

# Longitudinal Educational Outcomes (LEO) and Graduate Outcomes

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LEO: This dataset was first available in Unistats for the beginning of session 2017-18.

It has been incorporated into the TEF specification from 2017 onwards. It is likely that institutions will make comparisons between immediate graduate outcomes as articulated in the DLHE (now Graduate Outcomes- GO- Survey) and longer outcomes as noted in LEO.

## **1a. LEO: Description of the Dataset**

Department for Education have released a dataset as follows:

- A spreadsheet lists the individual universities with a drop down box that allows the user to select between gender, subject and how many years after graduation (1 year, 3 years or 5 years):  
It is viewable by break down at the following levels:
  - Data by degree, subject, gender & institution;
  - Data by earnings & employment status 1, 3, 5 years after graduation.
- Due to the nature of the breakdowns some data isn't available or has been suppressed to prevent disclosure.
- At the moment, subjects are broken down into 23 JACS3 subject areas (including a separate category each for Nursing, Psychology, Economics and English Studies).
- The graduates surveyed were from the **2008/09** graduate cohort and the earnings data was derived from HMRC 2014/15 records.

What the LEO dataset amalgamates (as agreed within the Small Business and Enterprise Act 2015):

- The National Pupil Database (NPD) held by the Department for Education (DfE);
- Higher Education Statistics Agency (HESA) data on students at UK publicly funded higher education institutions and some Alternative Providers held by DfE;
- Individualised Learner Record Data (ILR) on students at further education institutions held by DfE;
- Employment data (P45 and P14) held by Her Majesty's Revenue and Customs (HMRC);
- The National Benefit Database, Labour Market System and Juvos data held by the Department for Work and Pensions (DWP).

## **1b. Graduate Outcomes (GO)**

The GO survey renews and replaces Destination of Leavers in Higher Education (DLHE) survey.

## 2. Creative Arts Subjects, HEIS and LEO

Creative art and design subject's earnings data performed poorly within LEO dataset with below average graduate earnings:

1. Compared to the combined subject averages, creative art and design median earnings were; £2,000, £5,000 and £7,000 below corresponding, average graduate earnings. This has an implication for creative art and design subjects as these results place creative art and design graduate earnings 5 years after graduation at the bottom of the LEO earnings table and below non-graduate earning levels.
2. Architecture, building and planning salary outcomes indicate above average earning performance. (Table One).

**Table One: Comparison of median earnings by subject; architecture, building and planning, creative art and design and combined subject area data 5 years after graduation.**

<b>Subject Area</b>	Median earnings across HEI/s five years after graduation Female +male ( Low)	Median earnings across HEI/s five years after graduation Female +male (Average)	Median earnings across HEI/s five years after graduation Female +male (High)
Combined subject data	£12,000	£25,000	£34,000
Creative Art & Design	£10,000	£20,000	£27,000
Architecture, building and planning	£21,000	£27,000	£39,500

When analysing LEO datasets, it is important to note that self-assessment data has not been included into the experimental LEO dataset. This has a potential impact on creative art and design subject's earnings data.

