



Section A – principles and aims

Data linking: its benefits and limitations

6) Do you agree that linked data can provide a critical part of the data product?

- Yes
- No

7) Do we need a survey?

- Yes
- No

8) Does a survey need to be universal (a census of graduates)?

- Yes
- No

9) Further comments

It is important to have a coherent survey that provides robust, contextual outcomes data interpretable by the HE sector, individual HEIs, students and the wider public. DLHE must capture the context and narrative in which a student decides to study a course at HE level and their motivations and activities once graduated.

We think that for the survey to be as robust as possible, it should include as many graduates as possible. We also think it is necessary to have a survey that is implemented by an organisation within the HE sector, gaining the full consent of participating graduates. This is important so that HEIs can easily gain access to the full data outcomes.

There are great risks and limitations when using salary data as a measure of graduate outcomes as this is only one factor among a multitude of others, not necessarily relevant to graduate's needs or decisions, and used alone is not a true representation of whether a leaver is in 'graduate' level employment. For example, in the Creative Industries, it can take many years for a graduate to develop their career or enter their chosen profession, although once established they are higher than average per capita contributors to GDP. Relying solely on salary data alone would lead to the loss of information institutions and the sector have available about early career stages, which in turn informs institutions learning programmes, the advice and support given to graduates and employability strategies. Common graduate career pathways including entrepreneurship, freelance work, business start-ups and internships would not be adequately captured in this system, particularly as in the early years their earnings are likely to be low.

However, if linked data did form part of the new data product and based on the assumption there are multiple survey methods, linking HMRC data could potentially be beneficial particularly in longitudinal surveys, as long as there is a clear and transparent understanding of what is being investigated and why. Additionally, making use of existing resources may increase response rates as sensitive questions related to salary could be removed. It is currently difficult to get meaningful data related to salary questions in the DLHE survey as graduates often do not want to answer or have freelance earnings that vary widely from week to week depending on the hours they work, making it difficult to come up with definite figures for hours worked/pay.

It would be crucial that any resulting outcomes are promptly returned to higher education providers so that they can utilise the data to improve and develop their learning programmes and employability outcomes. In terms of other data being linked, we must exercise caution about what data is shared and who it is shared with.

Which data should be collected?

10) Do you agree with the high-level scope of topics?

- Yes
- No

11) Do you agree with the principle that it is desirable to find appropriate additional ways of measuring graduate outcomes?

- Yes
- No

12) Is there anything we have missed?

We are mostly in agreement with the proposed high-level topics and agree that these areas are the most useful to collect data on.

However, the use of the SOC-codes as an employment metric gives rise to some issues. ONS SOC codes 1-3 are a flawed measure because they are outdated and unreliable and have not kept pace with the development of graduate careers. Sectors such as the creative arts and agriculture have greatly expanded and developed and the SOC-codes do not reflect some of these newer, highly specialized types of jobs due to the inability of the SOC to distinguish between similar careers with very different academic requirements and prestige. For example, those working in film and television within make-up departments would technically be categorised as sitting in SOC 7 because a typical person who's job title is 'make-up artist' is either self-employed or works in beauty retail. However, make-up for film/television/fashion etc. is highly skilled, and those who work in that part of the industry need at least a bachelor's degree to be offered a job. Similarly, many higher level teaching assistants who are required to plan, deliver and supervise classes in the same way a teacher would, are coded in the DLHE as non-professional/non-graduate level employment. The SOC-codes also do not reflect the reality that in some sectors, the first step towards a graduate career may be a 'non-graduate' role.

As mentioned in question 9, in order to ensure the quality of data collected, there needs to be a greater focus on early career stages such as business start-ups and incubations and internships. These are increasingly common routes into target industry sectors and areas that cannot be overlooked by the sector, as a failure to capture them would result in a significant gap in our knowledge about key routes into employment.

There needs to be a question included in the DLHE about how the degree prepared graduates for the workplace and whether their career plans are on track as this would be a fairer measure than salary/job title data alone. It needs to be clear in the data how graduates think their degree has supported their career aspirations and an understanding of the related occupations and their skills and knowledge requirement. There are likely to be career/employment choices leavers have actively sought to support them in their longer-term career goal despite not being deemed as graduate level employment. It is much more useful to know if a graduate is working within their preferred field and profession, for example, a runner in a major production studio may not be graduate level, but it is a good first step to a successful career in the industry.

