

SB 91/2013

24 September 2013

## Destinations of students gaining qualifications from Higher Education Institutions, 2011/12

This bulletin provides information on the destinations of UK domiciled students six months after gaining higher education qualifications from Higher Education Institutions (HEIs) in the UK, in the academic year 2011/12. It includes data on students who were ordinarily resident in Wales prior to commencing their courses (Welsh qualifiers) and those who studied at Welsh HEIs; derived from the Higher Education Statistics Agency's (HESA) Destinations of Leavers from Higher Education (DLHE) record.

Following a review of the DLHE survey and consultation with government departments, the HE sector and users of the data, the DLHE survey was re-designed to collect richer information from leavers particularly regarding their activities on the survey date. Leavers now report all the activities that they are undertaking on the census date and then indicate which one they consider to be most important to them. From these responses, destination categories are derived taking into account the most important activity and, in some instances, other activities the leaver is involved in.

**Consequently, the DLHE survey has different definitions for the destination categories reported. Direct comparisons should not therefore be made with figures presented in previous years.**

### Summary of main findings

- After completing their studies around three quarters of Welsh domiciled qualifiers and qualifiers from Welsh HEIs were engaged in some kind of employment. [Table A.1 and B.1]
- Medicine and Dentistry qualifiers were most likely to be in employment with 99 per cent of Welsh HEI qualifiers in some form of work in 2011/12. [Chart A.2, Table A.2, Chart B.2, Table B.2]
- Qualifiers from full-time study showed higher rates of unemployment than those from part-time courses. [Table A.1 and B.1]
- 76 per cent of employed Welsh domiciled qualifiers and employed qualifiers from Welsh HEIs were in permanent employment. [Table A.3 and B.3]
- Qualifiers from Welsh HEIs were less likely to remain in Wales for employment when compared to the equivalent 'retention' figure for other UK countries. However, retention rates for Welsh domiciled qualifiers (i.e. those living in Wales, prior to entering higher education, and entering employment in Wales) were higher than for all English regions with the exception of London and the North West. [Charts A.4 and B.4]

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- Of the first degree qualifiers employed full-time in paid work in Wales 13 per cent of males earned £30,000 or above, compared with seven per cent of females. [Chart C.1]
- The median salary for UK domiciled, first degree qualifiers in permanent full-time employment in Wales was higher than in Northern Ireland but lower than in Scotland and England. [Table C.2]

### **Policy context**

One of the key strategic themes set out in The Higher Education Funding Council for Wales' (HEFCW) current corporate strategy is employability; ensuring that the HE sector produces graduates who are equipped for the world of work. In June 2011 HEFCW published a circular (W11/15HE) which highlighted the outcomes of a consultation on Key Information Sets (KIS). The KIS is a set of standardised information about undergraduate courses, which enables them to be easily compared. It has been designed with the needs of prospective students in mind. The most recent circular (W12/25HE) on this topic was issued by HEFCW in June 2013 and can be found at the following link:

[Unistats and Key Information Set \(KIS\): site updates and the data collection timetable for 2013](#)

The KIS were made available across the UK from September 2012 and are published on the Unistats website. It can also be accessed via a small advertisement or 'widget' on the course web pages of universities and colleges.

<http://unistats.direct.gov.uk/>

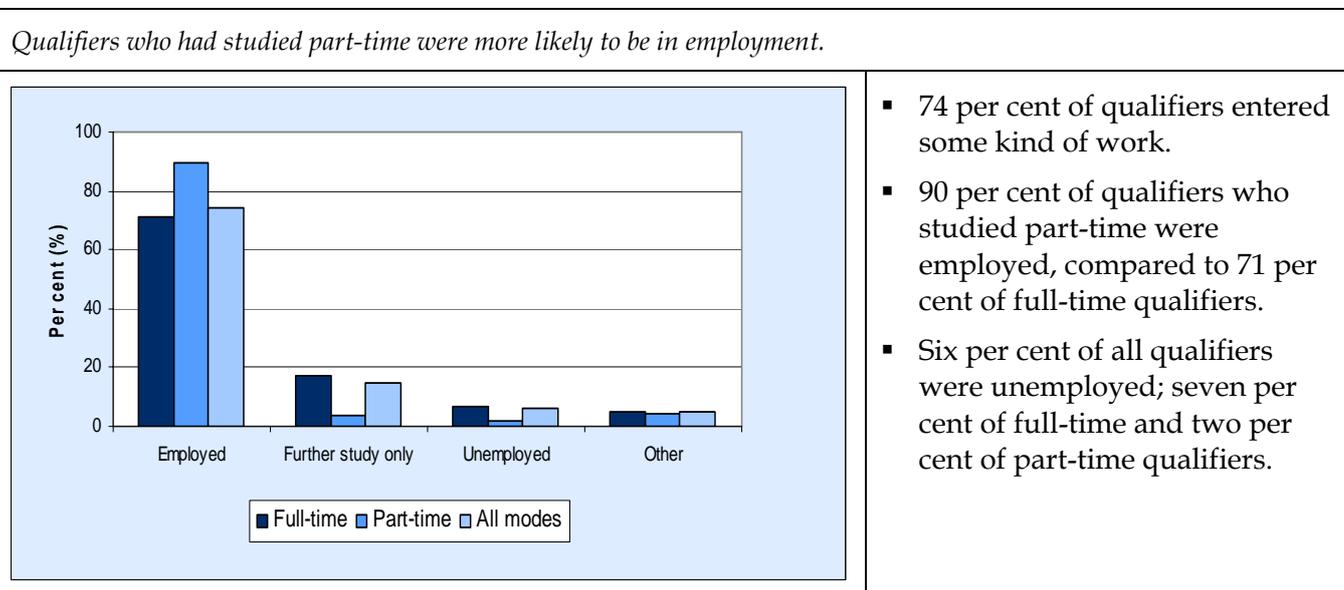
Information contained within this bulletin should not be used in an attempt to directly measure progress against employability targets set down by the Welsh Government or the Higher Education Statistics Agency (HESA), since the methodology employed differs. However, it is of interest to note that HESA's Employment Indicator for full-time first degree qualifiers in 2011/12 showed 91.6 per cent of qualifiers from Welsh HEIs were either in employment and/or studying compared to the total UK indicator of 90.8. A link to HESA's Employment Performance Indicator (PI) is included below:

[Performance Indicators - Employment of Graduates 2011/12](#)

## Section A – Qualifiers from Welsh HEIs

This section covers the activity qualifiers from Welsh HEIs considered most important, derived from the response that best described employment and education circumstances from a list of statements provided on the DLHE questionnaire. For those in employment, it looks at the location and nature of that employment.

**Chart A.1: Most important activity of qualifiers from Welsh HEIs by mode of study, 2011/12**



**Table A.1: Percentage of qualifiers from Welsh HEIs by activity, mode and level of study, 2011/12**

*Percentage*

		Full-time work	Part-time work	Work & Study	Further Study Only	Unemployed	Other valid response
Full-time	Postgraduate	60	14	8	8	6	4
	First degree	48	15	8	16	7	5
	Other undergraduate	26	10	12	42	6	4
Part-time	Postgraduate	68	13	12	2	1	4
	First degree	66	13	10	3	3	5
	Other undergraduate	49	12	27	6	2	5
All	Postgraduate	63	14	10	6	4	4
	First degree	49	15	8	16	7	5
	Other undergraduate	39	11	21	22	4	4
	<b>All levels</b>	<b>50</b>	<b>14</b>	<b>10</b>	<b>15</b>	<b>6</b>	<b>5</b>

Source: HESA

(a) Destination figures do not include those who did not respond or those who replied to the survey but explicitly refused to give information.