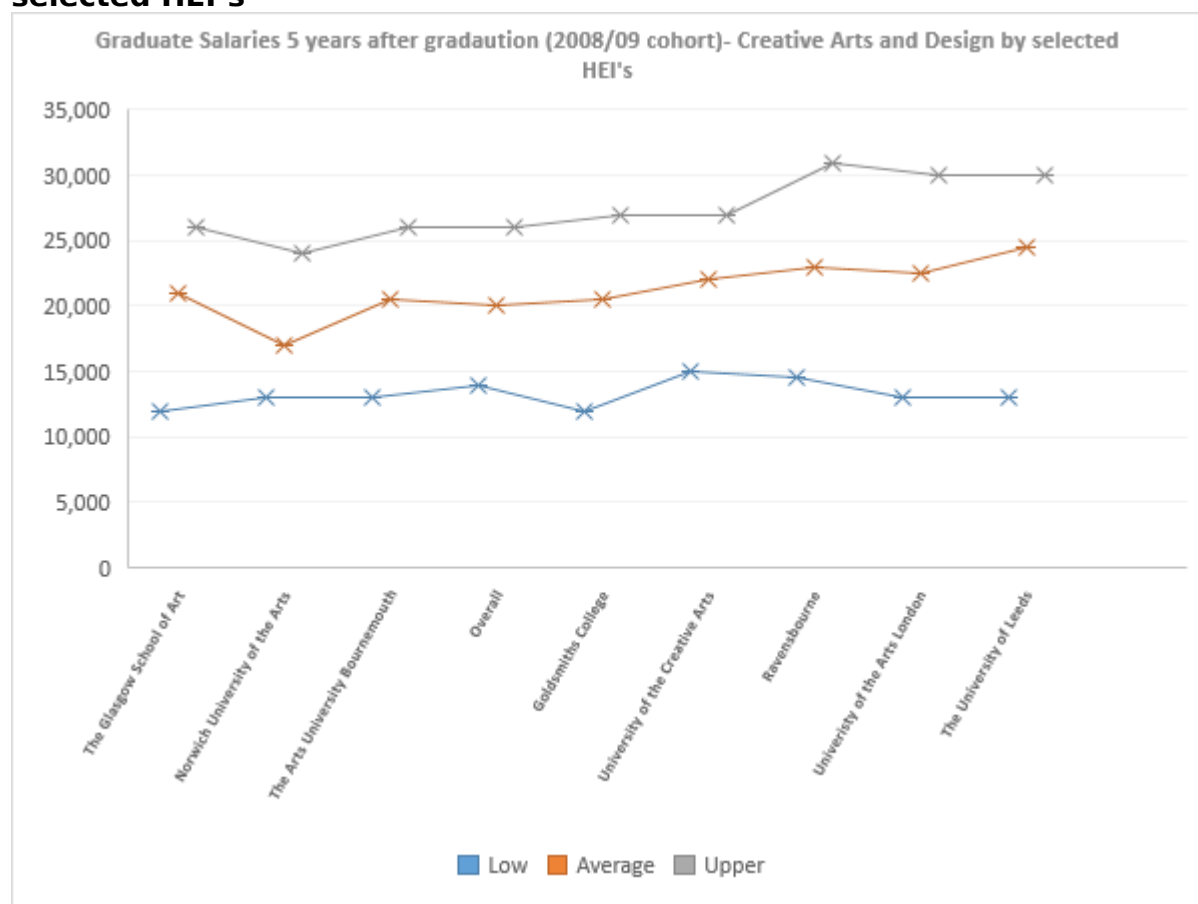
The Department for Education, LEO data paper SFR 18/2017, Figure 29<sup>1</sup>: 'Comparing the earnings data set, with and without self-assessment data'; clearly shows that creative arts and design subjects lose approximately a tenth of their graduate population when the self-assessment data is removed. This is a significant proportion of graduates and the highest proportion of self-assessment data lost in comparison to the rest of the surveyed subject areas.

The LEO dataset has also made no distinction between part time and full time employment status. Not having this distinction, could impact on how the creative art and design subject earning outcomes are understood,

<sup>1</sup> The Department for Education's paper SFR18/2017, 13<sup>th</sup> June 2017, page 23, figure 29 Proportion of 2008/09 Graduates in sustained employment, further study or both 5 years after graduation: with and without self-assessment data. <https://www.gov.uk/government/statistics/graduate-outcomes-longitudinal-education-outcomes-leo-data>

especially with the exclusion of self-assessment data. Creative art and design graduates are more likely to be freelance portfolio careerists whose salary is derived from a variety of sources including project based, part time work compared to other graduate populations. A lower median earnings outcome may mask the complexity of creative art and design graduates working patterns and self-employment activities, recording their earnings at a lower level than they actually are. This also highlights the main issue with regards to the LEO dataset being used predictor of new HEI entrant's future earnings, as the LEO dataset provides no context to the economic conditions, diversity within job market, graduate's actual employment activity or preferred career choice that the LEO figures relate to.

**Table Three: Comparison of LEO graduate salaries 5 years after graduation (2008/09 cohort) for Creative Art and Design by selected HEI's**



Top performing LEO creative art and design HEI's: Ravensbourne, University of the Arts London and University of Leeds may benefit from a graduate 'premium', where better economic conditions for creative art and design subjects exist within the HEI's location compared to HEI's located elsewhere in the UK. There may also be a connection with regards to these HEI's offering specialist courses to address local economic need, although this would require further investigation to conclusively draw this outcome.

### 3. LEO, England's Quality Context, and TEF

For Whitehall currently, these metrics form part of the data on which the risk-based quality assessment that determines the confidence of the Office of Students has in a given an institution. Below a certain threshold, metrics will generate an 'at risk' notice and a full quality review will be undertaken (more like OfSted than Enhancement-led institutional review). Over time they could also be used to demonstrate the success of the Industrial Strategy (I think Degree apprenticeships will show up particularly well, for example).

Following the significant statistics review of current TEF metrics, it is speculated that LEO datasets could be translated into disciplinary TEF metrics as contextual statements on earnings potential for given subjects. This is a non-trivial algorithmic conundrum, however, as the current LEO data-set (looks back over 5 years) would not be relevant to current graduating cohorts. As a result, they might be most useful as a dataset used in the written mitigation submission where an institution has a better than expected longitudinal graduate premium. In this context, it is of note that the new DLHE has been rebranded as the Graduate Outcomes survey.