13) Further comments

We do not think that the additional self-evaluative Net Promoter score is a measure that should be included in the survey due to its limitations. This measure is not specific enough as it does not allow for the identification as to why an individual may be satisfied or unsatisfied nor does it allow for the understanding of what is working within an institution and what needs to change. This question is also partially captured by Q22 of the NSS.

How should data collection relate to post-graduation pathways?

14) Do you think a single survey point can work?

- Yes
- No

15) If a single survey were to be used, when should this take place?

- 6 months
- 12 months
- 18 months
- 24 months
- 36 months
- 48 months
- Other

a) If you selected Other, please specify:

16) If multiple surveys, which points would be most appropriate?

- 6 months
- 12 months
- 18 months
- 24 months
- 36 months
- 48 months
- Other (1)
- Other (2)
- Other (3)

a) If you selected Other (1), please specify:

b) If you selected Other (2), please specify:

c) If you selected Other (3), please specify:

17) Further comments and explanations for your answers

Initiating a first survey at 12 months instead of 6, allows a little more time for students to be on course with their chosen careers and undertaking a later second survey at 36 months would

allow institutions to measure the progression of leavers, helping them to support their graduates in the early stages of their careers.

We believe that it is important that HESA work with the HE sector to familiarise students with the DLHE survey whilst they are studying in their final year, thus increasing the likelihood that they will engage with the DLHE once graduated. If this is managed then a 12 month first survey point could be achievable with a high response rate, although response rate targets would have to reflect this changing timescale. It is important that the survey receives the highest response rate possible in order to ensure that the data is robust and linked datasets are effectively contextualised.

Presentation and financing

18) Do you currently outsource your DLHE data collection process?

- Yes
- No
- No, but we used to
- No, but we plan to

19) Do you think a central survey would provide more demonstrably robust results?

- Yes
- No

20) What concerns would there be about a central survey?

We do not support the centralisation of data collection as the nuanced understanding of staff within HEIs to recognise their own graduate's choices and the sectors they are working in are important attributes to consider in favour of retaining the distributed approach. It would be concerning if people who did not understand specialised industries and jobs such as a Digital Textiles Designer were conducting the survey, as it would be easier to wrongly code jobs, compromising the quality of the data and its usefulness. Moreover, there would be a risk that universities would lose ownership to these vital data outcomes.

We recognise that centralising the survey could make DLHE results more comparable and potentially more robust with increased data consistency if the central collection team had an in-depth understanding of career paths within the full spectrum of industries and we had agreed SOC codes which truly reflected the current workforce. It could also reduce the burden and workload for university staff who carry out the survey, however many institutions undertake the DLHE as part of their wider alumni strategy and do not see this activity as burdensome.

21) What drawbacks might there be in centralising and/or automating SOC-coding, and what weight should they be given?

SOC-coding is a complex task as the code that needs to be attributed to a respondent based on the answer that they have given is a matter of subjective judgement, and thus requires expertise from trained coders. Moreover, some job roles may not be easily identified or classified within automating SOC-coding and would not reach the level of accuracy required to report fairly. As mentioned above, institutions are likely to have a greater understanding of their graduates jobs and careers and could therefore make a better judgement than any centralised system. This is particularly important for creative art and design institutions as it requires an appropriate level of background knowledge to determine the difference between professional and non-skilled work in some areas.

For centralisation of the survey to be a reality, ONS must build in a more regular review of the SOC codes so that this measure continues to reflect the reality of our developing graduate labour market.

22) Please tell us here about any other comments you wish to make in response to this section

SECTION B DISCUSSION AND DETAIL

CHAPTER 1 GENERAL DATA REQUIREMENTS

WHAT ACTIVITIES ARE GRADUATES ENGAGING IN, AND WHICH ARE THE MOST IMPORTANT TO THEM?

23. Do you support the proposal for continued collection of data on activities and main activity? Yes No

24. Do you agree with adding examples of additional types of work here? Yes No

25. Please indicate your level of support for the following additions:
Working more than one job Very low Low Moderate High Very high
Starting my own business Very low Low Moderate High Very high
Volunteering Very low Low Moderate High Very high
On an internship Very low Low Moderate High Very high
Other (please specify)

26. Please offer any general comments or observations

It is useful to capture in the survey any alternative methods of work that graduates are involved with as they can be important indicators of routes into particular specialised industries.

