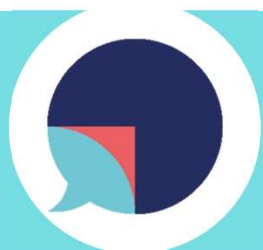


# HESA



Graduate Outcomes  
Measuring success and providing opportunity  
**Welcome**

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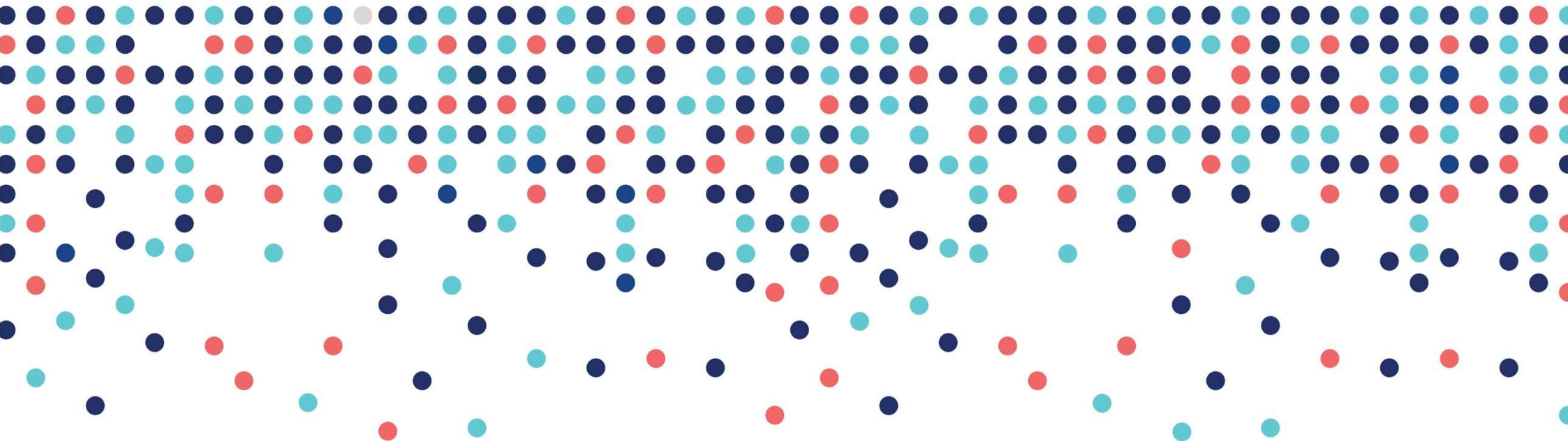
#GraduateOutcomes



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HESA



# Graduate Outcomes Conference

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





## 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



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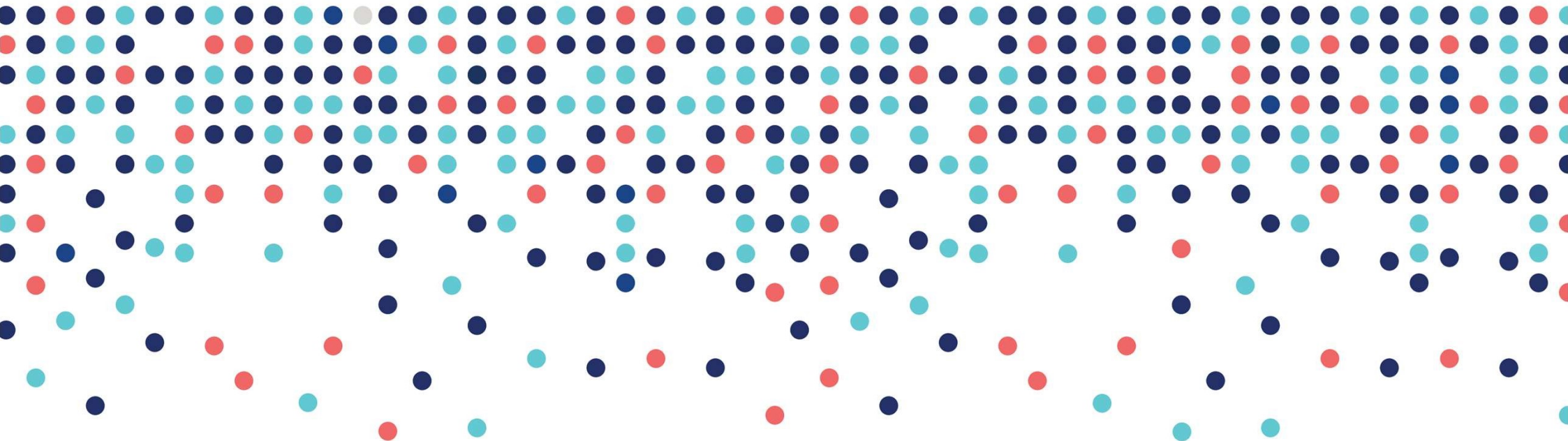
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## From DLHE to Graduate Outcomes

Dan Cook, Head of Data Policy & Development





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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.



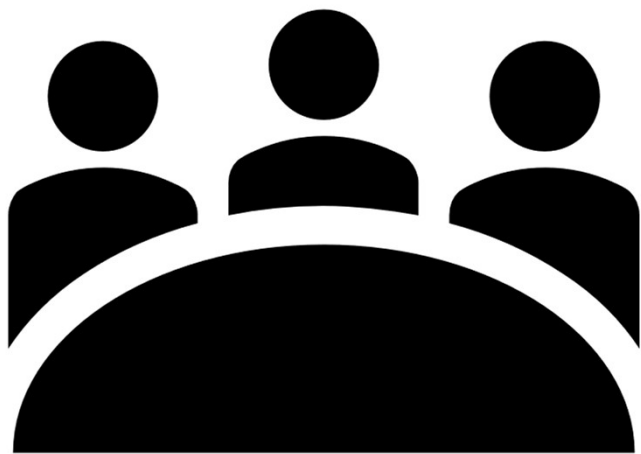
### Support legislation

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

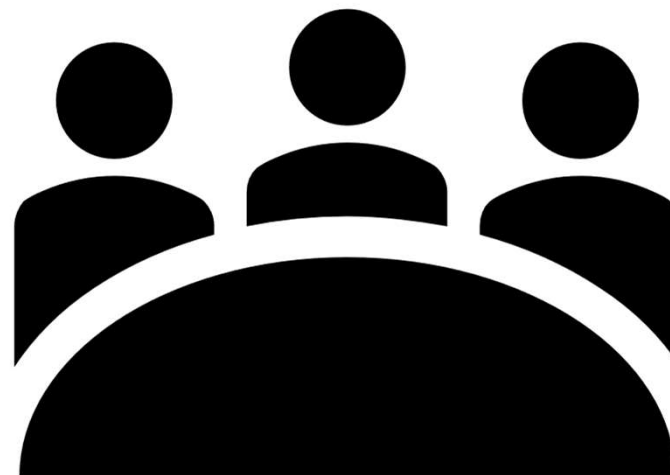


## Review groups

Strategic



Working



# HESA

## Events



Gradcore <sup>GC</sup> Graduate Recruitment Consultancy



Universities UK



AGCAS



INSIDE GOVERNMENT



QAA



GuildHE Ltd  
@GuildHE Follows you

ASET  
INTEGRATING WORK AND LEARNING



Universities  
Wales  
Prifysgolion  
Cymru

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# 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

Higher education: policy, people and politics.

Search Results for NewDLHE

Blog Posts: Policy reach, registration, Longitudinal DLHE, Analysis: Data, Current: DLHE

Bloggers: [dropdown], Author: [dropdown], Tag: [dropdown], Order: [dropdown]

-  NewDLHE model close to full assembly  
by Catherine Day | 19 Jul 2017
-  Employment and earnings – how do TEF and LEO compare?  
by David Hewitt | 19 Jul 2017
-  What's in a name? Arriving at Graduate Outcomes  
by Catherine Day | 19 Jul 2017
-  Arriving shortly: An update on HESA's New DLHE review  
by David Hewitt | 19 Jul 2017
-  Capturing the future of graduate outcomes  
by Dan Cook | 19 Jul 2017
-  A positive outcome? Steps towards a new DLHE  
by Catherine Day | 19 Jul 2017



agcos phoenix ISSUE 149 October 2016

### Graduate destinations

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 2016, 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.

**S**ome of the oldest structured data available in the HE sector concerns the employment outcomes of graduates. Forebears to the DLHE, the 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 NEEDS**  
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 the 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.

**Methodological improvements**  
Where there is less agreement is on the topic of the survey point. There is support for a range of time scales 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 the agenda, and will continue to lead as we create an improved data source, fit for the future.

**What have we learned from a consultation that had over 200 responses?** First, we are collectively paying in excess of £2.5 million a year to run the DLHE survey. This extrapolated figure does not include the costs in the HE 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

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

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

Paul Blackmore, Richard Blackwell and Martin Edmondson



Occasional Paper 14



## International interest and engagement



English **EN**

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

ROADMAP

### Coordinated approach to (tertiary) graduate tracking

PAGE CONTENTS

About this initiative

#### About this initiative

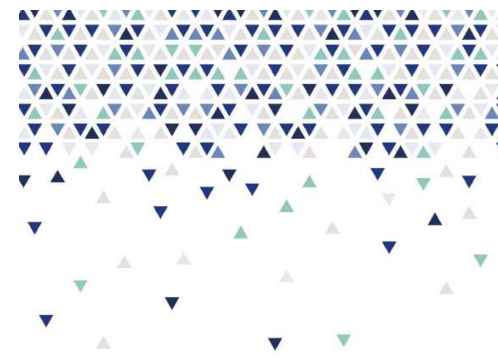
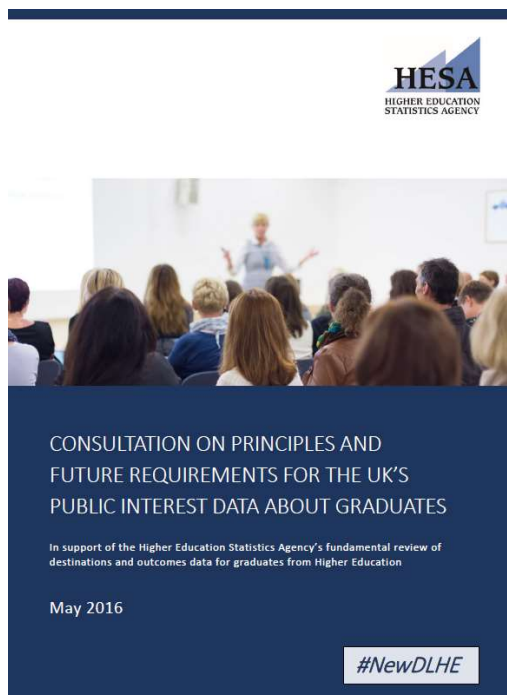
Reference

