



Employability, Employer  
Engagement, Global  
Opportunities, Enterprise and  
Entrepreneurship (E3GO)  
Strategic Priorities 2022 - 2025



Keele  
University

## **Employability, Employer Engagement, Global Opportunities, Enterprise and Entrepreneurship (E3GO) Strategic Priorities 2022 – 2025**

The Future of Jobs Report from the World Economic Forum in 2022 states:

- 50% of all employees will need reskilling by 2025, as adoption of technology increases, according to the World Economic Forum's Future of Jobs Report.
- Critical thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years.
- Newly emerging this year are skills in self-management such as active learning, resilience, stress tolerance and flexibility.
- Respondents to the Future of Jobs Survey estimate that around 40% of workers will require reskilling of six months or less.

Half of us will need to reskill in the next five years, as the "double-disruption" of the economic impacts of the pandemic and increasing automation transforming jobs takes hold.

But the very technological disruption that is transforming jobs can also provide the key to creating them – and help us learn new skills.

The Forum estimates that by 2025, 85 million jobs may be displaced by a shift in the division of labour between humans and machines.

But even more jobs – 97 million – may emerge that are more adapted to the new division of labour between humans, machines and algorithms.

### **1. Introduction**

This paper sets out strategic priorities for an overarching strategy for Employability, Employer Engagement, Global Opportunities and Enterprise and Entrepreneurship. It aligns with Keele education strategy and education principles – “Reimagining Lindsay’s original vision for Keele to prepare our students for the 4<sup>th</sup> Industrial Revolution”.

### **2. Vision**

To be a pioneering higher education team, regarded as an exemplar for employer engagement, career development, global opportunities and enterprise provision for all students, both inside and outside the University

### 3. Mission

Sustainable development of best in class, local, regional, national and international employer engagement and industry relationships, tailored career development and enterprise provision, careers education, information, advice and guidance delivered via a hierarchical delivery model, smart use of data, evidence-based practice, partnerships, collaboration and co-creation.

To align Employability, Enterprise and Employer Engagement (E3) Team activities with the overarching Keele strategy.

### 4. Context

Employability, Employer Engagement, Enterprise and Global Opportunities (E3GO) and graduate outcomes are now central to higher education policy and provision. This status is reinforced by the Teaching Excellence Framework (TEF), Longitudinal Education Outcomes (LEO) Data, university league tables, and return on investment and value for money for students. It is also reinforced by the heightened obligation for students and graduates to display civic readiness and citizenship through, amongst other things, their engagement with employers and other organisations.

**Employability** Ensuring that our students and graduates develop the necessary work-related skills, personal attributes and experiences, including

international, that will allow them to compete successfully in the graduate labour market.

#### **Employer Engagement**

Working with employers to find mutual benefits. Getting employers both interested and involved in University activities.

#### **Enterprise**

Developing students and graduates who seek to achieve goals and respond flexibly to challenges; creating and implementing new ideas and new ways of doing things whether through employment, self-employment or entrepreneurship.

#### **Global Opportunities**

Encouraging students to expand their worldview and develop cross-cultural awareness and international mindedness by enhancing their understanding of different cultures, perspectives, and views.

E3GO services, Careers and Employability, Engaged and Experiential Learning, Apprenticeships, Global Opportunities and Student and Graduate Enterprise exhibit complementary roles and common propose (part-definition of a team) and see partnership working across teams as business as usual. These priorities set out a strategy that delivers an excellent student experience, leading edge employer engagement, placement learning and global opportunities, continuous improvement in key employability, apprenticeships, enterprise and global opportunities metrics and graduates fulfilling their potential by making informed, confident and articulate transitions and development into careers of choice.

## More graduates (all levels) obtaining graduate level employment, developing their apprentice roles or starting businesses

A question we must ask is how can we reduce the number of graduates in non-graduate work and better support graduates to enter graduate level work or become self-employed?

