

> **HEAD'17**

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Postgraduate Employability - the Next Academic Frontier

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Aims and objectives

- Set the scene for PGT (Masters) study in the UK and internationally
- Highlight the motivations for applicants/student undertaking PGT STEM study
- Outline PGT study skill acquisition expectations
- Employment of PGT graduates
- Bridging the 'expectations' disconnection of different stakeholders.

Higher Educational Benefits

'A diverse student population is essential to vibrant intellectual enquiry and a resilient knowledge economy. It encourages a higher education offer that is socially and culturally diverse, and more representative of local communities', and, 'it is vital in creating a fairer society, securing improvements in social mobility and supporting economic growth'

(HEFCE, 2011:6).

Social

- Increases social mobility (Watson,2005; Bourdieu, 1977,1984)
- Increases community engagement (IHEP,2005)
- Reduction in crime amongst graduates (Stephen, 2004)
- Lower debt and health issues (Baum et al, 2004; OECD, 2010)
- Greater social tolerance (Lloyd, 2010)



Economic

- Often largest local employer
- Generate £45b output a year
- Largest part of the economy (Universities UK,2007)
- Higher income over lifetime (Universities UK,2007)
- Unemployment lower amongst graduates (Bynner et al, 2003; Baum et al, 2010)



Contributory reasons for UG and PG growth.

Political

- Graduates more engaged in politics and vote in elections (Bynner et al, 2003; Baum et al, 2010)



HE Disadvantages

Social

- Over qualified

(Coldwell W., 2013 cited by Lister, 2014)

- Negative intergenerational mobility

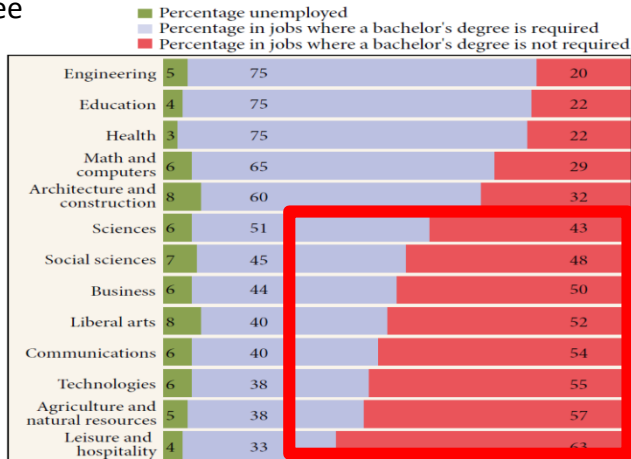
(Watson, 2005; Kamenetz, 2006)

- Boomerang Kid-ult generation

- Under-employment



U.S. Employment Outcomes for Recent Graduates 2009-2011:
By Degree



(Abel et al, 2014 cited by Lister, 2014)



"My name is Benjamin Serra, I have two bachelor's degrees and a master's degree and I clean toilets. No, it is not a joke. I thought that I deserved something better after so much effort in my academic life. It seems that I was wrong." 2nd October 2013 ReTweeted 32,000 times – taken up by World's Press.

Reasons for 21-24 undertaking PG study

- Growth in Graduates 1996-2012

U.K.	200%	} Wage Gap between Skilled & Unskilled Workers has <u>declined</u> in last 17 years.
Italy	200%	
Spain	70%	} No decline.
France	60%	
Germany	25%	
U.S.	25%	

PG study seen as supporting 'continuing professional development' and enhancing 'employability' skills but becoming more a route to obtain 'employment' by young graduates

Marin D. (2014) *Education in the Second Machine Age*, Project Syndicate, 25th November cited by Lister, 2016

- Credential inflation of qualifications by Universities

A masters won't just help you to get a job after university – it will also help you to earn more money in the long term.

With more and more people taking undergraduate courses, a masters degree is a chance to gain an advantage over other graduates and show your commitment to your field of interest.

Edge over your competition? We've got just the thing.

A postgraduate course can give you an edge on the competition. Whether you want start a career, move ahead in your current one, or explore something new.

HE Disadvantages

Social

- Over qualified

(Coldwell W., 2013 cited by Lister, 2014)

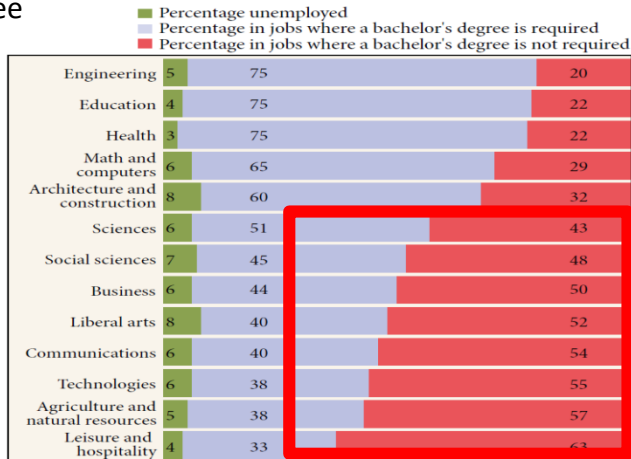
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A PhD with your coffee? Barista serving your drink might be better educated than you are

Political

- Disengagement

Economic

- Job displacement

- IT reduces educational need
- Graduates performing non-graduate jobs
- Postgraduates performing graduate jobs

- High levels of study debt (fees and cost of living) impact on:

- Home ownership
- Pension investment
- Private healthcare
- Disposable income to put back into the economy

- No future investment in lifelong learning

- End of parental cash cow generation.



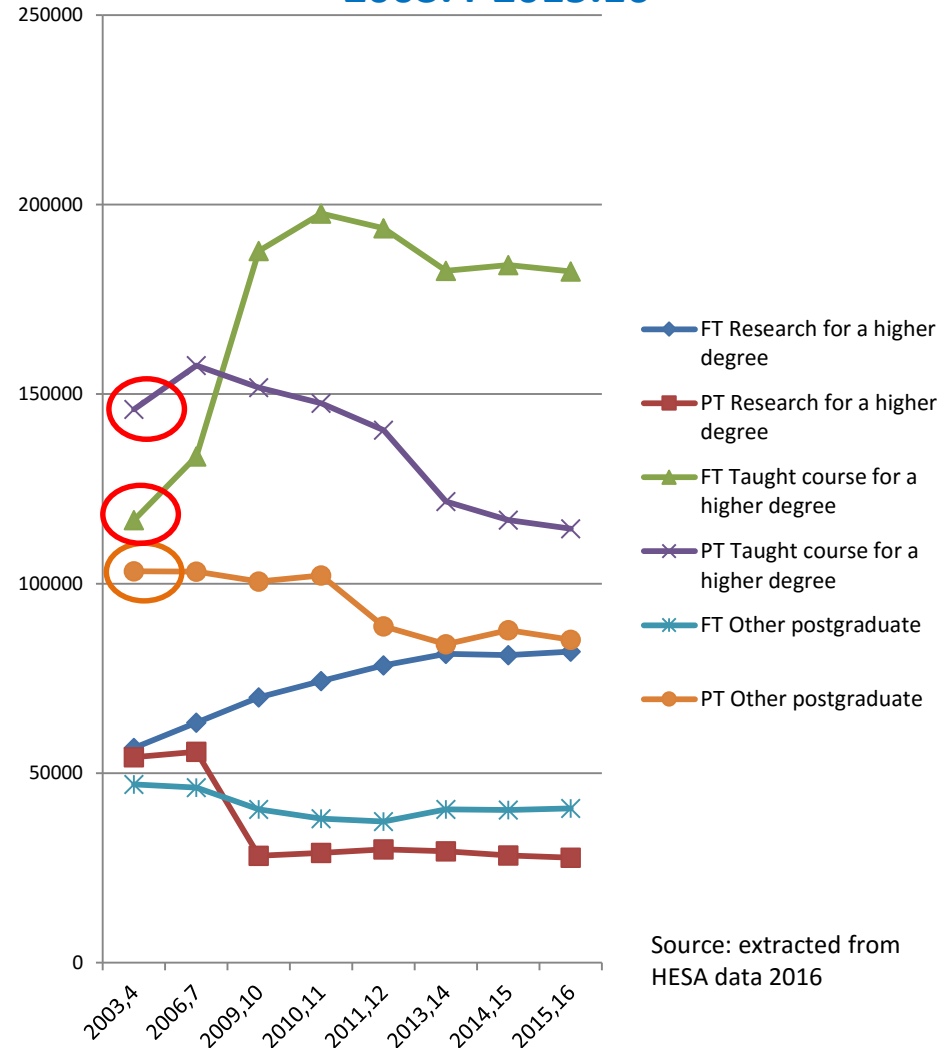
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Source: Morgan (2014)

What is PG study for?

- PG traditionally study seen as supporting 'continuing professional development'
 - Specialisation
 - Professional requirements (e.g. obtain chartered status)
- Masters most popular course in 1994 was the MBA
- PG Other courses popular especially PT
- Part-time was the main mode
- Used to give the individual the edge in the job market
- As with UG, thought people invest in PG when the economy is weak.

