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gmt

Inside this issue:

Postgraduate applicants need clarity

Postgraduate STEM study

What Masters graduates do

Postgraduates in Australia

HEDD against degree fraud

HEA update



Information, debate and research into higher education, graduate employment and careers

- 2 **Note from the editor**
- 3 **News in brief**
- 4 **GMT Interview**
Postgraduate applicants need more clarity to make good decisions
with Dr Sue Rigby
- 8 **GMT research**
The future of postgraduate taught STEM study in the UK
Michelle Morgan
- 12 **GMT research**
What do Masters graduates do?
Charlie Ball
- 16 **GMT International**
Postgraduate education in Australia: Standing out in the labour market
Bruce Guthrie
- 19 **GMT in practice**
HEDD: Going around in circles
Jane Rowley
- 22 **HEA Employability Update**

Note from the editor



This edition of Graduate Market Trends (GMT) puts the spotlight on postgraduate study. From the information needs of prospective students to the outcomes of Masters graduates, we bring you articles to get you thinking about the current and future state of postgraduate education in the UK.

GMT interviews Dr Sue Rigby, the Scottish representative on the Higher Education Public Information Steering Group and chair of the sub-group concerned with information needs of postgraduate taught (PGT) students. We ask Dr Rigby what prospective PGT students need to know to make a good decision about further study and the biggest barriers to entry to PGT study.

Our first research article introduces one of twenty research projects funded by the Higher Education Funding Council for England investigating postgraduate study in the UK. Kingston University's Michelle Morgan includes in her article the aims and objectives of the Postgraduate Experience Project concerned specifically with PGT courses in STEM subjects.

HECSU's Charlie Ball is well known for his writing on destinations of graduates from all levels of higher education. In his article, Charlie uses HESA's Destinations of Leavers from Higher Education survey to look at the differences in destinations of full-time Masters graduates and part-time Masters graduates.

It is often of interest in HE to compare the UK education system with international education systems. Our international research article analyses the outcomes of graduates from postgraduate courses completed in Australian institutions.

The final article raises the issues of degree fraud in the UK and internationally where degrees of all levels, including postgraduate qualifications are being falsified to obtain jobs. In her article, Jayne Rowley discusses the services offered by the Higher Education Degree Datacheck (HEDD) and how it serves to tackle degree fraud in the UK.

Don't forget to keep up to date with upcoming activities and reports in the HEA employability update.

I hope you enjoy this edition of GMT.

Kindest regards,

Jennifer Redman.

News in brief

UK Commission for Employment and Skills (UKCES)

The future of work – This is a report based on predictions of what the skills demands will be in 2030. It provides food for thought on the changes of jobs and skills required to perform the technologically evolving jobs of the future. (March) www.ukces.org.uk/ourwork/future-of-work. Working futures 2012-2022 – The fifth in the series of assessments of the UK labour market, this report is the latest quantitative assessment of employment prospects over a 10 year period and provides information about the demand for skills based on employment in terms of occupation and qualification. (March) www.ukces.org.uk/publications/er83-working-futures

Sutton Trust: Loan repayment report

A report commissioned by the Sutton Trust and conducted by the Institute for Fiscal Studies has found under the new fee and loan system that many graduates will still be paying back their student loans when they are in their 50s. (April) www.suttontrust.com/our-work/research/item/payback-time/

Learning from Futuretrack

BIS released two reports from the Learning from Futuretrack series. BIS commissioned HECSU to investigate further student dropout from university and students who were living at home while studying using the data from the Futuretrack longitudinal study. Keep watching the HECSU and BIS websites for the release of the fourth report on postgraduate study. (March) www.gov.uk/government/collections/bis-research-paper

HEFCE: differences in degree outcomes

A new report published by HEFCE, 'Differences in degree outcomes: Key findings' analyses factors including ethnicity, gender and prior education attainment on whether students are likely to achieve an upper second or first class degree at university. (March) www.hefce.ac.uk/pubs/

HEPI looks at higher education legislation

New Director of the Higher Education Policy Institute (HEPI) Nick Hillman has written the report, 'University Business?: Higher education legislation' which looks at why the Coalition government's ideal for a level playing field for all higher education providers hasn't materialised. The report details eight points where different rules exist without clear justification. (February) www.hepi.ac.uk/category/publications/

HEA: Flexible pedagogies

The latest report to be released as part of the Flexible Pedagogies project by the Higher Education Academy, (HEA) investigates how technology can be used to enhance and support flexible learning. GMT published a summary of the part-time learners and learning report which was conducted as part of this project in the autumn 2013 edition. (January)

www.heacademy.ac.uk/projects/detail/Research/FP_prep_for_future_research

ONS: Highest qualification geographically

The Office for National Statistics (ONS) uses the 2011 census data to investigate the highest levels of qualifications across England and Wales. Have a look at the infographic to see a map of people of working age with the highest and lowest qualifications and a summary of the findings. (March) <http://www.ons.gov.uk/ons/taxonomy/index.html?nscl=Children%2C+Education+and+Skills#tab-sum-pub>

Postgraduate study mentioned in the Budget 2014

The Chancellor of the Exchequer acknowledged the need for highly skilled workers and announced that the government will investigate options to support efforts to increase the number of postgraduate students. However we will have to wait until the autumn statement 2014 for details. (March) (pg 38 of full report) www.gov.uk/government/publications/budget-2014-documents

Adaptable graduates valued by employers

A new report commissioned by HEFCE and conducted by the National Centre for Universities and Business (NCUB) found that graduates who combine adaptability with specialist knowledge, moving between sectors and roles within the labour market early on in their careers are most valued by employers. (April) www.ncub.co.uk/reports/career-portfolios.html

Falling global demand for UK HE

HEFCE report 'Higher Education' in England 2014: key facts', shows that for the first time in almost 30 years, the number of international entrants to UK higher education dropped by 1% in 2012/13. Further findings found that EU undergraduates fell by almost a quarter in 2012/13 and there are now almost equal proportions of Chinese and UK students in full-time postgraduate taught masters courses. (April) www.hefce.ac.uk/pubs/

GMT interview

Postgraduate applicants need more clarity to make good decisions

with Dr Sue Rigby

With the number of enrolments onto postgraduate taught courses in the UK falling over the last few years, GMT asks Dr Sue Rigby¹, Vice Principal of Learning and Teaching at the University of Edinburgh, about the issues surrounding how information about courses is provided and the needs of prospective postgraduate taught students. Will sorting the financing of postgraduate study be the only solution to the falling postgraduate numbers? Or is it a question of getting universities to provide more of the information applicants need to make good decisions?

What is your role in the Higher Education Public Information Steering Group (HEPISG)?

I sit on the HEPISG as the Scottish representative but because I have experience in postgraduate taught work at the University of Edinburgh, for the last two years I've chaired the sub group of that committee which deals with the information needs of postgraduate taught students. Overall HEPISG looks at how universities can be transparent in the provision of useful data that allows all stakeholders to understand what they are doing, with the focus primarily on applicant and prospective applicant stakeholders. There is also a degree to which universities need to be able to demonstrate that they are meeting benchmarks of expectation nationally and public information is a primary way by which they do that. So HEPISG tries to ensure that universities are transparent and that there's some degree of consistency in the information that they provide to stakeholders. Another example of the groups work is that it also acts as the steering group for the National Student Survey.

The postgraduate sub group were tasked with commissioning research to find out the kind of information that helps applicants to Masters programmes and other postgraduate taught courses to

make good choices. The sub group then make recommendations back to the Higher Education Funding Council for England (HEFCE) that would form a basis for how they move forward to deliver the information to applicants.

What kinds of information do prospective postgraduate students need?

They need two different kinds of information. What came out really strongly in the research that we commissioned² was that applicants want a lot of quantitative, factual information about the course they are interested in. That information ranges from how much it will cost, to when it starts, to what course choices there are, what campus it will be located on, whether you can do it part-time, half-time; very factual information. Applicants also want access to people who know about the course so that they can ask individual questions. Bear in mind that Masters courses can be taken by very few people, some are very large, but the average size is probably between 10 to 15 students on a course and what applicants want is to get to that level of granularity so that they can find out the experiences of people who have already graduated or who are currently studying the program, or what perhaps the person who runs it is like. The research showed, as you'd expect, that the decision making process to do a Masters is really complicated so what we can't offer is a kind of route map because everybody comes to the process with a different set of qualities they are looking for.

Who do you think should be providing this information?

Universities have to provide it, no one else can. There are lots of search engines that can then link to that information but the only people who can possibly provide it are the universities. But one obvious question would be: do you need a national survey which in some way mirrors the National Student

¹ Dr Sue Rigby is Vice Principal Learning and Teaching at the University of Edinburgh, she is also the Scottish representative on the Higher Education Public Information Steering Group, chairing the subgroup concerned with information needs for postgraduate taught students. Dr Rigby is also a member of the HECSU board.

² The report from the research was published April 2014, 'Understanding how people choose to pursue taught postgraduate study' available from <https://www.hefce.ac.uk/pubs/rereports/year/2014/pgtinfoneeds/>

Survey? This gets a bit technical. At postgraduate level you would have huge aggregation of the data because when you present data in a survey you need a certain number of people who complete it. For example, the University of Edinburgh has a Masters programme called, Material Cultures and History of the Book. There aren't enough people on that course to return information for a survey so you would have an aggregated set of information for all the courses run in English and that wouldn't tell you anything about that particular Masters programme.

