



Graduate Outcomes
Measuring success and providing opportunity
Welcome



Event sponsors



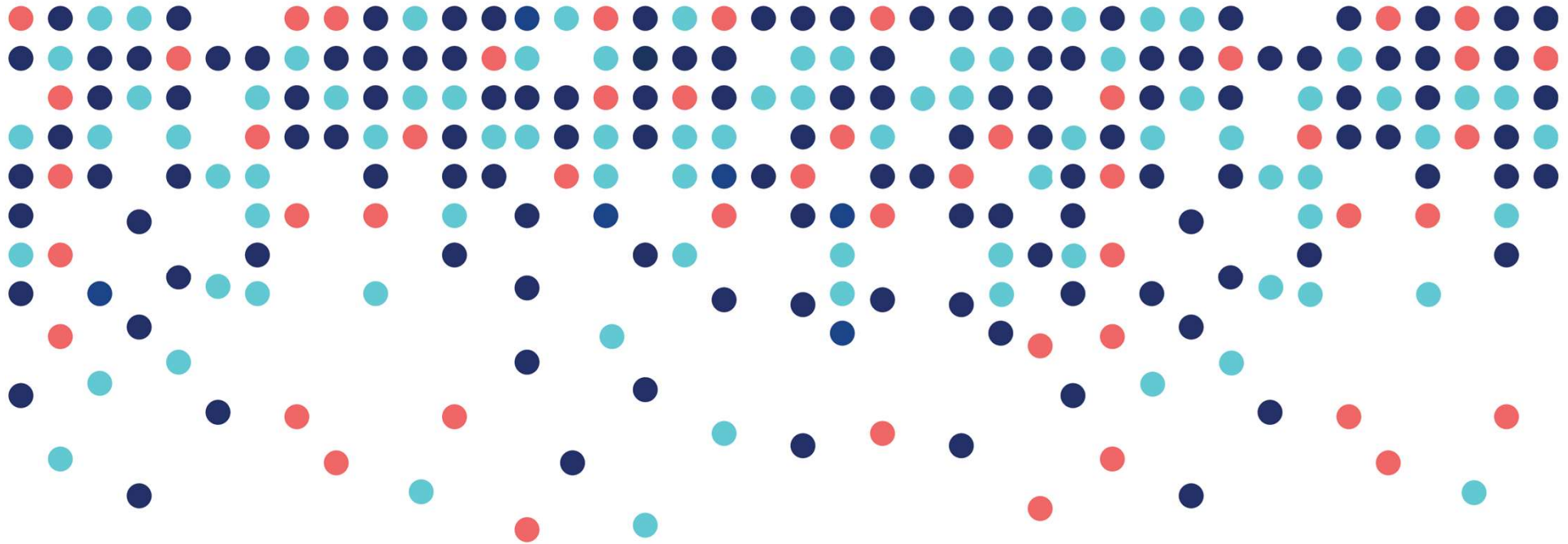
#GraduateOutcomes



**GRADUATE
OUTCOMES**



HESA



Graduate Outcomes Conference

Paul Clark, Chief Executive





History

- 1972 – First Destinations Record (USR)
- 1984 – Exam Results and First Destinations Supplement (DfE)
- 1993 – First Destinations Supplement (HESA)
- 2002 – Destinations of Leavers from Higher Education (HESA)
- 2017 – Graduate Outcomes



Increasing significance...

- Policy, funding and regulation
- Information for HE providers
- Information for prospective students
- Information for current students
- National statistics
- League tables



Reforming the HE data infrastructure

- Graduate Outcomes
- Data Futures
- Data Landscape Steering Group





Aims of today

- Where we are now
- HESA implementation of Graduate Outcomes
- Provider responsibilities and opportunities
- Different perspectives on Graduate Outcomes
- Looking to the future
- Networking and discussion





Graduate Outcomes
Measuring success and providing opportunity



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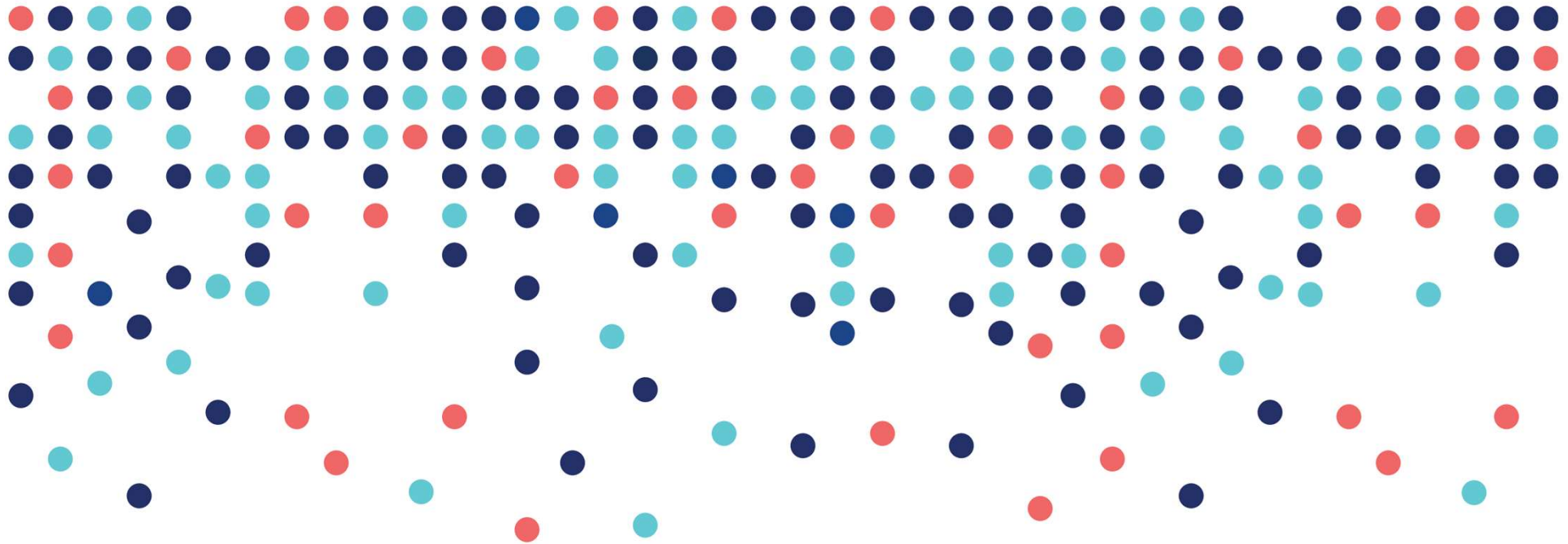
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From DLHE to Graduate Outcomes

Dan Cook, Head of Data Policy & Development



HESA



HESA



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The remit

Aims

Destinations and Outcomes Review



Future proof

Fundamental consideration of **future data requirements**.



Improve efficiency

Improve efficiency of data collection.



Fit-for-purpose

Revisit methodology to ensure **fit-for-purpose** for current usage.



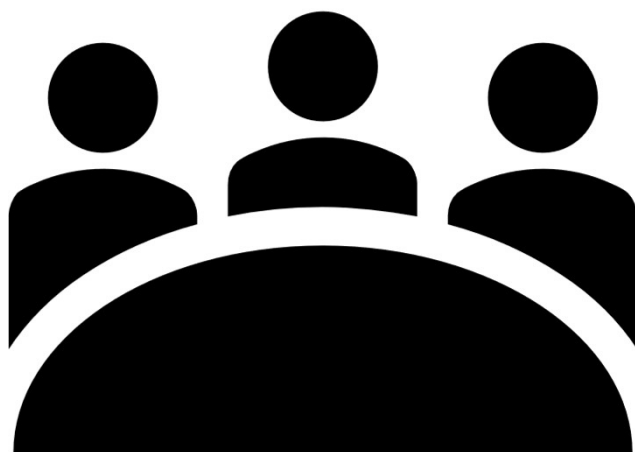
Support legislation

Take into account recent **legislative developments**, and support developing ones.

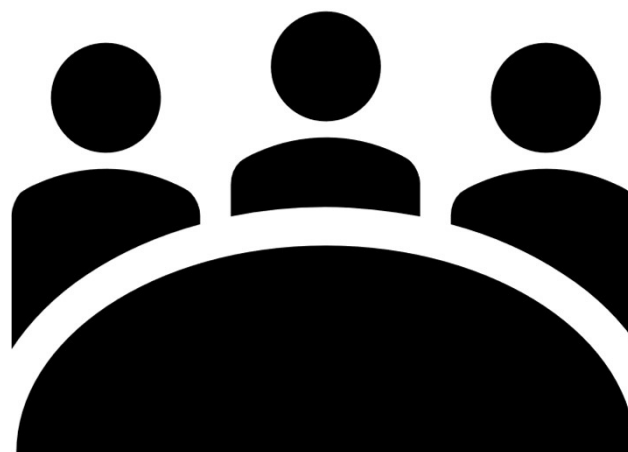


Review groups

Strategic



Working



HESA

Events



Gradcore ^{GC}

Graduate Recruitment Consultancy



Universities UK



AGCAS



QAA



INSIDE GOVERNMENT



Universities Wales
Prifysgolion Cymru



GuildHE Ltd
@GuildHE Follows you



GRADUATE OUTCOMES





Research reports

RICHER INFORMATION ON STUDENT VIEWS

**SUPPORTING THE HESA REVIEW OF
DESTINATIONS AND OUTCOMES DATA**

**Report prepared for the Higher Education
Statistics Agency (HESA)**

Clare Lyonette, Gaby Atfield and Sally-Anne Barnes

October 2016



What do Good Outcomes from HE look like?

Research to support the HESA review of destinations and outcomes data for graduates from higher education

Dr Guy Birkin
Dr James Evans
Rachel Moreton



HESA

Conference



Mark Leach ✓
@markleach

Following

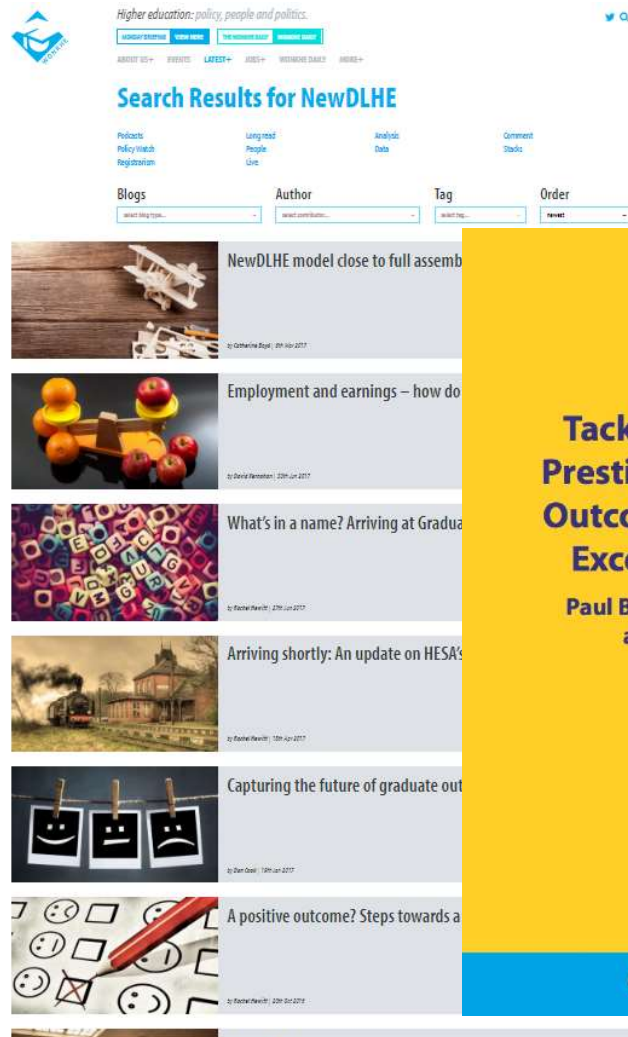
Packed out room this morning for #NewDLHE - agenda couldn't be more critical right now.



12:32 PM - 4 Jul 2016




Articles and blogs



**Tackling Wicked Issues:
Prestige and Employment
Outcomes in the Teaching
Excellence Framework**

**Paul Blackmore, Richard Blackwell
and Martin Edmondson**



Occasional Paper 14

ISSUE 149
October 2016

Graduate destinations 3



Dan Cook, Head of Data Policy and Development at HESA, offers an overview of the work undertaken so far and the current state of proposals from the #NewDLHE review.

#NewDLHE and the future of graduate destinations data

In 2015, the Higher Education Statistics Agency (HESA) announced a fundamental review of the data collection requirements of HE providers, funders and regulators, and other users of student destinations and outcomes information. The #NewDLHE consultation takes into account a changed legislative context, which includes the availability of HMRC and DWP-sourced data, and recognises the potential interest in data on destinations as part of future public information on higher education. Taking advantage of linked data and improved survey technology, #NewDLHE promises more useful, better-value data than that currently offered by the DLHE and Longitudinal DLHE.

Some of the oldest structured data available in the HE sector concerns the employment outcomes of graduates. Forerunners to the DLHE, this nineteenth and twentieth century data exists in paper records that chart the essential interrelation between universities and workplaces. Such a venerable heritage of data collection and preservation of records shows that industry links are important to and deeply embedded in our HE providers. This is likely to continue and expand as HE providers are increasingly exposed to market forces. The HESA consultation on graduate destinations and outcomes data, the #NewDLHE review, is our opportunity to consider our collective data needs for the future.

Data source
UK universities, and most especially their careers services, have developed the DLHE to its current status as one of the world's most envied sources of graduate destinations information. HESA is the custodian of this data source and AGCAS's advice and guidance has long helped us do this job well. I am grateful to have had such a strong input from the AGCAS community into the current review; your work has influenced debate across the sector. The #NewDLHE will refresh and renew the data, to take account of changes in the labour market, changes to legislation, and changes to the ways data is used. We are also looking at the value for money it offers.

Measures of success
What have we learned from a consultation that had over 200 responses? First, we are collectively paying in excess of £5.5 million a year to run the DLHE survey. This extrapolated figure does not include the costs in the FE sector, or the central costs of HESA and the other organisations that contribute to the oversight of DLHE. So, the true costs are much higher. Secondly, there is a surprising degree of uniformity in the sector's views about the future: we still need

a universal census survey; we're all interested in developing new and different measures of graduate outcomes; and we all want to utilise linked salary data. The high level of agreement over these big-ticket items means that we can start to discern the shape of the replacement for DLHE. It will utilise linked data (the salary question will therefore be removed, except perhaps for non-UK based students), which will change the feel of the survey considerably. However, a survey will still exist and add value that cannot be obtained from the linked data. The development of a graduate-centred measure of success will also change the feel of the survey.

Methodological improvements
Where there is less agreement is on the topic of the survey point. There is support for a range of timescales and a lot of innovative suggestions about other options than a single point, such as a linked panel survey. What is fairly clear is a groundswell of support to extend the timescale beyond six months. Proposals around centralisation have also divided opinion, with significant support for both a centralised and a distributed model. As heavy users of graduate outcomes data, AGCAS members will be pivotal in helping us achieve methodological improvements that enhance data quality and ensure the highest levels of trust in data quality.

#NewDLHE is just the latest innovation in our understanding of the graduate experience and will enable increasingly sophisticated approaches to support for students and industry partners. AGCAS has been at the forefront of this agenda, and will continue to lead as we create an improved data source, fit for the future.

Follow Dan on Twitter @Dan_HE_man
Follow the latest #NewDLHE news on Twitter
Download Dan Cook's keynote presentation from the AGCAS Annual Conference 2016



International interest and engagement



European Commission > Law > Have your say > Published Initiatives >

ROADMAP

Coordinated approach to (tertiary) graduate tracking

PAGE CONTENTS

About this initiative

About this initiative

Reference

Ares(2017)1062340



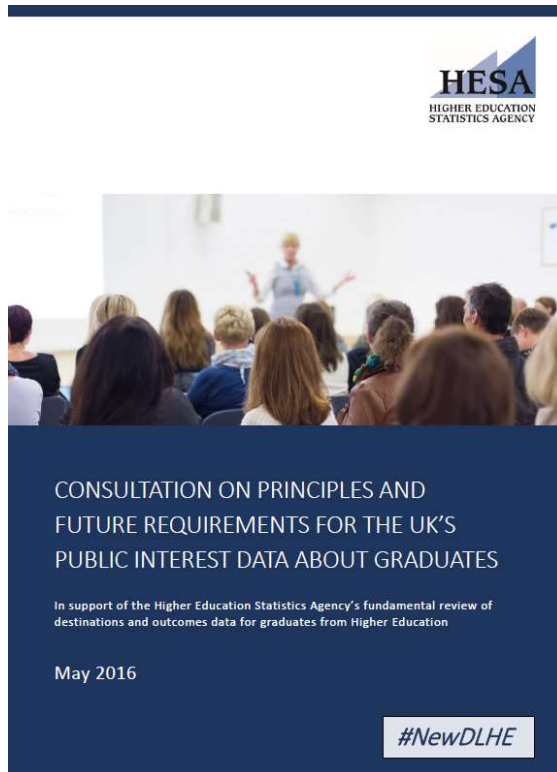
NIER International Symposium on Educational Reform 2017

Measuring the Outcomes of Higher Education

International trends in national surveys of college graduates



Two consultations



The cover features the HESA logo at the top right, a photograph of a person presenting to a group, and a dark blue footer with white text. A hashtag #NewDLHE is in a white box at the bottom right.

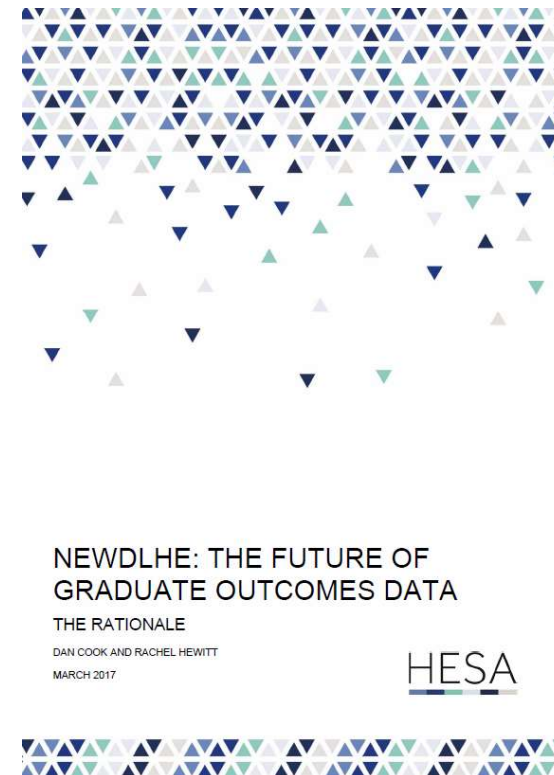
HESA
HIGHER EDUCATION
STATISTICS AGENCY

CONSULTATION ON PRINCIPLES AND
FUTURE REQUIREMENTS FOR THE UK'S
PUBLIC INTEREST DATA ABOUT GRADUATES

In support of the Higher Education Statistics Agency's fundamental review of
destinations and outcomes data for graduates from Higher Education

May 2016

#NewDLHE



The cover features a decorative pattern of triangles at the top and bottom, and a central area with scattered triangles. The title and authors are in the center, and the HESA logo is at the bottom right.

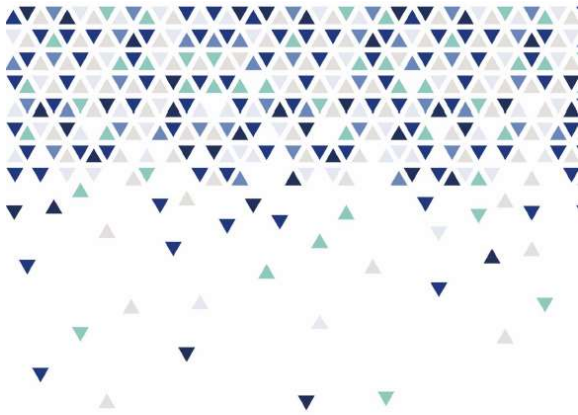
NEWDLHE: THE FUTURE OF
GRADUATE OUTCOMES DATA
THE RATIONALE

DAN COOK AND RACHEL HEWITT
MARCH 2017

HESA



With two rounds of feedback



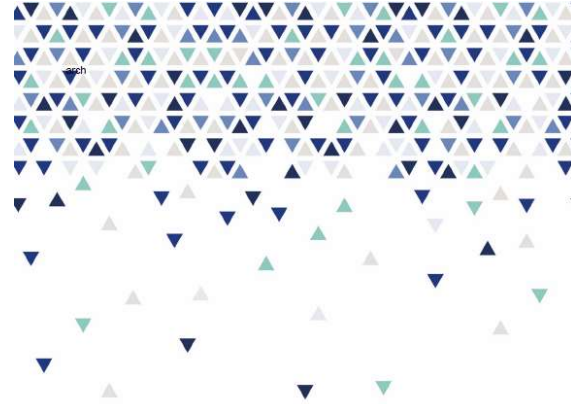
SYNTHESIS OF CONSULTATION RESPONSES

Received in respect of a consultation on principles and future requirements for the UK's public interest data about graduates, in support of HESA's fundamental review of destinations and outcomes data for graduates from higher education.