UK enrolments by type of qualification
2003.4-2015.16



Source: extracted from HESA data 2016

International comparison 2009 onwards

Very difficult to get an accurate EU picture

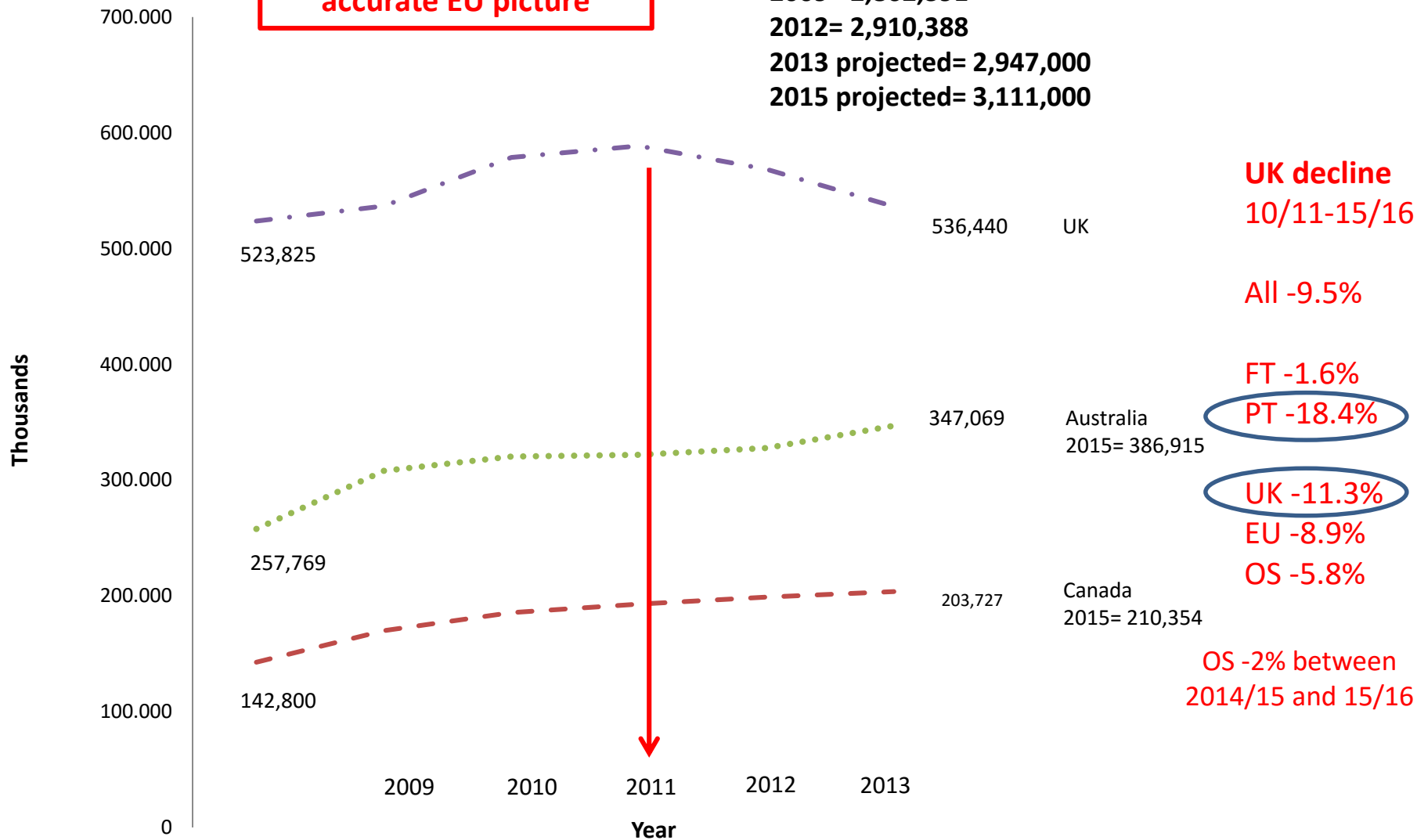
USA has increased enrolments up to 2012

2009= 2,862,391

2012= 2,910,388

2013 projected= 2,947,000

2015 projected= 3,111,000



EU Masters Total FTE between 2013 and 2015

GEO/TIME	2013	2014	2015
European Union	:	:	4,871,638
Belgium	75,142	81,487	100,558
Bulgaria	64,654	67,895	68,577
Czech Republic	127,050	125,458	122,355
Denmark	64,939	58,556	71,090
Germany	908,505	938,077	964,715
Estonia	16,430	15,895	15,469
Ireland	24,304	23,690	22,155
Greece	:	:	:
Spain	409,178	321,038	277,723
France	:	854,784	868,904
Croatia	54,724	55,903	54,057
Italy	727,019	724,883	710,487
Cyprus	6,390	8,039	10,093
Latvia	10,454	11,366	16,264
Lithuania	30,832	30,281	28,709
Luxembourg	:	:	1,944
Hungary	66,018	63,784	64,616
Malta	2,485	2,775	2,857

GEO/TIME	2013	2014	2015
Netherlands	:	:	134,578
Austria	140,087	139,697	140,269
Poland	470,136	442,544	426,889
Portugal	117,694	118,683	111,565
Romania	185,376	180,840	166,855
Slovenia	17,834	18,016	17,676
Slovakia	74,912	71,720	70,038
Finland	39,921	41,202	42,070
Sweden	107,589	106,778	107,126
United Kingdom	252,554	254,957	254,002
Iceland	3,357	3,592	3,549
Liechtenstein	234	243	243
Norway	48,264	51,523	53,097
Switzerland	55,814	58,896	60,622
Former Yugoslav Republic of Macedonia	3,550	2,695	3,891
Serbia	34,212	34,469	37,803
Turkey	314,819	355,793	443,252
Japan	334,500	329,084	:

Who does PGT study in the UK?

	1994/95			2004/5			2014/15			2015/16		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
UK	26065	80265	106330	42225	121735	163960	53065	100800	153865	54995	99990	154985
	24.5%	75.5%	74.8%	25.70%	74.3%	60.5%	34.50%	65.5%	51.2%	35.5%	64.5%	52.2%
EU	6998	4033	11031	16940	9680	26620	22130	5515	27645	21385	5155	26540
	63.4%	36.6%	7.8%	63.6%	36.40%	9.8%	80.0%	20.0%	9.2%	80.5%	19.5%	8.9%
OS	12924	11880	24804	61765	18530	80295	108875	10285	119160	105970	9375	115345
	52.1%	47.9%	17.4%	76.9%	23.1%	29.7%	91.4%	8.6%	39.6%	91.9%	8.1%	38.9%
Total	45987	96178	142165	120928	149945	270873	184070	116600	300670	182350	114520	296870
	32.3%	67.7%	100.0%	44.6%	55.4%	100.0%	61.2%	38.8%	100.0%	61.4%	38.6%	100.0%

- FT enrolments in the UK are now dominant mode overall

<https://www.hesa.ac.uk/free-statistic>

Table C PG student by mode, sex, region of domicile

- UK domiciled = PT still the dominant mode

- EU and OS = remains FT and has increased with OS substantially

- PT participation in 14/15

- UK = 89.3%
- EU = 4.2%
- OS = 6.5%

- PT participation in 15/16

- UK = 87.3%
- EU = 4.5%
- OS = 8.2%

- Overall % of EU participation has remained proportionally relatively stable but PT has decreased.

Age and Postgraduate study

All PG enrolments 10/11
by age and within mode

All PG enrolments 14/15
by age and within mode

All PG enrolments 15/16
by age and within mode

	FT	PT		FT	PT		FT	PT
20 and under	0.8%	0.2%	20 and under	0.8%	0.1%	20 and under	0.3%	0.1%
21-24	47.9%	9.7%	21-24	50.1%	10.3%	21-24	57.8%	12.4%
25+	51.3%	90.1%	25-29	28.5%	19.9%	25-29	20.1%	20.9%
			30 +	20.6%	69.7%	30 +	21.8%	66.6%

- Little change in age and mode
- PT mode increases with age category
- PT has continued to decrease since 2010 so losing a huge market of 25 + age groups
- Main age change between 2014/15 and 15/16 is an increase in 21-24 FT enrolments
- Impacted by the HEFCE PSS Phase 2 scheme which piloted scholarships in PSS Phase 1 2013/14
- £10K scholarships only available to those who graduated under the £9K a year fee regime
- Question- in 2016/17 will the enrolments for 21-24 drop even with the PG Loan Scheme?

