NEWDLHE: THE FUTURE OF GRADUATE OUTCOMES DATA

A CONSULTATION ON OUR PROPOSED MODEL

DAN COOK AND RACHEL HEWITT

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HESA

Dan Cook and Rachel Hewitt
HESA
95 Promenade
Cheltenham
GL50 1HZ
E newdlhe@hesa.ac.uk
W www.hesa.ac.uk

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INTRODUCTION

In July 2016, HESA began a review of the data it collects around graduate outcomes, to replace our current Early and Longitudinal Destinations of Leavers from Higher Education surveys. This review has designed a new model which will collect rich, robust and comprehensive data using a more efficient and future-proof methodology.

We are now consulting on our detailed proposals for this new model and would welcome your feedback which can be submitted via our website (www.hesa.ac.uk). On the basis of feedback from this consultation we will develop this proposal into a business case that will mark the conclusion of the review. We will then move into the implementation phase.

OVERVIEW

The NewDLHE will offer the most complete, accessible and reliable information on the outcomes and destinations of graduates from higher education in the UK. It will be comprehensively quality assured and will conform to the exacting legal requirements for continued designation as National Statistics. It will meet the needs of its many users for a highly trusted source of data that enhances public understanding of the value of higher education and the current state of the graduate labour marker.

It will be a universal census survey of all graduates, fifteen months after graduation, and will replace both the early Destinations of Leavers from Higher Education (DLHE) and its longitudinal counterpart. This new timing will offer a richer picture of what graduates are doing at a time that is more relevant to modern expectations of transitions into the labour market.

There will be four census weeks during the year: the first weeks in December, March, June and September. The first week in September will be the census week for graduates completing in May-July of the previous year, and will be the final presentation of the survey for that annual cycle. The population for the survey will be similar to that for the current early DLHE survey.

The NewDLHE will utilise linked administrative data on earnings and self-employment derived originally from HM Revenue & Customs (HMRC), and further study information from HESA's linked education data. This will include data on student placements from 2019/20 onwards.

The survey will incorporate new questions to gather richer information on graduate entrepreneurs (including details about their business and how it is funded). It will also feature three new 'graduate voice' measures of outcomes from the perspective of the respondent. These will measure the extent to which the graduate's current activity reflects on three distinct areas of development:

- Utilisation of what has been learned
- Orientation toward their future goals
- A sense of meaningfulness or importance.

There will be questions that capture some details about previous activity, and we will also capture activity planned to start in the next month. Overall, the survey will be slightly shorter than the current early DLHE, but will offer richer information than is currently available.

The survey will incorporate core questions that are asked of everyone, and additional banks of questions that HE providers can opt into. These optional banks will include question sets on:

- Research student experiences
- Subjective wellbeing
- Net promoter score
- Graduate choice
- Impact of HE
- Newly Qualified Teacher experiences
- Salary questions (for graduates now overseas).

HE providers will be able to add their own questions to the end of the survey.

The survey will be delivered both online and through telephone interviews, in order to achieve an overall response rate of at least 70% per provider. The format of the survey will be native to electronic formats, which will allow simple routing between questions.

The survey will be conducted by a single national organisation. HESA will manage the procurement of this service and manage the contract on behalf of the HE sector. This approach will offer the best obtainable value for money, and will realise substantial efficiencies across the sector. The core costs will be funded through an extension to the HESA subscription model.

The model for data collection is that of an open, centralised platform that offers a service level that guarantees a fair application of the methodology, and a contact with whom the HE provider will have a direct relationship. The contract will enable HE providers to agree novel additional service elements on a flexible basis directly with the survey organisation.

Raw survey data will be available to all HE providers in near-real-time through a portal developed by HESA. Enrichment of data with Standard Occupational Classification (SOC) and Standard Industrial Classification (SIC) codes and company information will be undertaken in a more agile way, as will quality assurance of the data. Transmission of contact details to the survey organisation will take place through the HESA data collection system.

The governance of the survey will be put on a formal footing, with a permanent steering group, comprising representatives from the HE sector and the principal data users.

The profile of the survey and its data will be increased. A national communications plan will be developed to aid in achieving high response rates and to support HE providers' own efforts in this area.

Extensive use will be made of the data from the new survey, including visualisations, and HESA will actively seek to widen the use of the data by target end-user groups in collaboration with other organisations. HESA will also undertake a range of activities aimed at promoting greater understanding of the survey data to professional users. HESA subscribers will receive downloads of data from linked sources that meet their requirements. In the case of linked earnings data this will be subject to the uses permitted by the Small Business, Enterprise and Employment Act 2015 and will therefore be anonymised. In the case of linked study data from its own datasets, HESA will seek to make individualised data available.

A statistical first release will still be published once the survey period has ended. This will be a comprehensive publication, but will not include salary data which will be made available in a subsequent publication. The full dataset incorporating earnings data from linked sources will be available by June 2020 but we expect to be in a position to publish new data *excluding* salary information earlier in January 2020.

We will also begin a programme of publishing experimental statistics using some of the new data, such as the ‘graduate voice’ measures, and seeking to explore the longitudinal potential of linked data to tell us more about under-researched groups.

THE RATIONALE

RATIONALE

INTRODUCTION AND BACKGROUND

Purpose

In this section, we explain some of the thinking behind our approach to the design, including providing answers to the questions set out in the remit for the review. If you wish to move directly to the proposed model, select here.

About the review

We launched our review in the summer of 2015 by establishing strategic and working groups. They met in the autumn of that year to agree a programme of work. The review had the following high-level aims:

- Future-proofing – a fundamental reconsideration of the kinds of data that will be required for the foreseeable future, taking into account a labour market that is changing at a structural level, and increasing demands for rich information about graduate outcomes.
- Efficiency – taking advantage of new capabilities to link data sources and use modern survey technology to increase value for money and reduce the cost of data acquisition.
- Fit for purpose – ensuring the data collection methodology allows the data to be used in new and emerging contexts, with confidence.
- Supporting legislation – taking into account the legal gateway opened by the Small Business, Enterprise and Employment Act, and supporting developing government purposes for destinations and outcomes data, across the UK.

Fig 1: The aims of the NewDLHE review

In the course of our work on the review, we have addressed these core aims. Our proposed model for collecting graduate outcomes data represents a synthesis of the great number of inputs we have received.

QUESTIONS WE SET OUT TO ANSWER

To meet our stated aims, we published a remit,[1] which posed a series of questions that we would seek to answer through the review. We are now in a position to answer all of the questions that we set:

- What data will be made accessible by the Small Business, Enterprise and Employment (SBEE) Act, and in what ways can it be used?
- Given the availability of SBEE Act data, what other requirements do we have for information about what happens to leavers from higher education?
- What student data might be required to contextualise destinations data? For instance, better data on placements or study patterns?
- What are our remaining needs for post-study survey information, if any?
- What methodological improvements can we make to reduce costs, and to improve consistency? Consideration should be given to the benefits of centralisation.
- How complete a picture should the data provide?
- When would data be most timely?
- How should data collection activities relate to HE providers' careers support for graduates?
- What specific measures do we wish to obtain from this data?
- What level of detail is required in order to make the data useful for analysis?

We now explore how we have answered those questions and offer a supporting rationale for the proposal in this latest consultation.

What we learned from consultation, debate and commissioned research

During the review we have engaged in a wide variety of debates and produced a range of documentation that explores the issues surrounding the creation of a new model of collecting graduate outcomes data. We have commissioned original research, held a half-day conference in collaboration with Wonkhe, and undertaken a formal consultation.

We have also been asked to expose a richer set of data on outcomes publicly and raise the profile of data on outcomes and destinations.

We are acutely aware that the publication of Longitudinal Education Outcomes (LEO) data, and the use of DLHE data in the Teaching Excellence Framework (TEF) raises the bar on data collection. We are particularly grateful to have had the ongoing support of key individuals involved in that programme of work at the Department for Education (DfE) in England, as either members of or attendees at, review group sessions. Our proposals create a new model of collecting graduate outcomes data that can remain a trusted source of data for a range of public users, and which

[1] See our document, *Higher Education student outcomes and destinations: A remit for a fundamental review of information needs*, July 2015, https://www.hesa.ac.uk/files/Review_student-outcomes-and-destinations.docx.

offers providers new national measures that may be suitable as a part of institutional TEF submissions.

We learned that we need a universal survey to capture the contextual information about what graduates are doing, and their views. Views are important, as well as more objectively factual information – there was a very high level of support for new measures that capture the graduate's 'voice' and allow their self-assessment to be captured.

We learned that we should make extensive use of linked data – to gather both earnings and further study information.

The survey date should be pushed-out to 12-18 months to align more closely with common expectations regarding transition into a sustained pattern of activity following higher education. We learned that we should have a suite of questions specifically for graduate entrepreneurs, and start to understand the experiences of these individuals better.

We also confirmed that we should collect data on work placements in-year, as part of the HESA Student record (not through a survey).

What data will be made accessible by the Small Business, Enterprise and Employment (SBEE) Act, and in what ways can it be used?

The efforts of the DfE have resulted in publications of LEO data for HE providers in England. The DfE have published their own appraisals of this data.[2]

Individualised salaries can be derived from data held by the HMRC. Utilising an anonymised process, this data can be linked or matched to HESA data with a very high success rate.

Data is available on a tax-year basis. This means that data showing salary is available for the first full tax year following graduation – approximately 21 months after the main cohort of full-time undergraduates finish their courses.

However, the nature of the data also makes it possible to obtain salary data on a longitudinal basis, and also to look at earnings during and prior to study.

The completeness of the data is very good for students working in the UK following graduation, and includes all self-assessment data, even when the assessment is below the threshold for tax. The full range of data made accessible under the Act is still being explored, but we now have confidence that the core requirement of determining earnings from linked data is possible for the majority of students who are working in the UK following graduation.

Responses to our consultation were strongly in favour of utilising this data appropriately within a new data product.

We now anticipate that for graduates who work in the UK, that HMRC-derived data will be used to replace salary in HESA's National Statistics products. Since HESA produces data on a UK-wide

[2] See *Employment and Earnings Outcomes of Higher Education Graduates: Experimental data from the Longitudinal Education Outcomes (LEO) dataset*, 4 August 2016, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543794/SFR36-2016_main_text_LEO.pdf, pp. 24-32.

basis, this would mean that HESA's statistical releases would be consistent with LEO data published elsewhere where salaries are concerned. HESA are working with DfE to develop a mechanism for secure access to this dataset.

We intend that salary data at course level, and also salary data by protected characteristic at principal subject level, will be made available to individual HE providers, in order to support the intentions of the SBEE Act.

Given the availability of SBEE Act data, what other requirements do we have for information about what happens to leavers from higher education?

We were not able to identify linked data sources for all data of interest. HMRC data on employer and location is not strong, because of the administrative requirements of the data collection process. As a result it is unlikely that we will be able to determine reliable information about employment context (company name, location, industry) for the foreseeable future, and will need to continue to collect this type of data from the graduate, or derive it. There was strong agreement from respondents that we will continue to need a survey of all graduates.

Respondents to our consultation agreed that the broad categories of information currently collected through DLHE remained of interest.

The current focus on employment outcomes, including industry, location, job title and so on, remains of greatest interest, but extra data is needed in a few areas, notably in respect of work-based learning and for graduate entrepreneurs.

We demonstrated that current further study information can be derived from linked data, and there was a strong appetite for this data source to be more fully exploited.

We also saw a strong demand for alternative measures of graduate outcomes, and gathered a great deal of useful feedback on how these should be constructed. Our survey design contains proposals that meet the needs that were expressed to us from a wide range of parties.

What student data might be required to contextualise destinations data? For instance, better data on placements or study patterns?

This question particularly referred to the potential for utilising data from the record of a student's study to add context and value to outcomes and destinations observed later. Not all information is best collected from a survey following graduation, especially if there is an existing high-quality data source that can be utilised.

In this area there was a strong finding in favour of the collection of information about work-based learning and placements. Work-based learning and placements of various types are considered to be an important factor in developing employability. The current HESA Student record collects information on large 'placements', such as during sandwich programmes or study abroad years. However, there is a desire to understand placement activity at a more granular level.

To answer this widely shared preference for data collection, HESA will introduce a mechanism for collecting this information in a future Student data collection, aligning the new requirement with the timetable for Data Futures roll-out in 2019/20. We will develop the specification for the collection in-

line with existing good practice identified in the sector, by revisiting previously published work by ASET.[3]

Requirements for information on other work-related learning were not conclusive, and we recommend that interested academics and the relevant sector organisations continue to work towards a robust typology.

No other areas were felt to be of sufficient priority to necessitate change.

What are our remaining needs for post-study survey information, if any?

The strongest and most widely held view expressed by a majority of respondents to the consultation was that the current data on salary and SOC code are an inadequate measure of graduate success. While employment is an important outcome following HE, there are other non-economic outcomes and benefits for the individual, the HE provider and wider society. Moreover, these non-economic benefits are seen as increasingly interesting as the structure of the labour market undergoes major change in response to developments in technology, and with the increasingly commonplace view that meaningful or useful activity is not confined to paid work. Nor is there a single or simple pattern of activity relating employment and study. Many students work while learning, and enhanced employability may be a good outcome, even if there is no change in role or salary. Equally, retention, productivity and value are all benefits that employers gain from HE, in addition to a supply of graduate- and postgraduate-level labour. The value created by HE in and beyond the workplace is multi-faceted. There is a requirement for robust alternative measures of graduate outcomes that help us surface this in public information. We have also been asked to raise the profile of destinations and outcomes data.

The overriding requirement is for a highly trusted data source that makes the wide range of outcomes from HE visible and accessible in the same way as occupational classification and salary. We have therefore concentrated on new questions, and on a survey methodology that addresses this requirement.

We also know that there is a need to be able to look at salary, occupational and other outcomes data by city/region, ethnicity and other factors.

What methodological improvements can we make to reduce costs, and to improve consistency? Consideration should be given to the benefits of centralisation.

We undertook an assessment to determine the required level of assurance that users require about the quality of the data (which can be read here), and the measures that need to be taken to meet them. In summary, our assessment was that further work needs to be done to increase the level of assurance for users. We considered the two main methods that could be utilised: either some form of centralisation (i.e. direct oversight or control of parts of the collection process); or a form of audit strong enough to allay concerns. We considered the relative merits of these approaches, and have decided to make a single recommendation for a particular open form of the centralised model. We believe this model meets the practical needs expressed by HE providers and other data users in our first consultation.

[3] See ASET, *Good Practice Guide for Work based and Placement Learning in Higher Education*, September 2013, http://www.asetonline.org/wp-content/uploads/2014/11/ASET-Good-Practice-Guide-2014.pdf, esp. p. 9.

We are grateful to the 114 providers who provided a costing for the running of the DLHE data collection. We published data on this in the summary of consultation responses. Because we received a figure produced on a highly comparable basis from such a large proportion of the sector, we are able to understand the costs of running the DLHE in its current format. Utilising information about the known costs of certain other survey activities, we are also able to assess with some confidence the likely savings that could be gained using a centralised approach. Our proposal takes this evidence into account.

In developing an openly centralised model, we have avoided over-simplification, and ensured HE providers retain a significant stake in the process, while taking advantage of the benefits of technology, economies of scale and combined purchasing power, and removing some of the burdens and limitations of the current methodology. Full details of the open centralisation model are available in the methodology section.

How complete a picture should the data provide?

There was extremely strong support for a universal census survey of all graduates, so as to provide a rich snapshot of information at an important time which can be used for a wide range of purposes.

It is important to note that the concept of a target for 'completeness' in future will change. Linked data sources will offer near complete coverage for a defined sub-population (earnings data for all graduates working in the UK; further HE studies for all graduates undertaking further HE study in the UK). The universal census survey data will be one important source among many. However, it is the case that high response rates in excess of 70% will normally be required in order to get data that is usable at course level. Our investigation of the Australian equivalent to the DLHE (which is an online-only survey at 12 months after graduation) leads us to believe that a combined online and telephone survey can continue to deliver the high response rates we collectively require.