OCTOBER 2016

#NEWDLHE

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NEWDLHE: THE FUTURE OF GRADUATE OUTCOMES DATA

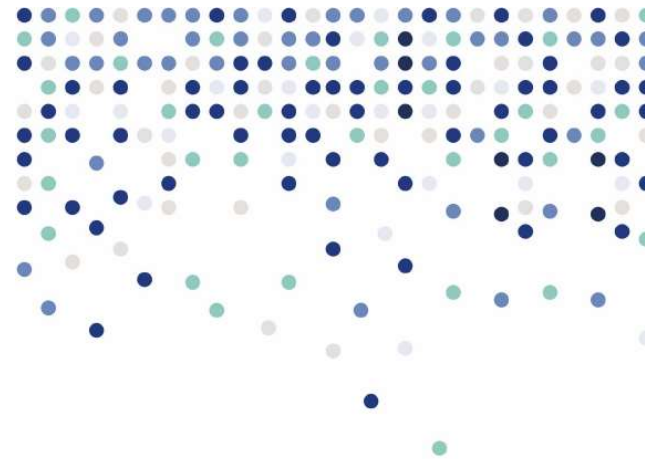
SYNTHESIS OF RESPONSES TO OUR SECOND
AND FINAL CONSULTATION

#NEWDLHE
JUNE 2017

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Tackled difficult issues



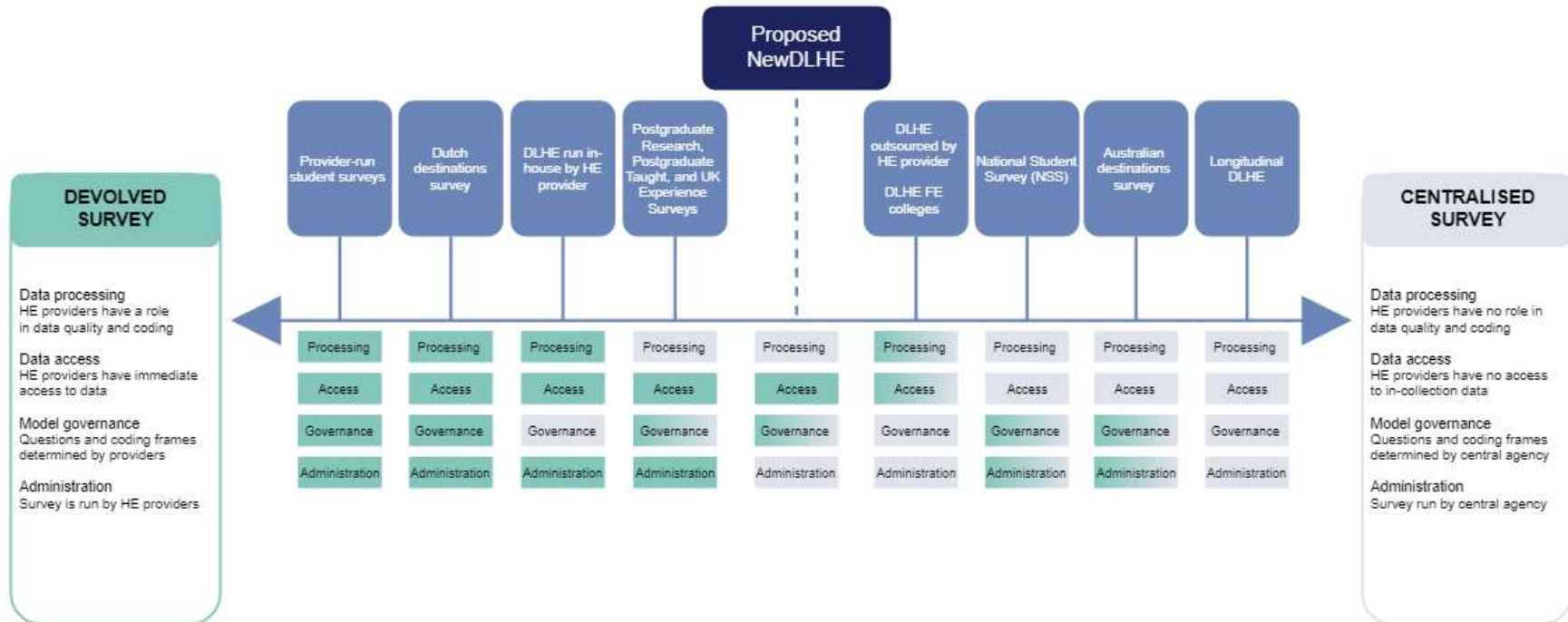
QUALITY ASSURANCE SELF-
ASSESSMENT OF DLHE AND
"NEWDLHE" DATA

DAN COOK AND REBECCA HASLAM
FEBRUARY 2017

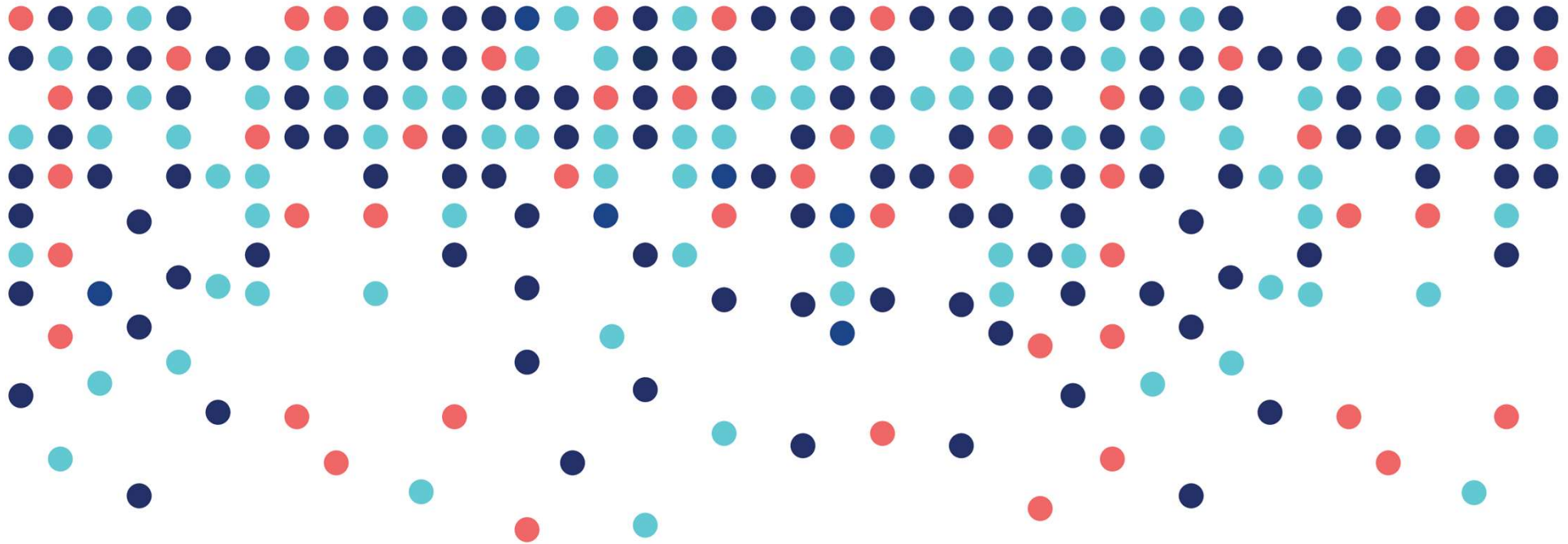


Proposed novel solutions

A model for open centralisation



HESA



Implementing the model



How will it operate?



Annual survey



15 months after graduation



Run centrally



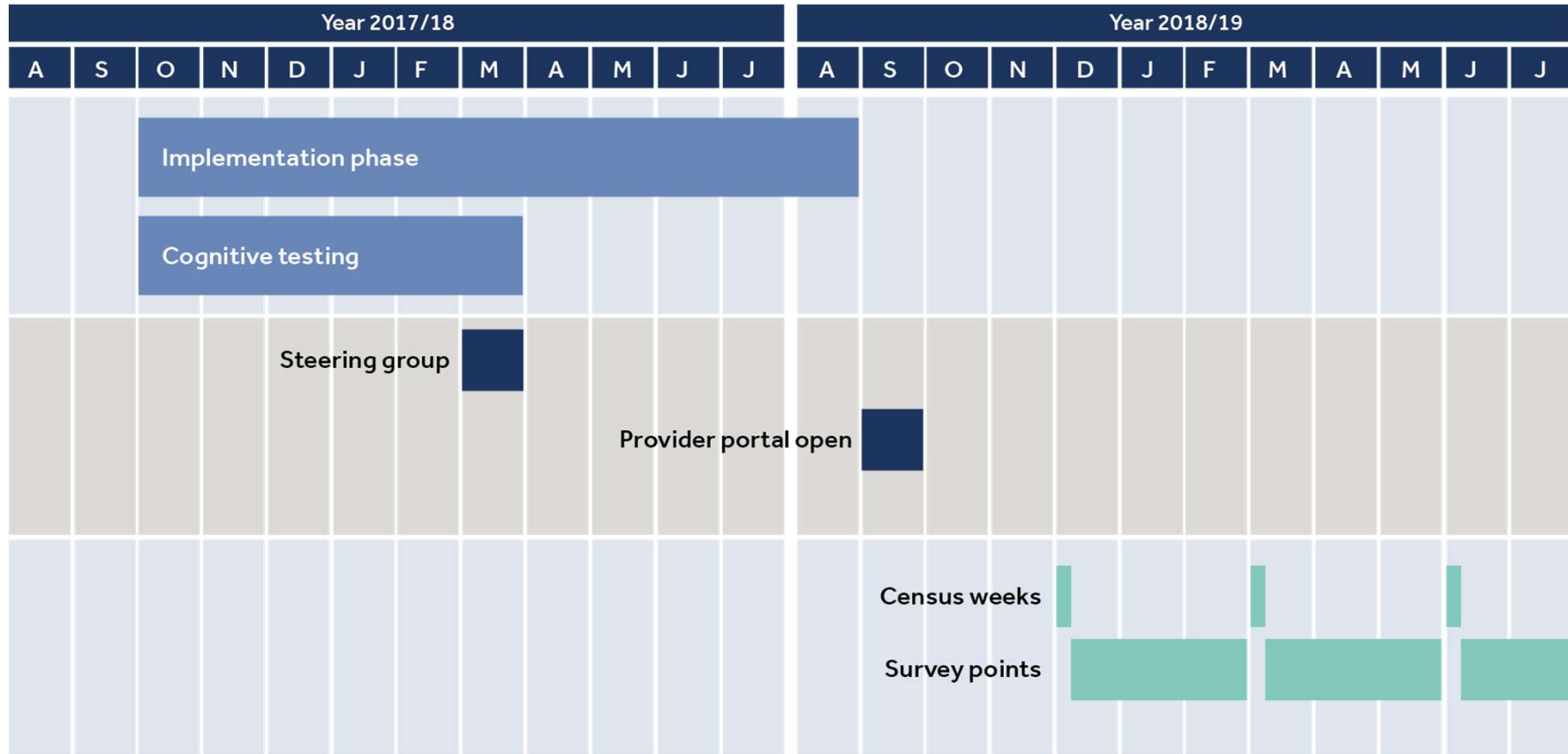
Overseen by a steering group



Utilising linked data



Implementation timeline



Materials currently available

- Information for students
- Guidance on roles and responsibilities of HE providers
- Promotional materials and brand identity
- Record specification for the collection of graduates' contact details
- Steering Group in operation
- Data protection guidance



Progress (1)

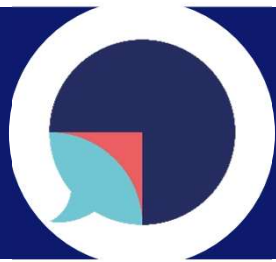
- Survey has been cognitively tested with graduates and published
- Engagement strategy under development
- Running survey through Conformat system
- Procuring a call centre and supplier to conduct coding
- Developing HESA systems for providers to:
 - Upload contact details
 - Personalise the survey (including provider logo)
 - Access survey data dashboards



Progress (2)

- Design and develop detailed plans for outputs
- Detailed analysis and development of approach to using linked data
- Recruitment to roles at HESA to support survey operations





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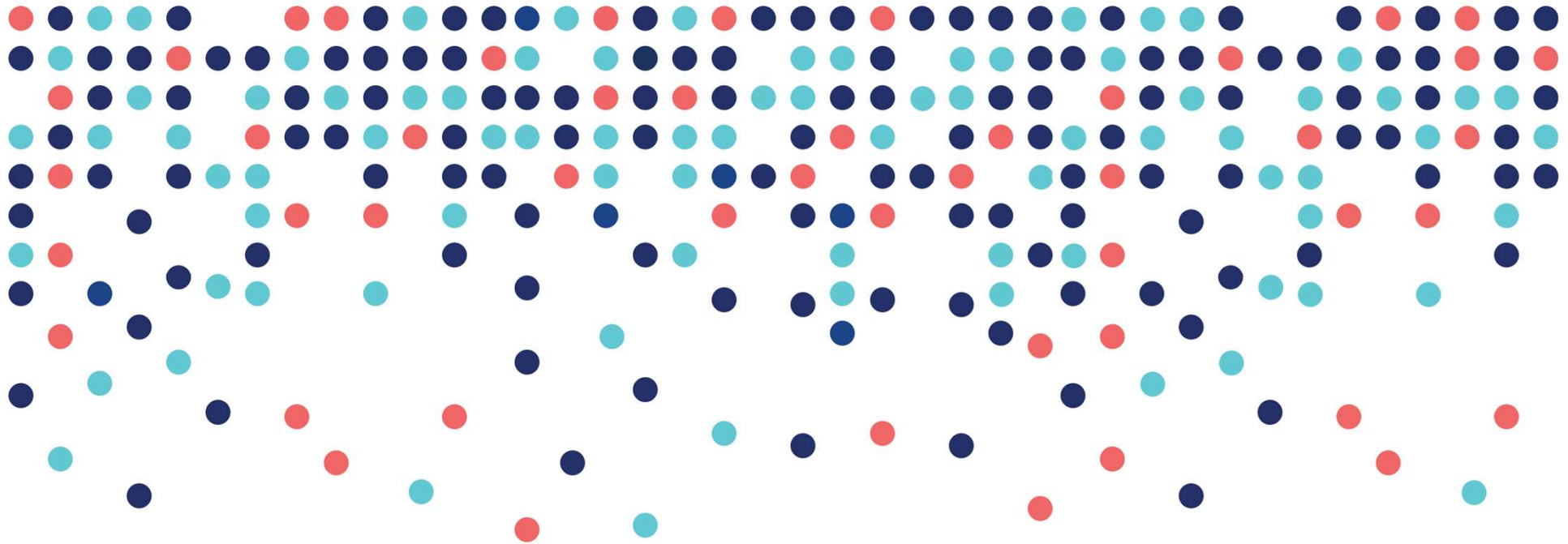
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Standing up the capability

Doug Sparrow, Project Sponsor



Objectives

- High data quality
- Consistent quality
- Minimise risk
- Minimise complication for the sector and students
- Minimise the overall cost



Driving high quality

- Single integrated best of class survey platform
- Utilising a pre qualified and established framework for procuring the call centre
- Cognitive testing of the question banks
- Intended use of established and familiar SIC and SOC coding expertise
- Utilising the established HESA Liaison and Data Quality functions



Achieving consistent quality

- Split tasks to separate areas of expertise
- Each task applied evenly across all students
- Quality managed centrally



Minimising risk

- Contracted with industry leading companies
- Procuring the contact centre through an established framework
- Recruiting additional internal expertise
- Incorporating the expertise of ONS



Minimising complication

- Single and consistent point of contact for Higher Education Providers - HESA
- Development of a single portal
 - Contact detail collection
 - Personalisation
 - Reporting

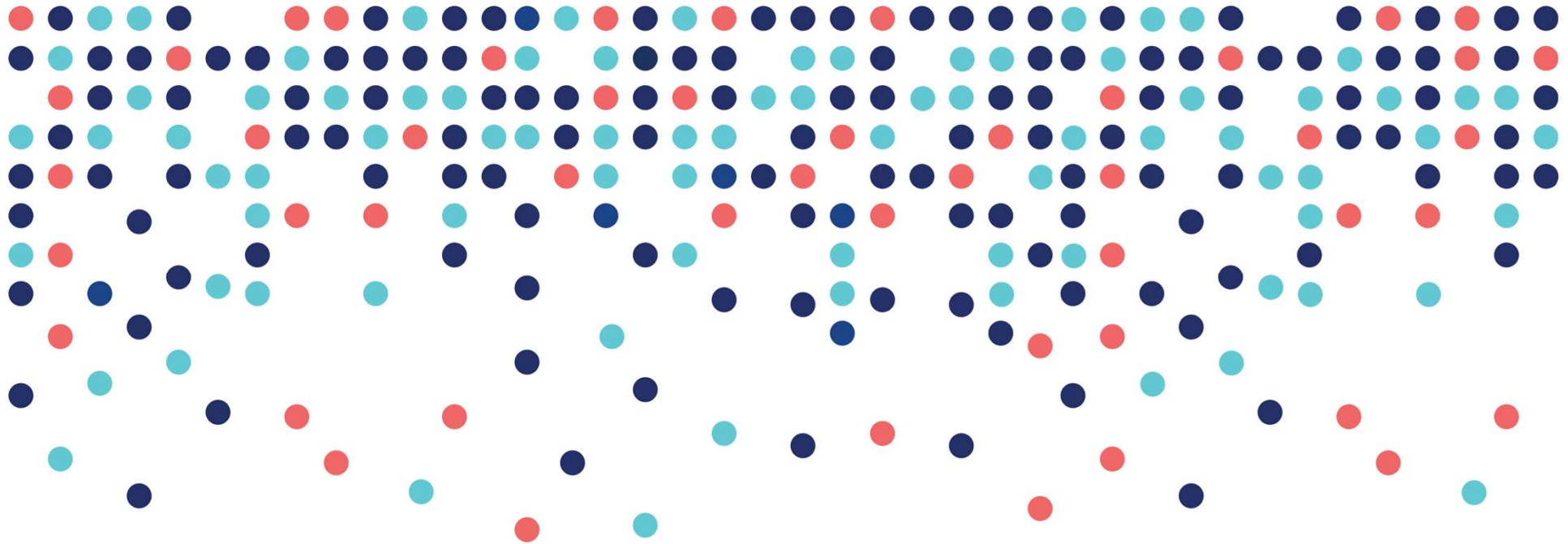


Minimising costs

- Procuring expertise not risk
- Structuring the collection and engagement to maximise online responses
- Building on, not replicating existing HESA capabilities
- Continuing to use the expertise throughout the sector to raise awareness
- Delaying the subscription point to 30 November



HESA



Understanding the questionnaire and opt-in question banks

Rachel Hewitt, Data Policy & Governance Manager



How has the Graduate Outcomes survey been developed?

NewDLHE review – consultation one

- What data should we collect?

NewDLHE review – consultation two

- 84% support for survey design

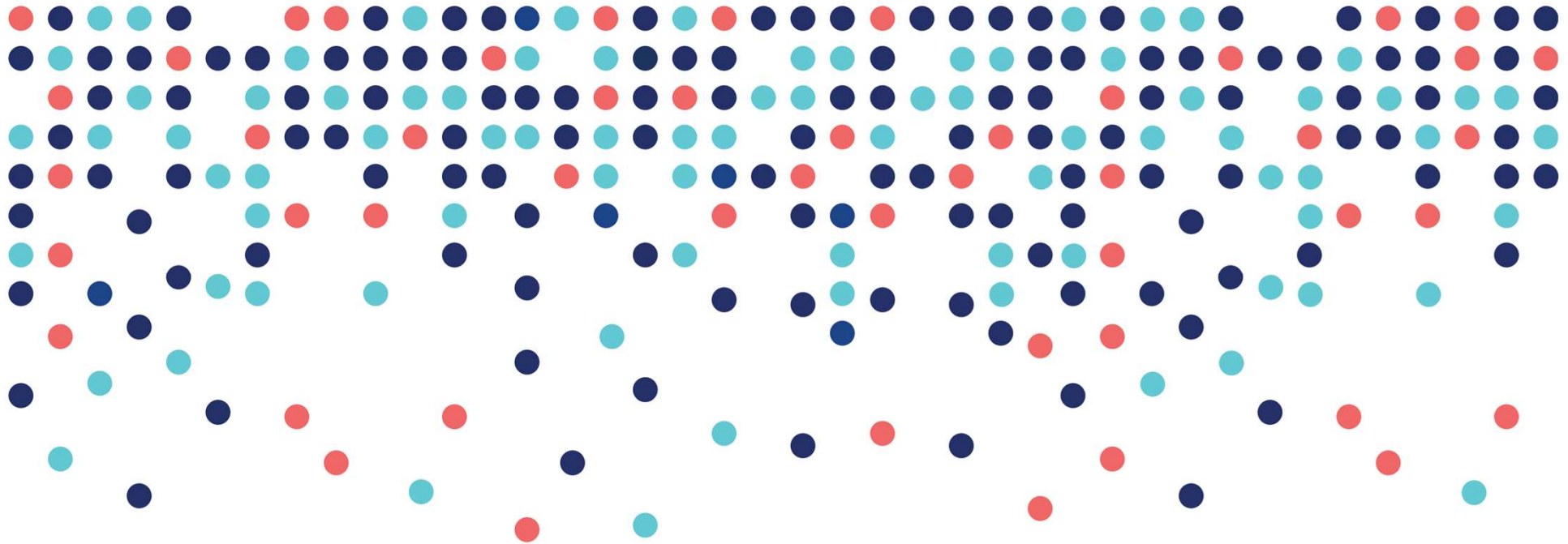
Cognitive testing

Final version published

- June 2018



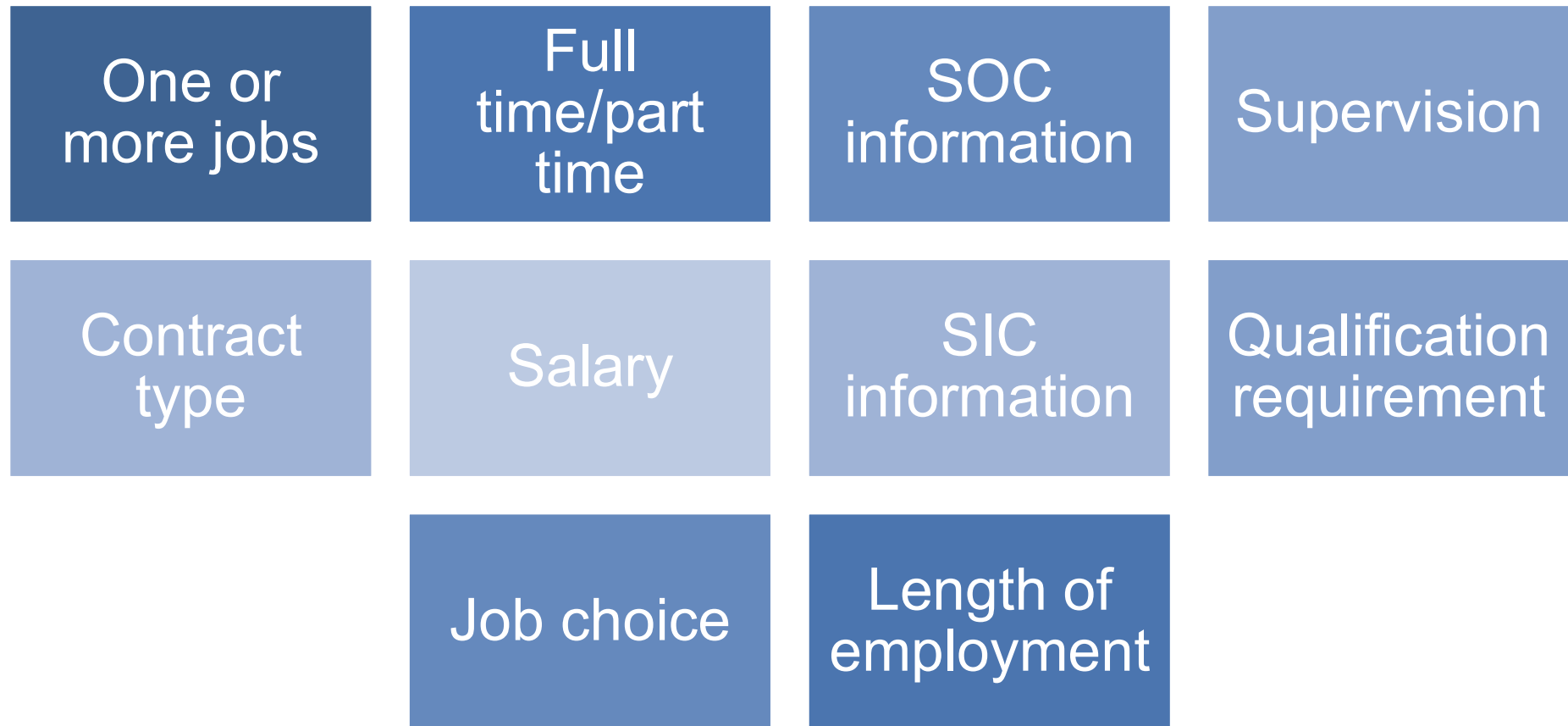
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Questionnaire: core



