Discuss together...

What information do you use to develop your HE strategy?

#HELocalGrowth

Answers on a post it note please
Higher education and local growth

These maps are a toolkit to explore a wide selection of higher education and economic data. Interactive and detailed, they can be focused on local areas and topics of particular interest.
Local HE profiles

- Overall picture of HE in England (including HE in FE)
- Student numbers, characteristics, subjects
- Broad destinations
- Interactions with business and the community
- LEP to LEP and LEP to region comparisons
Student mobility

- Detailed to the county level of geography
- Includes six years’ worth of DLHE data
- Can be split by HEI taught/FEC taught
- Can be split by subject studied (but not industry of employment)

Oxfordshire - Where did students who study in this area grow up?
Student mobility

**Oxfordshire**: Where did students who studied in this area find employment?

**Lancashire**: Where did students who studied in this area find employment?
The rest of it

• SME collaboration

• Research

• Young Participation

• Census data maps
Scenario:

You are the HE Manager of Poppleton College, located in the Liverpool City Region LEP. Your Head of Institution has asked for you to explore the opportunities that may be available to expand your higher education offer. This will form a proposal to the Head of Institution and the Board of Governors. You should identify the opportunities and risks of expanding your offer encompassing the following areas:

- HE providers and provision in the local area
- Participation
- Student Mobility
- SME Businesses in the area
- LEP Priorities

Please discuss in your groups what the data is showing you and how you might use this to inform your proposal.
Priorities

- Health and Life Sciences
- Business Professional & Financial Services
- Creative & Digital
- Manufacturing
  - Automotives
  - Food & Drink
  - Chemicals
- Transport & storage
- Retail & wholesale
- Tourism
- Construction
- Education & Public Admin
Scenario: Liverpool City Region

- Looking at the local HE profiles, which subjects are lower than the national average?
- Will more students study there if there is more provision in those subjects?
- In neighbouring Manchester there is more business provision. Does this represent potential for collaboration, or competition?
Scenario: Liverpool City Region

• More HNDs/HNCs than the national average, does this represent a big demand or an over supply?
Scenario: Liverpool City Region

• Lots of areas of low participation (red and orange areas) in Liverpool, potential areas for outreach
Scenario: Liverpool City Region

• However, based on the GCSE results of the students in these areas, their participation is generally higher than expected, so how does that change the potential for outreach?
Scenario: Liverpool City Region

• There is currently a net flow of students leaving the area to study arts, humanities and social science subjects, of which business is one. Is that evidence to suggest that having more provision in the LEP area would change this?

• There is a net flow out of the LEP for employment, with more graduates leaving for employment then arriving. However, there are 17,000 employed graduates in the LEP region. You could compare this number to a neighbouring LEP? Is it comparable?

<table>
<thead>
<tr>
<th>Total students that studied in the LEP</th>
<th>54,050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students that grew up in the LEP</td>
<td>64,235</td>
</tr>
<tr>
<td>Net flow out of the LEP</td>
<td>-10,185</td>
</tr>
<tr>
<td>Students that grew up and studied in the LEP</td>
<td>30,440</td>
</tr>
<tr>
<td>Total students that found employment in the LEP</td>
<td>17,145</td>
</tr>
<tr>
<td>Total employed graduates that studied in the LEP</td>
<td>20,420</td>
</tr>
<tr>
<td>Net flow out of the LEP</td>
<td>-3,275</td>
</tr>
<tr>
<td>Students that studied and found employment in the LEP</td>
<td>10,500</td>
</tr>
</tbody>
</table>
What do you think?
What other data/information would help you?
Thank you for listening

www.hefce.ac.uk/analysis/maps

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