Another aspect of completeness is the longitudinal view. While there is strong support overall for a single universal survey, there is significant minority support for other survey activity. In addition, linked data also permits longitudinal views to be built-up, without always necessitating additional surveying. In our design we do not respond to these needs directly, although our design does allow for future adaptation and extensibility, if required. However, at this stage additional surveys are not features of the proposal.

Third party responses still form a part of the methodology, but as now are limited in the scope of their application.

When would data be most timely?

Consultation responses indicate a strong and widely held view that six months is no longer the optimal point at which to survey graduates about their destinations. Various points were made supportive of an extension to 12 or 18 months, but most centred on the changed structure of the graduate jobs market and expectations of longer transitions into a settled pattern of activity. Data from after this transition takes place for the majority of graduates appears to be more useful than faster data on first destinations. There is a widely held view that the utility of the survey will be enhanced substantially by a later date. We have responded to this by proposing a survey at 15 months after graduation, with four survey points through the year.

One of the main risks to a later survey would be a reduction in the response rate. We have investigated a comparator survey – Australia's Graduate Outcomes Survey (GOS). The GOS surveys at 12 months after graduation, and despite this longer time period, manages to obtain response rates of 39% using an online-only method. This is encouraging (it is similar to DLHE, despite the timing difference) and gives confidence that with appropriate attention to maintaining contact details, and a national communications plan, a combined online and telephone survey will continue to achieve response rates in excess of 70% at each provider. There will be a continuing necessity for HE providers to consider what strategies they might use to maintain accurate contact details for this longer period.

To address concerns over losing the current provision of first destinations data, we have incorporated questions that seek extra information about previous work. Although this data will not be available until later than at present, and it has not been designed with absolute continuity in mind, it will offer data that continues to be of interest to many and will extend the longitudinal usefulness of the survey.

How should data collection activities relate to HE providers' careers support for graduates?

We received a wide range of responses on this matter, which reflects the diversity of approaches to the collection of data. The current distributed methodology allows for a range of approaches, with some providers outsourcing the whole process, others working closely with an outsourced collection partner, and some running an in-house call-centre or distributing contact responsibilities to academic staff.

Regardless of the local application of the methodology, HE providers have made it clear how important it is to get contact right. The training and skill of the staff involved matters a great deal. Tenacity and empathy are required in equal measure, and a certain amount of investigative effort is required to locate graduates for whom contact details have become out-dated. While some providers preferred to retain control over the process of data collection, others were keen to extol the benefits of an outsourced approach.

Some factors emerged as highly important to most respondents:

- Data must be perceived as highly trusted and impartial above all else
- Data must be of a high quality and have a high response rate to be useful
- The way data is collected is sensitive to context – this must be respected
- Providers require the latitude to ask their own questions
- Data collection can be integrated with student 'after-care' support
- A high level of training and professionalism is required
- There is intense interest in the survey data, and a near real-time feed is required
- Providers need to have appropriate influence over the collection strategy
- Expertise that providers have developed to maximise responses is important
- The current methodology cannot ensure that strategies for maximisation of responses are equally spread between or within providers.

We took these into account when developing our model, and our proposal for an open centralised methodology addresses these concerns.

What specific measures do we wish to obtain from these data?

Most existing measures remain intact, and we anticipate continuing to produce all of the same measures that are currently produced. By collecting placement/work-based learning data we open-up the possibility of new measures based on these. We have also determined that it will be possible to produce an NS-SEC classification for graduates in work as a by-product of the new approach, if required.

We have concentrated our efforts on developing the new measures of graduate outcomes asked for very strongly by consultation respondents. Each of the outline proposals we put forward had a full-range of responses, but there was no clear pattern of preference to follow.

There was strong support in written comments for a measure that enabled the graduate to self-assess their own outcome – to hear their voice. However, a qualitative measure would be unlikely to offer the kind of response needed for public information purposes – this needs to be a quantitative measure.

An outcome measure based on skills was thought appropriate by many, but the proposed method of determining this was felt to be complex, burdensome and liable to graduates misinterpreting the question. While it was clear that graduates will have a view on how the things they have learned are helping them in their current situation, and that this is interesting and useful data, a blunter tool is required.

Two other areas were recurrent themes in both consultation responses and the two pieces of research we commissioned: one was a sense of meaningfulness or importance of work to the individual; the other was a sense of the fit between current activity and future plans.

We have made proposals for three new questions covering these three dimensions. These take the best of the suggestions offered in consultation, and will be asked of all graduates, regardless of their activity.

Both subjective wellbeing measures and the net promoter score had strong supporters (and detractors). We have proposed these as optional banks of questions, for those that wish to use them. We have also introduced optional question banks using questions from the LDLHE, which ask about the impact of their HE provider on the graduate's future activity, and ask graduates to reflect on the HE choices they made.

We have also proposed new questions for graduate entrepreneurs.

What level of detail is required in order to make the data useful for analysis?

We asked respondents to offer case studies for how they currently use the data, and how they anticipate using it in future. We got a mixture of responses, but when it comes to information about employers and jobs, and about further study and other activities, there is a clear need for individualised data. With this in mind, our proposals ensure survey and linked HESA Student data will be made available at an individualised level.

When considering the availability of salary data, there are limitations that must be borne in mind. Salary information is currently collected by consent, and to move away from this to a position where salary data is available from linked HMRC data, requires careful consideration over appropriateness from a data protection perspective – both from the point of view of the enabling legislation, and from the point of view of the uses that HE providers have for salary data.

While there is always a desire for the most granular salary data possible, the lowest level of granularity required within a provider's own data that we could identify from consultation responses was at the level of an individual course. Other usual views of data were by protected characteristic, by geographical location and by subject.

However, some respondents also indicated a desire to understand salary outcomes in the light of other characteristics held in the HE provider's own system, and a bespoke capability to conduct institutional research of this kind is evidently desirable.

Our proposals therefore offer a mixed approach. First, it is our intention to provide a supply of salary data on an anonymised basis by course, reflecting the main uses that were explained to us as a part of the consultation.

Second, HESA will advocate for, and work with the Department for Education and others to find, a mechanism whereby an HE provider's own data can be linked to HMRC-derived data in a suitably controlled environment, where permitted purposes allow.

OTHER INFLUENCES ON THE DESIGN OF OUR NEW MODEL OF COLLECTING GRADUATE OUTCOMES DATA

Methodological requirements

Following the consultation, we decided to undertake a review of the suitability of the DLHE for retaining National Statistics designation. Methodological considerations had been raised in both the remit for the review and by respondents to the consultation. We knew that the DLHE needed to be perceived as beyond reproach, but we wanted to understand what this would entail in practical terms. The analysis of the suitability of the DLHE for official statistics purposes offered us a framework to think through these issues, and in any case is a recognised good practice to follow. The statistical case can be read here.

The key findings from the statistical case are that a high level of assurance is required, commensurate with retaining National Statistics designation for outputs from the DLHE. We also concluded that a higher level of assurance is required to ensure that the DLHE (and the NewDLHE) retains National Statistics designation. We perceived a risk to retaining this designation if we do not put in place an improvement plan for the quality assurance of DLHE data.

Our key finding was this:

> 2) The design of the NewDLHE must deliver a comprehensive level of assurance, and HESA must produce a design that meets this requirement. The necessary methodological improvement could be achieved either through a centralised approach, or through a substantially enhanced audit process which investigates processes and practices, backed up by an enhanced analytical quality function at HESA and the publication of materials generated through these processes. If the collection process is distributed, then this process must include a sample resurvey.

We took this into account when deciding how to develop a model. A key decision was how to wrangle with the audit-based and centralisation-based approaches. We offer a rationale for our choice to present a centralised option only, below.

Audit

A rigorous audit system would deliver two notable benefits: it would ensure the necessary statistical robustness, while also allowing HE providers to maintain direct contact with their graduates. To provide confidence in the data, this audit regime would need to go beyond a simple administrative process of record checking. It would have to include enhanced analysis and quality assurance functions at HESA, as well as thorough investigations of local processes and practices. These functions would also need to be complemented by a resurveying of samples of respondents.

We have investigated the implications of developing this kind of system and have determined two significant problems. Firstly, such a system would considerably increase financial and administrative burdens across the HE sector. Graduate outcomes data is typically analysed at course level, which means resurveying would need to be seen to act as a deterrent to malpractice at this level. This would mean resurveying approximately 5%-10% of the total population. Using the costings provided elsewhere in this document, the cost of this resurveying would be in the order of £0.5 million per year. Added to this would be the costs of running the current DLHE (£5.5 million per year) plus the additional costs of auditors.

Secondly, the system would prove tricky to implement and would substantially alter the productive relationship that currently exists between HESA and HE providers. We asked ourselves what happens if an HE provider fails audit? Under emerging conditions this could mean failure to submit data to the TEF, with the consequence of debarring the provider from attaining recognition and the linked right to charge higher fees in England. This is a high-stakes type of audit, and likely open to legal challenge. It is not characteristic of the relationship HESA currently enjoys with the HE sector, nor is it a direction in which HESA would wish to develop.

But audit processes must be seen to be operational and serious to be effective. The converse situation is almost worse: what happens if no HE provider fails audit? There must be public examples or the audit route is not seen as a serious check on behaviour.

These considerations have led us to believe that an audit-approach is expensive and fraught with risks. It is also unclear of the value it brings to the HE sector. A centralised model would deliver the same standard of statistical robustness, while realising substantial efficiency savings – a key aim of the NewDLHE review. It is also the case that HE providers may (and do) retain close contact with alumni in ways that go beyond data collection, and nothing in our proposals limits this. Indeed, we have designed a model of open centralisation which facilitates this interaction, even while delivering efficiencies.

Centralisation

A centralised approach naturally comprises characteristics that promote confidence. There is a clear separation between the data collection activity and the HE provider – it is rapidly apparent that no undue influence can be brought to bear on the data collection process. The HE provider is put in the position of demanding the highest standards of fairness in data collection from the contractor. By placing the data collection in the hands of an impartial body, no public perception of the potential for malpractice can be entertained, and fair dealing is guaranteed. Expectations of

fairness and consistency can be built in to the contract, and meeting performance targets can be evidenced, easily. Moreover, the financial risks associated with malpractice are much higher for a single contractor, and appropriate oversight can be built into the contract to reinforce this.

Open centralisation also creates the conditions for reducing costs and leveraging extra value for money. In our financial case, we indicate the substantial savings that can be made by creating economies of scale and pursuing more efficient collection strategies than at present.

Open centralisation can also be agile in responding to changes in the labour market, or in a desire to change a feature of the survey. At present, changes require long notice periods, and updates to student record systems to be written and applied. The considerable effort and expense involved in this is removed, as instead of more than 200 individual implementations of change, only one is required.

Nevertheless, getting centralisation right requires close attention to practicalities, and providers need confidence that they have sufficient control and interaction to ensure their expertise and understanding of their graduates is applied effectively. Our model of open centralisation addresses these concerns, and ensures providers retain a meaningful stake in the approach.

During procurement and implementation the conditions will be set for a fair and consistent application of the methodology. Factors that can affect response rates which HE providers have learned over years (such as the timing of calls) can be built into the contract, and we will be seeking input to ensure this learning is captured.

Providers need to see incoming survey data on a very regular basis, and the proposed model offers this, with near real-time data made available through HESA systems. There will be core questions, plus optional banks that can be asked online only or, for an additional charge, added to the telephone interviews.

HE providers will require a relationship with the survey organisation that enables them to discuss emerging issues with the data, raise concerns and influence the collection strategy to obtain the response levels they need. Open centralisation envisages this relationship as being similar to that currently in place for providers that out-source their DLHE data collection to third party suppliers. There will be a contact at the survey organisation with whom the HE provider can build a relationship.

Providers also need to be able to commission their own questions, and to have the opportunity to define and agree value-adding services with the contractor. This ‘bespoke’ activity is permitted and enabled by the proposed approach.

The open centralisation model retains the control and oversight that HE providers currently have over the data collection process, while ensuring the methodology is applied rigorously and fairly. It creates efficiencies and agility that can be shared widely, and funded fairly.

NEXT STEPS

Consultation outcomes

This consultation is on a defined model that we believe meets the many needs expressed by respondents to the previous consultation and offers the prospect of considerable enhancements obtained at better value.

On the basis of feedback from this consultation round we will refine the proposal, publishing this as a business case that marks the outcome of the review. We will then move into the implementation and procurement phases of the work.

Formal approval and implementation

Formally, the outcomes of this review must be agreed by HESA's Board in order to be brought into effect.

More pragmatically, we need to ensure that the proposal commands broad support from a wide range of HE providers, representatives of data subjects and principal users of the data. To gauge this, we have asked a small number of questions aimed at gathering feedback on the overall approach. We will be engaging with stakeholder groups throughout the consultation period, and we will operate a mechanism whereby questions and requests for clarification can be answered publicly, through an FAQs page.

Details of the implementation plan are available at the end of this document.

THE MODEL

SURVEY DESIGN

We present a fully interactive version of the survey on our website (www.hesa.ac.uk). This includes simplified versions of the routing to help you understand how graduates would interact with the survey. You can also find a complete list of questions, with commentaries, in an appendix to this document.

NEW FEATURES

The new survey contains a number of new features to give a broader picture of graduate outcomes. These include:

- New 'graduate voice' measures to capture alternative ways of measuring graduate success
- New questions to capture graduates pursuing non-traditional career paths, such as those developing creative portfolios or setting up businesses
- Optional banks of questions that individual HE providers can choose to ask.

More details about these features, and about how we aim to maximise response rates, can be found in the methodology.

We are moving from the traditional 'census date' to a 'census week', as survey research demonstrates it is easier to recall your activity in a week than on a specific date. This will also avoid the difficulties faced by graduates being on leave on the census date, and has been used in similar surveys, such as the Australian Graduate Outcomes Survey.

DEVELOPMENT OF THE SURVEY

The survey design has been developed based on the detailed feedback received from the first consultation, as well as the input of the strategic and working groups. Further details about how the individual questions have been developed is available in the commentary accompanying each question.

Good practice in survey design has been considered in the design of the questions. This includes using piped and linked data to streamline the survey, as well as avoiding grid questions and other questions likely to make respondents dropout. More information on the survey design can be found in the methodology.

While we have already delivered some improvements to the questions, they are yet to undergo cognitive testing. Cognitive testing will allow us to spot ambiguities, biases and other issues with the question. It will also help us develop prompt questions to ensure the data collected is of high quality. This testing will occur alongside the procurement process.

SURVEY MODEL: PRESENTATION AND LIMITATIONS

We present in an appendix the complete list of questions for NewDLHE. This is designed to help you understand the new features of the survey. The questions have been provided with short names to identify them and be clear when making references to individual questions in contexts outside of the data collection process. These short names are only supplied for the purposes of the consultation.

There are a couple of limitations to this appendix:

- The survey will make use of piping (where answers to previous questions will appear in the phrasing of subsequent questions). For example, if a graduate selects ‘Working’ as their main activity, the text of several questions will change to specify ‘work’ rather than a generic ‘activity’. Similarly, for graduates who are starting work/further study in the next month, the question wording will change to future tense. These changes are not reflected in the appendix.
- The survey will only ask the questions relevant to the respondent (so questions about previous employment (PREVEMP) will only be asked where a graduate has told us they have been previously employed.
- Graduates will be provided with an opportunity to opt-out of future contact, however an opt-out question has not been included at this stage as the wording is subject to data protection legislation and must take into account the General Data Protection Regulation (GDPR).

PRACTICALITIES AND MANAGEMENT OF THE MODEL

METHODOLOGY

HESA was tasked with developing a methodology for collecting graduate outcomes data that was efficient, future-proof, fit for purpose, and supportive of legislation. This methodology also needed to provide us with rich and robust outcomes data.