'Traditional' employment



'Non-traditional' employment

Running your own business

Self-employment

Developing a
creative/artistic/business portfolio



'Non-traditional' employment

Full time/part time	SOC information	Supervision
SIC information	Qualification requirement	Job choice
Length of employment	Company funding <ul style="list-style-type: none">• Running your own business	Salary <ul style="list-style-type: none">• Self employment



Study, training or research

Full time/part
time

Qualification type

University/college
name

Location of study



Early destinations

Number of
previous jobs

Number and
type of
previous study



Additional measures

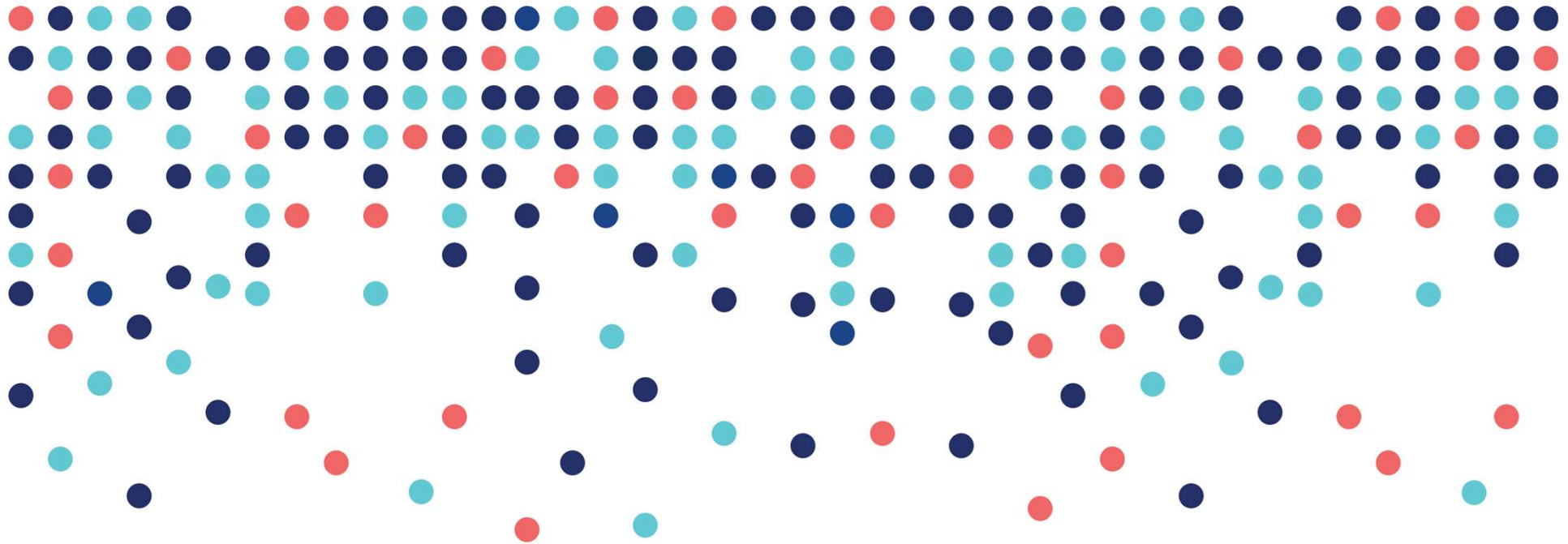
Graduate Voice measures

- On track
- Meaningful
- Skills

Subjective wellbeing measures



HESA



Questionnaire: opt-in



What are opt-in question banks?

- Providers can 'opt-in' to having additional questions asked to core from a pre-defined set
- Additional cost – more information to follow on prices
- Some may be 'opted-into' by other bodies e.g. UKRI, NCTL
- Select opt-in banks through the provider portal



Opt-in banks

How did you find your job?

Net Promoter Score

Would you choose your course again?

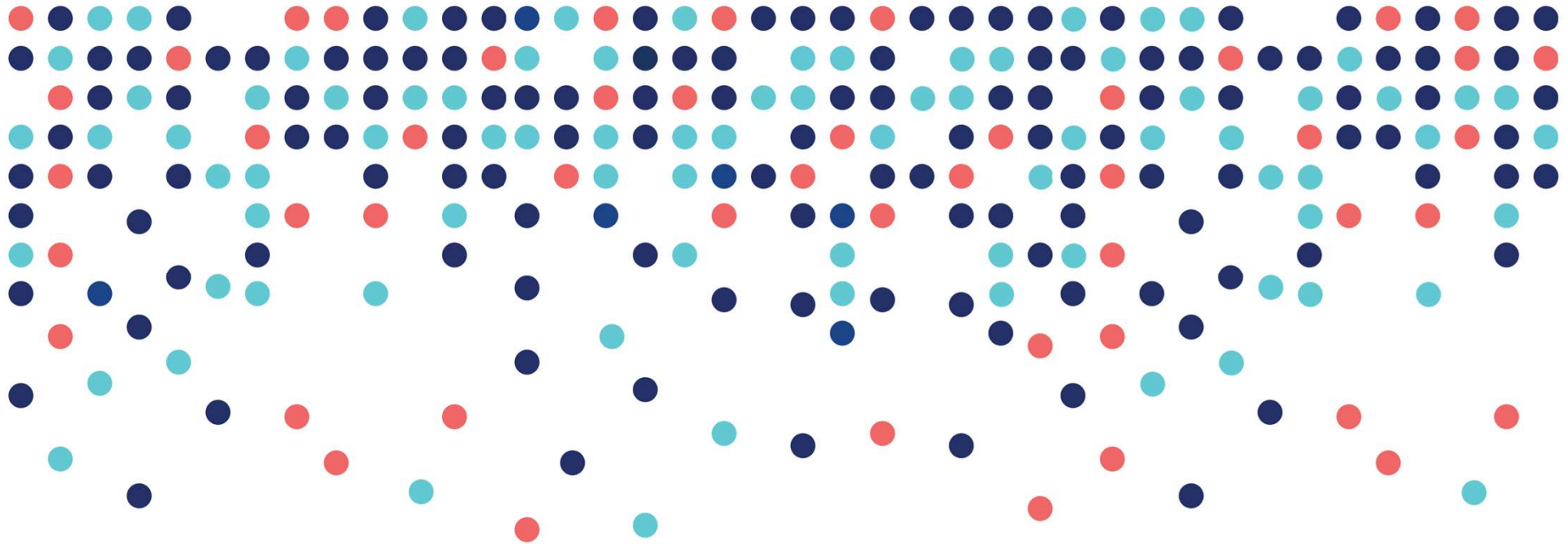
Would you like your careers service to follow up?

Teacher training

Research students



HESA



Cognitive testing



Why cognitively test?

To test:

- Understanding of the questions and corresponding response options and whether they are interpreted as intended
- Recall (of what they were doing in the census week) and the strategies they use to recall this information
- Judgement (exploring motivation, sensitivity and social desirability)
- Response (mapping the intended response with available options)



Cognitive testing

Workshops/Skype

- 95 cognitive interviews
- Locations
 - London
 - Manchester
 - Glasgow
 - Cardiff
 - Belfast
- Type of provider
- Personal characteristics
- Subject areas

Online survey

- 1094 cognitive interviews
- Top level views provided on experience of completing survey



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Positives

- Graduate voice measures
- Flow
- Representation of variety of outcomes
- Census week
- Length of survey (*47 seconds longer than DLHE*)
- Survey name

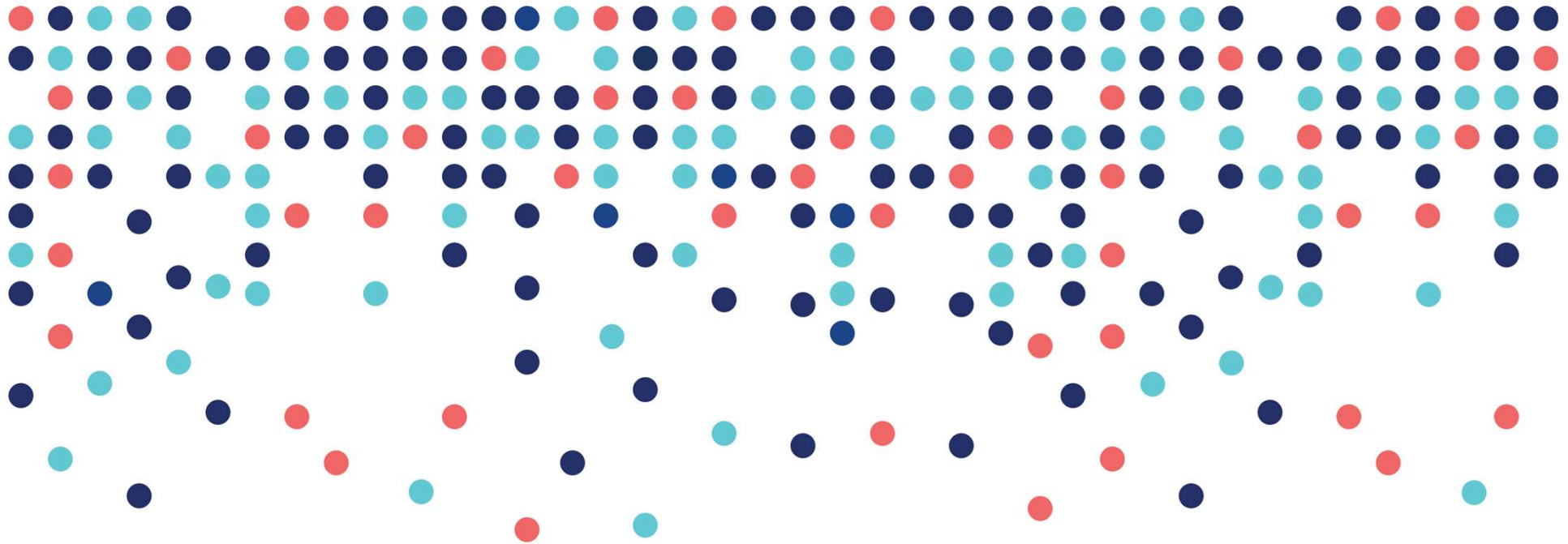


Lessons learned

- Clarified activities
- Further developed self-employment/running a business
- Handling of those developing a portfolio/working a portfolio career
- Order survey based on most important activity
- Tightening up wording throughout



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Next steps



Beyond the 2017/18 survey

- Continue to refine the survey
- No changes between cohorts
- Seeking expertise on developing a creative/artistic/professional portfolio questions
- Building in provider questions





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Morning break



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'Update Us'

Matthew Harris
University of Bedfordshire



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University of
Bedfordshire

Consultation

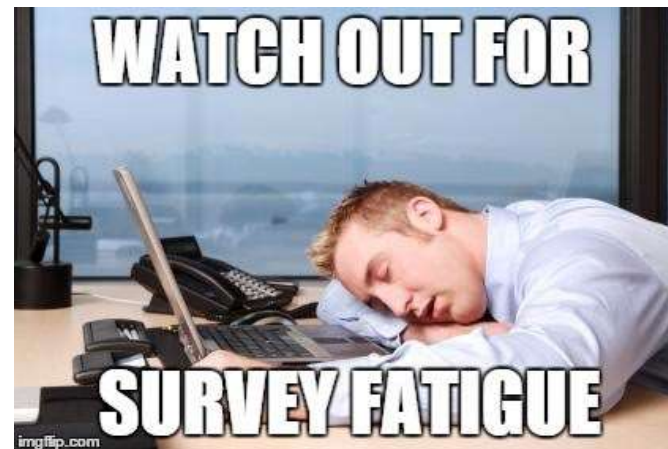
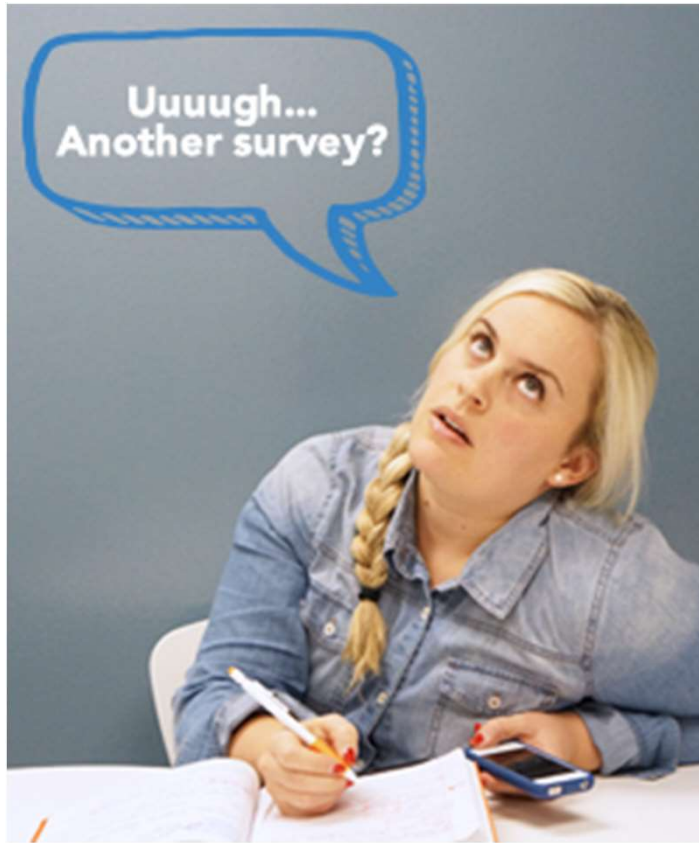


The Pilot



- ▶ Vice Chancellor approved an internal pilot study of the new Graduate Outcomes methodology
- ▶ 40% random sample of all HFT First Degree leavers who completed a DLHE Survey in January 2017
- ▶ Included proportionate sample from all courses
- ▶ Survey design was based on similar questions to the DLHE survey in order to ensure data from January 2017 DLHE survey and September 2017 Pilot survey was comparable
- ▶ Incentivised completion of survey with a prize draw for a voucher



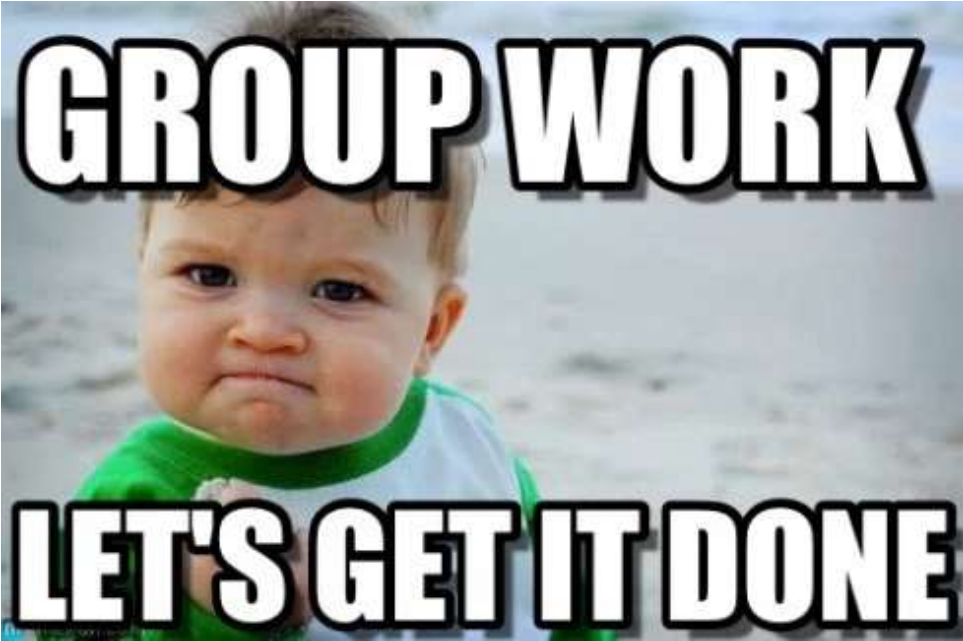


The Pilot

- ▶ Questions focused on a leavers activities 15 months post university and 'graduate voice'
- ▶ 45.57% response rate
- ▶ High refusal rate (4 times higher than January 2017 DLHE survey)
- ▶ More developed alumni relationships needed



Graduate Outcome Working Group



'Update Us'



In your final year?

Updated your Phone Number?

Update Us!

Update your contact details via:
evision.beds.ac.uk



Your Future
Shapes Our Future

In your final year?

Updated your
phone number?

New email address?

Moved house?

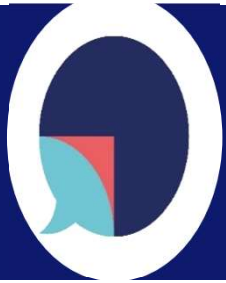


Remember to keep your
contact details up to date via

evision.beds.ac.uk

www.beds.ac.uk/go





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Graduate Outcomes for Careers Services

Andrew Whitmore, Joint chair of AGCAS GEOD group, University of Manchester



AGCAS

The Association of Graduate
Careers Advisory Services

Graduate Outcomes, HEP responsibilities...

- Collect and maintain contact details
 - Map contacts with graduates...who?
- Return contact details
- Inform students, graduates and staff
- Data protection compliance
- Data monitoring

Who will have responsibility for driving this at your institution?

The impact on Careers Services

- Forging complementary relationships with colleagues, e.g. Academic Planning and Alumni teams
 - Map contacts with graduates...who?
- Agreeing roles and responsibilities
 - Check HESA web pages for examples
- Developing new approaches to professional practice - E.g.
 - "Formal" post graduation support lengthening to 15 months and beyond
 - targeted support for second jobbers at 15 months and beyond

Working with Students and Graduates (1): Supporting students (Pre-exit)

- Informing them about the new survey
- Encouraging them to update contact details
- Encouraging them to complete the survey

Working with Students and Graduates (2): Supporting recent graduates

- A new kind of relationship
- To beyond immediately after graduation e.g. at 15 months....
- Incentivising engagement with Careers Services

Working with Students and Graduates (3): Continuous communications & support – 15 months

- Post-PGT experience
- Digital support
- Access to vacancies
- Physical support....
 - access to guidance and training
 - access to CPD

Working with Colleagues (1): Informing them

- Senior Management
- Planning/Alumni/Student Records
- Academics
- Data protection staff
- Recruitment teams
- Careers team

Working with Colleagues (2): Monitoring and Reporting

- HESA Dashboard
- Monitoring responses
- Marketing to non-respondents
- Reporting within your institution
 - Senior management
 - Planning teams
 - Marketing teams
 - Records team

Discussion

What are you doing/ planning to do....

- To inform students?
- To engage, inform and support graduates?
- To work with colleagues to ensure that accurate contact information will be available?



AGCAS

The Association of Graduate
Careers Advisory Services

Last thoughts...

- Check HESA pages
- Get on the Graduate Outcomes Jiscmail group
- AGCAS regional groups, check
- Look out for messages from AGCAS GEOD (Graduate Employability and Outcomes Data Group)



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Office for
National Statistics
Swyddfa
Ystadegau Gwladol

Methodological Considerations for the Graduate Outcomes Survey

Gareth James

Methodology, Office for National Statistics

Outline

- Introduction
- Survey-process overview: the GSBPM
 - Data Collection
 - Non-response and weighting
- Summary

Aim:

to provide some insights into some survey - methodology areas and their implications

Introductions

- Me, and my role at ONS and in the GSS
- The Graduate Outcomes Steering Group:
 - Role
 - Input on methods
 - National Statistics and the Code of Practice

Context

- Comparison with other official statistics:

Similarities with social surveys

- Individual responses
- Clustered by course, HE provider
- Non-response

Similarities with business surveys

- Surveys of organisations (HE providers)
 - range of sizes; variety; contacts
- A lot of auxiliary information available on the frame

GSBPM

- The Generic, Statistical Business Process Model
 - <https://statswiki.unece.org/display/GSBPM/GSBPM+v5.0>
 - <https://gss.civilservice.gov.uk/wp-content/uploads/2016/01/Generic-Statistical-Business-Process-Model.pdf>

- Specify Needs >>> Design >>> Build >>> Collect >>> Process >>> Analyse >>> Disseminate >>> Evaluate >>>
- Covers entire survey process



GSBPM

Methodological areas include:

- sample design
- data collection
- data cleaning (editing, coding, imputation)
- weighting and estimation
- analysis methods, e.g. seasonal adjustment
- disclosure control
- dissemination

... we'll look at two areas:

data collection and non-response

Data Collection

Changes in data collection method and mode:

- Self-administered, web-collection
- Interviewer-administered, phone interview

... leading to potentially different:

responses, response levels and patterns, quality of data, help/support available, opportunities, ..., cost

Data Collection

Also different questions/topics, questionnaire layout, wording, ordering, routing, approach to coding (classifications)

But not starting afresh. Lots of experience with DLHE and good practice

Plus cognitive testing (what works, where are there problems, respondents' interpretation of questions)

Data Collection

Also need to gain respondents' co-operation

Traditionally, part of interviewers' role

Wording, invitation to respond, advance communication

Incentives (for respondents, for providers?) ...
quality and cost-effectiveness

Non-response

Not everyone responds

Causes problems:

- smaller samples for analysis
- unrepresentative samples ... non-response bias

NR-bias occurs if responses vary between different groups, and the propensity to respond is associated with the response itself

Non-response

Types of missingness (assumptions required)

- **Missing Completely at Random** ... no risk of bias, but unlikely to be realistic
- **Missing at Random** ... propensity to respond related to other, known characteristics (e.g. sex, age, location), but not the response itself.