However, the report of subject will be at a high JACs level (to become HECOS descriptors and used in the Disciplinary TEF pilots as outlined in the Common Aggregation Hierarchy). **This is likely to influence how TEF ultimately identifies if not defines the discipline.**

It is likely that institutions will make comparisons between immediate graduate outcomes as articulated in the DLHE (now Graduate Outcomes Survey) and longer outcomes as noted in LEO.

### 4. LEO, Outcome Agreements and QEF (Scotland)

Holyrood have opted for the following 'experimental approach' regarding the data-set:

- The publication produced by Scottish Government is based around the information in the table being published by DfE.
  - For this publication, HESA records for Scottish HEIs have only been linked to the benefits and tax records and Scot Gov are not planning to link HEI linked records to school records. They will look to link to SIMD and may consider linking to attainment data in the future.
  - As part of the wider LEO data linkage project, Scot Gov will aim to link Scottish Modern Apprenticeship and FE college records to benefit and tax records data, and at some time in the future schools data for Scotland. This will be separate to the HEI/benefit/tax record linkage.
  - Scot Gov have also expressed an interest in the relative premium related to the transition out of HE into work and whether improving student work-based skills in HE would speed up the conversion to earning a graduate premium. To interrogate this would entail looking at Graduate Outcomes (new

DLHE) self stated earnings / immediate post-graduation career with LEO 2 years data for the same individual. Subjects which show a lower initial 'premium' in the early post-graduation period are likely to be asked to justify this. Such a question has already been raised by Skills Development Scotland in their feedback to learner journey and enterprise reviews.

It is possible that Scot Gov will move to use both Graduate Outcomes (new DLHE) and LEO to hold us accountable in Outcome Agreements with relation to transitions into employment, widening

- The recent publication on the Enterprise and Skills Review<sup>2</sup> has made Scot Gov's commitment to data analytics very clear. It will be interesting to see if SFC ask us to consider Graduate Outcomes and LEO using the relevant themes for analysis in their report: Insights, Performance (planning and outcomes), Reporting and Evaluation (Impact).
- At the moment, I would speculate LEO becoming a component of Outcome Agreement reporting. For Holyrood, I suspect it will be easier for the SFC to link LEO to the impact of learner journey narratives (to demonstrate how their targeting of activity through Outcome Agreements is working) than to the Quality Enhancement Framework *per se*. So they will assess successful compliance of an employability bit of the outcome agreement this way. If they do this, funds will become associated with the metrics. We should still be able to make something of our outcomes in terms of destination and earnings outcome in ELIR, especially if we use the data to drive enhancement approaches (although it's not clear how this would work).
- It is also worth emphasizing that the data will be published as 'Experimental Statistics', which means Scot Gov will be seeking feedback from stakeholders on improvements to the statistics and will not proactively promote these statistics in the media.

## 5. Possible Impact on specific Art Schools?

Because it is dependent on PAYE systems, it cannot report accurately:

- Self employed entrepreneurs (this is one of the reasons why there's such a tightening of the definition of tax codes and self-employment at mo);
- Part-timers
- People who go abroad for work
- Anyone below the taxable threshold.

(It's results are likely to be amplified by the changes in employment tax law that have brought in an abolition of class 2 NI; the introduction in a year's time of a digital tax; and the IR 35 freelance stuff).

The gaps in the LEO data-set impact on us in three key ways:

- Visibility of Art School's outcomes in the Creative Economy - which could actually result in cuts to funding or push us to focus our curriculum on *least-risk* approaches. This last one would involve us

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<sup>2</sup> <http://www.gov.scot/Resource/0052/00521425.pdf>

using learning & teaching interventions to 'satisfy' certain assumptions about our graduate's workforce activity which are more technocratic than creative.

- A skewing of the information that we do get about graduate destinations towards the generic creative worker in the industrial and services context, rather than the creative specialist in specialist creative positions. Ie All the soft power and economic (re)-generation that comes from Art & Design being disruptive, creative (including the STEAM agenda as well as cultural production) and, often at an individual level, falling below typical 'graduate premium' outcomes. We need to find ways of capturing information within a typology like the following:
- A potential general decline in funding for Small Specialist Institutions (on top of the decline anticipated through the reduction in the art and design pipeline from secondary Schools). One possibility is this will disproportionately hit SSIs in relation to other Art & Design schools in the bigger University contexts, where a degree of redistribution of internal budgets can manage obvious gaps. This is made even more complicated as TEF becomes disciplinary in nature as HE Art and Design provision in the FE sector has done well in TEF2 and direct comparisons between Art School outcomes and Art and Design programmes in Colleges may make for uncomfortable reading.

The metrics, thus, tell us about transition into PAYE type work environments but completely misses the more intangible impact of creative agents like Art School graduates (the work of which we know through creative ecologies approaches is significant).