Open centralisation

A key aim of the NewDLHE review is ensuring that we gather data which is perceived as objectively impartial and of a high standard. As part of the review, we have undertaken an Official Statistics appraisal of DLHE using the UK Statistics Authority's toolkit (available here). The outcome of this was that the current DLHE survey does not meet the criteria for comprehensive assurance. Having explored various options around the design of the survey, we have concluded that recommending a form of open centralisation for the NewDLHE model will best achieve these goals.

Our work on the design phase has taught us that the term 'centralisation' is broad and can refer to many points on a spectrum between full-centralisation and full-devolution. In the sector at the moment, there are many approaches taken to survey processes, including the current DLHE, Longitudinal DLHE, DLHE at FE colleges, the Postgraduate Research and Postgraduate Taught Experience Surveys, the National Student Survey and the UK Engagement Survey.

Our proposed model of open centralisation can be demonstrated by comparing its positioning with existing surveys in the sector (fig. 2).

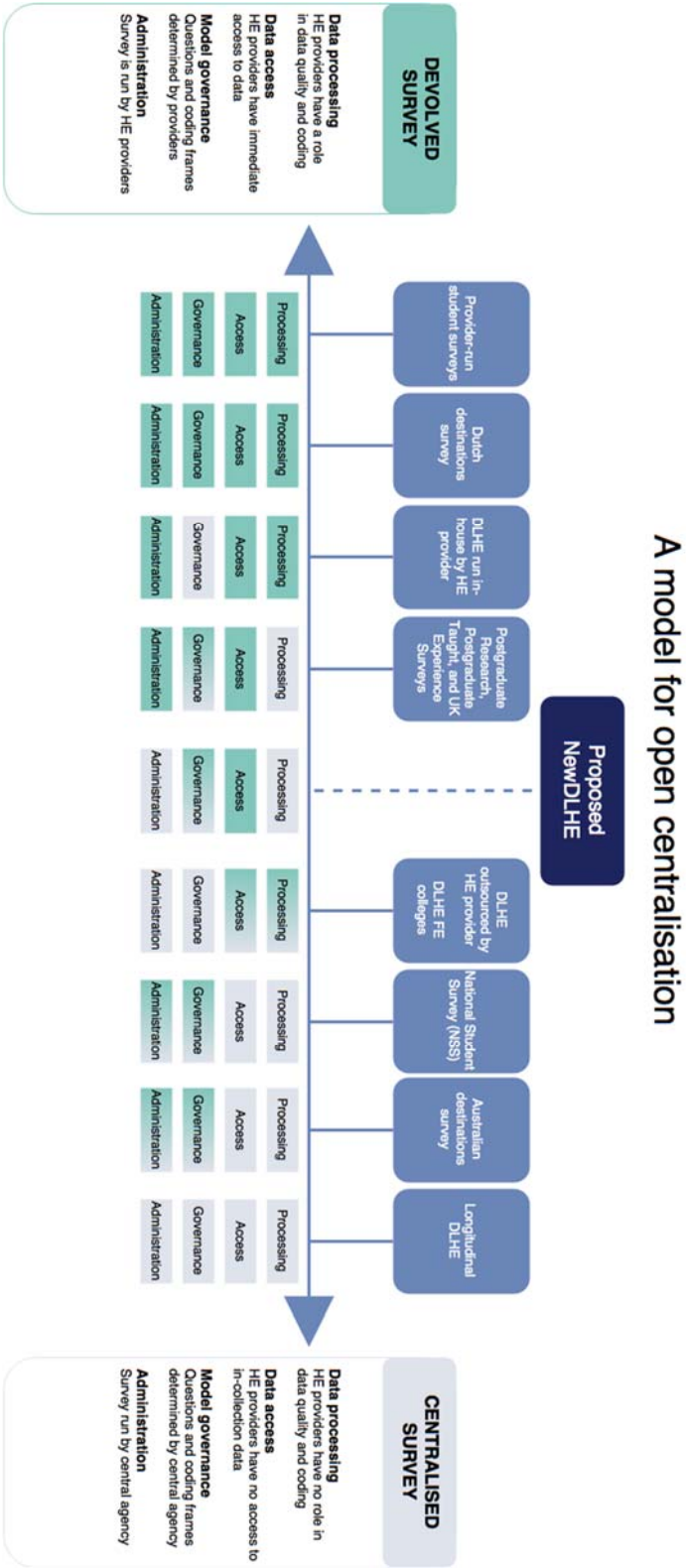


Fig. 2: Our model of open centralisation

Open centralisation consists of the following:

- **Data processing.** The quality assurance and coding of the data will be carried out by the survey contractor. HE providers will have opportunity to comment if anomalies in the data are identified. The survey contractor will be required to demonstrate appropriate levels of validity, completeness and consistency in their coding, through the governance process.
- **Data access.** One of the key aspects which has been highlighted to us throughout the review is providers' requirement to have near real-time access to the data, in order to allow careers services to support struggling graduates and to plan based on immediate data. Further detail about how this will work is available in the data supply model.
- **Model governance.** Providers will have a key role in the overall governance of the model. This includes the ability to add their own unique questions to the end of the survey, and to propose additional optional question banks. Further information is available in the governance model.
- **Administration.** Responsibility for carrying out the survey will lie with the survey contractor.

Contact methods

The main methodologies will be telephoning and online survey. Postal surveys will no longer be used, to align with changing survey practice. The survey design has been based on these methods, and therefore maximises opportunities for routing graduates and piping earlier answers in to maximise response rates. Third party telephone responses will still be permitted, subject to the same limitations as in DLHE.

Similarly, third party responses from HE providers will still be permitted at a limited level. HE providers will be able to feed these responses back to the survey contractor and will be required to provide evidence to the source of these responses. These will only be accepted as a response where the contractor has not managed to contact the graduate directly.

Coverage

NewDLHE will have the same population profile as current DLHE:

> "The HESA Destinations of Leavers from Higher Education (DLHE) target population contains all students reported to HESA for the reporting period 01 August to 31 July as obtaining relevant higher education qualifications and whose study was full-time or part-time (including sandwich students and those writing-up theses). Awards from dormant status are only included in the target population for postgraduate research students. Relevant qualifications exclude intercalated degrees, awards to visiting students, students on post-registration health and social care courses, and professional qualifications for serving school teachers".[4]

The NewDLHE population will include both UK and non-UK domiciled students. Full details of the coverage and exclusions can be seen here: https://www.hesa.ac.uk/collection/c15018/coverage/.

Survey timing

[4] HESA, *C15018: Coding manual*, 24 March 2016, https://www.hesa.ac.uk/collection/c15018/coverage.

Graduates will be surveyed at approximately 15 months after completing their studies. We will ensure we capture those graduates who are in further study by making the census week the first week of the month (e.g. graduates who are surveyed in the September – November period will be asked about the activities they were undertaking during the first week in September). We will ask for career history and further study history in order to retain some information on first destinations.

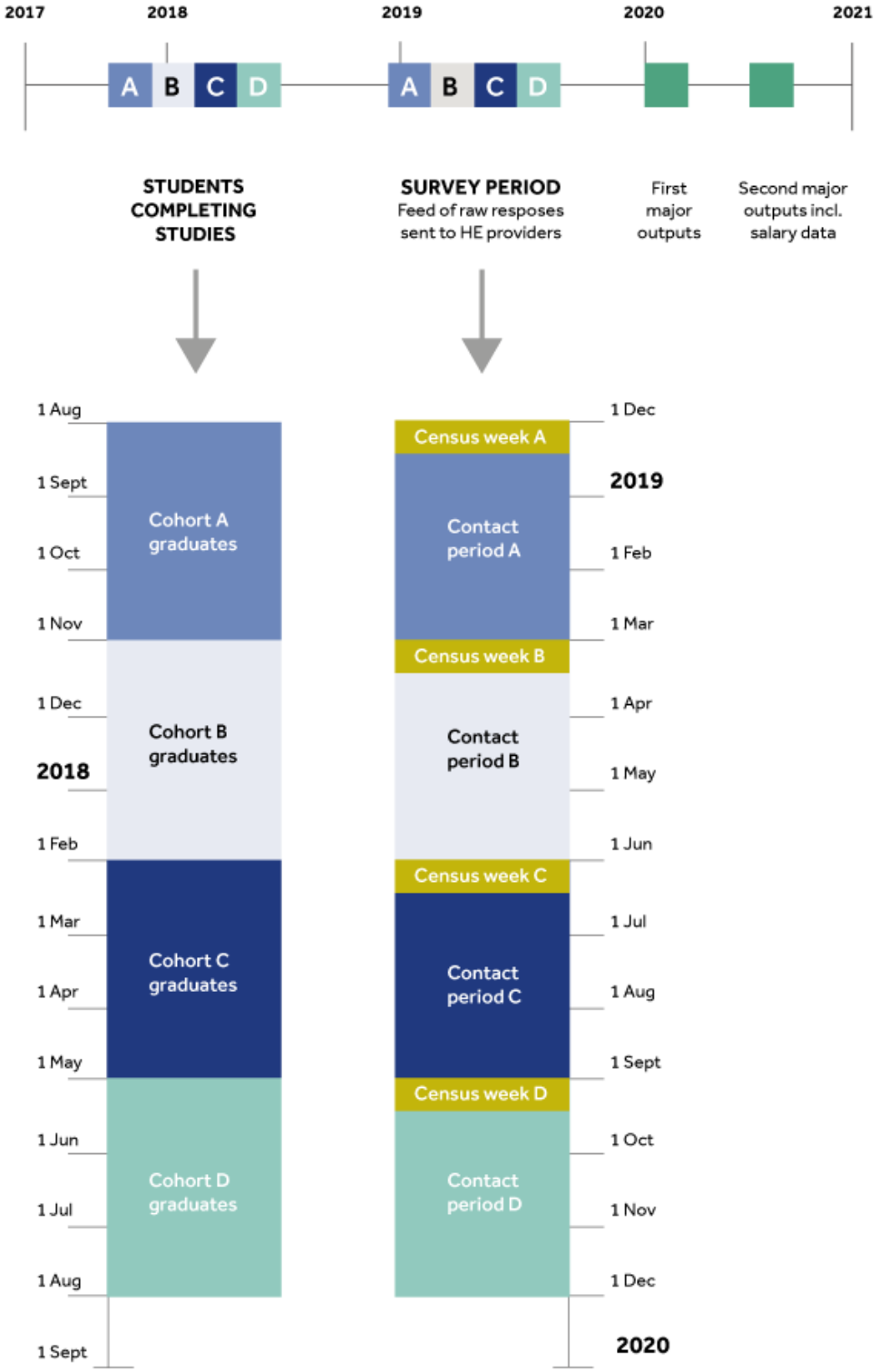


Fig. 3: Timings for the NewDLHE survey

We will be explicit about which study period the survey relates to, by piping in information about the course a graduate studied into the survey questions. This will also enable a personalised approach. We are aware that this survey window could be problematic for PGCE students who may not have yet started a post and are in discussions with NCTL about our approach for these graduates.

For each academic year, there will be four survey points, in the first weeks of December, March, June and September. Estimations from students who fell into the DLHE population from the 2015/16 Student and AP Student data demonstrate that the September survey is likely to have the largest cohort, with 69% of graduates falling into this time period (see Fig. 4). However, this trend may change over time, with changes in provision. This also only provides an average across the sector and will differ by provider.

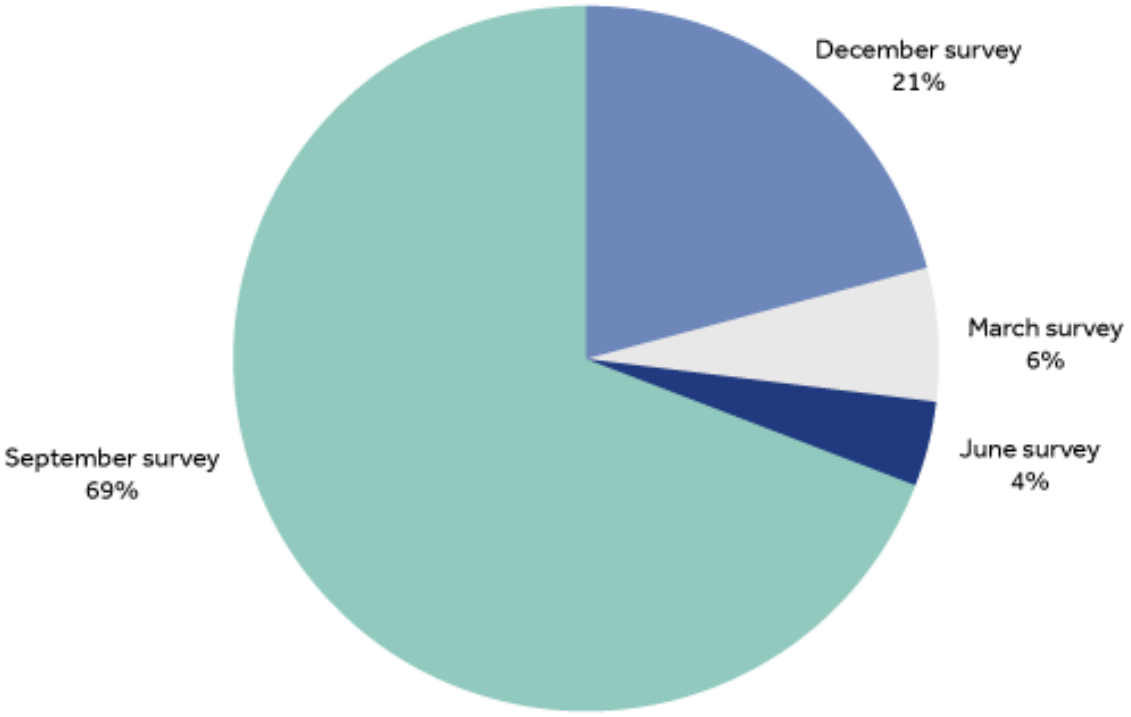


Fig. 4: Estimated relative populations for each survey period

Response rates

Response rates below 70% per provider will not be accepted, although our expectation is that higher rates will be reached (demonstrated by the Australian online-only survey attaining 39% at 12 months and rising online response rates for Longitudinal DLHE C12019). This level provides sufficient detail for onward use of the data at course level, as demonstrated by the National

Student Survey (NSS). The survey contractor will be required to ensure the responses are representative across different courses, as HE providers are required to do by the current DLHE.

Achieving high response rates will require collaboration between HESA, HE providers and the survey contractor. HE providers will be responsible for maintaining channels of communication with their alumni to ensure that they have accurate contact details. There would also be a value in providers raising the prominence of the NewDLHE survey in any alumni contact undertaken prior to the survey period. We will make digital materials available to support this promotion.

We will work with the survey contractor to develop a robust communications plan to support the achievement of high response rates. This plan will include a range of central activities as well as the provision of resources to support local communications activity.

We will also maximise response rates through:

- Utilising best practice in survey design. This includes making questions personalised to the graduate depending on their activity and avoiding question types which commonly lead respondents to drop out, such as grid questions. The survey design will undergo cognitive testing to ensure the questions are clear to respondents.
- Utilising technological advances. This will include routing the survey to ensure graduates are only required to answer questions which are relevant to them, and piping data such as the course they have undertaken in order to provide a personal experience. The interviewers who conduct the survey over the telephone will be able to use this system in order that all respondents get the same experience.
- Personalisation of the survey and contact methods to each provider. Providers will have options to advise their relationship manager at the survey contractor of characteristics of their graduates which may influence the contact method. They will also be able to work with the third party supplier to personalise the contact details and survey visually to ensure graduates understand the links with the provider. This will build on examples of good practice in current outsourcing across the sector.
- Maximising the use of linked data to avoid asking questions which are seen as intrusive (such as salary) and to ensure the survey is kept brief.

Contact details

Providers will be responsible for maintaining contact details for their graduates, as now. HESA will provide a platform through the data collection system where providers can return and update their graduate's contact details. Contact details will be quality checked to ensure levels and quality (e.g. institutional email addresses only, incomplete telephone numbers). Data validation quality rules will be handled through familiar, standard HESA processes.