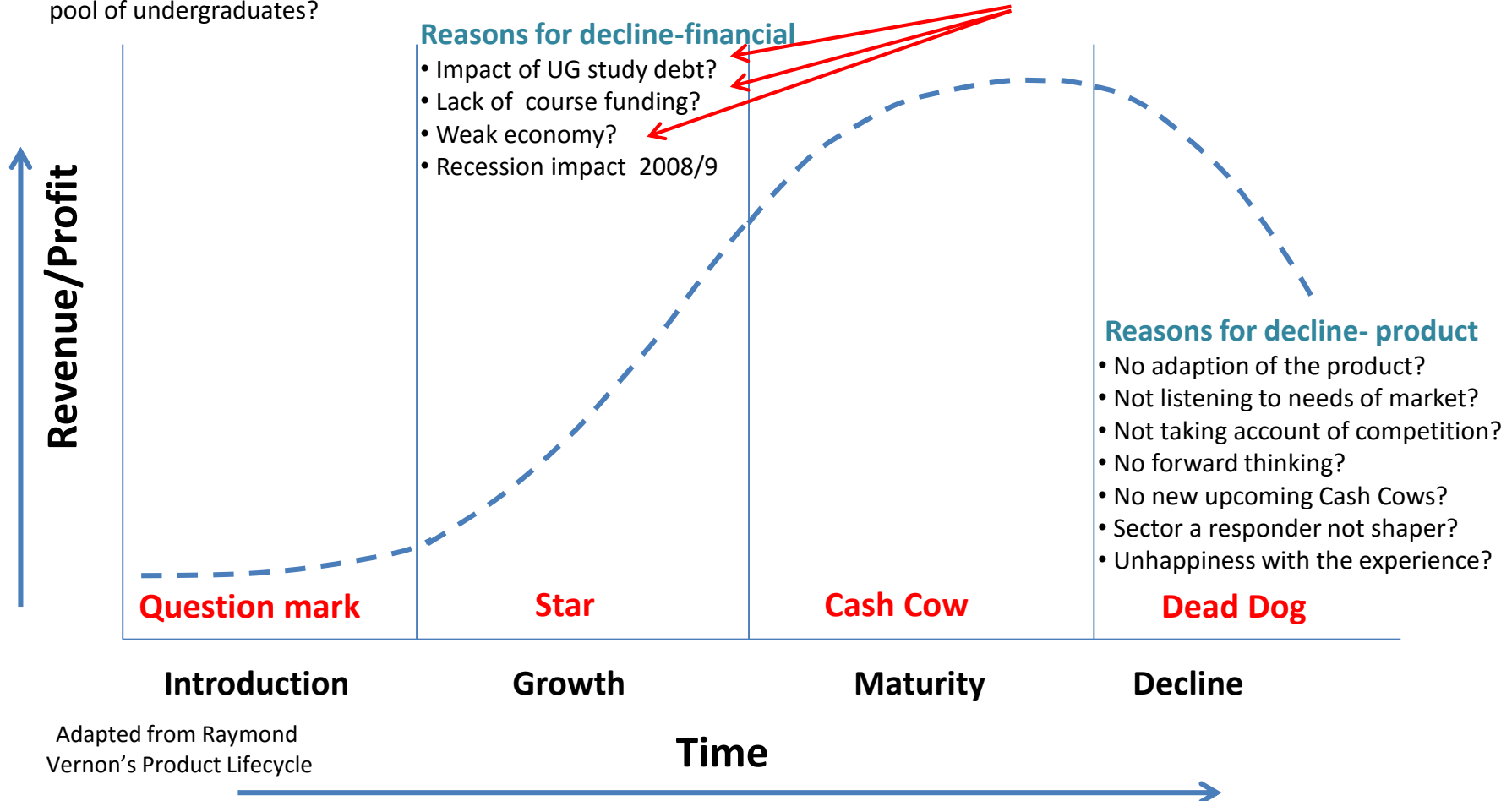
Why the decline?

Reasons for decline-external factors

- Visa requirements?
- Overseas competition?
- Declining number of 18 Year olds thus smaller pool of undergraduates?

Reasons for decline- perceived value

- Perception of real value of PGT qualification in market place?
- Employers require different skills?



Source: Morgan, 2013

Challenges of supporting our PGT students

Diversity

- Academic qualifications, domiciled status, social class, students with disabilities, mature students, mode and type of study

Expectation

- A PGT degree will provide employment skills lacking
- Provide better employment chances

Complex student life which is not always obvious



Wheel chair user
commutes over 25
miles



Single parent
UK domiciled
English not 1st language



UG, Visiting,
International



Veteran
Mental health
PT study eve



PGT International,
transgender

One size fits all

- Part-time have to attend fulltime classes during the day
- Evening part-time/DL students do not have easy access to support services
- **Students fit around the needs of the university, not the university fitting around the needs of students.**

The Postgraduate Experience Project

Partners

Kingston
University
London



WITH
PLYMOUTH
UNIVERSITY



University of
South Wales
Prifysgol
De Cymru



national union of students



Aims and objectives for the different key stakeholders

Applicants and students

- Explore applicants and student perceptions, motivations, expectations of PGT study
- Explore the barriers of applicants and students to PGT study
- Explore the experiences of students undertaking PGT study
- Explore which variables impact on attitudes, expectations, the retention of PGT students (e.g. PT, FT, domiciled and generational status, age, gender, social class, ethnicity, discipline and route into study such as from work or university)

Business and Industry

- Understand the employers expectations of the skills PGT graduates should possess
- Identify the employer outcome expectations of recruiting a PGT graduate
- Look at their perception of the value of PGT study
- Explore experiences of employers on university industrial advisory group in terms of influencing curriculum changes
- Identify employer needs locally and nationally
- Explore experiences of PGT graduate employers in general and of members and employment specialists on the Project Steering Group

Universities and community

- Explore university attitudes, planning and development approaches to PGT study
- Look at university respondents to PEP findings
- Explore approaches to PGT supporting the local economy

Key surveys (Overview)

Entry to Study

- Completion during orientation period (Sep/Oct 2014)
- 92 questions, 8 sections:
 1. previous study qualifications
 2. previous study experience
 3. your current study information
 4. motivations and challenges of postgraduate study, fees and funding
 5. postgraduate study expectations
 6. your current learning expectations
 7. attitudes towards postgraduate study
 8. biographical details
- **Entry to Study Survey considered valuable by students and provided so much intelligence that now in the HEA portfolio**
- 1226 valid surveys returned (out of 1698)
- 11 UK universities (9 English, 1 Scottish, 1 Welsh)
- Scholarship recipients – 304 fee scholarships across 9 English universities

Non-attendance survey

Withdrawal survey

Employers survey



Motivations for doing a PGT course and PGT study expectations

Motivations for doing a PGT course

Reasons for undertaking a postgraduate qualification

- Top 3 reasons (out of 21):
 - **70%** *To improve my employment prospects*
 - **66.7%** *I was interested in the subject*
 - **61%** *To develop a more specialist set of skills and knowledge*

I was interested was the first reason for EU. Part-time respondents third reason was to progress in my current career.

For respondents between 26 and 40 years old, the second most cited reason was to develop a more specialist set of skills.

"A lot of people now have an undergraduate degree, and having a master's just give you that upper edge above everyone else"

Reasons for choosing the university

- Top 3 reasons (out of 22)
 - **50.8%** *Course content*
 - **49.3%** *Location of institution*
 - **41.6%** *Reputation of chosen subject area*

For the Russell Group University

- **80.2%** *Overall reputation of the institution*
- **64.5%** *Reputation of chosen subject area*
- **56.2%** *Course content*

When the responses of the scholarship students were analysed, the first cited reason was *I have studied at the institution before*, with **61.6%**. This is also not surprising due to the PEP scholarships that went to many alumni.

Location of institution was the first reason for part-time respondents, students coming straight from work, first generation, UK domiciled, male respondents, and above 26 years old.

Motivations for doing a PGT course

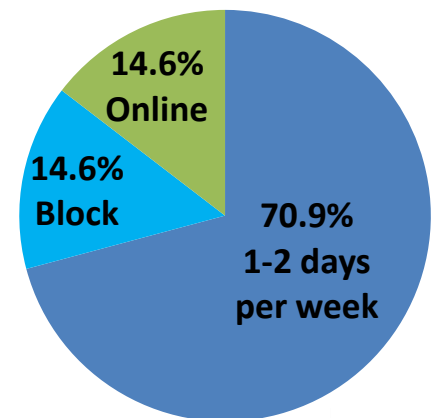
Choice of mode of study

- Reasons for studying FT (select up to 3 reasons)
 - **50.5%** *It would allow me to concentrate on the subject*
 - **49.4%** *I wanted to complete the course as quickly as possible*
 - **43%** *It was the most appropriate way to study the course*
 - **9.6%** *I only got funding for full-time study*

Concentrate on the subject was more cited by second generation respondents, under 25, and OS.
Complete the course was more cited by first generation respondents, above 25, UK and EU.

- Reasons for studying PT (select up to 3 reasons)
 - **58.7%** *I had a job/wanted to continue working*
 - **27.2%** *I couldn't afford full-time study*
 - **25.7%** *In full time work and being allowed study release*
 - **19.9%** *I have family commitments/caring responsibilities*

I had a job was cited by 67.4% of respondents coming straight from work.
Couldn't afford was cited by 42.1% of respondents coming from university.



PG study expectations

What are you looking forward to about starting your course?