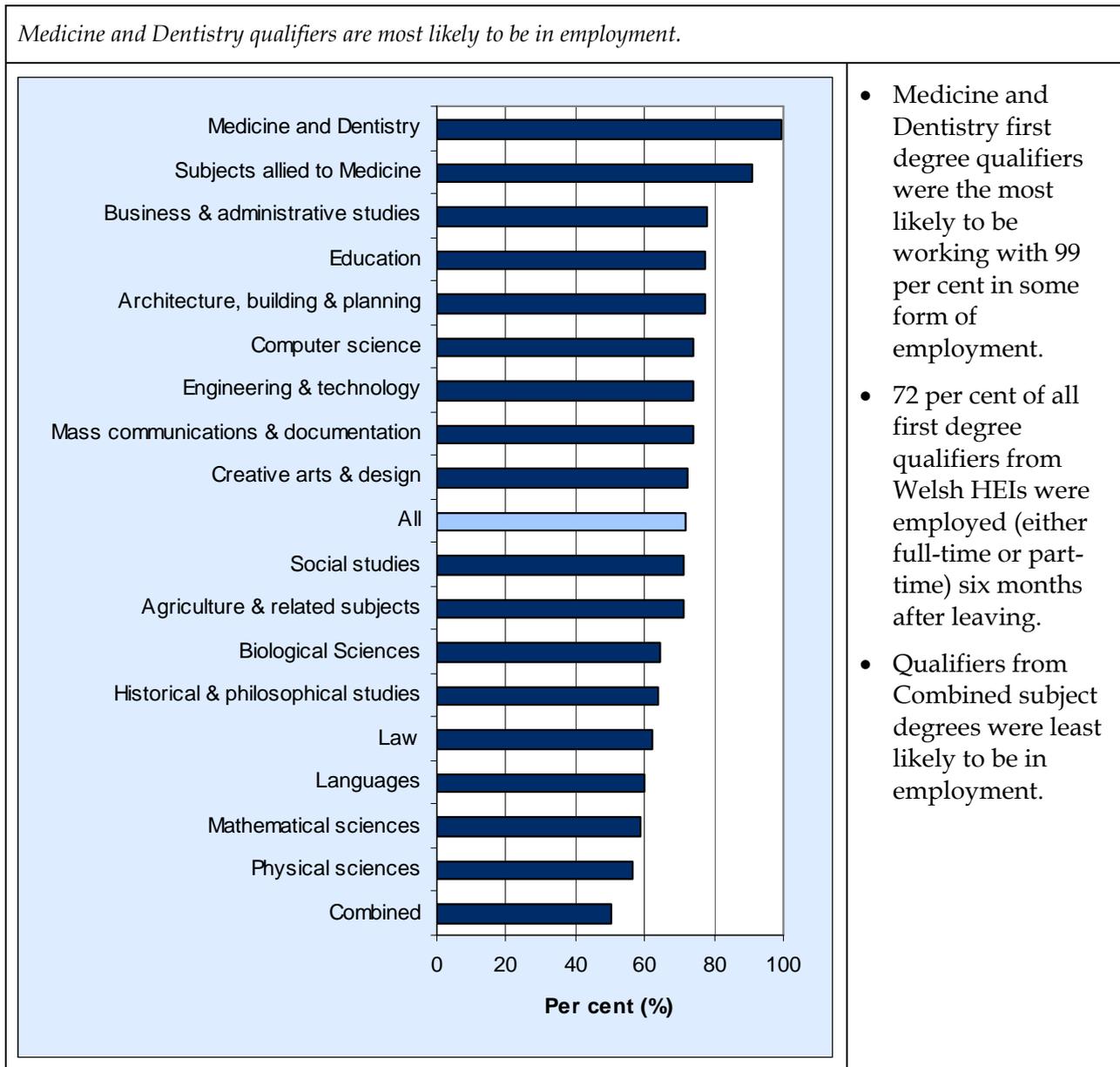
(b) Other valid response includes 'due to start work' and 'other'.

- Part-time postgraduate qualifiers were most likely to be in work with 93 per cent having entered some kind of employment. Full-time other undergraduate (qualifications include Foundation Degrees, HNDs, HNCs, etc.) qualifiers were least likely to be in work (48 per cent) although they were most likely to be involved in full-time further study (42 per cent).
- 63 per cent of postgraduates entered full-time work compared with 49 per cent of first degree and 39 per cent of other undergraduate qualifiers.

- Seven per cent of full-time first degree qualifiers declared themselves to be unemployed, compared to one per cent of part-time postgraduates, and two per cent of part-time other undergraduate qualifiers.
- Females were more likely to be employed than males (76 and 72 per cent respectively), although males were more likely to be undertaking further study only (16 per cent compared to 14 per cent).

Chart A.2 and Table A.2 focus on the destination of first degree qualifiers by subject of study, the former looking at those in employment, the latter including those engaged in further study or unemployed.

**Chart A.2: Proportion of first degree qualifiers from Welsh HEIs in employment by subject of study, 2011/12**



(a) Subject studied information is measured in Full Person Equivalents (FPEs), (see Paragraph 3.5 in the Notes section for the definition of FPE). This chart should be viewed in conjunction with Table A.2.

**Table A.2: First degree qualifiers from Welsh HEIs by subject and activity, 2011/12**

	<b>Work (including work &amp; further study)</b>	<b>%</b>	<b>Further Study</b>	<b>%</b>	<b>Unemployed</b>	<b>%</b>
<b>Highest</b>	Medicine and Dentistry	99	Mathematical sciences	29	Computer science	12
<b>Second highest</b>	Subjects allied to Medicine	91	Law	28	Combined	10
<b>Second lowest</b>	Physical sciences	57	Subjects allied to Medicine	3	Subjects allied to Medicine	1
<b>Lowest</b>	Combined	50	Medicine and Dentistry	0	Medicine and Dentistry	1

Source: HESA

- Qualifiers in Computer Science had the highest level of unemployment amongst the first degree leavers from Welsh HEIs (12 per cent).
- First degree qualifiers in Medicine and Dentistry and Subjects Allied to Medicine had the lowest levels of unemployment in the cohort (both one per cent).

Table A.3 looks at the nature of work (permanent / temporary / self-employed) of qualifiers ordinarily resident in the UK who attended Welsh HEIs and whose responses showed they had entered full-time paid employment.

**Table A.3. UK domiciled qualifiers from Welsh HEIs who are in full-time paid employment, by nature of employment, 2011/12**

<b>Mode</b>	<b>Level</b>	<i>Percentage</i>		
		<b>Permanent</b>	<b>Temporary</b>	<b>Self-employed, Freelance or other</b>
Full-time	Postgraduate	70	21	9
	First degree	74	17	9
	Other undergraduate	79	12	10
Part-time	Postgraduate	87	3	9
	First degree	89	4	6
	Other undergraduate	87	4	9
All	Postgraduate	76	15	9
	First degree	75	17	9
	Other undergraduate	85	6	9
<b>All levels</b>		<b>76</b>	<b>15</b>	<b>9</b>

Source: HESA

(a) Destination figures do not include those who did not respond or those who replied to the survey but explicitly refused to give information.