Optional question banks

Two types of optional question bank will be permitted:

1. ***Question sets which have been through governance process and can be opted into***. These will have been through the governance process and details of the optional question banks for the first NewDLHE survey are included in the survey design, such as those for research students, and alternative measures of graduate outcomes including subjective well-being and net promoter score. These questions can be asked at any point in the

survey (e.g. overseas salary information sitting in the employment section) and will fall under our main collection notice. Optional banks can be made available online-only (as part of the core service level) and also through the telephone survey, in which case standard additional unit charges will apply.

2. ***Providers adding their own questions to the survey***. These can be added at the end of the survey, and will be clearly divided from the core question set in order to retain response rates to the main survey and demonstrate that these are not subject to the same collection notice. The survey contractor will work with providers to ensure where similar questions are being asked by different providers, these are implemented consistently to minimise costs.

If providers wish to add questions to the question sets described in option 1 they will be able to propose them through the governance process.

External coding frames

NewDLHE will continue to use external coding frames. The use of these coding frames will be kept under review through the governance process.

Standard Occupational Classification (SOC)

The Standard Occupational Classification (SOC) coding frame will continue to be used to classify the occupations of graduates. The first year of NewDLHE will use the existing SOC(DLHE) coding frame. The Office of National Statistics (ONS) is currently running a review of the SOC coding frame for 2020. We hold a position on the review group and are representing the views on SOC shared throughout the NewDLHE review.

Once SOC2020 has been published, we will investigate whether this can be used as is for NewDLHE, or whether a fifth digit version is required to replace SOC(DLHE).

Standard Industrial Classification (SIC) and company information

The Standard Industrial Classification 2007 (SIC2007) coding frame will continue to be used to classify the industry the graduate is working in. The SIC coding process will provide some derived data about the company, such as company size. We will aim to derive if an organisation is part of the NHS, but if this is not feasible we will include the current NHSORG question[5] in the survey.

JACS/HECoS

We will link NewDLHE survey data to the HESA Student record (see the linked data model) using subject classification frames. The JACS (Joint Academic Coding System) subject coding frame will be replaced by its successor, the Higher Education Classification of Subjects (HECoS), in the academic year 2019/20. This means that linked HESA Student further study data will contain JACS codes for graduates studying up until summer 2019, and so supplied data for the first year of NewDLHE will contain mainly JACS data. From the second full year of operation onwards, HECoS will be the main coding frame. You can find out more about HECoS here: https://www.hesa.ac.uk/innovation/hecos

Currency

[5] In current DLHE this is Q14. Is this organisation part of the NHS?

The optional question bank for salary (for students overseas) will utilise the ISO4217 standard currency coding frame.

Methods of coding

Coding for both SOC and SIC will operate through:

1. Respondents enter free text responses to questions, for example job title. Their response is saved in the system.
2. Respondents are then presented with a drop down, for example of occupations, which match most closely the data they have entered. They will have the opportunity to select from this list, enabling some self coding.
3. Both the respondent's free text response and their list selection will be returned to HESA. If a respondent's job does not have a match, only the free text response will be returned.
4. The data will be continuously quality assured by the survey contractor who will provide reports for the steering group on this coding. Providers will also be able to monitor this coding through their dashboards.

Additional surveys

The NewDLHE survey will be a census of graduates at 15 months. However, there will be interest in additional information about some groups of graduates, for example understanding the early destinations of those who have undertaken teacher training, or understanding the longitudinal outcomes of research students. About a third of respondents to our previous consultation (and about a quarter of all HE providers) indicated these and similar interests. While we have not explicitly catered for their preferences, we have designed the proposal to be potentially extensible. The survey platform could be adapted to allow additional surveys to run. However, any request for additional surveys would be subject to the governance process and at additional cost.

GOVERNANCE OF THE NEWDLHE

Open centralisation features an approach to governance that will maintain the confidence of funders and users of the survey, including HE providers. We will establish a steering group to take forward the work of the review into the procurement phase and then into the business as usual phase.

During the procurement phase, the steering group will: assist in drafting the tender documentation that will be necessary to describe the proposed service in detail; have a role in formal procurement dialogue; and help to select the successful survey contractor.

In the business as usual phase, the role of the steering group will be to act as a governance board for the survey. It will:

- Ensure the right questions are being asked
- Keep the methodology under review
- Ensure graduates are not being over-surveyed
- Help ensure standards are being met, for example by advising on quality assurance of coding activities.

Terms of reference will be drawn up to codify this.

As demonstrated in the methodological model, our proposal is for a main census survey, with core questions. This will be supplemented with optional banks of questions available for benchmarking and special interests, for example to capture information on subjective well-being. The steering group will have ongoing responsibility for defining and approving changes or additions to both the core questions and the optional question banks.

How governance of optional question banks will work

A process will be developed for submitting requests for optional question sets to the steering group. This process will require the organisation requesting the questions to justify the benefit of the addition. This process will be modelled on work HESA is currently undertaking to establish national-level data governance for the sector.

Providers will have the opportunity to add their own questions to the survey without subjecting these to the formal governance process. Further details of how this facility will work is available in the methodological model.

Who will be involved in the steering group?

The steering group will include viewpoints from HESA, the funding councils, HE providers and other sector bodies, along similar lines to the composition of groups HESA periodically convenes to review its records. As usual we will ensure representation from a diverse range of providers.

How will the survey be reviewed?

In the DLHE survey, no changes are made to the survey between the April and January presentations, to ensure data is consistent for an entire annual cohort. This approach will be maintained under NewDLHE, with no changes taking place during the four survey periods.

The questions in the survey will be reviewed annually to ensure they remain fit-for-purpose. However, we aim to build up a reliable time series, and so significant changes will be avoided.

The addition of new questions to the core survey will require the approval of the steering group. The use of the data will be examined to ensure no questions are being asked without sufficient justification. Current and emergent opportunities for utilising linked data will be kept under regular review for the same purpose.

The uptake of optional question banks will also be kept under review to establish whether further optional banks are required or if there would be a benefit in optional questions moving to the core question set.

There will be a post-implementation review following the first full cycle of operation.

Quality control of the survey contractor

The survey contractor will be required to produce a set of key performance indicators (KPIs). Standards will be set to which they must adhere, such as response rates and coding data quality. The role of the steering group will be to ensure these standards are being met. The implications of not meeting these KPIs will be set out in the contract with the survey contractor. The contract will allow for audit by the steering group or others appointed by them.

HESA will retain responsibility for setting the quality assurance rules to which the data must adhere and overseeing the relationship between the survey contractor and the HE provider.

Quality assurance

HESA will set the standards for quality assurance, similarly to the quality rules in place for DLHE. The survey contractor will be responsible for adhering to these standards and the steering group will audit this.

If a provider were to identify a problem in the quality of their data, they will be able to enter a dialogue with their relationship manager at the survey contractor, and there will be an escalation mechanism.

Data will be continuously quality assured by the survey contractor, rather than after all graduates from one academic year have been surveyed.

Will additional surveys be catered for?

We have not included a mechanism for accommodating additional surveys in this proposal, but the proposal is potentially extensible, in that it could be adapted to undertake other surveys. This could be the case, for example, for certain cohorts of graduates where there is an established interest in early destinations e.g. teachers; or for longitudinal studies to add depth to our understanding of, say, women who studied Science, Technology, Engineering and Mathematics (STEM) subjects.

Any request for an additional survey would be subject to the governance process, which would be required to demonstrate compliance in line with HESA's normal processes,[6] covering:

[6] The current HESA business change request form is available at: https://www.hesa.ac.uk/innovation/records/changes.

- Legality of data collection
- Appropriateness of this method of data collection
- Consideration of the impact of additional surveying on graduates
- Justification of the burden on HE providers
- Explicit agreement of the governance group.

The costs of any putative additional survey(s) will not be incorporated within the funding model of the main census survey, and so would have to be funded by the interested organisation.

LINKED DATA

We asked in the consultation what approach we should take to data linking.

We highlighted three basic models that could be pursued:

1) We could rely entirely on linked data to determine graduate outcomes.
2) We could choose not to utilise linked data, and continue collecting data (including salary) by consent as at present.
3) We could take a mixed approach, collecting data from the best available data sources, whether surveys of graduates like DLHE or national datasets, and merge them to produce a composite source of information.

We set out our intention to pursue option three, and asked respondents to feedback on whether this would be the most suitable approach. 94% of respondents agreed that linked data should form a critical part of the product. We highlighted that one of the key forms of linked study data we would use is the Longitudinal Education Outcomes (LEO) data, and also highlighted the potential to use linked study data from the HESA Student record.

Linked study data

HESA collects information on students and courses throughout HE in the UK as part of its normal work. We propose to make greater use of this resource, linking and providing data back to HE providers, instead of collecting through a survey.

Our approach will be to undertake linking via personal identifiers such as the Unique Learner Number (ULN) and the HESA Unique Student Identifier (HUSID) in the first instance, and then to 'fuzzy match' any remaining records, to maximise the valid data obtainable. Due to the limited roll-out of the ULN, and some limitations on the linking of HUSIDs between study engagements, an inadequate number of records would be linked using identifiers only, at least initially. This is because continuity of HUSID is not always maintained from one HE provider to another, and gaps cannot be spotted on a 100% reliable basis. We have looked at what information might be collected to improve matching of records through fuzzy matching: while names and birthdays are likely to persist, in a population as large as the HESA Student record this is not always adequate. Because of the high levels of mobility of the majority of the student population, address information also offers a weak indicator for matching records. However, collecting the institution at which the further study is taking place constrains the pool of potential matches considerably. We therefore propose the following strategy:

- We will match on ULN where present in both Student records
- We will match on HUSID where present in both Student records
- We will undertake a fuzzy match that will catch most remaining records
- In the activity section, we will have an option for further study, and two questions to determine the level of study and the university/college name.

This will both significantly improve the accuracy of fuzzy matching, and allow the UK Performance Indicators (UKPIs) to be produced from survey data alone if necessary. It also represents an overall reduction of three questions on this topic.

As the use of ULNs grows this will improve the quality of matching and the policy can be kept under review with a view to moving more fully toward linked data over time. We will also investigate the availability of linked data from other education sources to enable more to be understood about students who go on to study qualifications that are not within the HESA constituency, such as at FE level.

Providers who anticipate requiring more detailed information about further study will be able to define additional bespoke questions.

Linked salary data

The LEO dataset contains UK-wide earnings data, derived into both annual and daily earnings. It also provides some information on the start and end date of the spell of employment, although this is subject to fuzzy matching and therefore may be limited. This is used to derive whether a graduate was in a period of sustained employment during the tax year. This can be linked to student data and NewDLHE data using a method described by the Department for Education in England.[7] The dataset also contains flags that indicate whether a graduate had a record of self-assessment tax data.

In the consultation, we asked respondents to give case studies of how they use the current salary data, and how they planned to use the data in future. From this data, we learned that the overwhelming majority of use cases are for grouped data, particularly at course level, or by occupational group, as well as by various protected characteristics.

Our aim is to make the information available to meet the following uses and we are working with DfE to establish the mechanisms to do so. HESA sees itself holding and providing access to the parts of the LEO data that complement NewDLHE (e.g. data that refers to past students and showing their earnings several years post-graduation. For mature students this might also include information prior to, and during, HE studies).

We are working with the DfE to agree a mechanism for accessing the UK-wide data. This would involve DfE providing HESA with individualised data to allow HESA to publish Official Statistics (including designated National Statistics) and to provide anonymised salary information to HE providers and other data users. The uses of this data will necessarily be restricted to the meanings allowed by the Small Business, Enterprise and Employment Act 2015, and subject to HESA's charitable purposes:

- UK wide statistical products which HESA publishes, including the NewDLHE statistical first release and NewDLHE full publication.
- Supporting the Office for Students in England and the devolved administrations in the rest of the UK in producing public information sources to enable consumer evaluation of the effectiveness of education and training, such as Unistats.
- Supporting third-party and market providers of information, advice and guidance by providing appropriate datasets to enable consumer evaluation of the effectiveness of education and training.

[7] See *Employment and Earnings Outcomes of Higher Education Graduates: Experimental data from the Longitudinal Education Outcomes (LEO) dataset*, 4 August 2016, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543794/SFR36-2016_main_text_LEO.pdf, pp. 19-24.

- Undertake or support research projects aimed at furthering the assessment of policy on and effectiveness of education and training by either HESA or appropriate third parties (novel analysis may subsequently be incorporated into HESA's open data statistical products where this demonstrably improves public benefit).
- Data supply to support HE providers in evaluating the effectiveness of the training or education they provide through understanding the employment outcomes of their graduates, by supplying appropriate datasets on their graduates to the governing body of the institution.

HESA will seek formal authority to perform these assessment activities on behalf of the Secretary of State and the devolved administrations.

The limitations placed on the supply of data by the 2015 Act are clear, and no data could be supplied that falls outside the functions specified above. All data will be anonymised and an appropriate implementation of the HESA rounding strategy applied.

As HESA is a non-profit organisation with an open data strategy (more information available here) charges will only be levied where services are provided in addition to data, requiring the use of analytical or other resources.

Timetable for publication

LEO data is presently only available following the end of the full tax year for graduates. Therefore we envisage having the first LEO data linked into the NewDLHE in June 2020. However much of the data from NewDLHE is likely to be ready for publication before this, in January 2020.
We also aim to develop experimental statistics publications on some of the new measures envisaged, and will publish this in due course.

DATA SUPPLY

Open centralisation requires graduate contact details to be made available to the survey contractor and survey responses to be made available to the HE provider.

The extent of graduate contact a provider maintains is a matter for the individual providers. One of the practical considerations that has been highlighted to us throughout the review is the need for the replacement for DLHE to allow providers to continue to offer post-graduation support to alumni. We have avoided designs that could obstruct desirable alumni support, and have designed a framework where this support can (optionally and at cost) be integrated with data collection if providers require it.

Near real-time raw data supply for HE providers

Open centralisation will support near real-time views of survey responses via dashboards. These dashboards will be available through the HESA data collection system, and will allow providers to interrogate the data in order to provide support to their graduates and to plan based on immediate data.

Under the proposed model, HESA will operate these data transfers using the familiar mechanism of its data collection system. This system, currently being upgraded as part of Data Futures, will accommodate an upload mechanism for contact details, and a data supply portal for regular download of survey responses.

During the data collection phase of activity, raw survey data will be available and viewable in a dashboard, and can be used by providers to support struggling graduates and to engage in strategic planning informed by the latest data.

Providers will also optionally have a facility to lodge details of their careers service with the survey contractor, which would allow graduates to be transferred to the careers service, or for the provider to receive details for re-contact through the same mechanism, where careers support has been requested.

Supply of contact details to survey contractor by HE providers

HE providers will be required to supply full contact details for their graduates to the survey contractor. These will be transferred through the HESA data collection system. There will be a ‘return date’ prior to each survey period by which details are required. HE providers will be required to ensure these contact details are up-to-date for their graduates, and HESA will quality assure the contact details provided.

Data supply for enriched data

Once data has been quality checked, the processed data will be supplied back to HE providers through the data collection system. In addition to a near real-time supply of raw survey data, HE providers can expect multiple data files to be made available at various points during the year, as they become available. These will include:

- Earnings data (described elsewhere)
- Linked/matched study data (described elsewhere)

- Standard Occupational Classification codes for individual students (derived data)
- Standard Industrial Classification codes (derived data)
- Company information (derived data)

The derived data will be incorporated and supplied after each survey period, as well as a total data supply at the end of the process. Data will be provided to other data users through HESA's current data supply mechanisms.