Ares(2017)1062340





# Two consultations



## NEWDLHE: THE FUTURE OF GRADUATE OUTCOMES DATA

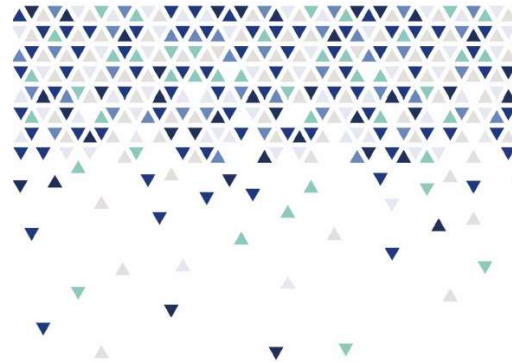
THE RATIONALE

DAN COOK AND RACHEL HEWITT  
MARCH 2017





# With two rounds of feedback

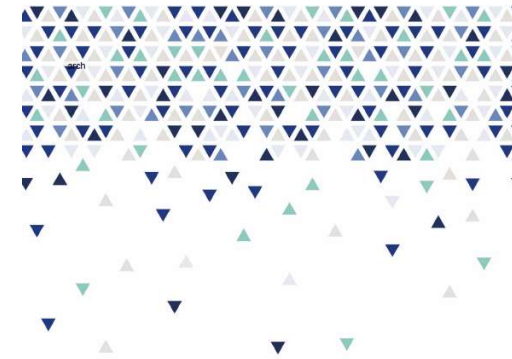


## SYNTHESIS OF CONSULTATION RESPONSES

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



## NEWDLHE: THE FUTURE OF GRADUATE OUTCOMES DATA

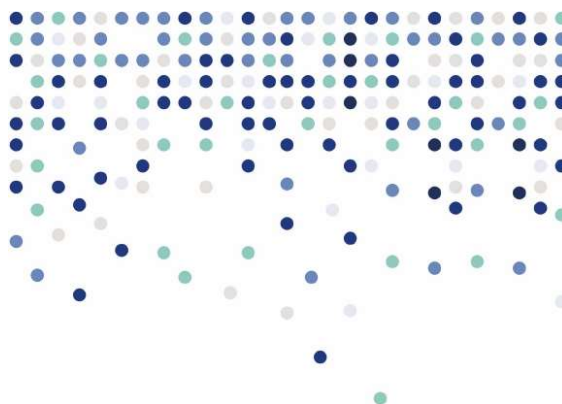
SYNTHESIS OF RESPONSES TO OUR SECOND AND FINAL CONSULTATION

#NEWDLHE  
JUNE 2017





# Tackled difficult issues



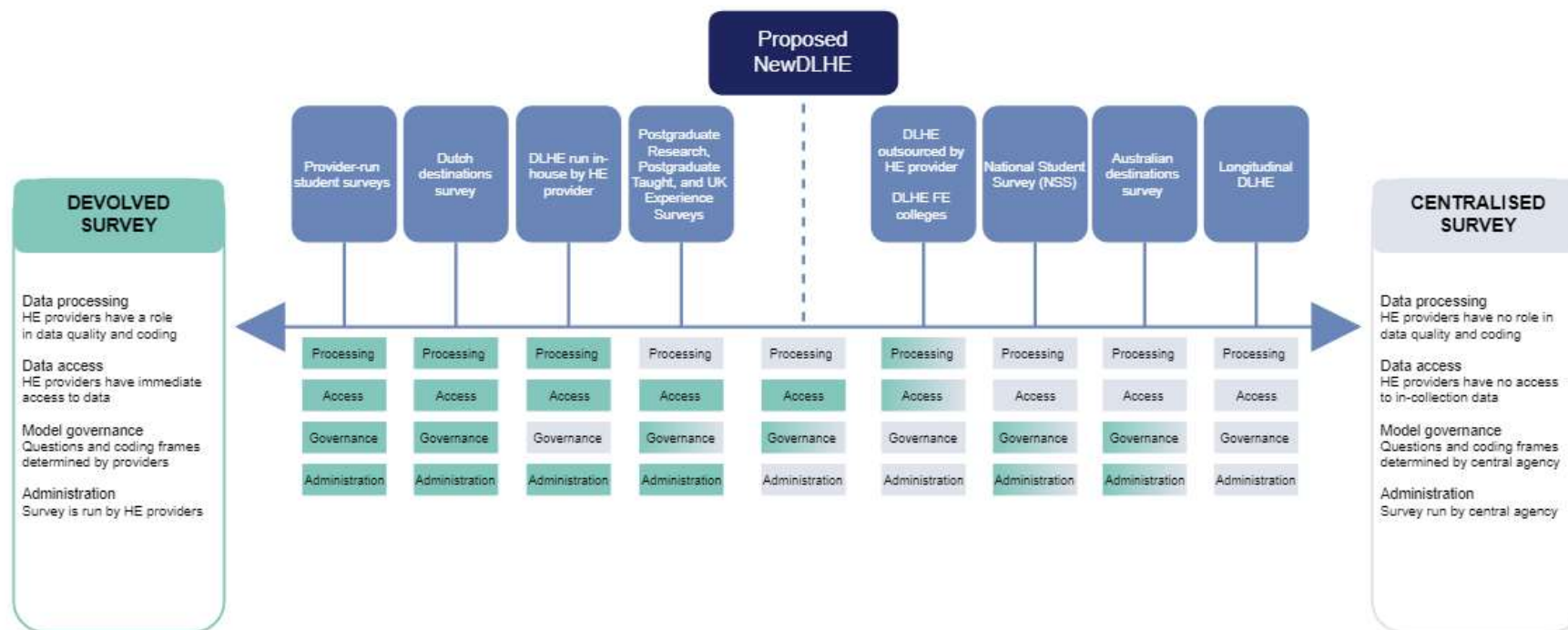
QUALITY ASSURANCE SELF-ASSESSMENT OF DLHE AND "NEWDLHE" DATA

DAN COOK AND REBECCA HASLAM  
FEBRUARY 2017

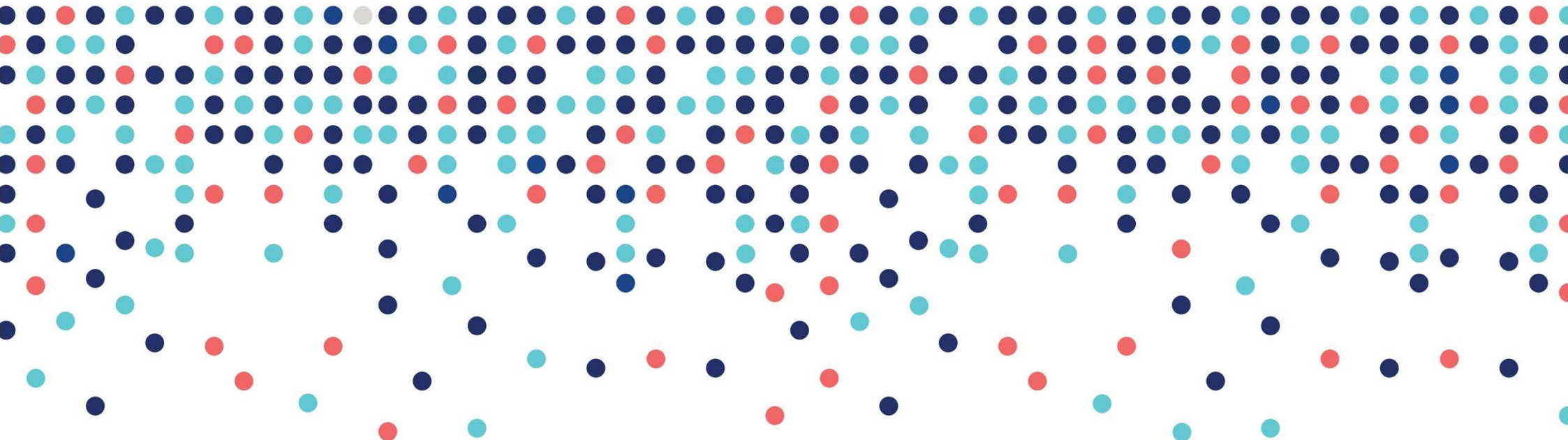


## Proposed novel solutions

A model for open centralisation



# HESA



## Implementing the model



# HESA

## How will it operate?



Annual survey



15 months after graduation



Run centrally

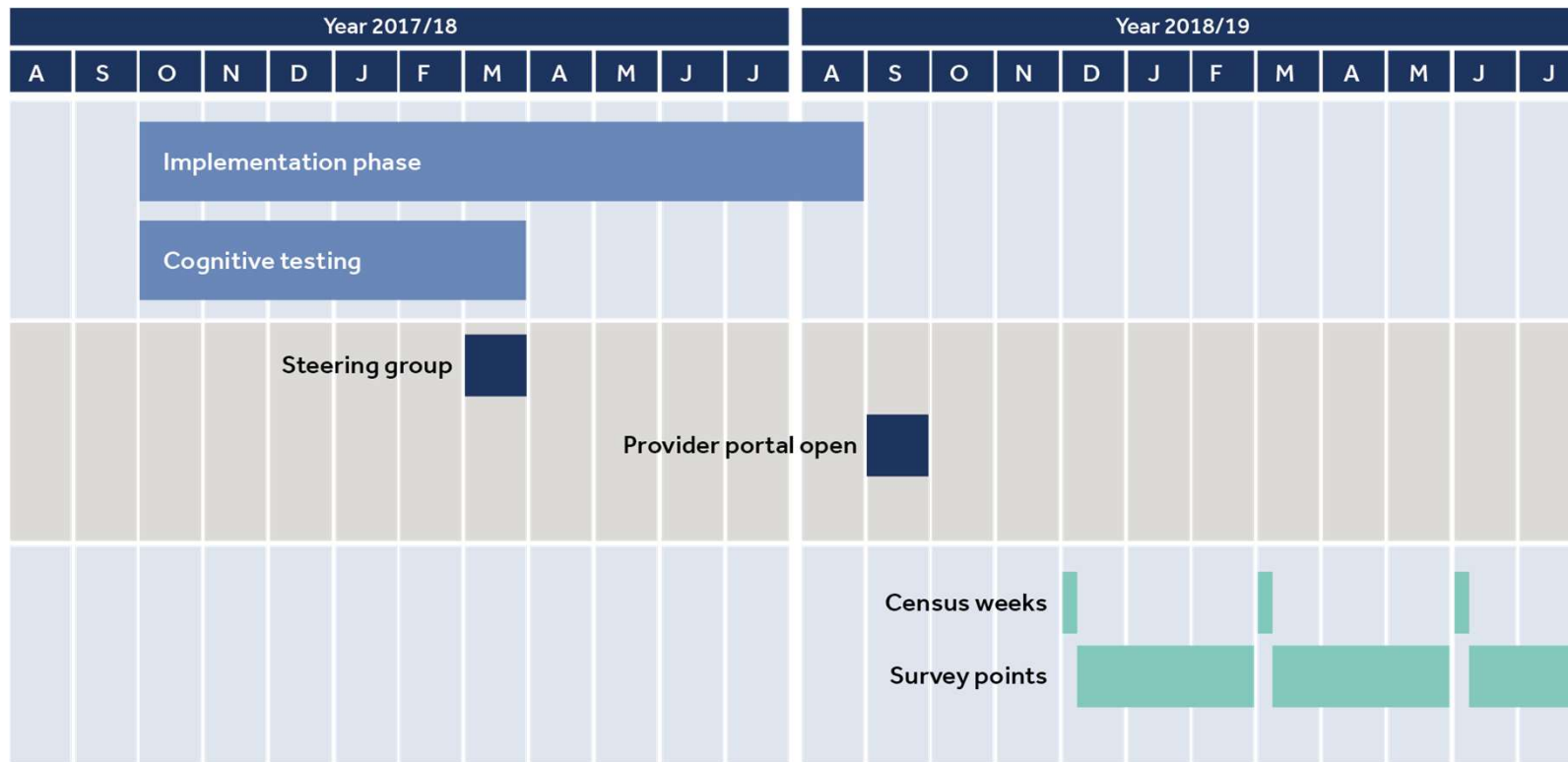


Overseen by a steering group



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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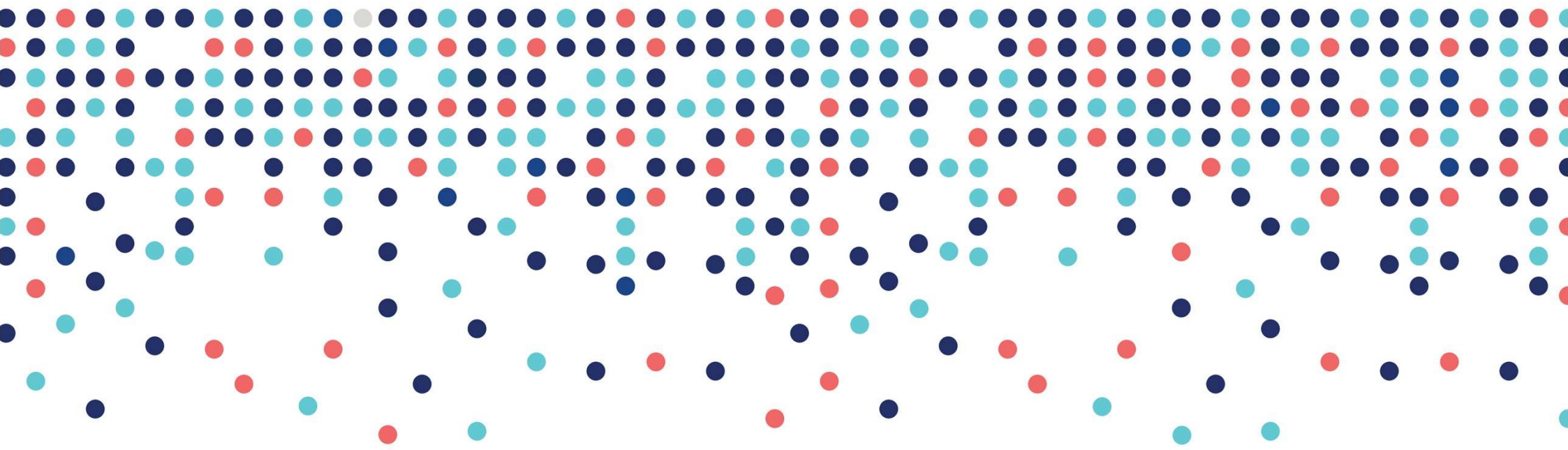
#GraduateOutcomes



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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



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## 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

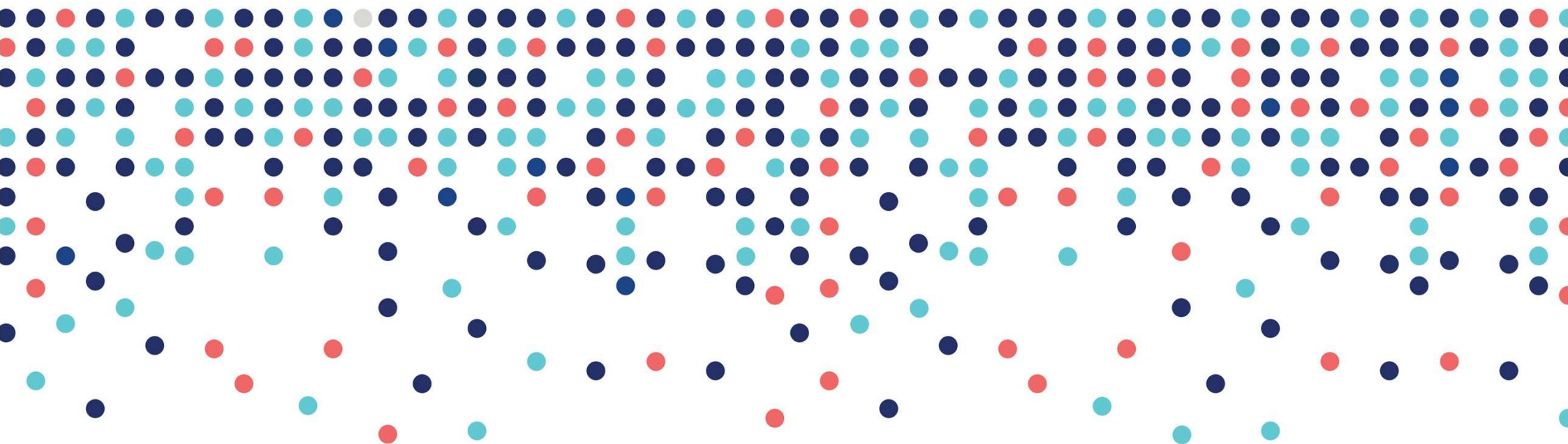
- 84% support for survey design

Cognitive testing

Final version published

- June 2018

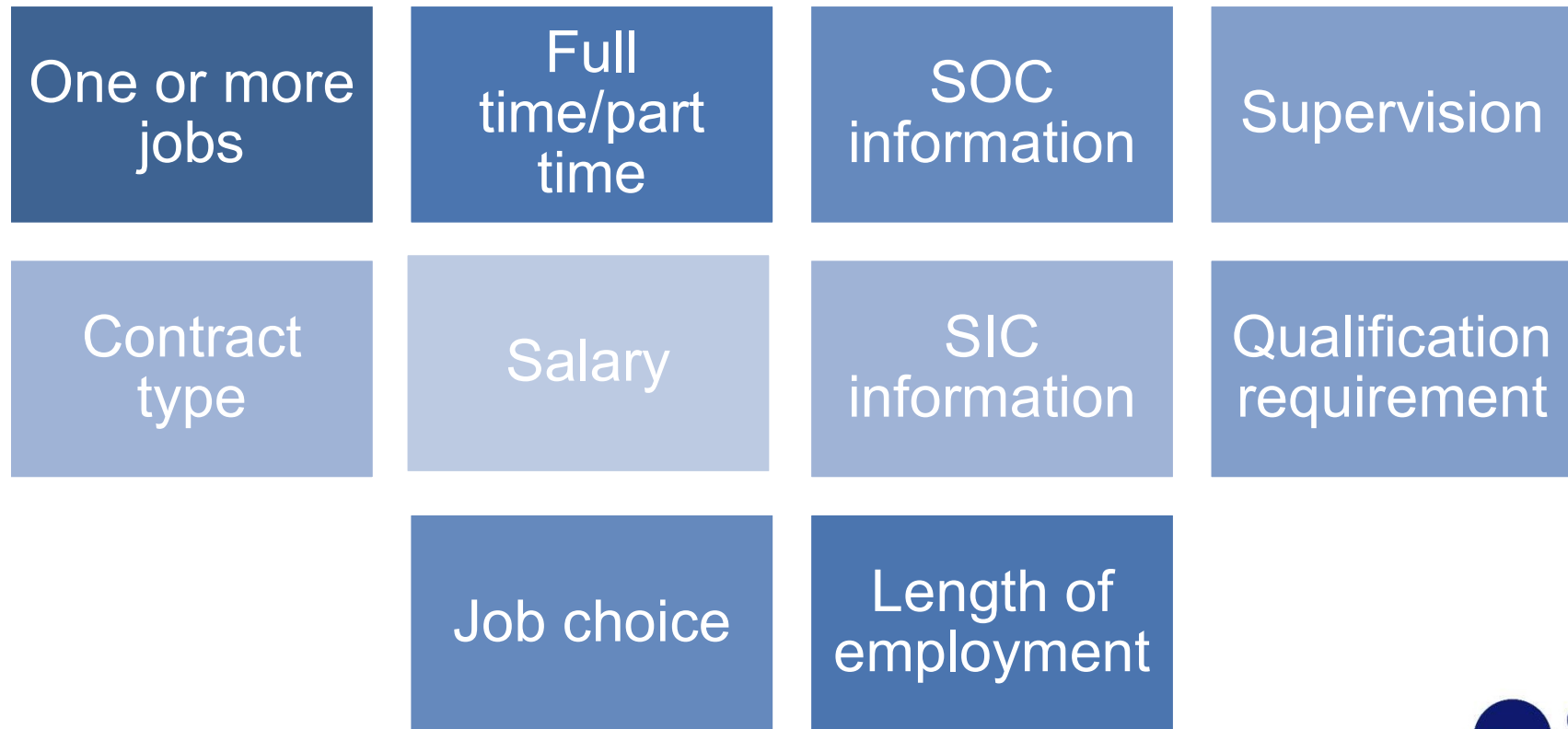
# HESA



## Questionnaire: core



## 'Traditional' employment





HESA

## **'Non-traditional' employment**

---

Running your own business

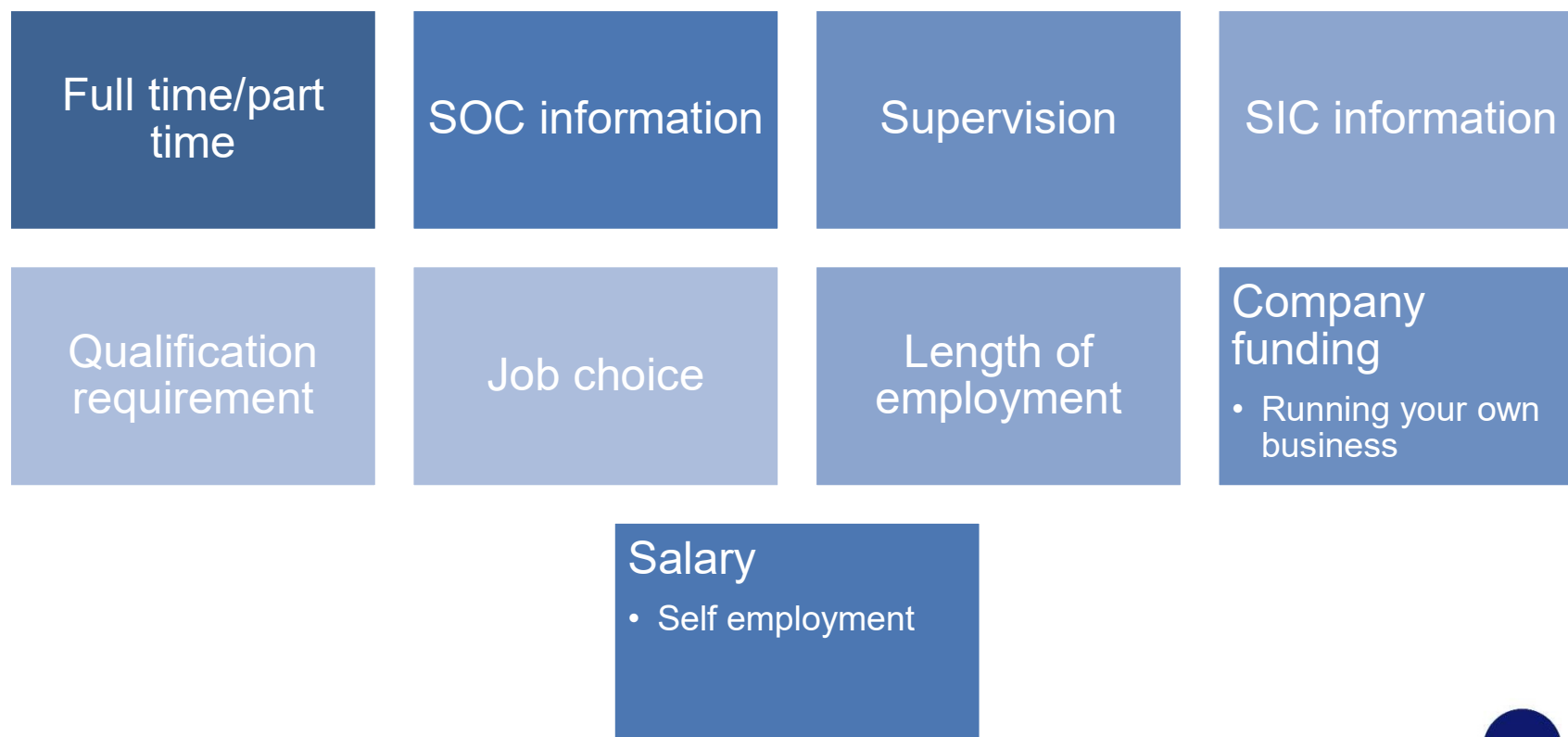
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Self-employment

---

Developing a creative/artistic/business  
portfolio

## 'Non-traditional' employment



# HESA

## Study, training or research

Full time/part time

Qualification type

University/college  
name

Location of study

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## Early destinations

Number of  
previous jobs

Number and  
type of  
previous study

# HESA

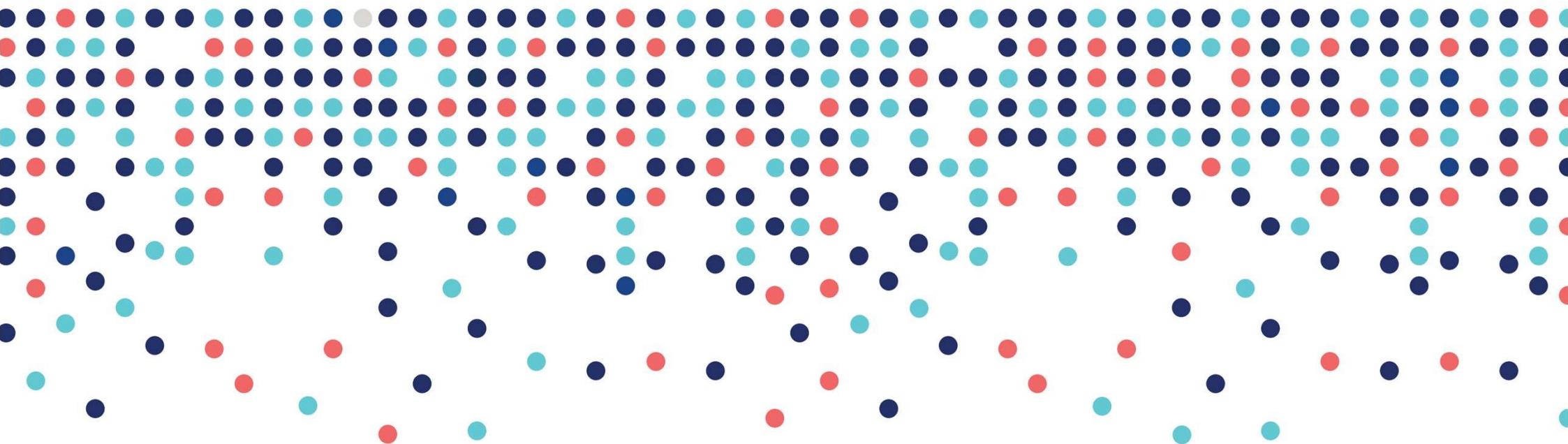
## Additional measures

### 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?

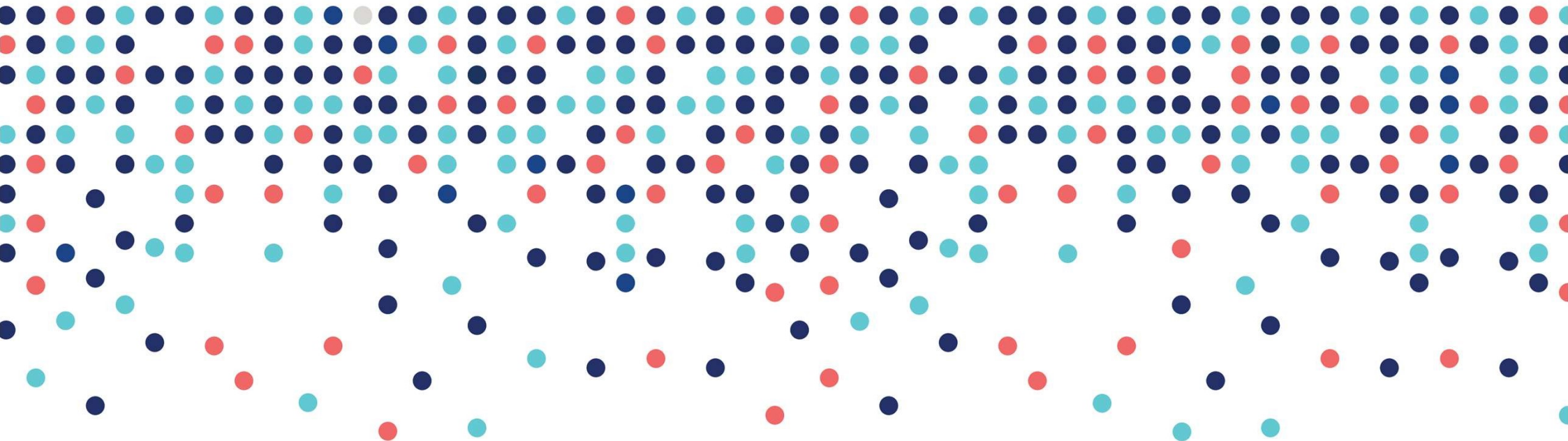
Would you like your careers service to follow up?