Important actions to create new graduate level opportunities include:

- **Keele Talent** - Promote Keele talent more powerfully to employers and convince them to recruit our graduates
- **New Opportunities** - Source new, local, regional, national and international opportunities for our graduates (including within SMEs) co-creating and experimenting with different forms and durations of engagement
- **Expand Horizons** - Expand the horizons of our students, promote career destinations cities beyond local and regional, giving them the confidence to seek employment further afield (e.g. a work opportunity or international experience)
- **Experiential/placement Learning** – Scale-up opportunities for experiential learning. Providing opportunities to undertake placements, micro internships, projects, challenges and research within the curriculum and in an extra-curricular way (Scaling-up paper submitted to COO May 2022).
- **Enterprise and Entrepreneurship** - Provide the opportunity for our graduates to create new economic value in the region and beyond through enterprise and entrepreneurship, and to link ‘enterprising behaviour’ to disciplines of study. Offer students facilitated bootcamps, challenge events, grants and seed funding to develop start-ups and as freelancers.

## 5. Enabling initiatives:

Experiential/Placement Learning	Evidence of work experience is attractive to recruiters. Hence, we will increase the opportunities for students to gain work experience through placements, internships, volunteering and work-based/enterprise projects in the UK and overseas.
Tailored provision	Rather than a one size fits all approach, we will implement tailored, partner and data-informed provision via productive mutually beneficial partnerships with academics and professional services colleagues. School-focused provision will be agreed and reflected in Annual School Careers, Employability, Global Opportunities and Enterprise Plans developed with academic colleagues.
Hierarchical Delivery Model	We will implement a delivery model that prioritises (1) Digital provision (2) One-to-many provision and (3) One-to-one provision

Curriculum design to nurture world class professionals	We will design an external-facing and civic curriculum, aligned with Keele's education principles, which will offer programme- based opportunities (e.g. employability, sustainability, enterprise, international awareness), preparing students for a workplace subject to disruptive technologies, and develop a co-curricular programme to complement and enhance the credit-bearing learning experience (UG and PGT).	Evidenced based, data-informed professional practice to reduce Access and Participation Plan gaps	Create a systematic and comprehensive data gathering, monitoring and evaluation process to align with APP gap priorities, league tables and the TEF. This will introduce more accountability, inform practice, inform management decisions, provide controls and enable continuous improvement.
Targeting under-achieving courses	Programmes that are under-achieving with respect to employment outcomes will receive specific support to rectify underlying gaps in programme design, learning activities, assessment types and applied learning that might be divorcing scholarship from graduate success	Employer Engagement	A sector-leading approach to employer engagement identified by the Employer Advisory Group, where many employers advise and co-create, provide internships and placements, attend School and sector-focused recruitment and placement fairs and contribute to the curriculum.  Strategically engaging apprenticeships employers in a planned and proactive fashion, using procurement frameworks and competitive tenders to tactically maximise recruitment
Support programmes for new graduates and disadvantaged students	Students about to graduate will be offered (1) Transition support (2) Immediate post-graduation support (3) Ongoing support		Increase geographically through mirroring procurement successes which yield recruitment results, particularly for open market and regional/national delivery models.

E3GO collaboration with KIITE colleagues	We will draw upon the KIITE community of educational expertise and practice and particularly the expertise of colleagues in Student Development and Digital Education to innovate and embed E3GO provision.
Communicating the E3GO strategic Priorities	Communicate to students and staff, the importance of careers, employability, global opportunities and enterprise and entrepreneurship.

Priorities are grouped into themes: Employability, Employment and Process and Communications with detail provided of how these will be operationally monitored, and also strategic performance indicators at the end of this paper. What follows is a single-page summary of priorities and key indicators divided into themes and then the priorities explained in further detail.