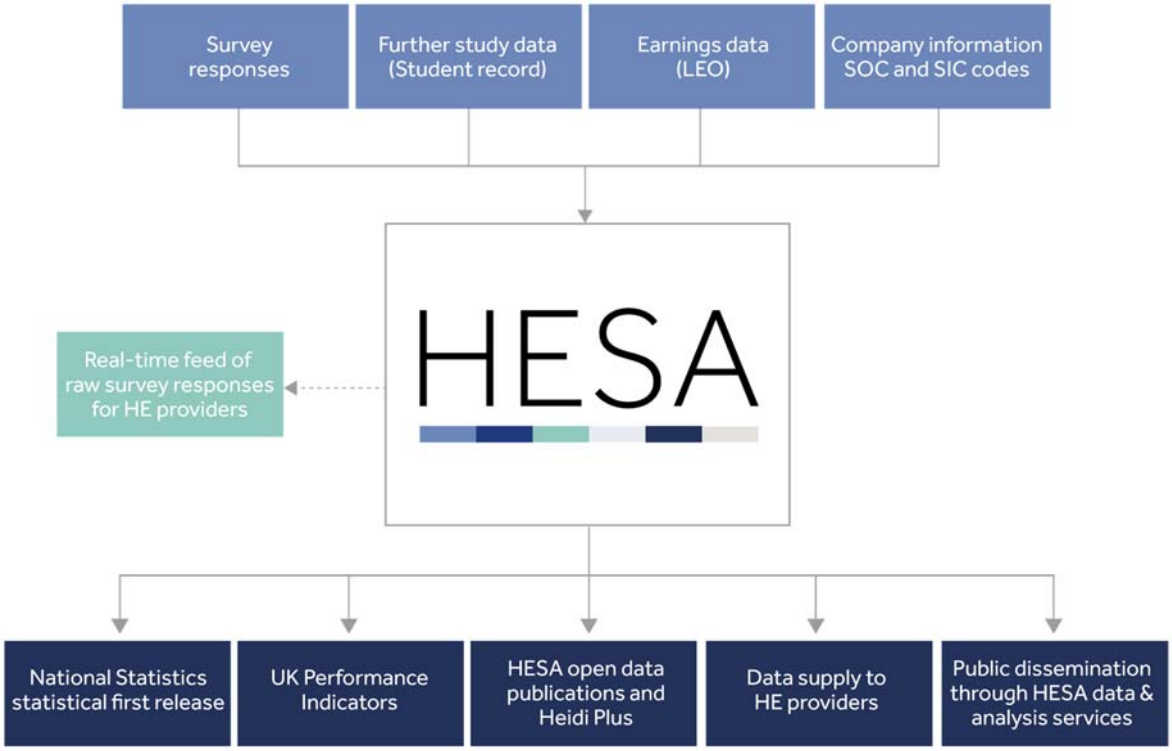


Fig 5: Data collected and key data outputs

Publication

The first publication of the full 2017/18 cohort will be available in January 2020. This will include the full year's survey data, as well as linked data from the HESA Student record and supplementary data on occupational and industrial classification, and company details for entrepreneurs. Highlights of this data will be published in our National Statistics statistical first release. Extracts of the data will also be used in our UK Performance Indicators on employment of leavers and in our open data publication on Graduate Outcomes. Data will be available to subscribers in Heidi Plus, and will be available for bespoke data and analysis requests. We will publish an additional output in May 2020 supplementing this initial data with linked salary information.

These publications will respond to a recommendation in our quality assurance self-assessment that we apply methods of controlling for potential non-response bias at provider level.

Although we will be publishing similar outputs to those currently available, we will not be publishing time series data, due to the substantial changes between DLHE/Longitudinal DLHE and NewDLHE data. The later survey date will lead to a gap in publications of approximately six months.

Further details of the data supply for the linked data are available through the linked data model.

FINANCIAL IMPLICATIONS

Contents

Executive summary

Current graduate destinations surveys, including both DLHE and Longitudinal DLHE, cost the HE sector over £6 million a year to run. While HE providers appear willing to bear the costs of obtaining good-quality data from DLHE, too much is currently spent on the exercise compared to surveys like the NSS and Longitudinal DLHE. These have substantially lower unit costs while achieving excellent response rates. Providers are generally experiencing diminishing response rates as their spend on the DLHE increases, and we have identified room for considerable efficiencies in data acquisition. Potential savings of perhaps £1.5 million per year across the sector appear credible.

The design for the NewDLHE makes the core survey slightly shorter than at present, with additional value derived from linked data. Various features of the design contribute to an expectation of lower running costs, including removal of the requirement for regular software updates to reflect the changing methodology.

The proposed service model is three-tier:

- A core level, the baseline for all, which will involve the core question set for the whole target population, and a service level statement which guarantees a fair application of the methodology, an account manager and regular supply of data. This will attract a small fixed fee, and a capitation fee based on results. It will also include optional question banks when asked online only.
- A second tier will enable optional banks of additional questions to be asked by phone as well as online. This will be offered at standard per capita success rates, where the core service level statement applies.
- An advanced tier will include the facility to add innovations such as bespoke additional questions and enhance the core service level statement with an additional service level agreement, which will enhance the account management approach and provide the opportunity for value-added services, such as referrals to careers services. This will be a matter for negotiation between the HE provider and the supplier.

Our modelling indicates that most HE providers can expect to make a saving under the proposed model. In our models we make conservative assumptions on costs and offer a range of scenarios for different institutional profiles.

This section builds on the analysis of DLHE costs that we published following last summer's consultation. It demonstrates the financial desirability of an open centralised model using empirical evidence.

Following this consultation, we will produce a business case that evolves the model presented here to take into account the feedback we receive. We give indications of the approach that we will take to procuring the new survey.

About this financial case

We identified at the start of our review a desire to understand the actual costs involved in running the DLHE. We presented this information as part of the synthesis of responses to last summer's consultation. In this section we take that analysis further, by comparing the costs the sector reported to us with the costs of other surveys, and making comparisons that show relative value for money. As a result we have an empirical basis that demonstrates that our proposal offers value for money.

Realisation of financial benefits outlined as possible here will be subject to two main things:

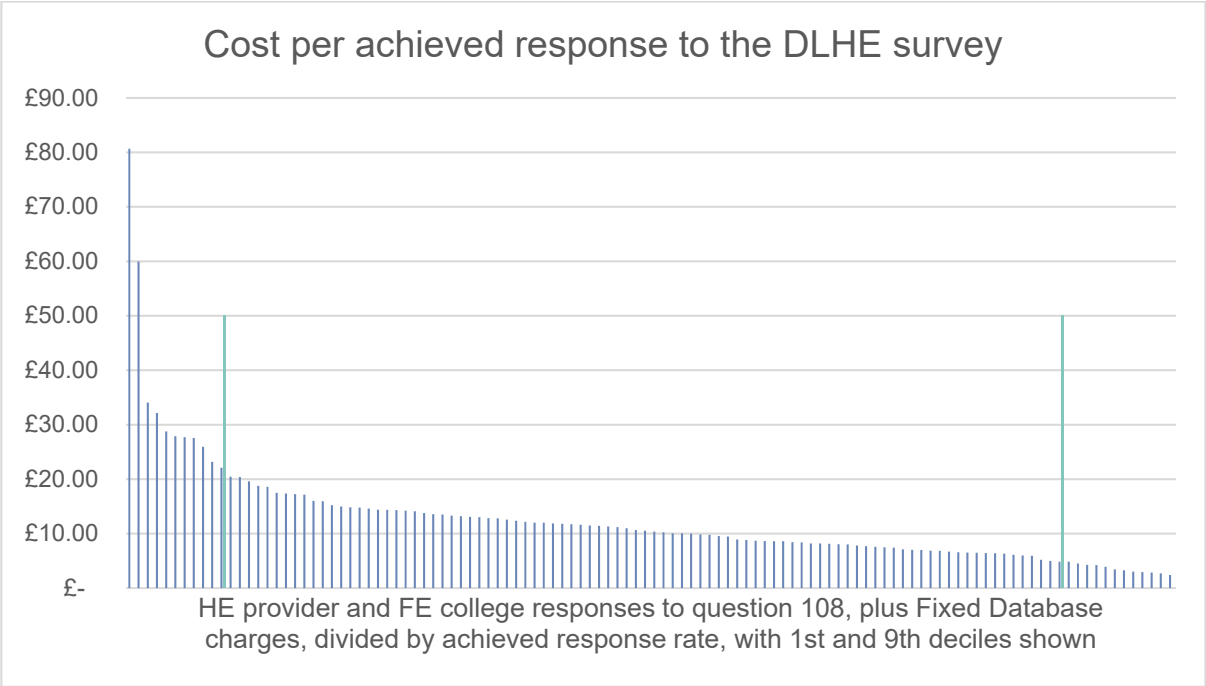
- A final definition of the "product", which will be produced following feedback from this consultation
- A procurement process.

Since these are both in the future, this financial case is best understood as offering the evidence necessary to move to the next stage of work to refine this proposal, rather than a detailed costing.

What does the DLHE currently cost to run?

In the initial phase of the review we sought to establish the current costs of collecting data in the DLHE. We set parameters for a costing to be produced, and we are grateful to the 114 HE providers that chose to respond to this question.[8] This response rate represents around two thirds of the HE providers undertaking the DLHE during the period in question (the 2013/14 year) which is a very good sample on which to estimate. We also noted that 90% of responses were within one standard deviation of the mean cost, which indicates a higher level of clustering of costs than one would expect in a normal distribution – an indicator of consistency that indicates the high quality of the data. We therefore consider this data to be strong enough to draw conclusions about overall costs from.

[8] For details of the costing methodology we asked HE providers to follow, see Addendum A to this section.



When comparing costs, we needed to compare like with like, and so we used the information providers gave us about the additional questions they ask during the survey and normalised all figures accordingly, to give an estimated cost relating to just the HESA-specified questions, discounting the extra costs incurred through additional data collection. This had the effect of smoothing the data, which is what we expected to see.

We then divided each HE provider's overall costs by the number of DLHE responses achieved. This gives a cost of acquisition per response that factors in the efficiency of the HE provider's data collection, rather than the scale of the collection attempted. We have done additional analysis since publishing the synthesis of consultation responses, which we offer below:

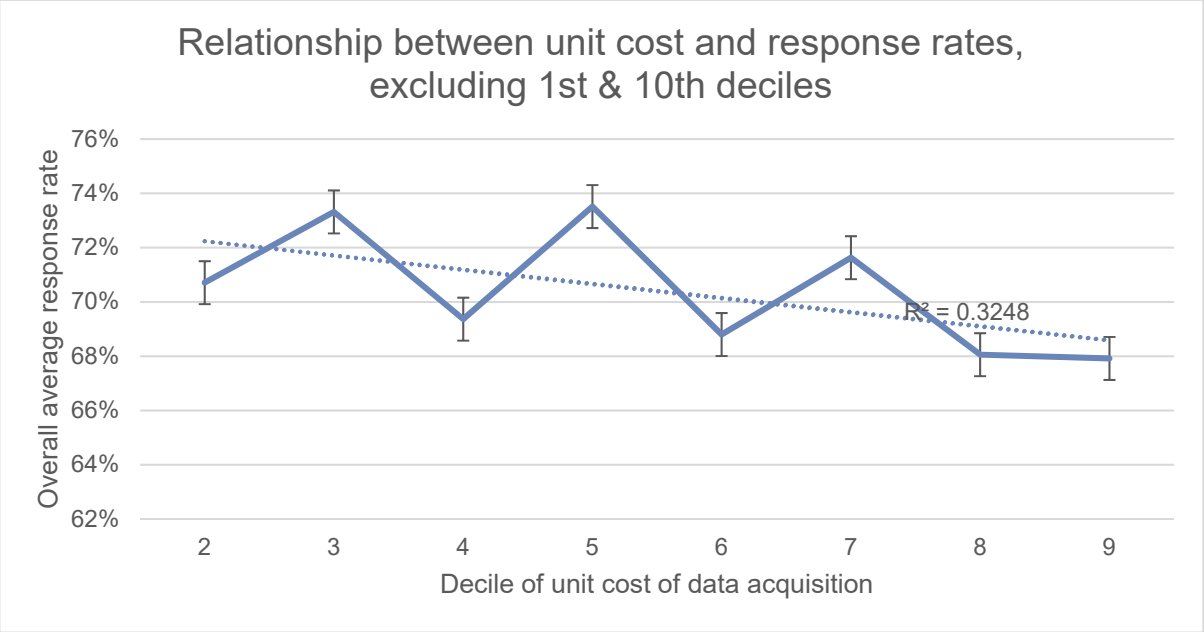
Overviews of acquired responses	**Per-capita costs**
Highest cost provider	£80.65
Lowest cost provider	£ 2.40
2nd quintile starts	£ 6.56
5th quintile starts	£14.97
Mean (of providers)	£12.55
Median (of providers)	£10.44
Mean (total costs/total survey population in sample)	£11.28

Hypothesising that greater expenditure on the survey would result in higher response rates, we previously observed[9] that there appeared to be no correlation, except perhaps at the extremes of the first and tenth deciles of cost.

We re-analysed this data, excluding the distortions caused by the first and tenth deciles of cost (the only data points that fitted our initial hypothesis of a direct relationship) and observed that there

[9] HESA, *Synthesis of Consultation Responses*, October 2016, https://www.hesa.ac.uk/files/NewDLHE_consultation-synthesis.pdf.

now appears to be an inverse relationship between cost of acquisition and response rates for the second to ninth deciles of cost. The R-value now rises to the threshold of statistical significance, indicating that HE providers will tend to experience diminishing returns the more they spend on acquisition. We have not identified any reason for this finding, but we note that increased usage of telephone interviews is also correlated with higher costs. It does, however, indicate that efficiencies could be generated while improving response rates.



In the HE sector, the overall figure we calculated for the 2013/14 DLHE was £5,543,922.85.[10] On this basis, we can estimate the costs of the most recent complete DLHE survey (2014/15) by subtracting the decrease in the overall number of responses (28,492) multiplied by the overall mean cost of obtaining a response (£11.28) to get a total of (£5,543,922.85 - £321,389.76) **£5,222,533.09**.

In the FE sector, figures supplied by HEFCE indicate that there were 28,748 responses at 205 FE institutions. We based our estimated costs on figures published in i-graduate's DLHE buyers guide which calculated the costs for DLHE in FE as £347,910.00.[11] Added to the DLHE cost, this takes the figure to £5,570,443.09. However, this does not include figures for all FE DLHE, in Wales, Scotland and Northern Ireland.

By adding a figure to round for missing data, we can reasonably assume the cost of the 2014/15 DLHE including FE DLHE was in excess of £5.7 million.

It should become unnecessary to run the Longitudinal DLHE once the NewDLHE is in place. The total cost of the current biennial Longitudinal DLHE is around £1.15 million, which, annualised and added to the figure above, gives a total cost of **£6.3 million**.

[10] Based on the costings provided by our sample for the 2013/14 DLHE (and weighting for the DLHE responses of HE providers that had not supplied us data, by the mean unit cost of the 114 HE providers in our sample).
[11] Three providers did not supply figures, so we assumed just one response in each case.

How do the costs of DLHE compare to other similar surveys?

We investigated the costs of a wide range of surveys to evaluate whether data collection in the DLHE represents good value for money. In making comparisons, we had the experience of procuring and managing the Longitudinal DLHE to draw on, including a range of detailed information about survey conduct. We were also able to use general information drawn from the Government Statistical Service,[12] and we are grateful to HEFCE for their assistance in understanding the financial models for both the NSS and the FE contracted-out presentations of DLHE.

There is solid evidence that demonstrates that the costs of centralised surveys are lower than those costs generally reported by the HE sector in conducting DLHE.

FE DLHE

FE DLHE is run for HE graduates studying within the FE sector. It is a very close comparison, because it an identical data collection to that in HE. The same methodology and target response rates are applied in FE. In the FE sector, a purchasing framework is in place with a single supplier, which FE colleges opt-in to for their HE provision. This is levied as one of two bands of set-up fees, and a single per-capita price per acquired response. In FE, this results in a relatively high average unit cost of £14.52, because FE colleges tend to have small numbers of students, so the fixed fee has a considerable distorting effect. The largest FE provider (still small in comparison to most HE providers) pays an effective rate of £9.63 per response.