(b) Permanent employment includes permanent contracts, open-ended contracts and contracts of 12 months or more.

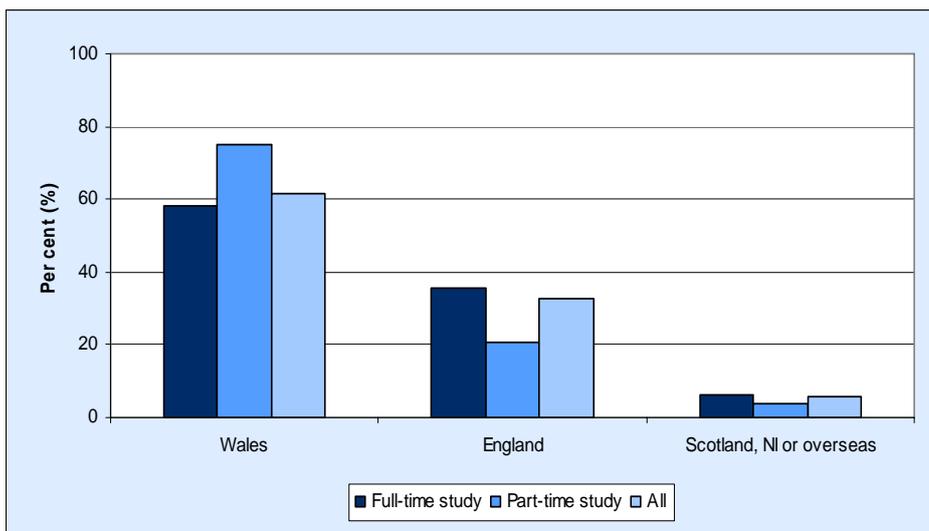
(c) Temporary employment includes fixed-term contracts of less than 12 months and temporary contracts gained through agencies or other means.

- 76 per cent of employed qualifiers from Welsh HEIs were in permanent employment (excluding self-employed and freelance status). The figure for full-time first degree qualifiers was slightly lower, at 74 per cent.
- Of those who studied on a full-time basis, other undergraduates were the most likely to be in permanent employment (79 per cent) and postgraduates the least likely (70 per cent).
- At all levels of qualification, employed qualifiers who undertook part-time study were much more likely to be in permanent employment than those who undertook full-time study.
- The proportion of qualifiers who were self-employed or working freelance showed little variation between mode or level and resulted in an average of nine per cent.

Charts A.3 and A.4 look at where qualifiers from Welsh HEIs were employed. Chart A.3 looks at country of employment for both full-time and part-time qualifiers, while Chart A.4 focuses on the retention rate of full-time first degree students, that is, the proportion of students finding employment in the region or country where they achieved their qualification.

**Chart A.3: Qualifiers from Welsh HEIs by country of employment and mode of study, 2011/12**

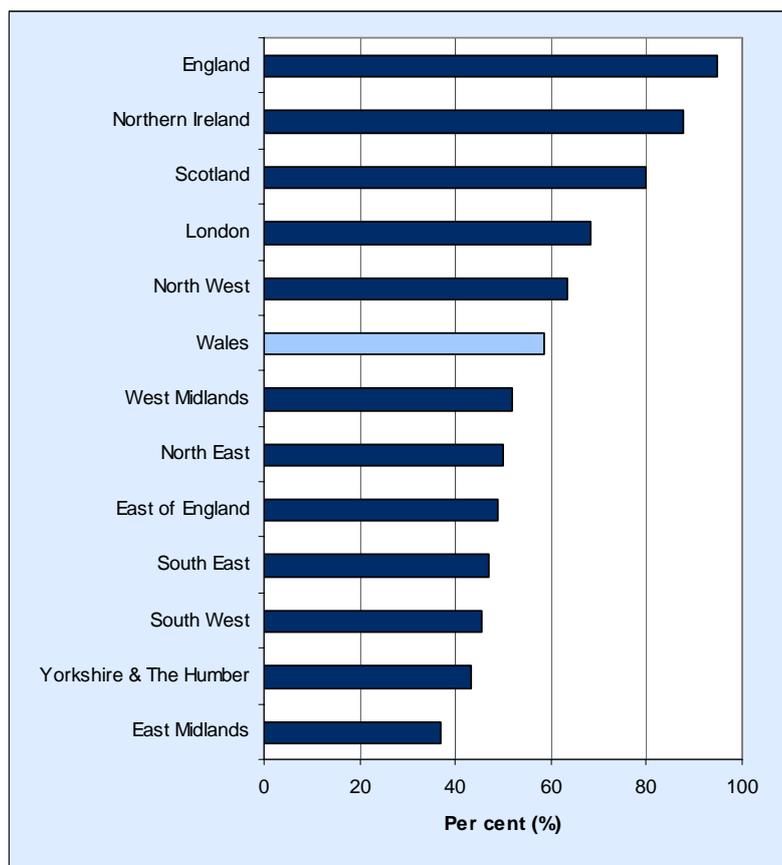
*Nearly two thirds of qualifiers in work remained in Wales for employment.*



- 62 per cent of qualifiers who were in work had returned to or remained in Wales for employment.
- A higher proportion of qualifiers from full-time study at Welsh HEIs moved to work in England than did part-time qualifiers.

**Chart A.4: Proportion of full-time first degree qualifiers entering employment in region (or country) of HEI attended, 2011/12**

*Wales' retention figure is higher than most English regions, but is much lower than the retention figures for both Scotland and Northern Ireland.*



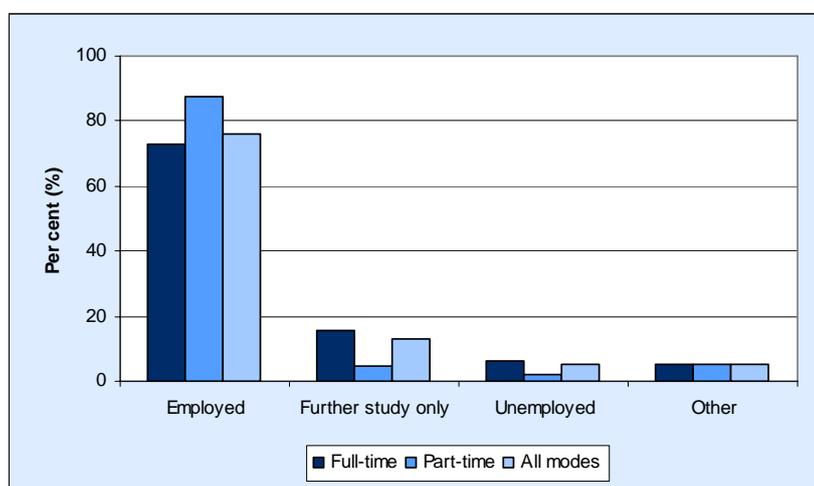
- Full-time first degree qualifiers from Welsh HEIs were less likely to remain or return to Wales (59 per cent) than the equivalent 'retention' figure for other UK countries (England 95 per cent, Northern Ireland 88 per cent and Scotland 80 per cent).
- However, retention from Welsh HEIs was higher than for all English regions except London (68 per cent) and the North West (63 per cent).