So do you think there will be a Key Information Set for postgraduate courses?

No, there won't be a Key Information Set. But there will be a requirement on universities to provide clear information to applicants in that quantitative area that delivers the level of knowledge that they need to make decisions. But because that's a whole suite of information, the recommendation will be that it be provided on the university's website relating to the program of study rather than in an abstracted form like a Key Information Set.

If you could design the perfect information resource for prospective postgraduate students, what would it look like?

It would be in two parts. First, what I would like is for all the universities to provide relevant, up to date, timely and precise information on their websites about the Masters programmes they run. That's actually a very difficult ask because as people often apply for a Masters a year ahead of it starting, universities sometimes aren't in a position to offer that clarity because course staff move for example, or the timetable changes, but at least there can be an improvement. In particular, there would be clarity around fees.

Secondly, there would be something that helps people returning to education, maybe after a considerable break, to look at that information with connoisseurship so that they are making good decisions based on that information. You don't prepare for entering Masters study very often, so what you need is help from people who know it inside out and backwards. The worry is: if we provide information flat, the students may not be able to choose a course with the right degree of awareness of what matters. However much information we provide and however clear we are, unless we can also help people be sophisticated in the way they approach that information we won't help; we'll only hinder.

Why do you think participation in postgraduate study has fallen recently?

Finances. There are more and more people competing in the job market so it makes sense for a lot of people to want to improve their job prospects by doing a Masters. But if the individual thinks that the course will cost more than they'll ever get back, then the number of people who are willing to do further study is going to fall. It's interesting because although applicants from the UK have fallen dramatically, international applicants are still rising for most courses, which is why I think we are quite secure in saying that its finances rather than anything else. The range and diversity of Masters programmes and their utility is proven by the fact that we have a huge international market for them. But if we are failing to attract UK students to what we know is a good product and useful to them, it must be because they can't afford it.

Masters applications have always been known to be counter recessional so you always get more applicants early in a recession and later on in a recession finances get tight but also as the recession starts to end, people start to move into good employment without taking that extra step. So there is a long trend demonstrating that when you go into a deep recession, about the only people that it's good for are the providers of Masters education and, as you come out of it that, in a sense, artificially enhanced population gets smaller again.

Given the economic value of a highly skilled workforce, what could be done to increase participation in postgraduate study?

Well primarily the provision of scholarships or very affordable loans. The Government and Funding Councils are very aware of the funding bottle necks, which will only get larger once people who are carrying the full weight of £9,000 a year debt graduate. The Scottish Funding Council (SFC), HEFCE and their equivalent in Wales are looking at a variety of ways that they might tackle that issue. Both HEFCE and the SFC are offering a range of scholarships and bursaries that support people moving into Masters programmes. The HEFCE scheme starts this summer and it's being done through the medium of a range of grants which have been funded to both offer financial support to students and then to explore the consequences of making that offer. The SFC scheme started in autumn 2012, and offers full fee waiver for Masters programmes in areas that the Scottish government wants to enhance the workforce in, so things like energy, finance sector, tourism and so on.

Both of those schemes will need to be evaluated. In the meantime, the Scottish government is looking at ways to offer loans to students who might take a Masters degree. That's still at the discussion stage but I think it's more than likely going to be introduced in the future and I know that the Government in Westminster is interested in that as well.

Without funding Masters programmes are very expensive and particularly expensive if you have to relocate so universities are increasingly looking to provide part-time Masters or Masters that can be studied whilst you keep your job. For example, the University of Edinburgh is doing a set of Masters that are delivered entirely through distance learning. So universities are responding by looking at ways in which people might 'pay as you go' or at least keep a job to pay for the course whilst they are studying. However, for most Masters programmes the requirement will be to have a year spare and that means that it isn't just a fee you pay for the course and the cost of living accommodation but there is also the absence of income.

Do we need different types of postgraduate study?

You definitely need a primarily research-focussed route, postgraduate research through to PhD, which is about thinking deeply and generating or negotiating new knowledge. You also need postgraduate taught because teaching at that level can give you extra skills, it can add a degree of finesse to a degree you did some years ago and it can allow you to do a transition from one career path to a completely different one.

Beyond that you've got a confusing plethora of names of taught Masters provision and that is complicated but I think it's also benign. We have no evidence that people are confused by it beyond the first tentative approach. You've got some very well established brands like an MBA that would never be susceptible to change just because they added confusion. Then you have a whole range of complexity around MScs and MAs because some universities offer their first degree's a Masters but it's not really a Masters and that's where the complexity arises.

You certainly need different modes of study and what we need in the sector is more clarity about what our Masters are for. You need at least three types, one that is open and exploratory and might lead you to a PhD, one that gives you the opportunity to gain a particular module you now need some years after completing your first degree and you need the type where you can change your career from say accountancy to carbon

capture. But we probably need to be clear about which of those three it is that you are applying for when you're coming back to university.

Do you think there is a difference between the expectations of an applicant to postgraduate study who has just completed their first degree and an applicant who has spent time out after graduation to work?

There will be a wider diversity of people entering postgraduate study than enter undergraduate study and it's an open question as to whether universities are sufficiently aware of that. Depending on what kind of training you've had since you first graduated you might have particular expectations about what returning to a training environment might be like. Coming into a Masters where you're only previous experience of learning has been as an undergraduate you'd have one set of expectations and probably be very open to that developing and changing. Equally, if you've been out of higher education for a very long time, you'd have a much more purposeful and practical understanding of what you might get in a Masters programme. Most people delivering Masters programmes won't be terribly aware of what those different expectations are on entry.

It might be that part of the connoisseurship required at application is to do with making sure that before students sign up and pay their fees for a course that they have as clear an idea about what the purpose of the Masters is and how that purpose will be delivered through the course. I know of a Masters that runs in educational leadership, it's about the theory of educational leadership and yet you'd be forgiven if you applied for it thinking it would help you to be an educational leader. Nobody is intending to deceive but there is a lack of clarity about the purpose of the study. The more clarity there is before signing up to a Masters programme, the less disappointed students are likely to be.

Finally, if you could change just three things to enhance postgraduate study what would they be?

The first thing would be sort out the finances. Make it possible for people to do a Masters programme with dignity and to pay it back over a period of time.

Secondly, I think what would really help would be if universities could be more clear about what they need as an educational prerequisite for successful study. You get requirements for a Masters programme that might just ask for a degree in a relevant discipline, but what does that mean? For some programmes, a relevant

discipline means a particular subject or combination, for example, physics, maths with physics or physics with maths. Others may mean any subject from, let's say English; through history, through economics towards classics. So the scale of relevance is unclear and the conflict of that is that universities get lots of applications from people who reasonably believe that they are qualified but aren't. And that makes a big difference to the initial experience of people applying for postgraduate study. I think that is in serious need of clarity because it also means that we could be clearer about the recognition of prior learning. At the moment, people may sometimes be rejected from study because universities lack the clarity to know what they really need and so they put in these holding position descriptions that are confusing to the applicant and in a way confusing to the university making the decision.

The third thing I think that will make a big difference is if we are much more transparent about what the outcomes are for people graduating from a Masters. That could be more qualitative information such as, 'my life was turned around' or 'it's brilliant, it's wonderful' or 'I don't think the same way'. For example, universities could put case studies of graduates on a website. People would realise that that wasn't everyone who'd graduated. If the case study speaks to your aspirations and there are several of them and they show an appropriate diversity, it gives you an honest, not complete, but an honest view. But there are

some outcomes which aren't appropriate for Masters programmes, for example the MBAs have the salary on exit as a very significant part of the algorithm which makes up the rankings used for courses and that for most Masters programmes is futile because people don't come into them straightforwardly because they want to earn more on exit. But equally, that kind of qualitative information which says in detail why individual graduates took the course and reflects on their experiences is not susceptible to statistical analysis. With the statistics you never think you're one of the out-group so I think it's much fairer to give qualitative information that may be a bit biased.

That in a sense would retrofit all that I've talked about, in terms of having clarity about expectations and what the Masters can deliver. Having that qualitative information about outcomes would help all the way through a Masters then. Coming into a Masters you would be aiming for that output so you would be aligned to what you are going to receive and people giving the course wouldn't be dealing with students who maybe hadn't wanted what they can provide. It would be advantageous to have more information like that.

If you take Masters programmes in the UK overall there are a really good range on offer and they really do enhance the majority of people who take them. This is good provision that people should think seriously about, it's just that they need to go in carefully.

GMT research

The future of postgraduate taught STEM study in the UK

In this article, Michelle Morgan¹, Learning and Teaching Coordinator at Kingston University, introduces one of the 20 Postgraduate Support Scheme projects funded by the Higher Education Funding Council England (HEFCE). The project investigates the expectations and attitudes of students, employers and Higher Education Institutions (HEIs) towards postgraduate taught study in science, technology, engineering and mathematics (STEM) subjects. This article introduces the background literature which informs the project and details the projects aims and objectives.