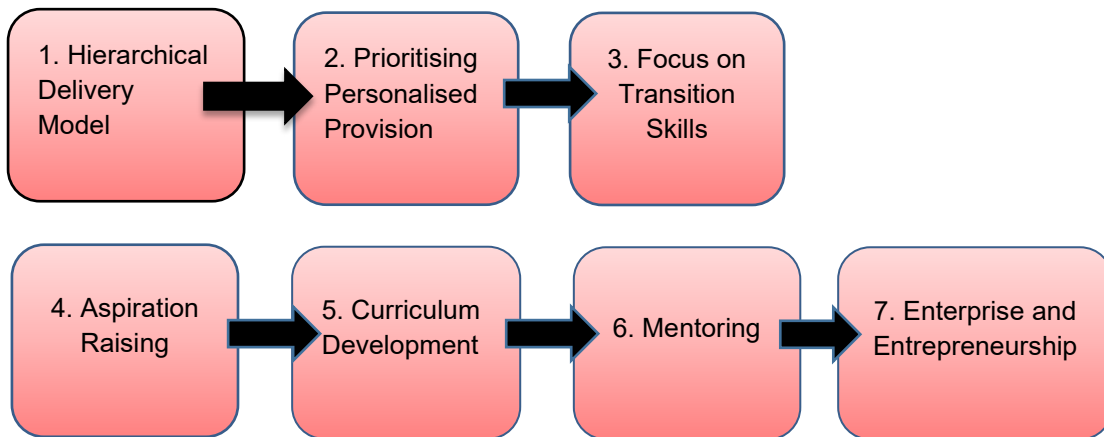
**6. Employability, Employer Engagement. Enterprise, Global Opportunities and Enterprise and Entrepreneurship (E3GO) activities will aim to align with the Keele strategic framework and education principles and will be:**

- Relevant
- Accessible
- Innovative
- Sustainable
- Effective

**7. Strategic Priorities**

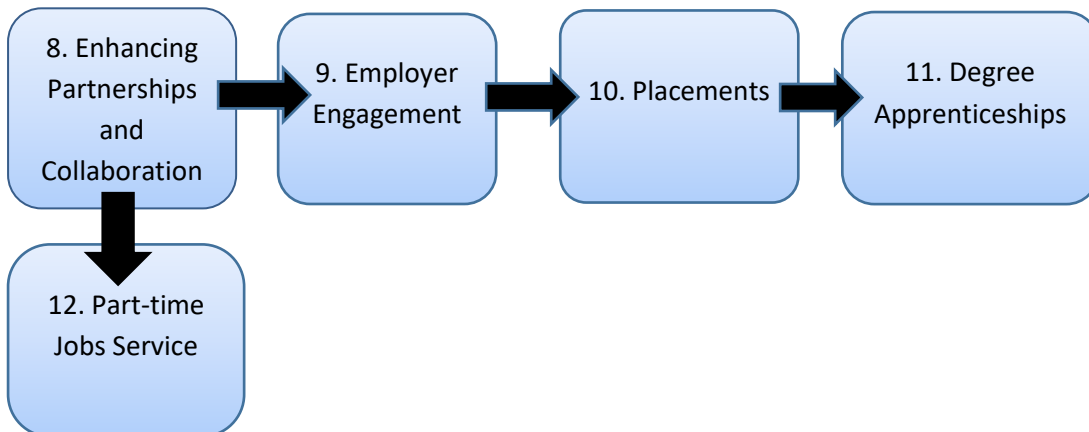
### Employability priorities

Key indicators: Increased % in students ready to engage with career management and decidedness



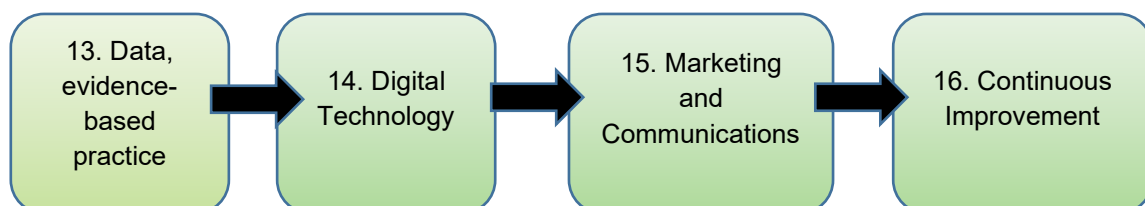
### Employment priorities

Key indicators: (1) Increased % in UK, full-time, first degree graduates obtaining employment and/or further study – “Positive outcome” and (2) Increased % of UK, full-time, first degree graduates obtaining professional and/or managerial employment – “Graduate level employment”



### Process and Communication priorities

Key indicators: (1) Success of Keele Careers Online – digital platform (2) Effectiveness of School Careers, Employability and Enterprise Plans