### **Section B – Welsh domiciled qualifiers from UK HEIs**

This section looks at the main activity, subject of study, location of employment, retention values and the nature of employment of Welsh domiciled qualifiers from UK HEIs in 2011/12.

**Chart B.1: Main activity of Welsh domiciled qualifiers by mode of study, 2011/12**

*Qualifiers who studied part-time are more likely to be in employment.*



- Over three-quarters of qualifiers (76 per cent) were employed either full-time or part-time. Five per cent of qualifiers declared themselves unemployed, with the majority of the remainder entering further study only.
- 73 per cent of full-time qualifiers entered some kind of work, whereas the figure for part-time qualifiers was 88 per cent.

**Table B.1: Percentage of Welsh domiciled qualifiers by activity, mode and level of study, 2011/12**

Percentage

		Full-time work	Part-time work	Work & Study	Further Study Only	Unemployed	Other valid response
Full-time	Postgraduate	62	14	9	7	5	4
	First-degree	50	15	8	15	7	6
	Other undergraduate	30	10	12	37	6	4
Part-time	Postgraduate	69	11	12	3	1	4
	First-degree	60	13	11	4	3	8
	Other undergraduate	47	12	27	7	2	5
All	Postgraduate	65	13	10	5	3	4
	First-degree	50	15	8	14	7	6
	Other undergraduate	40	11	21	19	4	5
	<b>All levels</b>	<b>51</b>	<b>14</b>	<b>11</b>	<b>13</b>	<b>5</b>	<b>5</b>

Source: HESA

(a) Destination figures do not include those who did not respond or those who replied to the survey but explicitly refused to give information.

- Part-time postgraduate qualifiers were most likely to be in work with 92 per cent having entered some kind of employment. Full-time other undergraduate qualifiers were least likely to be in work (52 per cent) although they were most likely to enter further study only (37 per cent).
- 65 per cent of postgraduates entered full-time paid work compared with 50 per cent of first degree and 40 per cent of other undergraduate qualifiers.
- Females were more likely to be employed than males (78 and 73 per cent employed respectively), although a slightly higher proportion of males were undertaking further study only (12 and 11 per cent).

Table B.2 and Chart B.2 focus on the destination of first degree qualifiers by subject of study, the latter looking at those in employment, the former including those engaged in further study or unemployed.

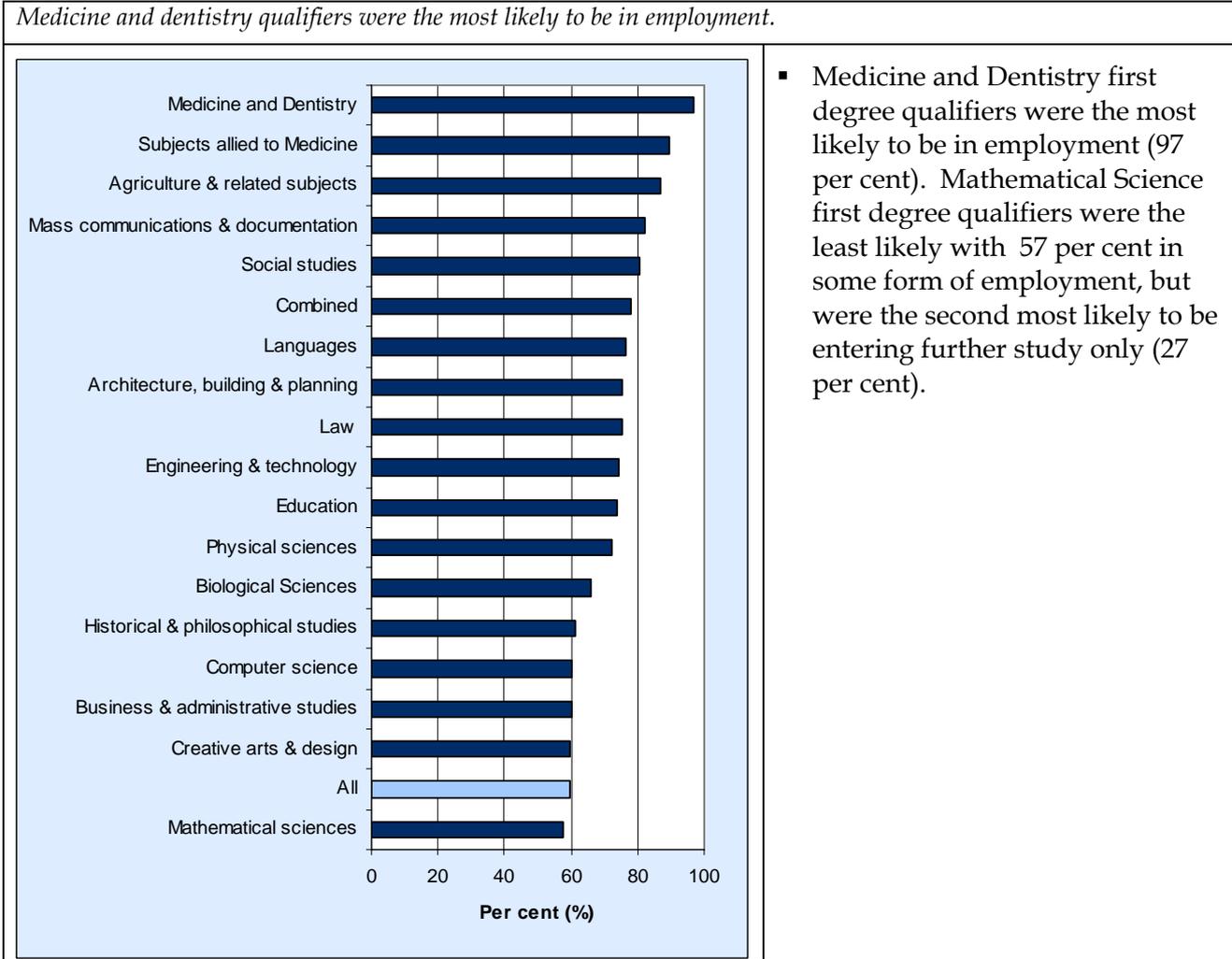
**Table B.2: Welsh domiciled first degree qualifiers by subject and activity, 2011/12**

	Work (including work & further study)	%	Further Study only	%	Unemployed	%
<b>Highest</b>	Medicine and Dentistry	97	Business & administrative studies	28	Engineering & technology	12
<b>Second highest</b>	Subjects allied to Medicine	89	Mathematical sciences	27	Languages	9
<b>Second lowest</b>	Creative arts & design	60	Agriculture & related subjects	3	Agriculture & related subjects	-
<b>Lowest</b>	Mathematical sciences	57	Medicine and Dentistry	2	Medicine and Dentistry	-

Source: HESA

- Qualifiers in Engineering and Technology had the highest level of unemployment amongst Welsh domiciled first degree qualifiers (12 per cent). Qualifiers in Medicine and Dentistry and Agriculture had the lowest levels of unemployment amongst Welsh domiciled first degree qualifiers (less than one per cent).