Usual assumption in official statistics. Common practice is to impute for item non-response, and (re-)weight for unit non-response

- **Not Missing at Random** ... no obvious way to proceed

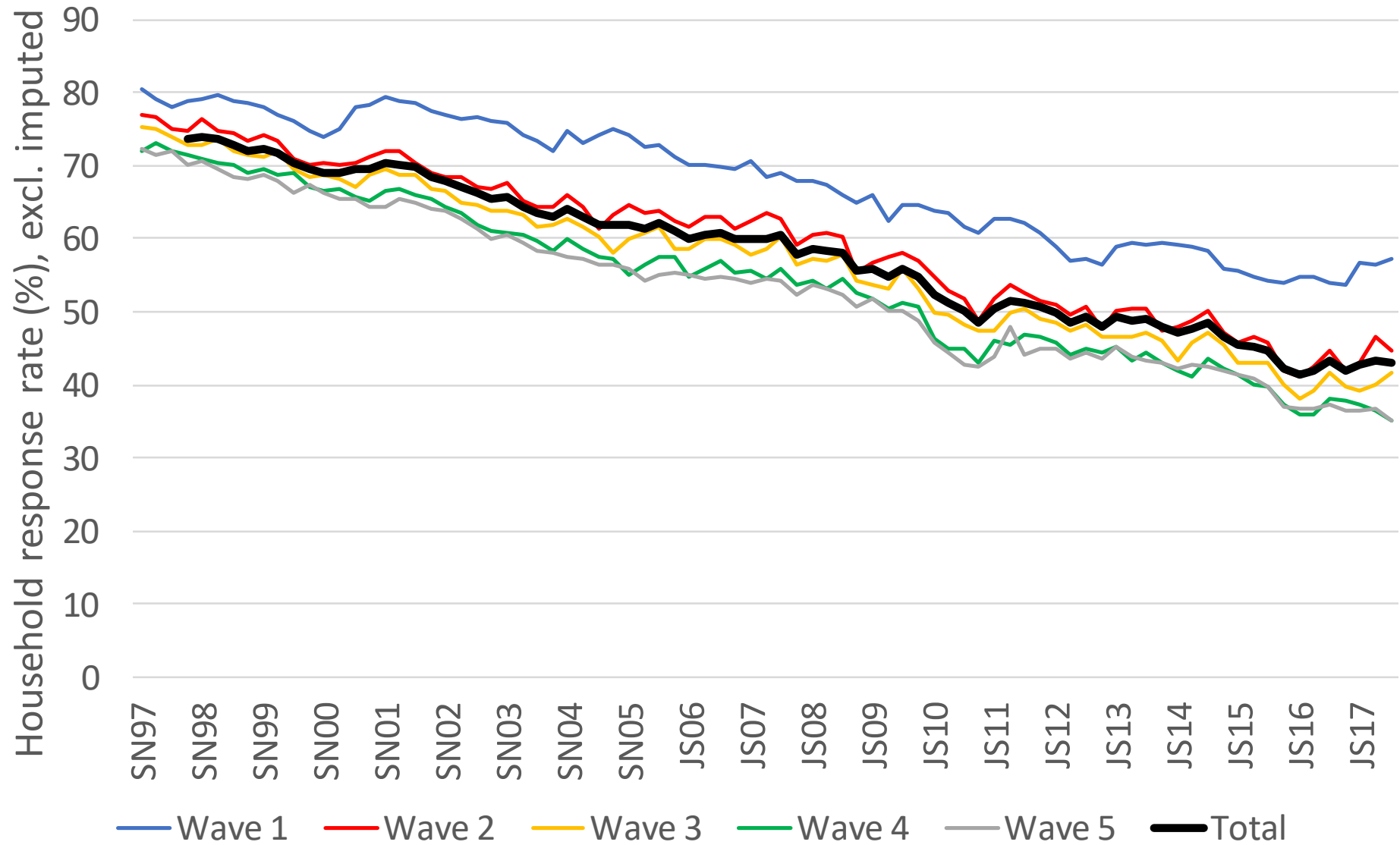
Non-response

Greater risk of NR-bias as the response rate falls.

Some examples:

- Population Census (mandatory). 94% overall, > 80% in every local authority
- Business surveys (mandatory). Still usually achieve 70-75% by number (and more by size)
- Social surveys (voluntary). Rates are falling, often now 50-60%

LFS wave-specific response rates, GB 1997-2018



Non-response

Graduate Outcomes – moving reference date from 6 months to 15 months:

- More time to lose contact
- More time for survey to become less salient
- General decline in survey response

Response-rate targets are used, and need to be practical (will need to be set lower than for DLHE)

Non-response

Weighting will be introduced; responding sample made to represent both themselves and the non-responders:

- explicit non-response model?
- calibration to known population totals?
- alternatively, could consider unit imputation (would give complete dataset and help with small groups)?

Huge source of information available for the non-responders (compare with social surveys!), including linked administrative data, giving excellent scope for effective non-response weighting

Non-response

Output statistics will come from use of the weights

Result will be each responder has a weight, $w \geq 1$.

Interpret w as number of graduates represented.

(Note that the GOS is still a census, with high response expected)

Sum of w will be a meaningful number

Work now to determine the weighting classes/models,
and any measures of accuracy

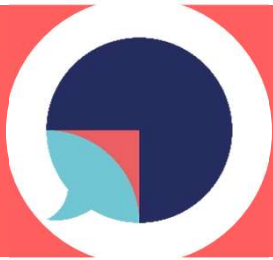
Conclusions

Graduate Outcomes seems in a good place, methodologically

A big and rich data source, including for the non-responders

New and changed methods ahead, which will bring some discontinuities (improvements)

Being well-tested, and well-managed by the SG.



Graduate Outcomes
Measuring success and providing opportunity
Lunch



Event sponsors



#GraduateOutcomes



**GRADUATE
OUTCOMES**



Improving graduate earnings measures using LEO data

Alison Judd

Higher Education Analysis

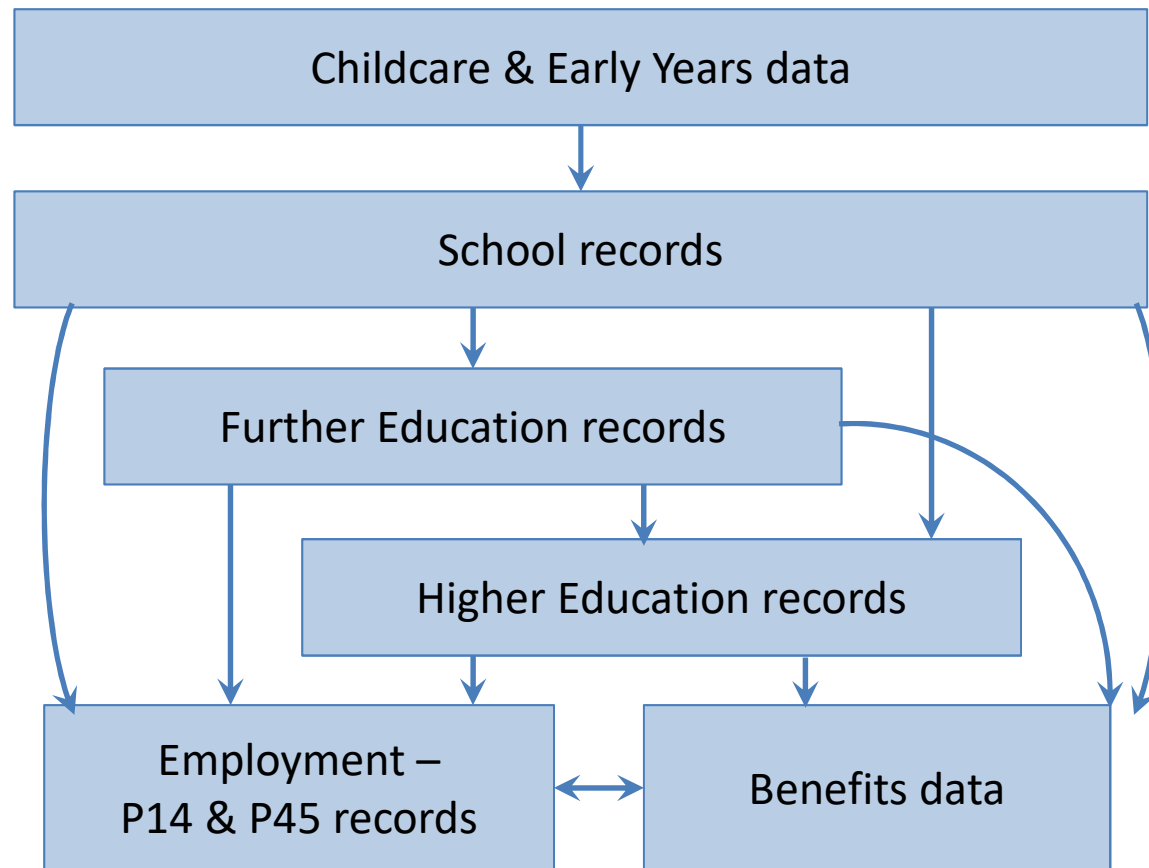


Department
for Education



What is LEO data?

The Longitudinal Education Outcomes database (LEO) brings together information on education, labour market, and benefits into a single, secure, linked database.





What does LEO bring to HE data?

- LEO brings together information on education, labour market, and benefits into a single linked database
- Changes current reliance on large scale surveys of graduates
 - Labour Force Survey
 - Destinations of Leavers from Higher Education (DLHE) – 6 months & 40 months
- Providing much better data on employment outcomes:
 - More reliable earnings and employment information. The DLHE survey contains earnings data for approx. 60% of HE leavers and LDLHE just under one-third
 - Scale means able to look at smaller course and population groups
 - Longitudinal – beyond the current 3.5 years of DLHE
 - More information on prior attainment and background characteristics



Helping improve decision making

- Improving student/ parent decision making:
 - E.g. Unistats and other information sources
 - Teaching Excellence Framework
- Improving policy making
 - Ensuring system delivers for students
 - Understanding vfm of different public investments
 - Supporting social mobility
- Helping providers understand student outcomes
 - What works?
- Supporting academic research and analysis



But its not perfect...

- It doesn't contain everything we would like to know

Geography

- Information on where an individual works is not currently available.

Occupation

- The database does not include information on what job an individual holds. We are exploring whether we can obtain information on the industry an individual works in (SIC code).

Hours worked

- Information on hours worked is not available so it is not possible to identify if an individual works full or part time.

As with other sources:

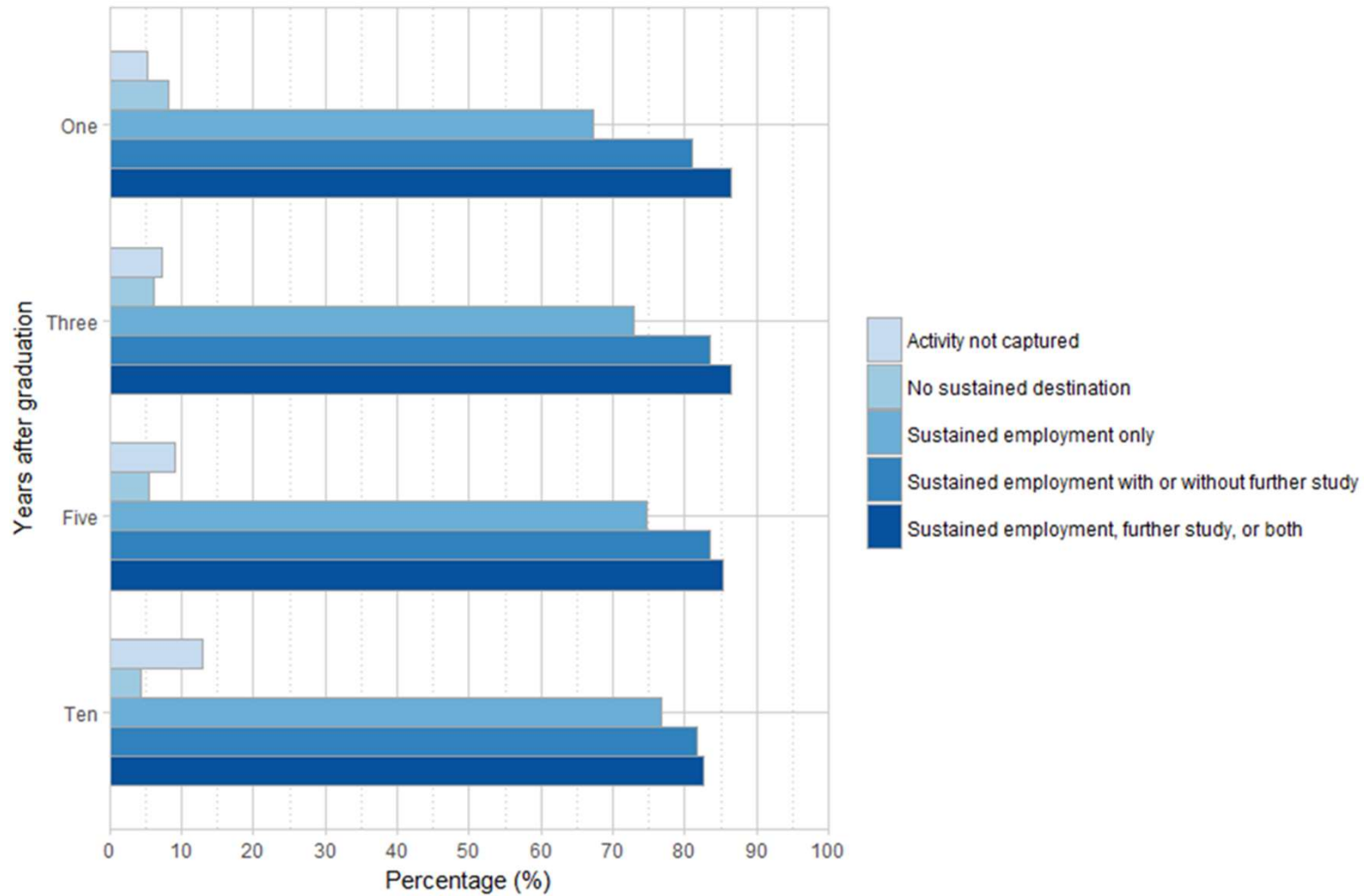
- Gross outcomes can't be interpreted as causal
- It only covers labour market outcomes
- Inevitably, it is backwards looking

How we are taking it forward

- 3 year development programme, following SBEE Act
- Initial set of six ‘experimental’ publications to broaden understanding and get user feedback
- Note: Experimental does not mean poor quality!
- Now includes self-employment, Further Education Colleges and International Students
- Working with information providers to see how it can be used alongside other data to improve student choice
- Included as a supplementary metric within TEF



So what does it show...?



Employment outcomes of graduates one, three, five and ten years after graduation

Coverage: UK domiciled male and female first degree graduates from English HEIs and FECs

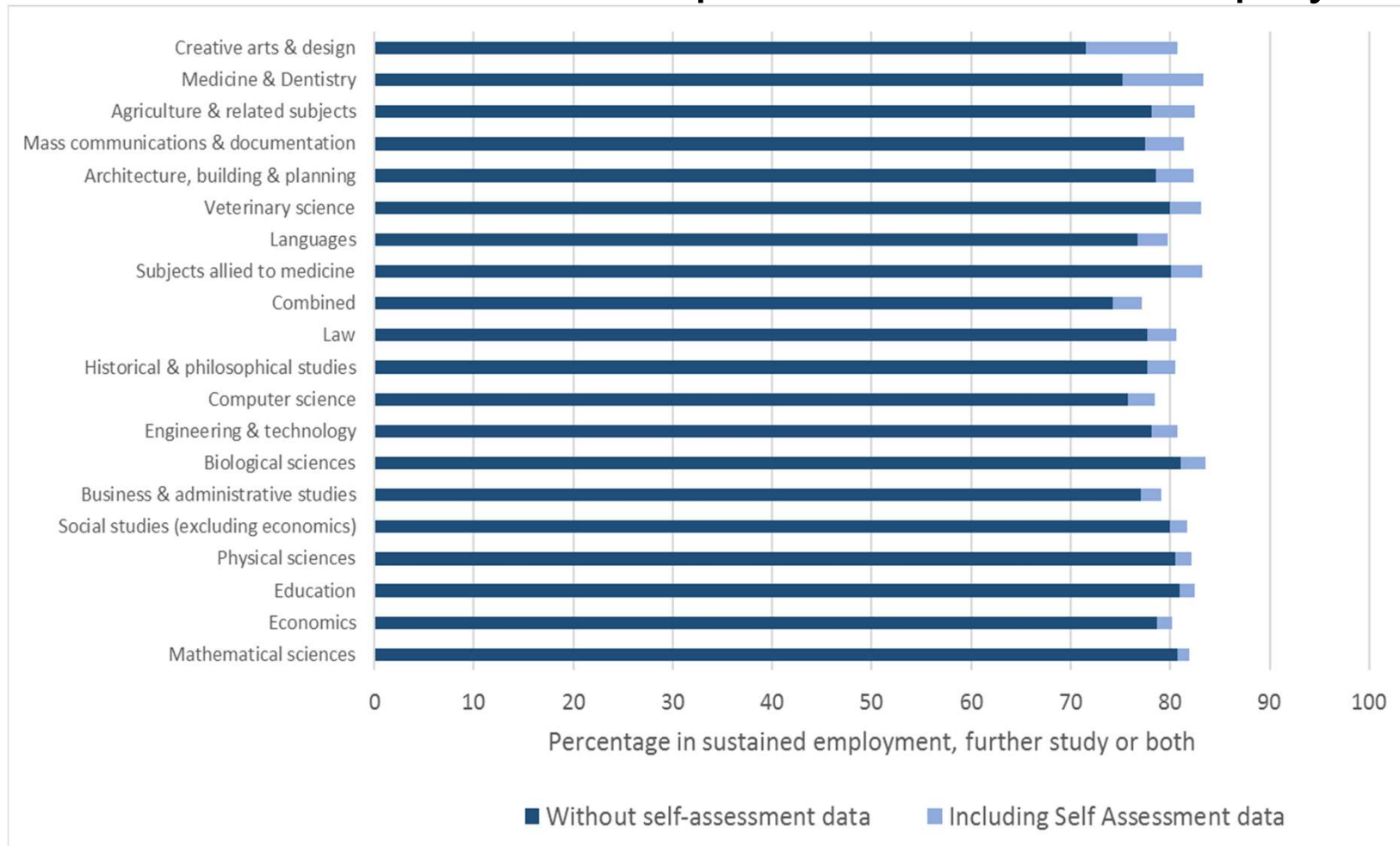
Cohorts: 2004/05 (10 years after graduation), 2009/10 (5 years), 2011/12 (3 years), 2013/14 (1 year)

Tax year: 2015/16 Source: <https://www.gov.uk/government/statistics/graduate-outcomes-2015-to-2016>



Employment by subject

Outcomes similar, with small impact from incl. self-employment.



