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What do graduates do?

2018/19

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INSIGHTS AND ANALYSIS FROM THE UK'S LARGEST HIGHER EDUCATION SURVEY

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Welcome

to What do graduates do? 2018/19

What do graduates do? is an essential resource for anyone wanting to understand the graduate labour market and the outcomes of UK first-degree graduates six months after finishing university. It takes an in-depth look at HESA's Destinations of Leavers from Higher Education (DLHE) survey, which provides a comprehensive picture of graduate activity post-graduation.

This publication provides facts, context and insights from careers experts to answer important questions about the prospects for graduates after completing their studies.

We open with our employment overview from Dr Charlie Ball, which provides insight into the 2018 graduate labour market and predictions for the future of the UK economy.

This is followed by a breakdown of graduate destinations by subject area, with details of the industries and occupations these graduates entered. Complementary articles written by AGCAS-member careers and employability professionals are also featured, which provide context to this data. An explanation of the data can be found on page 6.

A digital copy of this publication can be found on Prospects Luminate – our online resource for data, trends and insights into the graduate and student labour market.

The survey

Graduate destination surveys are a longstanding method of assessing employment trends.

The DLHE survey takes place six months after graduation, and in 2017 it received 254,495 responses (77.3% of the total cohort), which we can use to build a reliable picture of graduate activity. Although DLHE can help answer the who, what, when and where questions, it doesn't provide concrete evidence of why graduates make their career choices. It's therefore important that sector bodies, careers professionals and graduates and parents work together to identify and understand the why factors.

While 2017 was the last year for DLHE data collection, this will be replaced with HESA's new Graduate Outcomes survey. The major change will be the shift to collecting data 15 months after graduation, to better represent graduate destinations.

Contributors from Prospects/HECSU and AGCAS have collaborated to create the best source of information about graduates and their employment outcomes, and the information will be valuable for the next generation of graduates who wish to understand the nature of the labour market they are preparing to enter.

Laura Greaves – Editor

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Luminate

A fresh voice for the sector

Luminate is an online resource for student and graduate labour market information, featuring advice, views and trends. Luminate dissects the latest research, making it easier to apply and use in a work context.

Luminate is aimed at careers advisers, recruiters, employers and anyone interested in labour market information.

For the latest insights, events and reports, sign up to our monthly newsletter at **luminate.prospects.ac.uk**

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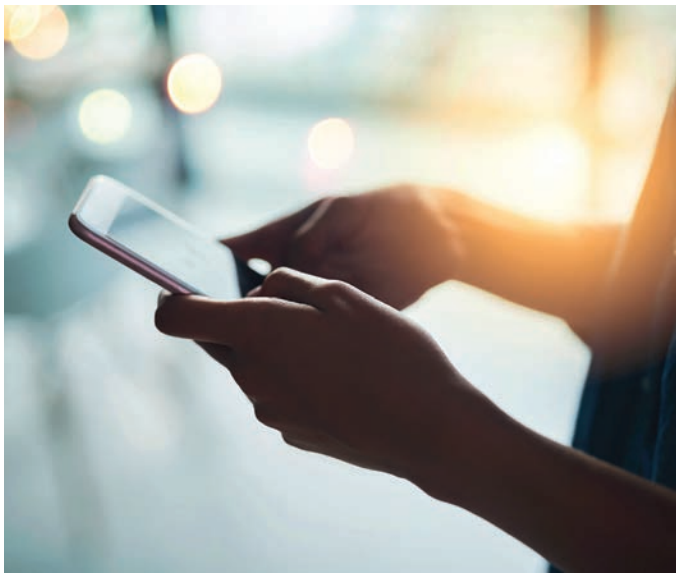
What do graduates do? 2018/19



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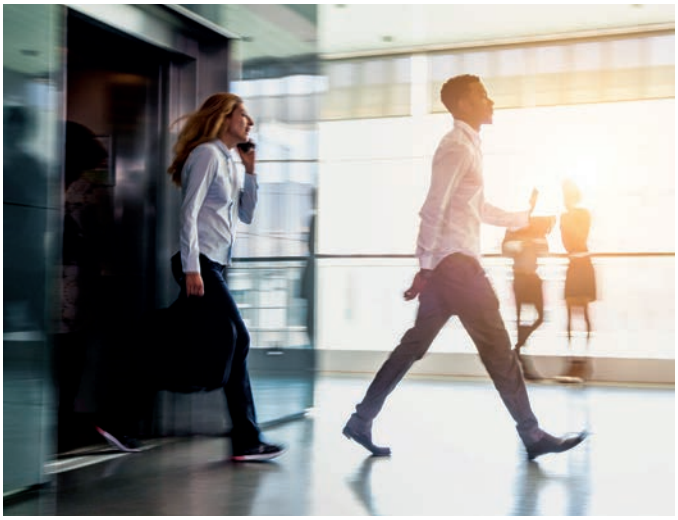


INTRODUCTION

Type of work data explained

Respondents to the DLHE survey are asked to give their main job title and a brief description of their role. This information is used to derive their Standard Occupational Classification (SOC 2010 (DLHE)). These SOC 2010 (DLHE) codes are used to calculate the types of work categories used in *What do graduates do?* The change to SOC 2010 (DLHE) was only introduced for the 2011/12 survey onwards and comparisons cannot be made with data prior to 2011/12.

The Standard Occupational Classifications 2010 (DLHE), which are under each type of work category, are described below.

Managers
Chief executive officers and senior officials / Senior officers in protective services / Financial institution managers / Advertising and marketing directors / Managers and directors in transport and logistics, retail and wholesale / Managers and proprietors in agriculture, hospitality and leisure, health and care services and other services / Property, housing and estate managers / Research and development managers / Production and functional managers

Health professionals
Medical practitioners / Nurses / Midwives / Paramedics / Pharmacists / Dental practitioners / Ophthalmic opticians / Medical radiographers / Physiotherapists / Occupational or speech and language therapists / Podiatrists / Other health associate professionals

Education professionals
Teaching professionals in higher education, further, secondary, primary and nursery education and special needs education / Senior professionals in educational establishments / Education advisers and school inspectors / Other educational professionals

Legal, social and welfare professionals
Barristers and judges / Solicitors / Legal associate professionals / Other legal professionals / Clinical, education and occupational psychologists / Counsellors / Probation officers / Social workers / Youth and community workers / Child and early years officers / Housing officers / Welfare and housing associate professionals / Clergy

Science professionals
Chemists / Biologists / Physicists / Physiologists / Geophysicists / Geologists and meteorologists / Social and humanities scientists / Bacteriologists, microbiologists / Biochemists, medical scientists / Other natural and social science professionals

Engineering and building professionals
Civil, mechanical, electrical, electronics engineers / Design and development engineers / Production and process engineers / Architects, town planners and surveyors / Construction project managers and related professions

Information technology (IT) professionals
IT specialist managers / IT project and programme managers / IT business analysts, architects and systems designers / Programmers and software development professionals / Web design and development professionals / IT technicians / Other IT and telecommunications professionals

Business, human resources (HR) and finance professionals
Actuaries, economists and statisticians / Management consultants and business analysts / Chartered and certified accountants / Estimators, valuers and assessors / Brokers / Insurance underwriters / Finance and investment analysts and advisers / Taxation experts / Financial and accounting managers and technicians / HR and industrial relations officers / Vocational and industrial trainers and instructors

Marketing, public relations (PR) and sales professionals
PR professionals / Buyers and procurement officers / Business sales executives / Marketing associate professionals / Estate agents and auctioneers / Sales accounts and business development managers / Conference and exhibition managers and organisers

Arts, design and media professionals
Journalists / Artists / Authors, writers and translators / Actors, entertainers and presenters / Dancers and choreographers / Musicians / Arts officers, producers and directors / Photographers, audio-visual and broadcasting equipment operators / Graphic designers / Commercial artists / Interior designers / Industrial designers / Textile, clothing, furniture and jewellery designers / Other design occupations / Clothing advisers, consultants

Other professionals, associate professionals and technicians
Conservation and environment professionals / Media and other researchers / Librarians, archivists and curators / Quality control and regulatory professionals / Laboratory technicians / Science, engineering and production technicians / Draughtspersons and related architectural technicians / Protective service occupations / Sports and fitness occupations / Aircraft controllers and aircraft pilot and flight engineers / Careers advisers and vocational guidance specialists / Public services professionals

Childcare, health and education occupations
Nursery nurses and assistants / Childminders / Playworkers / Teaching assistants / Educational support assistants / Animal care and control occupations / Nursing auxiliaries and assistants / Dental nurses / Care workers and home carers / Other caring personal services

Clerical, secretarial and numerical clerk occupations
National and local government administrators / Bookkeepers, payroll managers and wages clerks / Bank and post office clerks / Other financial administrators / Records clerks and assistants / Pensions and insurance clerks and assistants / Stock control and transport and distribution clerks and assistants / Library clerks and assistants / HR administrators / Sales administrators / Office managers / Medical, legal and other secretaries / Personal assistants / Receptionists

Retail, catering, waiting and bar staff
Sales supervisors / Sales and retail assistants / retail cashiers and checkout operators / Customer service managers and supervisors / Kitchen and catering assistants / Waiters and waitresses / Bar staff / Leisure and theme park attendants

Other occupations
Farmers / Gardeners and landscapers / Groundsmen and greenkeepers / Metal machining, fitting and instrument making trades / Vehicle trades / Electrical and electronic trades / Plumbers, carpenters and joiners / Bricklayers / Painters and decorators / Textile and garment trades / Printers / Food preparation occupations / Catering and bar managers / Florists / Glass, ceramics and furniture makers / Sports and leisure assistants / Travel agents / Air and rail travel assistants / Hairdressers and beauticians / Housekeepers / Pharmacy and other dispensing assistants / Sales related occupations / Merchandisers and window dressers / Call and contact centre occupations / Market research interviewers / Process, plant and machine operatives / Assemblers and routine operatives / Construction operatives / Road transport drivers / Other drivers and transport operatives / Farm and forestry workers / Postal workers and mail sorters / Cleaners and domestics / Security guards / Other elementary occupations

Unknown occupations
Graduates who indicated that they were in employment in the UK but the occupational information provided was inadequate for coding purposes

INTRODUCTION

Survey response data explained

These 'data explained' pages will show you how we have derived our findings from HESA's DLHE data, in the hope that anyone will be able to recreate the figures should they wish. Each page is split into two sections:

Survey response is at the top of the page and details the outcomes, type of course studied by those in further study, training or research and for each subject data page, examples are provided of specific courses that 2016/17 graduates were studying at the time of the survey.

Type of work – for those in employment in the UK, this details the graduates who were employed in the type of work categories, developed by HECSU, as percentages of the total of graduates working in the UK. For each subject page, examples are provided of specific job titles and employers that 2016/17 graduates were working for at the time of the survey.

OUTCOMES

These are based on the activities that graduates who responded said they were doing at the time of the survey:

Working full time in the UK
Includes those listing their activity as working full time, including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship in the UK

Working part time in the UK
Includes those listing their activity as working part time, including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship in the UK

Working overseas
Includes those listing their activity as in full-time or part-time work, including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship, overseas

Working and studying
Includes those listing their main activity as working full time or part time and their other activities included full-time or part-time study, training or research and those listing their main activity as in full-time or part-time study, training or research, and their other activities included working full time or part time, in the UK or overseas

In further study, training or research
Includes those listing their activity as either in full-time or part-time study, training or research in the UK or overseas

Unemployed, including those due to start work
Includes those listing their activity as unemployed, and looking for work or those due to start work in the next month

Other
Includes those taking time out in order to travel or doing something else

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

This section provides a breakdown of the courses studied by graduates who were in further study, training or research, presents the percentages of graduates who were in further study and were studying for one of the following:

Doctorate (e.g. PhD, DPhil, MPhil)
Includes those who were in further study, training or research for a 'Higher degree, mainly by research (e.g. PhD, DPhil, MPhil)'

Masters (e.g. MA, MSc)
Includes those who were in further study, training or research for a 'Higher degree, mainly by taught course (e.g. MA, MSc)'

Postgraduate qualification in education
Includes those who were in further study, training or research for a 'Postgraduate diploma or certificate (including PGCE)' and were studying a subject in education

Other postgraduate diplomas
Includes those who were in further study, training or research for a 'Postgraduate diploma or certificate' but were not studying a subject in education

Professional qualification
Includes those who were in further study, training or research for a 'Professional qualification (e.g. Legal Practice Course, Chartered Institute of Marketing)'

Other study, training or research
Includes those who were in further study, training or research for a 'First degree (e.g. BA, BSc, MEng etc.)', 'Other diploma or certificate', 'Other qualification', 'Not aiming for a formal qualification' or 'Unknown'

Please note – you can only compare this year's data to the last three years' data. Due to rounding of percentages to one decimal place on all data pages and first destination tables in subject editorials, the percentages may not equal 100.0 % when added together. All numbers used on these pages, where they refer to people, are rounded to the nearest five in accordance with HESA's data reporting requirements.

INTRODUCTION

The graduate labour market in 2018

CHARLIE BALL Head of higher education intelligence, Prospects/HECSU

For the UK, 2017 was a politically disruptive year. The government triggered Article 50 of the Lisbon Treaty at the end of March – giving notice that the UK would withdraw from the European Union – and then called a general election, which unexpectedly resulted in a hung parliament and a weakened government preoccupied by Brexit.

As 2018 continues, little has changed. The process of Brexit has become bogged down by internal political wrangling and business uncertainty is heightened by the unclear direction of domestic and global trade policies, with protectionism and trade barriers becoming more prominent. Despite all this, as in 2017, the UK graduate labour market is yet to have experienced any deep and significant impact from Brexit or from international trade disputes.

Graduate outcomes from 2016/17

The graduate labour market remains robust and by some measures is as strong as it has been for some time. FIG.1

UK-domiciled graduates received 329,325 first degrees in 2017. While this is an increase of 4% compared to 2013 levels, the figure falls well below the 2014 peak in graduate numbers.

The employment rate has risen from 74.2% to 76.6% – meaning that 4,540 more first-degree graduates (184,295) were known to have found jobs in the UK. Also, 73.9% of employed graduates were in professional-level roles, up from 71.4% in 2015/16, meaning that the number of graduates in professional employment rose by 7,895 from last year.

Unemployment, meanwhile, fell further to 5.1%. It has not been lower than this for 39 years, when the early graduate unemployment rate stood at 4.9% for graduates from the 1977/78 academic year.

A crucial feature of the 2015/16 data was a sharp rise in further study, particularly in those taking a Masters. This is likely to be due to the introduction of the postgraduate loans system and this rise continued for 2016/17 graduates. It was revealed that 41,005 first-degree graduates went straight into further study after graduating, up from 39,135 in the previous year.

Types of jobs

The share of the market taken by professional-level jobs increased again, with 73.9% of employed graduates recorded as being in professional-level positions six months after graduating – equating to 7,895 more graduates than in 2015/16. Nursing was by far the largest gainer, with 1,785 more graduates working as nurses compared to last year. Other occupations seeing large rises included software developers, marketers, management consultants, midwives, artists, photographers, niche or specialist engineers, business project managers, sports coaches, paramedics and housing officers.

> THE GRADUATE LABOUR MARKET REMAINS ROBUST AND BY SOME MEASURES IS AS STRONG AS IT HAS BEEN FOR SOME TIME

However, again the data revealed significant falls in the number of new first-degree graduates entering teaching roles in 2017/18. Also falling were graduate entrants to roles in graphic design, public relations (PR), journalism, youth work and probation. Surveying also saw another fall, despite the industry suffering one of the most severe occupational shortages in the UK.

Occupational shortages have been a feature of the graduate labour market since the recovery from the last recession began in earnest, and 2018 has seen more warnings about their effect on the wider UK economy. Dr Adam Marshall, director general of the British Chambers of Commerce, warned at the start of the year that 'labour and skills shortages

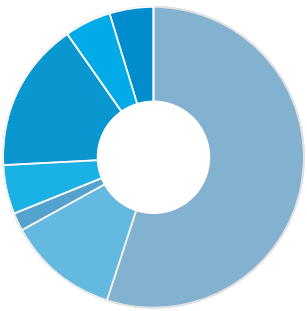
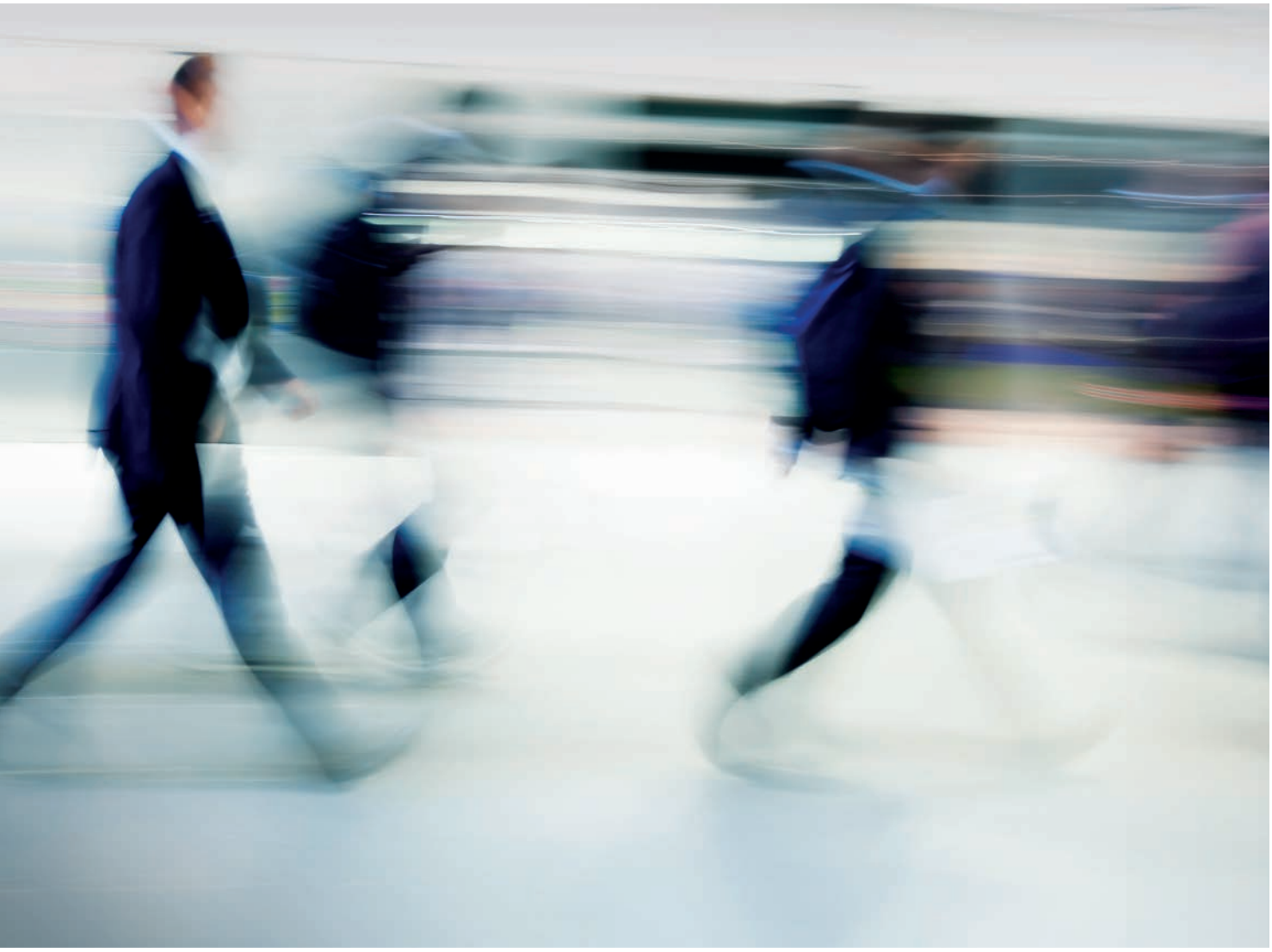


FIG.1 OUTCOMES FOR FIRST-DEGREE GRADUATES FROM 2016/17 AFTER SIX MONTHS

Working full time in the UK	55.2%
Working part time in the UK	11.9%
Working overseas	1.8%
Working and studying	5.4%
Further study	16.1%
Unemployed, including those due to start work	5.1%
Other	4.5%



are set to be the biggest potential drag anchor on business in 2018, since ultimately it is people that make businesses work.' Their *Quarterly Economic Survey* (QES), published on 10 January, reported that 71% of firms in the service sector attempting to recruit in 2017 had experienced difficulty. The most difficult roles to recruit were managerial and professional – graduate jobs, in other words.[1] In July 2018, Marshall continued his warnings, stating that 'the availability of skilled staff remains the biggest issue that firms face'.[2]

Meanwhile, the Bank of England has also kept up a steady drumbeat of concern about the availability of graduates, counselling in their *Agent's summary of business conditions for Q2 2018* that 'Recruitment difficulties remained elevated and were widespread across sectors and job roles. There was a growing number of reports of vacancies taking longer to fill, and in a small number of cases labour shortages were constraining headcount growth. This was particularly the case where skill shortages were most acute, e.g. construction trades, drivers, specialist engineering and information technology (IT).'[3] With the exception of drivers, these shortages are almost all at graduate level.

This may have helped to fuel a modest rise in the average starting salary for graduates, up 2.9% from £21,776 to £22,399. All regions of the UK saw a rise, with the Midlands, East of England and Northern Ireland seeing the largest percentage increases.