Introduction

Broadly speaking, postgraduate (PG) qualifications can be classified into two groups: those that are substantially taught such as Masters by coursework; and those with a significant research component such as Doctorates by research (Smith et al., 2010). Up until 2010, postgraduate taught study participation in UK HEIs continued to grow quite dramatically with the full-time mode replacing the part-time as being the most popular mode of study. The increase has been attributed to the EU and Non-EU markets especially for the full-time mode (Millward and Creasey, 2013; Morgan, 2013a). However, in the past three years, three major issues facing postgraduate taught (PGT) study in the UK have come to the fore.

Firstly, although the postgraduate taught market experienced a dramatic expansion in the UK in the past 20 years, there has been a noticeable decline in growth in overall PG student numbers but especially on PGT courses. This has been most notable amongst UK and overseas domiciled students, and with the part-time study mode, which has traditionally been dominated by UK domiciled students (Millward and Creasey, 2013; Morgan, 2013 a,b). All STEM disciplines have been affected (see figure 1). Although intuitive reasons can be made to explain the decrease, there is limited evidence to provide accurate explanations.

Secondly, although extensive research has been undertaken in the field of the undergraduate student experience (e.g. Tinto, 1988; Thomas, 2002; Morgan, 2011), there is limited, although a growing body of research for the PGT student experience of applicants, students and postgraduate alumni (Wakeling, 2005; Stuart et al., 2008).

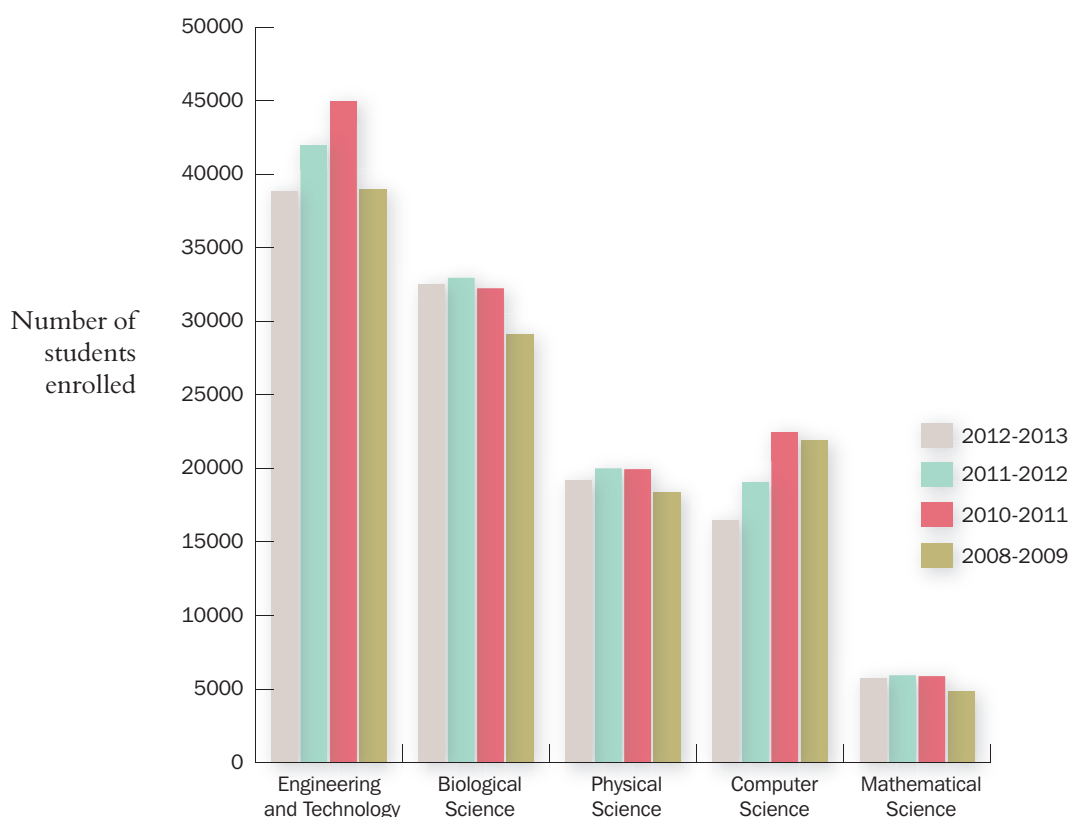
Thirdly, when it comes to understanding the needs and requirements of employers and whether they value and can use the skills of a graduate qualified at this level, there is a scarcity of knowledge and evidence. Although, the research available suggests that postgraduate applicants and students believe that employers do value a PGT qualification more than an undergraduate one (Wells, 2011; Morgan, 2013b), current evidence also indicates that employers are not only concerned about the increasing number of postgraduates but the variable quality (Connor et.al., 2010). A report by the Council for Industry and Higher Education (CIHE) for the Department of Business Innovation and Skills (BIS) found that although a PG qualification did enhance a range of the skills, it was no indicator of leadership potential or work wisdom which were two of the key skills employers were looking for in Master and Doctorate graduates (Connor et.al., 2010). Disconcertingly, only 1 in 10 employers of PhD graduates, and fewer for Masters, felt that a PG qualification was a guarantee of a high quality candidate (Connor et.al., 2010). It is unclear whether the growth in PGT education has been as a direct result of employer demand or whether employers are merely taking the opportunity to recruit from a higher qualified pool of graduates.

In 2012, this lack of knowledge led to the Higher Education Commission (HEC) commenting that the 'postgraduate education is a forgotten part of the sector' (Higher Education Commission, 2012:17). As well as the HEC, concern has also been expressed by a number of organisations about the future of postgraduate education including the 1994 Group, the National Union of Students and the Sutton Trust who have called for further research to be undertaken.

¹ Michelle Morgan is Learning and Teaching Coordinator in the Faculty of Science, Engineering and Computing at Kingston University. Michelle is the Principle Investigator and Project Lead of the Postgraduate Experience Project (PEP)

Figure 1: Growth in PG enrolments in UK HEIs on STEM courses

Source: HESA (2013) Students in Higher Education Institutions 2012/13

**Commitment to change**

The UK Government realises that if higher education (HE) is to expand and become sustainable through the delivery of high quality teaching, research and knowledge exchange (as well as supplying knowledge and skills to industry, professions and students) then targeted research needs to be undertaken and it requires the input of a range of stakeholders. It is committed to expanding PGT study to improve the UK's industrial competitive global position as well as the UK's position in the global market of HE. The recent changes in higher education, as a result of the White Paper 'Students at the Heart of the System' (BIS, 2011), and the falling PGT numbers, has made research into identifying factors impacting on participation and successful progression very pressing.

If institutions can effectively understand the barriers, drivers, motivations and outcomes facing their applicants, students and postgraduate alumni as well as UK employers' needs, it will help the HE sector understand how postgraduate study has evolved in the UK in recent years and importantly, enable us to identify what the key stakeholders (applicants, students, business and industry and universities) want and need it to be. This knowledge, as well as working with employers, should help provide better targeted and sustainable support for applicants and students, improved course design providing students with the

skills business and industry require, and institutional and national strategies fit for purpose in growing and sustaining the postgraduate taught (Masters by coursework) market in the UK.

Current research

As a result of Government commitment and organisational concerns, HEFCE has invested £25 million in a publicly-funded programme that aims to test ways of supporting progression into postgraduate taught education in England and to stimulate participation by students who would not otherwise progress to this level by working with universities and employers. Twenty projects have been funded that will support more than 2,800 students and involve a range of support activities including financial and pastoral support, mentoring and networking, curricula change, funded studentships, work placements and a variety of bursary and loan schemes.

The project, led by Kingston University and is entitled *'Investigating the expectations and attitudes towards postgraduate taught (PGT) STEM study, and post study outcomes from the perspective of students, universities and employers to support and sustain PGT growth in the UK – A collaborative project'*, aims to draw together the neglected areas of research mentioned above into a coherent investigation.