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

# HESA

## Positives

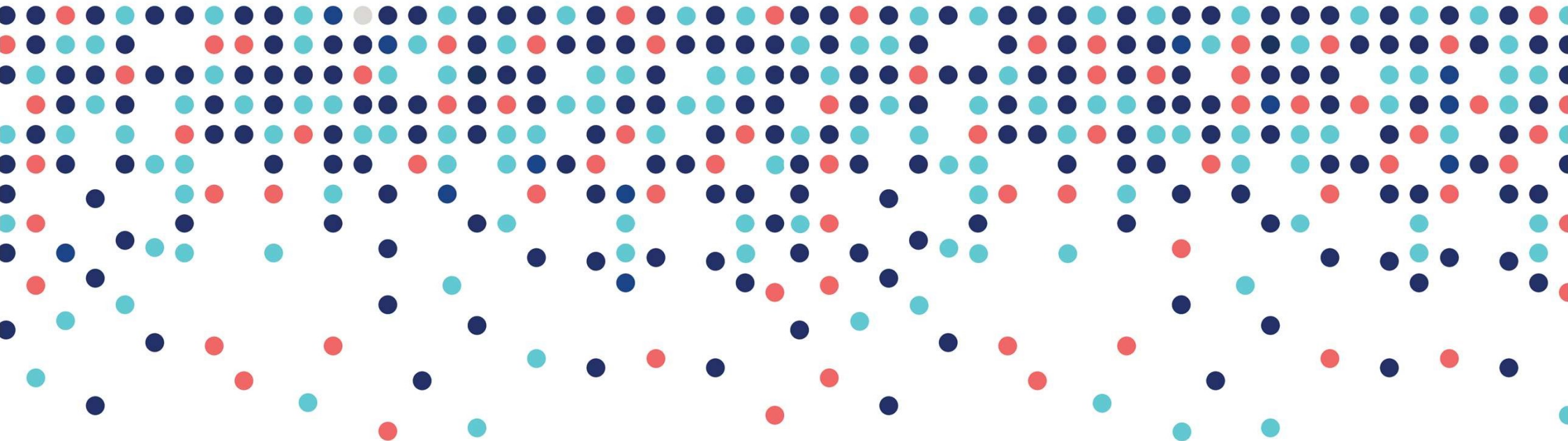
- Graduate voice measures
- Flow
- Representation of variety of outcomes
- Census week
- Length of survey (*47 seconds longer than DLHE*)
- Survey name



## 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

# HESA



## Next steps



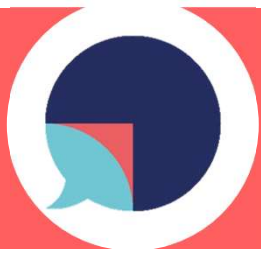


## Beyond the 2017/18 survey

- 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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**Coffee break**

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# Promoting Graduate Outcomes: changes and challenges

**Tammy Goldfeld, Head of the Careers Service**

**Dr Miriam Firth, Associate Director of Employability  
and Professional Learning**

# The University of Manchester: A Case Study

- Largest single-site university in the UK
- Biggest student community: 40,490 students
- @25% of UGs are WP



**Table 5.8 Universities Targeted by the Largest Number of Top Employers in 2017-2018**

	<i>Ranking in 'Good University Guide' *</i>		<i>Ranking in 'Good University Guide' *</i>
1. Manchester	25	14. London Imperial College	4
2. Birmingham	15	15. Sheffield	21
3. Warwick	9	16. London School of Economics	11
4. Bristol	16	17. Southampton	30
5. London University College	7	18. Loughborough	7
6. Cambridge	1	19. London King's College	28
7. Leeds	10	20. Newcastle	26
8. Nottingham	18	21. York	16
9. Oxford	2	22. Cardiff	35
10. Durham	5	23. Leicester	34
11. Bath	12	24. Glasgow	20
12. Exeter	14	25. Liverpool	42
13. Edinburgh	24		

Source - The Graduate Market in 2018

\* The Times & Sunday Times Good University Guide 2018

## Strategy: Key Performance Indicator

*By 2020 to achieve a positive destinations rate of at least 85% (as measured six months after graduation in the Destinations of Leavers from Higher Education Survey), ensuring that the University is ranked in the upper quartile of Russell Group institutions on this measure.*



## Widening Participation (WP)

*Achieve a year-on-year increase in the % of WP students in positive employment destinations*

*and*

*narrow any gap between WP and non-WP students in achieving successful employability outcomes.*

## Strategy

New: Graduate Outcomes Strategy Group, to replace the outgoing DLHE Strategy Group.

Consists of members from Careers, Planning, Alumni and Faculties

Additional GO Implementation Group, includes IT Services

## Practical, operational changes

- Outsourced the final DLHE collection for the first time
- New careers events for graduates (Leeds, Manchester, London)
- Updates to Data Protection statements



# Dr Miriam Firth

MANCHESTER  
1824

The University of Manchester

Associate Director of Employability &  
Professional Learning

SCHOOL OF ENVIRONMENT, EDUCATION  
AND DEVELOPMENT



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# RECENT DEVELOPMENTS

Placement Provisions

Induction surveys

# GOOD SEED GRADUATE AWARDS

Celebrate Graduates

Carrot for improved Graduate engagement

THE  
**GOOD SEED**  
GRADUATE AWARDS

**2019**

Your application must include a 500-word statement that provides evidence (eg dates, photographs, certificates, email correspondence) of your post-graduation work with the University. This could be:

- attendance at one of our 'Meet the Professionals' events
- attendance at one of our open days
- being an alumni ambassador
- delivering a guest lecture
- offering placements
- internships or work experience to current students
- offering support to one of our societies
- supporting research in the School by participating or advising researchers on-site
- writing a career testimonial.

## To conclude: Opportunities Ahead

- ❑ **New ambition and KPI**
- ❑ **Opportunity of better data and analytics – correlations with demographics (eg WP); student engagement; career decision making; work experience, etc.**
- ❑ **Closer relationships with new graduates**

THANK

YOU!



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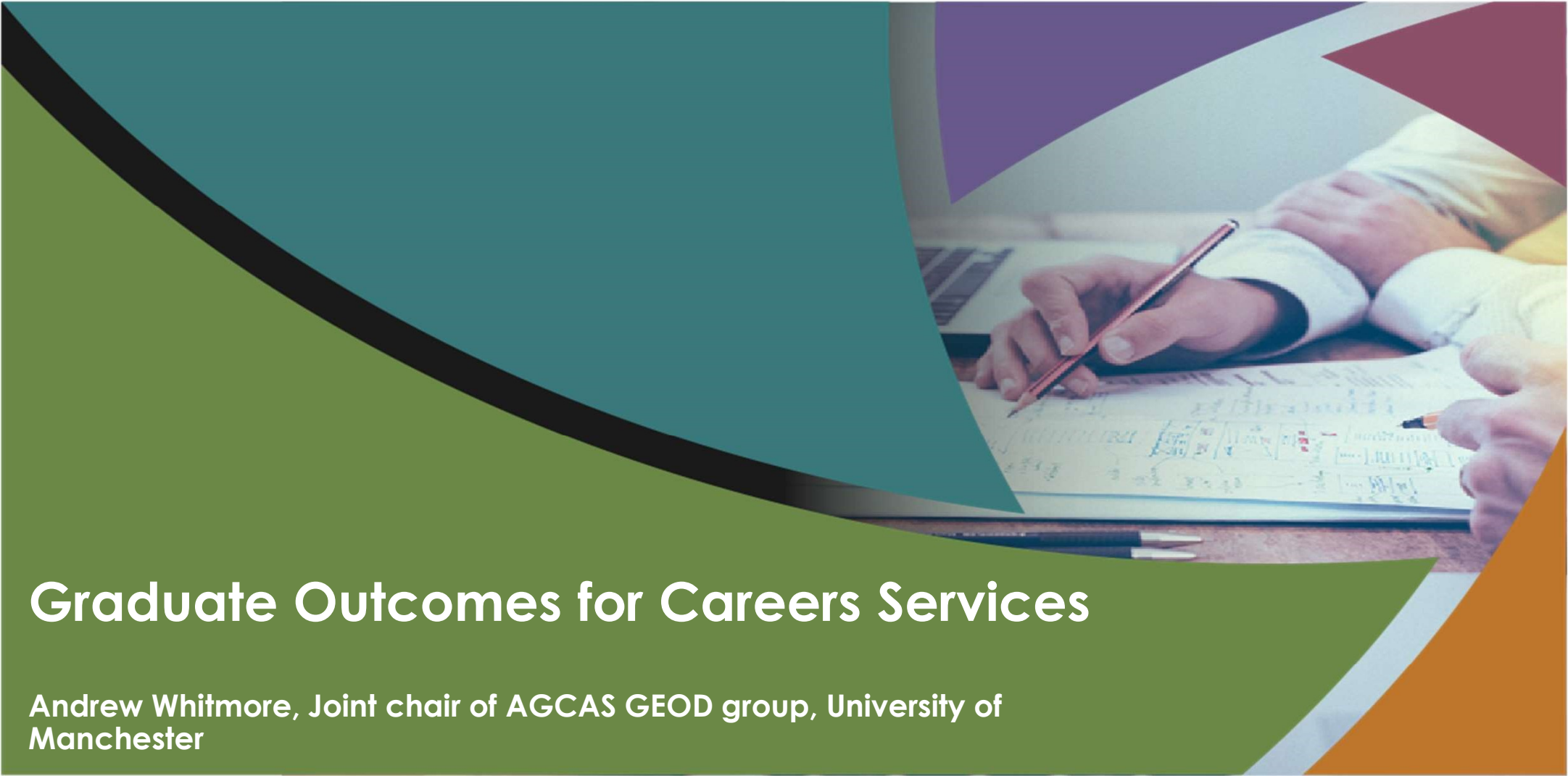


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# Graduate Outcomes for Careers Services

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



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?

## 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**

Salah Merad

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, opportunities, help/support available, ..., 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

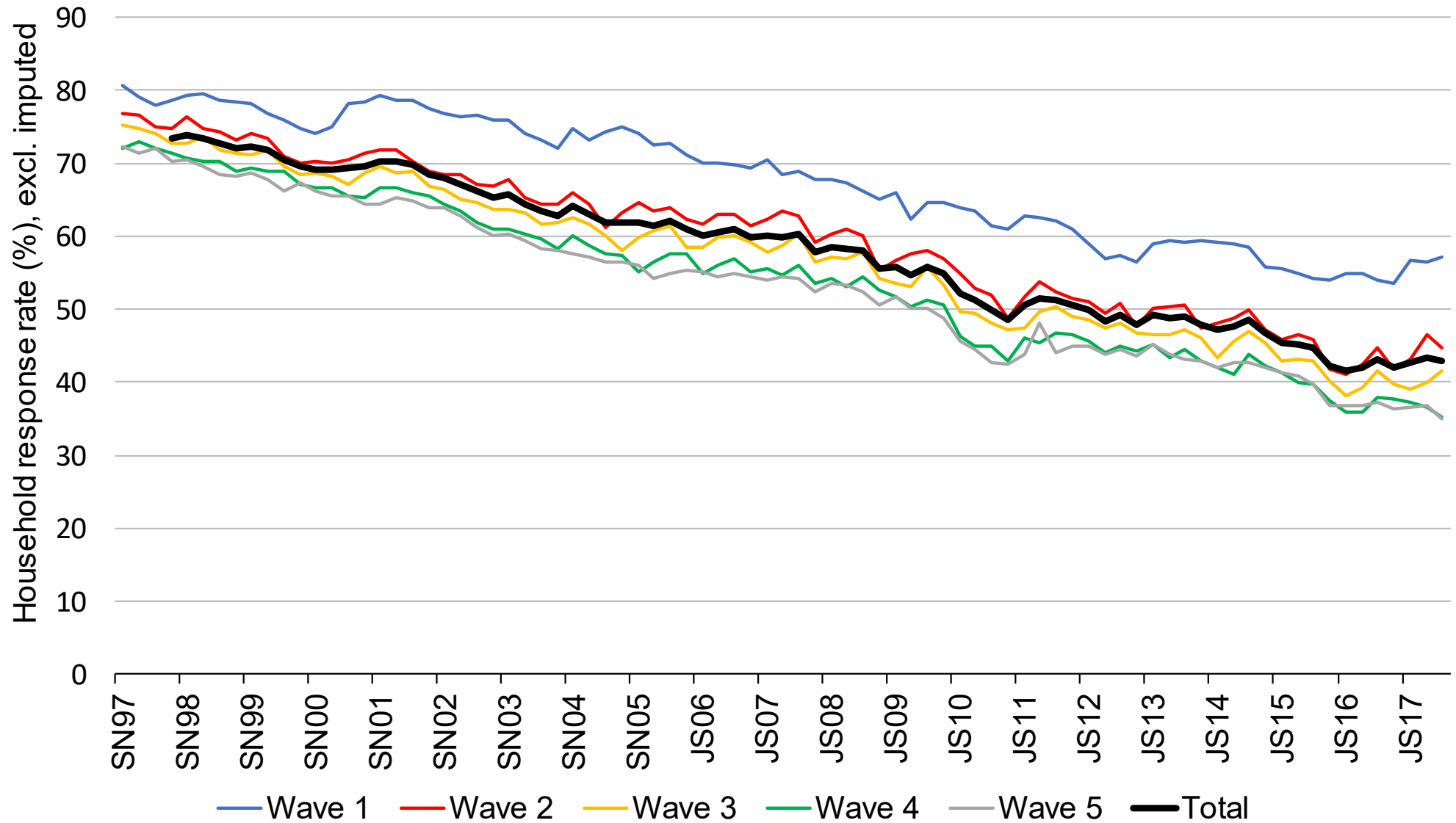
---

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 – reference date moving 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 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

---

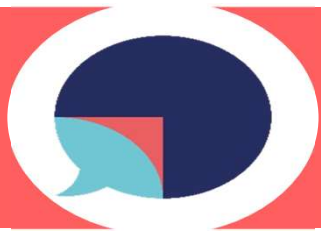
Graduate Outcomes seems in a good place, methodologically.

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 steering group.