A shortage of graduates also appears to have helped to boost the proportion of graduates entering professional employment in each subject – almost all the subjects covered in *What do graduates do?* saw a rise. More graduates in shortage subjects, such as IT and engineering, went into their vocationally-linked roles as a result, and others in areas where employers have registered concern, such as accountancy and marketing, showed the same pattern.

There were also some interesting changes to the balance of occupations that could be linked to occupational shortages – maths graduates entered shortage areas of IT engineering in larger numbers instead of business services roles, and more physics graduates entered IT. The rapidly-growing marketing industry proved much more popular this year with geography and English graduates. This was not uniform though – sought-after architecture graduates were less likely to enter engineering and building roles than last year and more likely to work in financial services.

Industry data

Nearly one in five graduates (18.9%) were working in the health industry. Despite 12.8% working in the retail sector, about two thirds of these jobs were below professional level, meaning this industry is by far the largest employer of graduates not in professional employment. Just over a tenth (11.6%) were working in education, with primary education and universities themselves the largest employers. Business support accounted for 9.4% and manufacturing was 6.2%. Local and central government, specialist IT firms and consultancies, banking, social work, advertising, law, accountancy, secondary teaching, engineering consultancy, recruitment, pharmacies and dispensing chemists and design agencies also all employed at least 1,500 graduates last year.

There are also longstanding and persistent concerns about skills mismatch and the underutilisation of graduates. More working graduates were on permanent, full-time contracts after six months (61.3%) and fixed-term contracts of at least 12 months held steady, but more graduates were on zero hours contracts – up to 4% of the employed, from 3.6% last year. This does not represent a large proportion of graduate employment, but its growth should be monitored. Most graduates on zero hours contracts were in non-graduate jobs in the retail and service industries, but nearly a quarter (23%) were in professional-level jobs across a range of industries.

Where do graduates work?

Data also suggests that the graduate labour market is becoming more urban. The proportion of graduates starting their career in London increased again to 22.4% of all graduates – 41,290 graduates found jobs in the capital, with 6,080 of these in Westminster alone, 4,065 in the City of London and 3,490 in the London Borough of Camden. All the major metropolitan areas (with the exception of West Yorkshire, where numbers held steady) saw rises in the number of graduates and the proportion working in the UK outside large metropolitan areas fell from 59% to 58.5%. Birmingham, Manchester, Leeds, Liverpool, Sheffield and Newcastle all saw rises in the number of graduates starting their careers in the city, with Cardiff, Belfast, Nottingham, Hull and especially Bristol also seeing increases in employment. Areas such as Kent, Northamptonshire, Staffordshire and Cornwall saw falls in the number of graduates moving there to start their careers. This has encouraged fears for the prospects of graduates outside growing urban areas and the support they can access to help them find work.

Outside London, the top locations for graduate employment are shown below, all employing at least 3,000 new graduates. FIG.2 Hampshire, Edinburgh, Tower Hamlets, Essex, Lancashire, Liverpool, Bristol, Belfast, Southwark, Oxfordshire, Sheffield, Cardiff, Cambridgeshire, Islington, Newcastle, Nottingham, West Sussex, Gloucestershire and Leicester all also employed at least 1,500 new graduates last year.

Looking forward

Last year's picture was of economic disruption and uncertainty. This is reinforced for 2018, but despite the unclear picture in 2017 the graduate labour market has remained robust.

The threat of trade wars, the need to finalise Brexit and the long-term lingering spectre of automation and mass disruption of the labour market all persist. Although views on the specifics differ, most authorities coalesce around a prediction of continuing modest economic growth in 2018 and the robust graduate labour market strengthening further, albeit modestly. All things remaining equal, this attitude points to the likelihood of a good graduate labour market persisting, but uncertainty and risk are currently high and the fact that this has not yet led to a downturn in graduate employment does not mean it will forever.

However, long-term trends strongly suggest that even if there are shocks in store for the UK economy, graduates are well-placed to weather them and the graduate labour market is not likely to suffer lasting damage. Some trends, particularly the apprenticeship agenda, may have more of an impact on the graduate economy, but this is unlikely to impact young people in any way other than to give them more options to enter good quality employment.

In the medium term, the UK expects falling numbers of 18 year olds year-on-year well into the next decade. This, coupled with increasing demand for shortage occupations at graduate level, is likely to keep graduate prospects buoyant. Graduates – particularly those in industries vulnerable to change, without clear vocational options, or in areas with weak labour markets – will require support and need to show adaptability and resilience to deal with the change that is now a constant feature of modern careers, but the evidence suggests they will be able to cope.

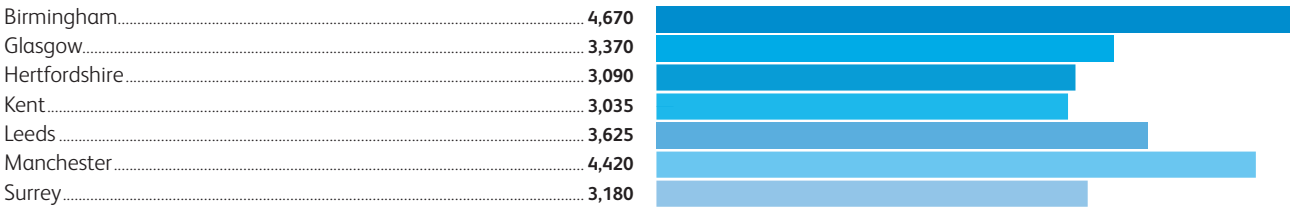
References

1. British Chambers of Commerce (2017). *Quarterly Economic Survey: Q4 2017.*

2. British Chambers of Commerce (2018). *Quarterly Economic Survey: Q2 2018.*

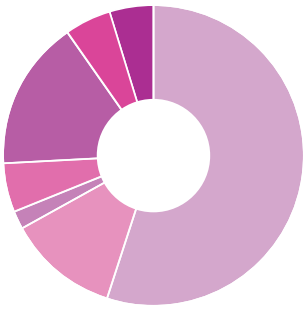
3. Bank of England (2018). *Agent's Summary of Business Conditions: Q2 2018.*

FIG.2 MAIN LOCATIONS OF EMPLOYMENT OF GRADUATES FROM 2016/17 OUTSIDE LONDON



INTRODUCTION

First-degree graduates



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	55.2%
Working part time in the UK	11.9%
Working overseas	1.8%
Working and studying	5.4%
Further study	16.1%
Unemployed, including those due to start work	5.1%
Other	4.5%

SURVEY RESPONSE: 77.3% / FEMALE: 147,575 / MALE: 106,860 / TOTAL RESPONSES: 254,495 / ALL GRADUATES: 329,325

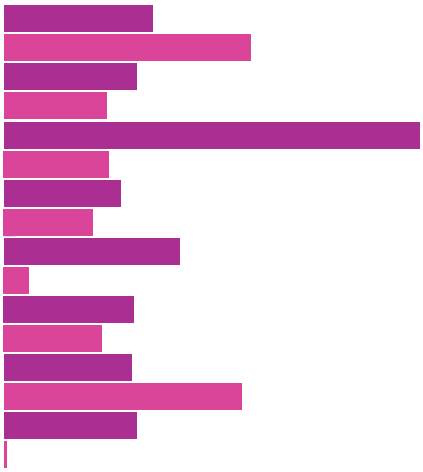
TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	10.6%
Studying for a Masters (e.g. MA, MSc)	60.5%
Studying for a postgraduate qualification in education	14.7%
Studying for other postgraduate diplomas	5.3%
Studying for a professional qualification	3.1%
Other study	5.9%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 41,005

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	6.5%
Business, HR and finance professionals	10.8%
Education professionals	5.8%
Engineering and building professionals	4.5%
Health professionals	18.2%
Information technology professionals	4.6%
Legal, social and welfare professionals	5.1%
Managers	3.9%
Marketing, PR and sales professionals	7.7%
Science professionals	1.1%
Other professionals, associate professionals and technicians	5.7%
Childcare, health and education occupations	4.3%
Clerical, secretarial and numerical clerks	5.6%
Retail, catering, waiting and bar staff	10.4%
Other occupations	5.8%
Unknown occupations	0.1%



FEMALE: 109,435 / MALE: 74,830 / TOTAL IN EMPLOYMENT IN UK: 184,295

TOP 10 PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

Nurses	11.6%
Marketing associate professionals	4.4%
Medical practitioners	4.2%
Primary and nursery education teaching professionals	4.0%
Business and related associate professionals n.e.c.	3.0%
Programmers and software development professionals	2.9%
Finance and investment analysts and advisers	2.1%
Human resources and industrial relations officers	2.1%
Chartered and certified accountants	1.8%
Welfare and housing associate professionals n.e.c.	1.7%

How do graduates find jobs?

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The *Destination of Leavers from Higher Education* (DLHE) survey is often wrongly considered to just be a survey to tell us what graduates are doing after finishing their course. In fact, it's a rich source of data that tells us more, including how graduates find their jobs.

It's not all about social media

Despite a raft of press articles and blogs about how to use social media to find jobs or search for employees, it seems graduates don't recognise this as the way to find jobs. Only 3.9% said that they found their job directly through social media or professional networking sites. As far as graduates are concerned this seems to be at odds with an article from the *Independent*,[1] which stated that a third of recruiters use social media to recruit – but it's likely that students and graduates are using social media as a signpost to where jobs are advertised, such as employer websites.

The most popular method for finding a job upon graduation was through recruitment agencies or recruitment websites. This could be a trend that begins before graduates even enter university. The recent *Early Career Survey* by Prospects found that more than 48% of school age students used 'general websites' to look for work.[2] If graduates have previously used online recruitment websites to look for work before coming to university, or to find part-time work while at university, they may just return to the same method as they graduate.

No real credit for universities or their careers services

Graduates do not see universities as brokers of graduate opportunities, with only 2.9% suggesting they found their job through a university source such as a lecturer. University careers services fare better, with 7.9% finding their job through them. However, this might not account for the role university careers services actually play in supporting graduates in finding work. Looking at other methods such as 'Employer websites' (17.3%) and 'Already worked there including on placement' (15.3%), both could have been brokered by universities and their careers services.

Small variances by subject

How graduates go about finding jobs does not vary hugely by subject. It seems careers agencies or websites were the most popular methods. However, there are some interesting small variances. Unsurprisingly, engineering graduates were the most likely to have found jobs with companies they had already worked for. This was particularly high for civil engineering graduates (22.1%) and electrical and electronic engineering graduates (19.4%). There is a culture within subjects like engineering to see a sandwich year as an integral part of the degree and in some cases it is compulsory. It's highly likely that this culture has led to more graduates already having a working relationship with their future employer.

While social media and professional networking sites weren't popular resources used to find jobs, there was some variation in certain subjects. The figure for marketing was nearly double the average (7.7%) and cinematics and photography (6.5%), hospitality, leisure, tourism and transport (6.2%), media studies (6%), and design (6%) were all subjects where graduates were more likely to use social media and professional networking sites to find their jobs.

Friends and family still make a significant contribution to graduate outcomes. For all subjects, 16.5% found jobs through personal contacts, making it the third most likely way to find a job. There is some large subject variation and it is unsurprising to learn that more than a quarter of performing arts graduates (26.3%) found their job through personal contacts. Surprisingly, the percentage was also high for a wide mixture of subjects including sports science (25.9%), philosophy (23.6%) and geography (22.6%).

Placements make a difference and social capital is still an important factor

When looking at graduates that come from low participation backgrounds,[3] there's some evidence that a lack of social capital could impact the way graduates approach job hunting. 15.3% of those from the lowest participation background found their job through personal contacts. This increased steadily to 17.7% for graduates from the highest participation background.

Across the sector there's an encouragement for students from low participation backgrounds to undertake work placements as part of their degree. We do not know for certain whether these efforts have been successful. What we do know is that 16.7% of students from low participation backgrounds found work with organisations they had already worked for, compared with 14.1% of graduates from the highest participation backgrounds.

There has also been a drive to increase employer engagement[4] for those from low participation backgrounds. Although we do not know whether this is cause and effect, 18.4% of graduates from low participation backgrounds found their jobs through an employer's website, compared to 16.2% of graduates from the highest participation background.

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Gender in the graduate labour market

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More than half (58%) of respondents to the *Destinations of Leavers from Higher Education 2016/17* survey were female, and female graduates have outnumbered males since 1995.[1] Does this numerical dominance of women in the higher education system translate into success in the graduate labour market?

The gender pay gap

In April 2018, the UK became one of the first countries in the world to introduce mandatory gender pay gap reporting for larger organisations, raising awareness of this issue in the national consciousness. The gender pay gap across all organisations in 2017 was 9.1%, a slight fall from 9.4% in 2016.[2]

The Longitudinal Education Outcomes (LEO) data shows us that the gender pay gap also exists among graduates. In fact, 'for all subjects except Mass Communication and Documentation, male median earnings exceed female median earnings at more than 50% of institutions.'[3] Even in nursing, a female-dominated profession, with little salary variance overall, male graduates are still earning more than female graduates from 92% of institutions.[4]

It should be noted, however, that the LEO data has significant limitations. It's based only on those graduates who are paying tax in the UK, mainly through PAYE, so does not identify graduates who are self-employed, or distinguish between those who are working full or part time. It also doesn't take into account differences in salary by region. Therefore, we cannot use it to draw any definitive conclusions about graduate salaries, or outcomes from a particular subject or institution.

Reasons for the pay gap

There are a number of factors that explain the existence of the gender pay gap, nearly fifty years after the Equal Pay Act 1970. A recent analysis by the Office for National Statistics showed that 23% of the difference between men's and women's pay could be explained by differences in occupation.[5] This also holds true for graduates, as four of the top five subjects with the highest gross annual earnings have more male than female graduates; medicine, engineering, technology and physical or environmental subjects.[6] However, the graduate pay gap is particularly puzzling in that we observe it between male and female graduates from the same subject at the same institution, who are similarly qualified and able to enter similar occupations. To explain and begin to address the gap will require the co-operation of government, higher education institutions, employers and others to produce more comprehensive data than we have at present.

Other gender differences

The 2016/17 DLHE data identifies the occupational areas where women were heavily represented, the most striking being health (24.2% of female graduates and 9.4% of males). Conversely, business and finance was more common among male graduates (14% of males and 8.6% of females).

We can also see that women are slightly more likely to be employed than men, with 72.3% of females in some form of work (full or part time) versus 69.3% of males. However, there are also many similarities between men and women, such as in the proportions being based in each region, and how they found their jobs. In terms of their reasons for taking the job, there's a very slightly larger group of male graduates whose main reason was 'the job was well-paid' (3.4%, versus 2% of females). It's worth noting however that this percentage is relatively small for all, suggesting that salary was not the primary motivation for most.

What can be done to address gender inequalities?

Although the salary data available has limitations, and one could argue that it tells us mainly about the behaviour of employers, the fact that the gender pay gap exists immediately on graduation does suggest that universities also have a role to play in addressing it. Some initiatives exist for female students, such as the Sprint professional development programme for women[7] and those encouraging women into particular industries, such as Women into Science and Engineering (WISE).[8] However, it's clear that there's still some way to go before we can say there's true gender equality in graduate outcomes, and cooperation between universities and employers is needed to make this happen.

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CAREERS EXPERT INSIGHTS

Engaging students in work experience

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Enabling students to apply their theoretical knowledge to real life workplace-based experiences has been identified as a key method to facilitate the development of employability skills.[1] Candidates with prior work experience are more likely to have developed technical skills, knowledge and generic employability skills.[2]

From an employer's perspective, prior work experience is highly influential when deciding between candidates.[3, 4] A third of *The Times Top 100 Graduate Employers* who took part in research for High Fliers indicated that students with no work experience would be unlikely to be successful in their graduate recruitment processes.[5] However, the lack of appropriately skilled applicants has also been highlighted as an issue – for example, almost 40% of UK employers reported difficulties recruiting staff with relevant STEM skills.[6, 7] The fact that so many employers are highlighting these skills gaps further underlines the importance of work experience to address this.

Research has indicated that some students face barriers to participation in programmes of work experience, such as money, study pressures, family commitments, paid work commitments and time constraints.[8] In addition, mature students, students with lower UCAS scores and students whose parents have not been to university have been shown to have additional barriers.[9] As programmes of work experience have become an integral part of employers' recruitment practices,[10] students who are unable to take opportunities outside their local area, cannot afford to do a placement year, or are unable to participate in periods of work experience during student vacation periods (for example, due to childcare issues) have a reduced chance of gaining valuable employability skills and experiences. The outcome of this is that those potentially most in need of work experience, and the networking opportunities associated with these experiences, are those least likely to get them.[11]

As discussed in the Bridge Group report, enabling social mobility is now a key priority of higher education institutions (HEIs). Their careers services can play a critical role in helping them achieve this and there are many excellent examples of good practice.[12] There is a need to create opportunities for engagement in activities, and actively support students who cannot participate in a placement year or activities outside the curriculum.[13, 14] This could include curriculum-based experiences such as short and long-term work placements, mentor support, postgraduate progression taster sessions, work shadowing, volunteering, field work, networking events, enterprise activities, employer visits, employer led projects and employer based simulations.[15, 16] By embedding these activities within the curriculum, barriers to participation will be reduced.

HEIs therefore need to ensure that there are a range of practical employability experiences available to suit the needs of a vastly divergent student population. They also need to ensure that they provide practical support, such as financial assistance to enable students to overcome the barriers to participation. Only by doing these things can they improve an individual's life experiences, maximise opportunities and support the graduate employability agenda.[17]

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CAREERS EXPERT INSIGHTS

Social mobility and careers guidance provision

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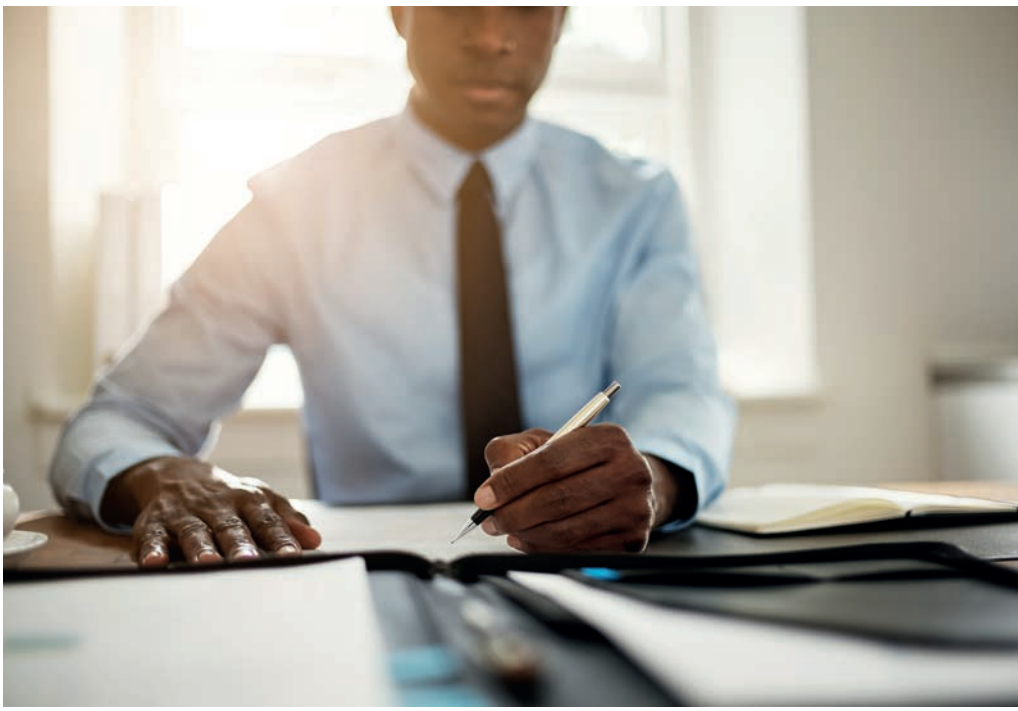

The last decade has witnessed an erosion of careers provision in English schools. OFSTED reported in 2013 that 'arrangements for careers guidance were not working well in just over three quarters of the 60 schools visited'.[1] The fragmentation of careers support has implications for students as they move into higher education. More than 40% of first year undergraduates in the AGCAS *First-Year Student Career Readiness Survey* report were unable to recall receiving any careers support before university.[2]

This patchy careers education has a disproportionate influence on students from lower socio-economic backgrounds. From a national survey of year 11 students, researchers concluded that 'careers provision is not just patchy but patterned – particularly in terms of social inequalities'. The survey found that 'wealthier students, who were found to have higher social capital, were nearly one and a half times more likely to receive careers education compared with students with lower social capital, who were significantly more likely to be from poorer families'.[3]

A study at Edge Hill University showed that students were highly critical of their school experience of Careers Education, Information, Advice and Guidance (CEIAG). Unfortunately, this tainted their perception of career support at university, meaning they were less likely to seek help.[4] Another study found that students from lower socio-economic backgrounds are already less likely to access formal provision and more likely to seek careers information from informal sources, such as websites.[5]

A Bridge Group report on the relationship between careers services and social mobility states that students attending schools with a robust approach to CEIAG are advantaged in developing their career capability. Experiences before university shape attitudes towards engagement in employability thinking, and those who enter higher education with a clear understanding of the need to develop outside of their academic achievements are more likely to 'maximise the opportunities available during their experience and secure positive employment outcomes'.[6]

This is borne out by evidence that students from lower socio-economic backgrounds are less likely to join societies, take leadership roles in sport, carry out work experience linked to career interests, participate in educational exchanges or take up internship opportunities.[7]

Students from lower socio-economic backgrounds seem caught in a vicious cycle – less equipped to enhance their employability or understand the complexities of the graduate labour market, but potentially less likely to access help from careers services in order to rectify the problem.