Proportion in sustained employment, further study or both by subject five years after graduation

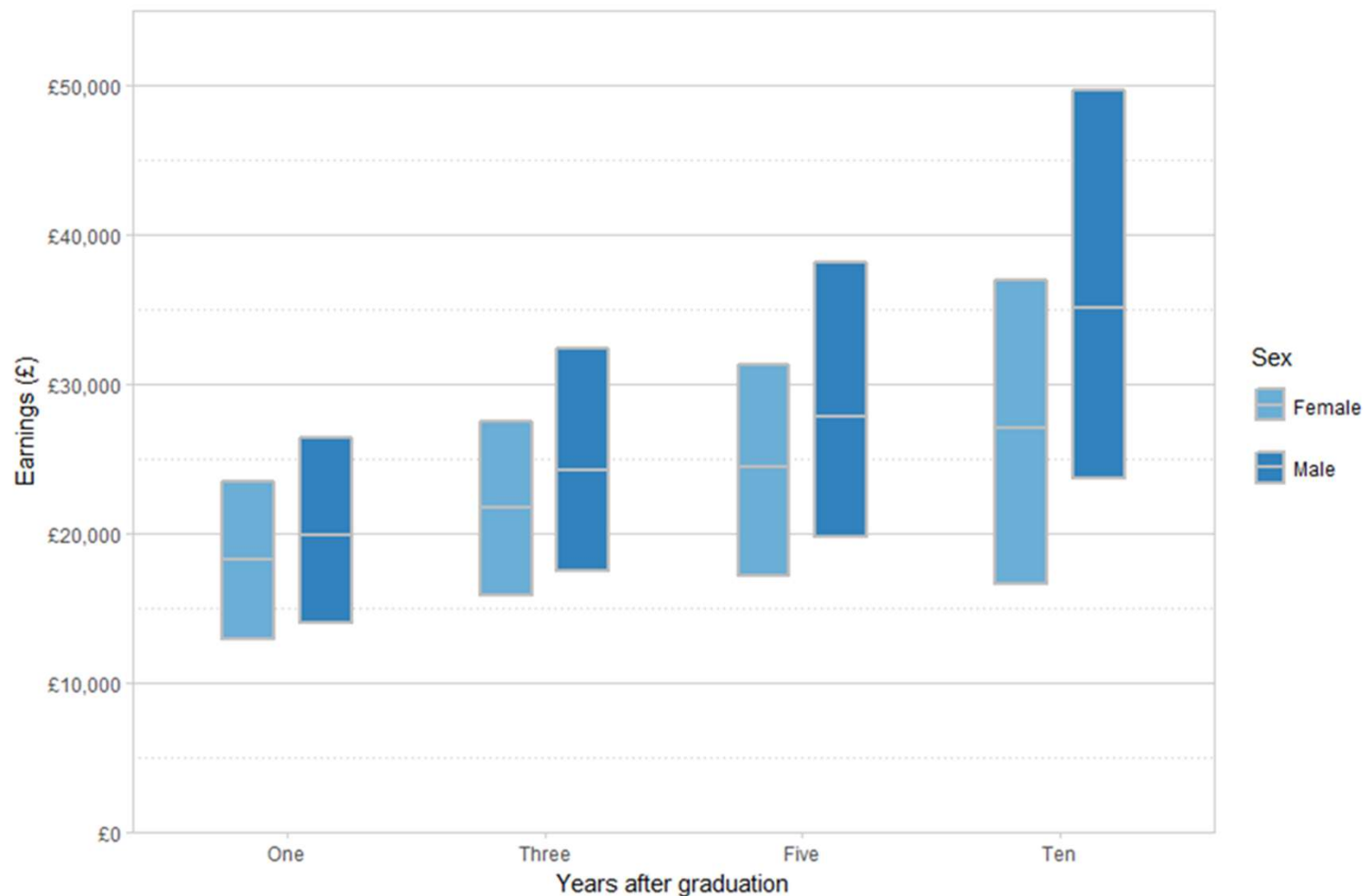
Coverage: UK domiciled male and female first degree graduates from English HEIs

Cohorts: 2008/09 (5 years),

Tax year: 2014/15. Source: <https://www.gov.uk/government/statistics/graduate-outcomes-by-degree-subject-and-university>



Earnings after graduation



Earnings of graduates by sex one, three, five and ten years after graduation

Coverage: UK domiciled male and female first degree graduates from English HEIs and FECs

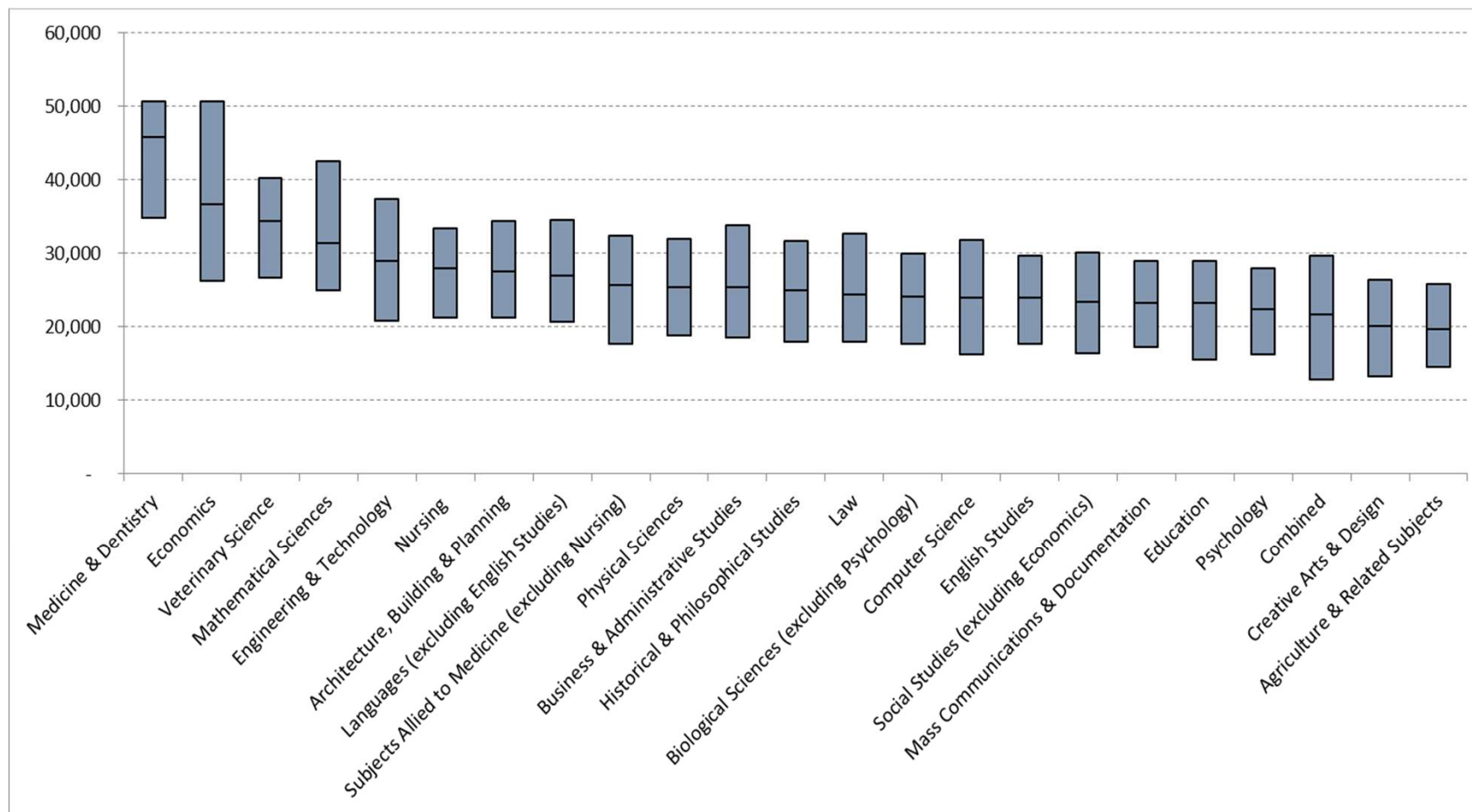
Cohorts: 2004/05 (10 years after graduation), 2009/10 (5 years), 2011/12 (3 years), 2013/14 (1 year)

Tax year: 2015/16. Source: <https://www.gov.uk/government/statistics/graduate-outcomes-2015-to-2016>



Earnings outcomes by subject (f)

- Significant variation between and within different subjects.



Earnings of graduates by subject five years after graduation

Coverage: UK domiciled female first degree graduates from English HEIs and FECs

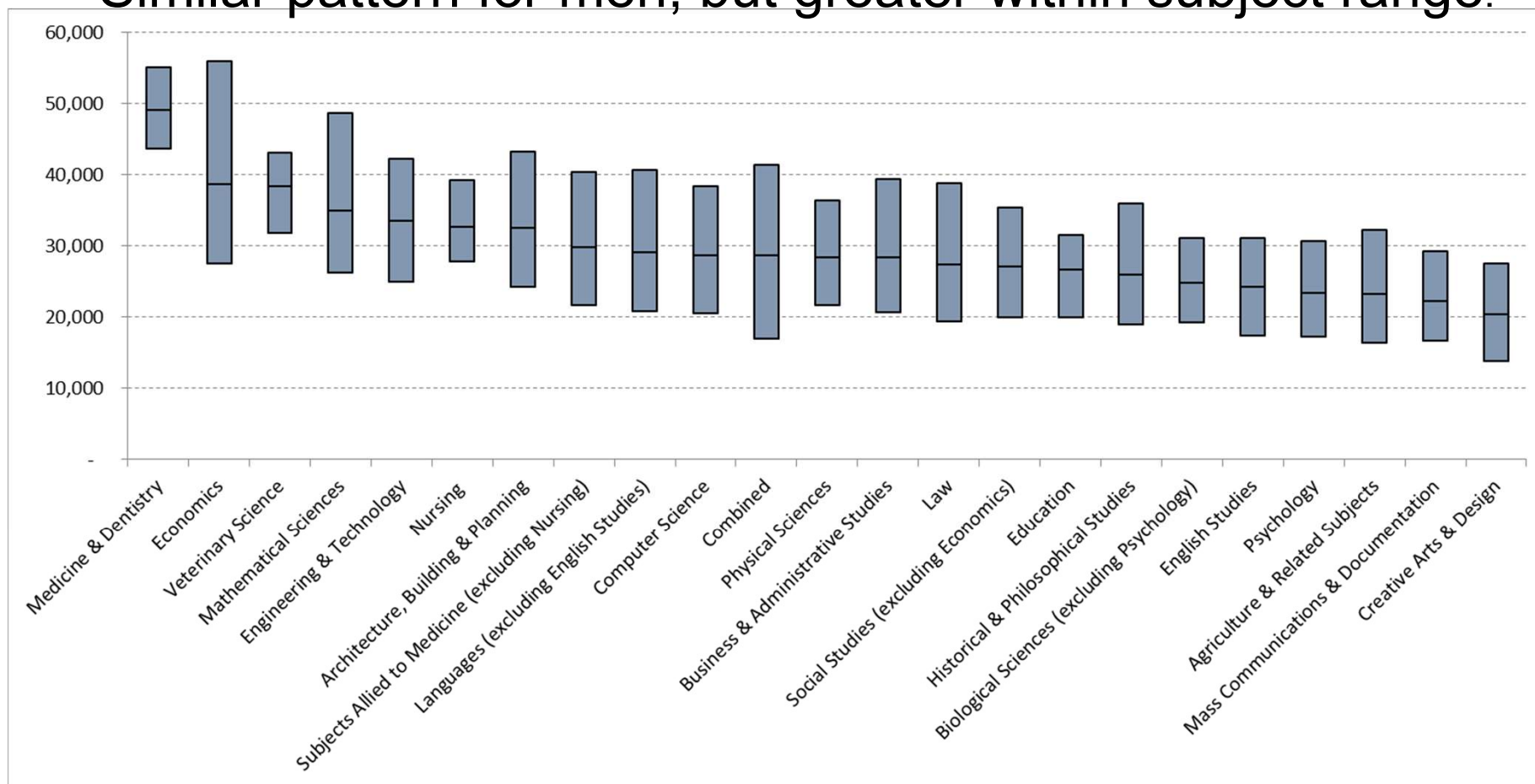
Cohorts: 2009/10 (5 years),

Tax year: 2015/16. Source: <https://www.gov.uk/government/statistics/graduate-outcomes-2015-to-2016>



Earnings outcomes by subject (m)

- Similar pattern for men, but greater within subject range.



Earnings of graduates by subject five years after graduation

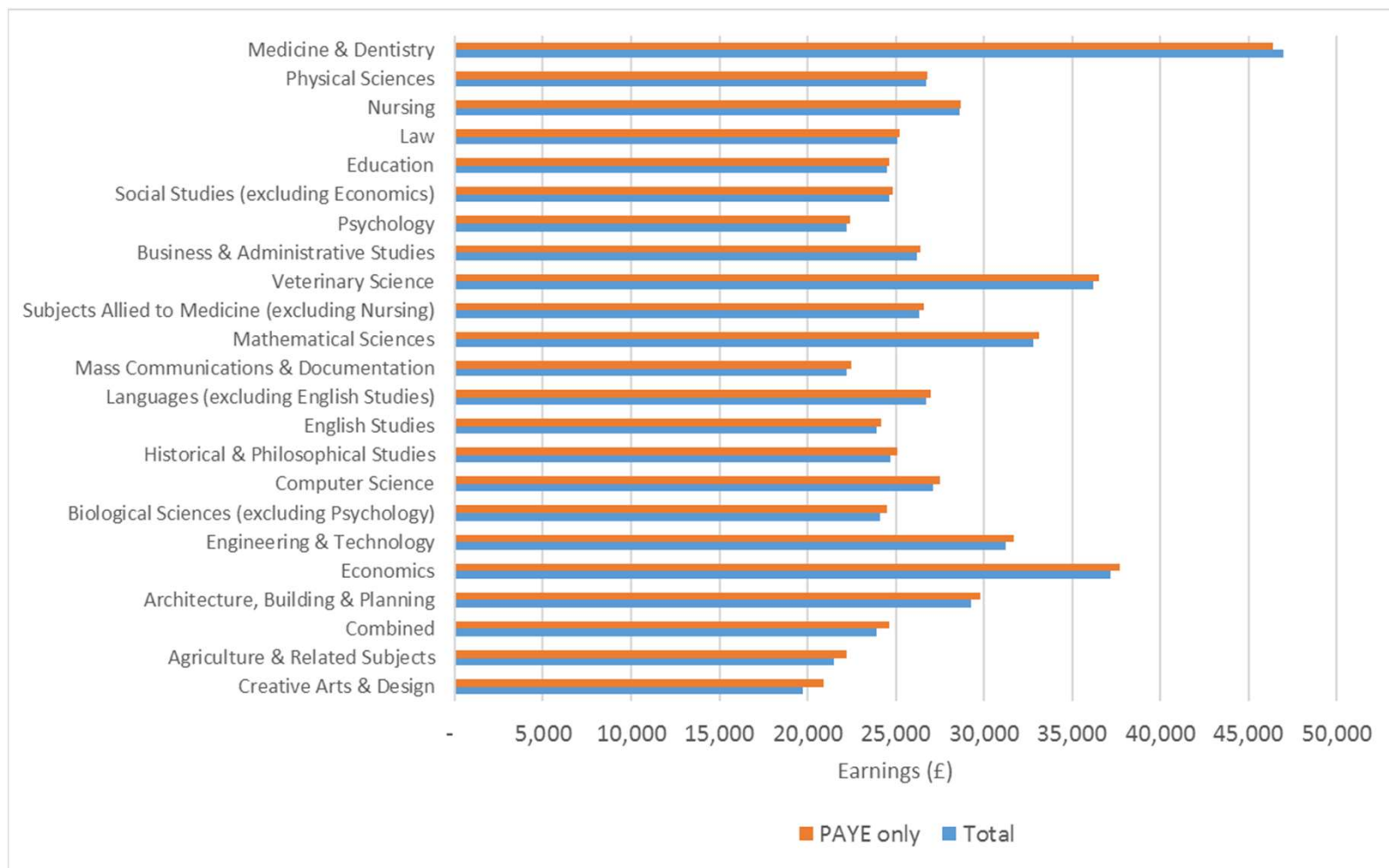
Coverage: UK domiciled male first degree graduates from English HEIs and FECs

Cohorts: 2009/10 (5 years),

Tax year: 2015/16. Source: <https://www.gov.uk/government/statistics/graduate-outcomes-2015-to-2016>



Including self-employment data again makes little different to subject level comparisons



Earnings by subject five years after graduation

Coverage: UK domiciled male and female first degree graduates from English HEIs

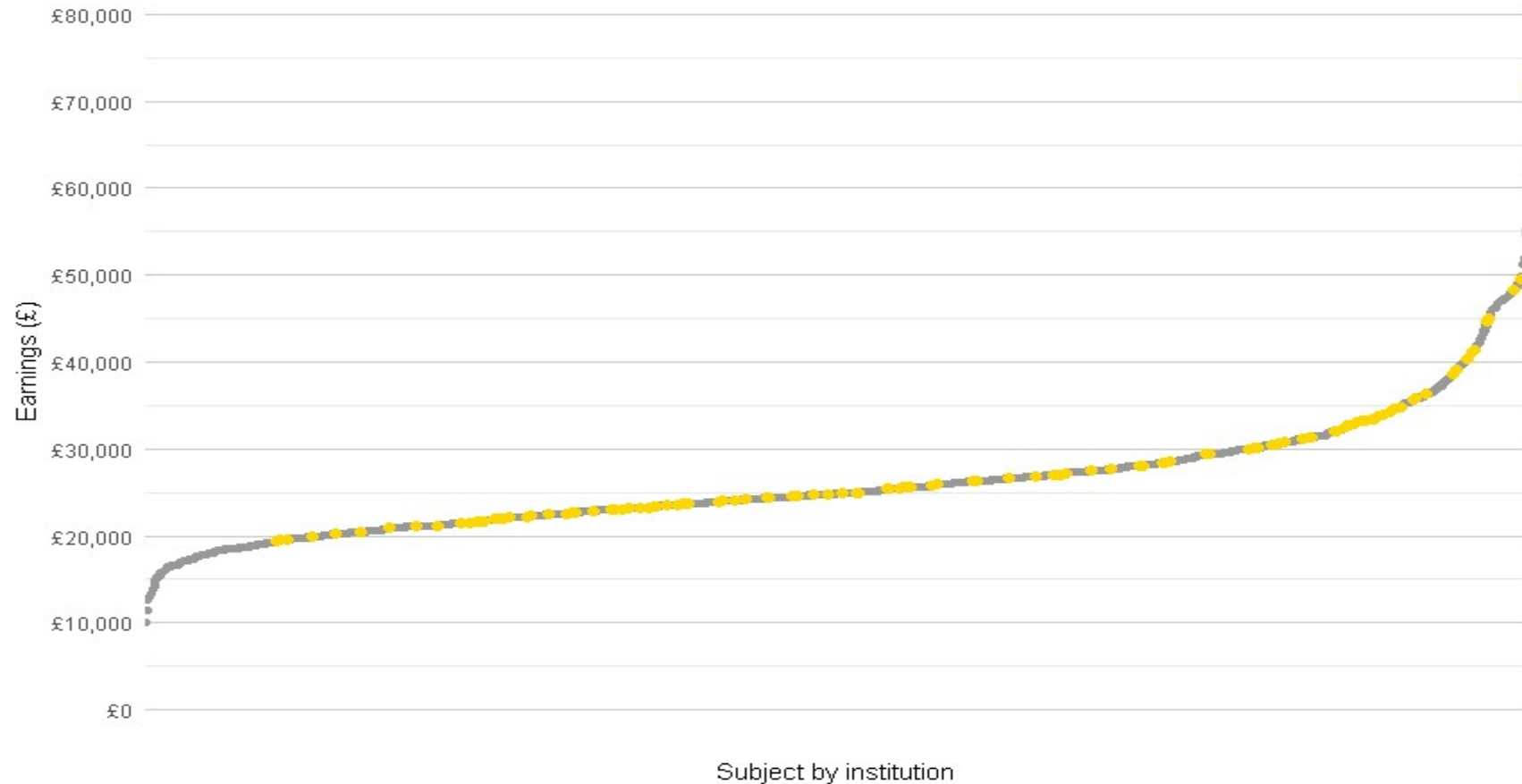
Cohorts: 2008/09 (5 years),

Tax year: 2014/15. Source: <https://www.gov.uk/government/statistics/graduate-outcomes-leo-including-self-employment-earnings-data>



Course level outcomes (1)

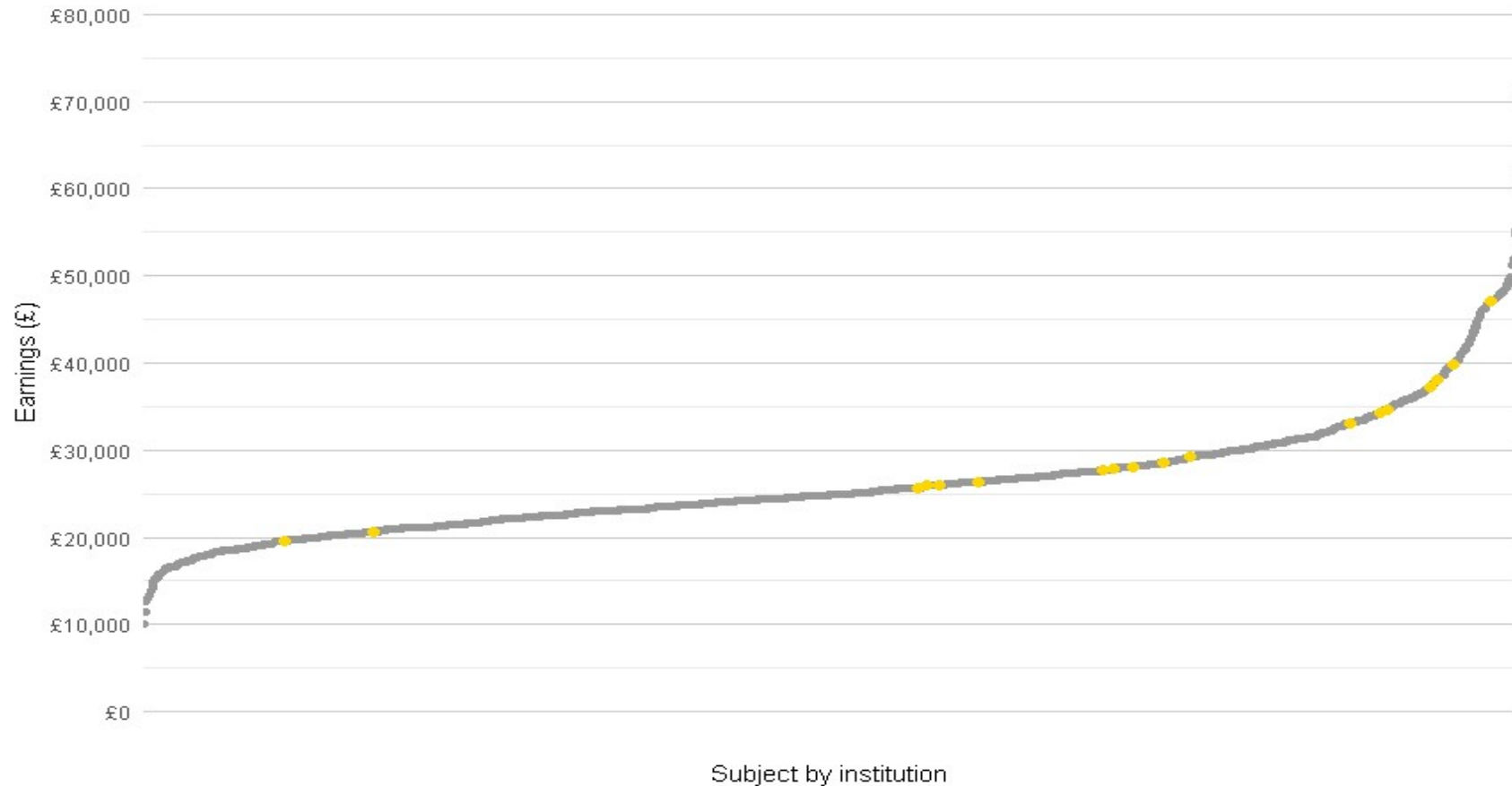
We see significant variation across institutions for each subject e.g. yellow dots highlight all Business & Admin





Course level outcomes (2)

We see significant variation across subjects for each institution e.g. yellow dots look at Southampton courses



Next Steps

Next publication

- 21st June 2018 : Update institution by subject data with the latest tax year

Commissioned research to control for influencing factors

Working with information providers

- Unistats
- Which?
- Open Data Challenge

Looking at how to enable wider (secure) access for research



Summary

- An important asset in understanding students' labour market outcomes: a more accurate, representative and granular picture than ever before
- Help understand variation by subject, institution and student characteristic
- Aim to support students (and their parents), policy makers and institutions in making better decisions
- But needs to be used carefully, in context and recognising wider influences on student decision making and value of Higher Education
- As well as further developing the data, keen to work with students, providers, researchers and information providers to maximise its usefulness