## 8. Strategic Priorities

### 1. Hierarchical delivery model

To deliver a hierarchical careers information, advice and guidance service delivery model based on:

- Digital interaction
- One-to-many interaction (group work) e.g. Career management modules within the curriculum
- One-to-one interaction e.g. confidential discussions

We will monitor performance by:

- Monitoring and evaluating engagement with Keele Careers Online, career development digital platform
- Monitoring and evaluating engagement with webinars delivered in-house
- Monitoring and evaluating engagement with one-to-many sessions
- Recording an increase in one-to-many sessions
- Monitoring and evaluating the usage of one-to-one sessions
- Recording an increase in the number of CV sessions conducted by the Careers and Employability CV checking team staffed by trained and supported PGT and PGR students

### 2. Prioritising Personalised Provision, reducing APP gaps

- Tailored, partner-informed provision to tackle APP gaps e.g. POLAR 4 Q1 and black student progression
- Systematic partnerships with academic and professional services
- Annual School Careers, Employability and Enterprise Plans developed with academic colleagues
- E3GO cross-functional Teams to regularly review and manage delivery in Schools and across the University
- Targeting under-performing courses
- More intensive career support for identified students – WP, disadvantaged, international etc. Plus support programmes at (1) Pre-exit (2) Immediate post-exit (3) Longer after graduation
- Co-created curriculum

We will monitor performance by:

- Monitoring and evaluating the effectiveness of School Careers, Employability and Enterprise Plans
- Monitoring and evaluating the effectiveness of School Career Planning Guides
- Monitoring and evaluating the effectiveness of targeted programmes of support for disadvantaged students e.g. Keele Connector Programme, UpReach and pre and post exit programmes etc.
- Monitoring and evaluating the effectiveness of targeted support for under-performing courses
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year



### 3. Focus on Transition Skills

- Many students starting first year studies have not had a careers discussion with a careers professional in school/college prior to starting their programme. We will therefore engage students with core career development support e.g. CareerHub, career registration, careers education modules, enterprise sessions and services at the Careers and Employability Centre etc. This should include Career Planning within a structured induction process, beginning with Career Registration and the CareerEdge survey, undertaking placements and paid work, making high quality applications to graduate schemes and considering business start-up.
- Keele Careers Online will provide students with 24/7 access to career development resources including local, regional, national and international placement and job vacancies

We will monitor performance by:

- Monitoring and evaluating the effectiveness of School Careers, Employability and Enterprise Plans
- Monitoring and evaluating engagement with Keele Careers Online and careers registration.
- Recording an increase in the number of CV, applications and interview sessions conducted with first year students and other years
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment

### 4. Aspiration Raising

- Encouraging and supporting students to develop social capital/networks and fulfil their career potential.
- Supporting them in constructing a career plan.
- Ensuring that they are aware of graduate employment and enterprise opportunities including elite graduate programmes e.g. via the UpReach programme.
- Acknowledging the change in the way in which patterns of work have evolved with the move to working from home and travelling into cities for part of the week. Promoting opportunities beyond Staffordshire – local to international

We will monitor performance by:

- Monitoring and evaluating the effectiveness of sessions designed to enhance social capital e.g. Creating a LinkedIn profile
- Monitoring and evaluating the effectiveness of School Careers, Employability and Enterprise Plans
- Monitoring and evaluating the effectiveness of School Career Planning Guides
- Monitoring and evaluating engagement with Keele Careers Online, a new licenced career development digital platform which provides access to job vacancies across the UK and overseas
- Evaluating the effectiveness of the Careers Fair and number of employers who offer job vacancies beyond Keele
- Recording an increase in % of graduates obtaining positive outcomes
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year

## 5. Curriculum Development

- Working in expert teams, to include KIITE teams, to take a proactive approach to co-create and co-deliver career management modules with academic and employer partners
- Development of careers consultant curriculum specialists
- Working to ensure the effectiveness of Global Challenge Pathways
- Continue to licence a sector-leading digital platform (Keele Careers Online) to provide students with 24/7 access to career development resources including local, regional, national and international placement and job vacancies

We will monitor performance by:

- Monitoring and evaluating the effectiveness of partnerships with academic and employers via module evaluation and via School Careers, Employability and Enterprise Plans
- Monitoring and evaluating usage of and engagement with Keele Careers Online
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year

## 6. Mentoring

- Develop a more consistent approach to mentoring and networking and messaging about the value and place of mentoring within career planning and management. This should include mentoring through Keele Connect, informal mentoring and networking.