Careers services may need to consider how support is branded at university so that it's distinct and different from provision that students have previously encountered, counteracting negative associations.

Early intervention is particularly useful in encouraging participation in employability activities from day one.[8] Perhaps it is possible to begin even earlier. Although many services in higher education are experiencing financial constraints, collaboration with schools can be achieved on a budget. If pre-entry students understood key messages, such as the need to develop outside of their academic learning there might be more engagement with careers provision at university. This could be particularly impactful for those from low socio-economic backgrounds.

Collaboration might involve providing training sessions, webinars or videos to outreach workers and career practitioners in schools or perhaps a coordinated form of knowledge exchange between AGCAS and the Career Development Institute (CDI), which represents many school-based practitioners. It appears there is an appetite for this amongst school based advisers who recently requested data and case studies to clarify the progression routes from undergraduate degrees.[9]

Publications such as *What do graduates do?* can be widely shared with colleagues in statutory and further education, and could easily form a basis for training events or conferences. Please get in touch with the Education Liaison Task Group via the AGCAS website if you would like support with using the publication in this way.

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Apprenticeships: Mixed messages about their impact on graduate recruitment

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The Apprenticeship Levy was introduced in April 2017, and over the last year interesting trends have started to emerge. While government figures released in June 2018 show that the number of apprenticeship starts between August 2017 and March 2018 is 261,200, down 28% when compared with the previous year,[1] there's strong evidence indicating that degree apprenticeships are on the increase. This is reflected in Mandy Crawford Lee's (director of policy and operations at the University Vocational Awards Council) Wonkhe blog from March 2018, which indicates that more than a hundred higher education institutions are engaged in apprenticeships.[2]

What is not clear is how the rise in degree apprenticeships – where apprentices engage in a mixture of work-based and university learning and who will be highly employable at the end of their programme – will impact on employers' talent pipelines and the recruitment of graduates direct from university. This has implications for the higher education sector and puts added pressure on universities to show value for money through sector benchmarking processes, such as the Teaching Excellence and Student Outcomes Framework.

This is why now, more than ever, universities need to have a robust and transformative curriculum, which demonstrates value-added and learning gains. It needs to be designed and delivered in such a way that students and graduates are future-proofed and can compete in the (global) labour market while simultaneously supporting increased growth and productivity in the UK economy.

Degree apprenticeships were introduced by the Conservative government in 2015, which set a target of creating three million apprenticeships in England by 2020. They feature prominently in the government's 2017 report *Industrial Strategy: building a Britain fit for the future*,[3] where apprenticeships are viewed as playing a key role in closing the skills gap so the UK remains competitive in global markets. One of the key features of apprenticeships, including degree apprenticeships, is that they are co-designed by employers and training providers (usually a university in the case of degree apprenticeships), with the needs of employers in mind so that they directly address skills shortages.

The Institute of Student Employers (ISE) and the National Centre for Universities and Business (NCUB) agree that degree apprenticeships are on the increase. According to the ISE,[4] this growth is not likely to be at the expense of traditional graduate recruitment schemes. However, the March 2018 report by the NCUB, *Degree Apprenticeships: Impacts, challenges, and future opportunities*, takes a different view from the ISE and states 'where degree apprenticeships are being used for new recruits they are tending to replace a graduate vacancy directly'.[5]

The challenge is, how do universities continue to make sure graduates can establish themselves in an increasingly competitive graduate labour market? This is regardless of the rise in degree apprenticeships and their impact on employers' graduate recruitment practices.

Universities need to be able to replicate the work-based element of degree apprenticeships. A number of them have already responded to this challenge and have embedded within degree (and Masters) programmes:

- project-based and work-based learning opportunities which reflect the world of work, such as live dissertations with real business problems combined with placements which promote the development of transferable skills
- skills awards and competitions to enhance personal development and promote resilience and a growth mindset.[6]

Universities are establishing advisory boards and inviting business and industry professionals, who are often alumni, to sit on these boards. The boards act as critical friends and sounding boards for curriculum development. Universities are able to draw upon their expertise to support the design, build and delivery of degree programmes, thus allowing students to develop the skills to help support the UK economy.

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CAREERS EXPERT INSIGHTS

Entrepreneurship and the creative graduate

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Students entering into professions within the creative industries are required to be among the most entrepreneurial of graduates. This can be viewed as a necessity, although often it's a reflection of the many valuable skills and professional attributes these graduates possess. It is vital that creative graduates have the ability and resilience to carve their own career path, as 89% of creative businesses employ fewer than five people.[1] Therefore, it's not always the case of looking for a job or opportunity but creating your own, resulting in a career path that's unique to them and driven by both ambition and talent.

Creative graduates often have portfolio careers, which means not having one full-time job at one location but having two or more part-time/contract/uncertain jobs that altogether make up a full-time wage. Commonly, a part of this will involve working as a freelancer – being self-employed as part of a contract to an agency or organisation. This is often unavoidable in an industry where 40% of the workforce is made up of freelancers, according to the 2016 update of the *Labour Force Survey*.[2] Freelancing allows organisations within the industry, predominately micro businesses (employing fewer than five people), to be more ambitious in their projects, to grow in number and be able to accommodate projects and secure particular skills on a short-term basis and then to shrink again without the expense of permanent employees and resources.

The statistics back this up, with very high percentages of graduates from creative subjects reporting that they are working freelance or self-employed – with fine arts students at 17.8%, design 12.2% and performing arts 23.3%, compared to 4.6% of the general graduate population working in this way.[3]

New graduates need the ability to network effectively to have access to opportunities within this fast-paced industry. Graduates need to be aware of the importance of networking, and in today's job market are expected to be able to utilise technology as second nature. With the ability to network at the touch of a button a whole new approach to recruiting has developed. A post on social media can fill any available opportunities quickly.

These developments in technological networking can work in favour of those who would previously not have flourished in a face-to-face networking environment, or had access to networking opportunities and contacts.

They also have to be confident in their own personal brand and market themselves effectively, as well as being business-minded enough to recognise profitable opportunities and have the skills and know-how to manage themselves as a business. The latest *Creative Media Workforce Survey* (2014) showed that 56% of creative media respondents found current or recent roles informally and 77% had done unpaid work experience.[4]

Recruitment in this industry can be very fast-paced and being in the right place at the right time is vital. Therefore, those who are able to establish networks, use social media effectively and are willing to be as proactive as possible are the ones most likely to secure opportunities.

For students entering into a degree and career in this area, it can be more challenging to identify the path they want to follow. There's no well-travelled path and traditional job opportunities are few and far between with up to 200 people a day applying for the most coveted positions.[5] Therefore, utilising social media and networking is a good way to establish career ideas and carry out research into the roles that may be available, as well as identifying gaps in the market and building up skills that are commonly required.

In this rapidly growing industry,[6] graduates are expected to be T-shaped, and have an in-depth knowledge of one aspect of their industry, as well as having a broad ranging knowledge of many other skills. They are most definitely expected to be a jack of all trades with a can-do attitude. The soft skills most commonly associated with creative graduates such as communication skills, adaptability, tenacity and commercial acumen, are being sought after by the more traditional large-scale recruiters, with some specifically targeting creative graduates in their recruitment drives. This comes as no surprise considering the natural strengths these graduates have developed as part and parcel of their chosen sector.

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Business and administrative studies overview

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According to the 2016/17 *Destinations of Leavers from Higher Education* survey, 43,400 (13.2%) of all UK domiciled first-degree graduates studied business and administrative subjects. Below is an analysis of the 2016/17 DLHE data for graduates from the following subject areas:

- business and management (20,860 graduates)
- finance and accountancy (7,765 graduates)
- economics (6,045 graduates)
- hospitality, leisure, tourism and transport (4,560 graduates)
- marketing (4,170 graduates).

Business and administrative subjects are popular with students as they combine theoretical content with practical application. The subjects also include a broad range of modules which students can select based upon their interests and motivations to reflect their long-term personal and professional development goals. They often incorporate opportunities to study abroad or engage in formal work experience such as a year in industry. All of this makes business and administrative subjects appealing to students, and graduates from these subjects attractive to employers.

Graduates from these subjects are also highly employable because they have developed key skills, attributes, and behaviours valued by employers, such as:

- an ability to gather information, analyse and evaluate it
- critical thinking and self-awareness
- project/time management and organisational skills
- resilience and fostering of a growth mindset
- enterprising skills.

Destinations of business and administrative subjects

Graduates from business and administrative subjects are sought after by employers for graduate training schemes due to their broad knowledge, skills, and expertise developed during their studies. This is reflected in the 2016/17 DLHE data and the percentage of graduates in full-time employment six months after their degree. This ranges from 58% for economics graduates, to 70.7% for marketing graduates. These figures are higher than the average of 55.2% for graduates from all subjects in full-time employment.

According to the July 2018 report *The challenges and opportunities facing the UK's creative businesses*[1] commissioned by the Creative Industries Council, which includes the marketing sector, 56% of small creative businesses had grown in the past year. This could account for why a higher percentage of marketing graduates were in full-time employment compared to graduates from other business and administrative subject areas, and the reason for 53.6% of marketing graduates having secured occupations as marketing, public relations (PR) and sales professionals.

The data highlighted that 29.7% of graduates from hospitality, leisure, tourism and transport were in occupations as marketing, PR and sales professionals, while graduates from economics (57%), finance and accountancy (61.2%), as well as graduates from business and management (26.4%), gravitated towards roles as business, human resources (HR) and finance professionals. This could be attributed to a growth within fintech which, according to the London Institute of Banking and Finance (LIBF),[2] has grown globally as a sector by more than 75% since 2016. One of the key attributes LIBF states as vital for the fintech sector is an analytical mind. This is due to the emphasis on problem solving, the need to demonstrate logical thinking combined with strong numerical skills, and the ability to analyse and interpret data and information. It can be easily argued that an analytical mind is one of the key attributes economics and accounting and finance graduates develop during their degree.

Unemployment

The percentages for graduates from business and administrative subjects who were unemployed and due to start work is 5.2% for marketing graduates, 5.4% for hospitality, leisure, tourism and transport graduates, 5.6% for business and management graduates, 6.1% for finance and accountancy graduates and 6.3% for economics graduates. These figures are slightly higher than the average for all graduates who were unemployed and due to start work, which is 5.1%.

According to High Fliers' *The Graduate Market in 2018*,[3] in 2017 the recruitment of graduates was lower than expected due to the uncertainties linked to Brexit. This was reflected in the overall drop of 4.9% in 2017 of graduates hired by employers who feature in *The Times Top 100 Graduate Employers*. It is important to bear in mind that *The Times Top 100 Graduate Employers*, as featured in the High Fliers report, represent a small number of employers who recruit graduates. However, graduates from business and administrative subjects have a tendency to naturally gravitate towards these employers for jobs once their programmes of study have finished. The reduction in the number of graduate hires by *The Times Top 100 Graduate Employers* could partly explain why the percentages of graduates unemployed (and due to start work) from business and administrative subjects were all higher compared to the average percentage for all graduates who were unemployed for 2016/17.

Further study

The number of UK domiciled first-degree graduates engaged in further study has increased from just over 39,000 in 2015/16 to 41,005 in 2016/17. This includes graduates studying for a professional qualification, Masters or Doctorate. The data indicates that 60.5% of graduates from all subjects were studying for a Masters in 2016/17. This is substantially lower than the percentage of graduates from business and administrative subjects studying for a Masters, which ranges from 73.4% for finance and accountancy graduates to 85.6% for economics graduates. It is still the case today for graduates who want to enter the economics profession and secure a role as an economist that further study is desirable and in some cases highly recommended[4] as the competition for economist roles is tough.

Of the 560 finance and accountancy graduates engaging in some sort of further study in 2016/17, 11.3% were working towards a professional qualification. This reflects the nature of the work within accountancy and finance occupations as these require graduates to undertake further professional qualifications such as ICAEW, CIMA, and ACCA. These qualifications often

GRADUATES FROM THESE SUBJECTS ARE ALSO HIGHLY EMPLOYABLE BECAUSE THEY HAVE DEVELOPED KEY SKILLS, ATTRIBUTES, AND BEHAVIOURS VALUED BY EMPLOYERS

focus upon areas such as professional values, ethics, governance, continuing development of technical knowledge and expertise – all of which are essential for today's finance and accountancy professionals.

Salary

The average starting salaries for graduates from business and administrative subjects are generally similar. However, the range of top salaries is broad. For example, regional average salaries for accountancy and finance graduates ranged from £16,300 to £28,700. For business and management graduates, starting salaries commenced at £18,000 and reached as high as £26,900 while the salaries for economics graduates ranged from £18,900 to £30,100. The average salaries for graduates from hospitality, leisure, tourism and transport and marketing do not have the same broad range. They ranged from £17,300 to £21,300 for the former subject area and £18,100 to £23,200 for the latter.

It is also important to bear in mind that location and the occupational sector can influence salaries as the higher graduate salaries are often associated with business, HR and finance-related roles. The employers offering these salaries tend to be in London where the overall living costs are higher. This trend emerged in *The Graduate Market in 2018*[5] report, which stated that investment banks and consultancy firms are offering generous salaries in the region of £40,000.

The role of technology in the workplace

Technology, as demonstrated by the rise of new occupational areas such as fintech, plays a vital role in the modern workforce and helps to make working practices more effective and efficient. Despite the benefits technology brings to the workplace, employees seem reluctant to engage with technological developments. This could be a result of the skills gap highlighted in the government's 2017 Industrial Strategy.[6] However, this reluctance only serves to widen skills gaps. One of the key ways to build confident and resilient students and graduates who'll take on new challenges, including those linked to innovative technology, is to give all students, including those who study business and administrative subjects, access to a curriculum which is:

- co-designed and delivered in partnership with employers so that it addresses the skills employers and businesses need
- embeds formal work experience opportunities such as a year in industry and summer placements or multidisciplinary projects
- allows opportunity for reflection and feedback
- champions digital skills so students can engage in the 'fourth industrial revolution'.[7]

Technology has created opportunities to drive economic growth, but this needs to be underpinned by a university curriculum which supports students and graduates in the acquisition of the right skills.

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1. The Chartered Institute of Marketing. *www.cim.co.uk/newsroom/report-the-challenges-and-opportunities-facing-the-uks-creative-businesses/*. Accessed 25 July 2018.

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3. High Fliers (2018). The Graduate Market in 2018. *www.highfliers.co.uk/download/2018/graduate_market/GMReport18.pdf*. Accessed 25 July 2018.

4. *The Times Higher Education* (March 2017). *www.timeshighereducation.com/student/subjects/what-can-you-do-economics-degree*. Accessed 25 July 2018.

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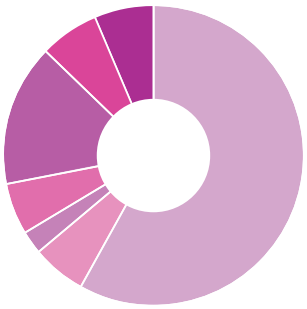
6. Department for Business, Energy & Industrial Strategy (Nov 2017). *'Industrial Strategy: Building a Britain fit for the future'. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf*. Accessed 26 July 2018.

7. World Economic Forum (January 2018). *'What is the fourth industrial revolution?' www.weforum.org/agenda/2016/01/what-is-the-fourth-industrial-revolution/*. Accessed 26 July 2018.

BUSINESS AND ADMINISTRATIVE STUDIES

Economics



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	58.0%
Working part time in the UK	6.0%
Working overseas	2.4%
Working and studying	5.6%
Further study	15.2%
Unemployed, including those due to start work	6.3%
Other	6.5%

SURVEY RESPONSE: 78.1% / FEMALE: 1,290 / MALE: 3,430 / TOTAL RESPONSES: 4,720 / ALL GRADUATES: 6,045

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	3.7%
Studying for a Masters (e.g. MA, MSc)	85.6%
Studying for a postgraduate qualification in education	1.7%
Studying for other postgraduate diplomas	3.7%
Studying for a professional qualification	2.1%
Other study	3.3%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 720

EXAMPLES OF COURSES STUDIED

- MA Political Economics
- MSc Research Methods
- MSc Development Human Rights
- MSc Economics
- PGCE Education
- Association of Taxation Technician (ATT) Study

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.8%
Business, HR and finance professionals	57.0%
Education professionals	1.1%
Engineering and building professionals	0.8%
Health professionals	0.2%
Information technology professionals	3.4%
Legal, social and welfare professionals	1.0%
Managers	5.4%
Marketing, PR and sales professionals	10.1%
Science professionals	0.4%
Other professionals, associate professionals and technicians	3.5%
Childcare, health and education occupations	0.7%
Clerical, secretarial and numerical clerks	6.2%
Retail, catering, waiting and bar staff	6.2%
Other occupations	3.3%
Unknown occupations	0.1%

FEMALE: 920 / MALE: 2,360 / TOTAL IN EMPLOYMENT IN UK: 3,280

EXAMPLES OF 2017 ECONOMICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Director – own company; Self-employed business owner – foods company

Education professionals: Tutor – private education company; Carer – private nursing company

Legal, social and welfare professionals: Civil servant – Department of Health; Police officer – police force; Church worker – faith organisation

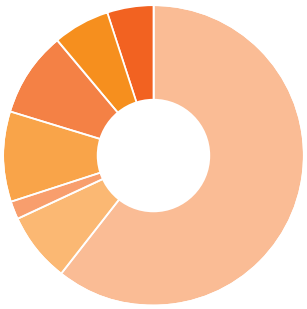
Business, HR and finance professionals: Investment banking analyst – private banking company; Gas and oil analyst – data company; Anti-money laundering assistant – chartered accountants; Rulebook author – insurance company; HR administrator – university union; Health economics data analyst – charity

Retail, catering, waiting and bar staff: Waitress – Pizza Express

Other occupations: Security officer – airport

BUSINESS AND ADMINISTRATIVE STUDIES

Finance and accountancy



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	60.6%
Working part time in the UK	7.5%
Working overseas	2.0%
Working and studying	9.8%
Further study	9.2%
Unemployed, including those due to start work	6.1%
Other	4.8%

SURVEY RESPONSE: 77.7% / FEMALE: 2,400 / MALE: 3,635 / TOTAL RESPONSES: 6,040 / ALL GRADUATES: 7,765

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	0.5%
Studying for a Masters (e.g. MA, MSc)	73.4%
Studying for a postgraduate qualification in education	3.8%
Studying for other postgraduate diplomas	6.3%
Studying for a professional qualification	11.3%
Other study	4.7%

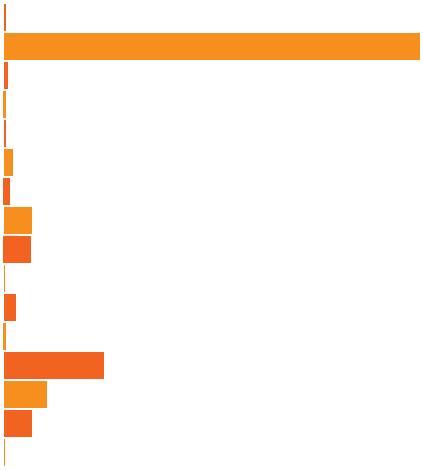
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 560

EXAMPLES OF COURSES STUDIED

- MSc Actuarial Management
- MSc Banking and Finance
- MSc Business Marketing
- MSc Law and Accounting
- PGCE Secondary Education with QTS
- AAT Level 3 Diploma in Accounting

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.2%
Business, HR and finance professionals	61.2%
Education professionals	0.5%
Engineering and building professionals	0.3%
Health professionals	0.2%
Information technology professionals	1.3%
Legal, social and welfare professionals	0.9%
Managers	4.1%
Marketing, PR and sales professionals	4.0%
Science professionals	0.1%
Other professionals, associate professionals and technicians	1.7%
Childcare, health and education occupations	0.3%
Clerical, secretarial and numerical clerks	14.7%
Retail, catering, waiting and bar staff	6.3%
Other occupations	4.1%
Unknown occupations	0.1%



FEMALE: 1,865 / MALE: 2,825 / TOTAL IN EMPLOYMENT IN UK: 4,690

EXAMPLES OF 2017 FINANCE AND ACCOUNTANCY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Director – IT services and website company; Self-employed – crypto currency trader; Trainee manager – Farmfoods

Information technology professionals: Technology consultant – EY; Digital product manager – Barclays plc

Business, HR and finance professionals: Entrepreneur lead – educational enterprise charity; Equity research analyst – investment management firm; Junior accountant – brokerage firm; Freight Forwarder – logistics company; Project manager – global translation company; Accounts assistant – BMW; Chartered accountant – KPMG; Credit controller – FDM; Science specialist – international bank

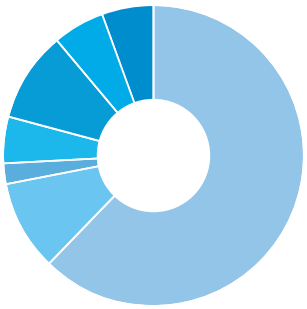
Other professionals, associate professionals and technicians: Trainee pilot – aviation organisation

Numerical clerk, clerical and secretarial occupations: Admin assistant – hire company

Retail, catering, waiting and bar staff: Sales assistant – Primark; Bartender – hotel

Other occupations: Warehouse operative – manufacturing

Business and management studies



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	62.4%
Working part time in the UK	9.7%
Working overseas	2.2%
Working and studying	4.9%
Further study	9.8%
Unemployed, including those due to start work	5.6%
Other	5.4%