FURTHER STUDY, TRAINING AND RESEARCH

27. Please indicate your level of support for the outline proposal to derive basic further study information from linked education data sources
 Very low Low Moderate High Very high

a. Please explain your answer

In order to improve the reliability of the data, it could prove useful to derive basic further study information. Although caution should be exercised with linked education data sources, as this data is not always available or traceable, for example if a student studies abroad and it would be crucial for all data to be captured as inconsistencies in this data could lead to a less accurate data set.

28. Please indicate your level of support for the collection of data about graduate motivations for further study

Very low Low Moderate High Very high

a. Please explain your answer. We would be especially grateful for suggestions for 'categories' of motivation.

It would be useful to have a better understanding of what motivates graduates to go on to further study, particularly in terms of whether it is necessary for their future career plans.

PERSONAL IDENTIFIERS, CONTACT INFORMATION, AND OPT-OUT DATA

29. Please share any comments you wish to make about these basic data.

It is important that the usage and sharing of basic data information is transparent and clear to graduates.

OVERALL HE EXPERIENCE

30. Please indicate your level of agreement with the working proposal that 'overall HE experience' questions should be discontinued

Very low Low Moderate High Very high

31. Please share any further comments you wish to make about overall HE experience questions

If these questions are replaced appropriately with a set of questions around skills development and use in the workplace and graduate enterprise/entrepreneurship then this would be a sufficient indicator of a student's higher education experience.

CHAPTER 2 ALTERNATIVE MEASURES OF GRADUATE OUTCOMES

STUDENT ENGAGEMENT

32. Please indicate your level of support for the development of an approach to measuring outcomes of graduates based on student engagement data

Very low Low Moderate High Very high

33. Please share any comments you wish to make about linking to or using student engagement data or survey questions as part of a data product measuring student destinations and outcomes.

We are not convinced that there is a clear enough relationship between engaging in the full range of learning opportunities whilst studying, and developing a clear career path. Whilst we recognise that those students who have good outcomes are more likely to succeed in their chosen career paths, the way in which students approach their learning are varied and we have not yet heard evidence that this bears any relation to their future career choices. Institutions also approach the learning environment in different ways and these questions would favour a certain type of learning experience.

With more of these types of questions being included in the new NSS we feel it is unnecessary at this time to collect this data again. However if HESA were able to map these data sets together to model if there is an impact, we would be interested in viewing the results of this.

NET PROMOTER SCORE

34. Please indicate your level of support for the inclusion of a Net Promoter question in a survey of graduates

Very low Low Moderate High Very high

35. What precise wording of the question would you favour?

36. Please explain your answers

As we mentioned in question 13, we do not think that the additional self-evaluative Net Promoter score is a measure that should be included in the survey due to its limitations.

We do not think the HE sector will benefit from this sort of outcome. This measure is not specific enough as it does not allow for the identification as to why an individual may be satisfied or unsatisfied with their higher education experience nor does it allow for the understanding of what

is working within an institution and what needs to change. It is also a similar style of question to Q22 of the current NSS.

37. Do you have any further comments to make about the Net Promoter Score?

SUBJECTIVE WELLBEING

38. Please indicate your level of support for the development of an approach based around measuring subjective wellbeing in a future survey of graduates

Very low Low Moderate High Very high

39. Do you have any further comments to make about Subjective Wellbeing?

We think that this measure could positively counterbalance the limitations of linked data on salary and SOC-code of job, helping to make graduate employment outcomes more than just as measure of the salary and job title obtained. Higher education involves improving the wellbeing and life experience of students and this should be appropriately reflected in the DLHE. Although, caution must be exercised when collecting this data as the measure of wellbeing is subjective and not an exact science and will need to be interpreted carefully.

ATTRIBUTES AND SKILLS FOR LIFE

40. Please indicate your level of support for the development of a measure of attribute or skills usage, outside of a direct employment context, in a future survey

Very low Low Moderate High Very high

41. Please share any further comments you wish to make about measuring attributes or skills usage

Going to university and gaining a degree is more than about just becoming a future employee, it is about being supported in gaining critical skills that are vital for any successful career and transferable in a variety of settings. We agree with the principle of skills data as they could be useful in providing a bigger picture, although it will be important to get the actual survey questions right, with an unbiased view to what a useful skillset actually consists of.