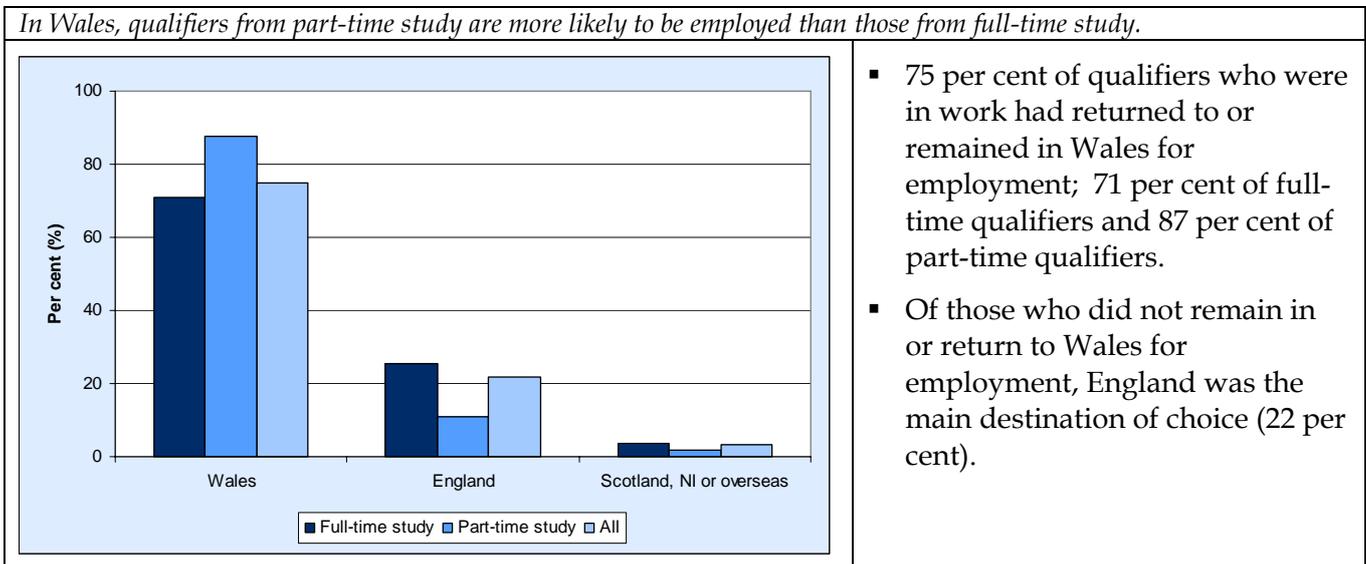
**Chart B.2: Welsh domiciled first degree qualifiers in employment by subject of study, 2011/12**



(a) Subject studied information is given in terms of Full Person Equivalents (FPEs), (see Paragraph 3.5 in the Notes section for the definition of FPE). This chart should be viewed in conjunction with Table B. 2.

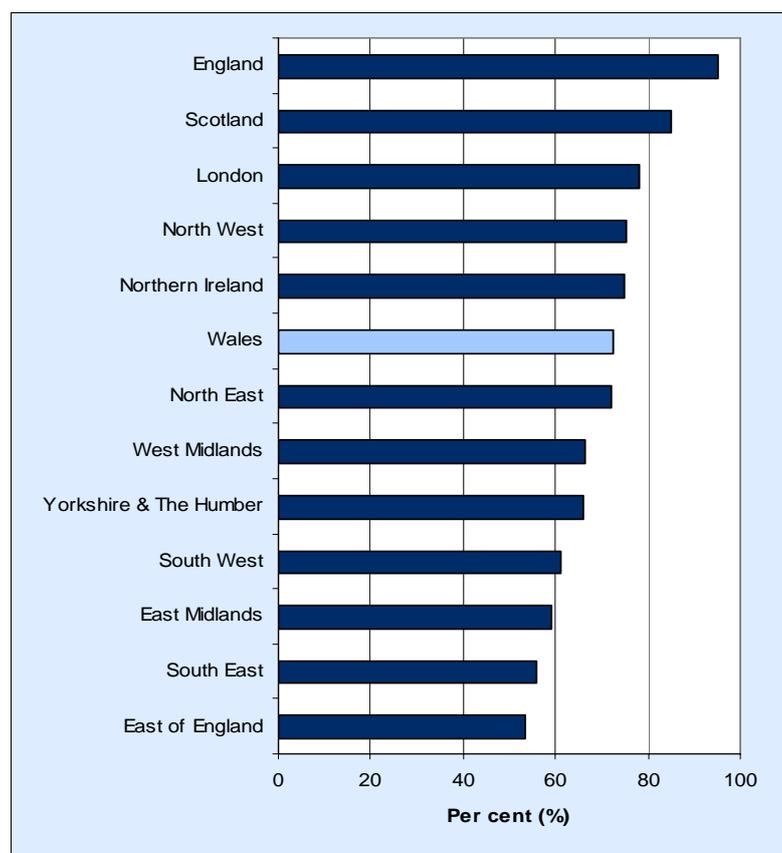
Chart B.3 looks at country of employment for both full-time and part-time qualifiers, while Chart B.4 focuses on the retention rate of full-time, first degree students finding employment in the region or country where they achieved their qualification.

**Chart B.3: Welsh qualifiers by country of employment, 2011/12**



**Chart B.4: Proportion of full-time first degree qualifiers entering employment in region (or country) of original domicile, 2011/12**

*Wales' retention figure is higher than most English regions, but lower than the retention figure for Scotland.*



- Full-time first degree Welsh domiciled qualifiers were less likely to remain or return to Wales (73 per cent) than the equivalent 'retention' figure for England (95 per cent) and Scotland (85 per cent) and Northern Ireland (75 per cent).
- However, the retention rate in Wales is higher than for the majority of English regions.

Table B.3 looks at the nature of work (permanent or temporary) of Welsh qualifiers who entered full-time paid employment.

**Table B.3: Welsh domiciled qualifiers who were in full-time paid employment, 2011/12**

Mode	Level	Percentage		
		Permanent	Temporary	Self-employed, Freelance or other
Full-time	Postgraduate	70	14	16
	First degree	72	15	13
	Other undergraduate	79	7	14
Part-time	Postgraduate	89	2	8
	First degree	87	6	8
	Other undergraduate	88	3	9
All	Postgraduate	77	10	13
	First degree	74	14	12
	Other undergraduate	85	4	11
<b>All levels</b>		<b>76</b>	<b>12</b>	<b>12</b>

Source: HESA

(a) Destination figures do not include those who did not respond or those who replied to the survey but explicitly refused to give information.

(b) Permanent employment includes permanent contracts, open-ended contracts and contracts of 12 months or more.

(c) Temporary employment includes fixed-term contracts of less than 12 months and temporary contracts gained through agencies or other means.

- 76 per cent of Welsh domiciled qualifiers in full-time work were in permanent employment. The figure for full-time first degree qualifiers was slightly lower at 72 per cent.
- Of those who had studied on a full-time basis, other undergraduates were most likely to enter permanent employment (79 per cent) and postgraduate qualifiers the least likely (70 per cent).
- First degree qualifiers were the most likely to be in some form of temporary employment (14 percent).
- At all levels of qualification, employed qualifiers who undertook part-time study were considerably more likely to be in permanent employment than those who undertook full-time study.

### **Section C – Salary of Qualifiers**

This section looks at median salaries of qualifiers. The analysis is limited to UK domiciled first degree qualifiers in full time paid employment based in the UK (including the Channel Isles and Isle of Man). Response rates to questions related to salary tend to be much lower than for other questions on the DLHE survey, therefore **information on salary should be interpreted with caution**. Paragraph 5.2 of the Notes section of this bulletin provides more detailed information on response rates.