SURVEY RESPONSE: 73.9% / FEMALE: 7,130 / MALE: 8,295 / TOTAL RESPONSES: 15,425 / ALL GRADUATES: 20,860

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.2%
Studying for a Masters (e.g. MA, MSc)	82.5%
Studying for a postgraduate qualification in education	6.3%
Studying for other postgraduate diplomas	3.6%
Studying for a professional qualification	2.3%
Other study	4.1%

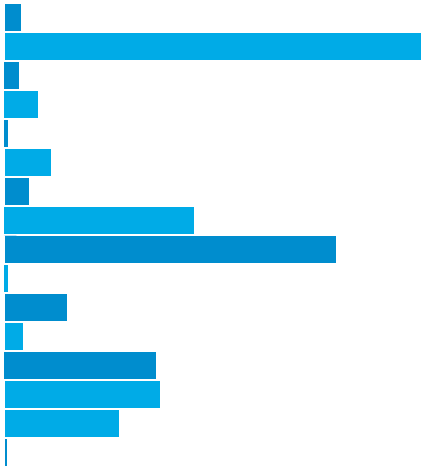
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,520

EXAMPLES OF COURSES STUDIED

- MSc International Management
- MSc Economics
- MSc Human Resource Management
- MA Psychology
- PGCE Secondary Education with QTS
- Graduate Diploma in Law
- ACCA Chartered Accountancy
- CIPD Level 5 Certificate in Human Resource Management

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.0%
Business, HR and finance professionals	26.4%
Education professionals	0.9%
Engineering and building professionals	2.1%
Health professionals	0.2%
Information technology professionals	2.9%
Legal, social and welfare professionals	1.5%
Managers	12.0%
Marketing, PR and sales professionals	21.0%
Science professionals	0.2%
Other professionals, associate professionals and technicians	3.9%
Childcare, health and education occupations	1.1%
Clerical, secretarial and numerical clerks	9.6%
Retail, catering, waiting and bar staff	9.8%
Other occupations	7.2%
Unknown occupations	0.1%



FEMALE: 5,575 / MALE: 6,295 / TOTAL IN EMPLOYMENT IN UK: 11,865

EXAMPLES OF 2017 BUSINESS AND MANAGEMENT STUDIES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Group director – building support systems company

Engineering and building professionals: Quantity surveyor – engineering company

Information technology professionals: IT consultant – FDM; Technology consultant – KPMG; Technician – Microsoft; ICT technician – local authority

Business, HR and finance professionals: Training coordinator – Amazon; Stakeholder engagement executive – Nuffield; Financial crime agent – security organisation; Recruitment consultant – recruitment agency; Major contract manager – British Telecom; Strategic development manager – fund management company

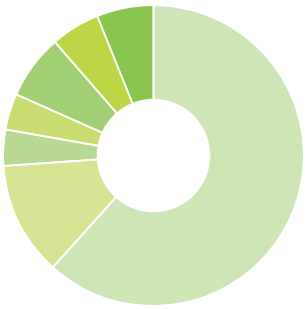
Marketing, advertising, PR and sales professionals: Digital marketer – travel and tour company

Arts, design and media professionals: Art broker – fine art gallery

Other professionals, associate professionals and technicians: Air hostess – British Airways

BUSINESS AND ADMINISTRATIVE STUDIES

Hospitality, leisure, tourism and transport



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	61.8%
Working part time in the UK	12.3%
Working overseas	3.8%
Working and studying	3.9%
Further study	6.9%
Unemployed, including those due to start work	5.4%
Other	5.9%

SURVEY RESPONSE: 74.2% / FEMALE: 2,355 / MALE: 1,030 / TOTAL RESPONSES: 3,385 / ALL GRADUATES: 4,560

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	0.9%
Studying for a Masters (e.g. MA, MSc)	77.4%
Studying for a postgraduate qualification in education	11.6%
Studying for other postgraduate diplomas	2.8%
Studying for a professional qualification	3.7%
Other study	3.7%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 235

EXAMPLES OF COURSES STUDIED

- MSc Environment
- MSc Human Resource Development
- MSc Marketing
- MSc Real Estate and Investment
- MSc Counter-Terrorism
- MRes Historical Research

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.3%
Business, HR and finance professionals	8.5%
Education professionals	1.1%
Engineering and building professionals	0.2%
Health professionals	0.4%
Information technology professionals	0.7%
Legal, social and welfare professionals	1.4%
Managers	9.9%
Marketing, PR and sales professionals	29.7%
Science professionals	0.0%
Other professionals, associate professionals and technicians	5.9%
Childcare, health and education occupations	1.4%
Clerical, secretarial and numerical clerks	10.6%
Retail, catering, waiting and bar staff	13.5%
Other occupations	15.3%
Unknown occupations	0.1%

FEMALE: 1,865 / MALE: 765 / TOTAL IN EMPLOYMENT IN UK: 2,635

EXAMPLES OF 2017 HOSPITALITY, LEISURE, TOURISM AND TRANSPORT GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Business, HR and finance professionals: Recruitment consultant – recruitment agency; Graduate scheme – Arriva Bus; Graduate aircraft broker trainee – aircraft charter firm; Graduate manager – facilities company

Marketing, advertising, PR and sales professionals: Events co-ordinator – digital media company; Wedding and events planner – hotel

Arts, design and media professionals: Digital and website executive – media lifestyle company

Other professionals, associate professionals and technicians: Historical guide – government agency; Personal advisor – social enterprise; Support co-ordinator – business support provider; Cabin crew – British Airways

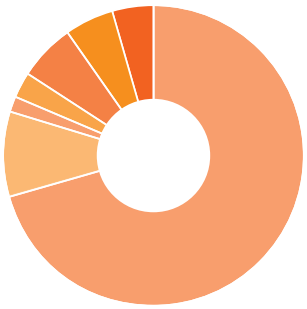
Numerical clerk, clerical and secretarial occupations: Admin officer – government agency

Retail, catering, waiting and bar staff: Butcher – Tesco

Other occupations: Housekeeping assistant – historical site of interest; Boarding kennel worker – kennels; Factory operator – manufacturing company; Customer service agent – Easyjet

BUSINESS AND ADMINISTRATIVE STUDIES

Marketing



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	70.7%
Working part time in the UK	9.0%
Working overseas	1.8%
Working and studying	2.8%
Further study	6.1%
Unemployed, including those due to start work	5.2%
Other	4.3%

SURVEY RESPONSE: 75.5% / FEMALE: 1,825/ MALE: 1,325 / TOTAL RESPONSES: 3,150 / ALL GRADUATES: 4,170

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.0%
Studying for a Masters (e.g. MA, MSc)	81.6%
Studying for a postgraduate qualification in education	4.2%
Studying for other postgraduate diplomas	5.0%
Studying for a professional qualification	1.0%
Other study	7.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 190

EXAMPLES OF COURSES STUDIED

- MSc International Strategy
- MA Business Management
- MSc Business and Management
- MA Public Relations and Society
- MA Advertising and Marketing
- Doctor of Philosophy Marketing
- LLB Law

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	3.3%
Business, HR and finance professionals	10.9%
Education professionals	0.4%
Engineering and building professionals	0.5%
Health professionals	0.0%
Information technology professionals	1.7%
Legal, social and welfare professionals	0.7%
Managers	5.0%
Marketing, PR and sales professionals	53.6%
Science professionals	0.0%
Other professionals, associate professionals and technicians	1.1%
Childcare, health and education occupations	0.4%
Clerical, secretarial and numerical clerks	5.7%
Retail, catering, waiting and bar staff	11.1%
Other occupations	5.4%
Unknown occupations	0.1%

FEMALE: 1,540 / MALE: 1,055 / TOTAL IN EMPLOYMENT IN UK: 2,600

EXAMPLES OF 2017 MARKETING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Director – web services company

Information technology professionals: Freelance content manager – technology company; Business technology consultant – IBM

Business, HR and finance professionals: Commercial strategy analyst – energy company; Graduate research executive – research company; Commercial executive – Skyscanner; Senior associate – financial data services; Management trainee – oil company; Digital marketer – thermal coating organisation; Marketing graduate – Mitchell and Butler; Marketing executive – theatre company; Business PR Intern – PR company

Arts, design and media professionals: Dancer – self-employed

Other professionals, associate professionals and technicians: Air hostess – British Airways

Retail, catering, waiting and bar staff: Deli assistant – deli

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CREATIVE ARTS

Creative arts overview

PAMELA KELLY Careers adviser at the University of the West of Scotland

The destinations of graduates from creative subjects this year compares well with graduates across the whole of the higher education sector. For the purposes of this article, creative graduates refers to those who come from fine art, media studies, design and performing arts. These graduates can often be misconstrued as ones who are unlikely to utilise their degree in the traditional sense of gaining graduate employment. However, perhaps contrary to popular belief, this is a rapidly-growing sector with a '4.9% increase in jobs since 2014 compared to a 2% increase across the UK economy as a whole between 2014 and 2015'.[1]

Employment destinations

Creative arts graduates are commonly in a variety of jobs, often related to their degree on a part-time or freelance basis, as well as having employment elsewhere in order to secure a steady income. This approach to employment is referred to as having a 'portfolio career'. Twice the number of creative arts graduates reported that they are working part time compared to graduates from other disciplines, with those from fine art having the highest percentage of graduates working part time at 28.8%.

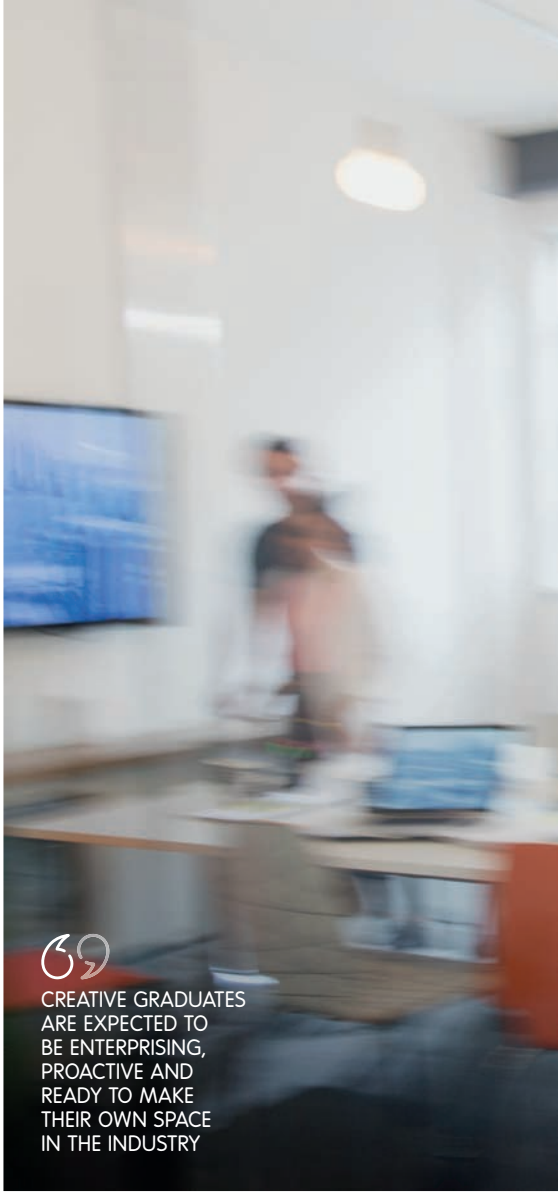
Fine art also has the lowest number in full-time employment at 36.4%, through to design with the highest at 56.8% in full-time employment. Media studies graduates had 50.8% in full-time employment and performing arts were at 41.8%. These figures are comparable to other graduates from subjects across social sciences and humanities, although in some cases, quite a bit lower than the overall average for graduates who were employed full time at 55.2%. In terms of destinations considered as being at professional-level employment, design had the highest figure at 70.8% and fine art the lowest with 53.5%. However, these figures can be influenced by how the person has answered the survey. Due to the nature of their portfolio style working life, they may have answered the survey with their steady income in mind as opposed to their creative endeavours and often their steady income will come from employment not considered as being at a professional level. Of all of the subjects, design graduates were the most likely to stay in the sector, with 46.6% finding employment in arts, design and media professions. Media studies was the only subject that had a significant number go into another professional-level sector, with 17.3% in marketing, PR and sales professions.

Self-employment

Due to the nature of the sector, self-employment, enterprise and freelance activities are common outcomes for graduates and this year was no different. The number of graduates working freelance was high across all of the subjects, with performing arts being the highest at 25.4%, the lowest being design at 13.8%. These figures were quite a bit higher when compared to the general graduate population, where the figure was 4.9% in self-employment. All these figures reinforce the message that creative graduates are expected to be enterprising, proactive and ready to make their own space in the industry. The numbers in a permanent contract were lower than average (61%), with performing arts being the lowest at 38.6%. This, however, is the nature of the sector and it's a pattern that's likely to continue, as creative professionals are often employed on short-term contracts.

Self-employment was also reflected heavily in the occupation titles reported from creative graduates – particularly in those from fine arts whose most reported job title was 'artist' (21.4%), with the majority of these being self-employed, or as an artist in residence. For design graduates, the job title of graphic designer took the top spot with 18.1%. Performing arts graduates reported actor, entertainer and presenter as their most common occupation at 10.4% and for media studies, arts officers, producers and directors were the most reoccurring occupations at 11.3%. For all four subject areas, retail and sales occupations were the second most reported area of employment. This could be due to graduates completing the survey with their steady employment in mind as opposed to the creative work they may be involved in.

The survey of graduates that forms the basis of this article, *Destinations of Leavers from Higher Education* (DLHE), is conducted six months after graduation. This does not always go in favour of creative graduates as they are often developing ideas, working on projects and making valuable contacts at this time. The nature of their careers and the portfolio approach does not fit in well with the survey. That being said, the statistics for this group are far from negative and the unemployment figures are no worse than many other subject areas. In fact, the unemployment rate fell by 1.3 percentage points for media studies graduates. This subject also had the highest percentage in the unemployed category from the creative subjects at 7.5%, the lowest being performing arts at 4.7%. Underemployment (graduates not in professional-level employment) is on a par with subjects within arts and humanities and social sciences and again, it will be interesting to see how the new approach to surveying students will affect this figure in all areas, not just creative subjects.



CREATIVE GRADUATES ARE EXPECTED TO BE ENTERPRISING, PROACTIVE AND READY TO MAKE THEIR OWN SPACE IN THE INDUSTRY

Gender issues

The gender split across all of the subjects was weighted toward females, as in the case of fine art, where females outnumber males at three to one. Media studies had the smallest disparity with 1.1 females graduating for every male. This gender split in these subjects has come to be the norm and is what's expected in this higher education subject area. However,

this is not reflected in the creative workforce. A 2017 DCMS (Department for Digital, Culture, Media and Sport) study has revealed that the sector is more male dominated than the overall UK workforce, with 63% of creative sector jobs filled by men compared to 53% in the general workforce in 2016.[2] The report found some improvement in the area of design, with the number of women increasing by 23% between 2015 and 2016.[3] There has also been much dialogue around the gender pay gap and the expectation of long working hours, which could contribute to the inequality of numbers between the genders as women still tend to have childcare responsibilities. The question then would be – where do all the female graduates go? It's a question that is far too complex to go into in this article, but one that could and should be addressed.

Further study

The number of those going on to further study is highest in both fine arts and performing arts at 14.4%, with the lowest figure belonging to design (5.9%). As 16.1% of graduates across all subjects went on to further study, it confirms that the creative subjects are slightly lower than the average. However, across the general workforce the creative sector boasts the highest level of education, with 78% holding degrees compared to 32% across the UK workforce as a whole. Women working in the creative sector have an even higher percentage with 81% holding a degree.[4] Performing arts had the highest figure for graduates entering teacher training with 27% going on to study a postgraduate teaching qualification.

Salaries

Salaries across the sector went up, as they did across graduate employment in general, with performing arts having both the highest and the lowest figures – £21,500 and £15,800 – and all of the other subjects being between these two parameters. The most recent Creative Skillset Workforce Survey shows that average income across the sector is £33,900 although salaries can vary greatly, with those in visual effects earning the most at £45,900 and those in film the least at £23,150.[5]

Future trends

On the whole the creative sector continues to flourish, having 'experienced the strongest growth in employment figures in the last five years'[6] with creative industries showing the largest growth in employment, rising by 25.4% between 2011-2016, when general UK employment only increased by 7.6%. Design and fashion design provided the biggest employment growth with a massive 57.4% increase.[7] News was not so good in the craft sector where there was a 25.5% decrease.[8]

The growth in this sector is promising for those undertaking a degree in these subject areas – however, it's more than just the degree that counts. A lot is expected of creative graduates. They must possess a wide range of soft skills as well as be technologically savvy and able to network effectively in order to acquire the contacts to get a break. Not only do they have to be talented, but they must be able to showcase their talent and sell themselves continually and have the enterprise skills to carve out their own unique path. That being said, creative graduates seem to be more than capable of stepping up to the mark, year after year.

References

1. Department for Culture, Media & Sport (June 2016). 'Creative Industries: Focus on Employment'. *www.gov.uk/government/uploads/system/uploads/attachment_data/file/534305/Focus_on_Employment_revised_040716.pdf*. Accessed August 2018.

2. Department for Culture, Media & Sport (2017). DCMS Sectors Economic Estimates 2017: Employment and Trade.

3. Morris, A. Dezeen. 'Lack of diversity within the UK's creative industries revealed'. Accessed August 2018.

4. Creative Skillset (2014). *The Creative Media Workforce Survey 2014. http://creativeskillset.org/assets/0001/0465/Creative_Skillset_Creative_Media_Workforce_Survey_2014.pdf*. Accessed August 2018.

5. *Ibid.*

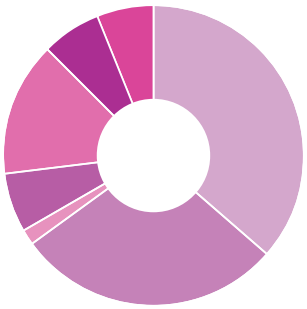
6. Department for Culture, Media & Sport (2017). DCMS Sectors Economic Estimates 2017: Employment and Trade.

7. Morris, A. Dezeen. 'Lack of diversity within the UK's creative industries revealed'. Accessed August 2018.

8. *Ibid.*

CREATIVE ARTS

Fine arts



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	36.4%
Working part time in the UK	28.8%
Working overseas	1.6%
Working and studying	6.3%
Further study	14.4%
Unemployed, including those due to start work	6.6%
Other	5.9%

SURVEY RESPONSE: 71.2% / FEMALE: 1,890 / MALE: 615 / TOTAL RESPONSES: 2,510 / ALL GRADUATES: 3,525

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.9%
Studying for a Masters (e.g. MA, MSc)	70.2%
Studying for a postgraduate qualification in education	17.0%
Studying for other postgraduate diplomas	3.9%
Studying for a professional qualification	0.3%
Other study	6.7%

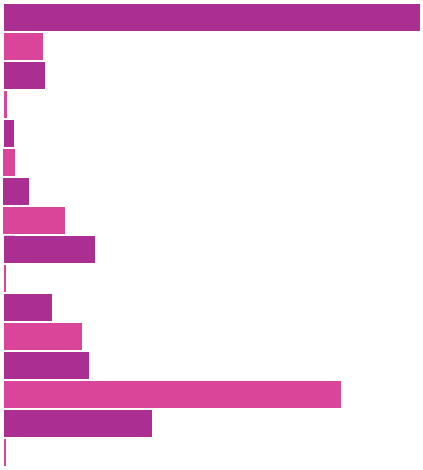
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 360

EXAMPLES OF COURSES STUDIED

- MA Creative Practice
- MA Visual Arts Illustration
- MA Design
- MA Fine Art
- MA Fine Art Conservation
- MSc Digital Marketing
- PGCE Primary
- PGCE Secondary
- Level 3 Welding and Fabrication

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	29.9%
Business, HR and finance professionals	2.8%
Education professionals	2.9%
Engineering and building professionals	0.2%
Health professionals	0.7%
Information technology professionals	0.8%
Legal, social and welfare professionals	1.8%
Managers	4.4%
Marketing, PR and sales professionals	6.5%
Science professionals	0.1%
Other professionals, associate professionals and technicians	3.4%
Childcare, health and education occupations	5.6%
Clerical, secretarial and numerical clerks	6.1%
Retail, catering, waiting and bar staff	24.2%
Other occupations	10.6%
Unknown occupations	0.1%



FEMALE: 1,360 / MALE: 430 / TOTAL IN EMPLOYMENT IN UK: 1,790

EXAMPLES OF 2017 FINE ARTS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Information technology professionals: Web designer – internet company

Business, HR and finance professionals: Buyer – Toys R Us

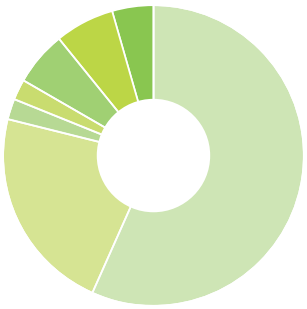
Marketing, advertising, PR and sales professionals: Marketing events co-ordinator – cathedral

Arts, design and media professionals: Art librarian – university; Self-employed artist; Artist in residence – artist studio; Production technician – production company; Art assistant – science laboratory; Clothing design intern – clothes designer; Illustrator – self-employed

Retail, catering, waiting and bar staff: Sales assistant – retail outlet

CREATIVE ARTS

Design



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	56.8%
Working part time in the UK	22.1%
Working overseas	2.2%
Working and studying	2.3%
Further study	5.9%
Unemployed, including those due to start work	6.3%
Other	4.3%