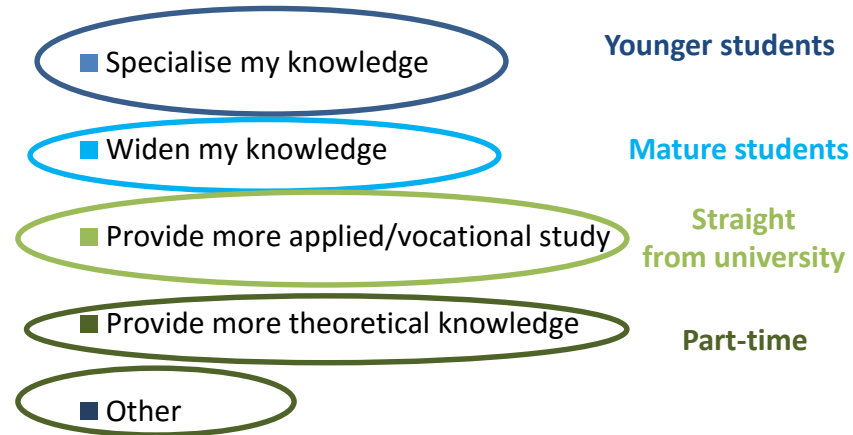
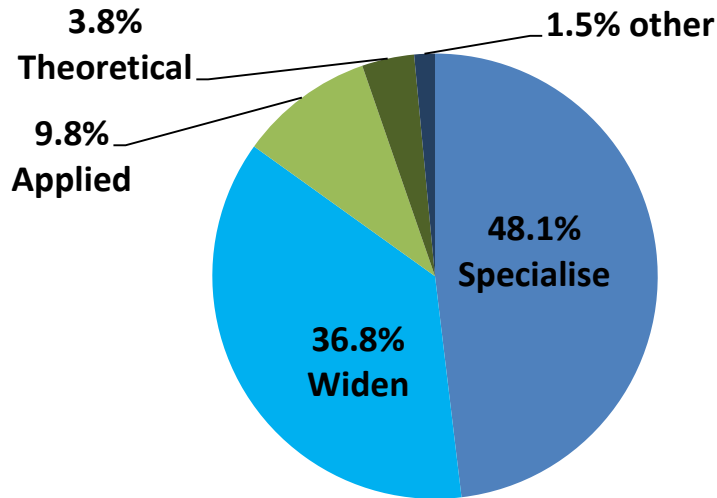
Respondents have very specific expectations

Academic	Course	Good course structure Support from lecturers. Good communication Work in projects. Hands-on/practical training. Site visits Good grades/doing well in the course
	Knowledge and skills	Learning a new subject. New challenges Professional skills. Research skills
	Institution	Facilities
Career	Employment	Workshops in employability Opportunities for placements. Career prospects Getting a professional qualification
	Networking	Meeting new people in the same field Gaining contacts in the industry
Interpersonal	Social aspects	Working with likeminded people. University life Social interaction with the academic community
Personal	New experiences	New challenges. New institution Improve self-confidence Independence/living away from home.

Employability skills

PG study expectations

Expected outcomes of undertaking postgraduate study



Attitudes towards postgraduate study

- 93.1% PG requires more independent study than at UG level
- 87.4% PG level should provide a more personalised study experience for the student than at UG level
- 74.9% I expect more value for money at PG level than at UG level
- 21.6% I do not know what to expect at PG level.

UK= 25.3%
EU = 13.8%
OS = 17.2%

PG study expectations

Thinking about when you complete your course, to what extent do you agree or disagree with the following statements about how it will develop your skills?

FT expectations higher than PT

No significant differences between domiciled groups

Skills development	%
Develop my research skills	94.9%
Improve my employment prospects	93.1%
Better prepare me for future employment	91.2%
Develop my transferable skills	90%
Develop my research paper writing skills	89.6%
Improve my confidence about independent learning	89.3%
Provide practical experience in the subject area	87.8%
Provide confidence in tackling unfamiliar problems	86.5%
Improve my communication skills	86.2%
Help me reflect on my professional development needs	86.2%
Help me to present myself with confidence	81.1%
Provide employer networking opportunities Unsure = 20%	77.6%
Provide research networking opportunities Unsure = 22.4%	74.4%

Which skills are the most or least important for you to develop in undertaking this postgraduate course?

Most important	54.3% Knowledge of the subject
Middle ranking	Communication Information technology Leadership Self-management Problem solving Team working
Least important	27.8% Work experience 21.3% Business awareness 19% Numeracy

PG study expectations

Use of university support services

Academic support	64.5%
Careers and employment	64.4%
Sports facilities	41.8%
Health and wellbeing	33.7%
Financial advise	24.8%
Housing advice	6.9%

FT respondents were more likely to use a range of services, compared to PT.

Second generation were more likely to use careers and employment services, compared to first generation.

Academic support was more likely to be used by respondents coming straight from work, and above 25 years old.

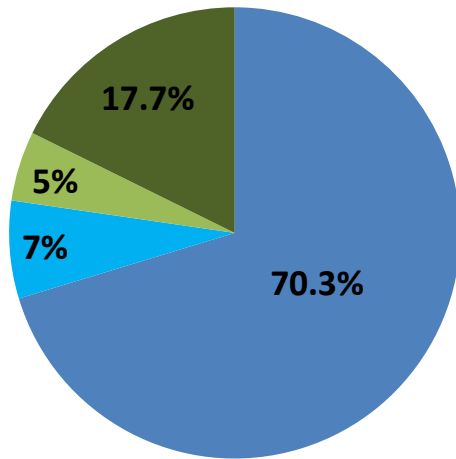
"I did not wanted too much gap in between my studies because I knew that if I get it for 4 or 5 years more I would have lost the track of studying habits"

Support and information to improve student experience

University communication	Study pack (set of all resources for PG course). Prior information on courses and modules. Visit to the university facilities. Library access. Timetables
Course	Sample coursework. Creative learning. Independent learning. Guidelines on time to study. Online lectures Internships. Links and contacts with industry
Support	Academic support. Financial support. Language courses. Accommodation Special education needs
Career prospects	Career and employment support
Social/recreational	Greater engagement with the campus community/university life Opportunities to meet fellow students before the course. Study groups

PG study expectations

Intended career area

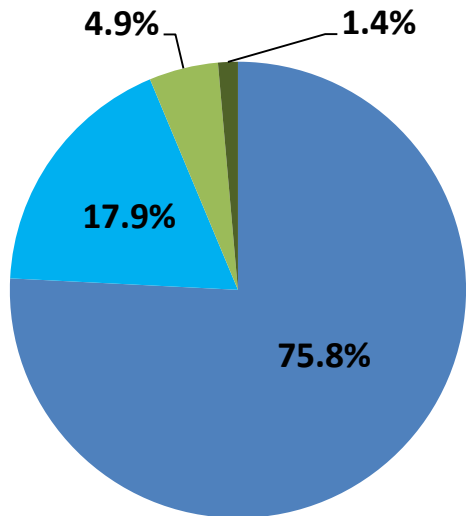


- A professional career related to my PG study
- Academic career in HE (research/teaching)
- Continue in the career I was in before PG study
- other

Technologies' respondents were less likely to expect a professional career related to their studies (only 46.3%)

Continue in the career I was before PG study was more frequently mentioned by respondents between 41-50, coming straight from work, part-time, and first-generation.

How do you think employers view a PG qualification?



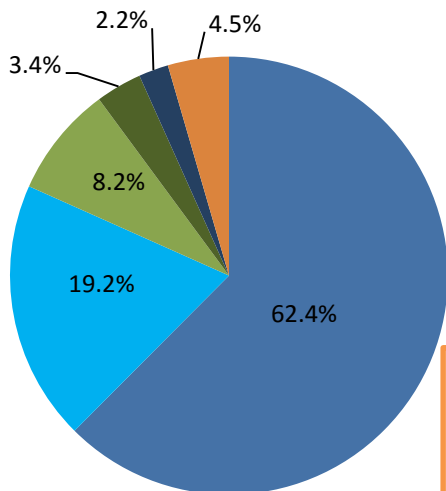
- Employers value a postgraduate qualification more than an undergraduate qualification
- I am unsure how employers value a postgraduate qualification
- Employers value a postgraduate and undergraduate qualification in the same way
- Employers are not interested in a postgraduate qualification

No particular differences were found, but the agreement that employers value a postgraduate more than an undergraduate qualification tends to lower as the age of the respondents increase.

This finding relates with the age differences in reasons for doing a Masters' degree.

PG study expectations

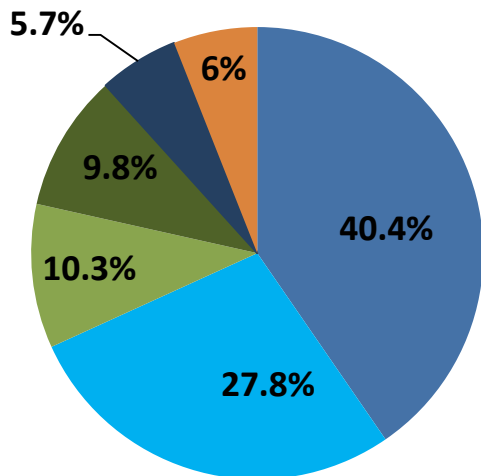
Immediate completion expectation



- I will find a job appropriate to my level of skills and knowledge
- I will progress into further study (e.g. PhD)
- I will continue with my current role with my existing employer
- I will go into a new role with my current employer
- I will be self-employed (including setting up my own business)
- other

FT, straight from university, and under 25 years-old respondents were more likely to expect find a job appropriate to their levels of skills and knowledge.
OS respondents were more likely to expect to progress into further studies compared to UK and EU respondents.