We demonstrated the savings that would be made by HE providers procuring on the FE framework by applying the FE framework to the numbers available for our sample of 114 costings. Overall, this group would have saved **£866,278.75** in 2013/14 had they procured on the FE framework. The average HE provider would have saved £2.98 per acquired response (£9.57 is the average unit cost in HE when applying this model). We did not make any assumptions about savings possible beyond the sample, but if we had, this would have had the effect of increasing the overall projected savings.

The current FE DLHE framework has been negotiated by HEFCE in the interests of FE providers, which are not necessarily similar to HE providers. Despite this, half of the HE providers in our sample would have saved money by procuring DLHE through this framework. A procurement exercise for the HE sector would be driven by much larger numbers, thus significant economies of scale would be introduced. This would also be likely to benefit FE providers as a by-product. FE DLHE therefore offers credible evidence that substantial savings are possible from a centralised approach. Around a quarter of HE providers have already pursued an outsourced approach to DLHE similar to that used in FE.

Longitudinal DLHE

Longitudinal DLHE (LDLHE) is run biennially, and HESA procures the service on behalf of its statutory customers, and makes the results available to HE providers and others. The survey is substantially similar to the DLHE, but contains a number of additional questions. This is an important comparator, because LDLHE is most like the DLHE. Online and telephone methods are used. For the LDLHE that ran in 2014/15 the cost was £11.35 per acquired response.

[12] Government Statistical Service, *On-Line List of Government Statistical Surveys (OLGSS)*, 2015, http://www.neighbourhood.statistics.gov.uk/HTMLDocs/OLGSS/OLGSS_interactive.html.

Weighting costs by question provides a mechanism for comparison. LDLHE in 2014/15 had 60 questions. After weighting on a per-question basis to make a comparison with the 35 question DLHE, this figure reduces to £6.73. The evidence here indicates that a high-quality centralised survey can be procured at a substantially lower cost than that achieved by the current devolved methodology for DLHE.

Estimated figures for the current iteration of the survey indicate improved performance driven by increased up-take of online surveying among respondents.

Both these figures are comparable with the bottom quintile of HE provider-reported costs for DLHE. Even the original costs, for surveys with almost double the number of questions to DLHE, are around 15% below the sector average for DLHE. Although this weighting is crude (fixed costs are subsumed in unit costs, not every question takes the same amount of time to ask, and not every respondent is asked every question) it offers a reasonable guide to the kinds of costs involved in a comparable centralised survey, and indicates that if this model was applied to DLHE, savings of around £2.3 million could be made across the sector. In this model around 80% of providers could expect to make savings.

NSS

HEFCE has shared overall NSS costs with us for the purpose of this review. NSS has a population of about 450,000 so is the survey most comparable in size to the DLHE. We are not able to publish exact figures, but it appears that the survey costs for NSS fall within the range of the lowest decile of HE provider-supplied costs for DLHE (even after weighting costs to account for the 35 questions in DLHE compared to the 27 questions in NSS). This again indicates the considerable potential for savings achievable from a single nationally-procured survey.

Other public surveys

We obtained information on costs of surveys from the Government Statistical Service (see footnote 12). These surveys cover a range of information-gathering processes used by government departments and the ONS, not just surveys like the DLHE. As such, they do not offer such strong comparisons as LDLHE and NSS do. The costs of these surveys vary dramatically, from effective negative costs at one end, to £11,000 per acquired response at the other. The first decile cost per acquired response is £1.74, and the ninth decile cost per acquired response is £163.92. Restricting the list to large surveys (20,000+ respondents) conducted online or by the telephone produced a smaller range from £0.93 to £93.06. Given this wide range of costs, we investigated a sample of the large surveys to ascertain their characteristics for comparison.

First, for example, the large survey with the median cost (of £9.98) is the School Census, a large ‘survey’ more akin to a HESA Student record collection than a traditional survey. It is difficult to ascertain the cost of acquiring a data item given the complexity of the survey (though it appears to offer a very low cost per item acquired) and so we excluded it from our analysis.

A second example is the Crown Court Sentencing Survey, which must be completed by judges following sentencing. Of the large survey comparators, it is probably the most comparable in overall form to the DLHE. This survey is in practice a collection of related surveys, with an average unit cost of acquisition of £1.15. Taking the example of the version of the survey for Driving

Offences,[13] which appears reasonably representative, there are 13 questions in total. Scaling the cost up to reflect the 35-question DLHE gives an estimated unit cost of £3.10. This appears to be a modest cost of acquisition, and perhaps indicates the potential for efficiencies from a centralised mechanism. Of all the surveys we sampled, it was the only one close enough in form to DLHE to offer a reasonable comparison, and we included it.

To take a third example, the Annual Business Survey (like the previous example, a collection of multiple related surveys) has a unit cost of acquisition of £37.99. The short version of the Services questionnaire has 15 questions, and are accompanied by six pages of notes to assist respondents. The long version has 16 questions with nine pages of notes. This type of survey is, however, not closely comparable to the DLHE, as it requires in-depth consideration and reference to business information held by the responding company (including bespoke analysis). It offers little by way of direct comparison, and we have therefore excluded it.

Summary of comparator surveys

We compared the above surveys side-by-side and, normalising:

Survey	Average weighted unit cost	Estimated savings if model applied to DLHE
DLHE	£11.28 (whole population)	N/A
DLHE FE	£9.57 (per HE provider)	£1 million
LDLHE (2014/15)	£6.62	£2.3 million
NSS	< £6.00	£2.8 million
Crown Court Sentencing Survey	£3.10	£4 million

Our comparisons indicate that in general, DLHE costs borne by HE providers are relatively high, and there appears to be room for substantial savings of around £1.5 million across the sector.

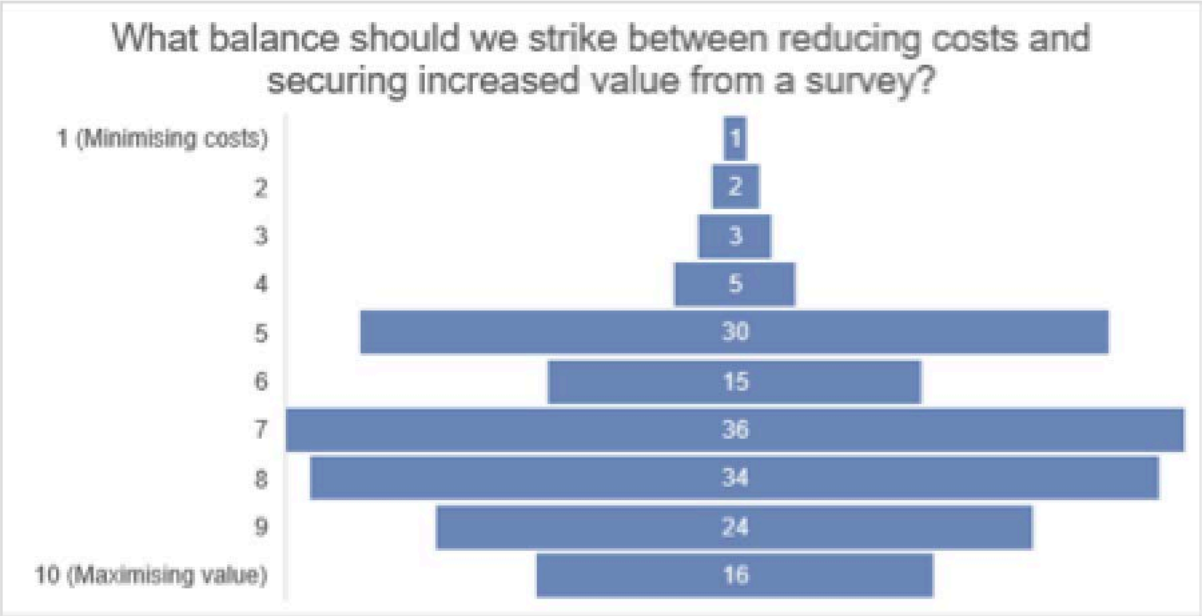
A note on VAT

All figures include VAT. Where we are unsure whether the figures we have obtained include VAT, we have applied an uplift of 20% as a precaution. We may therefore be inflating some figures unnecessarily, and disguising the extent of the opportunity for achieving efficiency savings.

[13] Sentencing Council, *Crown Court Sentencing Survey form: Driving offences*, 2017, https://www.sentencingcouncil.org.uk/publications/item/crown-court-sentencing-survey-form-driving-offences/.

What approach have we taken to costs and benefits?

In our previous consultation we asked about the balance that should be struck between reducing costs and securing increased value from a survey. The majority of responses fell on the side of maximising value over minimising costs. The clustering of responses indicates to us that securing value is overall more important in this activity than suppressing costs, but also that there is a spectrum of stances within this upper range.



We have therefore taken the approach of pursuing downward pressure on costs, and aiming for a balance between a core survey that offers greater value at an overall moderately lower cost than at present, along with a range of optional additional value-adding survey and service options to cater for that spectrum.

How will the costs of NewDLHE differ from DLHE?

The primary drivers of costs in both the DLHE and NewDLHE are the number of graduates surveyed, and the number of questions asked. There is also a substantial difference in the cost of acquisition between an online response and a telephone interview. The secondary drivers of cost include maximising response rates (meeting targets), the costs of coding SIC, SOC, and JACS, and the general costs of running a survey operation, including software changes. All of these factors will alter in the transition from DLHE to NewDLHE, as various aspects of the design tend to exert either neutral or downward pressure on costs. There are no areas where we anticipate a general rise in costs, and the overall direction of our proposals is to suppress costs, while deriving increased benefits per pound invested.

Factor	DLHE	NewDLHE	Cost impact	Reason for cost impact
Number of graduates surveyed	Defined in coding manual[14]	Will require re-writing, but no substantive change proposed	Neutral	Population of interest unchanged
Number of questions asked	35 max, (including multi-part questions 1 & 16)	33 max. Many respondents will answer less due to routing.	Downward	Reduced core questions, supplemented by linked data. Online and telephone 'native' format allows natural flow and easy routing.
% of telephone interviews	Necessary to maintain high response rates	Increased focus on driving responses online	Neutral	Telephone interviews remain necessary to obtain high response rates.
SIC coding	Centralised manual coding under contract from HESA	Remains centralised, in future part-derived from HMRC and quality-assured	Neutral	Will reduce over the longer-term as improvements in available linked HMRC data occur.
SOC coding	Local coding by HE providers	Part-automated, part-manual	Downward	Economies of scale from single infrastructure.
JACS coding	Local coding by HE providers	Derived from linked HESA data.	Downward	Utilise existing trusted linked data and obtain better coverage than at present
General running costs	Organised by HE providers directly or outsourced	Organised by contractor	Downward	Benefits of economies of scale
Software changes	Annual to keep pace with changes	Not required	Downward	HE providers will still need to put in place arrangements to consume and analyse the data as now, but acquisition will not require upgrades to student record systems

In the NewDLHE, the size of the surveyed population and the number of questions asked of them will still be the primary determinants of cost.

Our intention is to define a fee for the service, which will form an addition to the core HESA subscription. It is proposed that the new fee will comprise two elements: a small fixed fee, and a variable charge relating to student numbers.

[14] HESA, *C15018: Coding manual*, 24 March 2016, https://www.hesa.ac.uk/collection/c15018/coverage.

It is further proposed that the fixed fee element will relate directly to the service level specified for the core survey, and will ensure that the fee is appropriately related to a provider's size and complexity, in the same way as the 'provider charge' element of the current HESA subscription model. We anticipate that this figure will represent a small part of the overall cost for a large majority of providers. We do not speculate on the exact size of the fee, as this will relate to the detailed service level specified during implementation and procurement. Providers will have input into this to ensure that the sector achieves the best possible value for money for the service, and we welcome comments in this consultation.

On top of the fixed fee, a standard capitation fee will be levied. To give providers certainty over costs, we plan to relate this fee to the survey population.

When we contract the survey organisation we anticipate that payment will be contingent on results (the number of responses acquired that meet the requirements of the core survey). Competitive prices are best secured by increasing the proportion of responses acquired online, so there will be a drive to increase the number of responses acquired this way. Many HE providers have already found this to be the case, and we have previously demonstrated the financial benefits of increased uptake of online responses. This mirrors our own experience with the Longitudinal DLHE. Optional question banks may relate to the whole population or just a sub-set. Each optional bank answered on the telephone will attract a standardised supplemental capitation fee based on the number of responses acquired. The fixed fee for the core element will cover the service level in this tier.

In moving to the proposed open centralised model, we are mindful of the need to be responsive to the various ways in which HE providers interact with the DLHE. At present, there is a spectrum of engagement, that ranges from minimally-engaged to heavily-engaged in the data collection process. We anticipate that this will be the same in future, and the proposed model provides for this, offering an additional 'bespoke' tier of service. Examples of the kinds of services that would be addressed by this tier include the addition of provider-specific questions, or the facility to increase the service level over that specified for the core.

The centralised service will therefore operate on a three-tier basis, where HE providers can determine the level of engagement they wish to have.

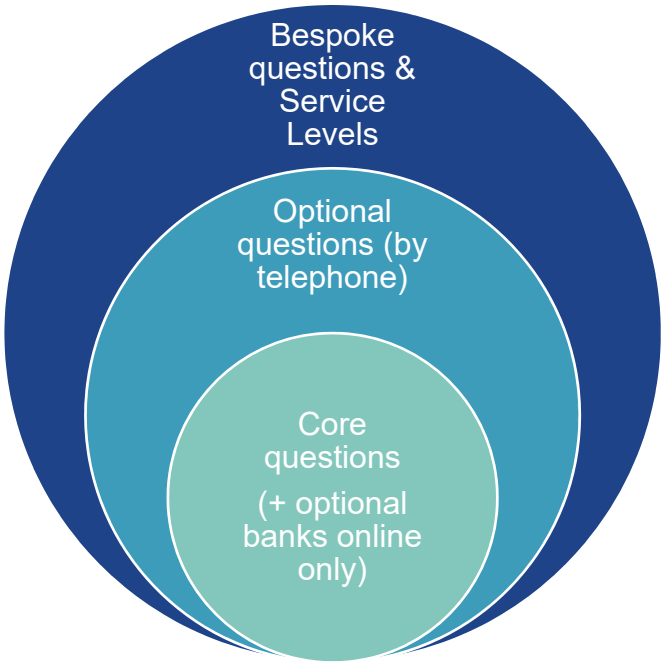


Fig. 6: The three tiers for the centralised NewDLHE survey.

- A core level, the baseline for all, which will involve the core question set for the whole target population, and a service level statement which guarantees a fair application of the methodology, an account manager and regular supply of data.
- Optional banks of additional questions, where the core service level statement applies if asked online only. Where the provider wishes to include these questions in telephone interviews, this facility will be offered at standard published rates.
- The facility to add innovations such as bespoke additional questions, or to extend the core service level statement with an additional service-level agreement which will enhance the account management approach and provide the opportunity for value-added services, such as referrals to careers services.

Procurement scenarios

Obviously, final costs cannot be determined ahead of procurement, but we have created some examples based on hypothetical providers and their preferences, and using hypothetical figures based on those identified as credible through our costing of the current DLHE.

To demonstrate where the break-even point lies, we set a realistic response rate of 475,000 and looked at the per-capita costs clustered around that point. In each case the saving is a comparison of the survey costs in the assumption to the estimated average per-capita cost for the 2013/14 DLHE (£11.35).