Graduate Outcomes Measuring success and providing opportunity



Event sponsors



#GraduateOutcomes



GRADUATE
OUTCOMES



Not just chasing the metrics

Anita Jackson
Director of Planning and Student
Information
University of Kent

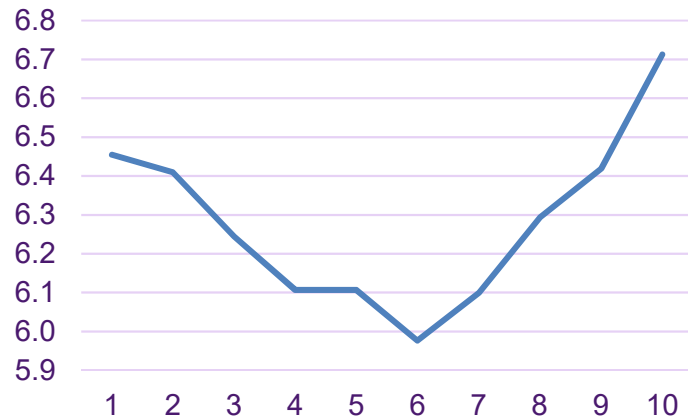


Provider Context



Ranking	Institution	Average Teaching Score	satisfied with teaching (%)	satisfied with course (%)	Expenditure per student / 10	Student:staff ratio	Career prospects (%)	Continuation	Value added score/10	Entry Tariff	satisfied with feedback (%)
1 → 1 → 1	Cambridge	100.0	91	89	9.7	11.0	88	99	5.8	225	70
2 → 2 → 2	Oxford	97.4	92	90	9.9	10.5	85	99	6.6	217	68
3 → 3 → 3	St Andrew's	97.2	94	93	5.2	11.6	82	97	7.1	206	82
4 → 6 → 4	Loughborough	87.9	89	90	6.3	13.8	82	96	6.1	162	75
6 → 4 → 5	Durham	87.6	89	89	5.1	14.9	84	97	6.7	198	76

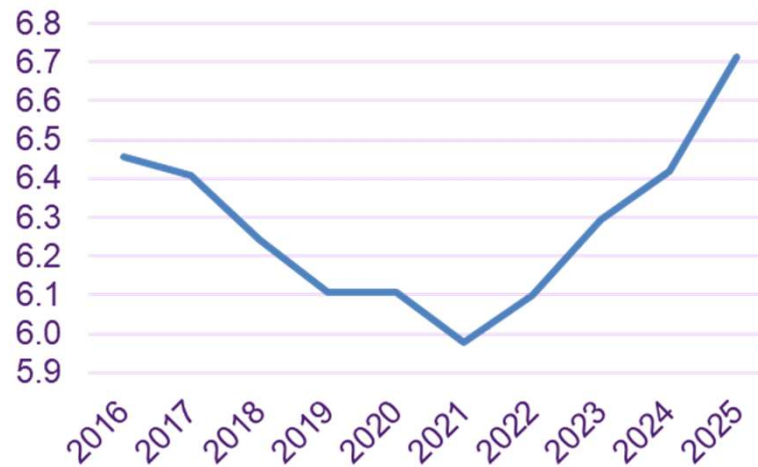
Population 18 year olds: England



Government Context

Review of post-18 education

Population 18 year olds: England



Student loan interest rates

Social mobility

T levels

Under achieving schools

Degree / higher degree apprenticeships

RAB charge

FE funding

Graduate Context



Data protection authorities across Europe will work to investigate claims of data abuse

ANDREW GRIFFIN
@_andrew_griffin
5 days ago



335 SHARES



CLICK TO FOLLOW
THE INDEPENDENT TECH

Apple CEO Tim Cook says data tracking is 'totally out of control'

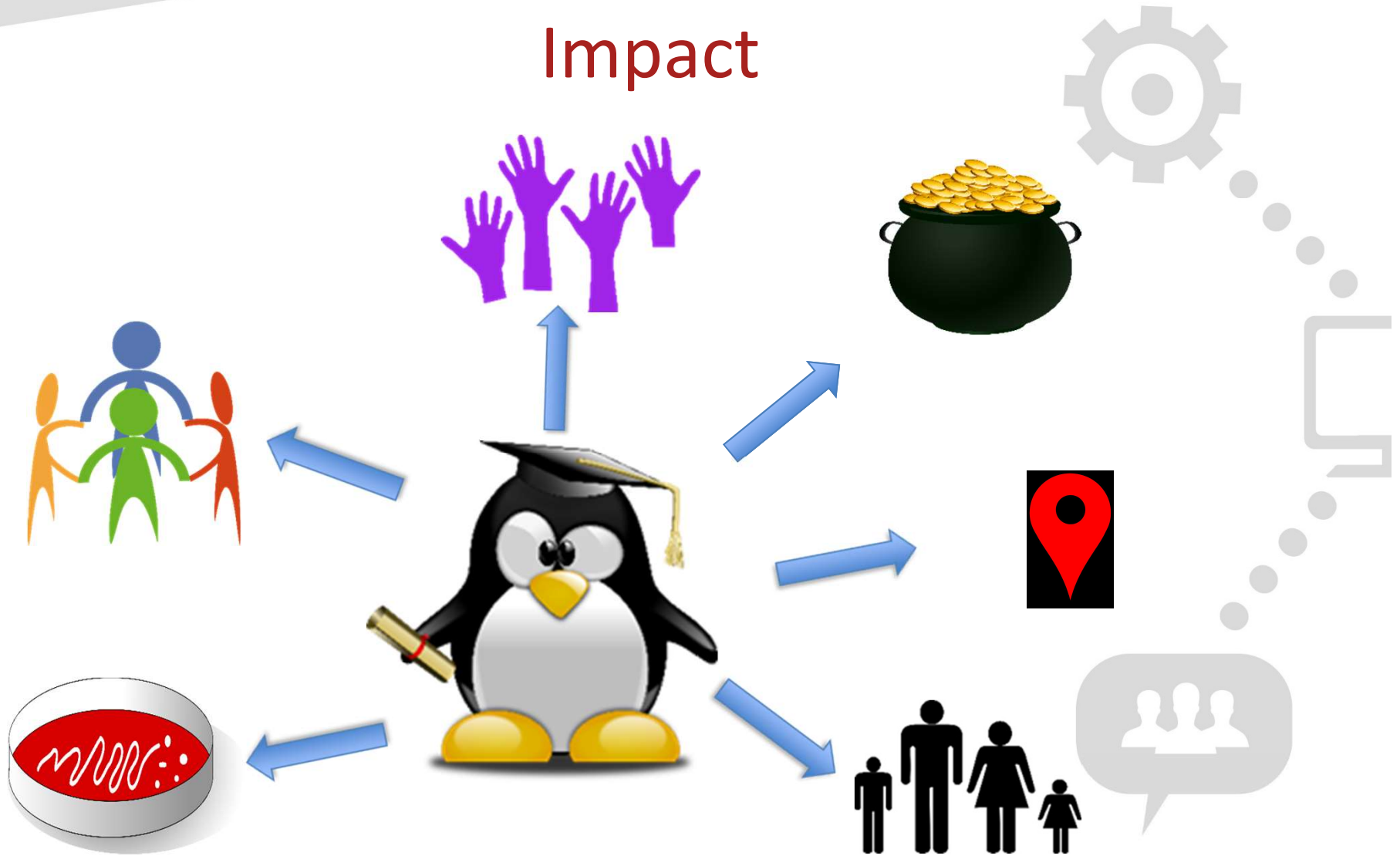
Most people are oblivious to the amount of data being tracked, Cook tells CNN.

•by [Steven Musil](#)

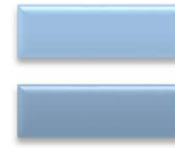
June 4, 2018 6:46 PM PDT



Impact



Making this work



Use of graduate data

- Alumni Office
- Faculty
- Marketing
- Data analysis/Information provision /Research
- Data linking
- Government tracking



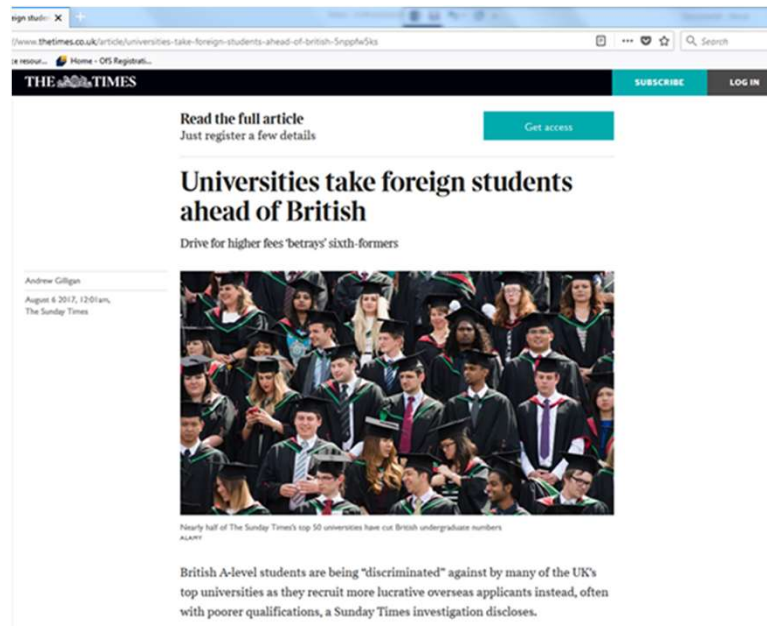
Data protection principles

- fair, lawful and **transparent**
- specified, explicit purposes
- adequate, relevant and limited to only what is necessary
- accurate and, where necessary, kept up to date
- kept for no longer than is necessary
- secure



Managing transition /challenges

- Impact of the new survey on the results
- Using all of the survey
- Open data



Opportunity

- Success determined by the graduate
- Improved use of data to inform student choices
- Greater join up between Faculty and professional services
- Visible benefits to students before they graduate



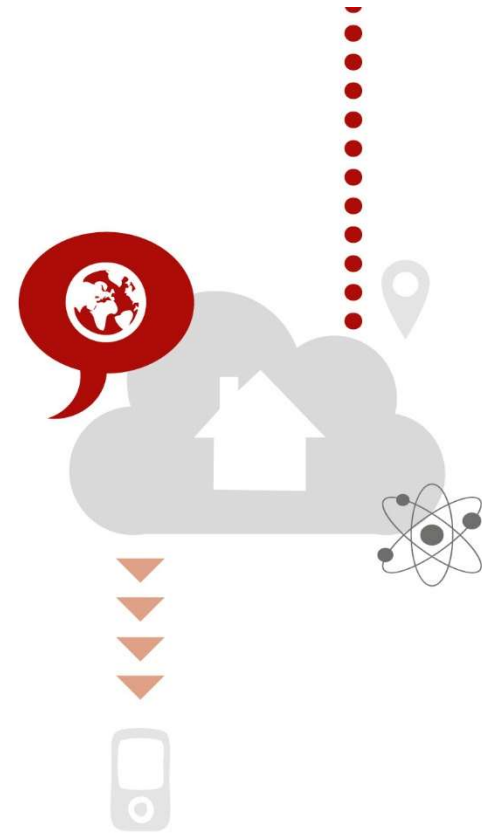
HESPA

HIGHER EDUCATION STRATEGIC PLANNERS ASSOCIATION

info@hespa.ac.uk

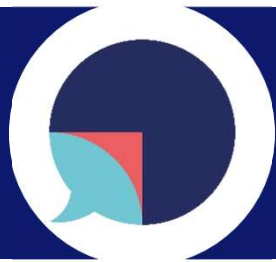
01509 228851

www.hespa.ac.uk





info@hespa.ac.uk | 01509 228851 | www.hespa.ac.uk



Graduate Outcomes
Measuring success and providing opportunity



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 #GraduateOutcomes



Visualising Destinations and Outcomes

Graduate Outcomes: Measuring success and providing opportunity – 13 and 14 June 2018

Presenter

Rhodri Rowlands - Senior Data Visualisation Officer, Jisc



Content

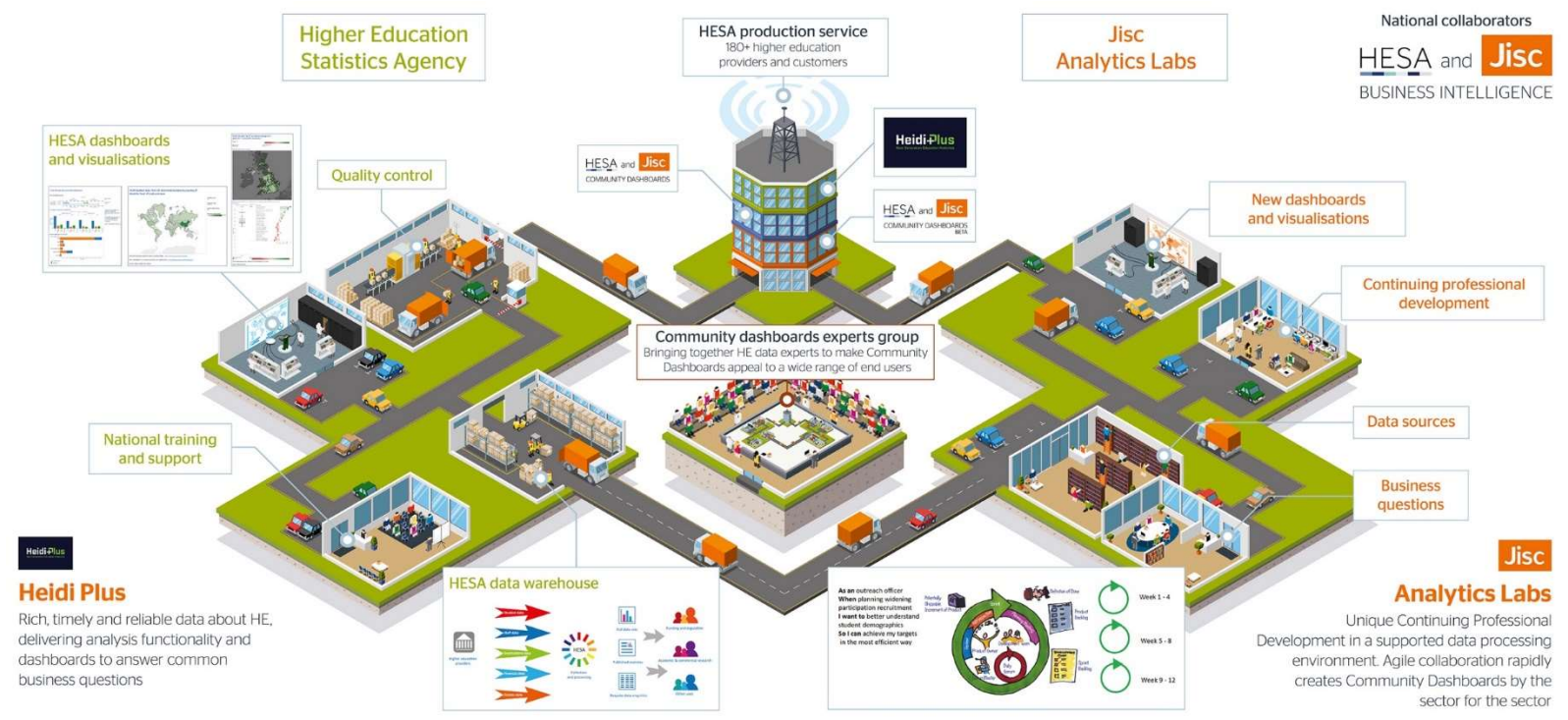
1. Quick overview of Analytics Labs and Community Dashboards
2. Dashboard release – what's available?
3. Graduate Outcomes Dashboard demonstration
4. What's next?

What is Analytics Labs?



What is Analytics Labs?

- Analytics Labs is a unique Continuing Professional Development opportunity for participants from across the UK HE sector offered in a supported data processing environment
- Teams with a range of expertise in data and visualisation work together with sector colleagues with an in-depth knowledge of the policy context
- This Agile collaboration rapidly results in the creation of Community Dashboards by the sector for the sector...
- 246 participants from 95 UK Universities so far...

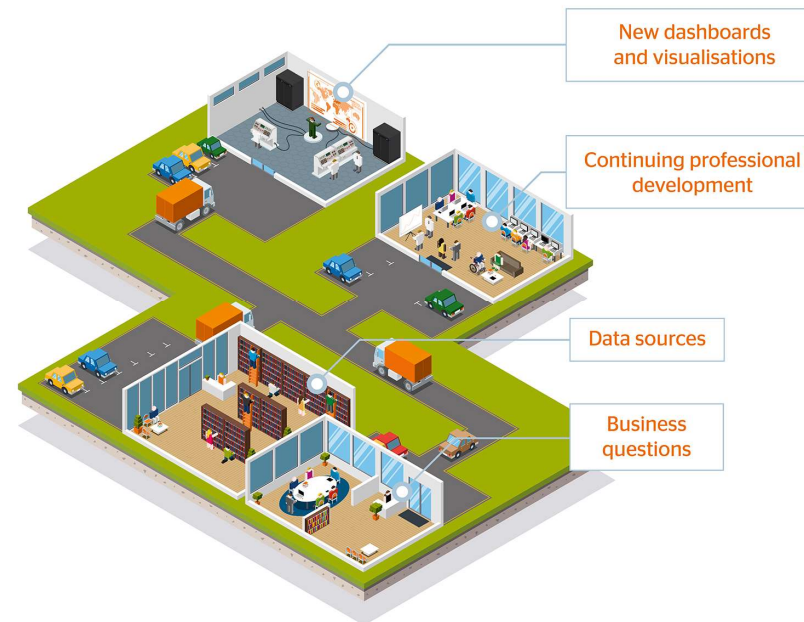
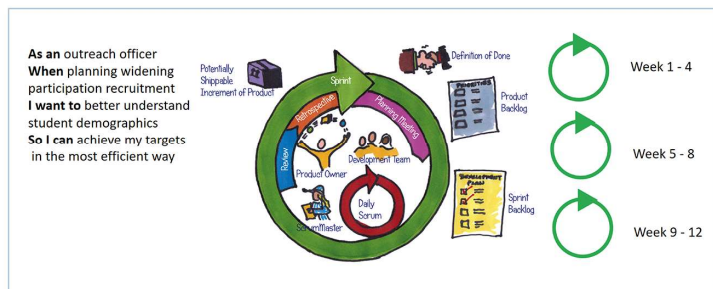


Analytics Labs - The Approach



Analytics Labs

Unique Continuing Professional Development in a supported data processing environment. Agile collaboration rapidly creates Community Dashboards by the sector for the sector



Makeup of a team



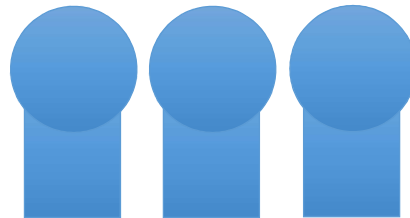
Meta
Product Owner

Provides expertise
and guidance in
the specific theme



Product
Owner

Brings an
understanding
of **the policy
context** and
the **needs of
users**



Analysts

Expertise in **data**
and **analysis**,
especially from a
HEI perspective



Data & Viz
Support

Supports the
team with
specialist
knowledge in
tools such as
Alteryx and
Tableau



Scrum Master

Keeps the
project on track
and removes
impediments to
progress

User Story Category Heat Map

Student Journey	Widening Participation	Benchmarking	Equality	Destinations
Post Graduate	Library	Teaching Excellence and Student Outcomes Framework (TEF)	Marketing	Research Assessment Exercise (RAE)
Student Experience	Brexit	Estates	Accommodation	Postgraduate Teaching (PGT)
Postgraduate Research (PGR)	Course Development	Retention	Course Management	Course Articulation
Library Usage	Quality Assurance	Value Added	Course Offering	Planning

Analytics Labs - Digital Badge

A digital badge records participation against 5 competencies:

- Participating in Agile development
- Visualising data
- Transforming data
- Digital collaboration
- Understanding policy and the data landscape



Community Dashboards – by the sector for the sector



Community Dashboards – can be explored in Heidi Plus

<https://www.hesa.ac.uk/services/heidi-plus>

The screenshot shows the HESA website header with the logo and navigation menu. The main content area features the heading "Heidi Plus: Higher education business intelligence" and a call to action: "Already one of our 2,000+ Heidi Plus users? Login here". Below this, there is a list of benefits for staff from UK higher education providers, including harnessing powerful insights from HE data, making the most of information on universities and HE colleges, and easily creating data visualisations and dashboards. A small video player is also visible at the bottom of the page.

The screenshot shows the Heidi Plus interface. At the top, there is a search bar and a "Sort by" dropdown menu set to "Name (A-Z)". The main content area displays a dashboard titled "6. Jisc and HESA Community dashboards". The dashboard text states: "This project contains dashboards created by Analytics Labs and the Community Dashboard Experts Group on behalf of the HE sector, as part of a HESA and Jisc collaboration. These dashboards have been fully quality assured. Guidance on the future development of dashboards within this project is provided by the Community Dashboards Expert Group." At the bottom of the dashboard, there are three metrics: "14" under "arkbooks", "45" under "Views", and "0" under "Data Sources".

