

D4 Employability Workshop – Key Information

What is “Employability”

According to Knight and Yorke (2006, p.3), employability is.....

a set of achievements – skills, understandings and personal attributes - that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

External Drivers

Destination of Learners from Higher Education (DLinHE) data is one of the key data sets used by the TEF to determine each institution’s TEF rating. Currently DLinHE is collected by institutions when they survey their graduates in the 6 months after graduating who submit their return to HESA (HE Statistics Agency).

HESA are consulting on revisions to the way that DLHE is collected and is likely to be collected by a third party national body 15 months after graduating, and include HMRC data about graduate’s income. This proposal has been dubbed ‘New DLinHE’.

Other drivers

1. Employers report having difficulty finding the skilled people they need. Skill-shortage vacancies have risen by 130% since 2011 (UKCES Employer Skills Survey 2015). Employers report that graduates lack problem solving and analytical skills (Chatterton and Rebbeck 2015; UKCES 2015).
2. Social justice: it is clear that patterns of inequality are repeated in the employability patterns of our graduates. So that students who have greater understanding of social capital and how to mobilise it are more likely to gain higher paid jobs than those without (Bathmaker et al. 2015).
3. Students’ report that improving employment prospects is the main reason why they wanted to study at university (CBI & NUS 2011, p.7).

TEF metrics for student outcomes

DLHE statistics are currently collected 6 months after graduating and provide

- rates of employment or further study,
- rate of highly skilled employment or further study

Individuals are benchmarked to take account of differences in student characteristics and the mixture of subjects taught at different providers.

The full population (denominator) used for the KPI is any first degree, full-time, UK domiciled graduate who declares that they are available for work or further study within six months of

graduation – this exempts any graduates that may be travelling or taking time out prior to looking for work/starting another course.

University of Huddersfield context

Using this definition the Planning and Information Services Department have been able to recalculate the KPI based on specific parts of the University. All of the raw data is available to any staff member that would like to study it further, to receive this please email p.youngson@hud.ac.uk.

Table 1: Schools and their associated 13/14 Graduate Prospects KPIs

School	Positive	Negative	Total	KPI
Art, Design and Architecture	254	132	386	65.8%
Applied Sciences	160	39	199	80.4%
Business School	243	92	335	72.5%
Computing and Engineering	182	71	253	71.9%
Human and Health Sciences	432	116	548	78.8%
Music, Humanities and Media	232	108	340	68.2%
Education and Professional Development	85	13	98	86.7%
Grand Total	1588	571	2159	73.6%

Data is collected on individual courses, with 10 or more respondents. The outcomes range from 100% positive (nursing) to 47.8% positive outcome for one particular non vocational course.

References

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- Yorke, M. and P. T. Knight (2006). Embedding employability into the curriculum, HEA.
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