**Table C.1: Median salaries (to the nearest £1,000) of UK domiciled first degree qualifiers in full-time employment in the UK by mode of study and gender, 2011/12**

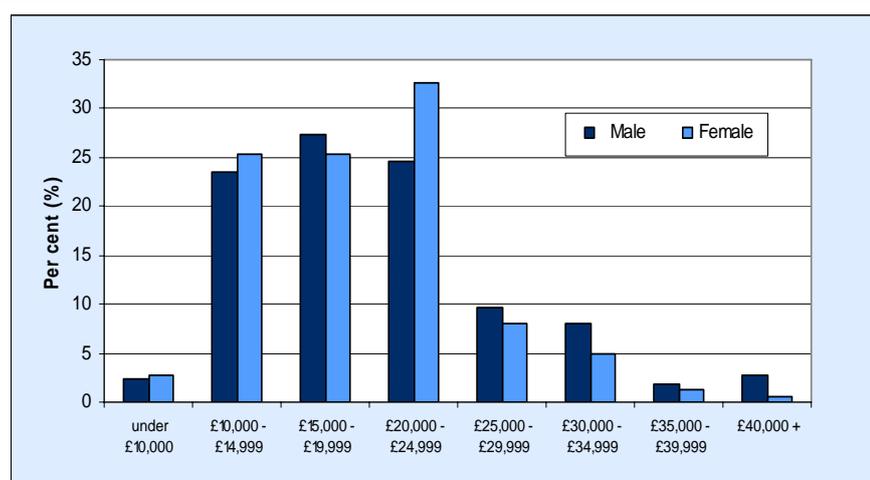
Mode of Study		<i>Pounds Sterling</i>			
		Welsh domicile	Qualifiers from Welsh HEIs	Qualifiers employed in Wales	UK qualifiers
Full-time	Male	19,000	18,000	18,000	20,000
	Female	19,000	18,000	18,000	19,000
	Persons	19,000	18,000	18,000	20,000
Part-time	Male	27,000	28,000	28,000	28,000
	Female	24,000	25,000	25,000	25,000
	Persons	26,000	26,000	26,000	26,000
All	Male	20,000	19,000	19,000	21,000
	Female	19,000	18,000	19,000	20,000
	Persons	20,000	19,000	19,000	20,000

Source: HESA

- The median salaries of females were lower than or equal to the male median salary in each category. Salaries for female qualifiers from part-time programmes were noticeably lower than those for male qualifiers.
- The median salary for those who qualified at a Welsh institution or those who work in Wales was £1,000 less than the overall UK qualifier figure.

**Chart C.1: Salary distribution of UK domiciled first degree qualifiers employed in full-time paid work in Wales by gender, 2011/12**

*Higher proportions of males paid salaries greater than £30,000.*



- The majority of both males and females were paid salaries between £10,000 and £24,999 (75 per cent of males and 83 per cent of females).
- 13 per cent of males had salaries of £30,000 or more, compared to seven per cent of females.
- Over 50 per cent of both males and females were paid salaries below £20,000.

**Table C.2: Median salaries of UK domiciled first degree qualifiers in full-time employment in the UK, by location of employment and basis of occupation or employment 2011/12**

*Pounds Sterling*

Location of employment	Permanent employment	Other employment (including self-employed)	Managerial or professional occupations	Other occupations	All employed qualifiers
Wales	20,000	15,000	21,000	15,000	19,000
England	21,000	17,000	22,000	17,000	20,000
Scotland	21,000	20,000	22,000	17,000	21,000
Northern Ireland	19,000	16,000	21,000	15,000	18,000
North East	21,000	16,000	22,000	15,000	21,000
North West	19,000	16,000	22,000	15,000	19,000
Yorkshire and the Humber	19,000	16,000	22,000	15,000	18,000
East Midlands	19,000	15,000	22,000	15,000	18,000
West Midlands	20,000	16,000	22,000	16,000	20,000
East of England	21,000	17,000	22,000	16,000	20,000
London	22,000	18,000	25,000	20,000	22,000
South East	21,000	17,000	22,000	17,000	20,000
South West	20,000	16,000	22,000	16,000	19,000

Source: HESA

- (a) Permanent employment includes permanent contracts, open-ended contracts or fixed-term contracts of more than 12 months in length.  
 (b) Other employment includes temporary fixed-term contracts shorter than 12 months in length, self-employed/freelance, start-up business, paid internship, supply teaching.

- The median salary of permanent employees working in Wales was £20,000, £1,000 higher than in Northern Ireland but lower than in both England and Scotland (£21,000). The median salary of temporary workers employed in Wales was considerably lower than that of permanent workers, and also lower than the median salary for temporary work in the majority of English regions
- The median salary of qualifiers employed in managerial and professional occupations in Wales was £21,000, approximately £1,000 lower than in England and Scotland and also the English regions (with the exception of London, where the median salary was £25,000).

## **NOTES**

### **1 Context and related publications**

There are two stages to the DLHE survey. The first, often referred to as the Early DLHE survey or EDLHE, is covered by this bulletin and is an annual census of individuals who have completed higher education courses in the UK. It is conducted six months after graduation, and the most recent results for the UK as a whole were published by HESA on 27 June 2013 and are available via the following link: [HESA SFR 192 Destinations of leavers from Higher Education in the UK for academic year 2011/12](#) further dissemination of the data is available at:

[Statistics - Destinations of Leavers from Higher Education \(DLHE\)](#)

The second stage, often referred to as the Longitudinal Survey or LDLHE, is a follow-up survey that looks at the destinations of leavers up to three and a half years after they qualified. It is based on a sample of the students who responded to the Early Survey and is biennial (takes place once every two years), the most recent publication, covering students who graduated in 2008/09 being published by HESA in August 2013. This can be accessed via the following link:

[Longitudinal survey of 2008/09 graduates](#)

### **2 Data source**

The **DLHE survey** was introduced by HESA for qualifiers from the 2002/03 academic year onwards. The survey replaced the First Destination Supplement with coverage increased to include part-time students and more detailed questions on the destinations of leavers.

Following a review of the DLHE survey and consultation with government departments, the HE sector and users of the data, HESA re-designed the DLHE survey for 2011/12 to collect richer information from leavers particularly regarding their activities on the survey date. Leavers now report all the activities that they are undertaking on the census date and then indicate which one they consider to be most important to them. From these responses, destination categories are derived taking into account the most important activity and, in some instances, other activities the leaver is involved in. The data presented in this bulletin draws on the new version of the Destinations of Leavers from Higher Education (DLHE) survey introduced in 2011/12. **Consequently, since the DLHE survey now has different definitions for the destination categories reported, direct comparisons should not be made with figures presented in previous years.**

Details of the major changes that were introduced to the new DLHE survey can be found at the following link: [DLHE survey update for 2011/12](#)

A summary of the DLHE collection process for 2011/12 covering timescales can be found here: [DLHE 2011/12 Collection Process](#)

### **3 Definitions**

#### **3.1 Coverage**

The coverage of the 2011/12 survey was expanded to include additional HE qualifications and now includes Non-EU domiciled leavers where it was previously restricted to UK and European Union domiciled leavers only. The target population in 2011/12 was 703,615 leavers of which 133,175 were Non-EU leavers. Surveying these leavers was undertaken as a pilot for 2011/12 with a clear distinction that the information collected should not be published until carefully reviewed. These leavers are therefore excluded from the HESA SFR and from this statistical bulletin. Additionally, there were 2,960 leavers who obtained postgraduate research qualifications from dormant status. The destination outcomes of these leavers are considered to be materially different in nature to the outcomes of the other postgraduate research leavers included in the survey so these leavers have been excluded

Relevant qualifications for inclusion in the DLHE return are postgraduate degrees, postgraduate diplomas and certificates, Postgraduate Certificates in Education (PGCE), first degrees (excludes

intercalated degrees), Diplomas of Higher Education (DipHE), Certificates of Higher Education (CertHE), foundation degrees, Higher National Diplomas (HND) or Higher National Certificates (HNC). The population for the DLHE return does not necessarily represent the full cohort graduating during the reporting period; examples of those excluded are professional qualifications (e.g. associate membership or membership of a body such as the Institute of Bankers) and undergraduate diplomas and certificates (other than foundation degrees, HND, DipHE, HNC and CertHE).