Scenarios - around break-even point								
	Assumption 1		Assumption 2		Assumption 3		Assumption 4	
Assumed population		475000		475000		475000		475000
Assumed unit cost	£	10.53	£	11.05	£	11.35	£	11.58
Survey costs	£	5,000,000.00	£	5,250,000.00	£	5,389,157.59	£	5,500,000.00
Estimated sector saving	-£	389,157.59	-£	139,157.59	£	0.00	£	110,842.41

More ambitiously, if we were to transpose the kinds of per-capita costs extrapolated from the examples of other surveys above, some impressive savings could be generated as the examples below show:

Scenarios - wide-ranging								
	Assumption 5		Assumption 6		Assumption 7		Assumption 8	
Assumed population		475000		475000		475000		475000
Assumed unit cost	£	5.00	£	6.50	£	8.00	£	10.00
Survey costs	£	2,375,000.00	£	3,087,500.00	£	3,800,000.00	£	4,750,000.00
Estimated sector saving	-£	3,014,157.59	-£	2,301,657.59	-£	1,589,157.59	-£	639,157.59

For the purposes of the scenarios below, however, we have taken a fairly conservative view, by assuming a unit cost of £8.50 per capita. Overall figures will of course depend on the actual response rate. To demonstrate this, we show four assumptions, each with a different overall national response rate, but with the same negotiated unit cost:

Scenarios for worked examples								
	Assumption 9		Assumption 10		Assumption 11		Assumption 12	
Assumed population		430000		450000		475000		490000
Assumed unit cost	£	8.50	£	8.50	£	8.50	£	8.50
Survey costs	£	3,655,000.00	£	3,825,000.00	£	4,037,500.00	£	4,165,000.00
Estimated sector saving	-£	1,223,605.81	-£	1,280,517.71	-£	1,351,657.59	-£	1,394,341.51

We use this figure of £8.50 as our hypothetical unit cost in the individual provider examples below.

What could be the NewDLHE costs for a provider?

Based on a hypothetical unit cost of £8.50 per achieved response,[15] we created four example providers, each with varying requirements. The core service charge cost has not been included. These are provided purely to demonstrate how application of costing mechanism could work, rather than as estimated costings.

Provider A achieves 1,500 responses in the core survey, plus a per-capita fee of £8.50, yielding a core cost of £12,750. It selects one large optional bank of questions in its telephone survey with a £2.00 per capita cost, and these are successfully asked of 150 of its research students only, raising the cost by £300 to £13,050.

Provider B is small, and gains only 300 responses in the core survey. It selects a small optional bank of questions and asks these of its students as an online-only option. This option comes at no additional cost, and hence its total cost relates to the core cost only. These come to £2,550.

Provider C attains 2500 core responses, costing £21,250. It takes part in two separate banks of optional questions, which it includes in the telephone survey, one for 300 of its research students only, and the other for all students (but manages to have this second set of questions asked successfully of only 80% of the total student body). It also negotiates a £6,000 package of additional consultancy, training and referrals, and in addition, the Faculty of Business asks additional bespoke questions of 700 of its students by telephone, successfully. The total package comes to £30,680.

Provider D is large, and its core costs come to £42,500. It asks a suite of optional question banks of all its students online only, which incurs no additional cost. It also asks optional question banks of its 300 research students by telephone and also undertakes a light-touch evaluation of an employability scheme it has run, by successfully asking one additional question of a group of 600 students, by telephone. The total package costs £43,280.

Scenarios for worked examples				
	Institution A	**Institution B**	**Institution C**	**Institution D**
Actual Response rate	1500	300	2500	5000
Core service charge - fixed	*TBC*	*TBC*	*TBC*	*TBC*
Unit cost per core response	£ 8.50	£ 8.50	£ 8.50	£ 8.50
Core survey costs - subtotal	£ 12,750.00	£ 2,550.00	£ 21,250.00	£ 42,500.00
Optional bank 1 selected - unit costs	£ 2.00	£ -	£ 2.00	£ 2.00
Optional bank 1 selected - population	150	0	300	300
Optional bank 2 selected - unit costs	£ -	£0.00	£ 0.75	£ -
Optional bank 2 selected - population	0	300	2000	5000
Optional banks costs - subtotal	£ 300.00	£ -	£ 2,100.00	£ 600.00
Bespoke service A - fixed costs	£ -	£ -	£ 6,000.00	£ -
Bespoke service B - unit costs	£ -	£ -	£ 1.90	£ 0.30
Bespoke service B - population	0	0	700	600
Bespoke service - subtotal	£ -	£ -	£ 7,330.00	£ 180.00
Total survey costs	**£ 13,050.00**	**£ 2,550.00**	**£ 30,680.00**	**£ 43,280.00**

[15] For the purpose of the illustration, we use achieved response to determine figures. Following the consultation we will do further detailed modelling to develop a fee structure based on survey population. This will take into account the difference between population and response rate, and offer predictable costs.

How could the survey be funded?

Our proposed mechanism for funding the NewDLHE is via a subscription fee, levied on a variable basis along the lines of that described above. This will enable best value to be achieved by procuring a single contract, and give providers the options they require to source comparable and highly trusted data in a way that suits them. A subscription could be pursued voluntarily or mandated by a regulator, and this will be a matter for funders and regulators to determine an appropriate course of action on in their administration. The regulatory reform anticipated when the Higher Education and Research Bill passes into law may change the basis on which HESA charges subscription fees.[16] While the Bill applies only in England, we will be applying the same overall approach to the devolved administrations. HESA will need to consider carefully how it adjusts its financial and charging structures to enable it to comply with both its obligations under this Act and for its trustees to meet their obligations under the Charities Act.

What will the arrangements for FE colleges offering HE be?

The procurement will secure a good value deal for the whole sector. A subscription option will be made available for FE colleges that wish to take advantage of this. For FE providers in Wales that are already HESA subscribers, this would represent an additional tier to the existing subscription.

What role do statutory customers have in funding?

At present, statutory customers do not fund the DLHE, but they do fund the Longitudinal DLHE, which will no longer be required. Some statutory customers will have a role in procuring linked data to be passed to HE providers. We will also look to statutory customers to assist with the one-off costs of transition to the NewDLHE model.

Once established, it may be possible for statutory customers to introduce optional banks of questions to the survey, that they will fund directly. This would be subject to an appropriate governance mechanism, described elsewhere.

How can we ensure NewDLHE is efficient?

NewDLHE will benefit from economies of scale, secured across the whole of the UK's sector. DLHE is currently the largest social survey in the UK after the census, and as a consequence its funders will wield significant economic influence in a procurement process.

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[16] At the time of writing, the relevant clause in N. 63, which reads as follows:
Power of designated body to charge fees
(1) A designated body may charge an annual fee to any registered higher education provider in respect of costs incurred, or to be incurred, by the body in the performance by the body of its functions under this Act.
(2) The amount of a fee payable by a registered higher education provider under this section may be calculated by reference to costs incurred, or to be incurred, by the body in the performance by the body of any of its functions under this Act which are unconnected with the provider.
(3) The total fees payable under this section in any period of 12 months must not exceed the total costs incurred by the body in that period in the performance by the body of its functions under this Act.
(4) The designated body must publish—
(a) a statement of the amount of the fees which it charges under this section and the basis on which they are calculated, and
(b) revised statements where the amount of the fees or the basis on which they are calculated changes.
(5) "Designated body" has the same meaning as in section 62.

The process for procuring the NewDLHE will be a formal tender process according to established rules, and will involve procurement professionals. Since delivering the survey will fall within the scope of OJEU, we will seek access to an existing public sector procurement framework if possible.

The contract will be for three years, with the option to extend for up to three additional years. The governance of the NewDLHE (described elsewhere) will be led by representatives from HESA and will include HESA's statutory customers and other experts. Among the tasks of the steering group to be established will be the full definition of the service for the purpose of procurement, and its ongoing governance once procured.

Addendum A

How the DLHE was costed

The following text has been reproduced verbatim from HESA's May 2016 consultation on principles and future requirements for the UK's public interest data about graduates.[17] It offers detail on the scope of costs that we have included in our assumptions about the activities that would change under NewDLHE.

Establishing the current cost base of DLHE

We aim to create a data product that is widely regarded as being cost-effective. In order to achieve this, we require a reliable estimate of the costs of running DLHE in its current configuration, to allow reasonable comparisons to be made across the HE sector. We ask all respondents from HE providers to assist us in this aim by providing a costing for running DLHE. This is a one-off exercise to inform the review. Please also feel free to comment or advise on how we approach this area of work. We will combine HE providers' responses with data on the DLHE target population and actual response rates from C13018 from HESA's records to inform our approach.

If your implementation of the DLHE methodology involves asking additional questions following the main survey, please tell us how many additional questions you asked (as long as you asked them of at least 50% of graduates).

To enable costs to be compared, please follow the guidance below when producing the costing. Costs should be those associated with the most recently completed 2013/14 DLHE survey (C13018) only. This includes both the A (April 2014) and B (January 2015) presentations of the survey.

If actual costs are obtainable, please apply an inflationary uplift (if necessary) to indicate what the costs would be on 01/01/2016. If actuals are not obtainable, please base your cost assumptions on the prevailing rates on 01/01/2016.

Items to be included in the costing

- The cost of all staff time attributed to collection, preparation and submission of the DLHE survey data. This should include both staff time directly involved in conducting the survey, including any technical advice or support from other departments, work undertaken in academic departments, etc.
- The cost of recruiting and employing any additional staff working on DLHE during the contact period.
- Pensions, Tax and National Insurance costs directly associated with the proportion of staff time spent on DLHE activity.
- Any room or equipment hire, including external charges or equivalent internal budget transfers incurred as a direct result of undertaking DLHE activity. Providers who do not recognise these costs directly, should include an appropriate space and/or equipment overhead charge at their prevailing rate.
- The costs of third party providers of DLHE collection services.

[17] HESA, *Consultation on Principles and Future Requirements for the UK's Public Interest Data about Graduates*, May 2016, https://www.hesa.ac.uk/files/NewDLHE_Consultation_May-2016.pdf.

- The costs of any advertising, prizes or other incentive schemes aimed at boosting DLHE response rates.
- Non-pay costs associated with DLHE, including printing, postage, stationery, text messaging and telephone calls.
- The costs of any training required to support DLHE.
- VAT.
- Capital investments in buildings, software or equipment used solely for DLHE should be represented using a depreciated value that reflects their use during the period of the surveys. Where capital investments are used for DLHE only in part, the figure should reflect only the proportion of activity that relates directly to DLHE.

Exclusions from the costing

- Staff costs associated with analysing and using the outputs of the survey are out of scope.
- The costs of collating student contact details (this would be required under any methodology)
- General overheads.

IMPLEMENTATION PLAN

As part of designing the model for NewDLHE, we have created an implementation plan. This is subject to us gaining broad approval for our proposals in the consultation and there is, therefore, the potential for this to change. Our response to the consultation feedback will include revisions to this plan.

When will the NewDLHE survey be brought in?

NewDLHE will replace the 2017/18 Destinations of Leavers from Higher Education survey (C17018). The final DLHE survey (C16018) will run in April 2017 and January 2018, with data returned in spring 2018 and published in June 2018.

Timescales

6 March – 7 April 2017

- Recommendations published, consultation open

End of April 2017

- Publish consultation results

Late spring 2017 – Late spring 2018

- Procurement activity
- Cognitive testing of the survey
- Formation of the steering group

June 2018

- Appoint supplier

September 2018

- Opportunity for piloting of the NewDLHE survey with graduates from the 2016/17 academic year

December 2018, March 2019, June 2019 & September 2019

- NewDLHE surveying officially opens/begins, replacing C17018
- Four survey points now implemented (15 months after graduates complete their studies)

January 2020

- NewDLHE statistical first release published, and data available for analysis and interrogation

May 2020

- Earliest HMRC (LEO) data (2018) becomes available
- Additional NewDLHE data published

CONSULTATION QUESTIONS

RESPONDENT INFORMATION

1. Is this response on behalf of (please choose the category that fits best):

A higher education provider
A further education provider delivering HE-level courses
An HE sector body
A professional, statutory or regulatory body
A government body
A student representative organisation
An employer or employer organisation
A private individual

2. Name

3. Email address

4. Organisation

5. Job title

HOW WE WILL USE YOUR INFORMATION

Responses to this survey will be used to support HESA's fundamental review of graduate outcomes data. They will be used in analysis, documentation and communications in connection with that activity. Wherever practicable, responses will be used in aggregate form or otherwise anonymised. Responses may be shared with HESA's statutory customers for the purpose of developing HESA's data collections. Responses will be retained in the longer term to enable HESA to monitor and improve its processes.

CONSULTATION QUESTIONS

6. To what extent do you support the proposed survey design for our new model of collecting graduate outcomes data?
    a. Comments

7. To what extent do you support the proposed practicalities and management of our new model of collecting graduate outcomes data (incl. methodology, governance, linked data and data outputs)?
    a. Comments

8. To what extent do you support the proposed financial plan for our model of collecting graduate outcomes data?
    a. Comments

9. To what extent do you support the proposed implementation plan for our new model of collecting graduate outcomes data?
    a. Comments

10. As far as you are able to assess at this stage, what are likely to be the key areas of impact of the proposed changes for your organisation?

11. What measures could be taken to support your organisation in implementing this model?

12. Any further comments…

APPENDICES

APPENDIX 1: SURVEY QUESTIONS

Thinking about last week, the week starting [CENSUS WEEK], what activities were you doing?

	All activities	Most important
Working	☐	○
Studying	☐	○
Travelling	☐	○
Caring for someone	☐	○
Retired	☐	○
Unemployed	☐	○
Doing something else	☐	○

Mandatory. Short name: ACTIVITY

+ Commentary

- Question simplified to align with good survey practice.

Have you started up a business, or developed a professional portfolio?

○ Yes, I have started up a business

○ Yes, I have developed a professional portfolio

○ No

Mandatory. Short name: BUSPORT

+ Commentary

- This information allows providers to better understand the entrepreneur profile of their graduates, which links to the recommendations from the Council for Science and Technology.

Are you contracted to start work or due to start a course in the next month?

- [ ] Yes, I am contracted to start work in the next month
- [ ] Yes, I am due to start studying in the next month
- [ ] No

Mandatory. Short name: CONSTART

+ Commentary

- • These will be treated as in employment/further study in onward use of the data.

Were you [working/studying] full time or part time?

- ◯ Full time
- ◯ Part time

Mandatory. Short name: INTENSITY

+ Commentary

- Responses to the consultation stated that there are low levels of interest in knowing number of hours, and a full time/part time split should be sufficient
- Given complexities in defining what is full time and part time work, graduates will be able to self-evaluate full time or part time. Guidance will be provided where graduates seek definitions.

Which of the following best describes the type of qualification you were aiming for?

- ◯ Higher degree, mainly by research (e.g. PhD, DPhil, MPhil)
- ◯ Higher degree, mainly by taught course (e.g. MA, MSc, MBA)
- ◯ Postgraduate diploma or certificate (including PGCE/PGDE)
- ◯ Professional qualification (e.g. ACA, Chartered Institute of Marketing)
- ◯ First degree (e.g. BA, BSc, MBChB, MEng)
- ◯ Other diploma or certificate
- ◯ Other qualification
- ◯ Not aiming for a formal qualification

Mandatory. Short name: TYPEQUAL

+ Commentary

- Retained from DLHE to enable the calculation of performance indicators where data cannot be linked.

What is the name of the university or college at which you were registered?

Indicative list of providers suggested here.

AA School of Architecture

Other provider:

Mandatory. Short name: UCNAME

+ Commentary

- Retained from DLHE to support linked study data.

Were you working one or more job?

◯ One job

◯ Two or more jobs

Optional. Short name: MULTJOB

+ Commentary

- Consultation provided evidence that the number of jobs a graduate is doing is not widely used

For the following questions, please provide details of what you consider to be your MAIN job. Your main job might be the one that you spend the most time doing, the one which pays you the most money or is related to your future plans.

What was your job title?

Job title:

Mandatory. Short name: JOBTITLE

+ Commentary

- Retained from DLHE
- Used for SOC coding – details of approach to SOC coding are available in the methodological model

What did you mainly do in your job?

Mandatory. Short name: JOBDUTIES

+ Commentary

- Retained from DLHE
- Used for SOC coding – details of approach to SOC coding are available in the methodological model

Were you working as an employee or self-employed?

