our group is studying factors influencing decision to pursue postgraduate education
Today's interview focuses on the potential of expanding career networks through postgraduate study

1. Where are you from?
2. In the context of soft Brexit, how influential is career networking in determining your decision to pursue postgraduate study?
3. How will this be affected in the context of hard Brexit?
4. Why different/same?

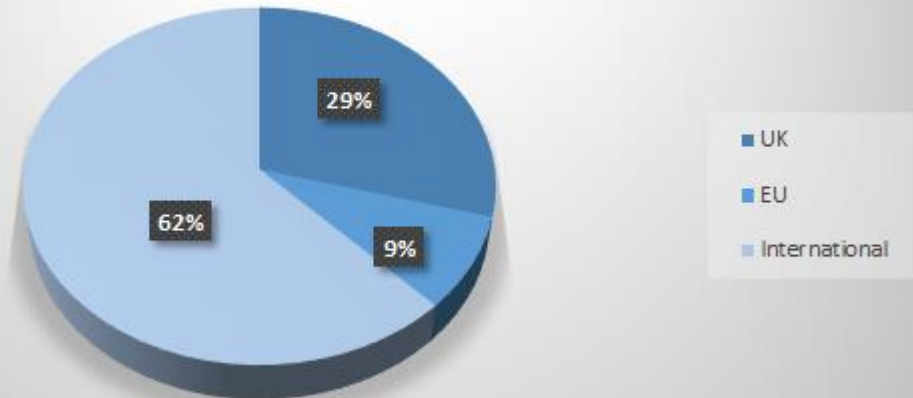
THANK YOU

Appendix 5 (Soft Brexit survey, sample size=80)



Appendix 6 (Hard Brexit survey, sample size=106)

Hard Brexit: What types of students are you?



Appendix 7 Interview Transcript

EU.01	I am planning to do postgrad in the US. If I were, I would be contemplating the importance of career network. In the context of hard Brexit, my opinion would change – decrease the likelihood because I would probably want to work in a company – still linking with the EU – even German speaking company (since the relation would be weakened – not as attractive)
UK.01	Networking itself is always important because there always going to be someone with good info helping your career. In soft Brexit, it's good because there would still be EU students who can give network all across Europe. In the case of hard Brexit, it would become more difficult because of the relationship strain so less EU students so maybe networking only with international students. As technically an EU national being half-Irish, the chance to have other EU students is important considering I would still have free movement of labour, etc so still can use the network to “exploit” the benefit from it. This may result in considering to have postgrad somewhere else. But as long as have students from various background, it will good to me.
Int.01	In the context of soft Brexit, I have to go to the military first (from South Korea) but afterwards I would pursue masters and it would still be attractive in regards to career network – building my career. The most attractive factor is the short time. Before Brexit, I would pursue the plan for sure, now I want to wait and see. Given that the soft Brexit – not so sure about employment after master degree. Either in the context of soft and hard Brexit, it would still be hard to get employment in the UK (but I am planning to see jobs elsewhere too). Networking would definitely help but in hard Brexit, I won't put so much energy in it.

Int.02	Networking is important. Within the context of soft Brexit, still important – no difference actually between soft/hard Brexit. Because it will definitely helpful – get more information no matter what happens. I still see pursuing postgrad education = opportunity for networking= important regardless type of Brexit.
EU.02	Given that I do postgrad education in UK as suppose to my home country, I would do it to expand my career network. But given that I do undergrad here, I wont pursue the postgrad for that as I would already expand my network during my undergrad. I think it is not a factor at all regardless of Brexit types because not really consideration as in postgrad, not expect to network then anyway.
Int.03	Career network is quite important because I want to pursue postgrad for finding a job in UK especially banking, consulting sector. But by no means it is the most important. Another reason is actually the cost because Brexit weaken pounds and cheaper relatively. But given Brexit, not as many opportunity to network. If soft happens, see how soft it is – given London still an attractive place, networking opportunity still there. Given hard Brexit, being an int student, I don't think that the impact is not concerning in term of cost and in term of benefit, definitely lots of opportunity available. Especially looking at other alternatives, like US or Europe, even UK become less attractive, the others not as good too (EU – especially bcs of language). Therefore, career network although would change in long-run given hard-Brexit, what I am concerned is short-run and the attractiveness does not diminish – career network is important regardless of brexit type and my thinking of pursuing further education, not change which focus on my need to have a degree for my job and UK offers a good cost and the length of study too.
Int.04	In the context of soft Brexit, career networking is not that important for me because my interest is in history, more academic based (not career). It has some influence though. Given that hard Brexit occur, for non-EU, we may get some advantages – value networking more – better career prospect bcs less competition from EU (at the same level, no preference) and in that case, may explore more career choices even in more career-based postgrad education. In this sense, it would be more appealing to study postgrad in UK.
Int.05	It does not make a lot of difference for me – the main factor is actually the tuition fee (not career network). Essentially, in soft brexit, it wont matter that much in postgrad (more on my future career later after). In hard Brexit, career network becomes more important because it is harder for EU students hence more competition. If soft Brexit means EU students wont get affected as much, then in hard brexit, networking becomes important.
EU.03	It can be quite important but so far under soft Brexit. In the context of hard Brexit, I think it would change a lot because even if I have the network that I need, and there is more competition so not enough just with networking even with postgrad in UK (also more expensive).

