Enhancing Graduate Employability and Student Outcomes

Dr Brooke Storer-Church
Office for Students
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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.

OfS’s primary objectives
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

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: 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

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
£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 relatively new programmes giving learners a chance to gain full-time employment whilst earning a degree. A apprentice’s learning fits with work commitments, 0% per cent of their time, and requires flexible learning. Day or block

Introduction

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?
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

Brooke.storer-church@officeforstudents.org.uk

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