# HESA



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 **GRADUATE  
OUTCOMES**



# Improving graduate earnings measures using LEO data

**Alison Judd**

**Higher Education Analysis**

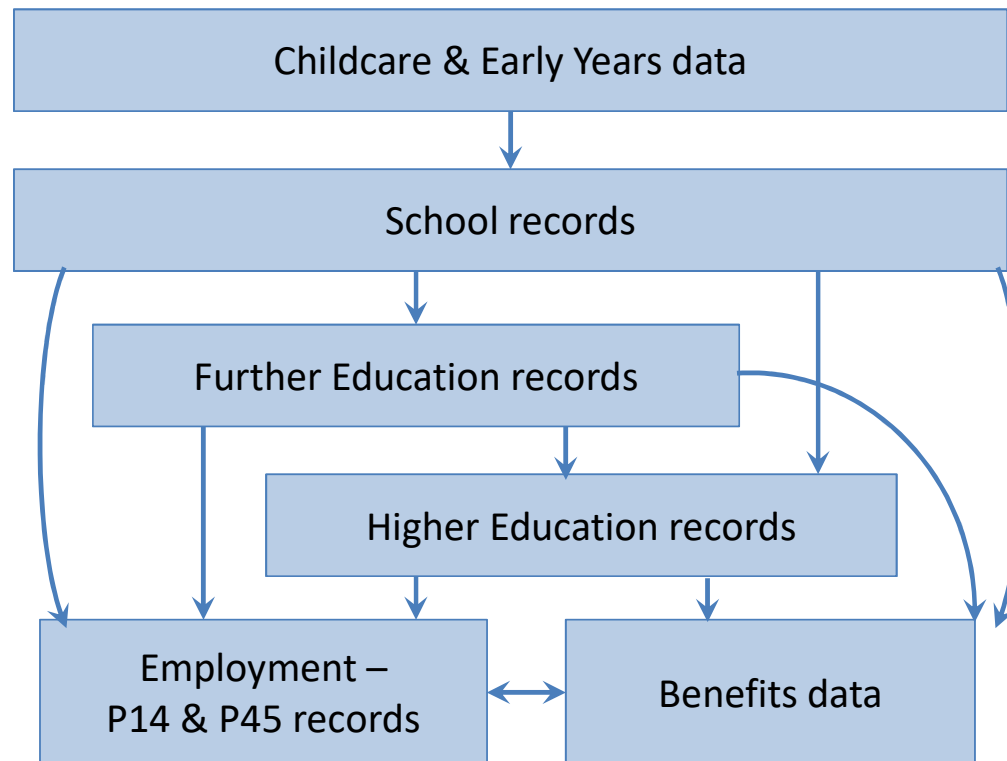


Department  
for Education



# 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.



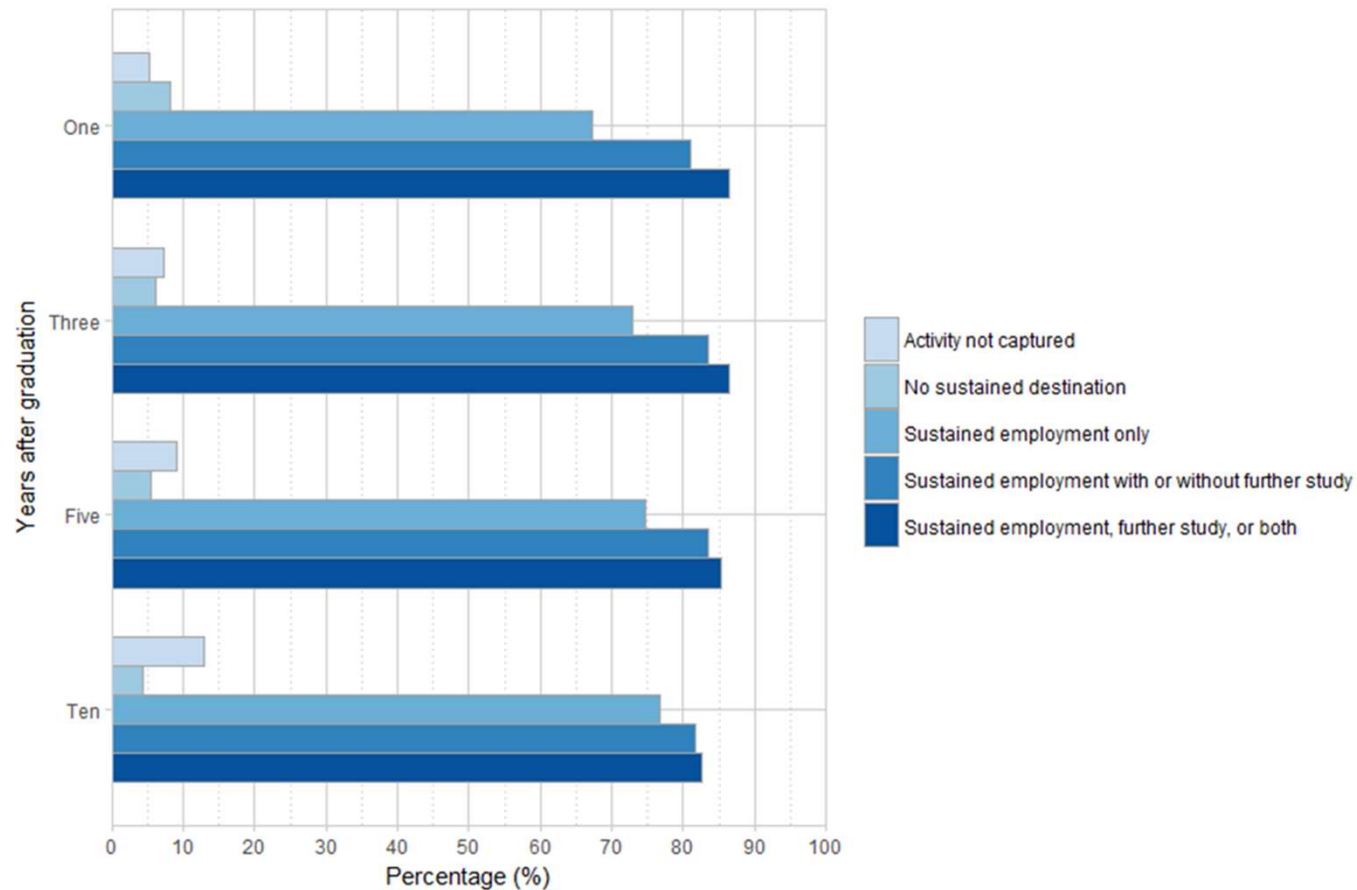


## How we are taking it forward

- 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

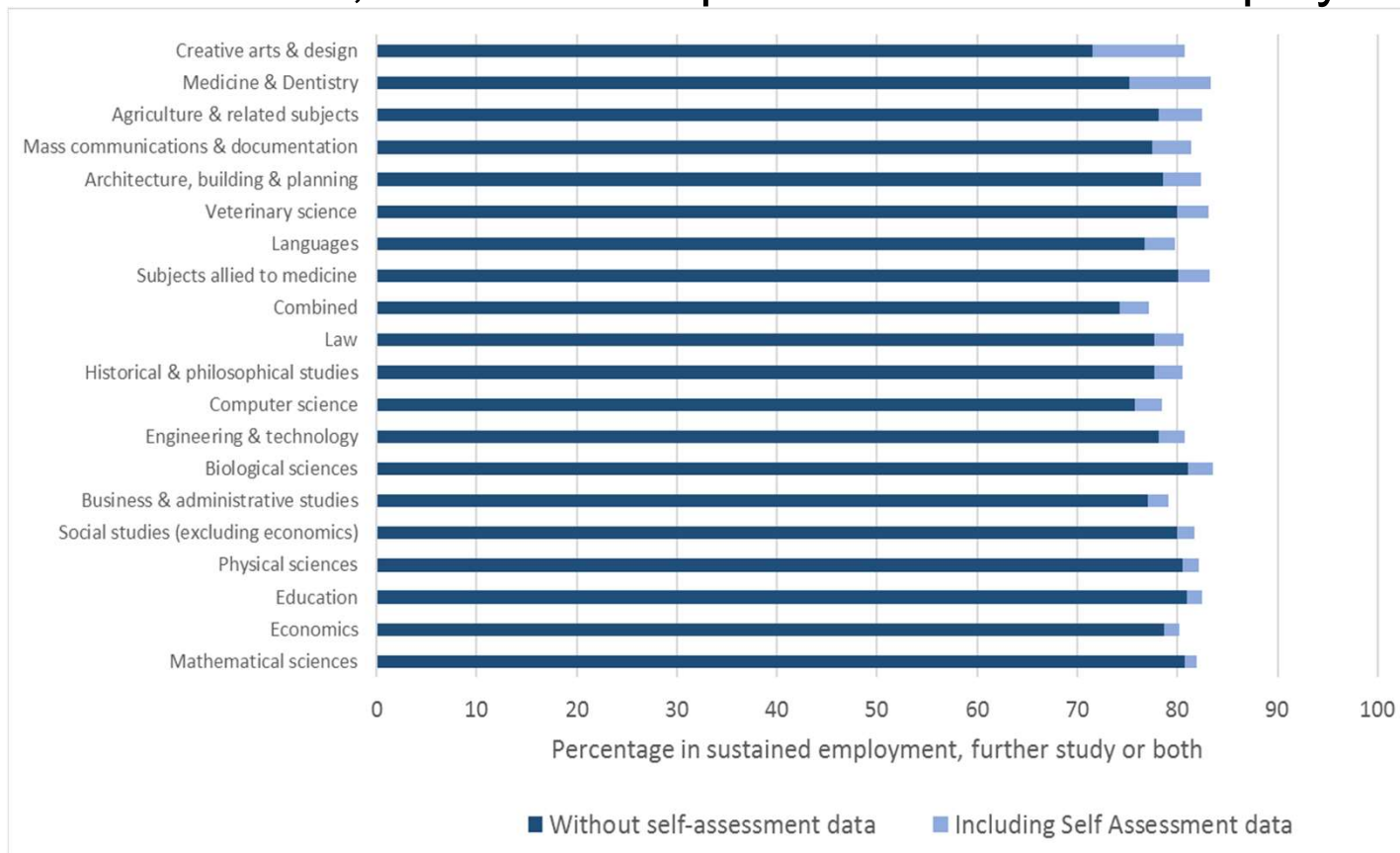
Cohorts: 2004/05 (10 years after graduation), 2009/10 (5 years), 2011/12 (3 years), 2013/14 (1 year)

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

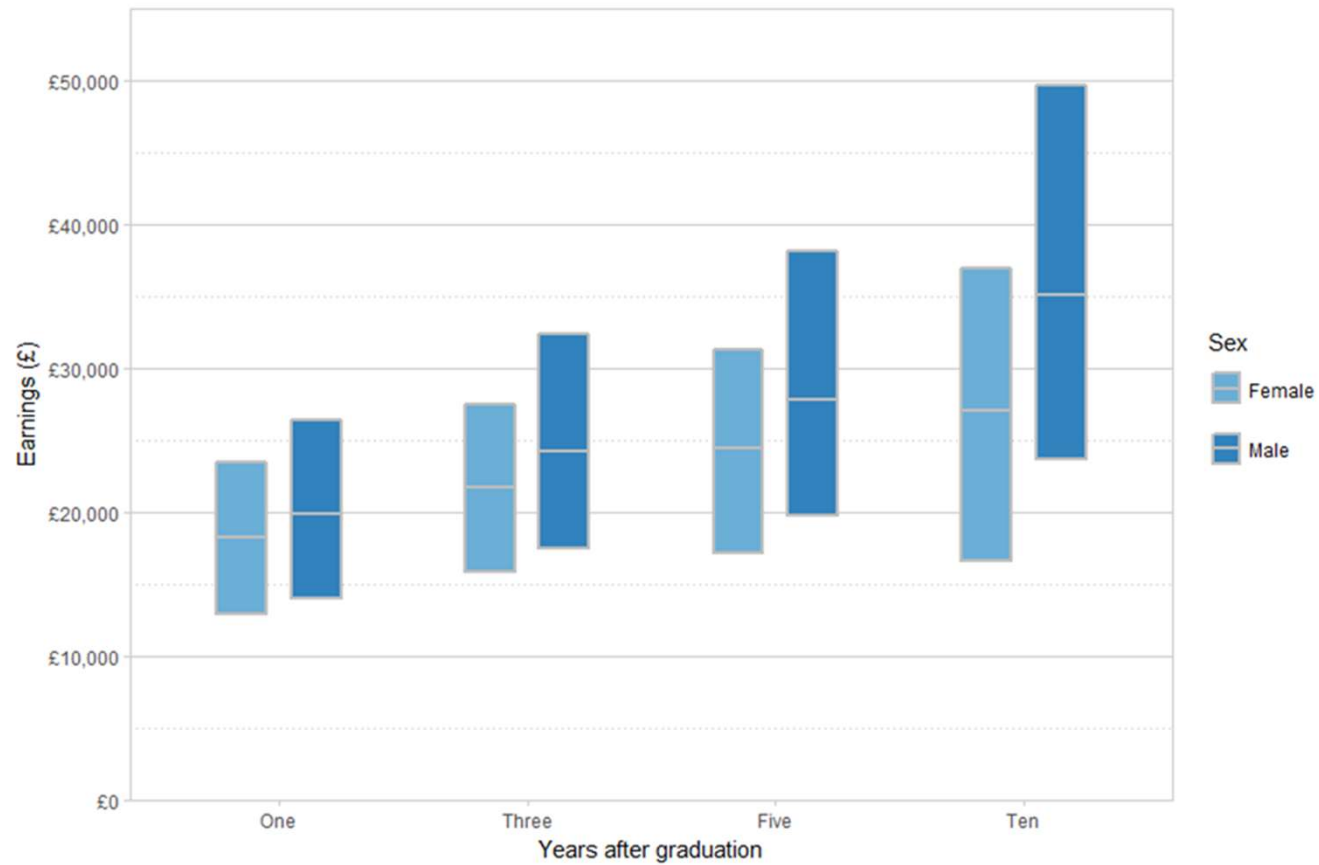
Coverage: UK domiciled male and female first degree graduates from English HEIs

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

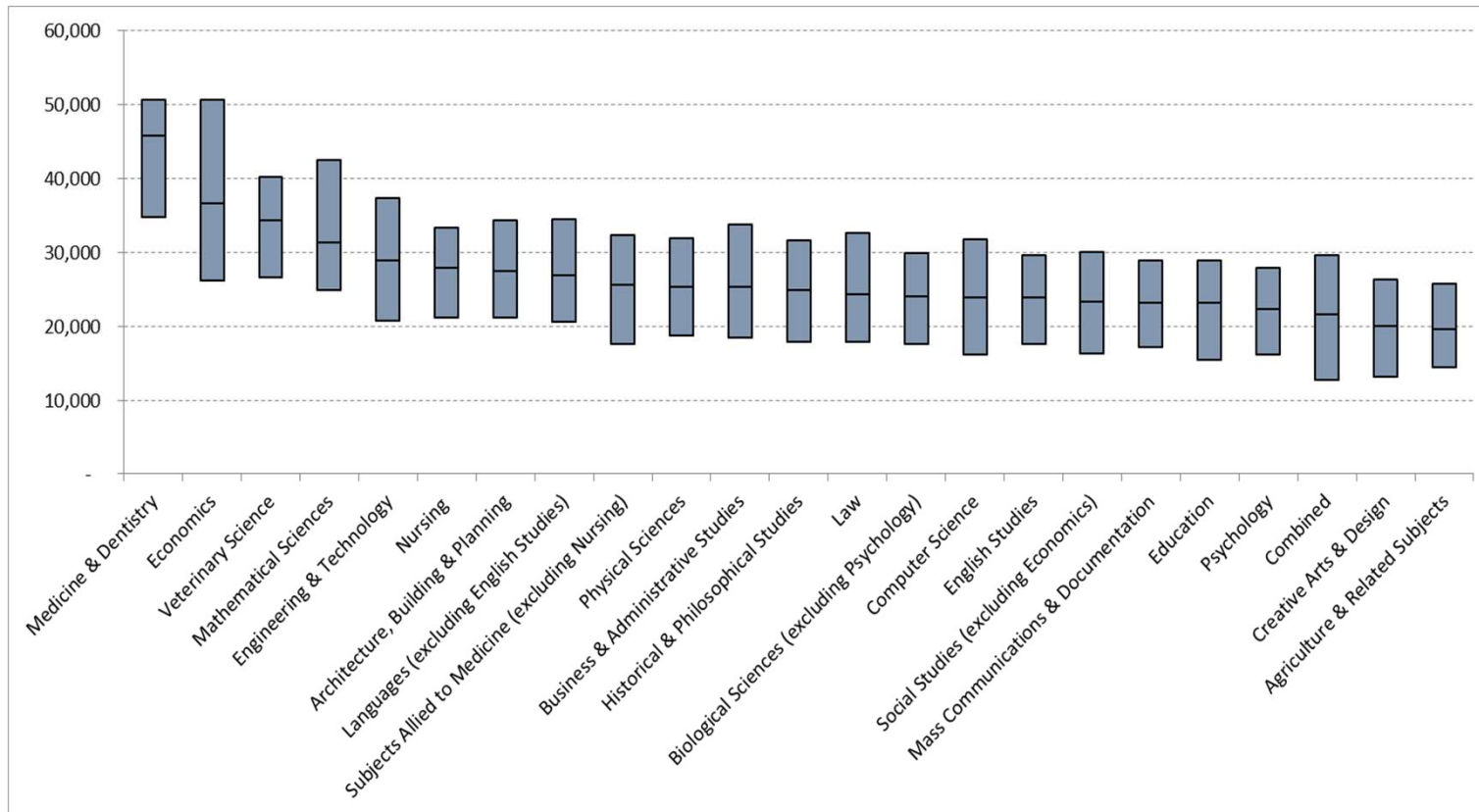
Cohorts: 2004/05 (10 years after graduation), 2009/10 (5 years), 2011/12 (3 years), 2013/14 (1 year)

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

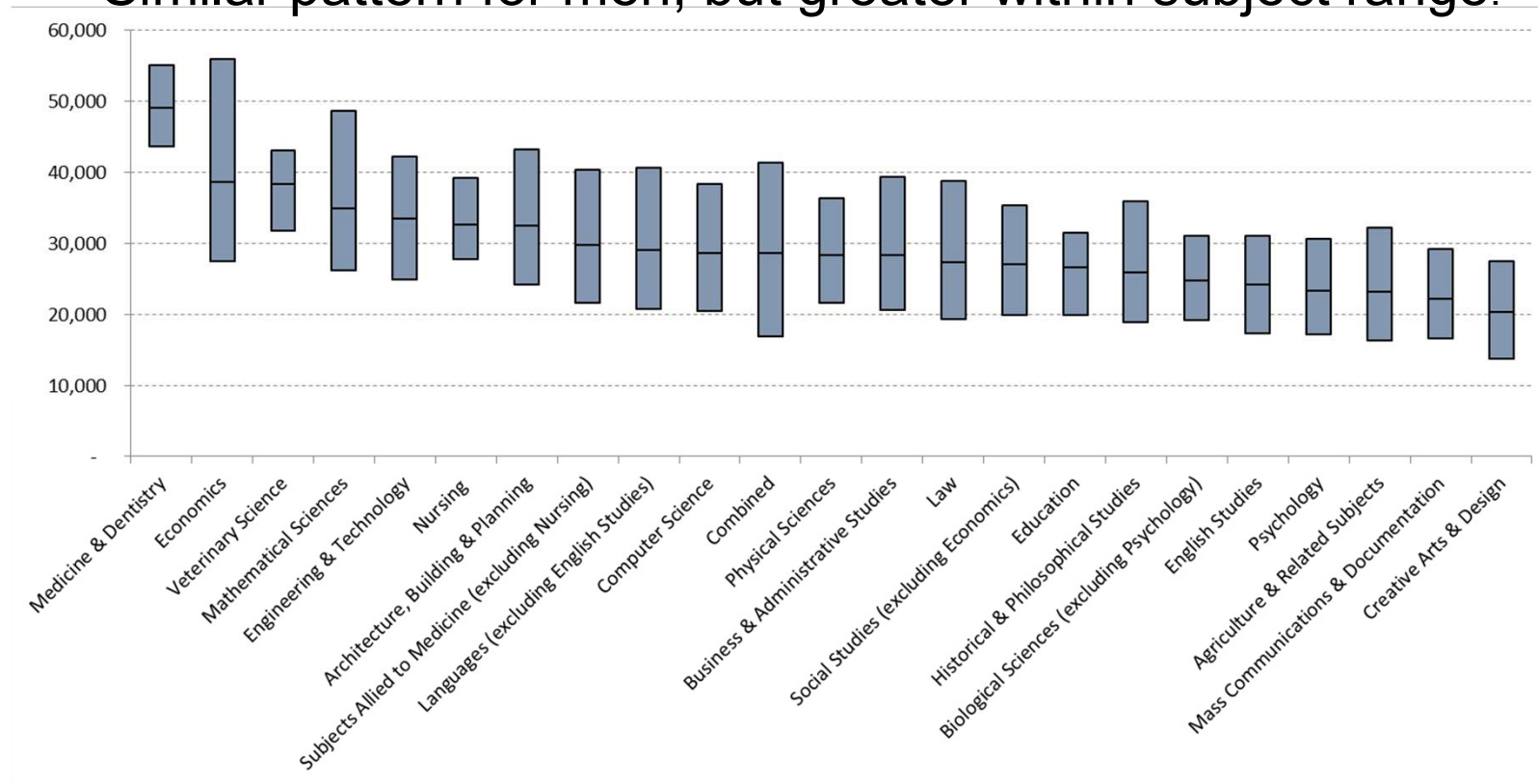
Cohorts: 2009/10 (5 years).