Heidi Plus
Next Generation Education Analytics

Community Dashboard portfolio

ID	Name	Release Date
1	Athena Swan & Race Equality Dashboard	Dec 16
2	Destination of Leavers by Activity	Dec 16
3	Destination of Leavers Explorer	Dec 16
4	HE-BCI Part B Explorer	Dec 16
5	University Research Benchmarking	Feb 18
6	Finding Comparable Providers	Sep 17
7	League Table Dashboard	Jan 18
9	School Finder	Sep 17
11	Single HEI Comparison by FTE	Sep 17
12	Destination Flow	Sep 17
22	A-Level Subjects	Feb 18
25	Costs vs Staff Correlation	Feb 18
29	Brexit Implications on Research	Jan 18
31	Estates Sector Benchmarks	Jan 18
39	Provider Healthcheck	Apr 18

Community Dashboard Betas

ID	Name	Release Date
1	Age & Workforce Planning	Jan 18
2	Destinations Analysis	Jan 18
3	Financial Indicators	Jan 18
4	Future Course Explorer	Jan 18
5	Market Insight	Jan 18
6	TEF Exploratory Dashboard	Jan 18
7	TEF Metrics Core and Split Metrics	Jan 18

Dashboard Demos





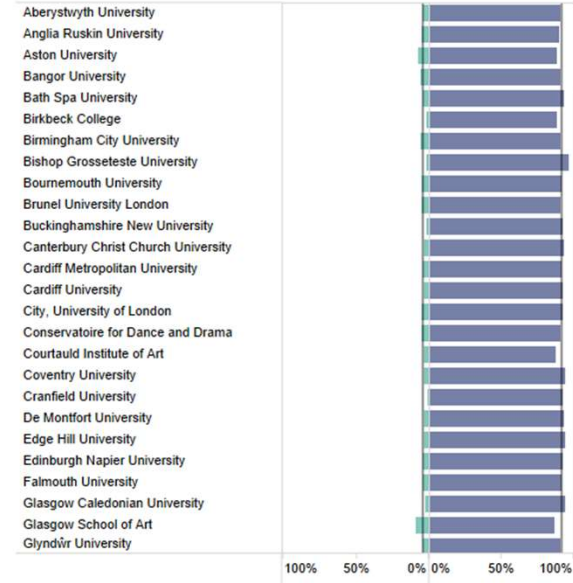
Activity of Leavers from Higher Education by Provider and Subject

Select academic year 2015/16

Select sex All

Leavers employed or in further study* vs. unemployed by provider

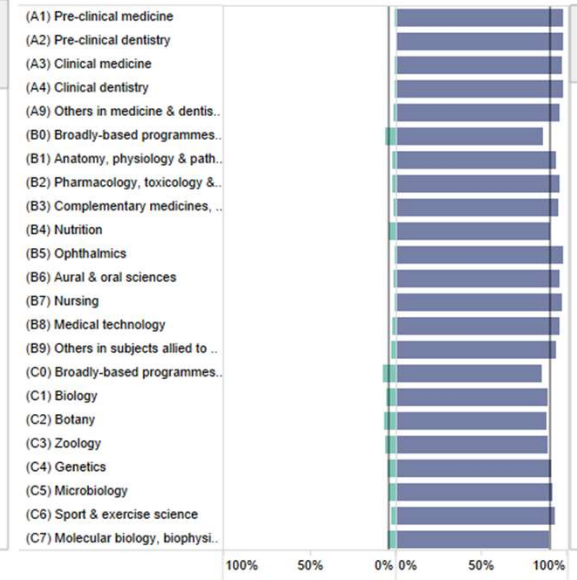
sector averages represented by vertical lines



*Those employed or in further study comprises those in work, ..

Leavers employed or in further study* vs. unemployed by subject (2012/13 onwards)

sector averages represented by vertical lines



NB. Leavers in activity "other" are excluded from the chart..



Destinations of Leavers from Higher Education Explorer

Provider name
All

JACS principal subject
v3: 2012/13 onwards
All

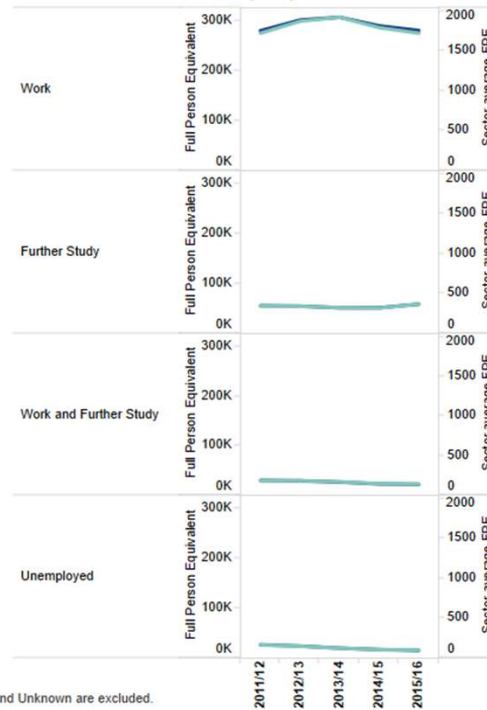
Drill-down by level of
qualification obtained
All

Drill-down by
domicile (basic)
All

Drill-down by
mode of study
All

■ Full Person Equivalent
■ Sector average FPE

Activity of leavers from the HE sector (average) vs.
All (total)



Leavers 2015/16:
All

Percentage of total
leavers by activity

Percentage difference from
previous academic year

74.4%



15.6%



5.9%



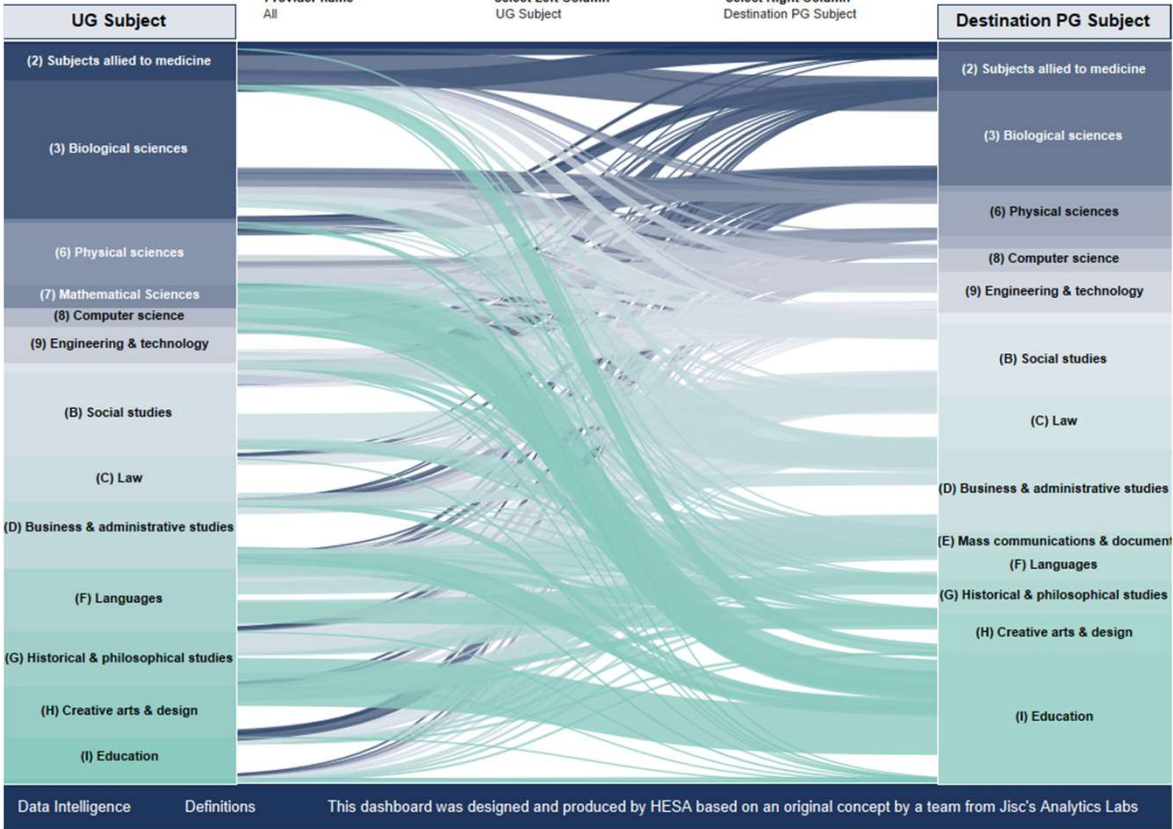
4.1%



Please note Activity: Other and Unknown are excluded.



Destination Flow 2015/16
Flow from UG Subject to Top 25 Destination PG Subject





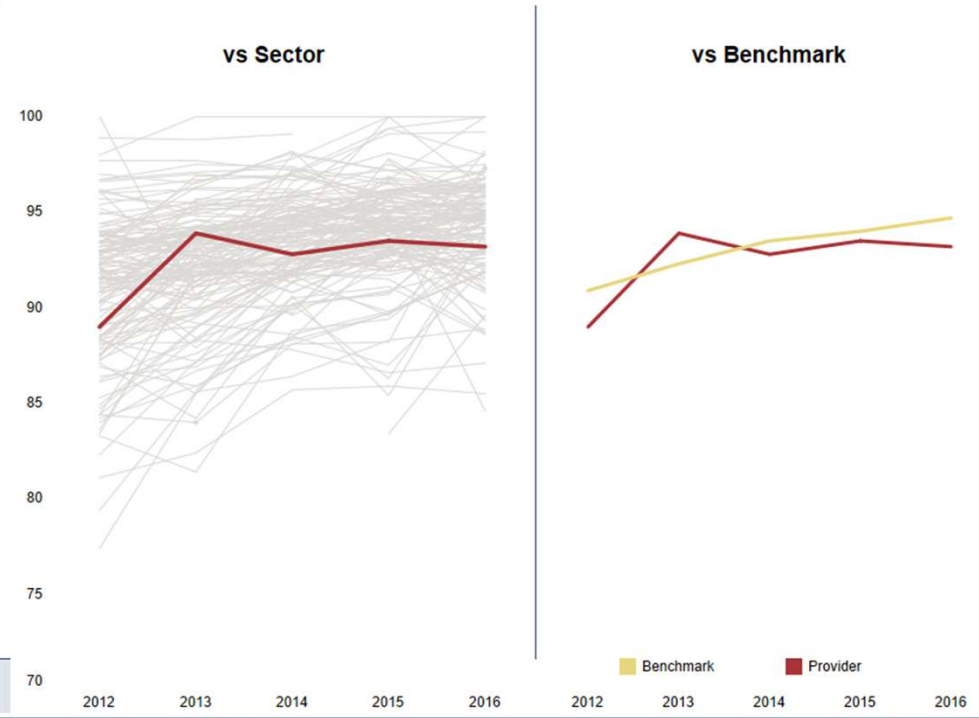
Provider Healthcheck

Select Provider

Choose Provider Group
(All)

Employability Performance

Percentage of UK domiciled full-time first degree leavers in employment and/or further study



[Click to return](#)



Future Course Researcher
Graduate Employment (DLHE)
(Prototype Dashboard)



What are Graduates doing 6 months after graduation?

NOTE: If you choose a university and a subject which it doesn't provide, the displays will go blank.

Data source: Destination of Leavers from Higher Education (DLHE)
from: HESA
All student types

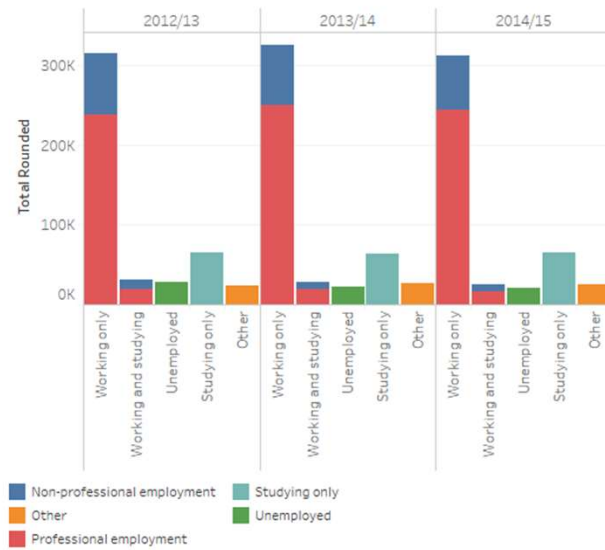
Provider selection
All

JACS Principal Subject Label
All

Academic year
All

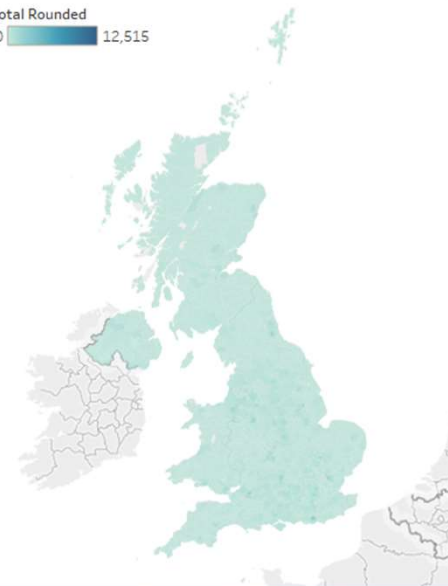
Display Options

Display Type
Graph





Graduate Job Locations

Total Rounded
0 to 12,515




This prototype dashboard has not been subject to HESA's quality assurance process and may contain inaccuracies. It is provided for evaluation and feedback only. No decisions should be made based on the information displayed.

Summary Page

(Prototype Dashboard)



COMMUNITY DASHBOARDS
BETA

Select a provider

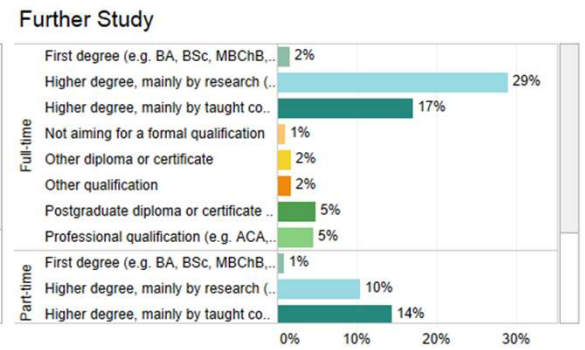
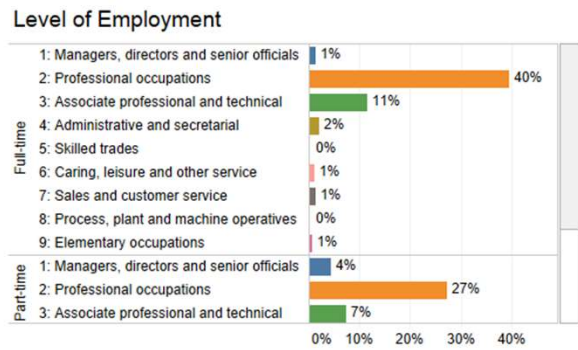
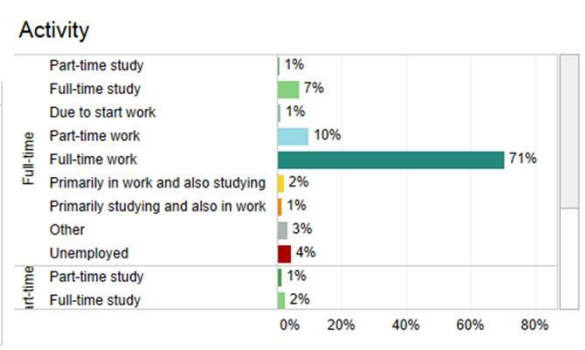
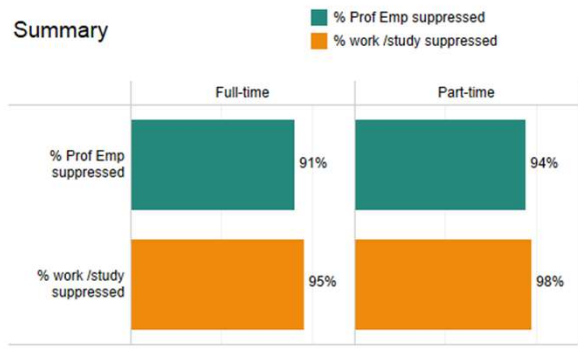
All

Select a JACS subject area

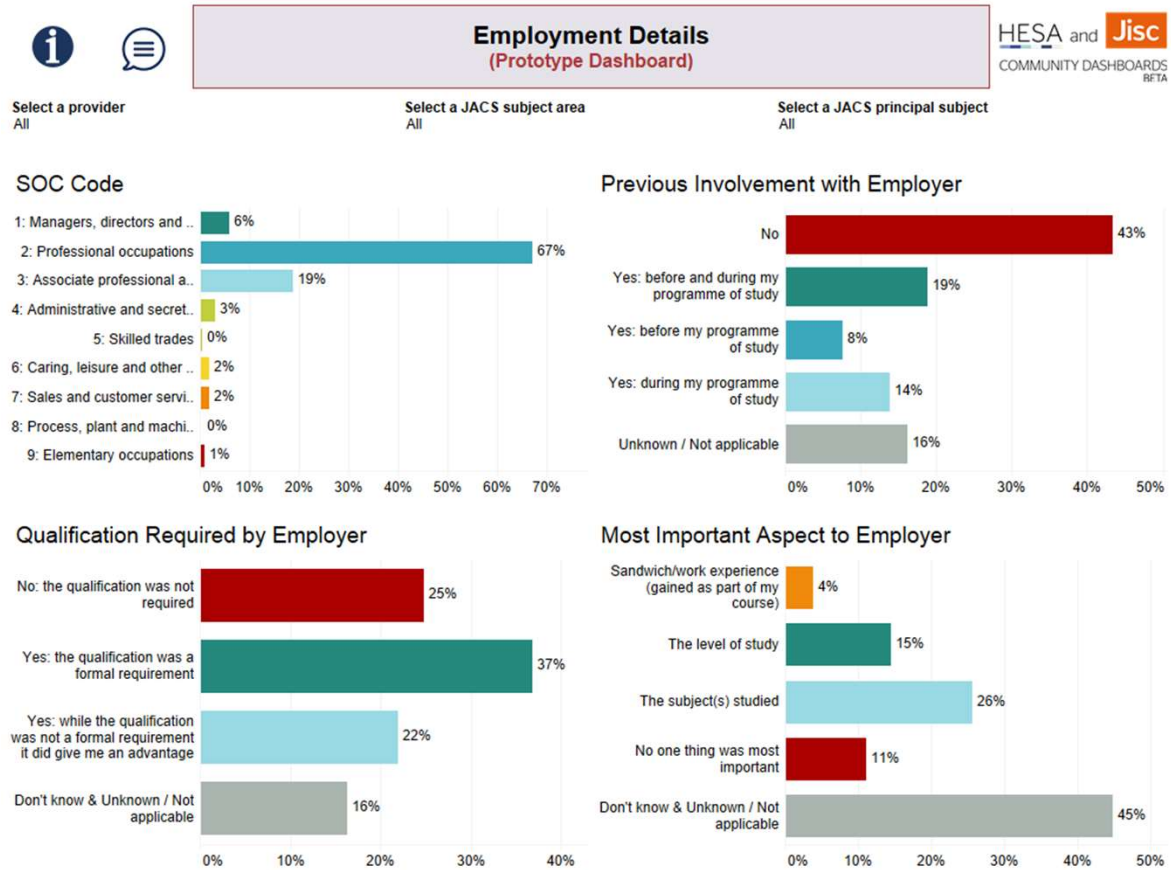
All

Select a JACS principal subject

All



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This prototype dashboard has not been subject to HESA's quality assurance process and may contain inaccuracies. It is provided for evaluation and feedback only. No decisions should be made based on the information displayed.



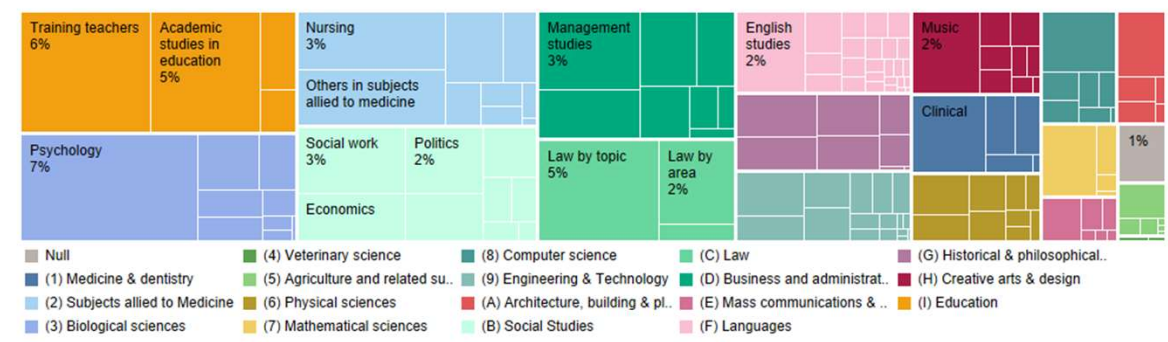
Further Study (Prototype Dashboard)



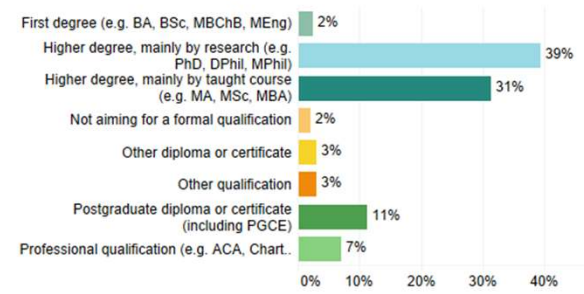
Select a provider
All

Select a JACS subject area
All

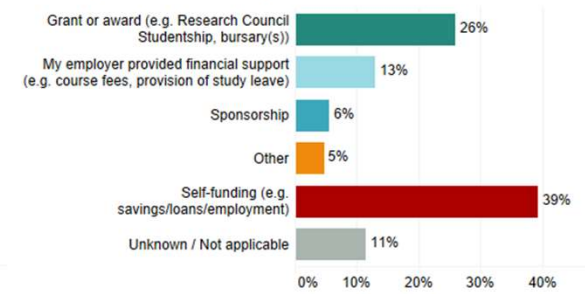
Subject of Further Study



Level of Further Study



Funding for Further Study



This prototype dashboard has not been subject to HESA's quality assurance process and may contain inaccuracies. It is provided for evaluation and feedback only. No decisions should be made based on the information displayed.