LINKS BACK TO PREVIOUS SURVEYS OR ACTIVITIES

42. Please indicate your level of support for the development of a synchronised approach between a replacement for DLHE, and earlier surveys or activities

Very low Low Moderate High Very high

43. Does your organisation survey students at the start of their courses?

Yes No

44. Please share any further comments you wish to make about linking back to previous surveys

We think it would make sense if the results from survey data could be linked together – especially for those sector wide surveys which use HESA coding to create the sample eligible. Students and the sector are worried about over surveying an survey fatigue, and linking the data sets together would mean that we could derive more information from the data we already have and would mean that we didn't have to duplicate survey questions.

However there are some limitations in this approach, especially if it is proposed that internal student surveys could also be linked to the 'official' national surveys. But in principle we wish HESA to scope out how realistic this aim is and we would be happy to see a proposal for how this could be done.

OTHER SELF-ASSESSMENT POSSIBILITIES

45. Please share any suggestions or comments you wish to make about alternative measures of outcomes

It would be useful to capture other alternative measures of outcomes particularly around confidence and satisfaction as a result of their studies.

CHAPTER 3 DATA REQUIREMENTS – EMPLOYMENT

GRADUATE ENTERPRISE

46. Please indicate your level of support for the inclusion of questions focussing on graduate entrepreneurship, in a future survey Very low Low Moderate High Very high

47. Please share any further comments you wish to make about data on graduate entrepreneurship

As mentioned in Section A, graduate entrepreneurship is an increasingly common pathway pursued in sectors such as the creative industries, with a high proportion of graduates starting their own businesses or working, self-employed as freelancers or portfolio workers. Any data collected on graduate enterprise would help to gain a better understanding of the context of graduate's early career trajectories.

JOB TITLE, MAIN THING DONE IN JOB, AND STANDARD OCCUPATIONAL CLASSIFICATION CODE

48. Please share any comments you wish to make about Job title, main thing done in the job, or the SOC-coding frame or process

Please see our answers to questions 12 and 21 on the flawed SOC-coding system.

We welcome HESA's engagement with the ONS' review of the SOC2010 and that they acknowledge that the SOC-coding system needs updating to account for the changing dynamic of the labour market. We look forward to working with HESA and other sector bodies in discussing how best to develop the SOC-coding framework so that it better represents the students graduating in the future.

EMPLOYER DETAILS AND STANDARD INDUSTRIAL CLASSIFICATION

49. Please indicate your level of support for continuing to collect employer information Very low Low Moderate High Very high

50. Please indicate your level of support for removing employer details from the DLHE, if equivalent data were available from linked data, would you support removing employer details from the DLHE Very low Low Moderate High Very high

51. Do you believe that the Standard Industrial Classification offers a sufficient level of detail for your purposes? Yes No

52. Would any additional data about employers (whether collected, linked, or sourced as reference data) add value for you? Please explain

53. Do you have any other comments or observations to share regarding employer information?

Standard Industrial Classification (SIC) faces similar challenges to the SOC-coding frame as they SIC codes are not updated frequently enough to fully capture new industries or emerging disciplines.

SALARIES, EMPLOYMENT BASIS AND HOURS OF WORK FOR GRADUATES IN THE UK AND OVERSEAS

SALARY

54. Would you, in principle, support the development of suitable legal arrangements for the sharing of linked data? Yes No

55. Further comments

56. Do you agree in principle that we should cease to seek salary data by consent for UK resident graduates, and that salaries should instead be derived from linked data? Yes No

57. Do you have any further comments to make about this proposal?

Please see our answer to question 9.

Whilst, it is difficult to get meaningful data from salary questions in the current DLHE survey due to the sensitivities of graduates answering these questions or varying patterns of work in the first few years whilst graduates are establishing their careers, resulting in indefinite figures for hours worked and pay. It is useful for institutions to have this information in order to understand how graduates earn an income in the first few years post-graduation and ways in which institutions can support their students and alumni.

Whatever method is used to collect salary data, it is important to note that we do not think that salary data is a reliable or consistent measure of graduate success and the ramifications for the use of linked data in this way has very serious unintended consequences for the higher education sector.