SURVEY RESPONSE: 76.0% / FEMALE: 6,770 / MALE: 2,945 / TOTAL RESPONSES: 9,715 / ALL GRADUATES: 12,780

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.8%
Studying for a Masters (e.g. MA, MSc)	72.3%
Studying for a postgraduate qualification in education	10.8%
Studying for other postgraduate diplomas	2.8%
Studying for a professional qualification	0.5%
Other study	11.8%

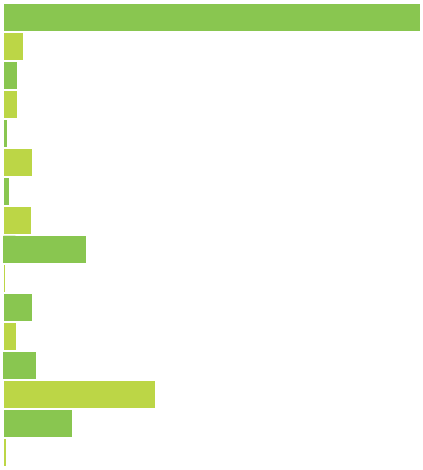
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 575

EXAMPLES OF COURSES STUDIED

- MA Fine Art
- MSc Automotive Design
- MA Animation
- MA Design
- MRes Design
- PGCE Primary
- MA Visual Communication
- Diploma Interior Design

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	46.6%
Business, HR and finance professionals	2.1%
Education professionals	1.4%
Engineering and building professionals	1.4%
Health professionals	0.3%
Information technology professionals	3.1%
Legal, social and welfare professionals	0.5%
Managers	3.0%
Marketing, PR and sales professionals	9.2%
Science professionals	0.1%
Other professionals, associate professionals and technicians	3.1%
Childcare, health and education occupations	1.3%
Clerical, secretarial and numerical clerks	3.6%
Retail, catering, waiting and bar staff	16.9%
Other occupations	7.6%
Unknown occupations	0.2%



FEMALE: 5,510 / MALE: 2,380 / TOTAL IN EMPLOYMENT IN UK: 7,890

EXAMPLES OF 2017 DESIGN GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Museum manager – museum

Education professionals: Teaching assistant – primary school

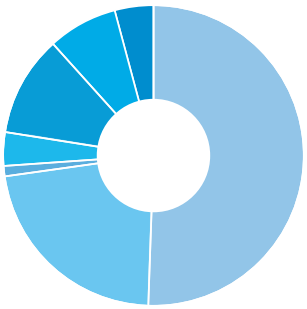
Legal, social and welfare professionals: Family welfare engagement worker – local authority

Marketing, advertising, PR and sales professionals: Visual merchandiser – John Lewis

Arts, design and media professionals: Fashion design tailor – suit specialist; Fashion embellishment intern – designer; Junior graphic designer – Dyson; Textile design assistant – clothes designer; Graduate fashion intern – clothing company

CREATIVE ARTS

Media studies



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	50.8%
Working part time in the UK	22.1%
Working overseas	1.1%
Working and studying	3.8%
Further study	10.7%
Unemployed, including those due to start work	7.5%
Other	4.1%

SURVEY RESPONSE: 72.4% / FEMALE: 2,190 / MALE: 1,980 / TOTAL RESPONSES: 4,175 / ALL GRADUATES: 5,770

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.8%
Studying for a Masters (e.g. MA, MSc)	85.3%
Studying for a postgraduate qualification in education	8.7%
Studying for other postgraduate diplomas	0.0%
Studying for a professional qualification	0.7%
Other study	3.5%

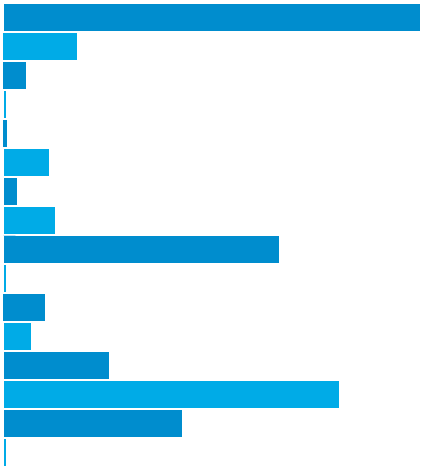
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 445

EXAMPLES OF COURSES STUDIED

- MA Advertising
- MA TESOL
- Graduate Diploma Law LLB
- MA Communication, Media Practice and Public Relations
- MA Gender and Culture
- MA Digital Media
- MSc Film, Exhibition and Curation

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	26.2%
Business, HR and finance professionals	4.6%
Education professionals	1.4%
Engineering and building professionals	0.1%
Health professionals	0.2%
Information technology professionals	2.8%
Legal, social and welfare professionals	0.8%
Managers	3.2%
Marketing, PR and sales professionals	17.3%
Science professionals	0.1%
Other professionals, associate professionals and technicians	2.6%
Childcare, health and education occupations	1.7%
Clerical, secretarial and numerical clerks	6.6%
Retail, catering, waiting and bar staff	21.1%
Other occupations	11.2%
Unknown occupations	0.1%



FEMALE: 1,715 / MALE: 1,485 / TOTAL IN EMPLOYMENT IN UK: 3,200

EXAMPLES OF 2017 MEDIA STUDIES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers:
E-Communications manager – NHS

Education professionals:
Student ambassador – university

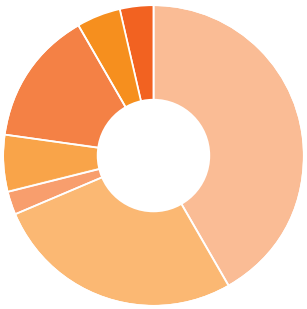
Information technology professionals:
IT technology specialist – Apple; Digital content creator – theme park

Marketing, advertising, PR and sales professionals: Retail intern – hospice; Copywriting intern – The Oxford Times

Arts, design and media professionals:
Trainee journalist – radio station; TV production management assistant – BBC; Magazine features writer intern – magazine; Editorial intern – Trotman Education

CREATIVE ARTS

Performing arts



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	41.8%
Working part time in the UK	26.9%
Working overseas	2.6%
Working and studying	6.0%
Further study	14.4%
Unemployed, including those due to start work	4.7%
Other	3.6%

SURVEY RESPONSE: 75.7% / FEMALE: 4,870 / MALE: 3,525 / TOTAL RESPONSES: 8,395 / ALL GRADUATES: 11,090

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.2%
Studying for a Masters (e.g. MA, MSc)	62.6%
Studying for a postgraduate qualification in education	27.0%
Studying for other postgraduate diplomas	0.5%
Studying for a professional qualification	1.5%
Other study	6.1%

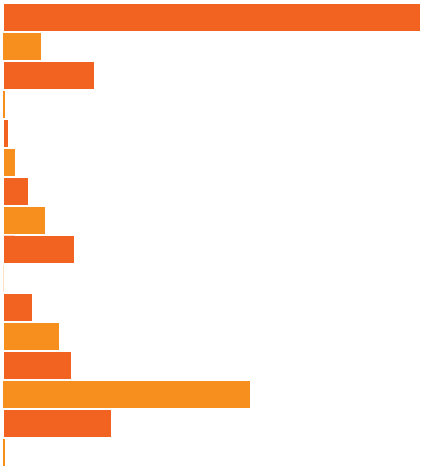
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,205

EXAMPLES OF COURSES STUDIED

- MA Song Writing
- MA Music Performance
- MA Sound Arts
- MA Theatre for Young Audiences
- MA Music Education
- PGDE Leadership and Learning

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	34.8%
Business, HR and finance professionals	3.1%
Education professionals	7.5%
Engineering and building professionals	0.1%
Health professionals	0.3%
Information technology professionals	0.9%
Legal, social and welfare professionals	2.0%
Managers	3.4%
Marketing, PR and sales professionals	5.8%
Science professionals	0.0%
Other professionals, associate professionals and technicians	2.3%
Childcare, health and education occupations	4.6%
Clerical, secretarial and numerical clerks	5.6%
Retail, catering, waiting and bar staff	20.6%
Other occupations	8.9%
Unknown occupations	0.1%



FEMALE: 3,640 / MALE: 2,620 / TOTAL IN EMPLOYMENT IN UK: 6,260

EXAMPLES OF 2017 PERFORMING ARTS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Factory supervisor – window manufacturer; Education professionals; Music assistant – school

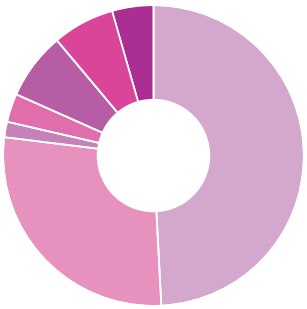
Business, HR and finance professionals: Business development executive – media events company

Arts, design and media professionals: Chamber music manager – Royal College of Music; Assistant artist manager – talent agency; Audience development co-ordinator – art festival; Self-employed musician; Theatre aide – community centre; Freelance assistant publicist and producer; Self-employed artistic director; Theatre collective founder; Actor – production company

Retail, catering, waiting and bar staff: Bar staff – bar; Bookseller – bookshop

CREATIVE ARTS

Cinematics and photography



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	49.3%
Working part time in the UK	27.8%
Working overseas	1.6%
Working and studying	3.2%
Further study	7.0%
Unemployed, including those due to start work	6.7%
Other	4.4%

SURVEY RESPONSE: 75.6% / FEMALE: 2,090 / MALE: 1,840 / TOTAL RESPONSES: 3,930 / ALL GRADUATES: 5,205

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.8%
Studying for a Masters (e.g. MA, MSc)	74.8%
Studying for a postgraduate qualification in education	7.9%
Studying for other postgraduate diplomas	4.6%
Studying for a professional qualification	1.5%
Other study	9.4%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 275

EXAMPLES OF COURSES STUDIED

MA Art History and Theory

Teaching Assistance

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	45.2%
Business, HR and finance professionals	2.2%
Education professionals	1.5%
Engineering and building professionals	0.3%
Health professionals	0.3%
Information technology professionals	2.3%
Legal, social and welfare professionals	0.8%
Managers	3.1%
Marketing, PR and sales professionals	6.4%
Science professionals	0.0%
Other professionals, associate professionals and technicians	2.5%
Childcare, health and education occupations	1.4%
Clerical, secretarial and numerical clerks	4.5%
Retail, catering, waiting and bar staff	19.7%
Other occupations	9.8%
Unknown occupations	0.1%

FEMALE: 1,695 / MALE: 1,455 / TOTAL IN EMPLOYMENT IN UK: 3,155

EXAMPLES OF 2017 CINEMATICS AND PHOTOGRAPHY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Assistant store manager (training) – Joules; Assistant hotel manager

Business, HR and finance professionals: Recruitment consultant – recruitment agency

Marketing, advertising, PR and sales professionals: Digital marketer – By Terry

Arts, design and media professionals: Social media manager; Freelance photographer; Art studio manager – artist studio; Photographer – photography studio; Production associate – production company

Nursing, health and education occupations: Nursery assistant – nursery; Co-educator – training organisation

Retail, catering, waiting and bar staff: Sales adviser – House of Fraser

Other occupations: Office runner – media company

Dynamo

Creator

Empath

Entertainer

Experimenter

Job Match

Take the first step into finding the job for you

Guardian

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Organiser

Pioneer

Promoter

Solver

Tactician

Visionary

Technology, engineering and maths overview

BARRIE GREY Head of careers and employability at Bath Spa University

Technology, engineering and mathematics are considered a significant element of the government's industrial strategy[1] for the UK. It's not surprising, therefore, to see plenty of higher education provision in this area. Graduates from subjects in information technology (IT), maths, architecture and building studies, civil engineering, electrical and electronic engineering and mechanical engineering made up over 10% of the total graduating cohort in the 2016/17 *Destinations of Leavers from Higher Education* (DLHE) survey.

Working full time was the most likely outcome for technology, engineering and maths graduates. When compared with the total graduate cohort, architecture and building studies (70.3%), civil engineering (69.3%), electrical and electronic engineering (66.6%), IT (64%) and mechanical engineering (63.9%) were all above the average of 55.2%. Maths was the only subject to have lower than average full-time employment outcomes at 47.6%. However, 25% of maths graduates did go on to further study – nearly double the percentage of the second highest, mechanical engineering (13.5%). Data from HESA reports that around a quarter of all students enrolled on an engineering degree are planning to include a year in industry, are already on a year in industry or have completed a year in industry.[2]

Working and studying across these subjects remains quite low in comparison to the average for the whole graduate cohort. Engineering graduates are much less likely to go on to formal study alongside work due to the rise in integrated Masters courses that enable them to apply for chartered status earlier in their career. Maths has the highest percentage of graduates working and studying (5.2%) and this is due to the relatively high numbers progressing to roles in finance that require further professional qualifications, such as accountancy.

Generally, UK graduates aren't particularly mobile in the early stages of their career with only 1.8% working overseas after they graduate. There isn't any significant difference for graduates from technology, engineering and maths subjects. The *Gone International: mobility works* publication states that while the percentage of students spending time abroad as part of their undergraduate studies has risen, it still remained low at 7.4% for students graduating in 2014/15.[3] The report suggests a significant barrier is language – including the lack of language teaching in schools and options for continuing language learning at university.

Employment destinations

Subjects that make up technology, engineering and maths are mainly vocational. Subject tuition is more aligned with employer expectations and therefore graduates should leave with the skills and knowledge to enter specific employment pathways. This was a result of the Wakeham Review that recommended greater collaboration between industry and educators.[4] As well as the introduction of degree apprenticeships, more engineering degree courses are being by sponsored by, or aligned to, particular employers.

Overwhelmingly, IT graduates who were working went into roles as IT professionals (63.1%). Of the roles IT graduates secured, over a third (34.3%) went on to become programmers and software developers. The rest are shared in small percentages across the IT sector, with general IT and telecoms professionals the second highest occupation entered (6.7%).

The main employment destinations for maths graduates were to become business, human resources (HR) and finance professionals (41.9%) and IT professionals (12%). This is likely down to their analytical skills and the high proportion of graduate opportunities in business, HR and finance. According to the High Fliers report on the graduate labour market in 2017, almost 37% of the opportunities offered by the leading 100 graduate recruiters were in these areas.[5] The actual job sectors maths graduates went into were more diverse with no obvious front runner. The three most popular sectors were general business professionals (8.7%), finance and investment analysts/advisers (8.1%) and programmers and software developers (7.3%).

For graduates from architecture and building studies, the outcomes were split between engineering and building professionals (46.1%) and other professionals, associate professionals and technicians (24.8%). The latter is something of a catch-all category for occupations that can be locally important but not large enough for categories of their own. However, a significant percentage of architecture and building studies graduates were in this area because it includes roles like architectural technicians and some town planning roles. Looking at popular sectors, it might seem surprising that architect (7.5%) is the fourth most popular occupation behind architectural and town planning technicians (21.4%), quantity surveyors (17.2%) and chartered surveyors (8.4%).

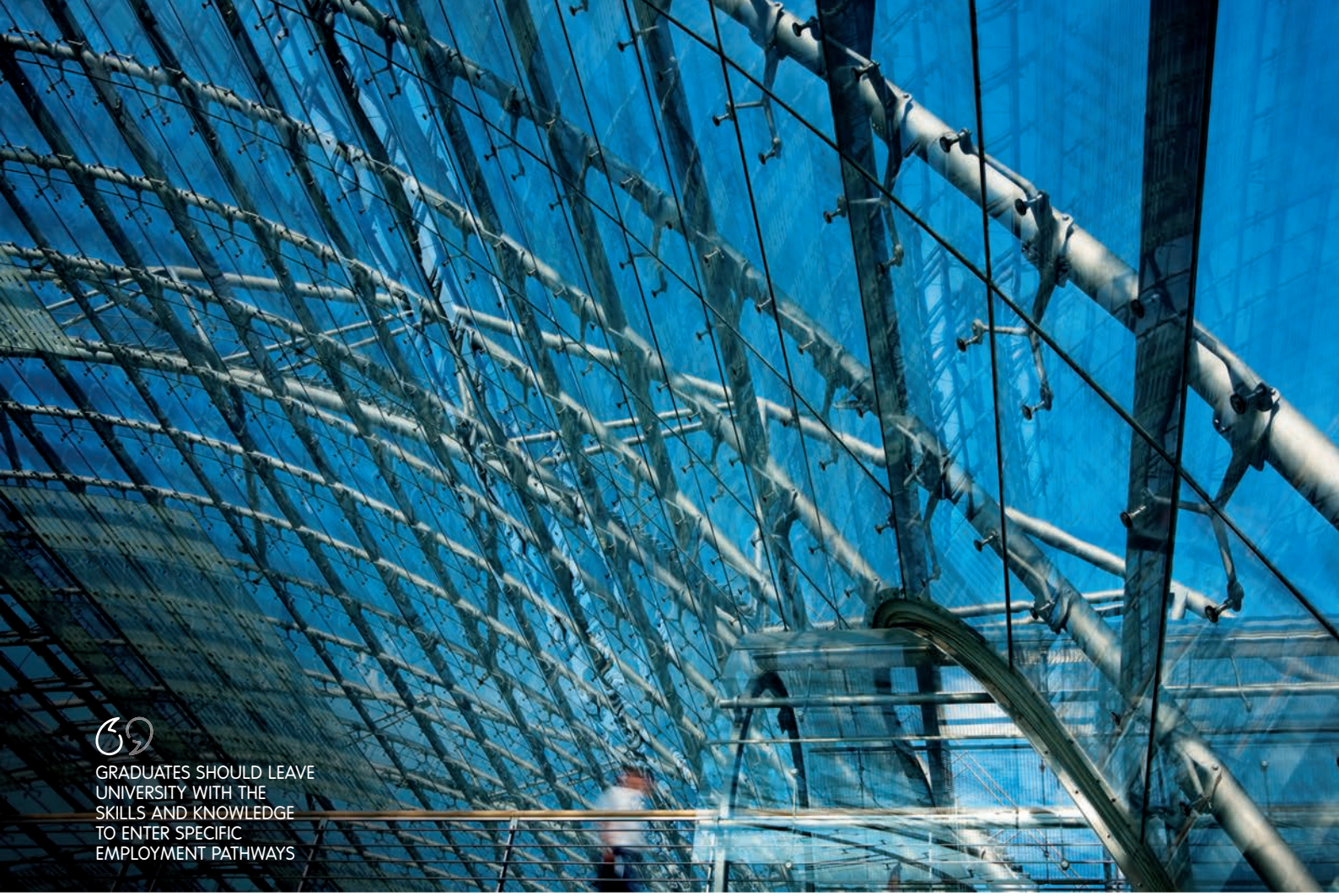
Unsurprisingly, many engineering graduates were employed as engineering and building professionals. This was particularly true for civil engineering graduates (74.8%). There was some difference with electrical and electronic engineering graduates with only 41.3% going on to become engineering and building professionals. A significant proportion (20.2%) went on to become IT professionals.

Looking at a further breakdown of the data reveals few surprises, as 56.9% of civil engineering graduates went on to become civil engineers with only general engineers (at 8.6%) offering any alternative. There was a broader range of outcomes for electrical and electronic engineering graduates. Electrical engineers come out as the top destination (14.1%), but electronic engineer is only fifth on the list with 6.1% of graduates choosing this profession. In between these destinations were programmers and software development professionals (9.2%), general engineers (8.3%) and design and development engineers (6.5%).

Unemployment

With an ongoing shortage of skilled engineers and IT professionals, it's puzzling to see unemployment still high for graduates from technology, engineering and maths. Only civil engineering (4.8%) and architecture and building studies (4.9%) were below the average for the whole graduate cohort (5.1%). While unemployment is down in most subjects compared to last year's levels, they're still very high in IT (9.4%) and maths (7.5%).

One explanation could be raised expectations. Looking at the data for employment outcomes



GRADUATES SHOULD LEAVE UNIVERSITY WITH THE SKILLS AND KNOWLEDGE TO ENTER SPECIFIC EMPLOYMENT PATHWAYS

the percentage of graduates going into non-professional roles such as hospitality and retail are quite small. Other subjects reporting lower than average unemployment saw more graduates going into these sectors. It could be that the expectation of getting a degree-related professional job on graduation means that graduates are more likely to remain unemployed while seeking that role. This expectation might be further solidified by the high proportion of work-based learning within these degree programmes, increasing the graduate's expectation of the roles they should be considering.

The counterargument is that employers still perceive graduates as not having the right skills. This isn't necessarily echoed in the last report by the CBI called *Helping the UK thrive*.[6] The report states that businesses are increasing their opportunities for graduates, believe that the subject studied is important, agree that relevant work experience is crucial and value the skills that graduates bring. While this is an isolated study, these elements of the executive study would suggest that the opportunities for, and the perception of, graduates from technology, engineering and maths should be favourable.

Gender issues

Despite a number of high-profile campaigns to encourage more females into STEM subjects, there's still a significant disparity in the number of females engaging in these subjects. This is despite a higher number of females in higher education than males. For example, while technology, engineering and maths make up around 10% of the graduate population, only 4% of female graduates had studied technology, engineering and maths subjects. The disparity in maths isn't as high, with around a 60:40 split in favour of male graduates. The subject with the widest gender gap was mechanical engineering with a 90:10 split in favour of male graduates.

Obviously these campaigns take time and there's some evidence of marginal improvement. While females made up only 11% of the graduate respondents from engineering courses, the percentage of females studying engineering subjects in 2016/17 was nearly 18%. Industry, government and education still need to do much more to increase the number of females taking part in STEM learning to help fill the growing skills gap.