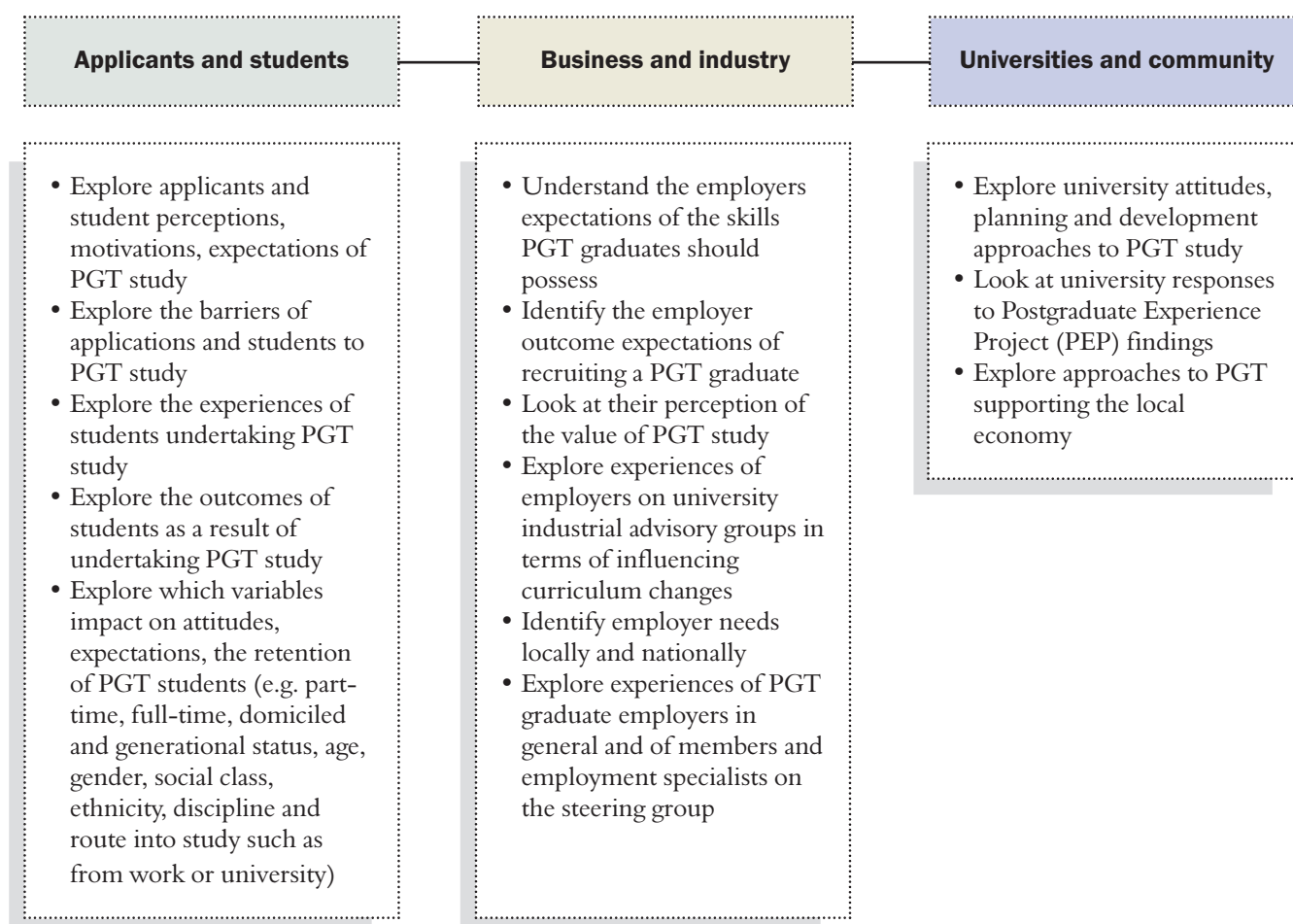
It is the largest consortium that has been funded and comprises of 11 universities that are geographically dispersed universities across the UK. The collaborative Partners include the Universities of Brighton, Coventry, Edinburgh, Lincoln, Manchester Metropolitan, Portsmouth, Plymouth, South Wales, Teesside and Wolverhampton. Business and industry leaders as well as higher educational specialists are also involved.

The project will build on existing research and its overarching aims and objectives have been constructed to maximise the sector's knowledge regarding the participation, progression and success of all new PGT STEM students across the universities involved and the non-institutional stakeholders. The project aims to provide practical and pragmatic advice, guidance and initiatives to HEIs as well as business and industry, and applicants and students. It will provide an understanding of institutional issues as well as a UK perspective. This project will provide a template for other institutions wishing to undertake their own research. The aims and objectives of each stakeholder group are highlighted in Diagram 1.

The project started in January 2014 and is due to report the findings at its National Dialogical Conference at Kingston University on 14th and 15th July 2015.

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Diagram 1. Project aims and objectives of the key stakeholders

GMT research

What do Masters graduates do?

In this article, HECSU's Charlie Ball¹ looks at the outcomes of graduates from taught Masters programmes using data from HESA's Destinations of Leavers from Higher Education (DLHE) survey. Charlie looks at the differences in outcomes of part-time and full-time Masters graduates in 2011/12 and how outcomes changed for graduates from these modes of study between 2006 and 2011.

Much has been, and continues to be, written about the outcomes of graduates from undergraduate degrees. Debate about the outcomes from university study, and much policy in the area tends to focus on the large body of undergraduate leavers, and not without cause considering that they make up the very large majority of the student body. However, there is much less written about students and graduates engaged in other qualifications.

Masters students make up a significant part of the student body. In 2012/13 there were 306,035 students registered on taught Masters programmes, 53 per cent of whom (161,675) were UK-domiciled students². Although there is a great deal of interest in overseas students, there is not a great deal of information

available about them in destination data and so this piece will focus on UK-domiciled Masters graduates.

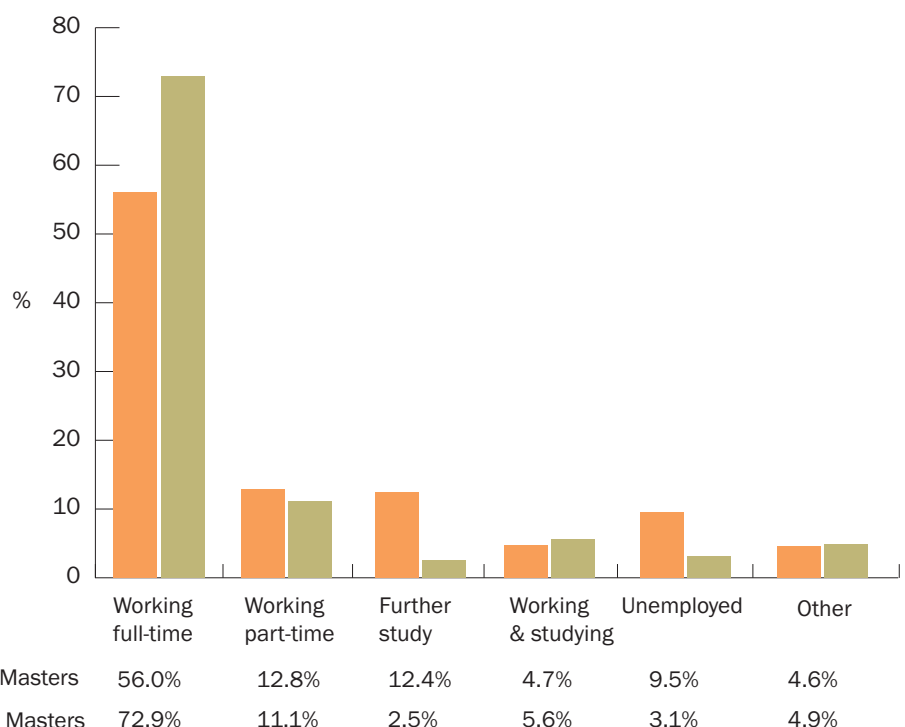
The Masters graduate body is not homogenous. Masters graduates are rather more likely than most to be studying part-time (40 per cent of Masters graduates in 2011/12 studied part-time³). They are also more likely to be studying as mature students – 44 per cent of Masters graduates in 2011/12 were over the age of 30 when they completed their degree. This diversity in age, mode of study and life (including work) experience means that an attempt to examine the outcomes of Masters graduates is poorly served by examining the population as a whole. Part-time Masters graduates are largely mature and many have significant employment experience, whilst full-time Masters graduates have often embarked on their postgraduate degree shortly after their undergraduate qualification, are usually younger and often have less employment experience, and, as a consequence, their outcomes can be quite different.

Masters Outcomes

The difference in outcomes between full-time and part-time Masters graduates from 2011/12 who were domiciled in the UK is striking. Full-time graduates

Figure 1: Outcomes of UK-domiciled Masters graduates from 2011/12

Source: HESA DLHE 2011/12



¹ Charlie Ball is the Deputy Director of Research at the Higher Education Careers Services Unit (HECSU)

² Data on student numbers is taken from HESA's Students in Higher Education Institutions 2012/13

³ Masters graduates data is taken from HESA's Destinations of Leavers from Higher Education survey 2011/12

were much more likely to be in further study, or unemployed⁴ six months after graduation and part-time graduates much more likely to be in full-time employment. Most part-time Masters graduates (55 per cent) who were in full-time work were working for an employer for whom they had already worked perhaps before or during their degree, only around one in six (15.7 per cent) of full-time graduates said that they had already worked there. The previous employment experience of the part-time cohort is likely to be a crucial factor in explaining the differing early performances of the two groups.