Future impact



- I will be able to enter a specialist role
- I will earn more money/be on a higher pay grade than if I had not done the course
- I will take on more responsibilities
- I will stand a better chance of being promoted
- I will progress more quickly through my current pay band
- other

UK non-scholarship respondents were more likely to expect to earn more money, and less likely to expect to enter a specialist role, compared to scholarship respondents.
 Female respondents were more likely to enter a specialist role, compared to males. **Male respondents were more likely to expect to earn more money and take on more responsibilities compared to females.**

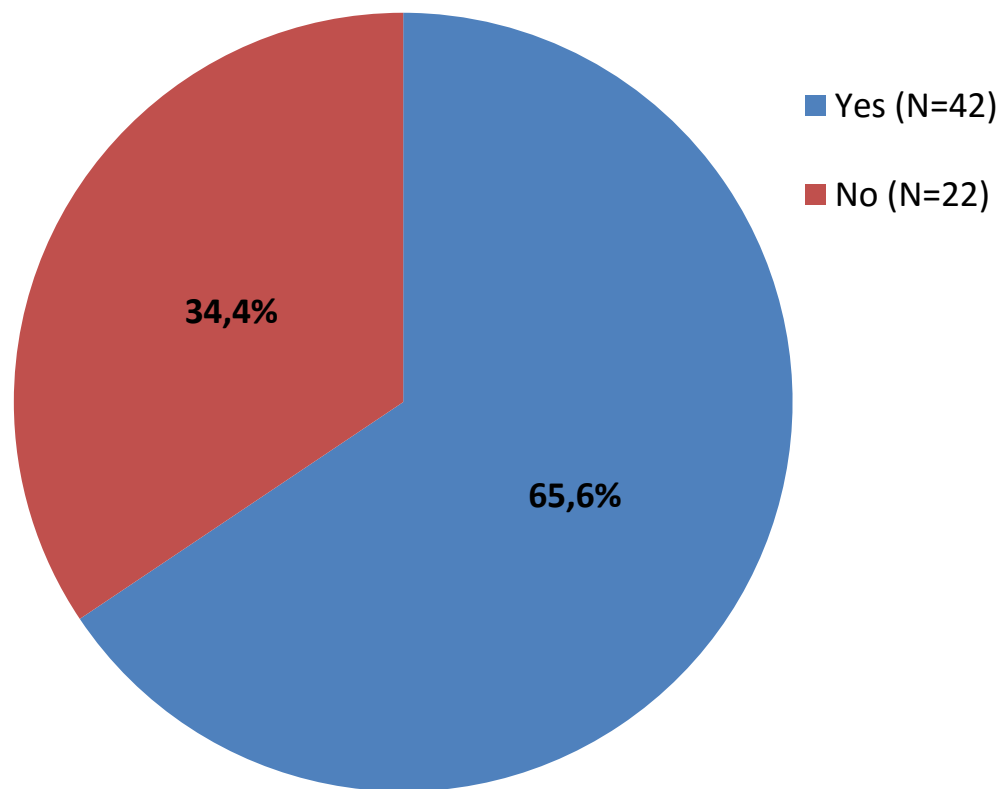


Business and Industry headline findings

Employment of PGT graduates by employers

Do you employ Masters qualified employees?

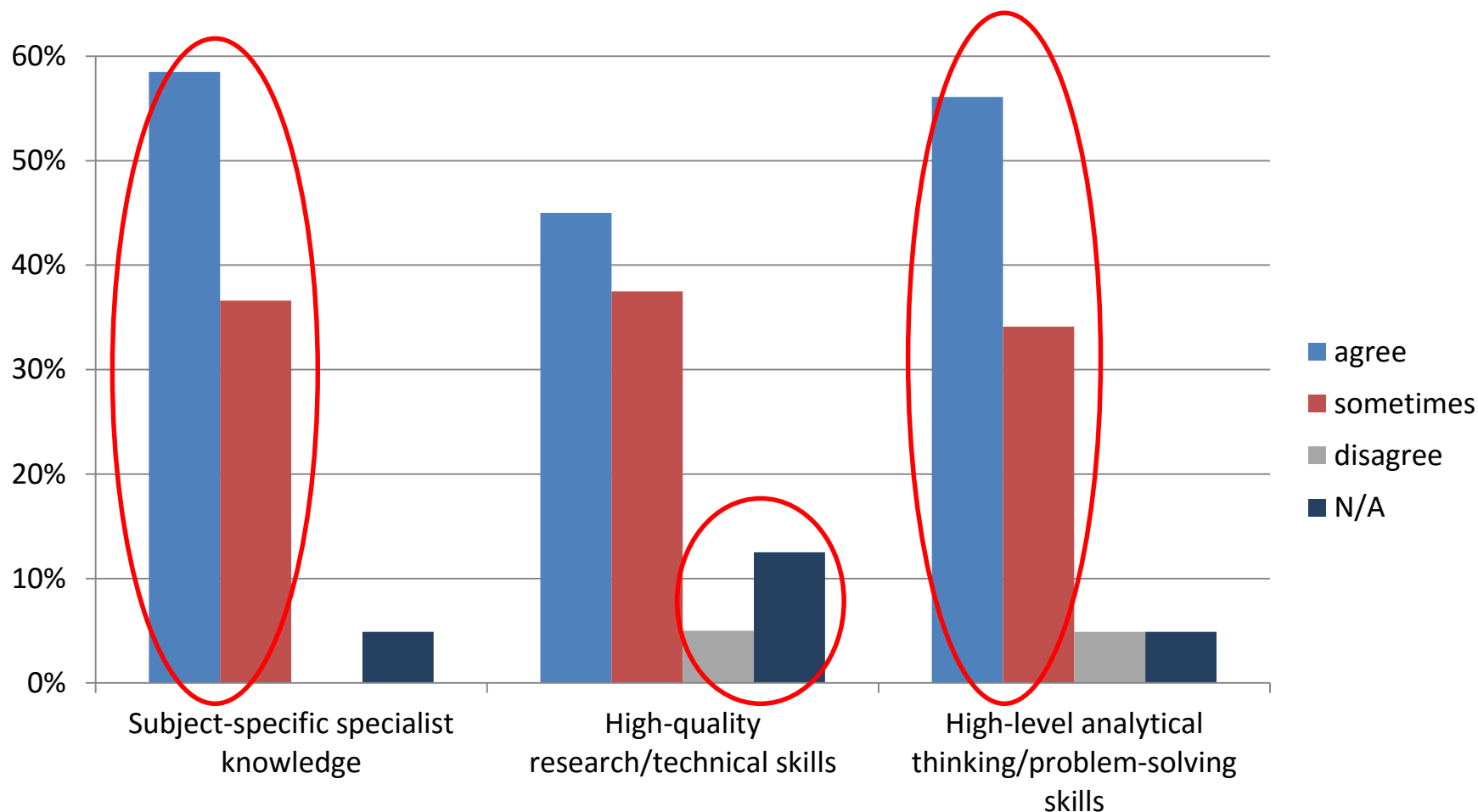
10 in-depth
64 short survey



Companies who employ PGT graduates

Do you employ Masters Graduates for the following skills?

Please select a response for each skill (slide 1 of 3)



Li Ka-shing
(Chairman, Hutchison Whampoa)



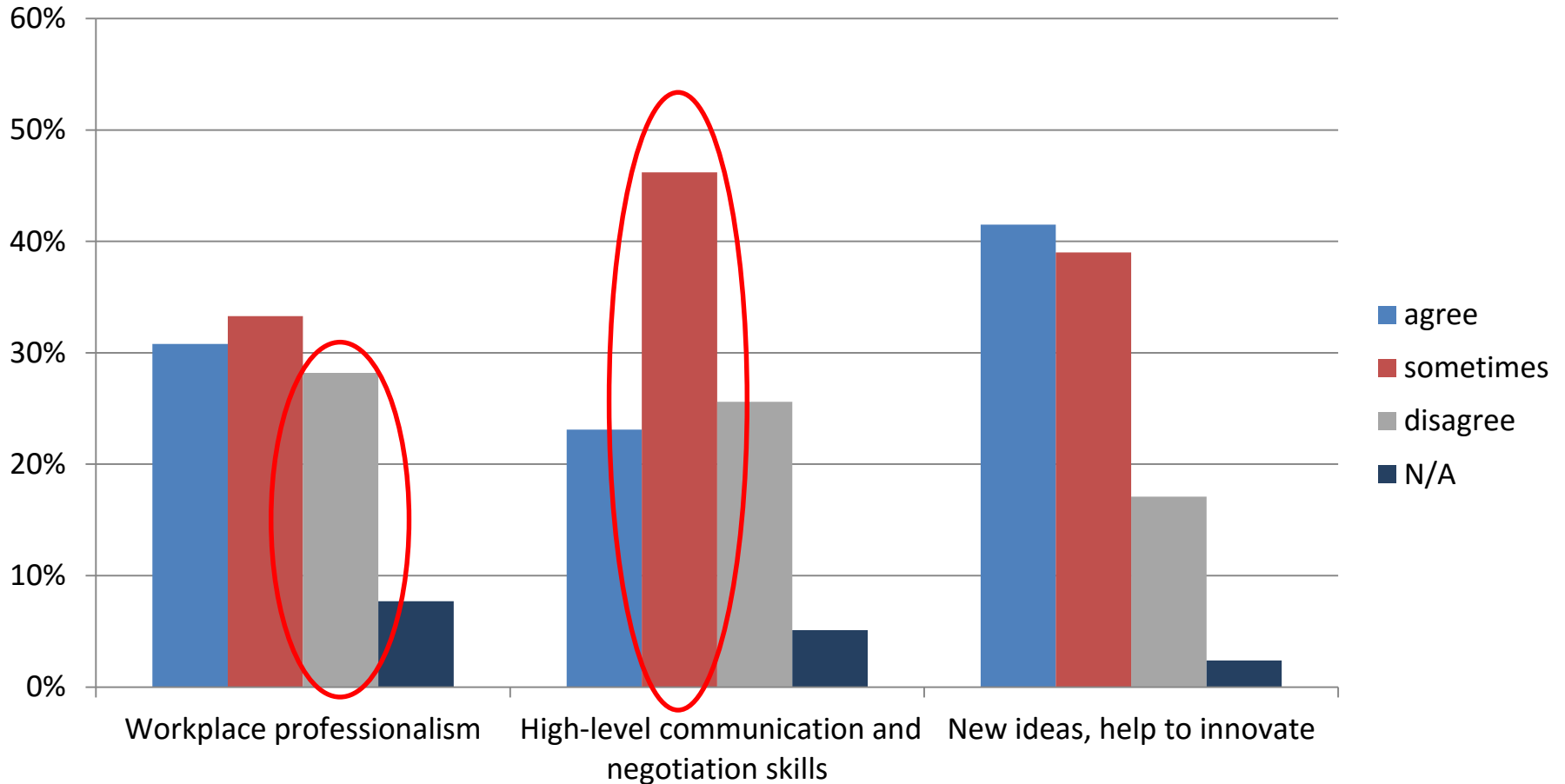
*"We are approaching a new age of synthesis. Knowledge cannot be merely a degree or a skill... it demands a broader vision, **capabilities in critical thinking and logical deduction** without which we cannot have constructive progress."*

Financial Expert Witness Communication: A Practical Guide to Reporting and Testimony, 2014.