We will monitor performance by:

- Recording the increase in mentoring relationships
- Monitoring and evaluating the effectiveness of mentoring relationships
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment

## 7. Student and Graduate Enterprise

- Develop a consistent approach and offer to support Student and Graduate Enterprise, building on the work already undertaken by SKE and ERDF funding. This should include high profile and ongoing student and graduate communication and student facing resource
- Focus on encouraging students to consider freelancing
- Offer incubation and growth support

We will monitor performance by:

- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year

## 8. Enhancing Partnerships and Collaboration

- We will develop and sustain partner-informed provision and productive mutually beneficial relationships.
- Systematic partnerships with academic and professional services colleagues to leverage affinity between students and their course and students and their academic lecturers/tutors
- Co-create School Careers and Employability Plans, collaborate with and support academic Careers/Employability Leads/Champions
- Systematic partnerships with employers
- Systematic partnerships with alumni
- Systematic partnerships with strategic partners e.g. other universities, FE Colleges etc.

We will monitor performance by:

- Monitoring and evaluating the effectiveness of relationships with employers
- Monitoring and evaluating the effectiveness of strategic relationships with for example LEPs, Chambers of Commerce, Federation of Small Businesses, Institute of Directors etc.
- Monitoring and evaluating the effectiveness of relationships and partnerships within KIITE
- Monitoring and evaluating the effectiveness of School Careers, Employability and Enterprise Plans
- Monitoring and evaluating the effectiveness of School Career Planning Guides
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year

## 9. Employer Engagement

- A sector-leading approach to employer engagement where many employers provide internships and placements, attend School and sector-focused recruitment and placement fairs and contribute to the curriculum.
- Developing a focused employer engagement resource within C&E to secure internships, placements and employer led projects, account managing employer relationships informing, curriculum development and the guidance process
- Produce focused Careers and Employability (Graduate Talent) marketing setting out Keele students and graduates EDI profile, ensuring that this recruitment imperative is addressed for large graduate recruiters
- Sustaining the Employer Advisory Group – critical friend

We will monitor performance by:

- Creating an employer engagement plan and monitoring and evaluating its' effectiveness
- Evaluating the effectiveness of the Employer Advisory Group
- Monitoring and evaluating how many new employers engage with Keele e.g. attend the Careers Fair, post vacancies, deliver presentations etc.
- Monitoring and evaluating the effectiveness or employer contributions to the curriculum and other programmes e.g. apprenticeships

## 10. Placements/Experiential Learning – Centrally Managed, Locally Delivered

- Keele has committed that all programmes will include the option of a placement/experiential learning
- To manage scale-up of placements provision including the code of practice
- To implement a scale-up plan - substantially grow, oversee, risk-manage and quality assure student placements by supporting and having oversight, via an oversight group, of Faculty placement growth
- To work with KIITE colleagues and others to integrate placements-into the curriculum and develop extra-curricular provision
- To optimise opportunities for placements via the successful management of the contract with Santander and KRISP etc.

We will monitor performance by:

- Producing a placements plan and a supporting a revised code of practice
- Monitoring and evaluating the effectiveness of the plan and code
- Recording the growth of placement numbers
- Monitoring and evaluating the development of placements in Schools and subjects where there is a history of limited or no placements
- Monitoring the performance of KRISP and other funded programmes
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment
- Recording % of students reporting improved career prospects

## 11. Development of Degree Apprenticeships

Via a dedicated team to proactively manage the strategic growth and, in partnership with academic and professional services colleagues, manage operational administration and delivery of the portfolio of degree apprenticeships.