- ◯ Employee
- ◯ Self-employed

Mandatory. Short name: SELFEMP

+ Commentary

- The ONS set a list of questions to be asked in order to establish a National Statistics – Socio-economic Classification (NS-SEC). We reviewed these and established that only four simple questions would need to be added to collect NS-SEC, and these additional questions would add other benefits e.g. evidence of those who are self-employed, further organisation details.
- Responses to the consultation stated that the NewDLHE survey needs to become accessible for self-employed graduates

Were you working on your own or did you have employees?

- ◯ On my own
- ◯ I have employees

Mandatory. Short name: OWNEMP

+ Commentary

- The ONS set a list of questions to be asked in order to establish a NS-SEC. We reviewed these and established that only four simple questions would need to be added to collect NS-SEC, and these additional questions would add other benefits e.g. evidence of those who are self-employed, further organisation details.

Were you responsible for supervising anyone?

- ◯ Yes
- ◯ No

Mandatory. Short name: SUPERVISE

+ Commentary

- The ONS set a list of questions to be asked in order to establish a NS-SEC. We reviewed these and established that only four simple questions would need to be added to collect NS-SEC, and these additional questions would add other benefits e.g. evidence of those who are self-employed, further organisation details.

Which of the following best describes the basis on which you were employed?

- ◯ Self-employed/freelance
- ◯ On a permanent/open ended contract
- ◯ On a fixed-term contract lasting 12 months or longer
- ◯ On a fixed-term contract lasting less than 12 months
- ◯ Temping (including supply teaching)
- ◯ On a zero hours contract
- ◯ Volunteering
- ◯ On an internship
- ◯ Other

Mandatory. Short name: EMPBASIS

+ Commentary

- Retained from DLHE to identify type of contract.

What is the name of the company/organisation that you were working for?

Company name:

Mandatory. Short name: COMPNAME

+ Commentary

- Retained from DLHE
- Used for SIC coding

What does the company/organisation you were working for mainly do?

Mandatory. Short name: COMPDUTIES

+ Commentary

- Retained from DLHE
- Used for SIC coding.

Where was your place of work and, if in the UK, what was the postcode?

Company town/city:

Company postcode:

Country (if overseas):

Afghanistan

Mandatory. Short name: COMPLOC

+ Commentary

- Postcode not mandatory for self-employed/starting up a business
- Retained from DLHE
- Used for SIC coding

What was your companies house number?

Companies house number:

Optional. Short name: COMPHOUSE

+ Commentary

- This information allows providers to better understand the entrepreneur profile of their graduates, which links to the recommendations from the Council for Science and Technology
- The responses to the consultation show strong interest in collecting more information on entrepreneurs

What was your company's website?

Company website:

Optional. Short name: COMPURL

+ Commentary

- This information allows providers to better understand the entrepreneur profile of their graduates, which links to the recommendations from the Council for Science and Technology
- This data would only be supplied to HE providers
- The responses to the consultation show strong interest in collecting more information on entrepreneurs

How was your business or company funded?

- [ ] Self/family
- [ ] Crowdfunding
- [ ] Loan
- [ ] Venture capital
- [ ] University business incubation
- [ ] Other

Optional. Short name: COMPFUND

+ Commentary

- This information allows providers to better understand the entrepreneur profile of their graduates, which links to the recommendations from the Council for Science and Technology
- The responses to the consultation show strong interest in collecting more information on entrepreneurs

Did you need the qualification to get the job?

- ◯ Yes, the qualification was a formal requirement
- ◯ Yes, while the qualification was not a formal requirement it did give me an advantage
- ◯ No, the qualification was not required
- ◯ Don't know

Optional. Short name: QUALNEED

+ Commentary

- Retained from DLHE to provide another measure of whether a job is 'graduate level'
- DLHE asks a follow on question to graduates 'What was most important to your employer about this qualification?' This has been removed, as it is poor survey practice to ask respondents to make assumptions about the opinion of others.

Why did you decide to take up your job?

- ☐ It fitted into my career plan/it was exactly the type of work I wanted
- ☐ It was the best job offer I received
- ☐ It was the only job offer I received
- ☐ It was an opportunity to progress in the organisation
- ☐ To see if I would like the type of work it involved
- ☐ To gain and broaden my experience in order to get the type of job I really want
- ☐ It was in the right location
- ☐ The job was well-paid
- ☐ In order to earn a living/pay off debts

Optional. Short name: JOBREASON

+ Commentary

- Retained from DLHE
- Contextual data for widening participation

How did you first find out about this job?

- [ ] Your university/college careers service
- [ ] Employer's website
- [ ] Other university/college source (e.g. lecturer, website)
- [ ] Recruitment agency/website
- [ ] Media (e.g. newspaper/magazine advertisement)
- [ ] Speculative application
- [ ] Personal contacts, including family and friends
- [ ] Already worked there (including on an internship/placement)
- [ ] Social media/professional networking sites
- [ ] Online job site
- [ ] Other

Optional. Short name: JOBFIND

+ Commentary

- Retained from DLHE

Have you worked for your employer/in your business for 12 months or more?

- ◯ Yes, 12 months or more
- ◯ No, less than 12 months

Mandatory. Short name: EMPYEAR

+ Commentary

- This information will contextualise the LEO data, which provides salary over the course of a year
- This provides information on career history for early destinations

How many months have you worked for your employer/in your business?

1

Mandatory. Short name: EMPMONTH

+ Commentary

- This information will contextualise the LEO data, which provides salary over the course of a year
- This provides information on career history for early destinations.

Approximately how many years have you worked for your employer/in your business? (rounded to the nearest year)

Mandatory. Short name: YEARWORK

+ Commentary

- This information will contextualise the LEO data, which provides salary over the course of a year
- This provides information on career history for early destinations

Is this your first full-time job since you graduated?

- ◯ Yes
- ◯ No

Mandatory. Short name: FIRSTJOB

+ Commentary

- This provides information on career history for early destinations

Have you been employed in the last 12 months?

- ◯ Yes
- ◯ No

Mandatory. Short name: PREVEMP

+ Commentary

- This information will contextualise the LEO data, which provides salary over the course of a year
- This provides information on career history for early destinations

Have you undertaken further study in the last 12 months?

- ◯ Yes
- ◯ No

Mandatory. Short name: FURSTU

+ Commentary

- Ensures all information about further study is captured

To what extent do you agree or disagree with this statement: My current activity fits with my future plans

- ◯ Strongly agree
- ◯ Agree
- ◯ Neither agree or disagree
- ◯ Disagree
- ◯ Strongly disagree

Mandatory. Short name: ONTRACK

+ Commentary

- Responses from the consultation stated the demand to allow graduates to self-evaluate measures of success.

To what extent do you agree or disagree with this statement: My current activity is meaningful and important to me

- ◯ Strongly agree
- ◯ Agree
- ◯ Neither agree or disagree
- ◯ Disagree
- ◯ Strongly disagree

Mandatory. Short name: MEANINGFUL

+ Commentary

- The commissioned research report on 'What do good outcomes from HE look like?' provides evidence that graduates look for work which they would classify as meaningful (pg. 33)
- Responses from the consultation stated the demand to allow graduates to self-evaluate measures of success.

To what extent do you agree or disagree with this statement: I am using what I learned during my studies in my current activity

- ◯ Strongly agree
- ◯ Agree
- ◯ Neither agree or disagree
- ◯ Disagree
- ◯ Strongly disagree

Mandatory. Short name: SKILLS

+ Commentary

- Introducing a measure of skills was supported in the consultation, but the proposal to ask graduates questions about specific skills was rejected as being too complex and burdensome to complete
- IFF research have been able to track questions where graduates drop out of the Longitudinal DLHE survey, and have found that grid questions often lead people to drop out
- Similarly it was agreed that asking a question which split out skills, attributes and behaviours would be difficult to understand, therefore the question has been phrased to allow graduates to draw their own conclusions on this.

APPENDIX 2: OPTIONAL QUESTION BANK

Net promoter

Net promoter score and subjective wellbeing had mixed responses in the consultation. These have been included as optional question banks, to enable those providers who are interested in collecting this data to do so.

On a scale of zero to ten how likely are you to recommend your HE provider to a friend or a colleague?

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

Why did you score your HE provider in this way?

Subjective wellbeing

Overall, how SATISFIED are you with your life nowadays?

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

Overall, to what extent do you feel the things you do in your life are WORTHWHILE?

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

Overall, how HAPPY did you feel yesterday?

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

Overall, how ANXIOUS did you feel yesterday?

0	1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○	○

Generally speaking, would you say that most people can be TRUSTED, or that you can't be too careful in dealing with people?

○ Most people can be trusted

○ You can't be too careful in dealing with people

Graduate choice

If you were now to choose whether or not to do your course, how likely or unlikely is it that you would...?

	Very likely	Likely	Not very likely	Not likely at all	Don't know
Do a different subject?	○	○	○	○	○
Study at a different institution?	○	○	○	○	○
Work towards a different type of qualification?	○	○	○	○	○
Decide to do something completely different?	○	○	○	○	○

Impact of HE

To what extent has your HE experience enabled you to...?

	A great extent	Some extent	Not at all	Don't know	Have not worked since finishing course
Be innovative in the workplace	○	○	○	○	○
Make a difference in the workplace	○	○	○	○	○
Change organisational culture and/or working practices	○	○	○	○	○
Influence the work of others in the workplace	○	○	○	○	○
Access immediate or short-term job opportunities in your chosen career	○	○	○	○	○
Enhance your credibility or standing in the workplace	○	○	○	○	○
Progress towards your long term career aspirations	○	○	○	○	
Enhance your social and intellectual capabilities beyond employment	○	○	○	○	
Enhance the quality of your life generally	○	○	○	○	
Other impact (Please specify)	○	○	○	○	○

Overseas students

What was your annual pay for your main employment to the nearest thousand before tax?

What currency were you paid in?

Abkhazian apsar

Research students

These questions are taken from the current Longitudinal DLHE survey and are subject to further input from Research Councils UK (RCUK).

Thinking about the research degree you completed in 20XX, what was the main reason you decided to undertake it? And why else did you decide to undertake it?

	Main reason	Other reasons
I was interested in the subject	◯	☐
I was interested in research	◯	☐
I wanted to go on being a student/I wanted to postpone job hunting	◯	☐
I was awarded a funded studentship	◯	☐
I was encouraged or required to do so by my employer at the time	◯	☐
I was encouraged to do so by previous tutors/lecturers	◯	☐
I wanted an academic career	◯	☐
I thought it would improve my career prospects more broadly	◯	☐
It was essential to get into the area of employment I want(ed) to work in	◯	☐
Other (Please type in below)	◯	☐

Other:

Did you receive any funding towards these research studies in terms of fees or maintenance, or were you self-funded? Please include any accommodation costs under maintenance.

◯ Received funding towards fees

◯ Received funding towards maintenance

◯ Received funding towards both fees and maintenance

◯ No funding / Self-funding

What was the main source of funding for your fees? From which other sources did you receive funding for your fees?

	Main reason	Other reasons
A) The institution where I studied	○	☐
B) Research Councils:	○	☐
- Arts & Humanities Research Council (AHRC)	○	☐
- Biotechnology and Biological Sciences Research Council (BBSRC)	○	☐
- Engineering and Physical Sciences Research Council (EPSRC)	○	☐
- Economic and Social Research Council (ESRC)	○	☐
- Medical Research Council (MRC)	○	☐
- Natural Environment Research Council (NERC)	○	☐
- Science and Technology Facilities Council (STFC)	○	☐
C) UK Educational / Scientific charity (including The Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational / Scientific charity)	○	☐
D) Other competitively awarded scholarship or award (Please specify)	○	☐
E) EU / EC funded	○	☐
F) Support from my employer or an industry body	○	☐
G) Other (Please type in below)	○	☐
H) No other sources of funding	○	☐

Other:

What was the main source of funding for your maintenance? From which other sources did you receive funding for your maintenance?

	Main reason	Other reasons
A) The institution where I studied	○	☐
B) Research Councils:	○	☐
- Arts & Humanities Research Council (AHRC)	○	☐
- Biotechnology and Biological Sciences Research Council (BBSRC)	○	☐
- Engineering and Physical Sciences Research Council (EPSRC)	○	☐
- Economic and Social Research Council (ESRC)	○	☐
- Medical Research Council (MRC)	○	☐
- Natural Environment Research Council (NERC)	○	☐
- Science and Technology Facilities Council (STFC)	○	☐
C) UK Educational / Scientific charity (including The Wellcome Trust, Cancer Research UK, British Heart Foundation or Other UK Educational / Scientific charity)	○	☐
D) Other competitively awarded scholarship or award (Please specify)	○	☐
E) EU / EC funded	○	☐
F) Support from my employer or an industry body	○	☐
G) Other (Please type in below)	○	☐
H) No other sources of funding	○	☐

Other:

To what extent did your research topic require....?

	A great extent	Some extent	Not at all	Don't know
Working on your own	○	○	○	○
Collaborating with others in the same broad discipline or subject area as yours (e.g. chemistry, management)	○	○	○	○
Collaborating with others in different disciplines	○	○	○	○
Development of knowledge and skills that cross other disciplines or subject areas as well as your own	○	○	○	○
Collaborating with others outside the higher education research community	○	○	○	○
Work placement(s) or internship(s)	○	○	○	○
Periods of international mobility, i.e. working or studying in non-UK research team(s)	○	○	○	○

In the job that you were doing during CENSUS WEEK, how often did you...?

	Most of the time	Some of the time	Occasionally	Not at all	Don't know
A) Conduct research	○	○	○	○	○
B) Interpret or critically evaluate research findings	○	○	○	○	○
C) Draw on the detailed knowledge on which your research degree was based	○	○	○	○	○
D) Use your general disciplinary knowledge	○	○	○	○	○
E) Use the research skills you developed as a research student	○	○	○	○	○
F) Use the generic skills you developed as a research student	○	○	○	○	○
G) Work autonomously	○	○	○	○	○
H) Work as part of a team	○	○	○	○	○
I) Work under close supervision	○	○	○	○	○
J) Have responsibility for supervising the work of others	○	○	○	○	○

To what extent has your PhD / Research degree experience enabled you to...?

	A great extent	Some extent	Not at all	Don't know	Have not worked since finishing course
Be innovative in the workplace	○	○	○	○	○
Make a difference in the workplace	○	○	○	○	○
Change organisational culture and/or working practices	○	○	○	○	○
Influence the work of others in the workplace	○	○	○	○	○
Access immediate or short-term job opportunities in your chosen career	○	○	○	○	○
Enhance your credibility or standing in the workplace	○	○	○	○	○
Progress towards your long term career aspirations	○	○	○	○	
Enhance your social and intellectual capabilities beyond employment	○	○	○	○	
Enhance the quality of your life generally	○	○	○	○	
Other impact (Please specify)	○	○	○	○	○

Newly qualified teachers

These questions are taken from the DLHE survey and are subject to further input from the National College of Teaching and Learning

1. Were you employed as a teacher on [census week]? (if no, go to Q5)

- ◯ Yes
- ◯ No

Only answer if you gained your teacher status at a university or college in Scotland. Were you employed as a teacher through the GTC Scotland Teacher Induction Scheme?

- ◯ Yes
- ◯ No

Were you teaching in a state-funded or non-state-funded school or college?

- ◯ State-funded school or college
- ◯ Both state-funded and non-state-funded school or college
- ◯ Non-state-funded school or college
- ◯ Not known

Were you teaching at the primary or secondary phase or in a college or other educational establishment?

- ◯ Primary
- ◯ Secondary
- ◯ Both primary and secondary
- ◯ College (e.g. sixth form) or other educational establishment

If you were not employed as a teacher in [census week] or were on a temporary teaching contract, were you seeking a teaching post in [census week]?

- ◯ Yes
- ◯ No

Dan Cook and Rachel Hewitt
HESA
95 Promenade
Cheltenham
GL50 1HZ
E newdlhe@hesa.ac.uk
W www.hesa.ac.uk