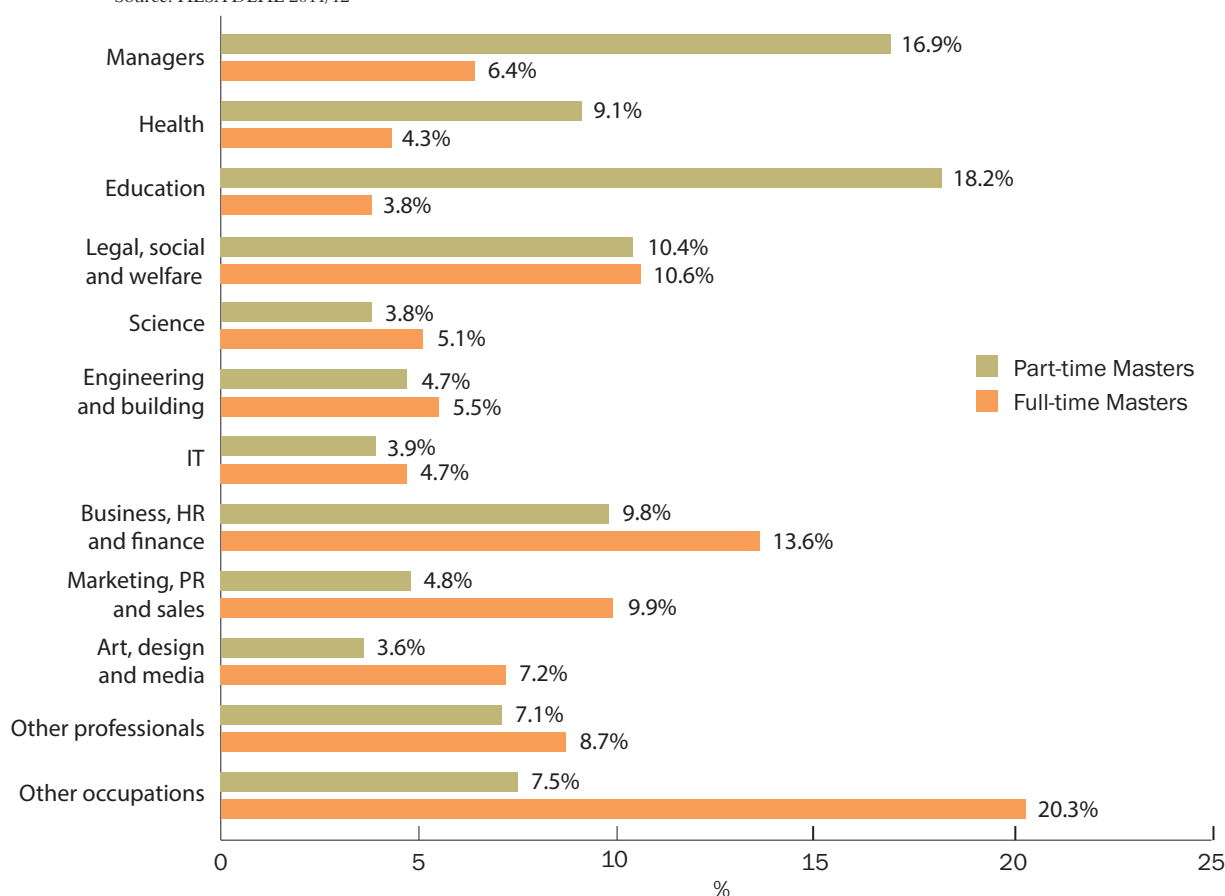
The types of employment for Masters graduates also differed significantly between part-time and full-time graduates.

Part-time Masters graduates were much more likely to be working in managerial, health and education professions than their full-time counterparts, and the most common jobs for part-time graduates who said that they already worked for their employer were in nursing, teaching and management (particularly health and social care management and HR management).

For many part-time Masters students, their qualification is part of their employer's commitment to continuing professional development and these results in some part reflect that. As a consequence, these students do not really enter the jobs market on graduation, merely return to their employer, and so any attempts to get a representative picture of the real employment opportunities available for a new Masters graduate without employer backing ought not to consider them. Jobs held by full-time Masters graduates six months after graduation were spread throughout the jobs market, with business and finance, legal, social and welfare and marketing and PR professions particularly strong. It is also worth noting that although full-time Masters graduates do not always enjoy much lower unemployment rates than their undergraduate counterparts, they are rather more likely than a first degree graduate to be in a professional or managerial job⁵. This suggests that their relatively high unemployment rate could be at least partly due to Masters graduates being less willing, in the short term, to adapt their career goals by taking lower skilled employment.

Figure 2: Types of employment of UK-domiciled Masters graduates from 2011/12

Source: HESA DLHE 2011/12



⁴ Unemployed includes graduates who said that they were not in employment or were due to start work in a month.

⁵ 'Professional or managerial jobs' is used by HEFCE in Unistats and Key Information Sets data and it is derived from the Standard Occupational Classification codes starting with 1, 2 or 3 used in DLHE

The differences in the two populations are also reinforced when looking at the Masters graduates who were in further study and the types of qualifications they went on to take by mode of study. Full-time Masters graduates were almost twice as likely to take a higher degree by research (almost all of these are doctorates) than their part-time counterparts, who instead were more likely to go on to take a PGCE or another Masters.

Masters and the recession

Figures 3 and 4 summarise basic changes in the outcomes of Masters graduates as the economy changed. For full-time Masters graduates (figure 3), the recession shows very plainly as a fall in working (including in those working and studying) and a rise in unemployment as the jobs market for all university leavers got significantly more difficult. The proportion of graduates in further study did not change a great deal although there was a fall in 2010/11.

Part-time Masters graduate outcomes (figure 4) were much less affected by the recession. There were fewer graduates working and studying, possibly as a

consequence of reduced training budgets at employers and a consequent fall in potential study options for employees, and a modest rise in unemployment from a low base rate. However, the recession does not seem to have had a very significant effect on part-time postgraduate outcomes.

This is potentially significant. It is clear both that full-time Masters graduates were quite affected by recession and that, from 2011/12 data (which, due to changes in DLHE methodology is too different to previous data for anything more than very broad comparisons to be made), a full recovery may yet be some way away, but part-time Masters graduates still appear to be enjoying favourable outcomes which may not have seen much disruption during the economic downturn.

The need to treat both groups as separate, with their own guidance needs and challenges and their own most common trajectories seems clear and further examination of the data may help to provide more evidence to use in guidance of this important but under-studied group of graduates.

Figure 3: Basic outcomes of UK-domiciled full-time (FT) Masters graduates from 2006/7 to 2010/11

Source: HESA DLHE 2006/7 to 2010/11

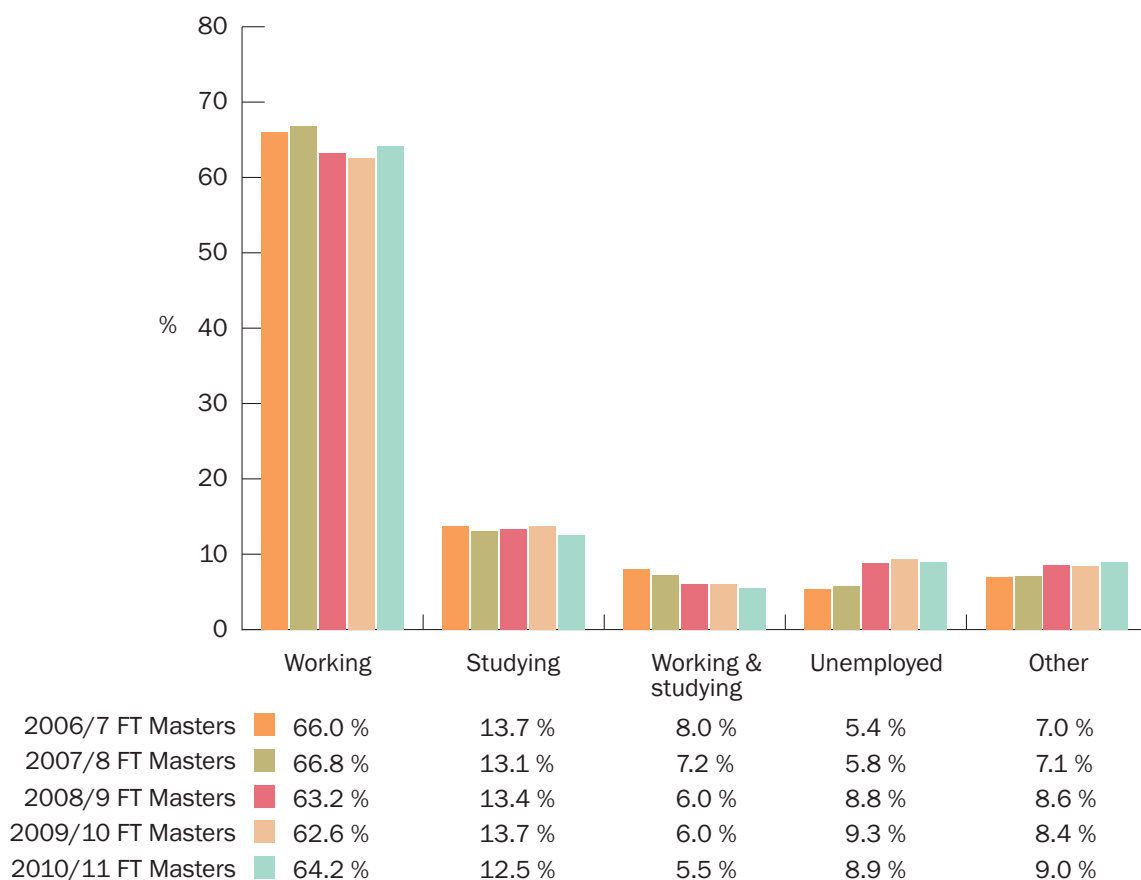
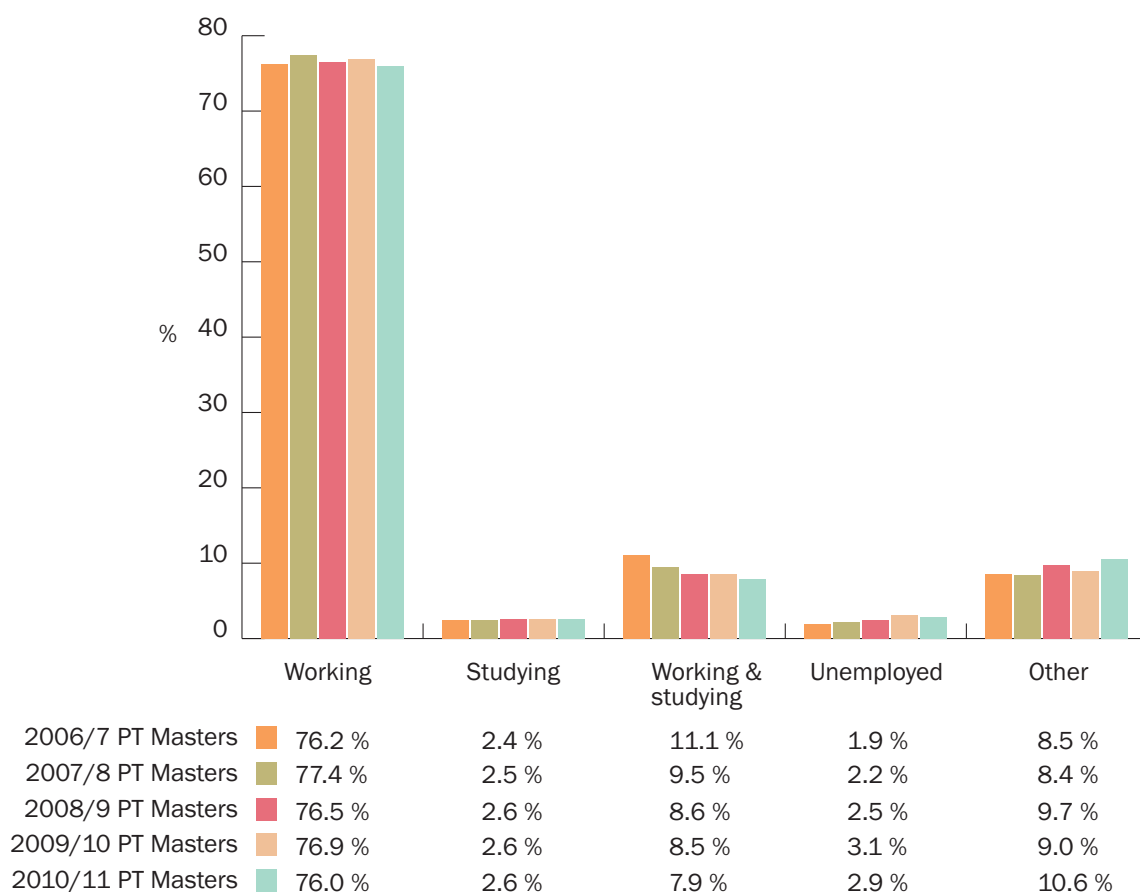