EMPLOYMENT BASIS

58. Please indicate to what level you agree that the data on employment basis should continue to be collected Very low Low Moderate High Very high

59. Do you agree with the proposal that “Starting-up own business” should be removed from this question, to the question about ‘activity’? Yes No

60. Do you agree with the proposal that “Voluntary work” should be removed from this question, to the question about ‘activity’? Yes No

61. Do you agree with the proposal that “On an internship/placement” should be removed from this question, to the question about ‘activity’? Yes No

62. Do you agree with the proposal that “Developing a professional portfolio/creative practice” should be removed from this question, to the question about ‘activity’? Yes No

63. Do you have any further comments to make about the collection of employment basis data for graduates?

HOURS OF WORK

64. Please indicate your level of support for retaining a question that asks:
“Approximately how many hours a week will you be working for your main employment?”
 Very low Low Moderate High Very high

65. Please indicate your level of support for removing any questions about hours of work
(and relying only on part-time/full-time splits gathered elsewhere)
 Very low Low Moderate High Very high

66. Please share any further comments you wish to make about the collection of hours of
work data for graduates

We are not sure that the data derived from HMRC will allow a complete understanding for types
of employment such as portfolio and/or unpaid work.

GRADUATES EMPLOYED OVERSEAS

67. Do you agree that we should continue to seek salary data by consent for graduates
resident overseas? Yes No

68. If we were to continue collecting salary data by consent for graduates working
overseas, would you prefer to see actual salary and currency of payment collected
through an enhanced survey tool? Yes No

69. If we were to continue collecting salary data by consent for graduates working
overseas, would you favour continuing to collect details of hours worked and payment
periods? Yes No

70. Do you have any further comments to make about the collection of salary data for
graduates resident overseas?

It is important that any salary data collected is adequately contextualised, particularly for
graduates employed overseas whereby there are differing employment opportunities and salary
grades across the world.

LOCATION

71. Please indicate your level of support for the continued collection of employment
location information Very low Low Moderate High Very high

72. Please indicate your level of support for the additional collection of domicile location
information Very low Low Moderate High Very high

73. Do you have any further comments to make about the collection of location
information?

Data on location is important, given the salary disparities and graduate labour markets across
different regions in the UK. We also agree that employment location information provides a
greater context of the influence that graduates and universities have on regional economies and
industries.

SKILLS

74. Please indicate your level of agreement with the proposal to develop a skills-based
approach in a future survey of graduates Very low Low Moderate High Very high

75. What advice would you give us to help maximise the value and minimise the costs of our approach?

It will be important to engage with both universities and graduates on this area. Particularly developing an approach which covers a set of core skills, relevant to all graduates in a diverse range of careers.

76. Further comments

HOW A JOB OPPORTUNITY WAS LOCATED

77. Please indicate your level of support for the continued collection of information about how a job was located Very low Low Moderate High Very high

78. Please indicate your level of support for the addition of new categories Very low Low Moderate High Very high

79. Please explain and add any clarification you deem necessary

It is useful for universities to know how students are finding employment opportunities in order to effectively support students in doing so.

There is an 'Other' category which would sufficiently cover any methods of locating a job not mentioned in the stated categories.

80. Do you have any further comments to make about the collection of information about how a job was located?

REASONS FOR TAKING A JOB

81. Please indicate your level of support for retaining a question about the reasons for taking a job, in the current format Very low Low Moderate High Very high

82. Would you recommend any changes to the question about reasons for taking a job? Please explain

83. Please indicate your level of support for a separate question that asks the graduate to self-assess whether their work plans are "on-track" Very low Low Moderate High Very high

84. What wording would you suggest for this question?

a) Is your current career path progressing in the way you want it to?

85. Please explain your reasoning

There needs to be a self-evaluative question that understands how the degree a student has chosen has prepared them for employment and asking whether their career plans are on track would be a fairer measure of success than salary/job title data alone. It needs to be clear in the data how graduates think that their degree has supported their career aspirations and it is useful to know if a graduate is working within their preferred field and profession.

However for many students they might still not know what they actually want to do and have no clear career plan (especially in the first round of the survey) so maybe we could also ask whether they have a good idea of where their career is going/what they want to achieve before asking whether they are making good progress.

86. Do you have any further comments to make about the collection of information about the reasons for taking a job?

It would also be useful to see if a job role is part of a long-term career plan.

PLACEMENTS AND OTHER WORK-BASED LEARNING

87. How would you define work-based learning? How would you delineate the difference between work-based and work-related learning, if at all?

Work-based learning can be defined as learning which takes place primarily through employment in the workplace, which may streamline with learning taking place in the classroom. Whilst work-related learning may refer to the process of learning within a classroom setting for work.