EU.04	In the context of soft Brexit, career networking would influence my decision especially as I want to do the master part time so it is important then. In the context of hard Brexit, the network would be less international (less EU) – it would influence my decision to do it in UK, might go to another EU country in the mainland. Therefore, career networking in UK become less important in hard Brexit. Although it more likely going to be the same influential, in soft Brexit, the networking is better.
UK.02	In the context of Soft Brexit, it is easier for me go aboard. My main constraint is financing. So if UK stays in the EU, I will be more likely to go abroad; but if hard Brexit, I will probably stay in the UK.
Int.06	Career network is not influencing my decision to study postgraduate in the U.K. I do not care about Brexit as I am from China, it does not affect me much.
UK.03	Career network is a decisive factor. The main factor is financing and my personal experiences regardless of Soft or Hard Brexit.

UK.04	I do not think it will be a primary consideration for pursuing postgraduate study, it's like my genuine interest in the subject and things I study that is interesting are more important. Under hard Brexit, there may be less opportunities for research opportunities. I still think it wouldn't affect my decision very much to be honest. Even if research schemes are affected by Brexit scenarios, my interest in the subject and depending on which university I am going in the UK. It will be unaffected.
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Int.07	<p>I am from China. Even without this context (soft Brexit) career networking is important for me. Because I want to compare the cost of postgraduate study and benefit of that and whether it is a good university in terms of research and academics and probably career choice little and yes it is not the main determinant. If the tuition fee is going up it will add into my consideration. UK universities receive less research funding from whatever bodies they have, that cost benefit analysis is going to change and I may go to the US for postgraduate study.</p>
UK.05	<p>I am from the UK. I don't think it's very important for me. Because I am not going to do a degree and spend that much of money just for network, I would go to do if I am interested in it perhaps for the job and mainly because I want to do it. So it really has no effect. It doesn't make any difference if it is a hard Brexit. Maybe you can argue that if it is a hard Brexit there is less people from EU and frankly I don't care that much and the main thing for me to do a postgraduate study is how interested I am in the subject and the cost maybe and that's it. I am sure I can do other career networkings. I am not going to choose a postgraduate degree just to get a bit more networking I find it is quite a waste.</p>
EU.05	<p>I don't do a lot of career networking. I am not sure it is important for me if it is a soft Brexit. In hard Brexit, it may not affect. In general, it would not be affect my decision. I don't want to work in the UK later. International network isn't important anyway. I think it will be a very small factor in either way. The University, the degree, the cost of degree, and people are more important. Career network is just a nice extra but it is not important.</p>

Int.08	<p>In the context of soft Brexit, I will be more inclined to post graduate study. more job opportunities, scholarship may continue and the education will be affordable, visa policy not going to be tough, similar available number of Experts and international students are key issues for me. Tougher as a research assistant here, being an international student I imagined it will be harder, my probability of getting work will lower. Definitely, the Brexit is going to set news rules for interational students and researcher. Soft Brexit will provide far more possibilities. More international students to work with, develop your network with employers in all industries. My field is related to research, it is very important to get to know other researchers in more advanced positions in order to be able to work more with them</p>
UK.06	<p>I think expanding career network should be a quite important determinant of choosing post graduate studies regardless of what happened to Brexit. It might influence while we study in terms of influencing the UK and Europe. But I would say that career networks can be one of the factors influencing postgraduate decision but not a central one. I think the effect on career network is not going to be immediatly felt and perhaps its development may have better knowledge on sales and trading because they are postgraduates, they are not going out to meet people whilst doing the postgrad. I get the impression, my department Geography and Environment, there is a casual relationship between the lecturer and staff with postgrad and with undergrad. because there is less postgrads its kind of having a higher standard (of connections with lecturers and staff).</p> <p>I don't see postgrads are going out to meet new people but more about interacting with people in their degree programmes. (Under Hard Brexit) people might decide to study outside the UK more because if it is hard Brexit and it's harder for non-UK student to come and study in the UK, I might want to engage with them by going to study in somewhere in France, Spain or US, to learn with them and meet new people to expand my network. It might not be the main factor because I am the UK student and will not be affected. I suppose because it will become more difficult for people to come here to work in the UK then I have to move to them and to work with them. It will be no one single factor, not just soft or hard Brexit, maybe cost , frankly I am more concerned about cost, what the institution is, the size of the programme, location, somewhere in the UK or France. It's more important to do a postgrad overseas under hard Brexit. (The influence) it might be similar and no big difference between the two. I am not sure.</p>