Companies who employ PGT graduates

Do you employ Masters Graduates for the following skills?

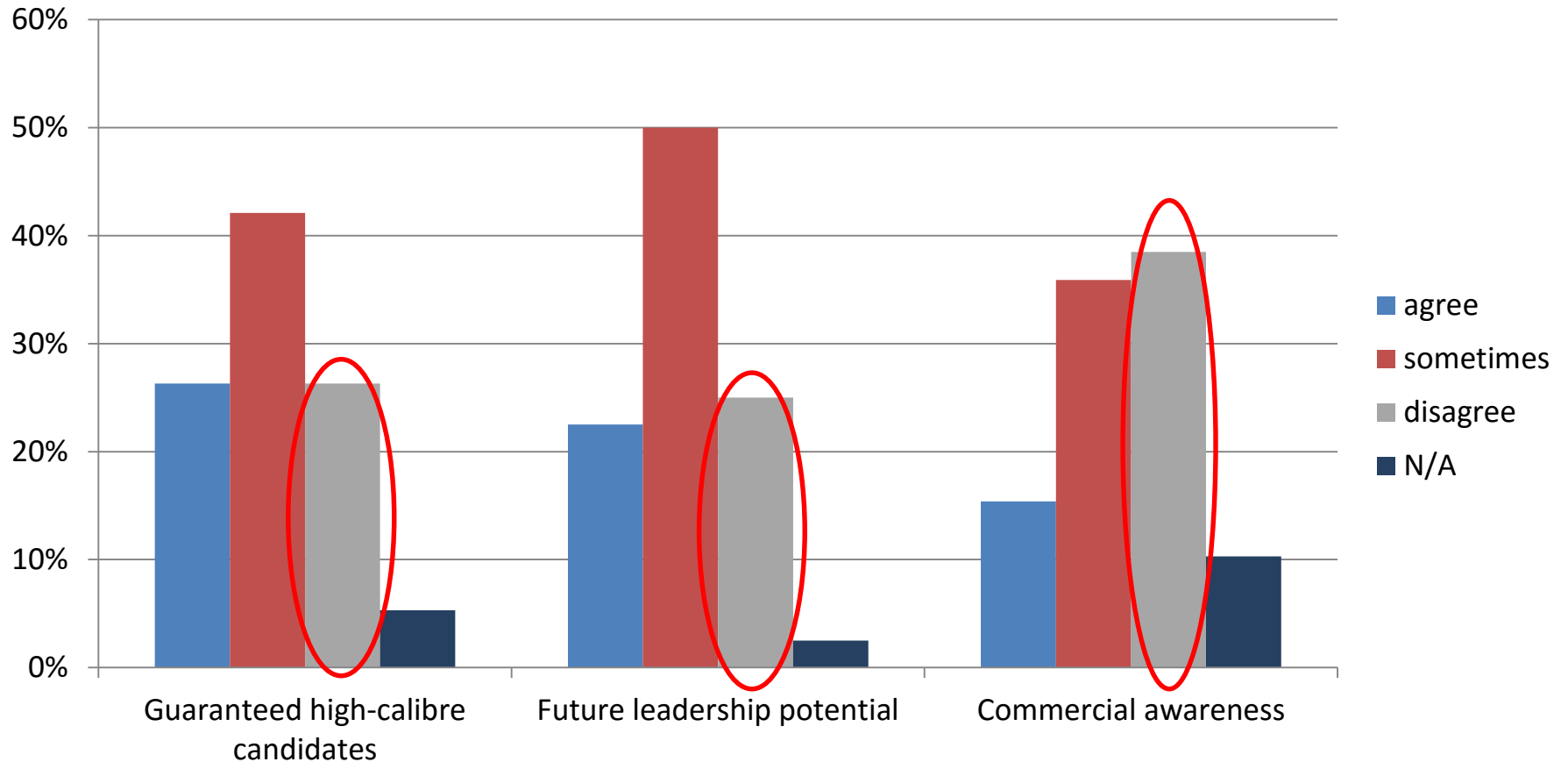
Please select a response for each skill (slide 2 of 3)



Companies who employ PGT graduates

Do you employ Masters Graduates for the following skills?

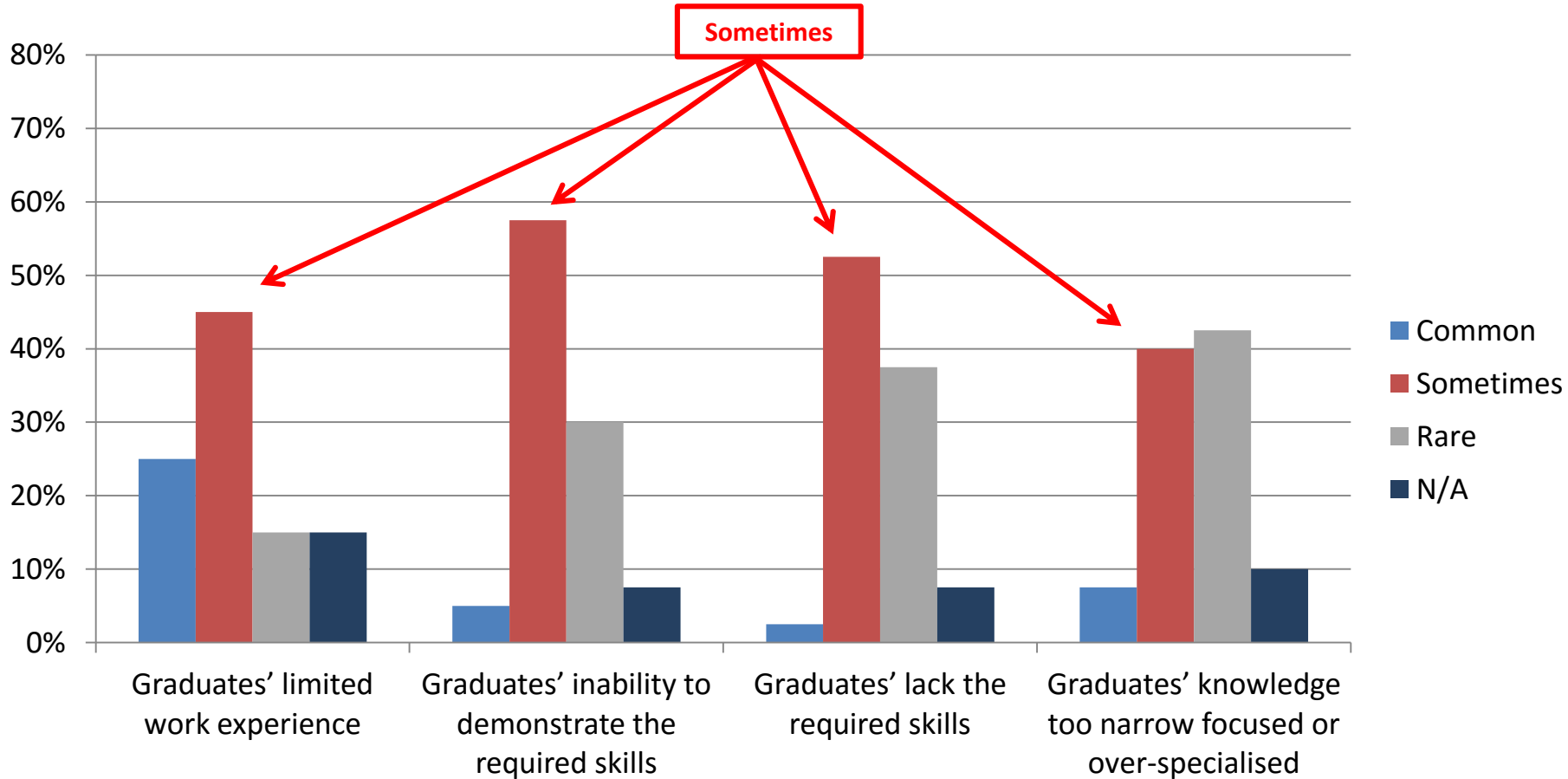
Please select a response for each skill (slide 3 of 3)



Companies who employ PGT graduates

Have you experienced any issues with Masters Graduates as an employer?