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

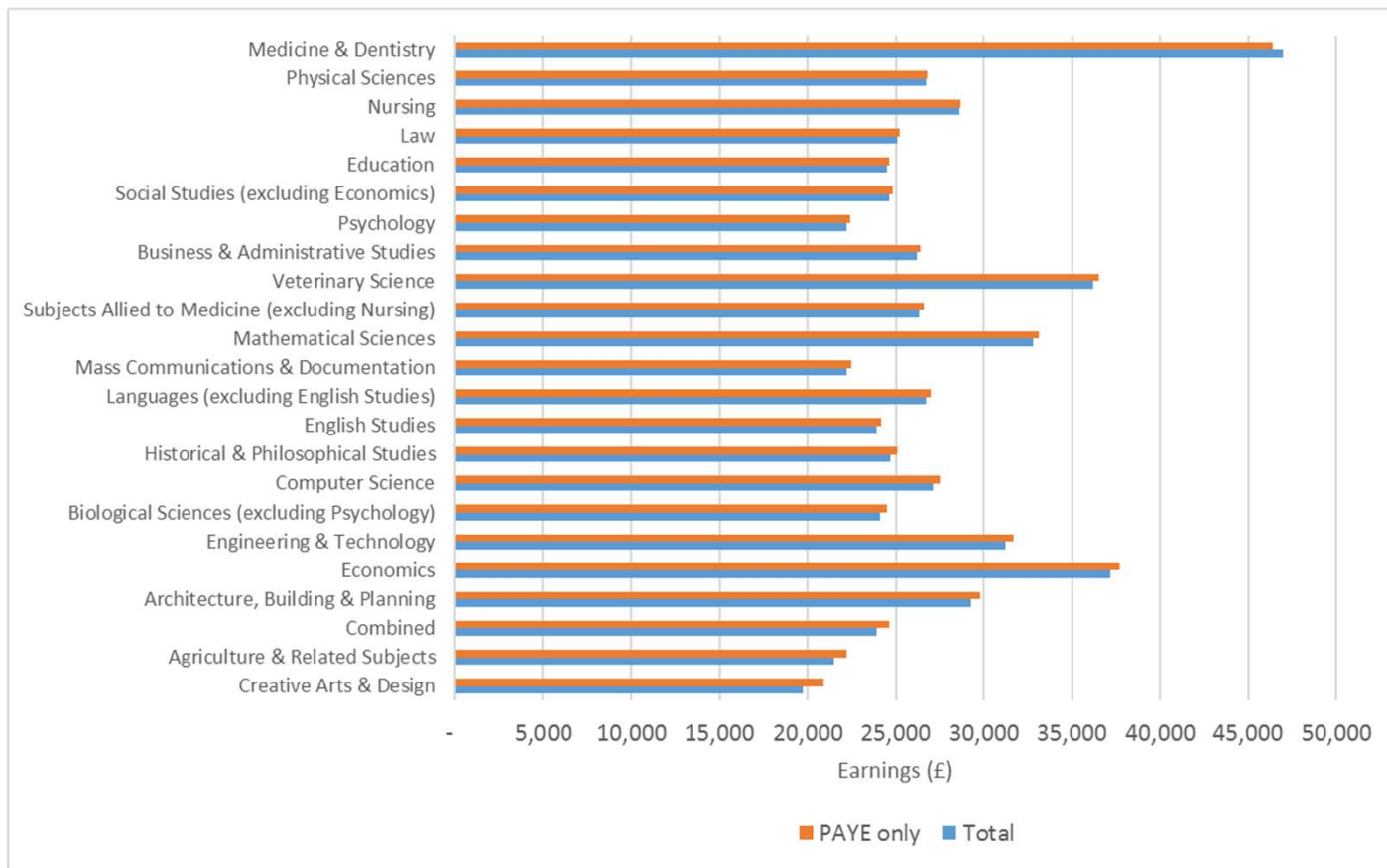
Coverage: UK domiciled male first degree graduates from English HEIs and FECs

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

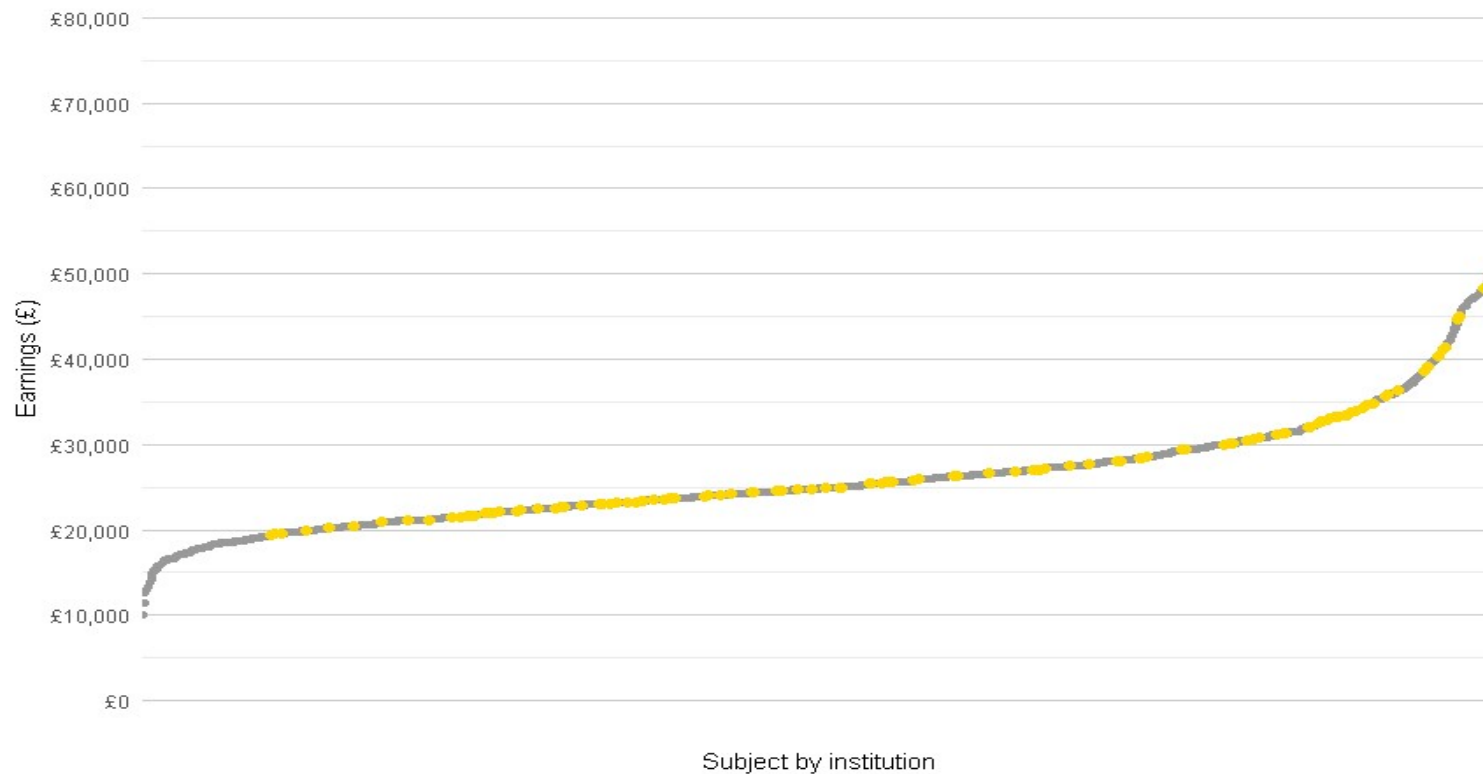
Cohorts: 2008/09 (5 years),

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

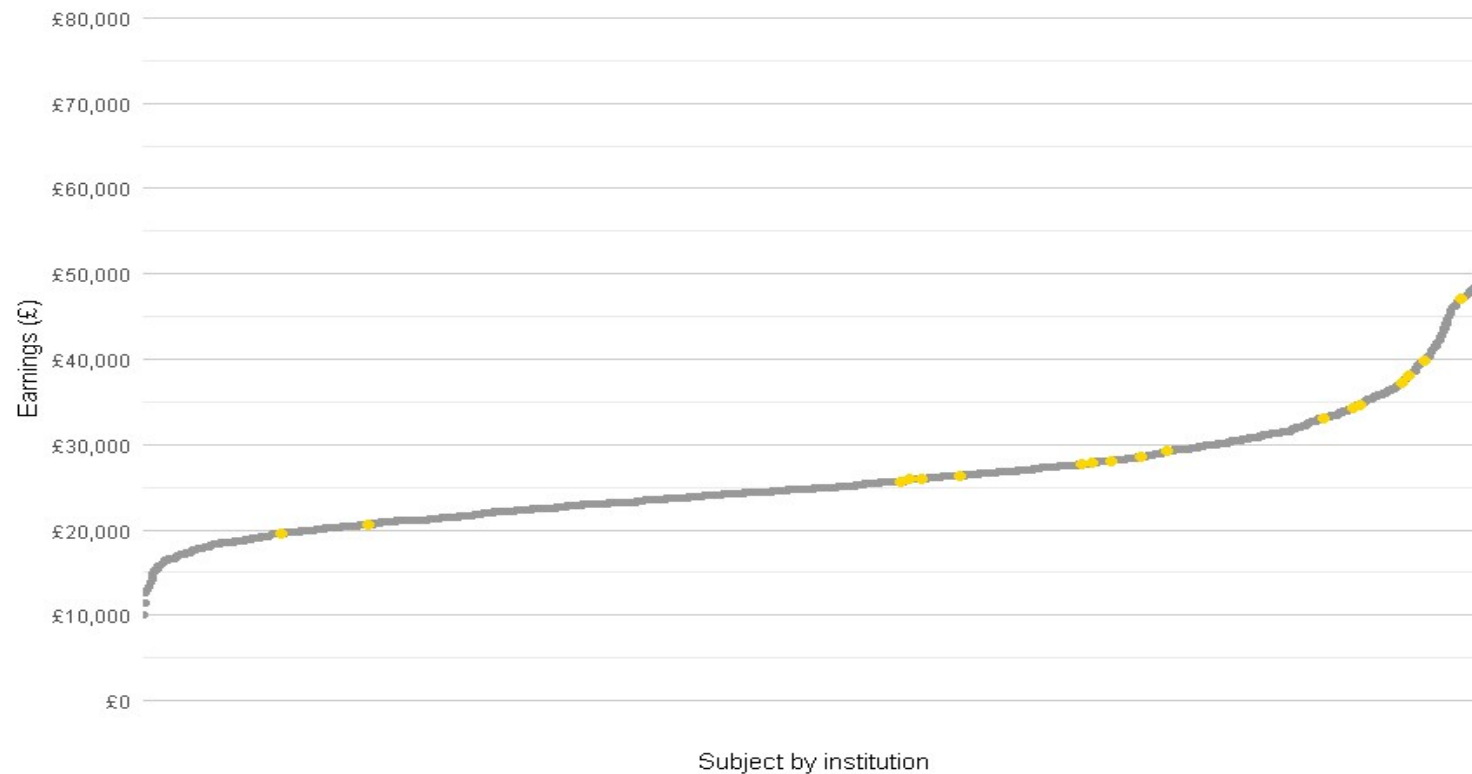






## Course level outcomes (2)

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





# Next Steps

## Next publication

- 21<sup>st</sup> 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.

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# Not just chasing the metrics

**Anita Jackson**  
**Director of Planning and Student**  
**Information**  
**University of Kent**

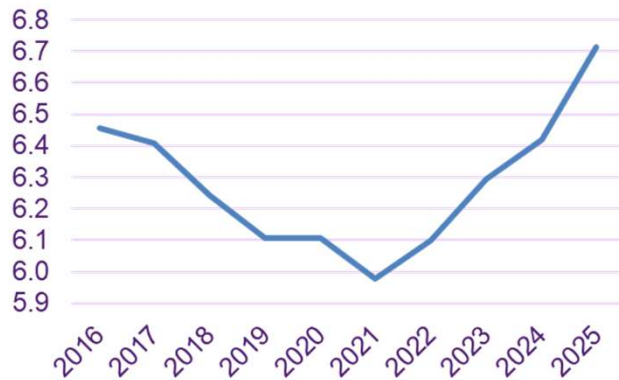


# Provider Context



Ranking	Institution	Average Teaching Score	satisfied with teaching (%)	satisfied with course (%)	Expenditure per student / 10	Students / 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	97.2	94	93	5.2	11.6	82	97	7.1	206	82
4 → 6 → 4	Loughboro	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

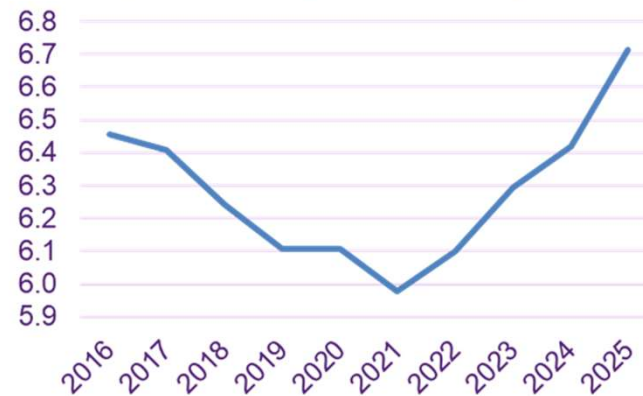
Population 18 year olds: England



# 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  Like CLICK TO FOLLOW THE INDEPENDENT TECH

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

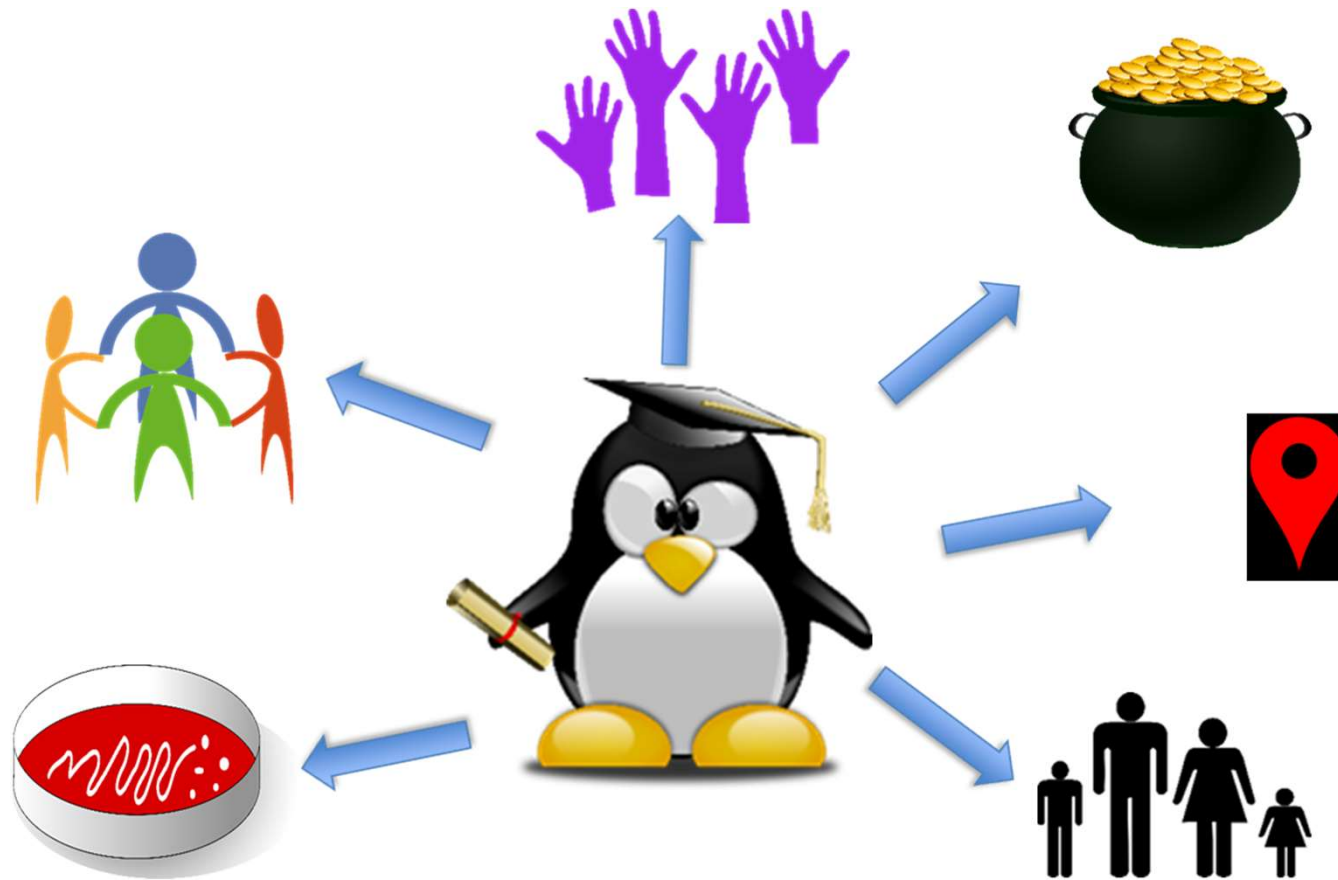
Most people are oblivious to the amount of data being tracked, Cook tells CNN.