Further study

Aside from maths (25%), the percentage of graduates undertaking further study is relatively low. Most other subjects aren't much higher than 10% compared to an average for all graduates of just over 16%. The percentage progressing into further study is lowest for graduates from architecture and building studies (7.3%). The significant proportion of graduates going into full-time work in professional areas relating to their degree could explain why these graduates are less likely to go into further study. The drivers for further study are more often than not to specialise in order to be more employable or to begin a career in research. Graduates that do go on to further study predominantly study at Masters level, which suggests they are seeking very specific vocational courses leading to particular jobs. IT, for example, had a lot of graduates studying Masters courses such as cyber security and games design.

Salaries

The starting salary range for graduates from technology, engineering and maths subjects is quite wide, ranging from £18,250 to £31,300. The highest salaries are in IT and the lowest salaries are in architecture and building studies. There's a shortage of IT specialists with companies paying higher salaries to tempt the best graduates. At the lower end, it's often the case that architecture and building studies graduates go into technician-level roles while they build a portfolio or progress through steps to professional registration. The salary range suggests that most technology, engineering and maths graduates will start above the average full-time graduate salary of around £21,000.

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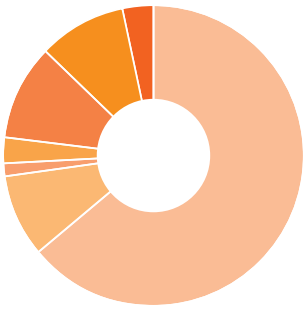
3. Richard, N. Lowe, R. Hanks, C. (2016). Universities UK. *Gone international: mobility works*.

4. Wakeham, W. (2016). GOV.UK. *Wakeham Review of STEM Degree Provision and Graduate Employability*

5. High Fliers (2018). *The Graduate Market in 2018* – Annual review of graduate vacancies & starting salaries at the UK's leading employers.

6. CBI (2017). *CBI/Pearson Education and Skills Survey 2017*. 'Helping the UK Thrive'.

IT



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	64.0%
Working part time in the UK	8.8%
Working overseas	1.3%
Working and studying	2.9%
Further study	10.3%
Unemployed, including those due to start work	9.4%
Other	3.2%

SURVEY RESPONSE: 77.1% / FEMALE: 1,520 / MALE: 8,875 / TOTAL RESPONSES: 10,400 / ALL GRADUATES: 13,490

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	11.0%
Studying for a Masters (e.g. MA, MSc)	73.1%
Studying for a postgraduate qualification in education	8.0%
Studying for other postgraduate diplomas	1.9%
Studying for a professional qualification	0.9%
Other study	5.1%

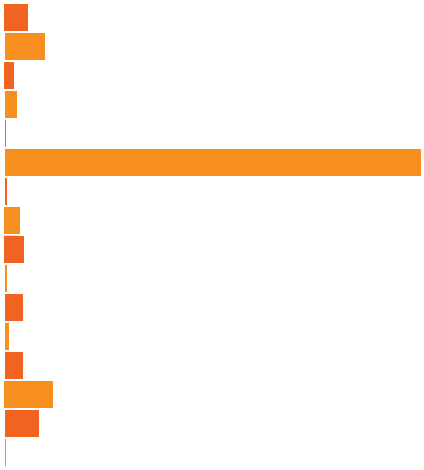
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,075

EXAMPLES OF COURSES STUDIED

- MSc Cyber Security
- MRes Computing
- MSc Advanced Computer Science
- MA Games Design
- MA Computing for Business
- MA Computing for Finance
- MSc Web Mobile Development
- PhD Intelligent Games and Games Intelligence
- PGCE Secondary Computer Science and Information Technology

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	3.5%
Business, HR and finance professionals	6.0%
Education professionals	1.4%
Engineering and building professionals	1.8%
Health professionals	0.1%
Information technology professionals	63.1%
Legal, social and welfare professionals	0.3%
Managers	2.3%
Marketing, PR and sales professionals	2.9%
Science professionals	0.3%
Other professionals, associate professionals and technicians	2.7%
Childcare, health and education occupations	0.6%
Clerical, secretarial and numerical clerks	2.7%
Retail, catering, waiting and bar staff	7.3%
Other occupations	5.1%
Unknown occupations	0.1%



FEMALE: 1,170 / MALE: 6,705 / TOTAL IN EMPLOYMENT IN UK: 7,880

EXAMPLES OF 2017 IT GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Health professionals: Student paramedic – West Midlands Ambulance Service

Education professionals: Lecturer – college; Secondary school teacher – secondary school

Engineering and building professionals: Assistant control systems engineer – Siemens Rail Automation; Planning, research and consultation intern – university

Information technology professionals: Web developer – BBC; Software engineer – British Telecom; JavaScript developer – software company; IT graduate training programme – Santander; Software developer – glass manufacturing company; Application support engineer – software company; Operations security analyst – security service

Business, HR and finance professionals: Data developer – Capita; Performance management specialist – Vodafone Group; Business intelligence analyst – NHS; Consultant – consulting services

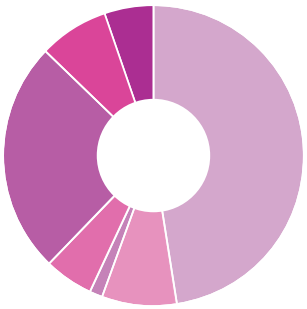
Marketing, advertising, PR and sales professionals: Marketing graphic designer – TV channel

Arts, design and media professionals: Imaging editor – clothing company; 3D artist – graphic design company

Other professionals, associate professionals and technicians: Helpdesk support specialist – Translation services; IT technician – secondary school

Numerical clerk, clerical and secretarial occupations: Civil servant – Department for Work and Pensions

Maths



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	47.6%
Working part time in the UK	8.2%
Working overseas	1.4%
Working and studying	5.2%
Further study	25.0%
Unemployed, including those due to start work	7.5%
Other	5.1%

SURVEY RESPONSE: 79.9% / FEMALE: 1,995 / MALE: 3,190 / TOTAL RESPONSES: 5,190 / ALL GRADUATES: 6,495

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	21.5%
Studying for a Masters (e.g. MA, MSc)	44.8%
Studying for a postgraduate qualification in education	25.7%
Studying for other postgraduate diplomas	5.6%
Studying for a professional qualification	1.0%
Other study	1.5%

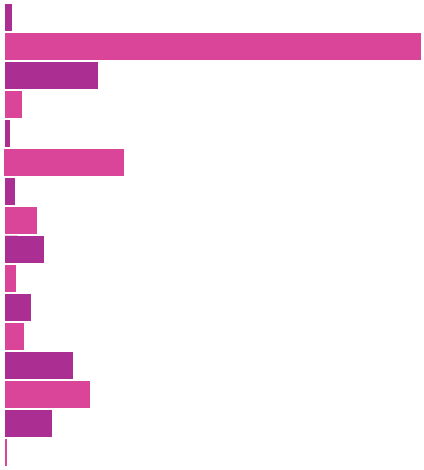
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY : 1,300

EXAMPLES OF COURSES STUDIED

- MSc Mathematics
- MSc Software Engineering
- MSc Medical Statistics
- MSc Mathematical Biology
- MSc Astrophysics
- PhD Mathematics
- PGCE Secondary Mathematics

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.7%
Business, HR and finance professionals	41.9%
Education professionals	9.3%
Engineering and building professionals	1.7%
Health professionals	0.5%
Information technology professionals	12.0%
Legal, social and welfare professionals	1.0%
Managers	3.2%
Marketing, PR and sales professionals	3.9%
Science professionals	1.1%
Other professionals, associate professionals and technicians	2.6%
Childcare, health and education occupations	1.9%
Clerical, secretarial and numerical clerks	6.8%
Retail, catering, waiting and bar staff	8.5%
Other occupations	4.7%
Unknown occupations	0.2%



FEMALE: 1,270 / MALE: 1,895 / TOTAL IN EMPLOYMENT IN UK: 3,160

EXAMPLES OF 2017 MATHS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Primary school teacher – primary school; Statistics tutor – university; Secondary school teacher – local authority

Science professionals: Food entrepreneur – self-employed

Engineering and building professionals: Operations engineer – BAE Systems

Information technology professionals: Fraud analyst – American Express; Software engineer – telecommunications company

Business, HR and finance professionals: Candidate screening coordinator – recruitment agency; Tax analyst – Deloitte LLP; Audit associate – KPMG; Graduate financial analyst – Amazon; Trainee actuary – insurance company

Other professionals, associate professionals and technicians: Fives coach – coaching agency; Project coordinator – heart clinic; Supply chain management graduate trainee – automobile company

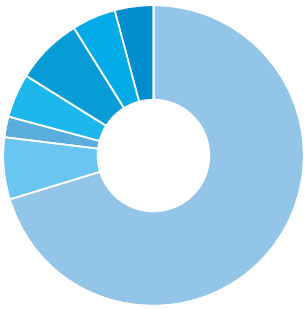
Nursing, health and education occupations: Attendance officer – secondary school

Numerical clerk, clerical and secretarial occupations: Bookkeeper – self-employed; Claims handler – claims management company; Personal banking assistant – Lloyds Banking Group

Retail, catering, waiting and bar staff: Resort host – Ski tour operator; Sales assistant – Carphone Warehouse

TECHNOLOGY, ENGINEERING AND MATHS

Architecture and building



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	70.3%
Working part time in the UK	6.7%
Working overseas	2.4%
Working and studying	4.5%
Further study	7.3%
Unemployed, including those due to start work	4.9%
Other	3.9%

SURVEY RESPONSE: 83.1% / FEMALE: 1,395 / MALE: 3,175 / TOTAL RESPONSES: 4,570 / ALL GRADUATES: 5,500

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.3%
Studying for a Masters (e.g. MA, MSc)	61.5%
Studying for a postgraduate qualification in education	1.5%
Studying for other postgraduate diplomas	12.8%
Studying for a professional qualification	2.7%
Other study	19.2%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 330

EXAMPLES OF COURSES STUDIED

- MSc Urban Design
- MA Cultural Studies
- MArch Architecture
- MSc Real Estate
- MSc City Design and Social Science

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	2.9%
Business, HR and finance professionals	4.2%
Education professionals	0.4%
Engineering and building professionals	46.1%
Health professionals	0.1%
Information technology professionals	0.5%
Legal, social and welfare professionals	1.1%
Managers	7.4%
Marketing, PR and sales professionals	2.6%
Science professionals	0.0%
Other professionals, associate professionals and technicians	24.8%
Childcare, health and education occupations	0.4%
Clerical, secretarial and numerical clerks	1.3%
Retail, catering, waiting and bar staff	4.4%
Other occupations	3.8%
Unknown occupations	0.1%

FEMALE: 1,080 / MALE: 2,640 / TOTAL IN EMPLOYMENT IN UK: 3,720

EXAMPLES OF 2017 ARCHITECTURE AND BUILDING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Engineering and building professionals: Graduate building surveyor – housing company; Graduate construction manager – Mace Group; Graduate design manager – construction company; Part 1 Architect – architectural practice

Business, HR and finance professionals: Consultant – freelance

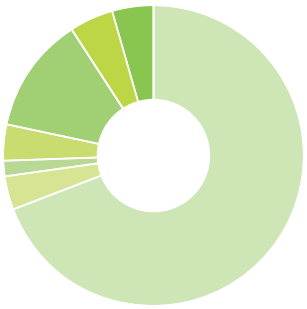
Arts, design and media professionals: Graphic designer – self-employed

Other professionals, associate professionals and technicians: Architectural assistant – housing company

Retail, catering, waiting and bar staff: Sales advisor – Topshop

TECHNOLOGY, ENGINEERING AND MATHS

Civil engineering



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	69.3%
Working part time in the UK	3.5%
Working overseas	1.9%
Working and studying	3.9%
Further study	12.4%
Unemployed, including those due to start work	4.8%
Other	4.2%

SURVEY RESPONSE: 82.7% / FEMALE: 315 / MALE: 1,725 / TOTAL RESPONSES: 2,045 / ALL GRADUATES: 2,470

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	9.5%
Studying for a Masters (e.g. MA, MSc)	82.9%
Studying for a postgraduate qualification in education	1.6%
Studying for other postgraduate diplomas	2.8%
Studying for a professional qualification	0.4%
Other study	2.8%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 255

EXAMPLES OF COURSES STUDIED

- MSc Sustainability
- MSc Project Management
- MSc Structural Engineering
- MSc Civil Engineering
- MSc Geotechnical Engineering
- MSc Oil and Gas Engineering

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.3%
Business, HR and finance professionals	3.4%
Education professionals	0.5%
Engineering and building professionals	74.8%
Health professionals	0.0%
Information technology professionals	1.2%
Legal, social and welfare professionals	0.3%
Managers	4.2%
Marketing, PR and sales professionals	0.9%
Science professionals	0.2%
Other professionals, associate professionals and technicians	5.6%
Childcare, health and education occupations	0.1%
Clerical, secretarial and numerical clerks	1.0%
Retail, catering, waiting and bar staff	4.2%
Other occupations	3.3%
Unknown occupations	0.1%

FEMALE: 250 / MALE: 1,320 / TOTAL IN EMPLOYMENT IN UK: 1,565

EXAMPLES OF 2017 CIVIL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Research fellow – university

Engineering and building professionals: Design manager – Balfour Beatty; Graduate engineer – Gatwick Airport Ltd; Graduate highway engineer – Kier; Structural engineer – Ramboll; Graduate civil engineer – Skanska UK; Graduate geotechnical engineer – Atkins

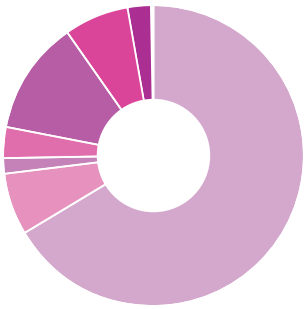
Business, HR and finance professionals: Delivery analyst – business management consultancy

Arts, design and media professionals: Life model – self-employed

Other professionals, associate professionals and technicians: Evidence author – Costain; Officer cadet – British Army

Retail, catering, waiting and bar staff: Sales assistant – TK Maxx; Bar staff – public house

Electrical and electronic engineering



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	66.6%
Working part time in the UK	6.7%
Working overseas	1.7%
Working and studying	3.3%
Further study	12.2%
Unemployed, including those due to start work	6.9%
Other	2.7%

SURVEY RESPONSE: 81.1% / FEMALE: 255 / MALE: 2,100 / TOTAL RESPONSES: 2,350 / ALL GRADUATES: 2,895

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	28.0%
Studying for a Masters (e.g. MA, MSc)	59.6%
Studying for a postgraduate qualification in education	2.8%
Studying for other postgraduate diplomas	3.3%
Studying for a professional qualification	0.7%
Other study	5.6%

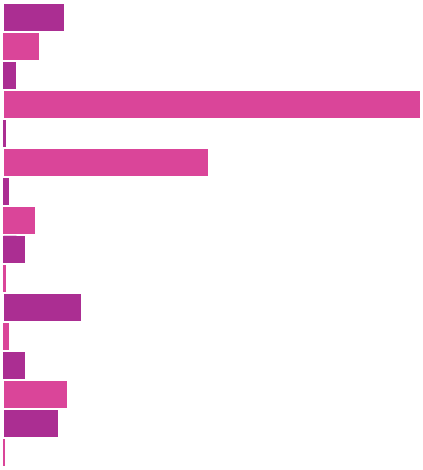
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 285

EXAMPLES OF COURSES STUDIED

- MSc Information Security
- MSc Engineering Management
- MSc Sustainable Technology
- MSc Electrical Power Engineering
- MSc Space Engineering
- MSc Business with Financial Management
- PhD Digital Communications

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	5.9%
Business, HR and finance professionals	3.5%
Education professionals	1.2%
Engineering and building professionals	41.3%
Health professionals	0.2%
Information technology professionals	20.2%
Legal, social and welfare professionals	0.5%
Managers	3.1%
Marketing, PR and sales professionals	2.1%
Science professionals	0.2%
Other professionals, associate professionals and technicians	7.6%
Childcare, health and education occupations	0.5%
Clerical, secretarial and numerical clerks	2.1%
Retail, catering, waiting and bar staff	6.2%
Other occupations	5.3%
Unknown occupations	0.1%



FEMALE: 200 / MALE: 1,600 / TOTAL IN EMPLOYMENT IN UK: 1,800

EXAMPLES OF 2017 ELECTRICAL AND ELECTRONIC ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Tutor – self-employed; Demonstrator – university; Lecturer – university

Legal, social and welfare professionals: Trainee patent attorney – law firm

Engineering and building professionals: Electrical engineering graduate – Network Rail; EE planning engineer – Rolls Royce; Statistician engineer – ABB Ltd; Graduate test engineer – software company; Network engineer – British Telecom; Silicon product engineer – semiconductor company

Information technology professionals: Software engineer – Arm

Business, HR and finance professionals: Application consultant – Capgemini

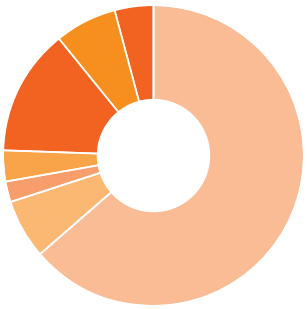
Other professionals, associate professionals and technicians: Sustainability project officer – university; Trainee electrical technical officer – marine services; Test stand technician – Borgwarner

Retail, catering, waiting and bar staff: Retail assistant – ASDA; Sales manager – retail outlet; Customer service expert – events company

Other occupations: Deliverer – Deliveroo

TECHNOLOGY, ENGINEERING AND MATHS

Mechanical engineering



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	63.9%
Working part time in the UK	6.4%
Working overseas	2.2%
Working and studying	3.4%
Further study	13.5%
Unemployed, including those due to start work	6.7%
Other	4.1%

SURVEY RESPONSE: 80.7% / FEMALE: 375 / MALE: 3,765 / TOTAL: 4,135 / ALL GRADUATES: 5,125

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	24.1%
Studying for a Masters (e.g. MA, MSc)	67.3%
Studying for a postgraduate qualification in education	2.7%
Studying for other postgraduate diplomas	0.6%
Studying for a professional qualification	0.4%
Other study	4.8%

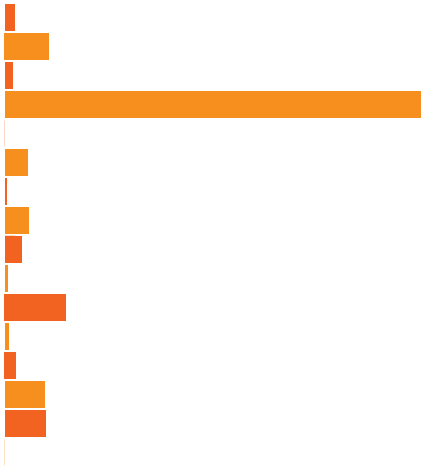
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 555

EXAMPLES OF COURSES STUDIED

- MA Leadership and Education
- MSc Project Management
- MSc Renewable and Sustainable Energy Technologies
- MSc Biomedical Engineering
- MSc Mechanical Engineering
- MA Design Management
- MSc Business with Management
- MSc Offshore Engineering
- PhD Aerospace Engineering
- PhD Mechanical Engineering
- PGDip Pipeline Integrity Management

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.4%
Business, HR and finance professionals	6.3%
Education professionals	1.1%
Engineering and building professionals	59.3%
Health professionals	0.0%
Information technology professionals	3.2%
Legal, social and welfare professionals	0.2%
Managers	3.4%
Marketing, PR and sales professionals	2.4%
Science professionals	0.4%
Other professionals, associate professionals and technicians	8.7%
Childcare, health and education occupations	0.5%
Clerical, secretarial and numerical clerks	1.6%
Retail, catering, waiting and bar staff	5.7%
Other occupations	5.8%
Unknown occupations	0.0%



FEMALE: 280 / MALE: 2,760 / TOTAL IN EMPLOYMENT IN UK: 3,045

EXAMPLES OF 2017 MECHANICAL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Research officer – university

Legal, social and welfare professionals: Accident claims specialist – claims company; Trainee patent attorney – legal services

Science professionals: Computational physicist – energy company

Engineering and building professionals: Restoration worker – buildings restoration charity; Graduate mechanical engineer – Babcock; Design and development engineer – engineering consultant; Aerodynamics engineer – Red Bull Racing; Graduate engineer – Bentley; Chassis design quality engineer – Honda; Flight physics engineer – defence technology company

Information technology professionals: Associate systems engineer – Cisco Systems; IT service manager – FDM Group

Business, HR and finance professionals: Depositary analyst – administration services; Equity research intern – investment banking company

Arts, design and media professionals: Technical author – RG Luma Automation Ltd

Other professionals, associate professionals and technicians: IT Assistant – insurance agency; Manufacturing autocad technician – glass shop; Air traffic controller trainee – air traffic services; Pilot – Royal Airforce

Nursing, health and education occupations: Teaching support assistant – university

Retail, catering, waiting and bar staff: Sales assistant – bicycle store

Other occupations: Delivery driver – Ocado

HUMANITIES

Humanities overview

HELEN KEMPSTER Senior careers consultant at The Careers Group, University of London

The humanities subjects we are examining in this publication are English, history, languages and philosophy. In general, this group of subjects is non-vocational, and offers graduates a wide range of occupational choices, which the 2016/17 *Destinations of Leavers from Higher Education* (DLHE) data demonstrates.

Employment destinations and salaries

On the whole, humanities graduates are less likely to be working either full or part time than graduates as a whole. The proportion of those in work, including those who are also studying, ranges from 60.6% of history graduates to 67.4% of languages graduates, compared to 74.3% of all graduates. This lower proportion is mostly due to the large percentage undertaking further study.

