

Enhancing Graduate Employability and Student Outcomes

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Office for Students

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Office for
Students



OfS's primary objectives

All students, from all backgrounds, and with the ability and desire to undertake higher education:

- 1) Are supported to access, succeed in, and progress from, higher education.
- 2) Receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.
- 3) Are able to progress into employment or further study, and their qualifications hold their value over time.
- 4) Receive value for money.

Rise in demand for higher level skills

- Jobs are becoming more skills intensive at all levels (CEDEFOP, 2012)
- Skills requirements expected to increase across most industries (World Economic Forum, 2010)
- More jobs requiring higher level qualifications (existing and new jobs) (OECD, 2014)
- Technological change demanding increase in higher level cognitive skills (OECD 2016)

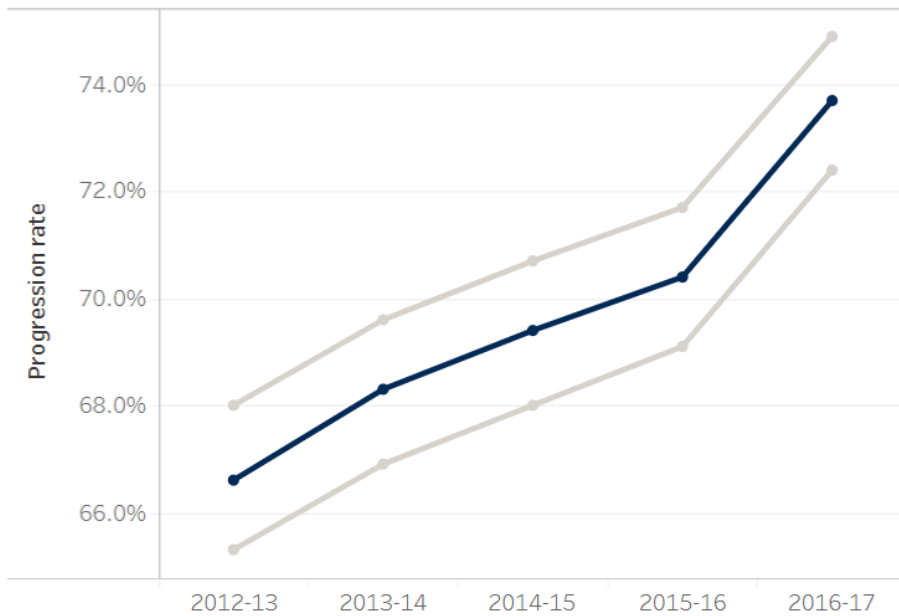
Changing face of work and careers

- Expected increase in portfolio careers (Deloitte, 2014)
- Linear career path expected to cease (PWC, 2017), requiring greater flexibility, resilience and lifelong learning/training
- Rising importance of skills like self-management, independent learning