•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



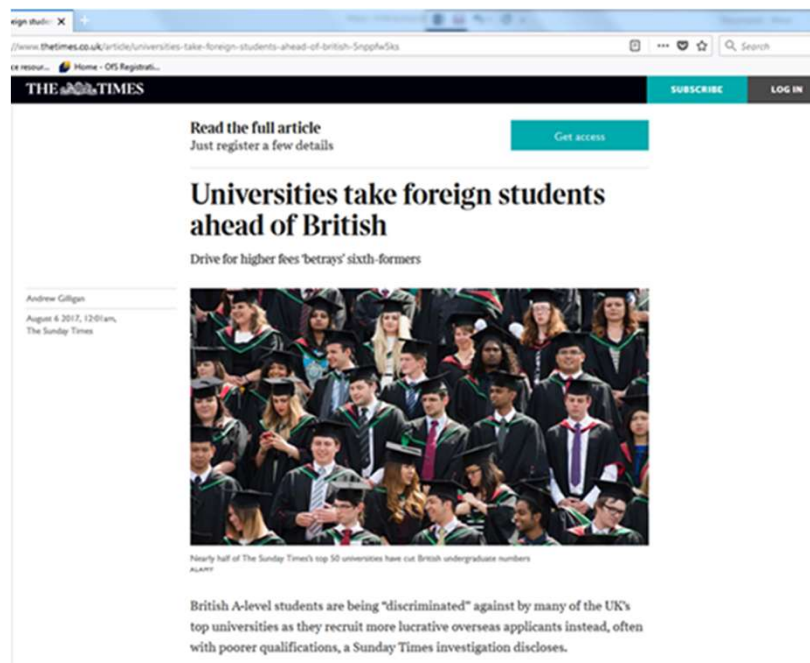
## Data protection principles

- 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



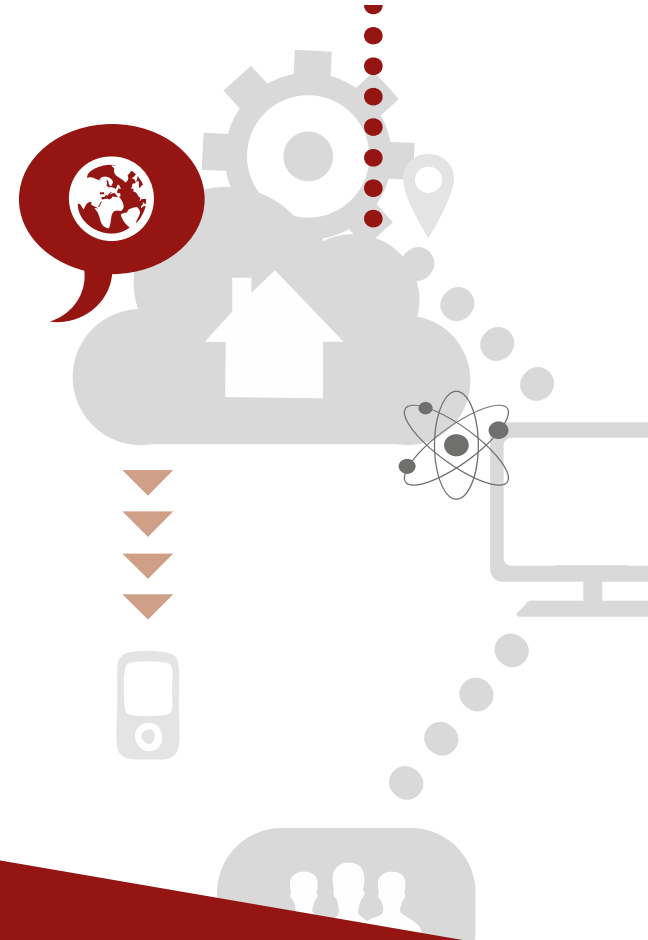
**HESPA**

HIGHER EDUCATION STRATEGIC PLANNERS ASSOCIATION

info@hespa.ac.uk

01509 228851

www.hespa.ac.uk







HIGHER EDUCATION STRATEGIC PLANNERS ASSOCIATION

[info@hespa.ac.uk](mailto:info@hespa.ac.uk) | 01509 228851 | [www.hespa.ac.uk](http://www.hespa.ac.uk)

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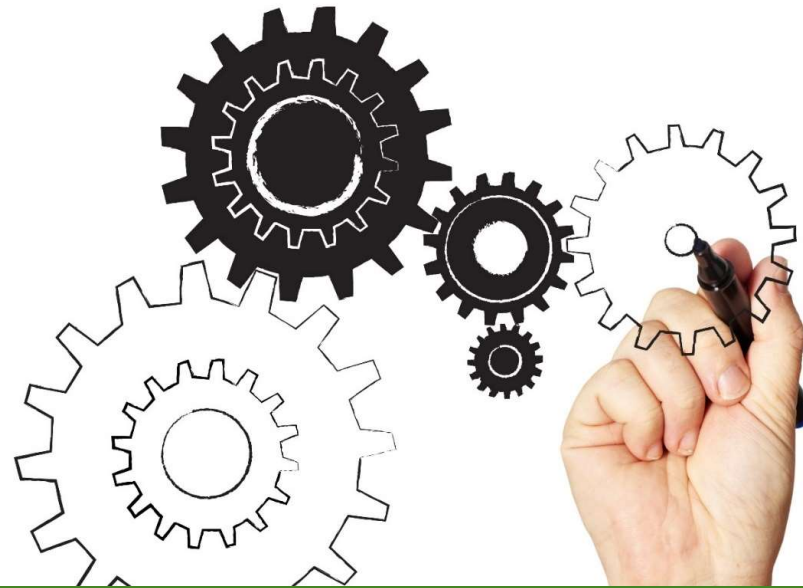


#GraduateOutcomes



GRADUATE  
OUTCOMES





# Visualising Destinations and Outcomes

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

## Presenters

Janette Hillicks – Senior Co-Design Manager, Jisc



Rhodri Rowlands - Senior Data Visualisation Officer, Jisc



# Content

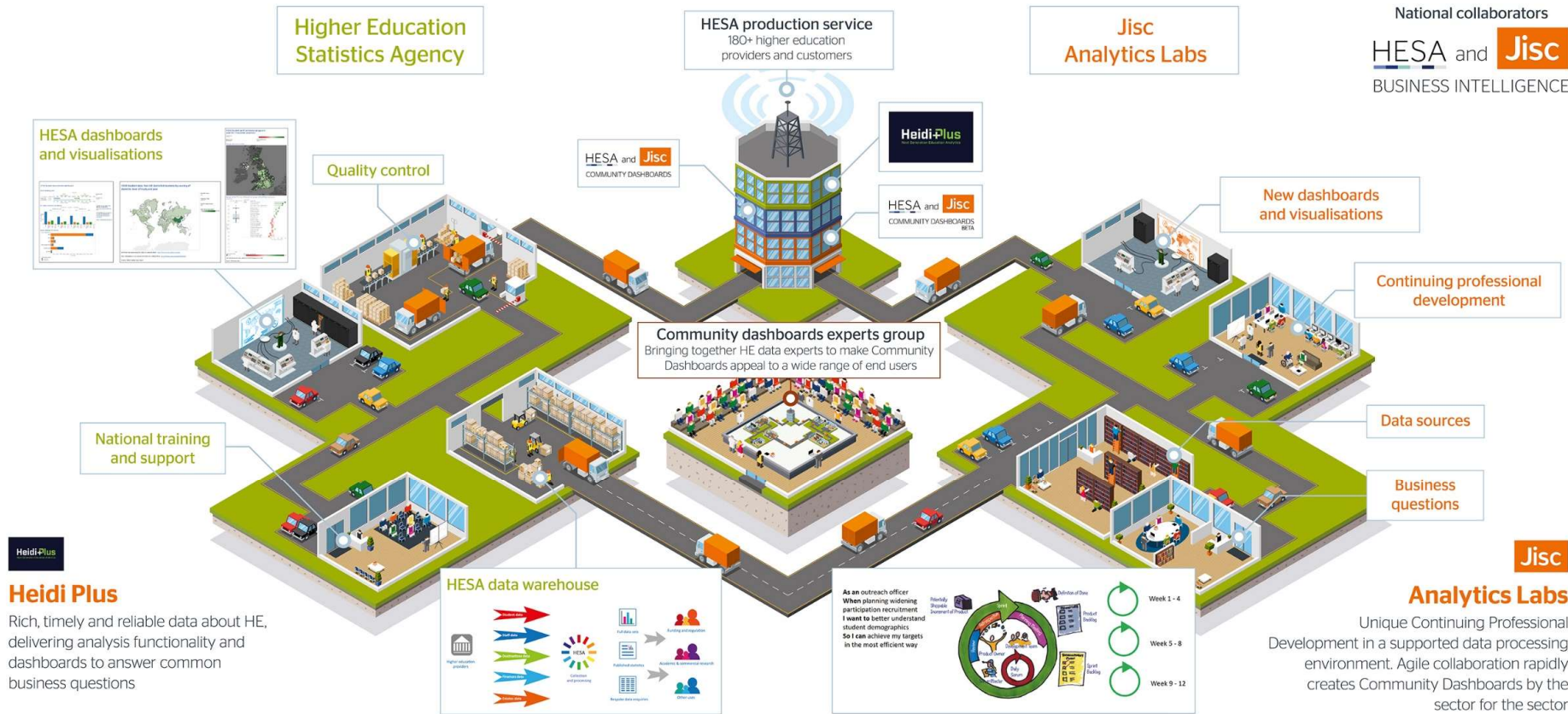
1. Quick overview of Analytics Labs and Community Dashboards
2. Dashboard release – what's available?
3. Graduate Outcomes Dashboard demonstration
4. What's next?

# 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...



**Heidi Plus**  
Rich, timely and reliable data about HE, delivering analysis functionality and dashboards to answer common business questions

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

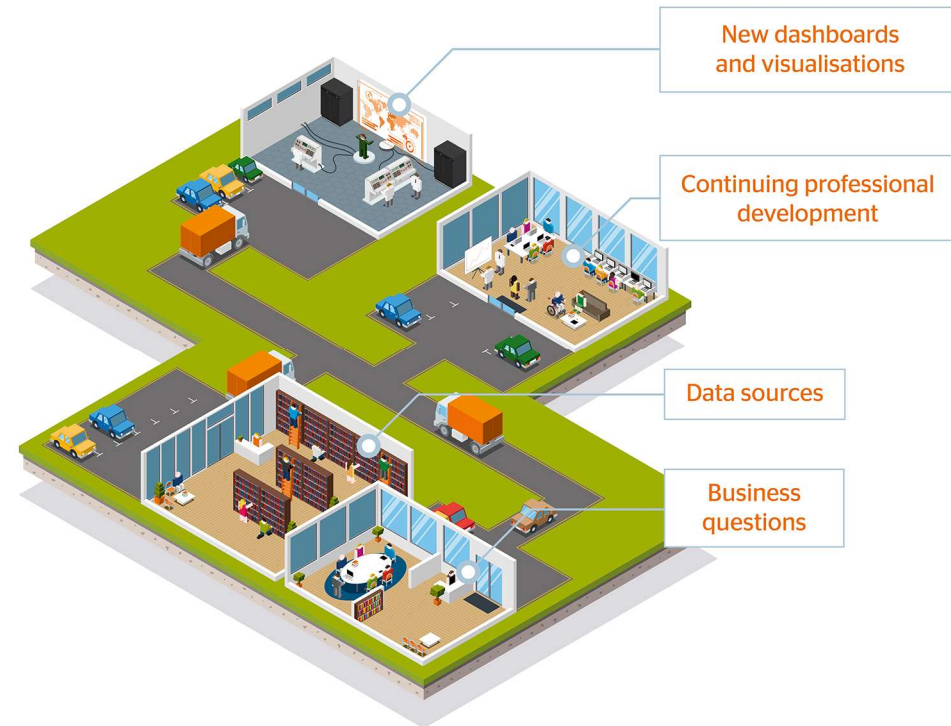
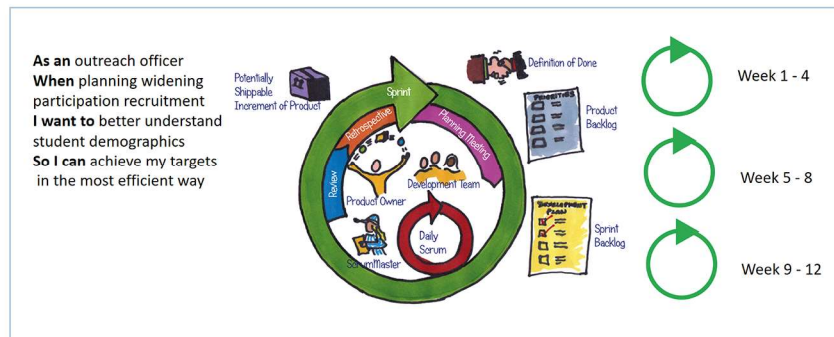


# Analytics Labs - The Approach

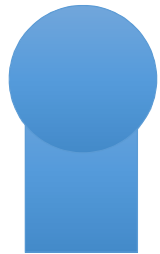


## Analytics Labs

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

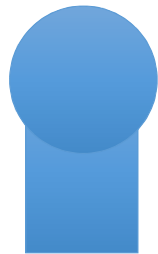


# Makeup of a team



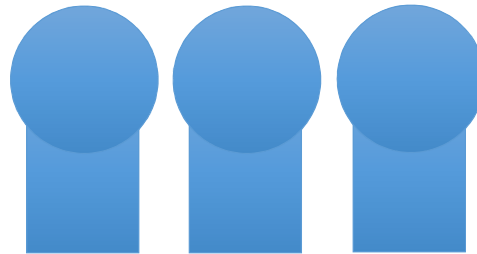
Meta  
Product Owner

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 2,600+ Heidi Plus users? Login here". Below this, there are bullet points describing the benefits of Heidi Plus, such as harnessing insights from HE data and creating data visualisations. A sidebar menu on the right lists various services, with "Heidi Plus" highlighted. At the bottom, there is a video thumbnail titled "Heidi Plus: The business intelligence tool for the higher education sector".

The screenshot shows the Heidi Plus interface with a search bar and a list of community dashboards. The dashboard titled "6. Jisc and HESA Community dashboards" is selected, showing a description: "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." Below the description, there are statistics for "Workbooks" (14), "Views" (45), and "Data Sources" (0).

**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

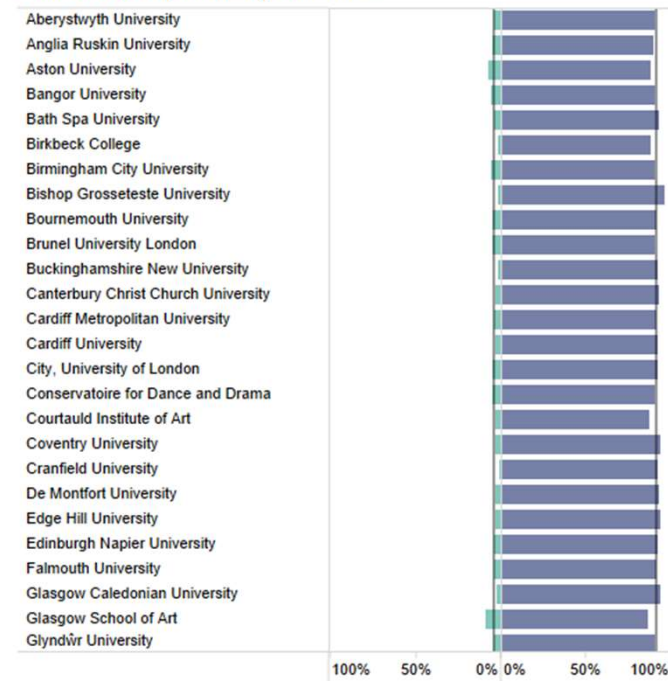
HESA and Jisc  
COMMUNITY DASHBOARDS

Select academic year 2015/16

Select sex All

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

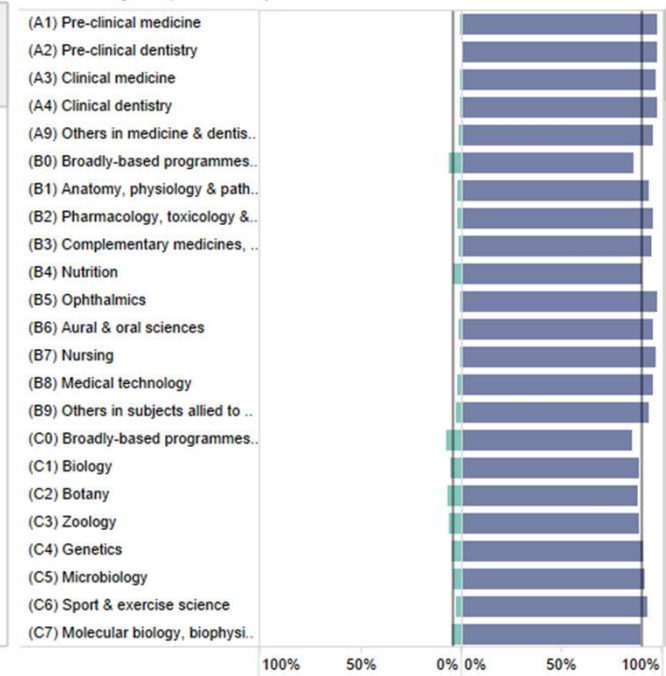
sector averages represented by vertical lines



\*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

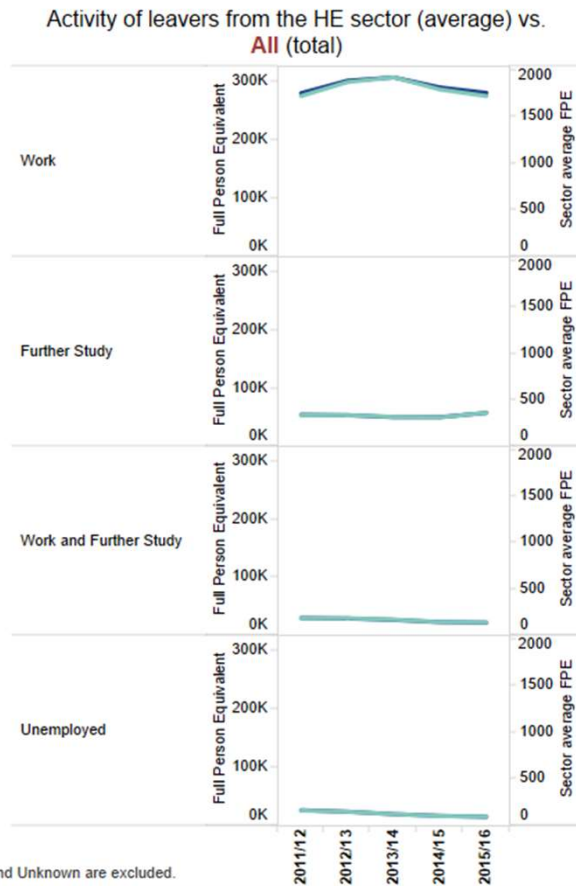
JACS principal subject  
v3: 2012/13 onwards  
All

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



Leavers **2015/16:**  
**All**

Percentage of total  
leavers by activity

Percentage difference from  
previous academic year

74.4%



15.6%



5.9%



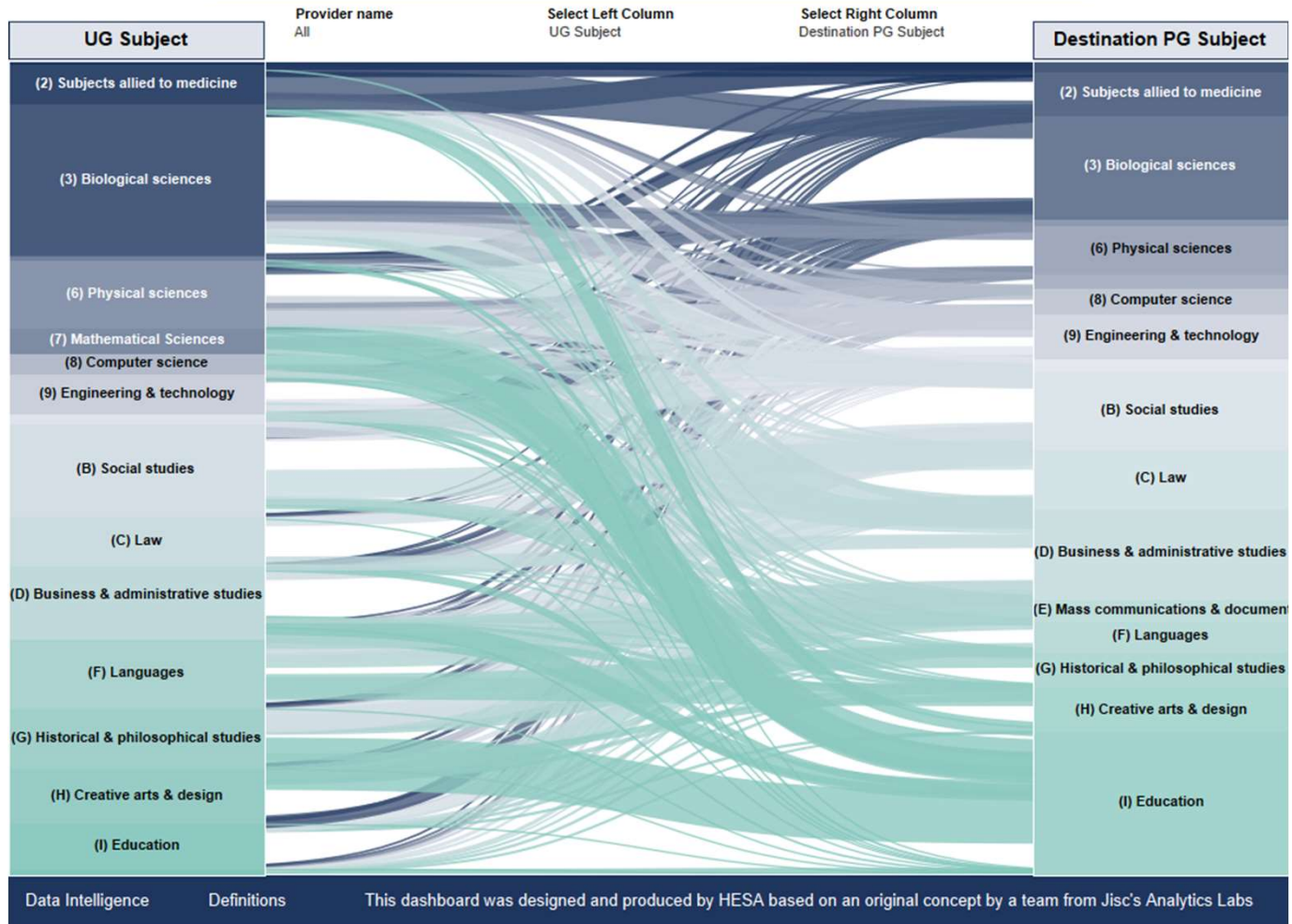
4.1%



Please note Activity: Other and Unknown are excluded.