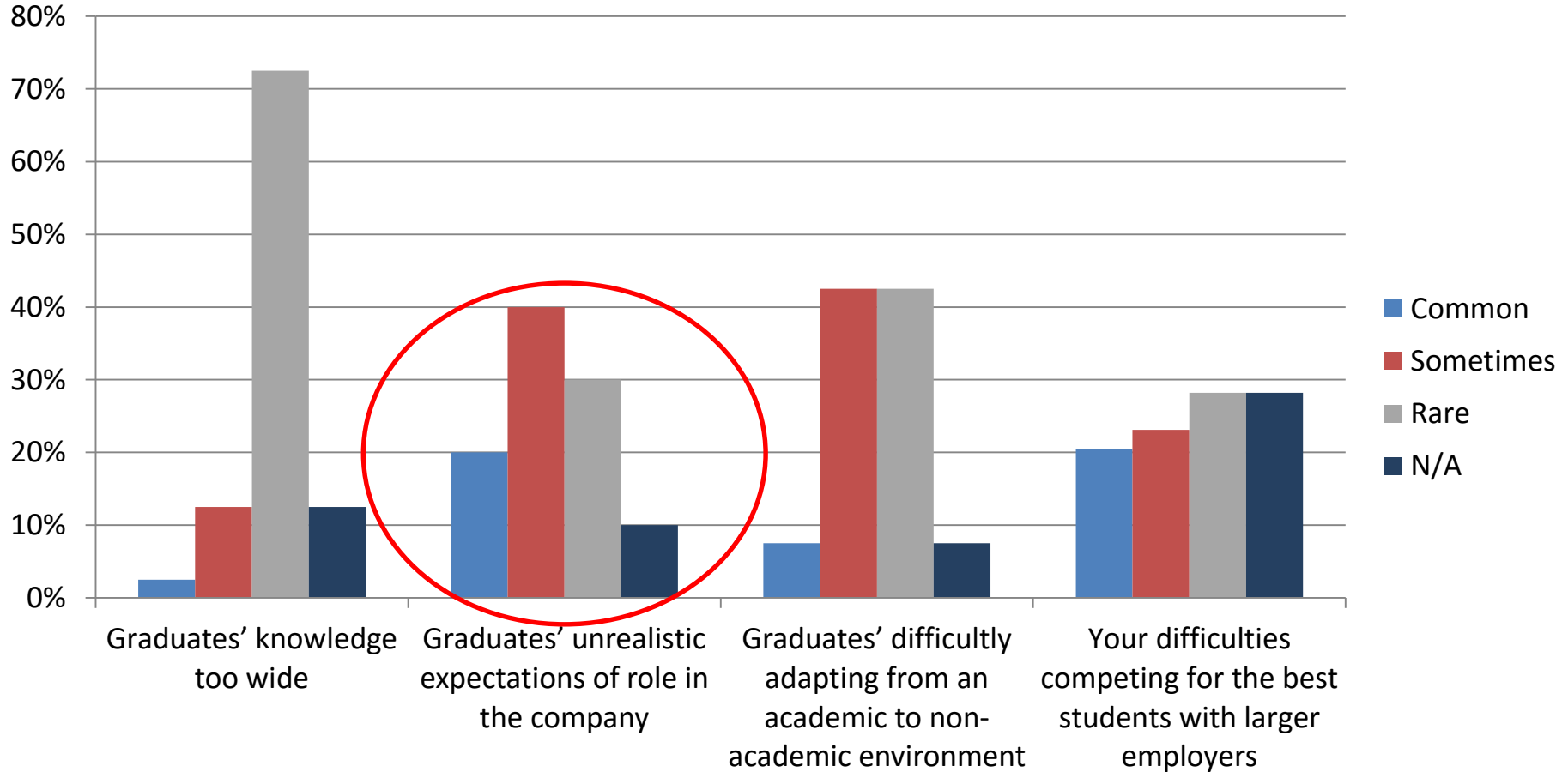
Please select a response for any that apply (slide 1 of 2)



Companies who employ PGT graduates

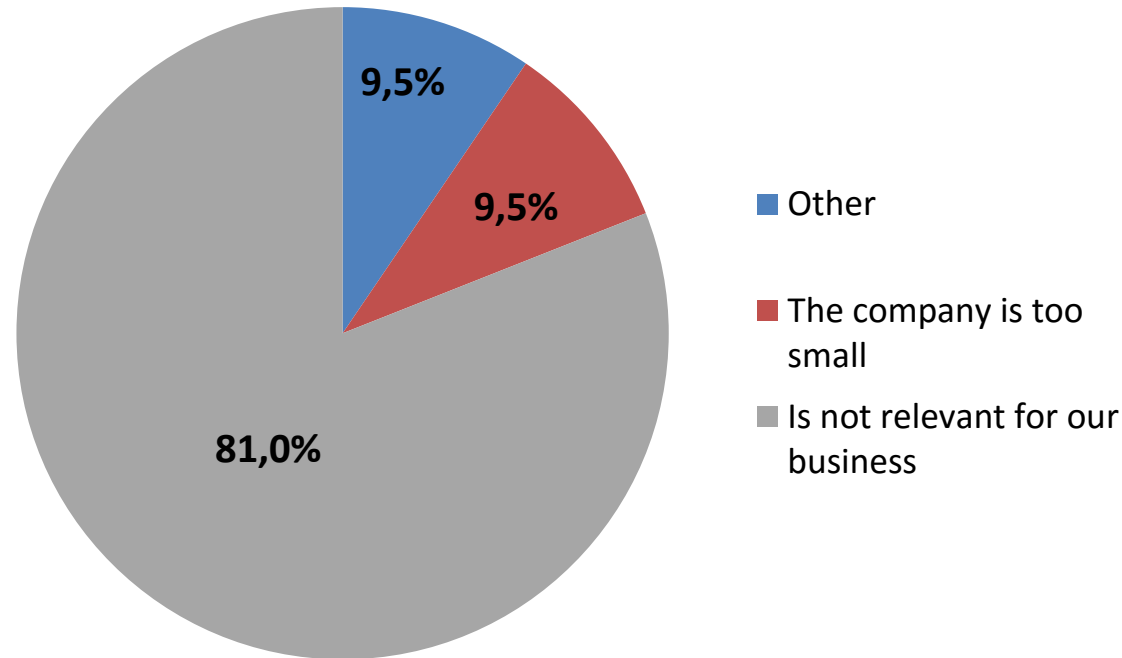
Have you experienced any issues with masters graduates as an employer?

Please select a response for any that apply (slide 2 of 2)



Companies that do not employ PGT graduates

What are your reasons for not employing masters-qualified employees?



Of the 'other'

Experience more important than a Masters qualification

- It has not been relevant, a nice to have but **not essential**

Students are failed in business know-how

Call for universities to ensure that all degrees teach entrepreneurship, writes Hannah Fearn

UK universities must make the development of students' entrepreneurial skills a core part of degree courses, or they will lose out to international competition, according to a new report.

The joint report from the Council for Industry and Higher Education (CIHE) and the National Endowment for Science, Technology and the Arts (Nesta) says that 11 per cent of UK students are engaged in entrepreneurship education – most of which is taught through business schools.

It calls on universities to make sure all degrees in a wide range of disciplines provide students with the

societies to the vice-chancellor's overarching strategy for the institution.

"Universities must lead the way in transforming how higher education prepares the UK's workforce for its future economy," said Jonathan Kestenbaum, chief executive of Nesta. "Universities will be challenged by those paying fees, by the taxpayer and by the Government to be able to tell a compelling story of how universities continue to make the pioneering contribution to the economy and to society that they have made in previous generations.

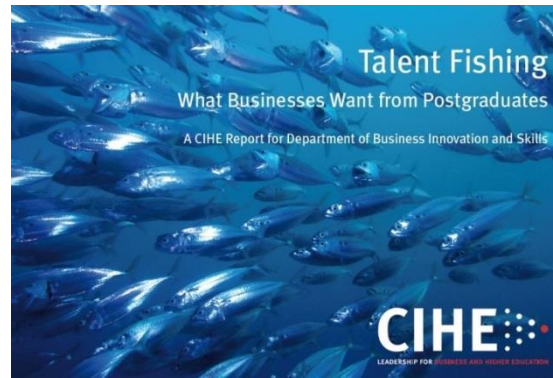
"As the economy presents new

gins of the university, too dependent on short-term funding as inherently fragile," he said.

The report, *Developing Entrepreneurial Graduates*, recommends that universities should involve businesses and social entrepreneurs in the provision of training in entrepreneurship.

Tim Barnes, executive director of UCL Advances (which promotes entrepreneurialism across University College London), welcomed the emphasis the report put on the issue.

"This is important because it is part of how universities should deliver on what they're here to do – teaching and research," he said. "I am about teaching students what they need to know to get the jobs they want to get. It's about how universities connect with society so t



'A Masters degree is no guarantee of work wisdom or leadership'.

Federation for Small Businesses argue that 99% of the UK economy is generated by small business who do not need Master's graduates

Employers still irked by lack of graduate skills

Business leaders have reiterated concerns about the quality of UK graduates in a new survey.

Employers are concerned about the literacy, numeracy and employability of today's students, according to the survey conducted by the Confederation of British Industry (CBI). It found that improving education standards tops the list in its annual survey of employers' concerns, monitoring trends in employment and the workplace.

Almost a quarter of those questioned (23 per cent) said that graduates struggled with literacy, and 20 per cent complained about poor numeracy. A quarter said they were unhappy with graduates' employability skills. Employers also perceive a growing demand for graduate-level skills – more than three quarters (78 per cent) said there would be increased demand for high-level leadership and management, and two thirds (66 per cent) said they needed graduates with technical skills.

Skills gap still a concern, UUK told

Minister warns that employers believe graduates lack what firms need. Rebecca Attwood reports

The UK is "not yet anywhere near" a position where employers believe that the university system is producing graduates with the skills they want, John Denham, the Universities Secretary, warned this week.