Figure 4: Basic outcomes of UK-domiciled part-time (PT) Masters graduates from 2006/7 to 2010/11

Source: HESA DLHE 2006/7 to 2010/11



For further insights into the graduate labour market follow Charlie's blog at: <http://hecsu.blogspot.co.uk/>

GMT international research

Postgraduate education in Australia: Standing out in the labour market

Many of the articles in this edition of GMT focus on postgraduate education in the UK but we thought it interesting to have a look at postgraduate education in Australia. In this article, Bruce Guthrie¹, Policy and Strategy Adviser for Graduate Careers Australia (GCA) details the changes in number of students completing postgraduate study in Australia, the employment and further study outcomes of postgraduate students in 2012 and advises prospective postgraduate students to do their homework.

In Australia, like the UK, qualifications and training are increasingly vital components to career success. Course completion numbers stand as witness to this.

Student numbers

Between 1999 and 2012 the number of bachelor degree graduates has increased by almost 56 per cent, swelling the number of courses completed annually from just over 110,000 to more than 172,000. Over the same period, the number of postgraduate course completions has increased by almost 125 per cent, from a little more than 50,000 to almost 113,000.

So as the number of bachelor degree graduates in Australia grows, some are undertaking postgraduate study in order to fine-tune their initial qualification by adding vocational emphasis (such as adding a Diploma of Education to a humanities degree to enter teaching). Others want to differentiate themselves from the growing number of bachelor degree graduates in the labour market and decide to upgrade their qualifications to develop their careers with a current employer or as part of a career change plan. Most are seeking to establish a competitive edge in order to stand out in the labour market.

The greatest increase in postgraduate study has been in the coursework area, including Master's degrees by

coursework, and graduate and postgraduate diplomas and certificates. The majority of postgraduate awards completed have been coursework degrees (92.7 per cent in 2012), with Masters by coursework completions in 2012 being 194 per cent of the number completed in 1999 (Department of Innovation, 2012).

Only a very small percentage of postgraduate study involves research degrees (PhDs and Master's degrees by research). For example, in 2012 more than 112,000 people completed a postgraduate qualification but only a little over seven per cent of those were for a research degree (Department of Innovation, 2012).

Student outcomes

Graduate Careers Australia (GCA) is a not-for-profit research organisation partly funded by higher education institutions (HEIs) and the Australian Commonwealth Government. We have been conducting national surveys relating to the destinations, or outcomes, of Australian graduates since 1976. Much of this work is similar to the UK's Destinations of Leavers from Higher Education (DLHE) surveys.

GCA's annual national Graduate Destination Survey (GDS) records and reports on the activities of graduates four months out of their higher education study as part of its Australian Graduate Survey (AGS). Detailed GDS data concerning the destinations of recent postgraduates are available in our searchable graduate destination database at GCA's *Grad Jobs and Dollars* website². Reports from this survey, including outcomes of Australian postgraduates can be downloaded at no cost from GCA's website at: www.graduatecareers.com.au/research/researchreports/.

The most recent report, *Postgraduate Destinations 2012*, was based on the annual Australian Graduate Survey (AGS) of new graduates from Australian HEIs. In the AGS, recent graduates are surveyed approximately four months after they complete their course of study. In 2012, responses from more than 137,000 higher

¹ Bruce Guthrie is the Policy and Strategy Adviser for the Graduate Careers Australia (GCA). GCA works in association with the higher education sector, government and business in Australia to provide employment and career opportunities to graduates, producing graduate-related publications and research that informs stakeholders about the graduate employment and career development.

² To access the GCA's Grad Jobs and Dollars website go to: www.graduatecareers.com.au/Research/GradJobsDollars

education graduates, including almost 54,000 postgraduates, were collected and analysed for this report, some key findings from which are summarised below (GCA, 2012).

It is worth noting that regarding the analysis of our graduate employment data, we base our figures on that group of respondents who reported that they were available for full-time employment, which includes graduates who were in full-time employment at the time of the survey or were seeking full-time employment at the time of the survey (including those graduates who were also employed on a part-time or casual basis while seeking a full-time position). The remaining respondents (those not available for full-time employment) were generally in further full-time study or available for part-time and casual work only, or unavailable for either work or study.

The figures presented below include graduates who completed postgraduate level awards including, postgraduate diploma/certificate, Masters degree by coursework and research Masters/PhD. At the time of the 2012 AGS:

Postgraduate employment outcomes

More than three quarters of postgraduates surveyed (75.9 per cent) were available for full-time employment (this means either in, or seeking, a full-time position), which is relatively unchanged from 76.0 per cent in 2011. In 2012, 6.3 per cent of postgraduates available for full-time employment were without work and still seeking a full-time position at the time of the survey (compared to 6.6 per cent in 2011). A further 9.2 per cent were in part-time work while seeking a full-time position (compared to 8.6 per cent in 2011). So the vast majority of those available for full-time employment were in a full-time position at the time of the survey (84.5 per cent). This is essentially unchanged from 84.8 per cent in 2011 but notably down from 89.9 per cent in 2006 and 2008.

- Of postgraduate diploma/certificate graduates available for full-time employment, 86.2 per cent had secured a full-time position by the time of the AGS (no notable change from 86.8 per cent in 2011)
- Of Masters by coursework graduates available for full-time employment, 83.4 per cent had found a full-time position by the time of the AGS (essentially unchanged from 83.6 per cent in 2011)
- Of research masters/PhD graduates available for full-time employment, 82.7 per cent had secured full-time employment by the time of the AGS (no change from 83.3 per cent in 2011)

Postgraduate earnings

The overall median salary for all postgraduates was \$75,000, an increase of \$2,000 from the 2011 figure of \$73,000. The median salary for:

- Postgraduate diploma/certificate graduates was \$70,000 (unchanged from 2011)
- Masters by coursework graduates was \$79,000 (up \$3,000 from 2011)
- Research masters/PhD graduates was \$76,000 (up \$1,000 from 2011)

The median annual salary for postgraduates in their first full-time employment was:

- \$60,000 for postgraduate diploma/certificate graduates
- \$60,000 for Masters by coursework graduates
- \$70,000 for research masters/PhD graduates

Across the three postgraduate award levels, males reported higher median annual salaries than females:

- Male postgraduates at the postgraduate diploma/certificate level reported a median salary \$13,000 higher than female postgraduates (\$80,000 compared with \$67,000)
- Male postgraduates at the Masters by coursework level reported a median salary \$16,000 higher than female postgraduates (\$87,000 compared with \$71,000)
- Male postgraduates at the research masters/PhD level reported a median salary \$4,000 higher than female postgraduates (\$79,000 compared with \$75,000)

However, note should be taken that differences in salaries for males and females at this high level of aggregation are generally a result of factors such as differing field of education enrolment patterns, differing employer and occupation choices and not, in most cases, a result of discrimination in the workplace.