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



Data Intelligence

Definitions

This dashboard was designed and produced by HESA based on an original concept by a team from Jisc's Analytics Labs



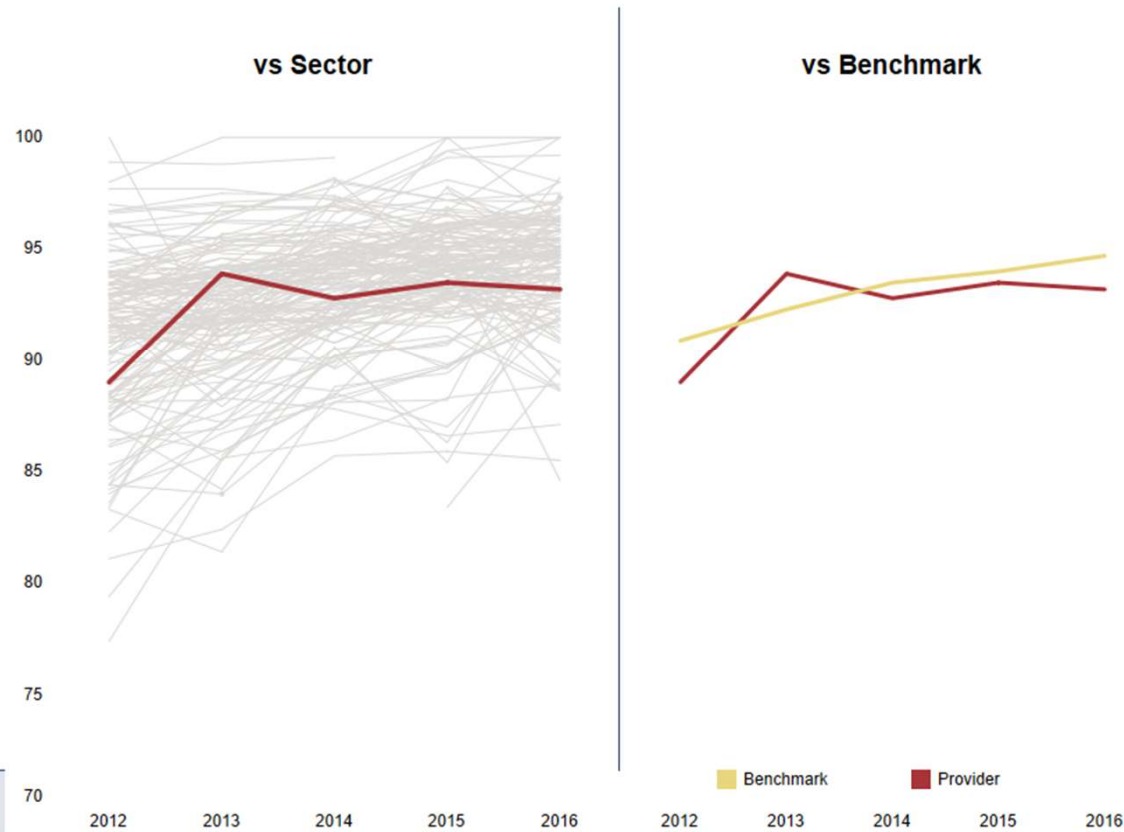
**Provider Healthcheck**

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?

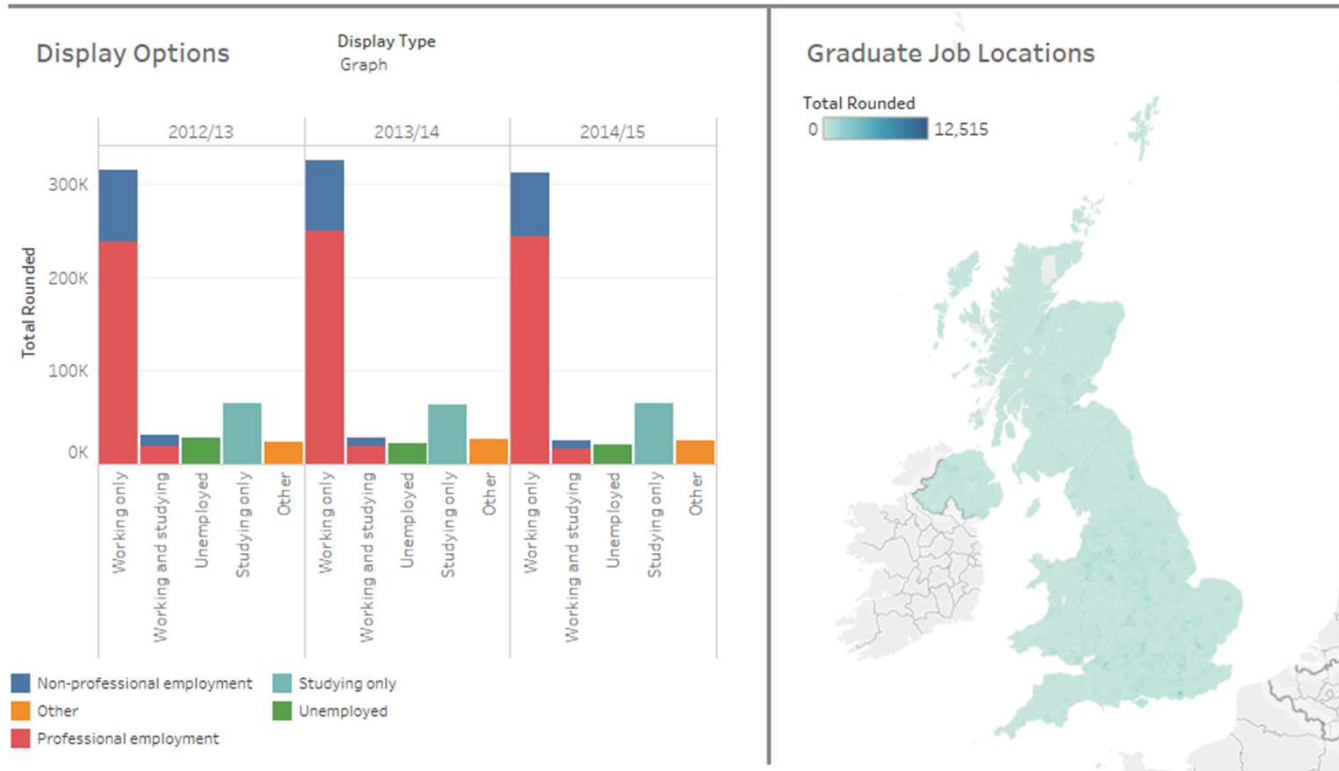
NOTE: If you choose a university and a subject which it doesn't provide, the displays will go blank.

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



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)

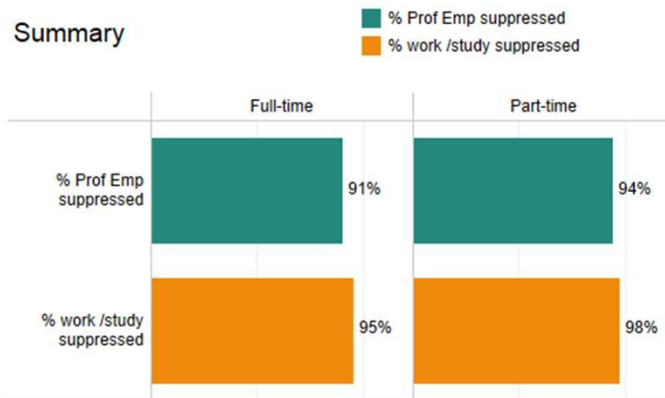


Select a provider  
All

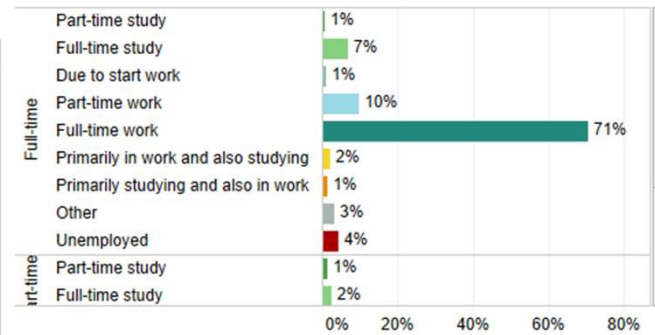
Select a JACS subject area  
All

Select a JACS principal subject  
All

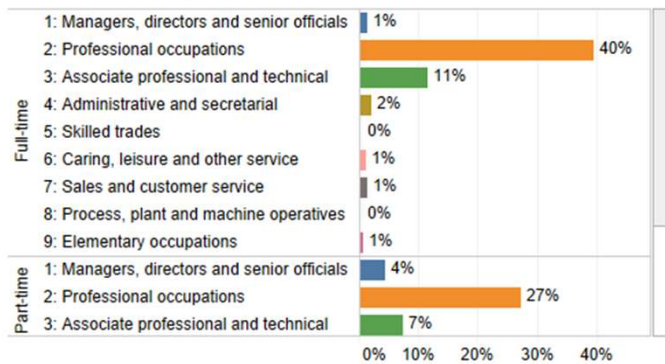
Summary



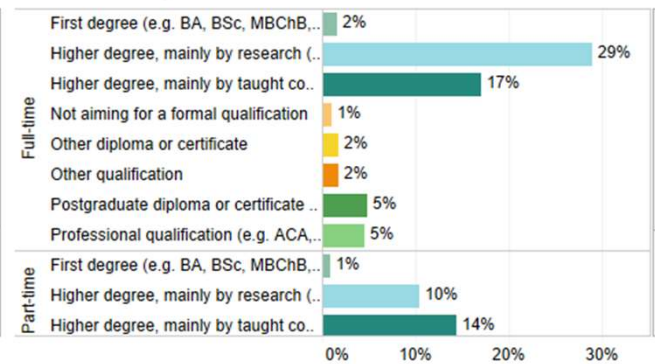
Activity



Level of Employment



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.



## Employment Details (Prototype Dashboard)

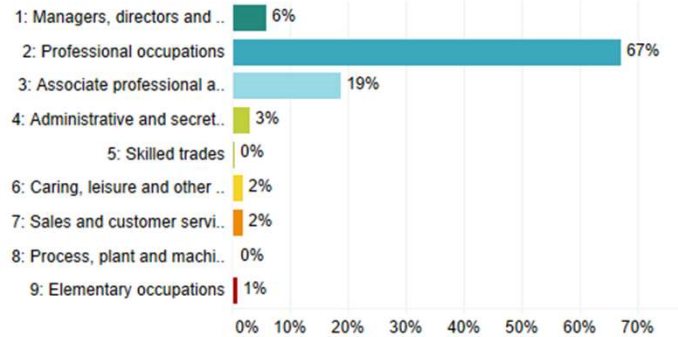


Select a provider  
All

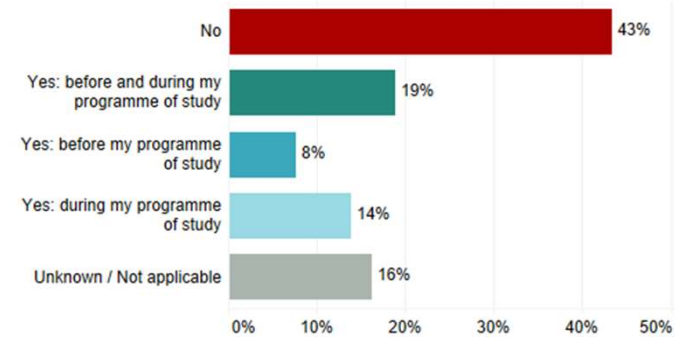
Select a JACS subject area  
All

Select a JACS principal subject  
All

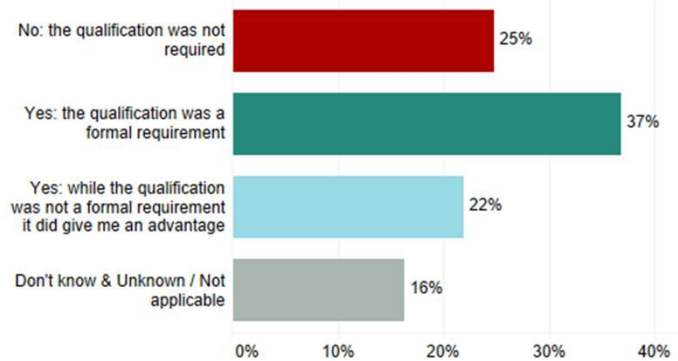
### SOC Code



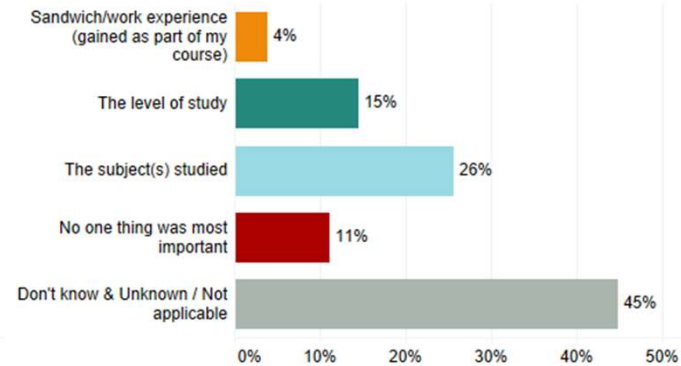
### Previous Involvement with Employer



### Qualification Required by Employer



### Most Important Aspect to Employer



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.

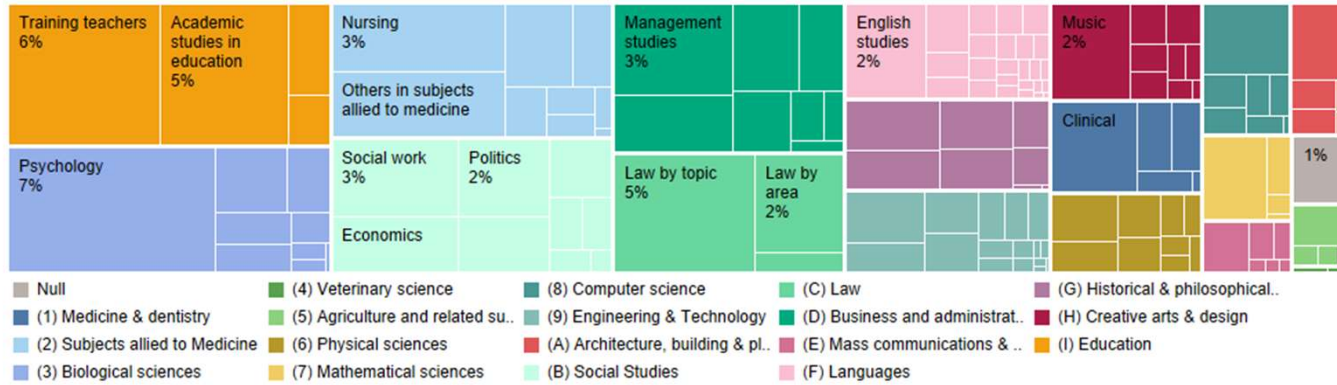


**Further Study**  
(Prototype Dashboard)

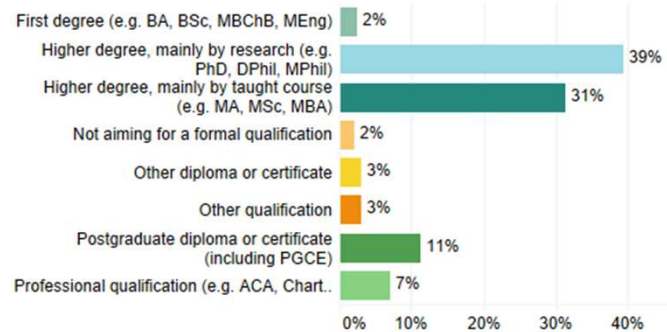
Select a provider  
All

Select a JACS subject area  
All

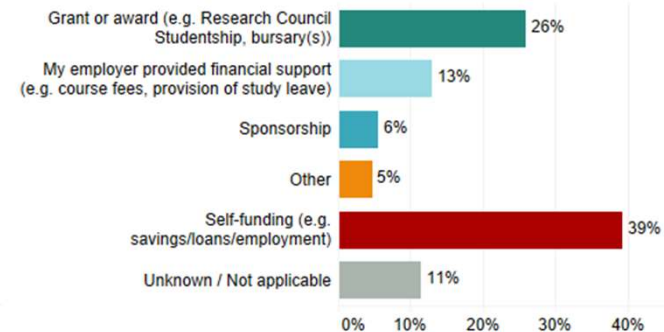
Subject of Further Study



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)