Popular occupational areas for humanities graduates are as business, human resources (HR) and finance professionals (the most common for philosophy graduates, at 18.9%) and marketing, public relations (PR) and sales (the most common for languages graduates, at 18.3%, but also significant for philosophy graduates at 15.2%). The most common occupation reflects this too, being marketing associate professionals for both subject areas. For English and history graduates, the largest proportion of graduates were working as retail, catering, waiting and bar staff (19.2% and 18.5% respectively). Being employed in these occupations six months after graduation indicates that many of these graduates are working in non-graduate-level roles, particularly as the most common occupation for both subject areas is as sales and retail assistants (9.4% for English and 8.4% for history).

There is some evidence from small-scale studies of humanities graduates to suggest that graduates from non-vocational courses such as these may take longer to progress into graduate-level jobs than students from more vocationally-focused disciplines, as they may spend more time exploring the great variety of possibilities open to them.[1] This range of possibilities is also demonstrated by the fact that humanities graduates are employed across all occupational areas. Areas with larger proportions are education professionals and clerical, secretarial and numerical clerks, but there are small numbers working as health professionals and in building and engineering, for example.

There is also some evidence from small-scale research that reliance on first destinations data such as DLHE does not reflect occupational areas across a graduate's whole life course. Research by the University of Oxford, for example, showed that only 33% of (humanities) graduates in the sample remained in the sector of their first occupation. It was revealed that 28% made major career changes, moving between employment sectors after their careers were well-established, and a further 8% maintained dual careers over an extended period.[2] Therefore, we cannot assume from the data that business, HR and finance, and marketing, PR and sales will employ large proportions of humanities graduates in the longer term. This may also demonstrate the flexibility of the skillset that graduates have gained through their degrees.

Another notable feature of humanities graduates is that they are slightly more likely than all graduates to be working overseas after graduation. Perhaps unsurprisingly, this is particularly true of languages graduates, where 9.1% are working overseas, compared to 1.8% of all graduates. This suggests that these graduates are making the most of the language skills gained during their studies.

Average regional starting salaries for humanities graduates vary from £16,600-£21,700 for English, to £17,300-£25,000 for philosophy.

HUMANITIES GRADUATES ARE UNIQUELY EQUIPPED TO GRASP THE OPPORTUNITIES OF GLOBALISATION

Unemployment

In general, humanities graduates were slightly more likely to be unemployed when compared to the rate for graduates as a whole (5.1%). Overall, there has been a downward trend for English, history and languages in unemployment rates over the last three years, with English, for example, dropping from 6.6% in 2013/14 to 5.4% in 2016/17. Philosophy is included in this publication for the first time this year, so comparison across years is not possible – however, this year the subject had the largest proportion of unemployed graduates at 8.1%. It's unclear why this should be the case; philosophy graduates have similar skills and attributes to offer as other humanities graduates, such as self-motivation, time management, flexibility, creativity and the ability to handle complex information.[3]

Gender

The humanities are dominated by female graduates. Across all the subject areas, female respondents outnumbered males, particularly in English (76% female) and languages (69% female). This reflects higher education as a whole, where female students are over-represented. *The Guardian* reported that 2016 UCAS figures show that women outnumber men in 112 of 180 degree subjects.[4] It's unclear why humanities subjects are favoured by female students, although this may be due to stereotypes surrounding subject areas. It is interesting to note that there are very few initiatives to encourage males to study these subjects. On the other hand, initiatives such as Women Into Science and Engineering (WISE) seek to encourage females into areas where they are underrepresented.

Further study

As mentioned above, humanities graduates are much more likely than graduates of other subjects to be in further study. While 16.1% of graduates were in further study overall, rates for humanities graduates range from 21% for languages graduates to 27.5% of history graduates. This high rate of further study may be linked to the reasons discussed above. Given the non-vocational nature of these subjects, many graduates may go on to further study to explore or specialise further, or to undertake professional or vocational qualifications. This can be seen in the proportion of those English and languages graduates in further study who were studying postgraduate qualifications in education (28% and 22.9% respectively, compared to 14.7% of all graduates). This may reflect the fact that teaching is one area where the language skills gained from these subject areas are directly applicable. Other examples of professional qualifications undertaken are in areas such as law, accounting, journalism and teaching English as a foreign language. Even for those graduates studying at Masters level, many were undertaking courses with a more vocational focus, such as public policy, marketing, and management. However, we can also clearly see evidence of graduates continuing with further academic study, in fields such as criminology, classics and ancient literature.

Future trends

In November 2017, the UK government launched its new Industrial Strategy, which revealed a focus on technical education alongside higher education. This also included an investment of £406million to support maths, digital and technical education, to address the shortage of science, technology, engineering and maths (STEM) skills,[5] building on previous strategies and initiatives in this area. There is some concern that this focus on STEM may come at the detriment of other subject areas, including the humanities. There is certainly a decline in uptake of these subjects and opportunities to study them. The British Academy for the humanities and social sciences notes that, between 2007 and 2017, at least 10 modern language departments were closed at UK higher education institutions.[6] Additionally, between 2011 and 2017, the number of students studying 'English studies' and 'Historical and philosophical studies' in higher education declined by 19.1% and 13.8% respectively.[7]

In the face of this decline, humanities graduates need to demonstrate their unique value in the labour market and the economy. Some analysis of employability profiles of various subjects, although developed some time ago, showed that attributes such as adaptability, creativity, decisiveness, initiative, leadership and tolerance of stress are emphasised more strongly in philosophy than physics, maths or engineering.[8] Humanities graduates are also uniquely equipped to grasp the opportunities of globalisation, through studying other cultures (for example, in languages and history) and exploring other perspectives (in English and philosophy). In addition, the emphasis on ethics in philosophy curricula leaves graduates well placed to tackle contemporary issues and challenges such as corporate social responsibility and sustainability.[9]

There is also scope for universities to consider how they can support the employability of their humanities students in-curriculum. This is undoubtedly a challenge given the lack of vocational focus of many programmes, where students may need support to narrow down their considerable options, as well as to clearly articulate to employers the value of their degrees in the contemporary world. This could perhaps be achieved by focusing on global challenges and how the humanities can tackle these. This renewed focus may lead to a resurgence in interest in the humanities so graduates can continue to make a positive contribution to the economy into the future.

References

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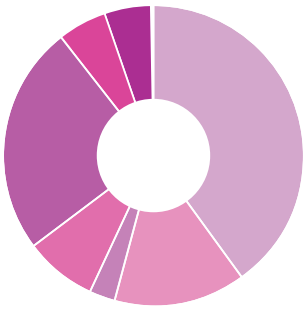
HUMANITIES

English



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	40.1%
Working part time in the UK	14.3%
Working overseas	2.7%
Working and studying	7.8%
Further study	24.7%
Unemployed, including those due to start work	5.4%
Other	5.1%

SURVEY RESPONSE: 73.9% / FEMALE: 6,110 / MALE: 1,895 / TOTAL RESPONSES: 8,015 / ALL GRADUATES: 10,840

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.0%
Studying for a Masters (e.g. MA, MSc)	61.5%
Studying for a postgraduate qualification in education	28.0%
Studying for other postgraduate diplomas	1.7%
Studying for a professional qualification	1.9%
Other study	2.9%

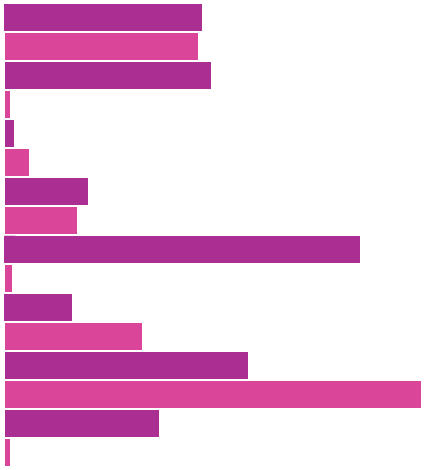
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,980

EXAMPLES OF COURSES STUDIED

- MA English
- MBA HR Management
- MA Film & Media
- MA Marketing, Communications and Branding
- MA English, History and Popular Culture
- MRes Creative Writing
- MA International Journalism
- MLitt Publishing Studies
- PGCE English
- PGDE Primary Education

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	9.1%
Business, HR and finance professionals	8.9%
Education professionals	9.5%
Engineering and building professionals	0.2%
Health professionals	0.4%
Information technology professionals	1.1%
Legal, social and welfare professionals	3.8%
Managers	3.3%
Marketing, PR and sales professionals	16.4%
Science professionals	0.3%
Other professionals, associate professionals and technicians	3.1%
Childcare, health and education occupations	6.3%
Clerical, secretarial and numerical clerks	11.2%
Retail, catering, waiting and bar staff	19.2%
Other occupations	7.1%
Unknown occupations	0.2%



FEMALE: 3,885 / MALE: 1,085 / TOTAL IN EMPLOYMENT IN UK: 4,975

EXAMPLES OF 2017 ENGLISH GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Manager – restaurant

Education professionals: Primary school teacher – primary school; Alumni officer – university; High school teacher – high school

Information technology professionals: Graduate library assistant – university

Marketing, advertising, PR and sales professionals: PR and communications officer – start-up accelerator; Marketing consultant – customer experience consultancy; Export sales assistant – Usborne Publishing

Arts, design and media professionals: Producer – sports media and technology company; Junior editor – magazine; Freelance broadcast assistant – BBC; Online production journalist – news organisation; Trainee reporter – local newspaper

Other professionals, associate professionals and technicians: Recruitment consultant – recruitment agency; Community organiser – charity; Editorial assistant – Routledge; Senior support worker – charity

Numerical clerk, clerical and secretarial occupations: Accounts assistant – plastics manufacturer; Medical receptionist – medical centre; Bank clerk – Lloyds; Administrator – football stadium

Retail, catering, waiting and bar staff: Sales assistant – shoe shop; Bartender – pub; Assistant manager – bar; Customer assistant – supermarket

Other occupations: Welfare officer – students' union; Customer assistant – cinema; Visitor fundraiser – museum

HUMANITIES

History

OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	39.6%
Working part time in the UK	11.9%
Working overseas	2.2%
Working and studying	6.9%
Further study	27.5%
Unemployed, including those due to start work	5.7%
Other	6.3%

SURVEY RESPONSE: 75.6% / FEMALE: 4,410 / MALE: 4,060 / TOTAL RESPONSES: 8,475 / ALL GRADUATES: 11,205

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.8%
Studying for a Masters (e.g. MA, MSc)	67.5%
Studying for a postgraduate qualification in education	13.6%
Studying for other postgraduate diplomas	8.1%
Studying for a professional qualification	2.8%
Other study	3.2%

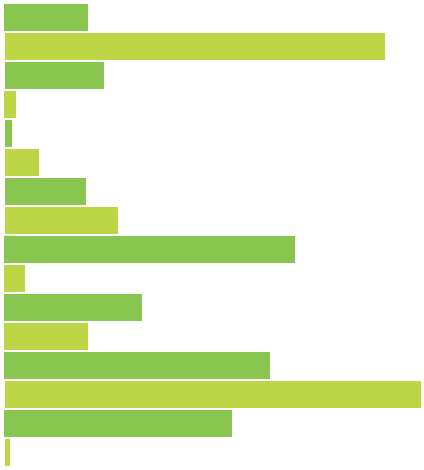
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,330

EXAMPLES OF COURSES STUDIED

- MA Journalism
- MA History
- MSc International Development
- MA Medieval Studies
- MA Public History and Heritage
- MA Ancient History and Classical Culture
- PGCE Secondary History
- PGCE Primary
- Graduate Diploma in Law

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	3.7%
Business, HR and finance professionals	16.9%
Education professionals	4.4%
Engineering and building professionals	0.5%
Health professionals	0.3%
Information technology professionals	1.5%
Legal, social and welfare professionals	3.6%
Managers	5.0%
Marketing, PR and sales professionals	12.9%
Science professionals	0.9%
Other professionals, associate professionals and technicians	6.1%
Childcare, health and education occupations	3.7%
Clerical, secretarial and numerical clerks	11.8%
Retail, catering, waiting and bar staff	18.5%
Other occupations	10.1%
Unknown occupations	0.2%



FEMALE: 2,625 / MALE: 2,305 / TOTAL IN EMPLOYMENT IN UK: 4,930

EXAMPLES OF 2017 HISTORY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Resourcing manager – Civil Service; Manager – Next

Education professionals: Teacher – Teach First; English language assistant – British Council

Legal, social and welfare professionals: Solicitor – law firm; Legal assistant – law firm

Engineering and building professionals: Graduate surveyor – commercial property consultancy

Information technology professionals: IT delivery manager analyst – healthcare IT company

Business, HR and finance professionals: Operations underwriting assistant – insurance company; Investment banking analyst – Barclays; HR assistant manager – church

Marketing, advertising, PR and sales professionals: PR Intern – cosmetics company; PR assistant – PR and social media agency

Arts, design and media professionals: Fashion styling intern – stylist and art director; Fine art consultant – art gallery; Rights and digital assets assistant – publisher; Self-employed actor

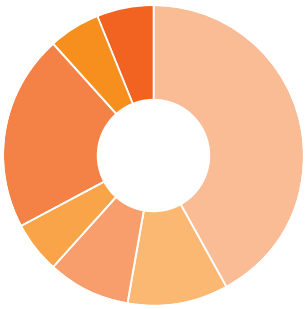
Other professionals, associate professionals and technicians: Parliamentary assistant and researcher – charity; Graduate housing officer – housing association; Logistics supply chain technician – Ministry of Defence; Police officer – Police Scotland

Nursing, health and education occupations: Hospital healthcare assistant – NHS; Physiotherapy assistant – NHS

Numerical clerk, clerical and secretarial occupations: Data admin assistant – business support agency

HUMANITIES

Languages



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	42.1%
Working part time in the UK	10.7%
Working overseas	9.1%
Working and studying	5.5%
Further study	21.0%
Unemployed, including those due to start work	5.6%
Other	6.0%

SURVEY RESPONSE: 75.6% / FEMALE: 4,340 / MALE: 1,965 / TOTAL RESPONSES: 6,305 / ALL GRADUATES: 8,340

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	5.4%
Studying for a Masters (e.g. MA, MSc)	58.7%
Studying for a postgraduate qualification in education	22.9%
Studying for other postgraduate diplomas	5.4%
Studying for a professional qualification	2.8%
Other study	4.7%

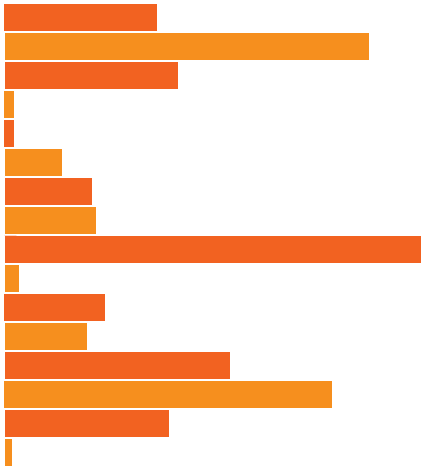
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,320

EXAMPLES OF COURSES STUDIED

- MA Classics
- MA Forensic Linguistics
- MA Translation & Interpreting
- MSc Strategic Marketing
- MA Development & Human Rights
- MSc Real Estate
- PGCE Secondary English
- TEFL (Teaching English as a Foreign Language)

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	6.7%
Business, HR and finance professionals	16.0%
Education professionals	7.6%
Engineering and building professionals	0.4%
Health professionals	0.4%
Information technology professionals	2.5%
Legal, social and welfare professionals	3.8%
Managers	4.0%
Marketing, PR and sales professionals	18.3%
Science professionals	0.6%
Other professionals, associate professionals and technicians	4.4%
Childcare, health and education occupations	3.6%
Clerical, secretarial and numerical clerks	9.9%
Retail, catering, waiting and bar staff	14.4%
Other occupations	7.2%
Unknown occupations	0.3%



FEMALE: 2,570 / MALE: 1,080 / TOTAL IN EMPLOYMENT IN UK: 3,650

EXAMPLES OF 2017 LANGUAGES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: English teacher – English language school

Engineering and building professionals: Graduate Surveyor – commercial property consultancy

Information technology professionals: Business analyst – John Lewis Partnership

Business, HR and finance professionals: Retail management graduate – Marks and Spencer; Audit associate – KPMG; Trainee investment manager – stockbroker

Marketing, advertising, PR and sales professionals: Marketing manager – design company; Sales executive – music company; PR intern – communications company

Arts, design and media professionals: Digital documentary distribution – media company; Editorial assistant – charity

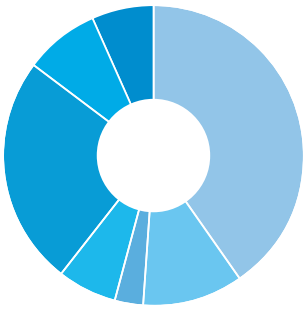
Other professionals, associate professionals and technicians: Language technician – translation company; Translator – cultural organisation; Civil Service Fast Stream – Civil Service

Numerical clerk, clerical and secretarial occupations: Admin and digital coordinator – media publisher; Personal assistant – primary school

Other occupations: Tour operator – a travel company; Rowing coach – school; Ski instructor – ski resort; Lifeguard – swimming pool

HUMANITIES

Philosophy



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	40.4%
Working part time in the UK	10.8%
Working overseas	3.2%
Working and studying	6.3%
Further study	24.8%
Unemployed, including those due to start work	8.1%
Other	6.4%

SURVEY RESPONSE: 71.8% / FEMALE: 855 / MALE: 825 / TOTAL RESPONSES: 1,675 / ALL GRADUATES: 2,335

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	7.3%
Studying for a Masters (e.g. MA, MSc)	65.7%
Studying for a postgraduate qualification in education	10.0%
Studying for other postgraduate diplomas	10.5%
Studying for a professional qualification	2.6%
Other study	3.9%

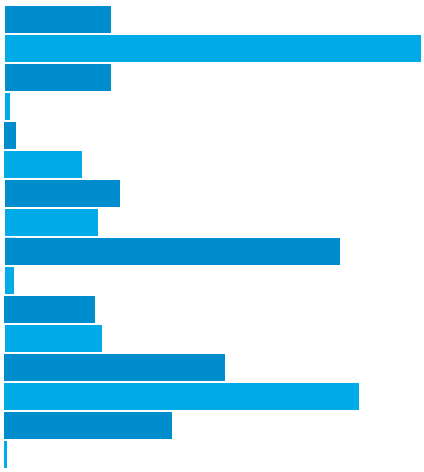
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 415

EXAMPLES OF COURSES STUDIED

- LLM International Energy Law and Policy
- MSc Public Policy
- MA Philosophy
- MA Criminology
- MA Politics
- MA Health and Organisational Research
- MA Applied Ethics
- PGDE Education
- PGCE Religious Studies

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	4.8%
Business, HR and finance professionals	18.9%
Education professionals	4.8%
Engineering and building professionals	0.2%
Health professionals	0.5%
Information technology professionals	3.5%
Legal, social and welfare professionals	5.2%
Managers	4.2%
Marketing, PR and sales professionals	15.2%
Science professionals	0.4%
Other professionals, associate professionals and technicians	4.1%
Childcare, health and education occupations	4.4%
Clerical, secretarial and numerical clerks	10.0%
Retail, catering, waiting and bar staff	16.1%
Other occupations	7.6%
Unknown occupations	0.1%



FEMALE: 510 / MALE: 450 / TOTAL IN EMPLOYMENT IN UK: 960

EXAMPLES OF 2017 PHILOSOPHY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Maths teacher – Teach First

Legal, social and welfare professionals: Paralegal – law firm

Business, HR and finance professionals: Graduate trainee (analyst) – investment management company; Analyst – Deloitte; Private banking analyst – HSBC; Junior planner – data consultancy

Other professionals, associate professionals and technicians: Civil servant – Civil Service

Numerical clerk, clerical and secretarial occupations: HR office administrator – theatre

Retail, catering, waiting and bar staff: Bar staff – bar

Other occupations: Library assistant – university library; Assistant – art gallery

SCIENCE

Science overview

NIKKI ABBOTT Employability adviser at Sheffield Hallam University

The UK government sees STEM (science, technology, engineering and maths) skills as crucial for the country's productivity. It has spent almost £1billion over the last 10 years on initiatives to encourage the uptake of STEM subjects.[1] Despite this, shortages of technical-level skills in sectors that depend on STEM subjects have been identified.[2] These skills shortages have been described by the government as 'one of our key economic problems' and with the exit from the European Union on the horizon, there are worries that these problems could be exacerbated.'[3]

There are great variations in the uptake of the science disciplines and graduate outcomes are not the same for all areas of the sector, which for this article incorporates biology, chemistry, physical and geographical sciences, physics and sports science. The *Destinations of Leavers of Higher Education* (DLHE) data for 2016/17 shows that science merely maintained its share of the overall graduate population, at around 8.1%. However, this figure masks individual differences, with sports science and physical and geographical sciences experiencing above average reductions in student numbers, compared to the previous year's figures. As a positive development, though, there were above average rises in the number of students studying biology, chemistry and physics courses.

Employment outcomes

A range of career opportunities are open to science graduates. The Royal Society of Chemistry, the Royal Society of Biology and the Institute of Physics websites all include sections highlighting the array of careers available within their disciplines.[4,5,6] Despite the opportunities available, only a relatively small percentage of science graduates become science professionals within six months of graduation. This may be linked to the relatively small number of scientific giants offering targeted recruitment and training for graduates and to the increased importance of postgraduate qualifications as entry requirements.