In an interview with *Times Higher Education* ahead of his speech at Universities UK's annual conference, Mr Denham said the results of his department's consultation on higher-level skills had made it clear that there was still seen to be a gap between what employers say they want from higher education

In the coming months, he said, his department would work to bring employers and universities together to identify why this was a topic of such "persistent dissatisfaction, persistent rumbling".

"Our job... is to get people in the same room to talk these issues through because I am absolutely convinced that... the tensions and the conflicts that people feel are there will actually very often melt away."

Mr Denham said it was a mistake to think that the intrinsic value of higher education was not what

want something instrumentalist and higher education is delivering something of intrinsic value that is different is one of the problems," he said, adding that many employers wanted people who were able to solve problems, communicate, apply critical analysis to evidence and think for themselves.

As part of his wider drive to consider the future of higher education in the next 15 to 20 years, he said he would be "going to the business community, students, people interested in the regional impact of universities and so on" to develop a picture of "the challenges of the future as they are seen from within the university sector with the view

role of Universities Secretary, he believed the biggest shift in phase he had helped to bring, was the need for wide participation efforts to begin younger age, and a greater recognition of the importance of between schools and universities.

Asked whether it was university admissions policies or improvement in schools that was important when it came to access, he said: "If you look at the statistics, it is absolutely clear that the big prizes are to be won by enabling more of the young people who say they want to go to university... to actually get their achievements at school level

Employers attitudes to PG qualifications

Large company- Digital and creative sector

Importance of Masters qualification

*The higher level of a qualification **DOES NOT** equate with a higher skill base. Having people with a masters qualification is **NOT IMPORTANT***

“Working experience is a priority, not their education”

Medium company- Manufacturing sector

Importance of Masters qualification

*Having people with a masters qualification is **ESSENTIAL***

“To ensure the key people have required skills and are keen on continuous development”

Small company- Digital and creative sector

Importance of Masters qualification

*Having people with a masters qualification is **NOT IMPORTANT***

“Creativity is key for most roles (only 2 senior managers, including me, have MAs)”

Case studies: key common findings

- Shortlisting criteria **Previous work experience**
- **Work-based experience as part of a qualification** (UG or masters) is **IMPORTANT** or **VERY IMPORTANT**
- How important is it for **industry to input into the curriculum design of universities**, to keep them up to date and to shape work-ready students?
VERY IMPORTANT
- From your company's perspective, what should be the priorities of HE institutions when educating students in a subject field?
 - **Design and deliver courses that meet industry needs**
- How are you most likely going to achieve your company's future skills requirements?
 - **Offer your own apprenticeships and train in-house**
 - **Recruit graduates with an undergraduate qualification**



Employment activity for the PG UK/EU/OS

HESA Graduate Destinations

Table B - Employment activity and most important activity by level of qualification obtained and mode of study 2014/15

Employment activity 2014/15	Full-time		Part-time		Total	
UK and EU domiciled leavers						
Full-time work	70.4%	45195	72.5%	25300	71.1%	70495
Part-time work	9.6%	6170	12%	4175	10.4%	10345
Work and further study	3.5%	2225	6%	2065	4.3%	4290
Further study	7.7%	4980	3.3%	1180	6.2%	6165
Unemployed~	5.5%	3530	2%	720	4.2%	4250
Other	3.3%	2095	4.2%	1460	3.8%	3555
Total	100%	64195	100%	34905	100%	99100

Non-EU domiciled leavers						
Full-time work	58.6%	15495	61.4%	1365	58.8%	16860
Part-time work	7%	1845	6.7%	150	6.9%	1995
Work and further study	3.1%	825	5.1%	115	3.3%	945
Further study	11.7%	3100	10.6%	235	11.6%	3335
Unemployed~	13.4%	3545	9.4%	210	13%	3755
Other	6.2%	1635	6.8%	155	6.4%	1785
Total	100%	26450	100%	2225	100%	28670

PG Graduates responses

Table 15 - UK domiciled leavers 2010/11 in employment in 2014/15 by level of qualification obtained, subject area** and factors of importance in gaining current job- HESA

Question-Importance in relation to obtaining current employment	Degree type	Formal requirement	Important	Not important but helped	Not important	Total
<i>Importance of the type of qualification gained in 2010.11</i>	Research	46.6%	29.6%	15.6%	8.3%	915
	Taught	37.6%	30.8%	19.7%	11.9%	14755
Importance of class /grade	Research	19.6%	33.9%	19.7%	26.8%	845
	Taught	11.6%	31.7%	29.1%	27.6%	14470
<i>Importance of evidence, skills and competences</i>	Research	47.2%	42.4%	5.3%	5.1%	910
	Taught	39.6%	46.2%	8.1%	6.2%	14745

PG Graduates responses

Table 15 - UK domiciled leavers 2010/11 in employment by level of qualification obtained, subject area** and factors of importance in gaining current job- HESA

Question-Importance in relation to obtaining current employment	Degree type	Formal requirement	Important	Not very important but helped	Not important	Did not get any further quals	Total
<i>Importance of any qualifications gained since 2010/11</i>	Research	11.9%	11.7%	9.5%	13.2%	53.7%	910
	Taught	12.1%	17.4%	13.2%	13.6%	43.7%	14685
Importance of relevant work experience from previous employment	Research	23.2%	45.3%	15.1%	7.8%	8.6%	910
	Taught	27.6%	46.0%	14.3%	6.8%	5.4%	14660
<i>Importance of work /placement part of qualification gained 2010/11</i>	Research	12.6%	22.4%	11.9%	15.2%	37.9%	905
	Taught	22.5%	21.7%	12.4%	12.9%	30.5%	14665

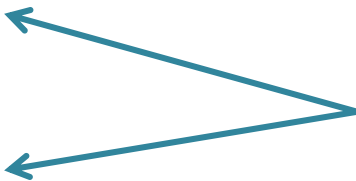
Bridging the disconnect of stakeholders

Dealing with the disconnect in perception of qualification outcome between students, universities and employers

- ‘Real models’ not ‘role models’ (Hardman, University of Manchester)
- Be honest about the real benefit and value to employers of a PGT qualification
- Take responsibility for the credential inflation of qualifications in marketing strategies
- Awareness of demographic specific requirements
- Courses fit for purpose
 - Employer input
 - Adaptation of current courses - work experience and employer requirements
 - UG degrees with work experience

**It is time to evolve PGT study
to be fit for purpose for the 21st
Century**

Impact of BREXIT

- EU applications for UG study in UK for 15/16 increased by 7.4%
 - Reflected in the enrolments as in 2016/17
 - EU applications for UG study 17/18 have decreased by 7.5%
 - EU enrolments for PGT study have remained stable. Slight decreases 14/15-15/16 but UK and EU enrolments up in 17/18
 - PGT full-time increased 22%
 - PGT PT 8% increased 8%
- UK PGT Loan scheme open to EU
Expected EU increase**
- 

Challenges in adapting and creating new markets

- 99% of the companies that sustains the UK economy are SMEs (FSB)
- Employers felt that engagement between companies and universities was important, but amongst the participating employers, it was very limited
- Universities should design and deliver courses that meet industry needs, and that develop the students soft skills required for the workplace
- Employers intended fulfilling their future employments requirements through apprenticeships and in-house training and training by external providers
- Postgraduate qualifications are nice but not needed
 - Previous work experience was a key employment factor
 - Challenges faced with graduates with a PGT qualification include unrealistic expectations of their role in the company, don't stay, lack required skills
 - Recruitment is a long-term strategic plan in anticipating future skills required
- Disconnect between students and employers expectations
 - Student believe PGT will provide employment skills required and work experience
 - Difference in study and outcome attitudes of PT students compared to FT
 - Immediately earn a higher salary
 - Need to manage 'expectations'

Questions for the HE Sector

Issues for PGT study

- Declining population of 18 years olds until 2020
- PGT study grew rapidly without attention paid to why, how and where
- Time to pay attention to the student experience
- UG WP issues have been pushed up to PG

Sustainability of PGT study

- How do we adapt our markets?
- Listen to the economy
- Where are our competitors? New OS markets?
- Degree and higher degree apprenticeships coming online
- Attitude towards study depending on type of institution
- Re-establish the undergraduate qualification with work experience as the primary qualification?
- Retract the PGT market?

**Whereas UGs are
inexperienced shoppers, PG
students are savvy consumers
– Pollard, IES**

Thought of the day

In honour of the Bard's birthday year

To change or not to change?

That is the question.

Whether it is wise (or foolish) to just suffer
the slings and arrows of our weak economy
and declining participation or.....

To make change in a sea of troubles.....

And by opposing, end them?





Creating a better tomorrow

It is important to consider when shaping a new PGT landscape in the UK how it will impact on us socially, economically and politically



Thank you for listening

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Editor and Contributor to *Improving the Student Experience-A practical guide for universities and colleges* (Routledge, 2012) and *Supporting Student Diversity in Higher Education* (Routledge, 2013)

Most recent publication:

Morgan, M. and Direito, I. (2016) *Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers*. Available at: <http://www.postgradexperience.org/project-docs/>

Morgan, M. and Anderson, D (ed.) (2016) *The Good Practice Guide-Developing and acquiring employability skills, competencies and attitudes at postgraduate taught STEM level through collaboration*, London: Kingston University and HEFCE. Available at: <http://www.postgradexperience.org/project-docs/>