## Review of HE student destinations and outcomes data:

## Third working group meeting

**Monday 22 February 2016, 11.00am**

**Finlaison House, London, EC4A 1AB**

Paper No: 5

# Commissioned research

## Research Topic 1 - Richer information on student views

**Research Specification**

**Context for the research**

1. HESA is leading a review to find out what future requirements there will be for data on the destinations and outcomes for students leaving HE. The review will make the case to replace or substantially redevelop the Destination of Leavers from Higher Education (DLHE) survey. Our focus is upon the post-completion outcomes that the survey collates and records on behalf of its stakeholders. This review is taking place in the context of a changing data landscape, with various data sources now available for applicants, students and graduates, and wide and growing public interest in the DLHE survey. With data held by Her Majesty’s Revenue and Customs (HMRC) becoming available in autumn 2016 for purposes of educational evaluation in the HE sector and more widely, the need for DLHE to provide some types of information on a number of post-study employment outcomes may change, and HESA is working with the sector to look at the focus of the DLHE, reflecting on the range and form of post-study outcomes that can take place, and how a replacement for DLHE could collate information that is of use to the sector and not available from other sources. For more information on the review see the HESA website at: <https://www.hesa.ac.uk/content/view/3041/209/>
2. The Review is being undertaken with the participation of representatives from a wide range of stakeholders and data users. The Review’s strategic and working groups have been asked to cast their minds forward and perceive what the future needs of the data are likely to be, and to consider the wide range of activities which graduates in the future will be engaged in, and to reflect on their understanding of a range of motivations for students and graduates, including but not limited to:
* Factors in pursuing career and study paths, including the skills that they look to develop and implement;
* the range of motivations for graduates in selecting jobs and pursuing careers, or undertaking further study;
* gauging expectations and preferences around job stability and flexibility, and how this relates to a career plan;
* whether there are any questions that students would themselves welcome information and data on from an amended DLHE, and;
* how data should be made available to future students in a way that would help prospective students, students and graduates make career and study decisions.

**Services Required**

1. The working and strategic groups have identified a range of questions for the wider review to answer. To help support these groups in their reflections, and to inform the public debate on future directions for HE destinations and outcomes data, HESA will commission a survey or a series of online focus groups involving a small number of students and/or alumni representing a range of characteristics on various questions relating to post-graduation outcomes and destinations, with the findings of the research informing the overall Review. This research would be carried out in the context of existing activity within HESA and organisations such as HEFCE, including reviews of Unistats and KIS, and reference would be paid to this and other work.

Bidding organisations are asked to submit their strategy for gathering the required information as part of their bid. Final questions will be determined in conversation with HESA, but bidding organisations are asked to consider the following key areas where further information on student views is required:

What information do students want now when considering and reflecting upon their future careers and next steps?

How did students/graduates identify or achieve their goals – and what role did HE play?

Would graduates, with the benefit of hindsight, make different choices about their HE studies?

What would graduates have wanted to know when studying or making study decisions in order to make these different choices?

Thinking of the long term future, what effects do graduates think their HE study might have, compared to others who didn’t undertake HE study?

## Research Topic 2 - What do good outcomes from HE look like?

**Research Specification**

**Context for the research**

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* Factors in pursuing career and study paths, including the skills that they look to develop and implement;
* the range of motivations for graduates in selecting jobs and pursuing careers, or undertaking further study;
* gauging expectations and preferences around job stability and flexibility, and how this relates to a career plan;
* whether there are any questions that students would themselves welcome information and data on from an amended DLHE, and;
* how data should be made available to future students in a way that would help prospective students, students and graduates make career and study decisions.

**Services Required**

1. A fundamental part of the review is to understand the range of different outcomes from

higher education activities undertaken by individuals, which includes economic measures that are well understood, but could also include different measures of benefit such as measures that quantify an individual’s sense of well-being, satisfaction with their careers, their place in society, and information about career journeys.

1. HESA will commission a desk-based review of existing literature, evaluating a number of different measures of an individual’s place in society, the economy, and within a self-evaluation of their life, and how a surveyed individual would value their experience of HE and the contribution it had made to their life. This would result in a document that explores viewpoints and measures regarding the effect HE can have upon an individual, and how these effects might be measured.
2. Literature to be reviewed includes:
	1. ‘Grey’ literature, including reports produced or commissioned by Funding Councils and Government departments in all of the UK’s administrations, and other key stakeholders;
	2. Relevant and academic journal articles, conference papers and project reports;
	3. Econometric studies on the impact of HE;
	4. Relevant international reports addressing similar questions (though we are not looking for an international comparative study);
	5. Other relevant sources of information
3. The main deliverables from this work will be:
	1. An outline of approach to be taken, with intended areas of research and coverage;
	2. A draft final report, which presents initial findings and draws conclusions and recommendations on next steps;
	3. A final report;
	4. The consultants may be asked to attend various meetings and discussions to present and discuss findings.