Across the three postgraduate award levels, there were notable differences in median salaries between postgraduates in their first full-time employment compared with all postgraduates at that level:

- Postgraduate diploma/certificate graduates in their first full-time employment earned a median salary \$10,000 less than other postgraduates at that award level (\$60,000 compared with \$70,000)
- Masters by coursework graduates in their first full-time employment earned a median salary \$19,000 less than other postgraduates at that award level (\$60,000 compared with \$79,000)
- Research masters/PhD graduates in their first full-time employment earned a median salary \$6,000 less than other postgraduates at that award level (\$70,000 compared with \$76,000)

The choice to undertake further study

One important aspect of GCA's survey data is their usefulness in informing interested students about the potential outcomes of study. This is of value in an environment where Australian HEIs have moved to meet the demand for postgraduate study by developing their offerings, including a flexible range of courses and awards across many fields of education. These developments include offering nested awards that build up from a graduate certificate (six months full-time study, commonly) to a graduate diploma (usually one year's full-time study) to a Master's degree by coursework. So students can enrol in a Master's degree and elect to exit the program at an earlier stage with a certificate or diploma if they find their expectations are not met and still have an award to show for their fees and efforts.

Apart from the time required for the work, postgraduate study fees can represent a notable financial investment for students, and those considering studying for a higher qualification in Australia need to research and understand their options. As in the UK, because of the cost of study, and the differing motivations students can have for embarking on further education, there is no 'best postgraduate course' in which they should enrol. Those interested in postgraduate study need to choose a course and institution based on factors such as:

- the field of education or research offered
- the flexibility of delivery (important for part-time and external/distance learning students in particular)
- the level of award offered
- the cost of study

Potential postgraduate students also need to think about the effect that further study will have on their personal and working lives, as they are obviously older than the typical bachelor degree student and may have families and established careers to consider. GCA data show a median age for bachelor degree graduates of 23 years compared to 35 for graduates with a certificate and diploma and 32 years for those with Master's degree by coursework. Those with a Master's degree by research or PhD were 35 years of age.

Another consideration for prospective postgraduate students is the duration of an award. In Australia, we sometimes hear of standard completion times such as one year for a postgraduate diploma, two years for a Master's by coursework degree, and three and a half years for a PhD. Completion times reported by graduates however, give a different picture. GCA research shows that the average completion time for a postgraduate certificate and diploma was 1.5 years full-time and 2.3 years part-time. For a Master's degree by coursework it was 2.3 years full-time and 3.2 years part-time, and for a Master's degree by research it was 3.6 years full-time and 5.5 years part-time. For a PhD, the average completion times were 5.4 years full-time and 7.5 years part-time.

In terms of choosing a course of study, the best postgraduate program is the one that meets the needs of the individual. This means that some prior research by potential students to identify the course or courses best suited to developing their career plans will be essential. Many institutions have course and careers advisers who can also assist the decision-making process and most institutions have staff members in each faculty who can deal with enquiries about postgraduate study options. And with a little imagination there are many other potential sources of practical advice, such as work and industry colleagues.

A well-researched postgraduate degree has the potential to lift a graduate out of the pack with a career boost or a new direction, but prospective students will need to do their homework.

References

Department of Innovation (2012) *DEEWR DL Award Course Completions 2012*. Available from www.innovation.gov.au/highereducation/HigherEducationStatistics/StatisticsPublications/Pages/default.aspx (Accessed 24th March 2014)

GCA (2012) *Postgraduate Destinations 2012*. Melbourne: Graduate Careers Australia

For more information about graduate employment and careers in Australia go to the Graduate Careers Australia website: www.graduatecareers.com.au

GMT in practice

Going around in circles

In this article Jayne Rowley¹ discusses the need and implementation of the Higher Education Degree Datacheck (HEDD) service in the UK. A service helping UK universities perform degree verification checks. Here the importance of HEDD and how using the service can help stop what is a vicious circle of fraud in graduate recruitment is detailed.

Higher Education Degree Datacheck (HEDD) is the UK's official degree verification service. Set up in 2009 with funding from the Higher Education Funding Council for England (HEFCE) as part of the Government's University Modernisation Fund, HEDD's mission is to protect UK graduates, universities and employers from degree fraud. But what is degree fraud and why do we need protecting?

Fraud affects the UK Higher Education (HE) sector in several ways:

Bogus universities and degree mills – These operate purely to make money – from enrolment fees, premium phone lines, course fees, 'life experience degree' awards and in doing so provide a means for fraudsters to obtain authentic-looking degrees and associated documentation from unaccredited institutions. This fraud is becoming more sophisticated with credible websites and verification services often modelled on their real world counterparts, including the direct lifting of content and sections from genuine university websites. Most of us can detect these fakes immediately, but in markets where there is less awareness of the UK HE landscape and institutional brand recognition is weak, the bogus institution industry flourishes. According to an Accredibase report in 2011, Britain is the European Capital for bogus universities with more than twice as many unaccredited institutions in the UK as genuine ones².

The Education Reform Act 1988 protects the titles of degree, Bachelor, Master and Doctor and the title university may only be granted by Royal Charter or by the Privy Council. Abusing this is a criminal offence liable to prosecution under UK law. This applies to fake "universities" registered within the UK or abroad but operating within the UK. However, it is very

difficult to enforce the rules for those registered abroad and operating in the UK due to jurisdictional issues. The victims here are employers who recruit people unwittingly, not realising that the degree has no worth, and individuals paying for these degrees believing that they are getting valid UK degrees. In the latter case, can those individuals really be so naïve that they believe that three years' life and work experience is the equivalent of a degree? Or that the classes they are taking with four other students in two rooms above a takeaway in the high street are legitimate? It is not an offence for overseas organisations to offer their own awards in the UK, as long as they make it clear that they are not qualifications from a UK institution and that accreditation is from overseas. If they are registered in the UK they can be pursued, because of the protected status of the title 'university'. Over 140 bogus universities are currently listed on HEDD and we are adding more all the time.

Fake certificate sites – There is a multitude of websites offering 'novelty' or 'replacement' certificates for as little as £30. All carry disclaimers about not using the documentation to misrepresent themselves to try to avoid prosecution but there have been convictions for offences contrary to the Trade Marks Act 1994, Copyright Designs and Patents Act 1988 and other offences contrary to the Fraud Act 2006. For example there is one site which currently offers certificates from more than 50 UK universities – using their names and crests in some cases. They also sell through eBay and Facebook. It has no connection with the universities and no access to student records to provide the qualification details or transcripts. The individual who owns the site has previous convictions for the same offences and was jailed for three years in 2010 after Trading Standards investigated. HEDD has reported this to Trading Standards who are investigating with intent to prosecute again.

Individuals – They falsify or amend real documentation from real institutions – changing names, subjects, qualifications, classifications and presenting the documents as real. These are harder to spot, as they are based on real certificates. The only way to verify their authenticity is to check with the issuing institution. Presenting this documentation as

¹ Jayne Rowley is a Director of Graduate Prospects and is leading the Higher Education Degree Datacheck (HEDD) initiative for the UK HE sector.

² Accredibase (2011) Diploma and Accreditation Mills: New Trends in Credential Abuse. (<http://www.accredibase.com/index.php?section=871&page=4493>)

genuine in job applications etc, constitutes fraud and can lead to prosecution with jail sentences of up to ten years. Again, there are precedents here. A teacher and A Level examiner in the South West was prosecuted and jailed for claiming to have degrees and teaching qualifications and using them to get jobs. However, in too many cases this goes unpunished.

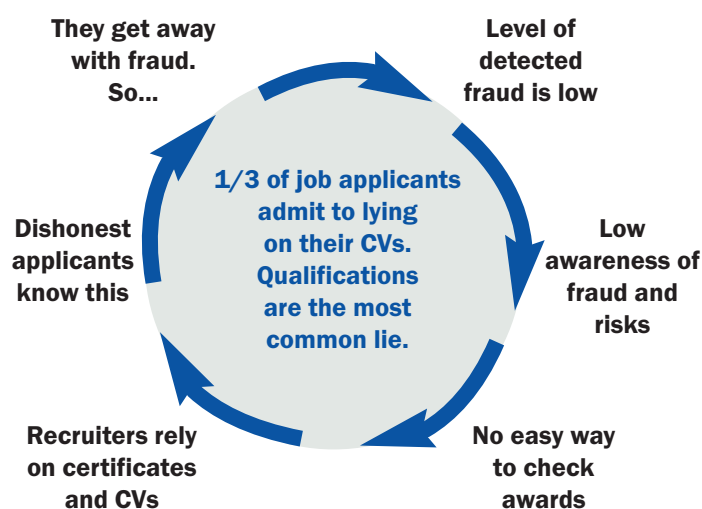
The above instances can all be prosecuted but at present there is no single body responsible for monitoring, investigating and reporting degree fraud specifically. With little consequence for the perpetrators, these practices persist.