We will monitor performance by:

- Via the oversight and governance provided by the Apprenticeships Management Group
- Working to the apprenticeships business plan

## 12. Establishing a high-profile part-time jobs service

- To develop, possibly in collaboration with the Students Union, a part-time jobs service including a vacancy portal for internal and external clients
- We will use this service to connect job vacancies directly to our students thus improving employability and their chances of securing graduate level employment

We will monitor performance by:

- Monitoring engagement with the vacancy portal
- Evaluating student and employer satisfaction with the portal
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and further study
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year
- Monitoring the student retention rate and observing an increase

### 13. Focusing on Data Informed, Evidence-based Practice

- Create a revised, systematic and comprehensive data gathering, monitoring and evaluation process to align with league tables and the TEF.
- This will introduce more accountability, inform practice, inform management decisions, provide controls and enable continuous improvement.
- This will include annual institutional Career Registration and Graduate Outcomes Survey.

We will monitor performance by:

- Monitoring and evaluating the effectiveness of School Careers, Employability and Enterprise Plans and particularly how career registration data and graduate destinations data has informed the plans School by School
- Monitoring and evaluating the effectiveness of meetings with Deans of Faculty and School Heads of Department and how data has informed these discussions
- The quality of Subject Level TEF narratives
- Monitoring and evaluating perceptions of enhanced professional practice by careers consultants

### 14. Digital Technology

- Optimal use of digital technology that informs professional practice, offers students and other partners choices to engage with support, and encourage and facilitate flexible learning.
- Creation of a digital platform enabling students to reflect, record and curate career and personal development activities?
- Delivery of in-house developed webinars

We will monitor performance by:

- Monitoring and evaluating engagement with Keele Careers Online, a new licenced career development digital platform which provides access to job vacancies across the UK and overseas
- Monitoring and evaluating engagement with webinars delivered in-house
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year

## 15. Communicating the Employability, Employer Engagement and Enterprise message

- Making a priority of positioning and communicating professional careers, employability, enterprise, personal and professional development assertively across the University.
- Promoting an aspirational and stretch (“I can”) culture.
- Career success becomes a self-fulfilling prophecy.

We will monitor performance by:

- Monitoring the effectiveness of targeting hard copy and digital campaigns at key stake holders e.g. students, graduates, employers, staff, policy makers and monitoring and evaluating engagement levels
- Monitoring the effectiveness of using PC screen savers across campus and promoting messages about events, opportunities and services
- Monitoring the effectiveness of developing and communicating successful Keele case studies

## 16. Continuous Improvement

- Commitment to quality and continuous improvement, using best in class external quality assurance methods and standards, to offer expert and excellent provision and to provide professional stretch.
- To achieve MATRIX accreditation alongside AGCAS quality standards and Enterprise Educators UK measures to provide context and a measure of quality and practice.
- Proactively submit proposals for awards e.g. THE and AGCAS as a way of receiving external validation if shortlisted or winning

We will monitor performance by:

- Adopting the AGCAS quality framework
- Achieving the Department for Business, Energy and Industrial Strategy (BEIS) MATRIX quality standard
- Benchmarking our provision and approach with a benchmark group that includes UK and overseas universities
- Recording an increase in % of graduates obtaining positive outcomes including graduate level work, postgraduate study and self-employment
- Recording an increase in % of students reporting improved career readiness in the penultimate and final year

## **Apprenticeships Priorities**

### **Recruitment and portfolio development**

Strategically engaging employers in a planned and proactive fashion, using procurement frameworks and competitive tenders to tactically maximise recruitment

Increase geographically through mirroring procurement successes which yield recruitment results, particularly for open market and regional/national delivery models.

Proactively develop programmes through market analysis and alignment with the University's portfolio development, in a space where much development is currently in response to the needs of Trusts. Increase the general cross-sectoral offer and capitalize on key institutional strengths and USPs.

Working proactively with Faculties – across educational levels – to strategically develop provision aligned to growth

Develop progression routes, through University provision and linking with external providers.

Dedicated contract manager for every employer and develop clear protocols and processes to manage satisfaction.

Inform curriculum and programme design through employer connectivity, horizon scanning and trend analysis.

Mandate an employer-engaged approach to programme design and review

### **Compliance**

Gear operational process and policy to timely completion and ensuring EPA (End Point Assessment) is completed and planned from the outset.