The reference dates for this DLHE return were 16 April 2012 (if the leaver obtained the qualification between 1 August 2011 and 31 December 2011) and 14 January 2013 (if the leaver obtained the qualification between 1 January 2012 and 31 July 2012).

### 3.2 Level of study

**Higher education (HE) qualifiers** are those students who qualify from programmes of study for which the level of instruction is above Level 3 of the National Qualifications Framework, (level 3 courses include those leading to the Advanced Level of the General Certificate of Education (GCE A-levels), the Advanced Level of the Vocational Certificate of Education (VCE A-levels) or the Advanced Higher Grade and Higher Grade of the Scottish Qualifications Authority (SQA) Advanced Highers/Highers).

**Further education (FE) qualifiers** are those students who qualify from programmes of study for which the level of instruction is equal to or below that of level 3 of the National Qualifications Framework, i.e. courses leading to the Advanced Level of the General Certificate of Education (GCE A-levels), the Advanced Level of the Vocational Certificate of Education (VCE A-levels) or the Advanced Higher Grade and Higher Grade of the Scottish Qualifications Authority (SQA Advanced Highers/Highers).

### 3.3 Mode of study

**Full-time** includes full-time and sandwich study, plus those writing-up theses following full-time study.

**Part-time** includes part-time study, full-time study on courses lasting less than 24 weeks, block release or studying during the evenings, plus those writing-up theses following part-time study.

### 3.4 Domicile

This bulletin focuses only on **UK domiciled qualifiers**. UK domiciled students are those whose normal residence prior to entering HE was in the UK, including the Channel Islands and Isle of Man. The DLHE survey also covers EU domiciled students. However, these are not included in this bulletin.

For reasons of clarity in this bulletin, qualifiers who were ordinarily resident in Wales prior to commencing their courses have sometimes been described simply as **Welsh qualifiers**.

### 3.5 Full Person Equivalent

This is a process of apportionment, where each headcount is, where necessary, divided in a way that in broad-brush terms reflects the pattern of the programme split.

For split programmes not involving an initial teacher training (ITT) component, the apportionment algorithm is as follows:

- 50%:50% for a balanced two-way split
- 66.667%: 33.333% for a major/minor two-way split
- 33.333%:33.333%:33.333% for a balanced three-way split

### 3.6 Standard Occupational Classification

In 2011 HESA adopted the SOC2010 Standard Occupational Classification (which replaced SOC2000), for comparability of sector data with other areas of the economy. A variant of the SOC2010 was created for the coding of occupational information collected in the DLHE survey. The classification is termed SOC2010 (DLHE) and details are available from the Downloadable files section of the HESA DLHE coding manual [www.hesa.ac.uk/C11018](http://www.hesa.ac.uk/C11018) on the HESA website (Standard Occupational Classification (2010) for the Destinations of Leavers from Higher Education Institutions: SOC 2010 (DLHE)) (pdf).

### **3.7 Standard Industrial Classification**

The Standard Industrial Classification of economic activities (SIC) provides a framework for the collection, tabulation, presentation and analysis of data about economic activities. The present version (SIC(2007)) is aligned with similar classifications in all member states of the European Union and is obligatory in all cases where the UK is required to transmit statistics broken down by economic activity to the European Commission.

Standard industry codes for economic activity are used to describe the relationship between the inputs and outputs of such activity. In cases where multiple activities take place, classification usually relates to the single most important activity. In the case of destination statistics, this will usually be the most important activity undertaken by an employer (or self-employed person). Economic activities are measured by enquiring into the nature of an employer's (or self-employed person's) business.

### **3.8 HESA employment and study definitions**

In the DLHE survey leavers were able to report what they were doing in relation to both employment and study. If not ineligible, or have explicitly refused to provide information, respondents were able to report up to eight individual activities, of which one must be indicated to be the 'most important'. These activities are as follows:

- Working full-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)
- Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)
- Unemployed and looking for work
- Due to start a job in the next month
- Engaged in full-time further study, training or research
- Engaged in part-time further study, training or research
- Taking time out in order to travel
- Something else

These activities are used to derive a category for publication that reflects the range of activities undertaken. Leavers identified as ineligible, or who have explicitly refused to provide information are grouped together. All other respondents are categorised according to their range of activities as explained on the following page.

Status	Most important activity	If any other activity includes	Derived activity category	
Ineligibility or explicit refusal			Ineligibility or explicit refusal	
All other	Working full-time	Engaged in full-time study, training or research OR Engaged in part-time further study, training or research	Primarily in work and also studying	
		Otherwise	Full-time work	
	Working part-time	Engaged in full-time study, training or research OR Engaged in part-time further study, training or research	Primarily in work and also studying	
		Otherwise	Part-time work	
	Unemployed and looking for work		Unemployed	
	Due to start a job in the next month	Working full-time		Full-time work
		Engaged in full-time further study, training or research, provided that Working full-time has not been selected.		Full-time study
		Working part-time, provided that Working full-time AND Engaged in full-time further study, training or research have not been selected.		Part-time work
		Otherwise		Due to start work
	Engaged in full-time further study, training or research	Working full-time OR Working part-time		Primarily studying and also in work
		Otherwise		Full-time study
	Engaged in part-time further study, training or research	Working full-time OR Working part-time		Primarily studying and also in work
		Otherwise		Part-time study
	Taking time out in order to travel		Other	
	Something else		Other	

**For the purposes of this Welsh Government statistical bulletin (and used in tables A.1, A.2, B.1 & B.2) the following definitions apply:**

**Work and study** includes both 'primarily in work and also studying', and 'primarily studying and also in work'.

**Full-time work**, includes those students who indicated any of the activities they were involved in was working full-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship).

**Further study** includes both 'full-time study' and 'part-time study'.

**Other valid response** includes 'due to start work in next month' and 'other'.

There may be some small variation between the above groupings and those used in HESA publications.

## **4 Rounding strategy**

The presentation of figures in this statistical bulletin follows the principles of the current HESA rounding strategy. The strategy is intended to prevent the disclosure of personal information about any individual. A summary of the strategy is as follows:

- Numbers 0, 1, 2 are rounded to 0 and are represented as '\*'.
- All other numbers are rounded to the nearest 5.

So for example 3 is represented as 5, 22 is represented as 20, 3,286 is represented as 3,285 while 20, 55 and 3,510 remain unchanged.