The real victims of degree fraud are the genuine students and graduates of UK universities who have invested significant time and money in a UK higher education institution who may lose out on job or postgraduate course opportunities to a fraudster. We have a duty to protect their interests and the reputation of UK higher education in a global marketplace.

The vicious circle

How does this situation go unchecked? We like to describe it as the Vicious Circle of Fraud – illustrated in Figure 1.

Figure 1. The Vicious Circle of Fraud



Detected fraud

Every survey on CV fraud comes up with the same statistics – about 1/3 of candidates lie on their CVs – and qualifications are the most common lie. But if this is the case, why aren't we reading about it every day? Answer: because the levels of detected fraud are low.

Low awareness

So, because we don't read about it every day, there's very low awareness that it's happening and also low awareness of the risks to our organisations. If we hire someone who's prepared to lie to get the job, what would they be prepared to lie about when they are in the job? What does it say about their integrity?

No easy way to check

Before HEDD, all universities had individual systems and processes for providing verification – email, online, fax, letterhead, consent forms et al, with very variable (and sometimes frustratingly slow) turnaround times. Information on how to make an enquiry is often difficult to find on university websites. The University Look-Up Service on HEDD now has this information for all valid UK degree-awarding bodies. It also has historical data to cover name changes, mergers, granting of university status to polytechnics and so on.

Recruiters rely on certificates and CVs

With no easy way to check and low awareness of risk, recruiters trust applicants and, even where they ask to see a degree certificate, nearly all of them just take a copy and file it. In fact only 20% of major graduate recruiters in the UK check applicants' qualifications with the issuing universities. For smaller enterprises we suspect the figure is even lower.

Dishonest applicants know this

Forums, polls and online chatter around CV disclosure all confirm that applicants don't think checks are made. We polled final year students last summer and two thirds said that they thought the increase in tuition fees and pressure in the job market would make embellishing their qualifications or buying a fake certificate more tempting.

They get away with it

Their views are confirmed as time after time, recruiters don't check with the awarding body, and they don't get found out. So if they're getting away with an inflated 2:1, why not add a Doctorate or more? Earlier this year, a prominent UK barrister was disbarred for claiming the following impressive list of qualifications – all completely untrue.

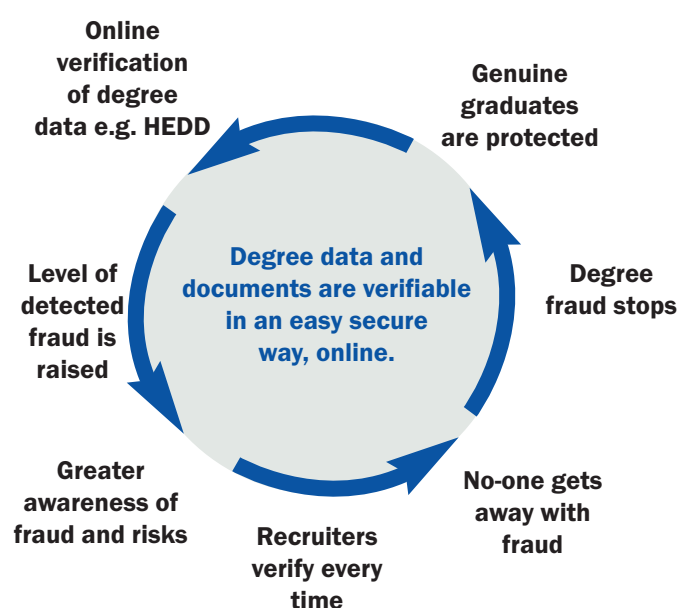
- Bachelor of Arts (First Class) Oxford University
- Bachelor of Civil Law (First Class) Oxford University
- Doctor of Philosophy, Oxford University
- Master's degree, Faculty of Law, Harvard University
- Eldon Scholar, Oxford University
- Member of the New York Bar
- Member of the Irish Bar

This made headlines around the world because detection is so infrequent and therefore shocking. Usually the fraud goes undetected, and we're right back where we started, with businesses at risk from unqualified, dishonest staff, and genuine graduates potentially missing out.

The Virtuous Circle

Only one thing needs to change to stop this from happening. Recruiters need to check every applicant, every time.

Figure 2. The Virtuous Circle of Verification



Having a central online system like HEDD makes this onerous task simple. In addition to the University Look-Up Service, HEDD also has a Candidate Verification Service for participating universities. 17 universities including LSE, Imperial, Kings, Manchester and Nottingham have already opted into this HEDD service and more are joining each month. Over 24,000 enquiries have been made about their students and graduates, turned around in a matter of days. This is speeding up decision-making processes

and getting job offers to graduates confirmed more easily. It's also helping applicants to postgraduate study get offers more quickly, as their first degrees can be verified by university admissions departments through HEDD.

The data HEDD has collected and collated has enabled the first national picture of degree fraud to be described. Eight per cent of HEDD enquiries so far have been classified as 'unverified'. While reasons for this include incomplete or incorrect information supplied by candidates, such as married names instead of maiden names, there is also evidence of subject changes, grade inflation, fake certificates and bogus institutions.

HEDD is working. As the fraudsters get exposed the levels of detected fraud will go up which will increase the awareness of fraud and the risks it represents for business. This in turn will encourage recruiters to verify every time, which means no-one will get away with fraud any more. And if no-one can get away with it, dishonest applicants won't try it and degree fraud stops. Of course it's not quite as simple in practice but the theory is well-founded.

In the US the National Student Clearinghouse covers 98% of students enrolled in American colleges and universities and carries out 3.5 million degree verification checks each year³. China, Mexico, the Netherlands, South Africa, India, Norway, Spain, Italy, Russia and other countries have systems in place and many more countries are looking at central, Government-sponsored systems. In fact a global network of organisations has been created to facilitate student data exchange across national borders, all committing to the goal of making digital student data portability happen.

Here in the UK it's clear we have a lot of catching up to do. Setting up HEDD and joining the Groningen Declaration Network⁴ to link up with partners across the globe is a great start.

More information about HEDD can be found at www.HEDD.ac.uk with a blog at www.HEDDblog.wordpress.com

³ More information about the National Student Clearinghouse is available from: <http://www.studentclearinghouse.org/about/>

⁴ For more information about student data portability see the Groningen Declaration Network website at: <http://www.groningendeclaration.org>

Higher Education Academy Employability Update



Enhancing Employability through Enterprise Education 29th May 2014

This one day HEA employability conference at Kings College London, will provide opportunities to; share best practice, develop networks, learn about support for enterprise education and hear about research and developments in this area.

Speakers include;

- Robert Canniff BIS, Assistant Director Enterprise and Financial Support. (Pathways to Higher Skills) and Chair of the BIS Enterprise Experts Group
- Heather Gibson QAA Scotland
- Stuart Anderson MBA, Prof Nigel Culkin and Prof Andy Penaluna, the authors of the recently published report *An education system fit for an entrepreneur*
- Representatives from NACUE, NCEE and EEUK
- Prof David Gibson OBE, Enterprise Educator Award winner specialising in embedding enterprise and employability
- National Enterprise Educator Award winners Neil Coles of Cardiff University and Sue Poole of Gower College Swansea
- Representatives from a number of HEIs who will share best practice

Costs and booking: £50 for individuals from HEA subscribing institutions and £100 for individuals from non-subscribing institutions. Further details of the event and how to book are available from www.heacademy.ac.uk/events/detail/2014/29_may_emp_conf

HEA workshop and seminar series: forthcoming events

- **Meeting employers needs by developing graduates as critical thinkers** 24th April 2014, Kingston University
- **Excavate to innovate: 'unearthing' students' and tutors' perceptions of employability to energise work based pedagogy** 30th April 2014, University of Northampton
- **Fit for the workplace – collaborative approaches to enhancing graduate employability in Sport** 1st May 2014, Glamorgan Conference Centre University of South Wales
- **Enhancing employability in professional doctorate in Education programmes** 7th May 2014, College Court Conference Centre, University of Leicester
- **Inspirational leaders' seminar: Huw Morris on HEAR (Higher Education Achievement Report) success at Swansea University** 20th May 2014, the Higher Education Academy, York

For details of these and all HEA events go to www.heacademy.ac.uk/events

HEA annual conference 2014, 2nd-3rd July 2014 at Aston University: Preparing for learning futures: the next ten years. Bookings are now open.

www.heacademy.ac.uk/annual-conference/booking-information #heaconf14

New Resource

Enhancing Holistic Aspects of Employability in Health and Social Care - Case Story Approach to Toolkit Resources. Available from www.heacademy.ac.uk/resources/detail/new-to-teaching/enhancing-holistic-aspects/forward