Progression rates, 2012-13 to 2016-17

Full-time

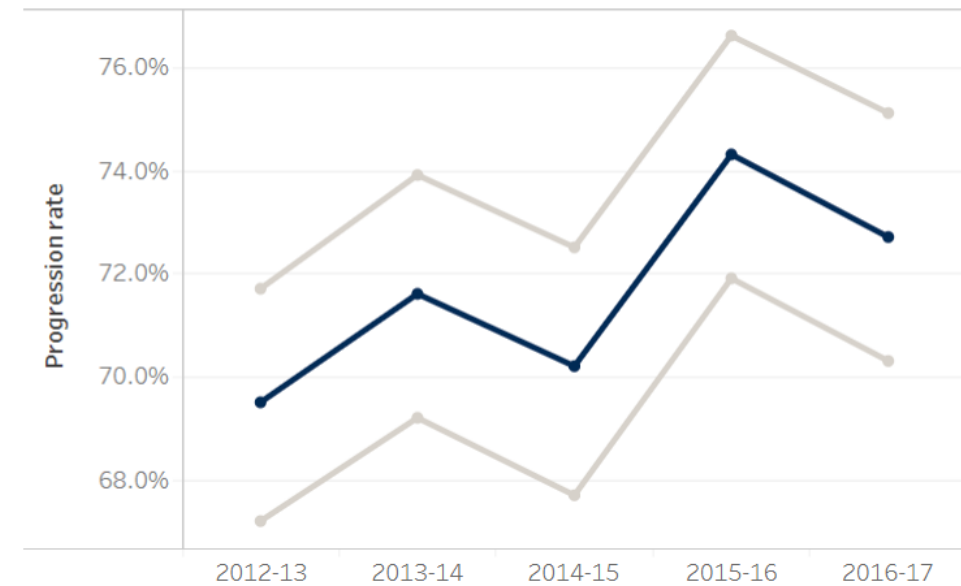
All English higher education providers



Change in rate from 2012-13 to 2016-17: **7.1**
Change in rate from 2015-16 to 2016-17: **3.3**

Part-time

All English higher education providers

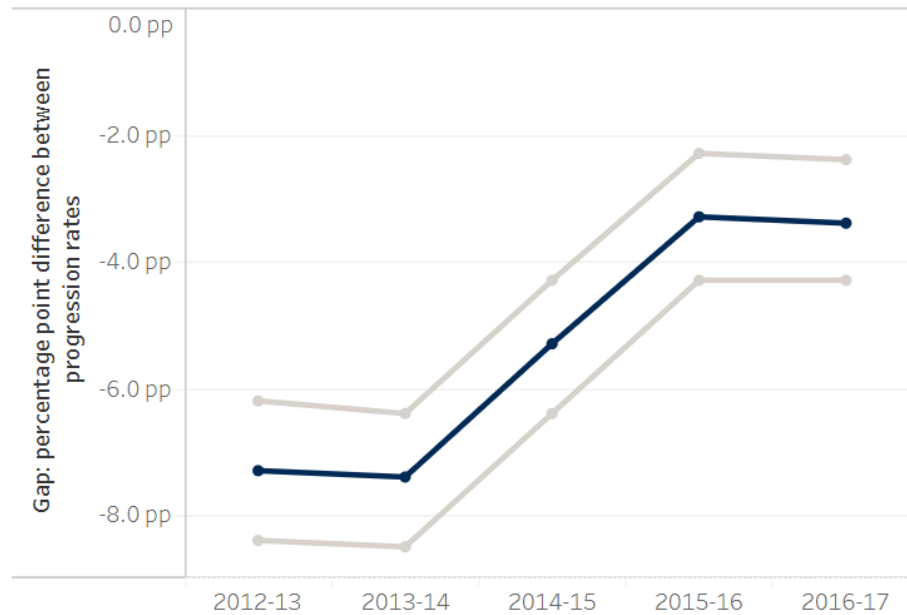


Change in rate from 2012-13 to 2016-17: **3.2**
Change in rate from 2015-16 to 2016-17: **-1.6**

