

Respondent information

- Name of Organisation (short text)
- Is this response on behalf of? (please choose the category that fits best) (options: A Higher Education provider / A Further Education provider delivering HE-level courses / A HE sector body / A professional, statutory or regulatory body / A government body / A student representative organisation / An employer or employer organisation / A private individual)
- Name of contact person for queries (short text)
- Email address of contact person for queries (email address)
- Telephone number of contact person for queries (telephone no.)

Section A – principles and aims

Data linking: its benefits and limitations

- Do you agree that linked data can provide a critical part of the data product? (Y/N) - **Y**
- Do we need a survey? (Y/N) - **Y**
- Does a survey need to be universal (a census of graduates)? (Y/N) - **Y**
- Further comments (Text)

Which data should be collected?

- Do you agree with the high-level scope of topics? (Y/N) - **Y**
- Do you agree with the principle that it is desirable to find appropriate additional ways of measuring graduate outcomes (Y/N) - **Y**
- Is there anything we have missed? (Text)
- Further comments (Text)

How should data collection relate to post-graduation pathways?

- Do you think a single survey point can work? (yes/no) - **N**
- If a single survey were to be used, when should this take place? (options: 6 months; 12 months; 18 months; 24 months; 36 months; 48 months; Other (permit a value in months to be entered in a 2-digit integer field) – **12 months**
- If multiple surveys, which points would be most appropriate? (options: 6 months; 12 months; 18 months; 24 months; 36 months; 48 months; Other (1) (permit a value in months to be entered in a 2-digit integer field) – 24 ; Other (2) (permit a value in months to be entered in a 2-digit integer field) ; Other (3) (permit a value in months to be entered in a 2-digit integer field) – **24 months**
- Further comments and explanations for your answers (text) – **We believe that 12 months in the first instance offers adequate opportunity for respondents to have secured employment following their leaving Higher Education. 24 months offers the further opportunity to monitor respondents as they progress in their career.**

Section B – discussion and detail

Chapter 1: General data requirements

What activities are graduates engaging in, and which are the most important to them?

- Do you support the proposal for continued collection of data on activities and main activity? (Y/N) - **Y**
- Do you agree with adding examples of additional types of work here? (Y/N) - **Y**
- Please indicate your level of support for the following additions: Working more than one job Starting my own business Volunteering On an internship Other (please specify) (Short text box) (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') – **Very high**
- Please offer any general comments or observations (text) – **We support the continuation of this question and addition of the above options, as we believe this is more related to a question of 'activity type' than of 'employment basis'.**

Further study, training and research

- Please indicate your level of support for the outline proposal to derive basic further study information from linked education data sources (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') - **High**
- Please explain your answer (text) – **We believe that deriving further study information from linked data offer us more opportunity to discuss a respondent's motivations for engaging in the study.**

- Please indicate your level of support for the collection of data about graduate motivations for further study (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') – **Very High**
- Please explain your answer. We would be especially grateful for suggestions for 'categories' of motivation. – **We support the collection of graduate motivations for further study, particularly in regards to whether they planned on this study or if it was a by-product of an inability to obtain employment otherwise.**

Chapter 2: Alternative measures of graduate outcomes

Student engagement

- Please indicate your level of support for the development of an approach to measuring outcomes of graduates based on student engagement data (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') – **Very high**
- 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 (text) – **We believe that student engagement is a very broad term, but a valuable metric. In devising any questions on student engagement, we would stress the importance of students' unions and the role that they play in offering students with opportunities such as volunteering, representation and societies.**

Subjective wellbeing

- Please indicate your level of support for the development of an approach based around measuring subjective wellbeing in a future survey of graduates (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') – **Very high**
- Do you have any further comments to make about Subjective Wellbeing? (text) – **We stress the importance of questions on subjective wellbeing will offer the opportunity of insight into a graduate's quality of life and look beyond their employability.**

Attributes and skills for life

- 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 (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') – **Very high**
- Please share any further comments you wish to make about measuring attributes or skills usage (text) – **We believe that an enhanced focus on attributes and skills will be to the benefit of all parties in understanding how their study has prepared them for working life. We also believe that this offers respondents a valuable voice in the debate surrounding the skills they are learning in Higher Education.**

Chapter 3: Data requirements – employment

Graduate enterprise

- Please indicate your level of support for the inclusion of questions focussing on graduate entrepreneurship, in a future survey (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') – **Very high**
- Please share any further comments you wish to make about data on graduate entrepreneurship (text) – **We support graduates who undertake this activity following their study and believe that this question offers them an opportunity to have their say in an area that is sometimes underrepresented.**

Job title, main thing done in job, and SOC code

- Please share any comments you wish to make about Job title, main thing done in the job, or the SOC-coding frame or process (text) – **We would like to see amended SOC groups to fit the outcomes of the 2016 ONS review, so that groups 1-3 more accurately reflect graduate-level jobs.**

Employment basis

- Please indicate to what level you agree that data on employment basis should continue to be collected (On a scale showing 'Very low' / 'Low' / 'Moderate' / 'High' / 'Very high') – **Very high**
- Do you agree with the proposal that "Starting-up own business" should be removed from this question, to the question about 'activity'? (Y/N) – **Very high**

- Do you agree with the proposal that “Voluntary work” should be removed from this question, to the question about ‘activity’? (Y/N) – **Very high**
- Do you agree with the proposal that “On an internship/placement” should be removed from this question, to the question about ‘activity’? (Y/N) – **Very high**
- Do you agree with the proposal that “Developing a professional portfolio/creative practice” should be removed from this question, to the question about ‘activity’? (Y/N) – **Very high**
- Do you have any further comments to make about the collection of employment basis data for graduates? (text) – **We strongly support the exclusion of the above options in the question regarding ‘activity’. We believe that ‘employment basis’ should largely discuss the stability of employment and contractual details.**

Skills

- Please indicate your level of agreement with the proposal to develop a skills-based approach in a future survey of graduates (On a scale showing ‘Very low’ / ‘Low’ / ‘Moderate’ / ‘High’ / ‘Very high’) – **Very high**
- What advice would you give us to help maximise the value and minimise the costs of our approach? (text)
- Further comments (text) – **We continue to support the inclusion of a skills-based approach to measuring graduate outcomes. We note in the proposal a question regarding specialist knowledge, and wonder if this could be linked to the specialist knowledge that a respondent will have been expected to have learnt during their studies.**

Reasons for taking a job

- Please indicate your level of support for retaining a question about the reasons for taking a job, in the current format (On a scale showing ‘Very low’ / ‘Low’ / ‘Moderate’ / ‘High’ / ‘Very high’) – **Very high.**
- Would you recommend any changes to the question about reasons for taking a job? Please explain (text)
- Please indicate your level of support for a separate question that asks the graduate to self-assess whether their work plans are “on-track” (On a scale showing ‘Very low’ / ‘Low’ / ‘Moderate’ / ‘High’ / ‘Very high’) – **Very high**
- What wording would you suggest for this question? (short text) – **“Do you feel your current employment will help you achieve your career goals?”**
- Please explain your reasoning (text)
- Do you have any further comments to make about the collection of information about the reasons for taking a job? (text) – **We strongly suggest the collection of information regarding reasons for taking a job, as we believe it offers a valuable data source into the employment that respondents are undertaking.**

Chapter 5: Methods and mechanisms

Third-party methodology

- Please indicate your level of support for the adoption of an appropriate externally-recognised standard for a future survey of graduates (On a scale showing ‘Very low’ / ‘Low’ / ‘Moderate’ / ‘High’ / ‘Very high’) – **Very high**