

Market Segmentation and Management Students: Participation in Higher Education

David Tonks and Marc Farr, University of Lancaster

Abstract

This paper applies to management students what is often learned by management students and the setting is management education as provided at the undergraduate level in UK Higher Education. Market segmentation provides a framing device within which the primary theme becomes one of identifying, describing and measuring market segments amongst management students. The paper is therefore strongly connected with the 'access' debate but takes this debate further by drawing a distinction between *access* to undergraduate management courses in GB and *participation* in that provision.

The latter half of the paper is data-driven and measures are reported of the current geodemographic profiles of existing management students so the paper might belong to what has been termed the '*equality empiricist*' school within the access debate. A broader context is that the paper constitutes educational research which is concerned with *who* participates in management education and as well as issues of social justice. This has implications for recruitment and then for good practice in learning and teaching which are all contingent on the current and likely market segments amongst management students either across the system or for any one university.

The paper concludes by noting the centrality of HE funding to questions of access and participation. Various changes are likely and these could have a significant impact on the market segments for management education.