88. Please indicate your level of support for collecting data about placements and other work-based learning in a future data product Very low Low Moderate High Very high

a. Please explain your answer

It is useful to have an understanding of the placements that students embark upon once graduated, particularly to see if there are any routes that students share.

89. Work-based learning in the forms of placements, apprenticeships, sandwich placements and internships would need clear definitions. What definitions would you offer?

90. Is there anything else that should be included in data on work-based learning?

91. Is there anything that should be excluded from data on work-based learning?

Data of a confidential nature e.g. names and contact details of individuals connected with the student work placement

92. Please indicate your level of support for collecting data about work-related learning in a future data product Very low Low Moderate High Very high **a. Please explain your answer**

93. Examples of types of work-related learning, if collected, would need clear definitions. What examples would you give, and what definitions would you offer?

94. Is there anything else that should be included in data on work-related learning?

95. Is there anything that should be excluded from data on work-related learning?

96. Do you currently hold information about either students' work-based or work-related learning as structured data? Yes No

97. Would you be prepared to share details of how you structure these data, and if so, please let us know more about your system(s)

98. Does your HE provider currently produce the HEAR? Yes No

99. Please indicate your level of support for an approach to capturing placement data based around the HEAR Very low Low Moderate High Very high

100. Do you agree that, in principle, placement data would be better captured during study, rather than after a graduate has left? Yes No

101. Further comments

NON-PLACEMENT WORK ALONGSIDE STUDY

102. Please indicate the level to which you agree that collecting data about non-course-related employment would add value to national HE datasets o Very low o Low o Moderate o **High** o Very high

103. Further comments

104. When do you think it would be best to collect these data o **During active study** o Around graduation o After leaving study

EMPLOYMENT IN PARTICULAR PROFESSIONS (INCLUDING TEACHERS AND NHS EMPLOYEES)

105. We welcome exploratory comments on any of the above, particularly from professional, statutory and regulatory bodies.

CHAPTER 4 EFFICIENCY AND VALUE FOR MONEY

LOWER COSTS VS HIGHER VALUE

106. Where should we aim (on a scale from 1 to 10, where 1 indicates that minimising costs is the main imperative and 10 indicates that maximising the value of data obtained from the current cost base ought to be the approach) o 1 o 2 o 3 o 4 o 5 o 6 o 7 o **8** o 9 o 10

107. Further comments

ESTABLISHING THE CURRENT COST BASE OF DLHE

108. Overall cost for C13018 (£)

109. Notes on production of the figures (optional)

110. How many additional questions did you ask graduates in this presentation of the survey?

111. Please share any comments you wish to make regarding how we should approach understanding the cost base, or producing a financial case to replace it

CHAPTER 5 METHODS AND MECHANISMS

DATES AND TIMINGS

112. Further comments on survey timing

SURVEY STRUCTURE

113. Comments

The structure of the survey should carry on in its current form.

THIRD-PARTY METHODOLOGY

114. Please indicate your level of support for the adoption of an appropriate externally-recognised standard for a future survey of graduates o Very low o Low o **Moderate** o High o Very high

115. Further comments

ADDED VALUE

116. Please indicate the level of value the DLHE contact process holds for your HE provider (separate to the collection of data) Very low Low Moderate High Very high a. Please explain

117. Do you ask any additional questions supplementary to the main DLHE survey? Yes No

118. How many extra questions? (number)

119. Please share details of the additional questions you ask

120. Would you anticipate continuing to ask these questions (or similar ones) under a centralised process? Yes No

121. What functionality or other added value would you like to see from a replacement for DLHE?

IMPLEMENTATION

122. Comments on implementation

CHAPTER 6 ONWARD USES OF DATA

LEGAL MATTERS: SHARING DATA

123. Would you, in principle, support the development of suitable legal arrangements for the sharing of some individualised linked data? Yes No

124. Further comments

CURRENT USES OF SALARY DATA AND FUTURE USES FOR LINKED HMRC EARNING DATA

125. How do you currently use destinations and outcomes data? Which specific data? What is the analysis? Which processes are influenced? What is the outcome? Who benefits and how? Case study 1 Case study 2 Case study 3

126. How could linked data on graduate destinations and outcomes offer new benefits in future? What new analyses or processes could benefit? What would be the outcome? Who would benefit and how? User story 1 User story 2 User story 3

127. Further comments

NOVEL DATA PRODUCTS

128. Suggestions