Mandate at least 3 tripartite reviews per year – tracked in the Aptem system.

Ensure timely 20% OTJ monthly monitoring

Limit risk by ensuring real time accurate data for ILR return by creating effective, embedded and systemized processes

Ensure that every apprentice has a dedicated Work Based Learning Officer or Academic equivalent who is named in their commitment statement and accountable for monitoring progress.

Manage and monitor through Programme and School level Collaboration Agreements and agreed processes, the provision across the University, with clear quality and performance expectations

Compliance reporting through Operations Group and quarterly reporting and oversight Apprenticeships Management Group.

Digitally embed induction in Aptem to act as a consistent start point for all apprentices and use Aptem to support referral to wider support.

Further personalize and increase the use of Aptem beyond a compliance mechanism to better reflect individual programme requirements and incorporating Ofsted expectations such as British Values, Safeguarding etc.

### **End Point Assessment**

Develop an independent EPA infrastructure and seek to integrate EPA expertise, from Industry experts, as casual KIITE staff.

Embed integrated EPA as a planned and properly costed process as part of the programme approval approach.

### **Performance management and reporting**

Apprenticeship Management Group will receive quarterly reports on occupancy and attrition.

The Head of Apprenticeships will be accountable for an annual report on the University's provision, routed through AMG to Senior Managers and Governors.

Development and annual review of a Code of Practice for Apprenticeships and End Point Assessment to be reviewed annually.

Annual review of the Apprenticeships Business Plan to incorporate performance trends, new programme developments and to manage income and resource risk areas.

### **Performance metrics:**

- Recruitment to Business Plan Target in terms of a) annual income and b) headcount by programme with the achieving income targets as a portfolio whole taking primacy.
- To maintain high standards set in the Ofsted New Provider Monitoring Visit to achieve a minimum of a *Good* outcome, target *Outstanding* at Full Inspection.
- Achieve a baseline level of completion across the portfolio of 83% (reflective of a 6% annual attrition level applied across a practical duration of 3 years). National performance measures due in April 2022 may supersede this measure. Programme level KPIs and benchmarking groups are to be set by AMG.
- Maintain 'Excellent' rating on the government provider website, managing apprentice and employer experience through twice yearly surveying.
- Target 100% compliance performance from 2021 starts through effective management and reporting against processes, achieving below the 5% query rate at ESFA Monitoring Visit.
- Seek to increase cohort value by employer to shift efficiency from a ratio of employers to apprentices of 1:4.



## Strategic performance indicators

Employability <sup>1</sup>	2022	2025
% of students ready to engage with career management and career decidedness: <b>Decide stage (at start of year)</b> I am not ready to start thinking about my career yet I have no career ideas yet but want to start thinking I have some ideas about my career, and I am ready to start planning <b>Compete stage (at start of year)</b> I am ready to apply for graduate level/professional opportunities I am ready to apply for further study I have been applying for opportunities and have not been successful	50-60% at this stage in <u>first year</u>  25-35% at this stage in <u>first year</u>	10-20% in this stage in <u>final year</u>  75% in this stage in <u>final year</u>
<b>Employment<sup>2</sup></b>		
% of UK, full-time, first degree graduates obtaining employment and/or further study – “Positive outcome”	UK 93.1%, Keele Peer 95.8% Keele 96.1%	0.5% increase per year = 1.5% increase by 2021
% of UK, full-time, first degree graduates obtaining Professional and/or managerial employment – “Graduate level employment”	UK 73%, Keele Peer 80.1%, Keele 82.1%	1% increase per year = 3% increase by 2021
<b>Enterprise<sup>3</sup></b>		
% of graduates starting a business/being self-employed after graduation	UK 4.2%	Achieve UK average %
<b>Placements</b>		
% of students experience with an employer	Mixed UG completion rates between subjects	50% of UG students completing a placement

<sup>1</sup> Source: Careers Registration data. AGCAS First Year Careers Readiness Survey 2017

<sup>2</sup> Source: Destinations of Leavers from Higher Education Survey and Graduate Outcomes Survey (2019 onwards)

<sup>3</sup> Source: HESA website - <https://www.hesa.ac.uk/news/20-07-2017/graduates-employment>