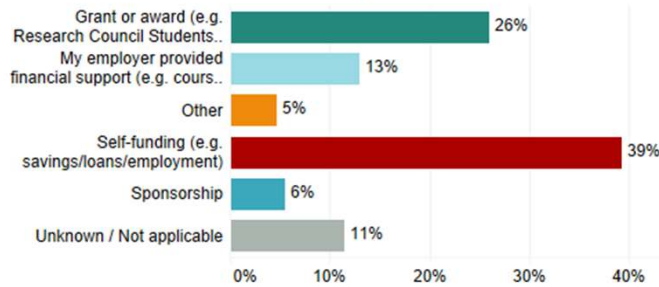
Select a JACS subject area  
All

Select a JACS principal subject  
All

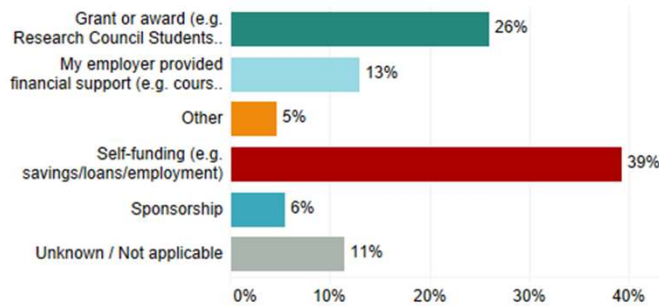
### Provider Group Analysis

Provider Group  
All

Provider Group: All, JACS Subject Area: All



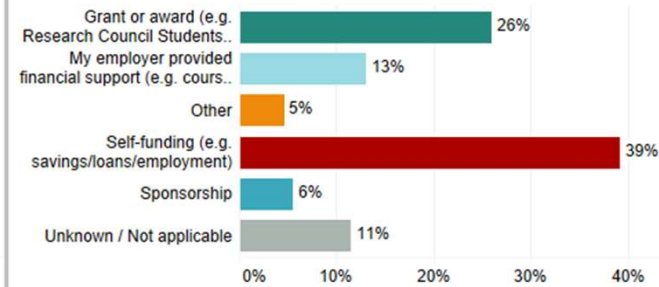
Provider Group: All, JACS Principal Subject: All



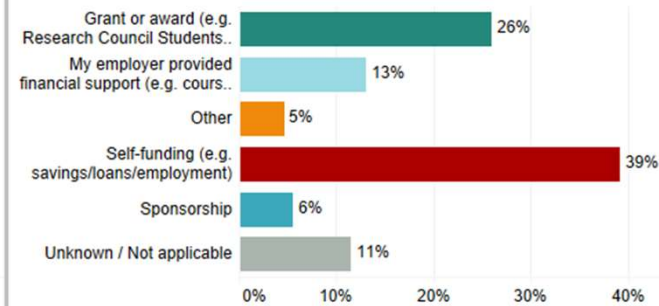
### Provider Analysis

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](mailto: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](http://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](mailto:help@jisc.ac.uk) entering '*Analytics Labs*' in the subject line
  
- Above details are all available via - <https://tinyurl.com/Jisc-BI-Project>

# HESA



Graduate Outcomes  
Measuring success and providing opportunity

Gradcore 

PROSPECTS

HECSU  
RESEARCH · CAREERS · PROSPECTS



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#GraduateOutcomes



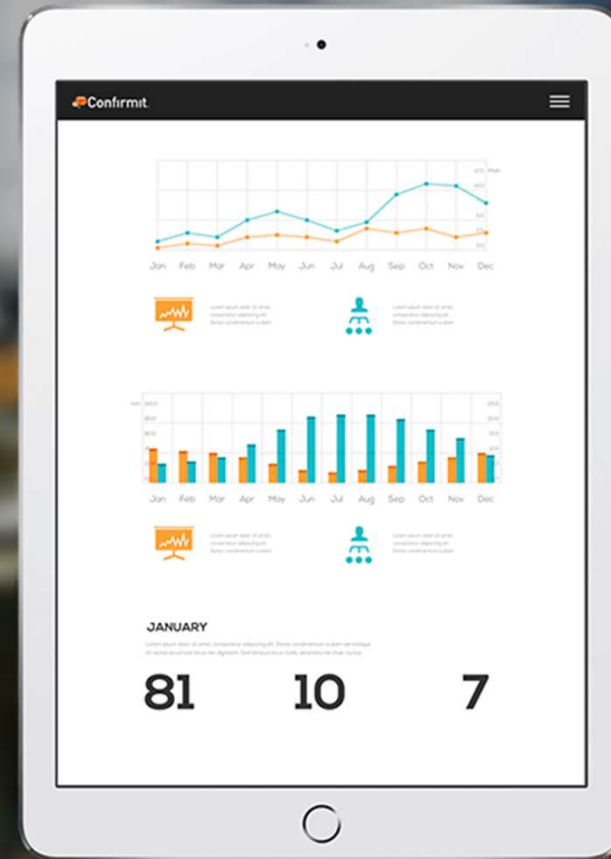
GRADUATE  
OUTCOMES





---

# Powering your Voice of the Customer and Market Research Programmes



# Who We Are

**1.2bn**  
surveys sent  
in 2017  
12 million page  
views per day

**250K**  
unique users  
accessed report  
dashboards in  
2017

**99.99%**  
uptime  
in 2017

**450+**  
staff  
worldwide

**1996**  
year  
founded

**800+**  
clients in over  
100 countries

- 
- Offices
  - Partners

# 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

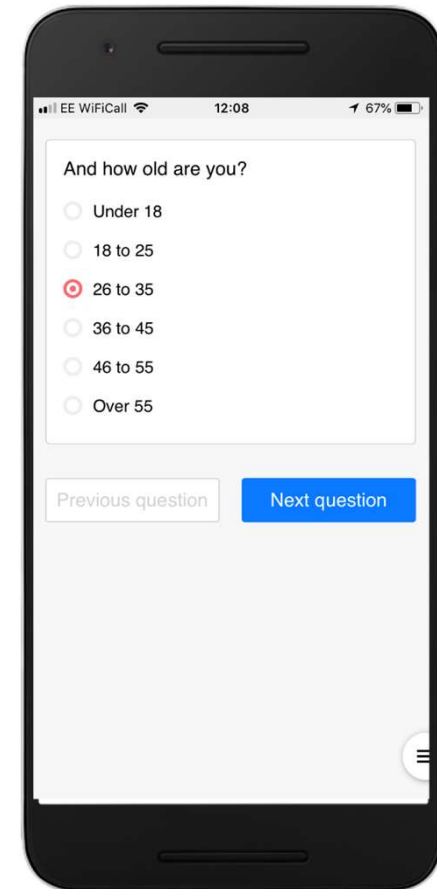
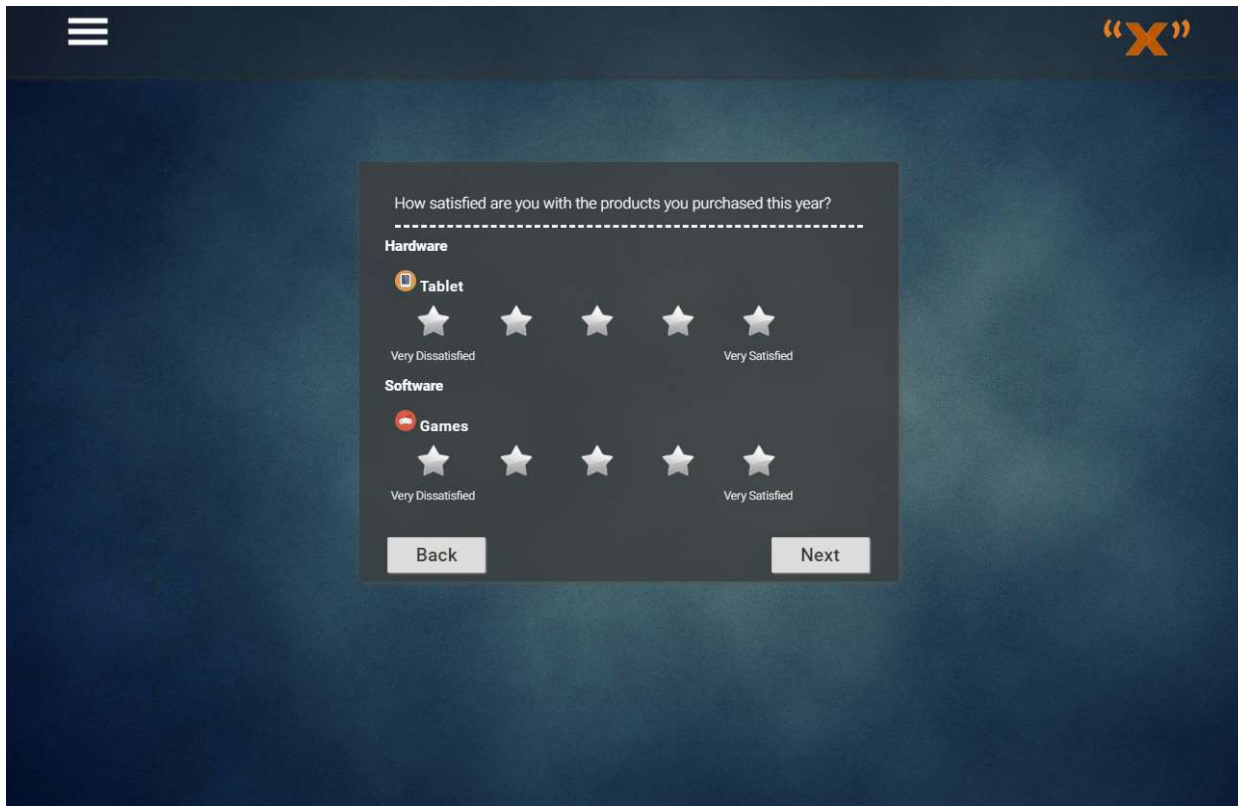
# Challenges of Surveying Graduates



- **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

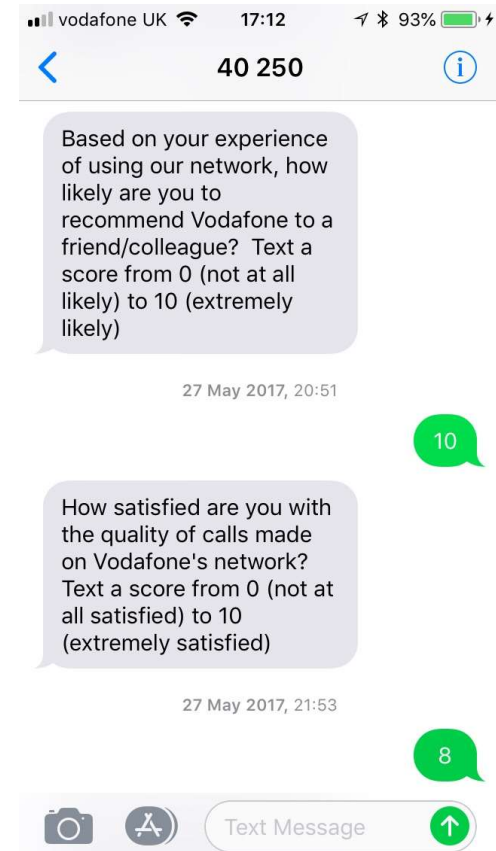
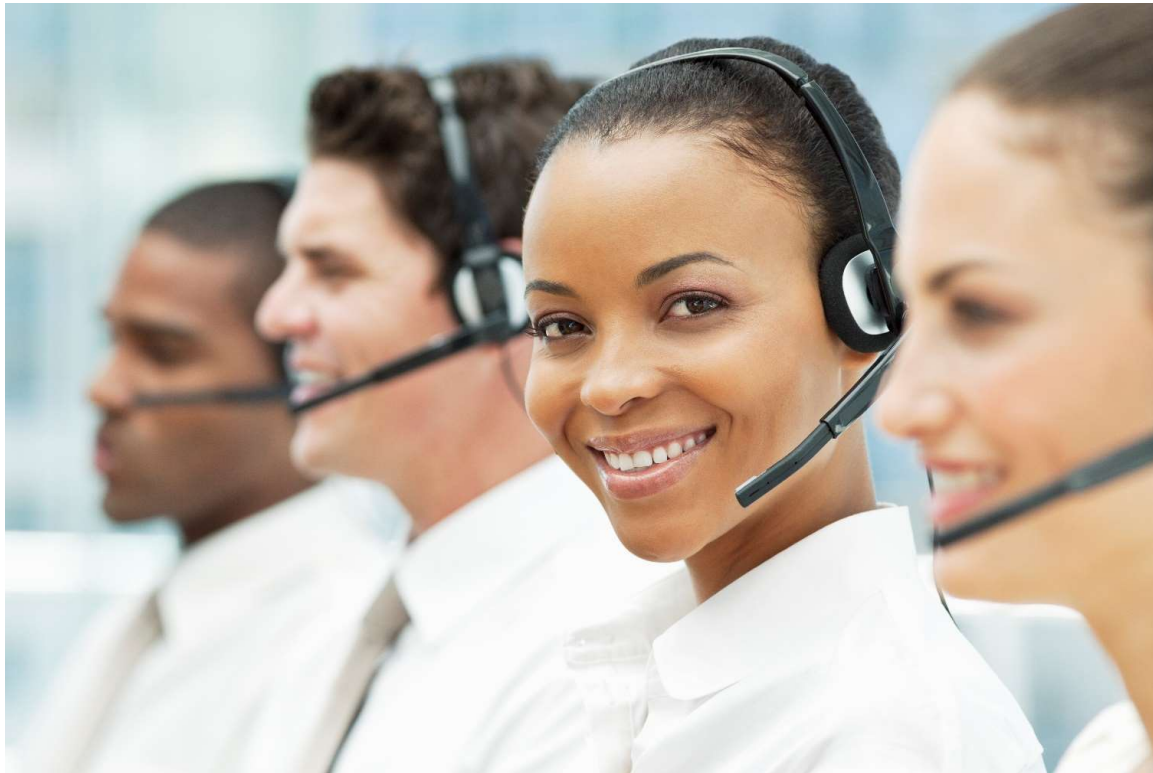
## Solutions That Suit The Graduate





# 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**

# Confirmit Solution



## 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



# HESA



Graduate Outcomes  
Measuring success and providing opportunity

Gradcore 

PROSPECTS

HECSU  
RESEARCH • CAREERS • PROSPECTS



Event sponsors



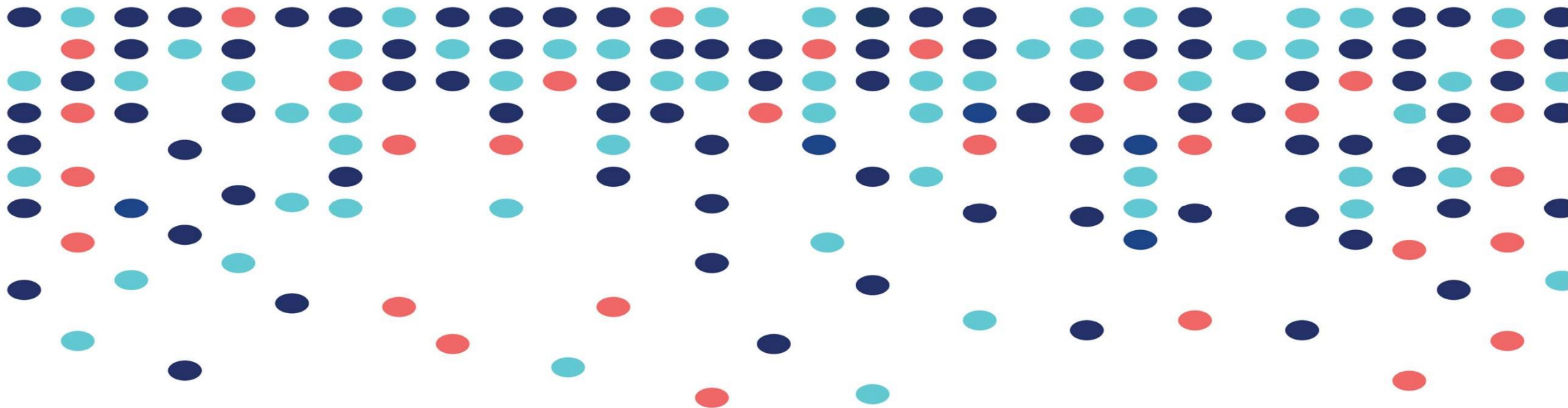
#GraduateOutcomes



GRADUATE  
OUTCOMES



# HESA



## Closing remarks







## History

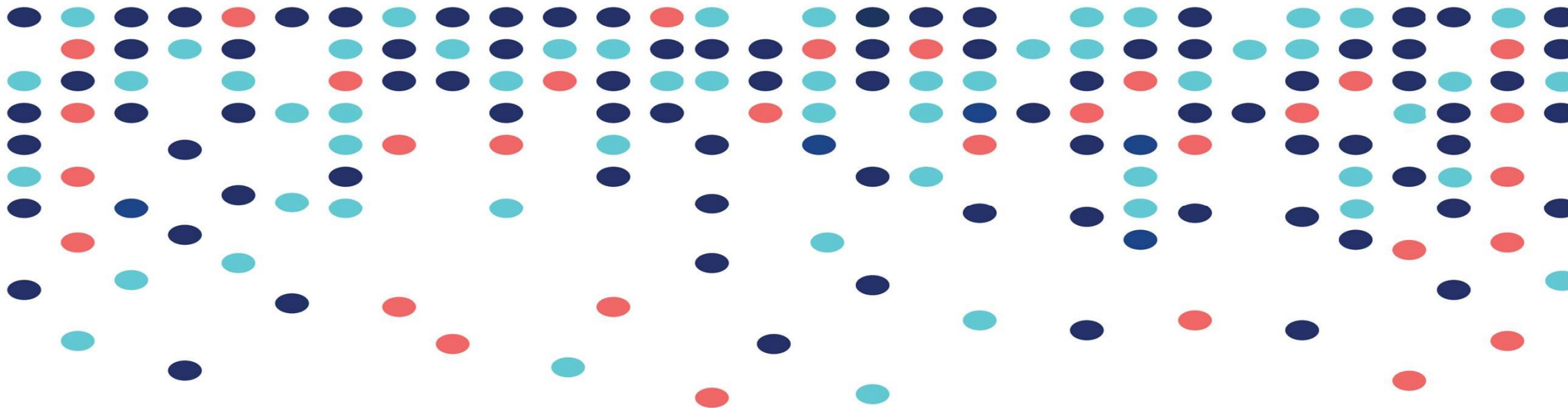
- 1972 – First Destinations Record (USR)
- 1984 – Exam Results and First Destinations Supplement (DfE)
- 1993 – First Destinations Supplement (HESA)
- 2002 – Destinations of Leavers from HE (HESA)
- 2017 – Graduate Outcomes







# HESA



## Closing remarks