Gaps in progression rates

Gaps between young and mature students, full time or apprenticeships

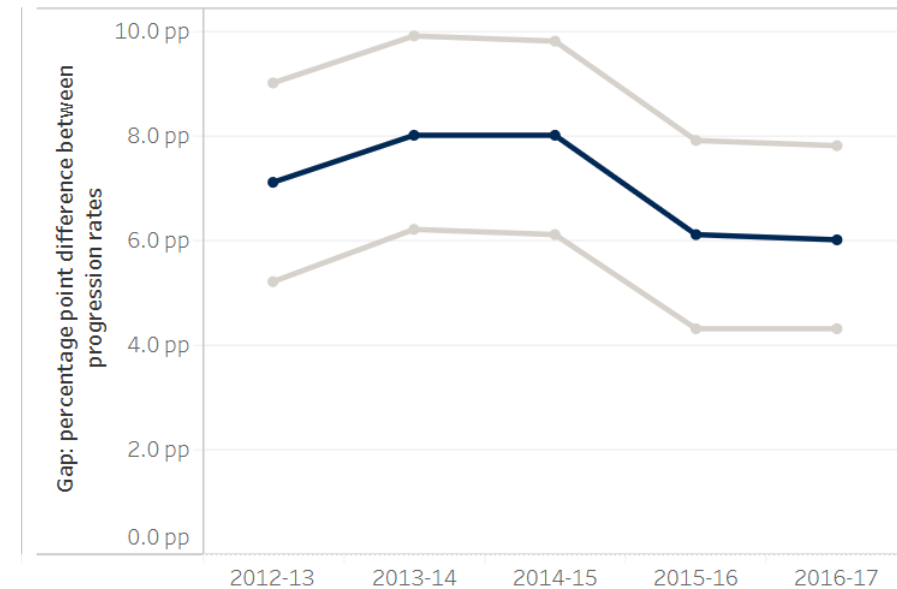
All English higher education providers



Change in gap from 12-13 to 16-17: **3.9** Is this change statistically significant? **Yes**
Change in gap from 15-16 to 16-17: **0.0** Is this change statistically significant? **No**

Gaps between students from POLAR4 Q1 and Q5, full time or apprenticeships

All English higher education providers



Change in gap from 12-13 to 16-17: **-1.1** Is this change statistically significant? **No**
Change in gap from 15-16 to 16-17: **0.0** Is this change statistically significant? **No**

Skills and Employability work

- Mismatch of skills supply and demand?
- Employability Strategy
- Degree Apprenticeships
- L4-5 Technical Education Review
- Institutes of Technology
- Institute of Coding
- Local Grads Challenge Competition
- KE-S typology

Office for Students Challenge Competition

Industrial strategy and skills – support
for local students and graduates

- £5.6 million to boost opportunities for graduates who seek work close to home across 15 projects
- Projects to identify:
 - What interventions work best in a variety of different regional and local contexts
 - What interventions work best for different types of students and graduates
 - Findings that can continue to shape sector-wide debate and inform interventions to capitalise on grad skills and knowledge for the benefit of individuals and economic prosperity



Degree Apprenticeships

- ✓ Funding development/delivery via DADF programme (£8.5+m, 44 projects)
- ✓ Publication of data, analysis and evaluation of DADF
- ✓ DAs included in targets for A&P plans, funding and other interventions
- ✓ Including DAs in OfS IAGS strategy
- ✓ Working with DfE and other regulators to assure quality of whole apprenticeship programme



Degree apprenticeships

A viable alternative?

Introduction

Degree apprenticeships are a relatively new programme offering learners a chance to gain a degree while working in full-time employment, also earning a salary. A degree apprentice's learning fits with their work commitments, typically 20 per cent of their time, and requires flexible arrangements like day or block release or blended learning. Training costs are shared between employer and the government that they

Education to work together to encourage the growth of degree apprenticeships as a means of widening access to higher education for underrepresented groups of people.² This is in the context of the government industrial strategy's wider goal of enabling 3 million learners to start apprenticeships by 2020.³

Degree apprenticeships carry the weight of expectations of multiple stakeholders.⁴ They are expected, for instance, to meet economic needs and those of employers; to increase social mobility and diversity in higher education; to bridge the gap between different levels of qualifications; to create a new gateway to the professions; and to imbue a vocational route to education with the prestige accorded to more conventional

commentators question suggesting they are approach for

Degree apprenticeships provide an alternative route to a higher education qualification, with on-the-job learning and a salary instead of tuition fees. So why is this option so little known? Why do relatively few learners take it up? And can we expect this to change?

university anyway.⁵ Others point to barriers which processes for accreditation and funding present to their development.⁶

This Insight brief looks at the available evidence, including the independent evaluation of the Degree Apprenticeship Development Fund, to consider how far degree apprenticeships are meeting these expectations, report on what is working and identify where further

In summary

- OfS is exploring data on supply and demand for skills, gaps in outcomes across student groups, and mechanisms for raising awareness of graduate employability
- That work will inform our interventions, guidance, and good practice examples shared with the sector

Thank you for listening

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