Total figures are also subject to this rounding methodology; the consequence of which is that the sum of numbers in each row or column may not match the total shown exactly. Percentage changes have been calculated using unrounded numbers.

Percentages less than 0.5 per cent are represented by '-'

## **5 Key quality information**

This section provides a summary of information on this output against five dimensions of quality: Relevance; Accuracy; Timeliness and Punctuality; Accessibility and Clarity; and Comparability.

### **5.1 Relevance**

HESA is the official agency for the collection, analysis and dissemination of quantitative information about higher education. It was set up by agreement between the relevant government departments, the higher education funding councils and the universities and colleges. The primary purpose of the early DLHE data collection is to provide each of the bodies listed above with accurate and comprehensive statistical information regarding the destinations of leavers six months after graduation.

The statistics are used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- The Higher Education Funding Council for Wales (HEFCW);
- Higher Education Institutions and representative bodies including institutional career advice;

- Students, researchers, and academics;
- Individual citizens, private companies, and the media;

These statistics are used in a variety of ways. Some examples of these are:

- contributing to Teaching Quality Information (TQI) visible to prospective students via UNISTATS;
- informing students about potential career paths based on subject of study ;
- to help to understand the migration of graduates into, between and away from administrations

## 5.2 Accuracy

The HESA Student record is collected in respect of all students registered in a reporting institution who follow programmes of study leading to the award of a qualification or institutional credit. The DLHE record supplements the Student record in so far as it is linked to it and collects information about what those completing their HE experience go on to do. The specification for the DLHE target population for 2011/12 is covered on the HESA website at:

### [DLHE Target population](#)

The DLHE survey is undertaken by institutions, collecting data on students within the DLHE target population six months after completion of their course. HESA sets response rates for the survey, specifically;

- 80% for UK-domiciled leavers who previously studied full-time;
- 70% for UK-domiciled students who previously studied part-time;
- 50% for all other EU students;
- 80% for Research Council funded students.

In 2011/12, responses were obtained from 19,335 Welsh domiciled qualifiers (including explicit refusals) out of a possible 24,935; a response rate of 78 per cent. 21,415 qualifiers from Welsh HEIs responded (including explicit refusals) out of a possible 27,695; a response rate of 77 per cent. Excluding explicit refusals, known destinations were obtained for 74 per cent of Welsh qualifiers and 75 per cent of qualifiers from Welsh HEIs.

**Table N.1: Response rates, Early Destination of Leavers from Higher Education, 2011/12**

	<i>Number</i>		<i>Percentage</i>	
	Target population	Total responses	Response rate	Valid response rate
Welsh domiciled students				
Full-time	19,000	15,075	79	77
Part-time	5,935	4,260	72	66
All	24,935	19,335	78	74
Students from Welsh HEIs				
Full-time	22,690	17,785	78	77
Part-time	5,010	3,635	73	70
All	27,695	21,415	77	75

Source: HESA

(a) The response rate includes those who explicitly declined to provide information but excludes those whose response was insufficiently complete to be valid or were rejected through failing any other test of validity.

(b) The valid response rate provides a measure of the percentage of qualifiers with known destinations.

(c) Due to rounding, constituent parts may not add up to the independently rounded total.

The survey is undertaken by leavers answering a number of questions by way of a questionnaire, a telephone survey, a centrally-hosted online survey, a locally-hosted survey or a PDF version of the questionnaire. Institutions can use as many of these methods of contact as they wish in order to achieve the highest response possible.

HESA provides paper questionnaires for sending out by post to leavers or for using when conducting a telephone survey with a leaver. HESA also hosts an online version of the questionnaire and institutions can email out a link to this to any leaver for whom they have an email address. A PDF version of the paper questionnaire is also provided should institutions wish to email this version for leavers to print and return.

Institutions can use any of these versions for initial contact or for follow-up contact (should they not hear from the leaver after a first attempt at contacting them). The methodology rules are not rigid; institutions can choose their own methodology sequence using as many of the contact methods as they like. Each institution can choose the sequence of contact which they consider to be the most effective for achieving a good level of response from their leavers. For example, an institution might wish to start with telephoning and then send postal questionnaires or a link to the online version to all those who they have not been able to contact by telephone.

**Table N.2: Method of response for valid responses by mode and method of response, 2011/12**

	<i>Percentage</i>				
	Paper Questionnaire	Telephone (HE leaver)	Telephone (third party)	Electronic reply (email/web)	Other
<b>Welsh domiciled students</b>					
Full-time	13	48	14	20	6
Part-time	15	53	7	21	3
All	13	49	12	20	5
<b>Students from Welsh HEIs</b>					
Full-time	15	43	14	21	6
Part-time	16	51	7	21	4
All	15	45	13	21	6

Source: HESA

(a) 'Other' includes institution's student record, institutional third party or death.

(b) Excludes replies explicitly refusing to provide information.

Salary information is collected to the nearest £1,000. The percentage of qualifiers (employed full-time) providing salary information is given below.

**Table N3: Percentage of qualifiers providing salary information, 2011/12**

		<i>Percentage</i>	
<b>First Degree qualifiers</b>		<b>Qualifiers employed in Wales</b>	
Welsh qualifiers	62	Other undergraduates	60
Qualifiers from Welsh HEIs	60	First degree	60
Qualifiers employed in Wales	60	Postgraduate	67
All UK Domiciled qualifiers	66	All qualifiers	62

Source: HESA

(a) Percentages are based on qualifiers in full-time paid work.

### 5.3 Timeliness and punctuality

DLHE consists of two survey periods relating to two different census dates - one in April and one in January. The two census dates reflect the two main course completion times for students; those who finish between 1 August and 31 December will be surveyed during the following April, whereas those who complete their courses between 1 January and 31 July will be surveyed the following January. Therefore, the whole survey spans two reporting periods. The dates chosen are nominal and aim to provide a picture of graduate activity approximately six months after completion.

Although there are two data capture reference dates, there is only one data collection, the return date for the 2011/12 year was 31 March 2013.

### 5.4 Accessibility and clarity

This statistical bulletin is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

### 5.5 Comparability

The Department for Employment and Learning, Northern Ireland (DELNI) also produces a detailed DLHE bulletin which was last published on 29 August 2013 and can be viewed by following this link: [Destinations of Leavers from UK Higher Education Institutions: Northern Ireland analysis 2011/12](#)

The Scottish Government do not produce a bulletin, but do publish tables and summary spreadsheets in a Statistical Publication Notice (SPN) which was last published on 25 September 2012 and can be found here: [Scottish Government Early Destinations of Qualifiers 2010-11](#)

### 5.6 Quality management

The Statistical Directorate within WG have published a Statistical Quality Management Strategy, which describes our strategic objectives for quality and how we implement them. It also covers our commitment to ensure that our statistics are fit for purpose, use appropriate processes and transparent methods and that the factual and presentational quality meets the requirement of our users. The full strategy can be found via the following link: [Welsh Government Statistical Quality Management Strategy](#)

### 5.7 Future of this release

The Welsh Government's Education and Skills Analytical team are currently reviewing the content, scope and timing of this statistical bulletin to ensure that it continues to effectively support and inform the Welsh Government's Higher Education policy initiatives. We appreciate any feedback from users.

#### STATSWALES

Tables associated with this bulletin and containing a greater amount of detail will be available on the Welsh Government's interactive data dissemination service StatsWales ([www.statswales.gov.uk](http://www.statswales.gov.uk)).