Further Study Funding
(Prototype Dashboard)

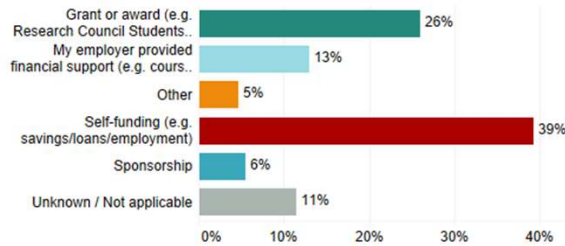
Select a JACS subject area
All

Select a JACS principal subject
All

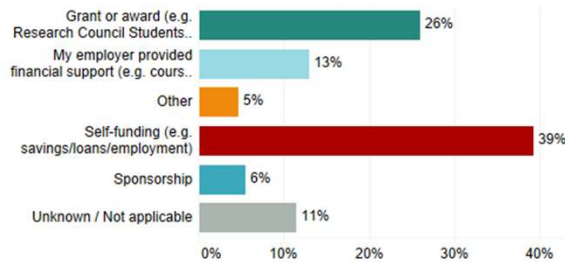
Provider Group Analysis

Provider Group
All

Provider Group: All, JACS Subject Area: All



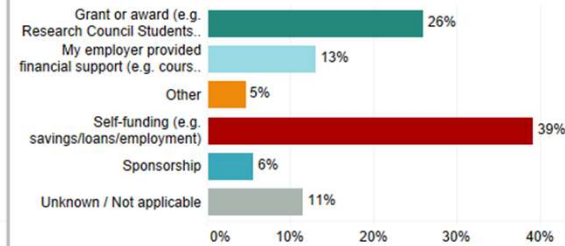
Provider Group: All, JACS Principal Subject: All



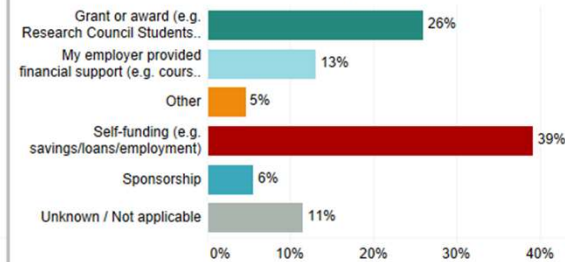
Provider Analysis

Select a provider
All

Provider: All, JACS Subject Area: All



Provider: All, JACS Principal Subject: All



This prototype dashboard has not been subject to HESA's quality assurance process and may contain inaccuracies. It is provided for evaluation and feedback only. No decisions should be made based on the information displayed.

What's next?



Special Projects Team - April to August 2018

Developing dashboard suites to address:

- Course Market Research
 - KS5 subject analysis
 - Undergraduate course provision
 - Student destinations
 - Industry and workforce analysis
- Staff Metrics
 - Recruitment, retention and progression
 - Sickness and absence
 - Workforce planning (including ageing workforce)
 - Staff demographics

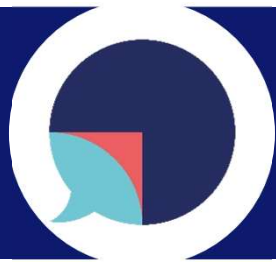
Find out more...

- **About Heidi Plus**
 - Heidi.plus@hesa.ac.uk
- **About Community Dashboards** - try them now
 - <https://www.jisc.ac.uk/rd/get-involved/try-out-our-community-dashboards>
- **About Analytics Labs** -
 - <https://www.jisc.ac.uk/rd/projects/business-intelligence-project>

Keep in touch:

- Join our list - www.jiscmail.ac.uk/JISC-HESA-BUSINESS-INTEL
- Follow our blog - <https://businessintelligence.jiscinvolve.org/wp/>
- Drop us a line at help@jisc.ac.uk entering '*Analytics Labs*' in the subject line


- Above details are all available via - <https://tinyurl.com/Jisc-BI-Project>



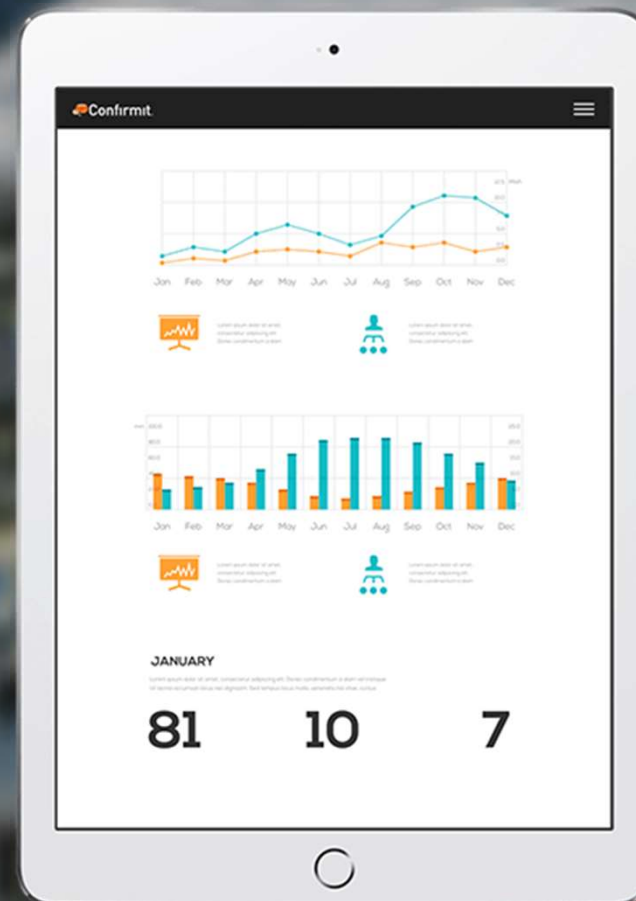
Graduate Outcomes
Measuring success and providing opportunity



Event sponsors

 #GraduateOutcomes

Powering your Voice of the Customer and Market Research Programmes



Who We Are



- Offices
- Partners

1.2bn	250K	99.99%	450+	1996	800+
surveys sent in 2017	unique users accessed reports and dashboards in 2017	uptime in 2017	staff worldwide	year founded	clients in over 100 countries

Who We Are



B2B/High Tech



Consumer Electronics



Consumer Services



Market Research



Financial Services



Consumer Products



Government



Pharmaceuticals & Healthcare



Conglomerates & Consulting



Leisure & Retail





Our Heritage

Customer Experience – Employee Engagement – Market Research

Technology with CX Consulting and Services

Empower our Clients



Our Collaborative Heritage

Our heritage has a lot to do with our solutions and how we work with our clients.

Confirmit Horizons



- Feature rich, single platform solution
- Multi-channel solutions reach audiences effectively
- Sophisticated reporting/alerting deliver actionable insight
- Flexible and scalable SaaS meets changing business needs
- Reliable and secure software providing complete peace of mind
- Facilitates process automation reducing costs and increasing productivity
- Provides high-level of accuracy to help you identify investment areas

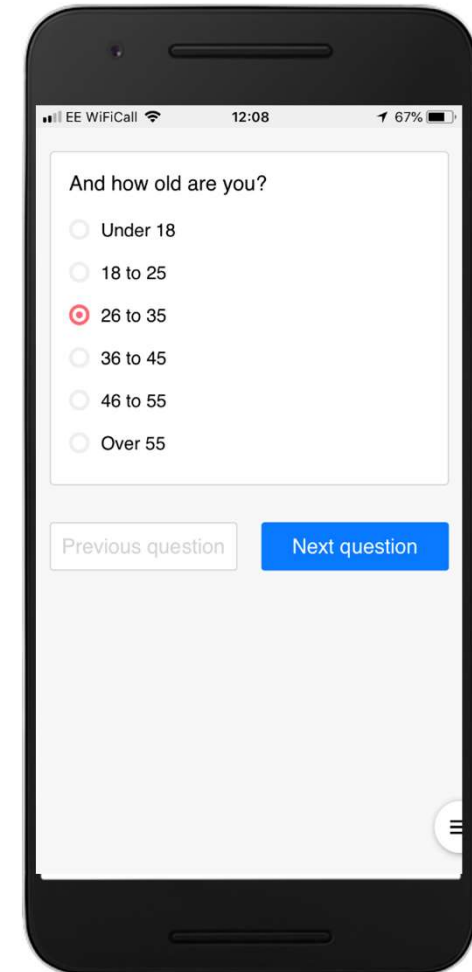
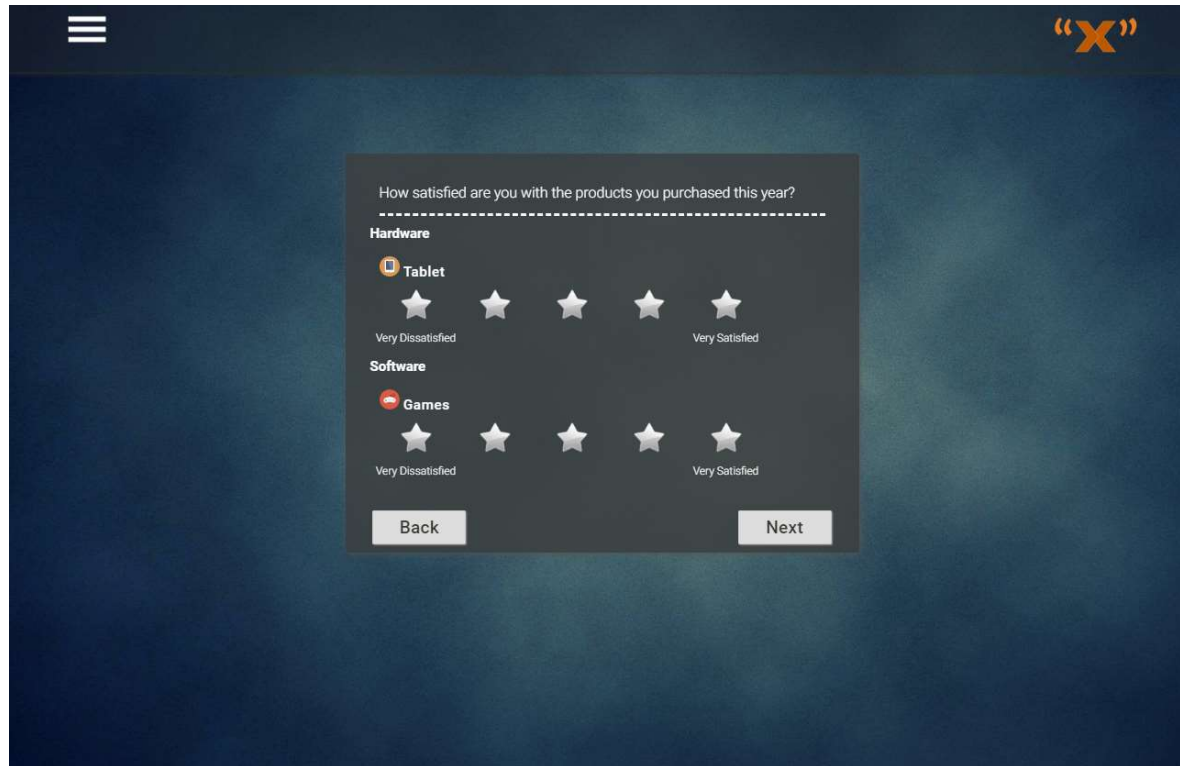
Challenges of Surveying Graduates



- **Time is short due to busy lives**
- **Surveys fit in around their lifestyle**
- **Portable rather than fixed devices**
- **Ever changing mobile and email addresses**
- **Adopt a stop/start approach to tasks**
- **Never far from their phones**

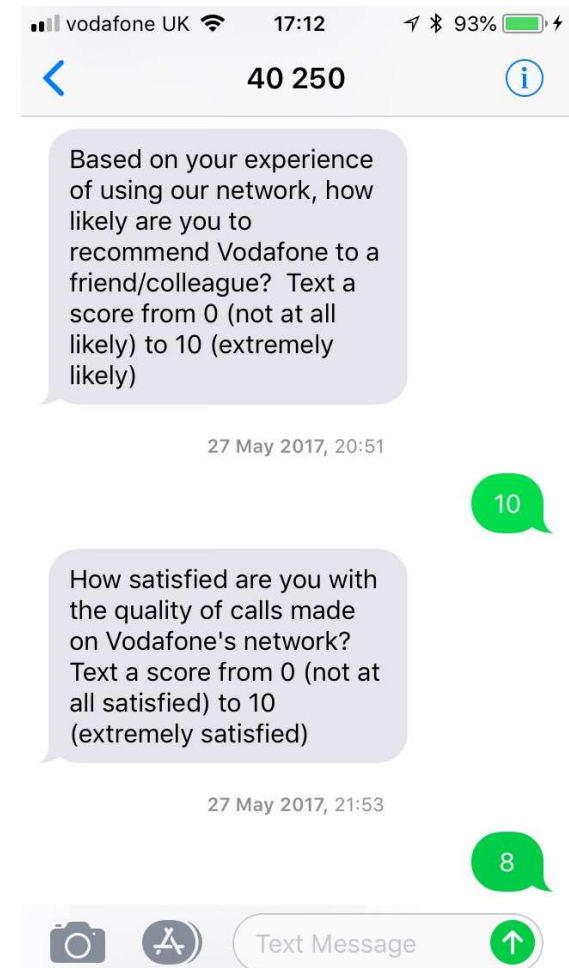
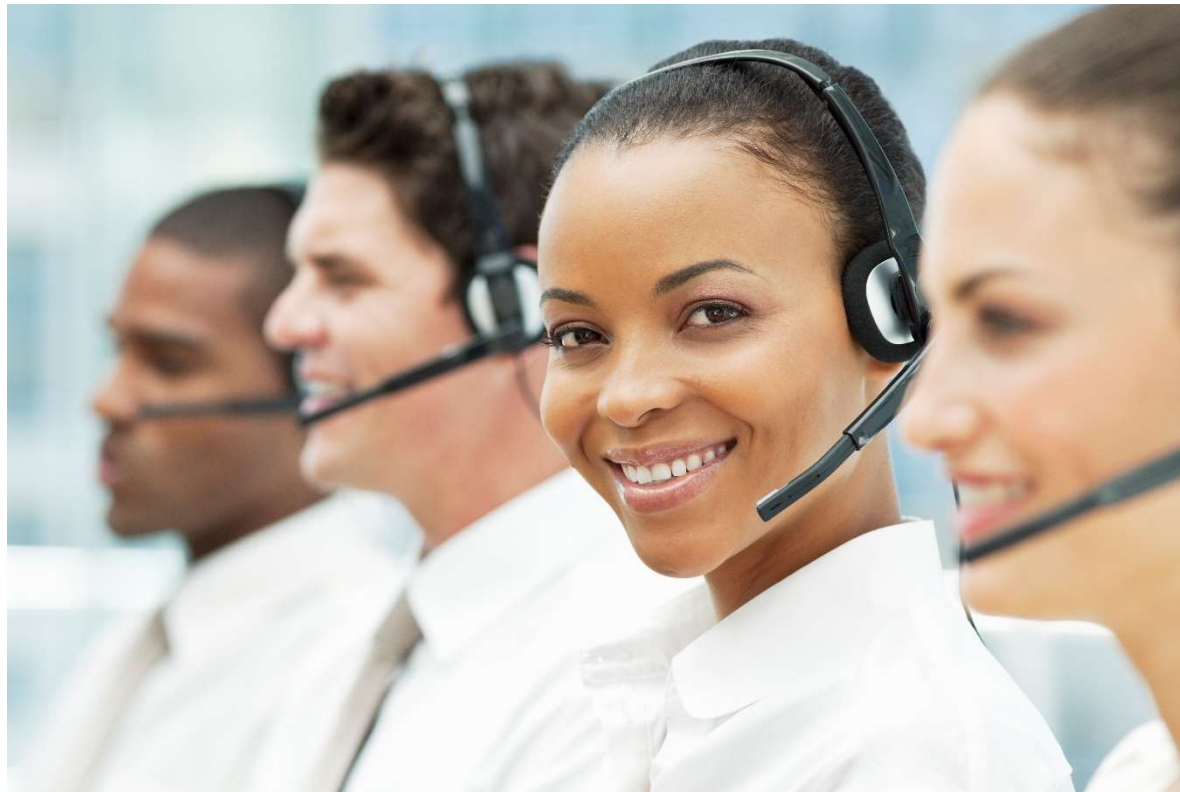
Reaching Graduates

Solutions That Suit The Graduate



Reaching Graduates

Solutions That Suit The Graduate



Mix Mode Challenges



- **Over contact**
- **Continuing to request a response from a graduate that has completed a survey**
- **Updated contact details**
- **Partially completed surveys**
- **Transition from one mode to another**
- **Response rates**

Single contact record

- **Drives all communication**
- **Determines the frequency of contact**
- **Simplifies update to details**
- **Automatically removed from all contact once completed survey**
- **Easy to remove duplicates**

Managing Communication



- **These are your graduates and it is important:**
 - Not to over contact
 - Act upon do not contact requests
 - Protect their data
- **It is your reputation that HESA is upholding**



Results



Dual branding of surveys and communications to improve responses

Use best practice to enhance Providers reputation

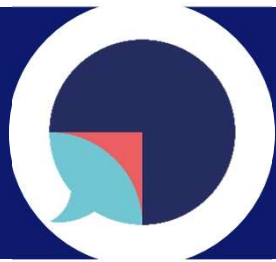
Class leading technology delivers a seamless experience

Consistent survey and approach ensures a fair and equal comparison between Providers

No Gaming of system!

Thank You


f  in   



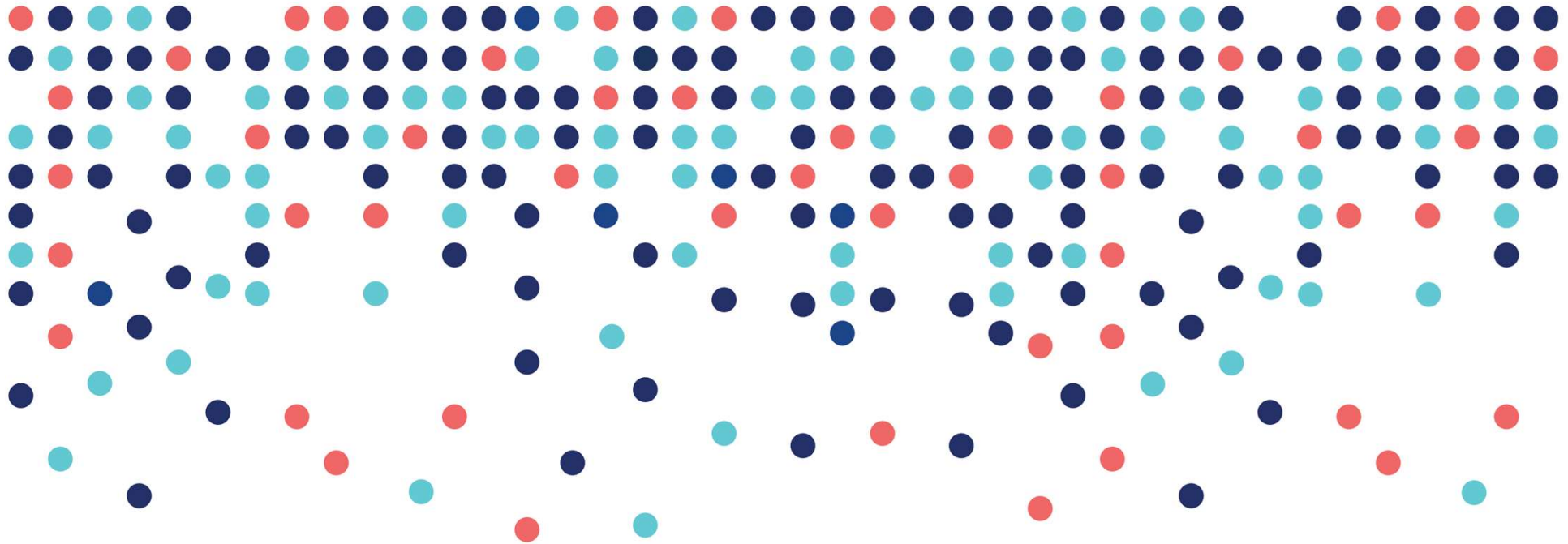
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HESA



Closing remarks

Andy Youell, Director of Data Policy & Governance





History

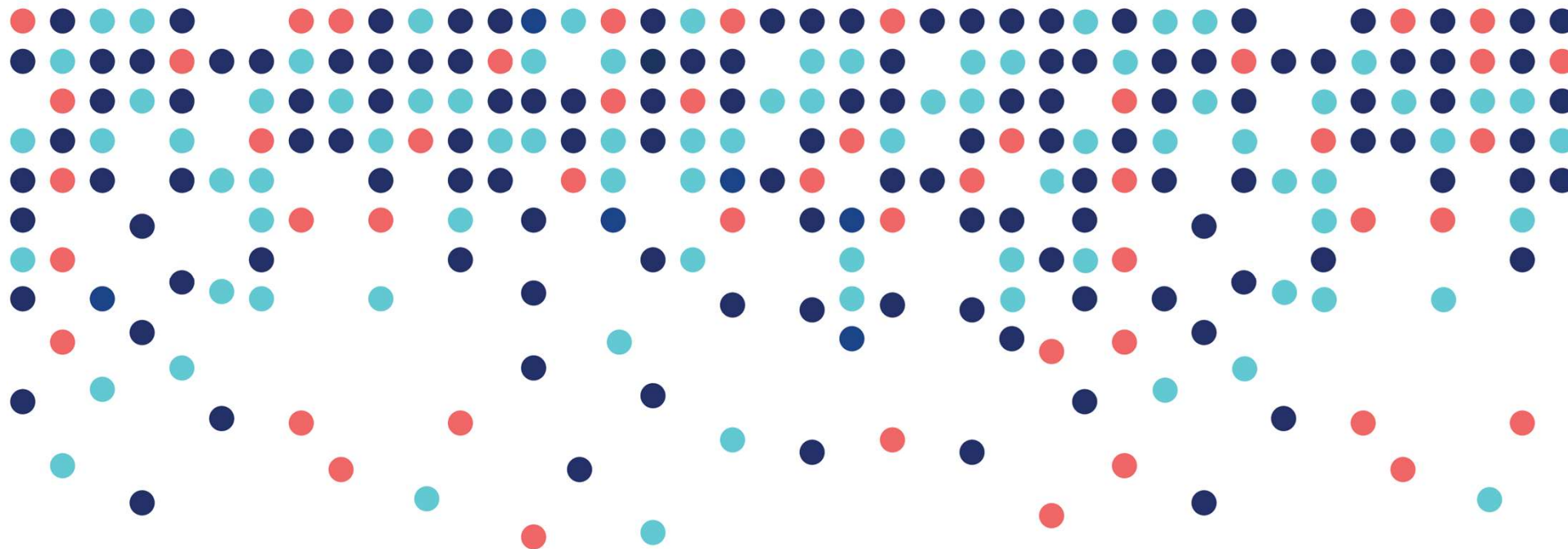
- 1972 – First Destinations Record (USR)
- 1984 – Exam Results and First Destinations Supplement (DfE)
- 1993 – First Destinations Supplement (HESA)
- 2002 – Destinations of Leavers from HE (HESA)
- 2017 – Graduate Outcomes







HESA



Closing remarks