Chemistry led the way with almost 17% of employed graduates working as science professionals, the large majority (11% of all their employed graduates) as chemists or chemical scientists. As expected, large numbers of sports science graduates (almost 18%) became sports coaches, fitness instructors or officials. Around 9% of biology graduates entered employment as science professionals. However, as a high proportion of research and development is taking place in small and medium-sized enterprises (SMEs), which do not have the ability to recruit and train graduates in the same way as larger companies, many biology and chemistry graduates (approximately 10%) started their careers as science technicians.

The skills developed while studying science are highly sought after by a wide range of professions, and significant numbers of graduates start professional roles in areas other than science. A high percentage of graduates become business, human resources (HR) and finance professionals instead of pursuing a career in science. Approximately 21% of physics graduates, 18% of physical and geographical science graduates and 16% of chemists chose this option. More than 21% of physics graduates became information technology (IT) professionals in roles such as programmers and software developers, IT business analysts, architects and systems designers and general and niche IT and telecoms professionals.

Gender concerns

There is underrepresentation of girls and women in most STEM subject areas (biology being one exception to this) at every level. For example, although girls represented 61.8% of A-level entries in biology in 2016/17, the figure was only 21.2% in physics.[7] This trend is also reflected in DLHE statistics, where females were more likely to take courses in biological sciences, while male students were more likely to study physics, chemistry and sports sciences.

Resources

Lantra, the sector skills council for land-based and environmental industries
www.lantra.co.uk

BASES, The British Association of Sports and Exercise Sciences
www.bases.org.uk

Cogent Skills for science industries
www.cogentskills.com

Semta, The Science, Engineering and Manufacturing Technologies Alliance
http://semta.org.uk/

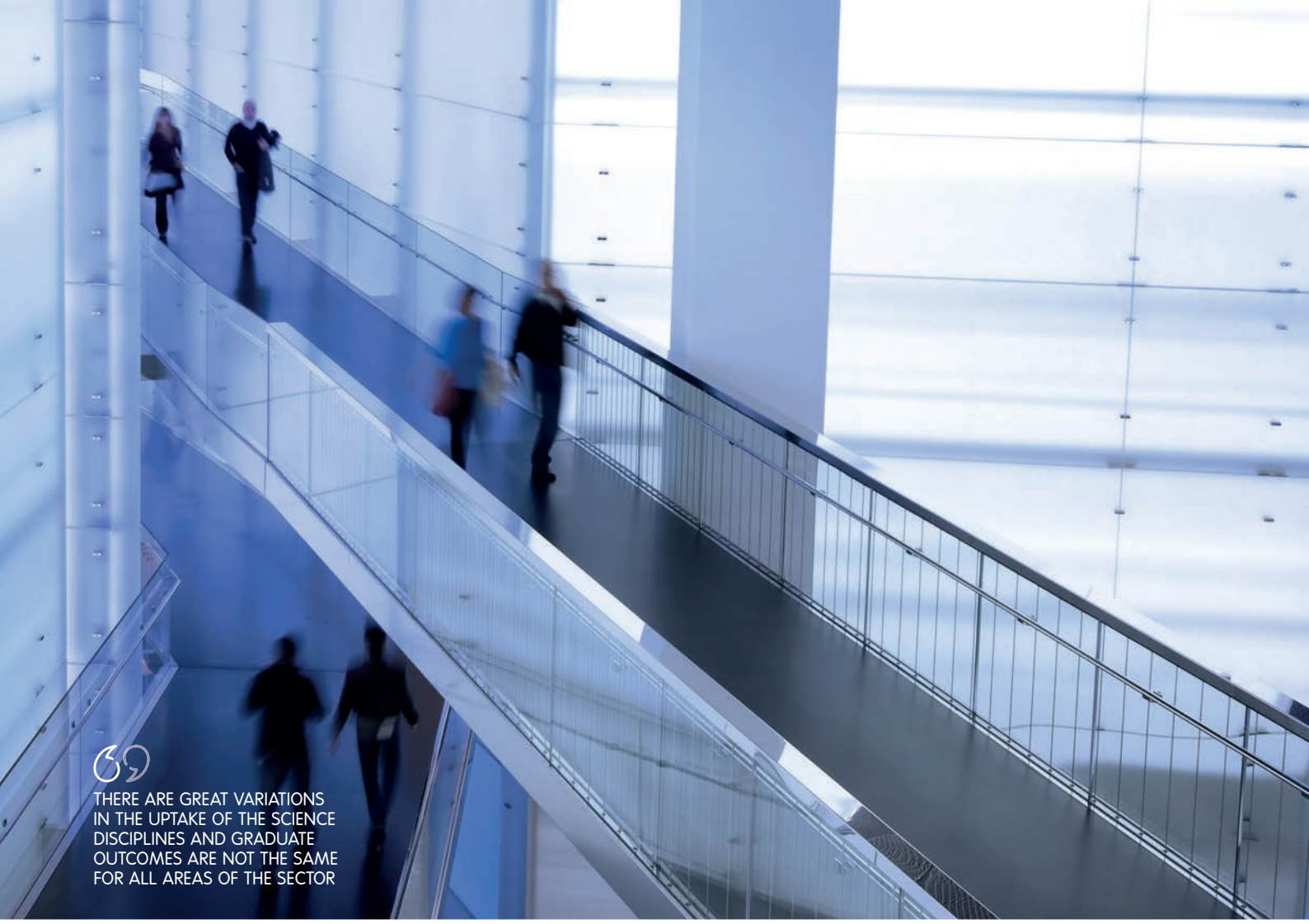
Encouraging more school pupils to embrace science and reducing the gender gap within science and care-related roles are challenging problems. Gender differences were identified in DLHE. Female science graduates were more likely to choose care-related careers, within health (27.7% of females compared to just 9.2% of males), education, legal and social and welfare. Males were more likely to choose roles within science, engineering and building, business and finance and IT. A number of reasons are cited for this, including gender stereotyping. A reduction in the quantity and quality of careers advice within schools has been highlighted as a potential factor, perpetuating misconceptions about STEM careers.[8] Organisations such as WISE and the NHS are working to improve these figures and promote gender equality in science and care related roles.[9, 10] An 8% increase in women in STEM has been achieved over the past year.[11] Although this is a step in the right direction, there's still a long way to go to achieve parity – seen starkly by the fact that only 8% of STEM apprenticeships are undertaken by girls and women.[12]

Unemployment

Compared to the previous year's figures, unemployment rates have again reduced, with above average reductions in all areas other than sports science. However, unemployment levels remain higher than the overall graduate population in biology, chemistry and physics, potentially linked to demands by science-based employers for higher-level qualifications and work experience.[13, 14] More than a third of recruiters who took part in the High Fliers *The Graduate Market in 2018* report warned that graduates with no previous work experience have little or no chance of receiving a job offer for their organisations' graduate programmes.[15]

Further study

The proportion of students progressing into postgraduate study increased across all areas of science. The greatest increases were seen in the uptake of Masters-level study, most likely attributed to the recent introduction of the postgraduate loans scheme. Science graduates were more likely to pursue further study than the overall graduate population and for this reason have lower rates of full-time employment upon leaving university (ranging from 35.5%



THERE ARE GREAT VARIATIONS IN THE UPTAKE OF THE SCIENCE DISCIPLINES AND GRADUATE OUTCOMES ARE NOT THE SAME FOR ALL AREAS OF THE SECTOR

to 44.2%) compared to the overall average (55.2%). Chemistry, physics and biology graduates in particular chose this option with double the national average progressing onto further study, perhaps highlighting the perceived demands of science employers for graduates with higher-level qualifications. In fact, 90% of employers from science, engineering and high-tech companies who took part in the *CBI/Pearson Education and Skills Survey* believed they would be looking to employ people with higher-level skills.[16] High numbers of chemistry and physics graduates opted for extended study at PhD level, with more than half in further study opting for this compared to the national average of around 11%.

Despite the substantial bursaries offered for students to train to teach secondary school biology, chemistry, physics and geography, student uptake of postgraduate qualifications in these areas was lower than the national average. However, sports science students were the most likely to choose a postgraduate qualification in education. This is unsurprising given the well-known progression route to teaching for this subject area.

Salaries

Salary information should only be used as a very rough guide to outcomes. The current DLHE survey is conducted only six months after graduation, when graduates are often in lower-paid positions with a view to gaining the experience they require to progress in their chosen career. The use of data from the Longitudinal Education Outcomes (LEO) dataset may provide a better comparison of salary development on a longitudinal basis.[17]

The salary range provided by respondents is understandably broad across the disciplines, but has seen an increase across the sector on previous year's figures. The lowest starting salaries across the sciences ranged from £17,200 to £20,500. The highest salaries were seen for chemistry and physics graduates (at £27,500 and £30,500 respectively). Physics graduates were overall best paid, reflecting the high numbers who enter employment as IT professionals and business, HR and finance professionals.

Future trends

In conclusion, there's a definite need for STEM skills and graduates. The House of Commons Committee of Public Accounts has recommended that 'the Department for Education should make better use of data on career destinations and salaries to incentivise young people to work towards careers in particular STEM sectors where there is higher need'.[18] In subsequent years, students will be surveyed 15 months after graduation. This may give us a better understanding of the career development of science graduates and measures of success based on students' own perception of achievement,[19] which could be used to highlight the long-term benefits of a science degree and promote STEM subjects to potential students.

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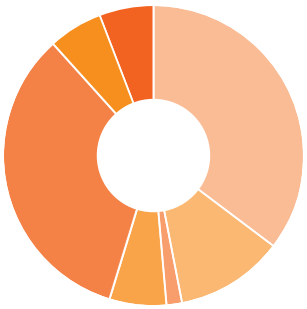
SCIENCE

Biology



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	35.5%
Working part time in the UK	11.4%
Working overseas	1.9%
Working and studying	6.1%
Further study	33.4%
Unemployed, including those due to start work	6.0%
Other	5.6%

SURVEY RESPONSE: 78.8% / FEMALE: 2,665 / MALE: 1,815 / TOTAL RESPONSES: 4,485 / ALL GRADUATES: 5,690

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	20.0%
Studying for a Masters (e.g. MA, MSc)	59.3%
Studying for a postgraduate qualification in education	9.3%
Studying for other postgraduate diplomas	3.5%
Studying for a professional qualification	0.3%
Other study	7.6%

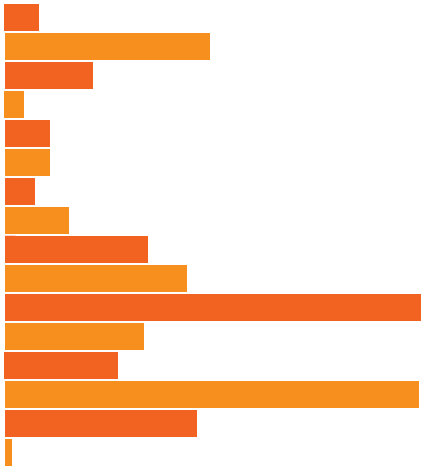
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,500

EXAMPLES OF COURSES STUDIED

- MSc Physician Associate
- MSc Forensic Accounting
- MRes Biology
- MA Business with Management
- PhD Molecular Microbiology
- PhD Stem Cell Biology
- PGCE Secondary Science
- PGCE Primary
- PgDip Bioscience

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.6%
Business, HR and finance professionals	9.6%
Education professionals	4.1%
Engineering and building professionals	0.9%
Health professionals	2.1%
Information technology professionals	2.1%
Legal, social and welfare professionals	1.4%
Managers	3.0%
Marketing, PR and sales professionals	6.7%
Science professionals	8.5%
Other professionals, associate professionals and technicians	19.5%
Childcare, health and education occupations	6.5%
Clerical, secretarial and numerical clerks	5.3%
Retail, catering, waiting and bar staff	19.4%
Other occupations	9.0%
Unknown occupations	0.3%



FEMALE: 1,445 / MALE: 925 / TOTAL IN EMPLOYMENT IN UK: 2,370

EXAMPLES OF 2017 BIOLOGY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Health professionals: Trainee biomedical scientist – NHS; Biomedical scientist – NHS; Scientific officer – Cancer Research UK

Education professionals: Trainee teacher – secondary school; Freelance tutor – self-employed

Science professionals: Environmental officer – environmental agency; Bioprocess scientist – medical devices company; Technical analyst – laboratory testing service; Scientist – large molecule bioanalysis; Lifesciences measurement and testing company; Evidence-based medicine researcher – research and consulting services

Information technology professionals: Information technology consultant – e-commerce company; Digital transformation and capability manager – Lloyds Banking Group plc

Business, HR and finance professionals: Junior Broker – finance company; Trainee accountant – PwC; Supply chain analyst – Tesco plc; Audit trainee – BDO; Graduate entrepreneurial programme – marketing company

Arts, design and media professionals: Junior copywriter – publishing company; TV production runner – television media company

Other professionals, associate professionals and technicians: Pathology support worker – NHS; Medicine technician – NHS; Laboratory technician – university

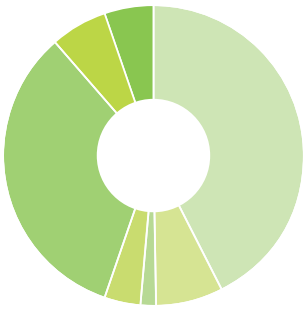
Nursing, health and education occupations: Dentist nurse apprentice – dental practice; Teaching assistant – primary school; Veterinary auxiliary; Nurse – veterinary practice

Numerical clerk, clerical and secretarial occupations: Administrative assistant – NHS

Retail, catering, waiting and bar staff: Waitress – Nando's

SCIENCE

Chemistry



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	42.8%
Working part time in the UK	7.2%
Working overseas	1.5%
Working and studying	4.0%
Further study	33.2%
Unemployed, including those due to start work	6.3%
Other	5.1%

SURVEY RESPONSE: 81.0% / FEMALE: 1,335 / MALE: 1,835 / TOTAL RESPONSES: 3,170 / ALL GRADUATES: 3,915

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	55.6%
Studying for a Masters (e.g. MA, MSc)	27.0%
Studying for a postgraduate qualification in education	11.9%
Studying for other postgraduate diplomas	2.0%
Studying for a professional qualification	0.5%
Other study	2.9%

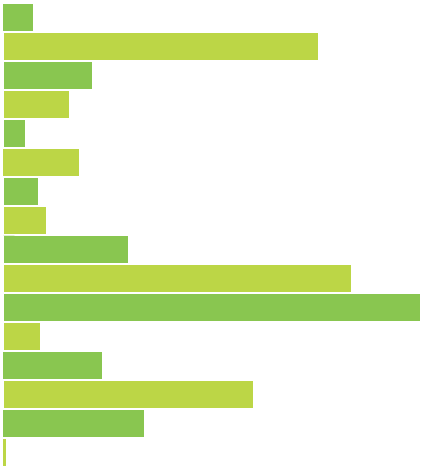
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,050

EXAMPLES OF COURSES STUDIED

- MRes Green Chemistry
- MSc Sustainable Chemical Engineering
- MA Criminology
- MSc Pharmaceutical Analysis
- PhD Chemistry
- PhD Pharmacy
- PGCE Secondary with Chemistry
- ACCA

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.4%
Business, HR and finance professionals	15.8%
Education professionals	4.2%
Engineering and building professionals	3.1%
Health professionals	1.0%
Information technology professionals	3.6%
Legal, social and welfare professionals	1.6%
Managers	2.0%
Marketing, PR and sales professionals	5.9%
Science professionals	16.6%
Other professionals, associate professionals and technicians	19.9%
Childcare, health and education occupations	1.7%
Clerical, secretarial and numerical clerks	4.7%
Retail, catering, waiting and bar staff	11.9%
Other occupations	6.7%
Unknown occupations	0.1%



FEMALE: 755 / MALE: 950 / TOTAL IN EMPLOYMENT IN UK: 1,705

EXAMPLES OF 2017 CHEMISTRY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Head of recruitment – recruitment agency; Research and development manager – AkzoNobel; E-commerce manager – vehicle distribution company

Education professionals: Professor of chemistry – international university; Lecturer – FE college;

Science professionals: Pharmaceutical consultant – consultancy firm; Production support chemist – pharmaceutical company; Analytical chemist – chemical company; Organic chemist – environmental consultancy company; Computational chemist – Unilever

Engineering and building professionals: Graduate engineer – auto body parts supply company; Metal welding engineer – oil and gas contract manufacturer; Materials engineer – electrical engineering company

Business, HR and finance professionals: Financial analyst – BP; Fraud investigation analyst – Amazon; Tax adviser – finance company; Graduate business analyst – digital solutions company

Marketing, advertising, PR and sales professionals: Technical and market analyst – market research company

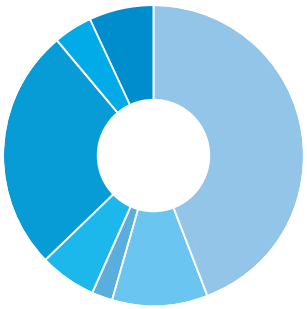
Other professionals, associate professionals and technicians: Laboratory technician – textile company; Quality control technician – security company

Nursing, health and education occupations: Au Pair – au pair agency; Adult support worker – healthcare provider company; Healthcare assistant – NHS

Numerical clerk, clerical and secretarial occupations: Financial administrator – finance company

SCIENCE

Physical and geographical sciences



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	44.2%
Working part time in the UK	10.5%
Working overseas	2.1%
Working and studying	6.0%
Further study	26.1%
Unemployed, including those due to start work	4.4%
Other	6.7%

SURVEY RESPONSE: 78.4% / FEMALE: 1,420 / MALE: 1,220 / TOTAL RESPONSES: 2,640 / ALL GRADUATES: 3,365

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.7%
Studying for a Masters (e.g. MA, MSc)	68.8%
Studying for a postgraduate qualification in education	14.5%
Studying for other postgraduate diplomas	8.4%
Studying for a professional qualification	1.2%
Other study	2.4%

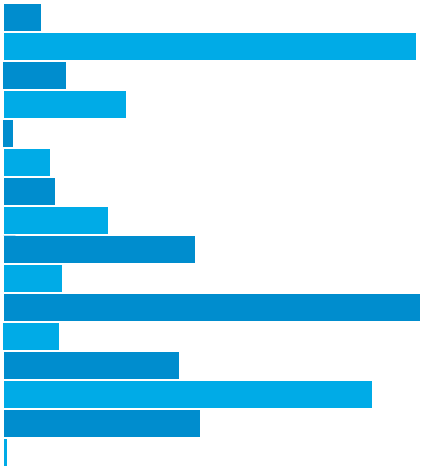
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 690

EXAMPLES OF COURSES STUDIED

- MSc Applied Marine Science
- MSc Town Planning
- MSc Urban Studies
- MSc Sustainable Science and Policy
- MSc Geographical Information and Climate Change
- MPhil Geographical Research
- PhD Geoscience
- PGCE Secondary Geography
- BSc Environmental Health

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.6%
Business, HR and finance professionals	17.9%
Education professionals	2.7%
Engineering and building professionals	5.3%
Health professionals	0.4%
Information technology professionals	2.0%
Legal, social and welfare professionals	2.2%
Managers	4.5%
Marketing, PR and sales professionals	8.3%
Science professionals	2.5%
Other professionals, associate professionals and technicians	18.1%
Childcare, health and education occupations	2.4%
Clerical, secretarial and numerical clerks	7.6%
Retail, catering, waiting and bar staff	16.0%
Other occupations	8.5%
Unknown occupations	0.1%



FEMALE: 870 / MALE: 730 / TOTAL IN EMPLOYMENT IN UK: 1,600

EXAMPLES OF 2017 PHYSICAL AND GEOGRAPHICAL SCIENCES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Management development graduate – aviation company; Regional marketing manager – confectionery company

Health professionals: Graduate environmental health officer – local council

Education professionals: Secondary school teacher – Teach First; Welfare and liberation officer – student union

Legal, social and welfare professionals: Officer cadet – British Army; Parliamentary assistant – UK parliament

Science professionals: Geo-environmental consultant – environmental consultancy company; Aeronautical analyst – airline operations software company; Graduate environmental scientist – environmental company

Engineering and building professionals: Site engineer – construction company; Land engineer – engineering, environmental and mining consultancy; Graduate surveyor – property management company

Arts, design and media professionals: Social media manager – publicity company

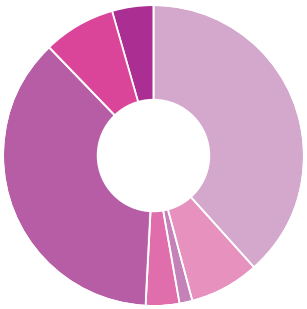
Other professionals, associate professionals and technicians: Research assistant – public body; Assistant land consultant – Mott MacDonald

Nursing, health and education occupations: Peer mentor – mental health support company; Medical receptionist – NHS

Numerical clerk, clerical and secretarial occupations: Receptionist and purchase ledger administrator – retail company

SCIENCE

Physics



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	38.3%
Working part time in the UK	7.5%
Working overseas	1.4%
Working and studying	3.8%
Further study	36.9%
Unemployed, including those due to start work	7.6%
Other	4.4%

SURVEY RESPONSE: 80.4% / FEMALE: 555 / MALE: 2,160 / TOTAL RESPONSES: 2,720 / ALL GRADUATES: 3,380

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	54.6%
Studying for a Masters (e.g. MA, MSc)	33.5%
Studying for a postgraduate qualification in education	9.1%
Studying for other postgraduate diplomas	1.0%
Studying for a professional qualification	0.6%
Other study	1.1%

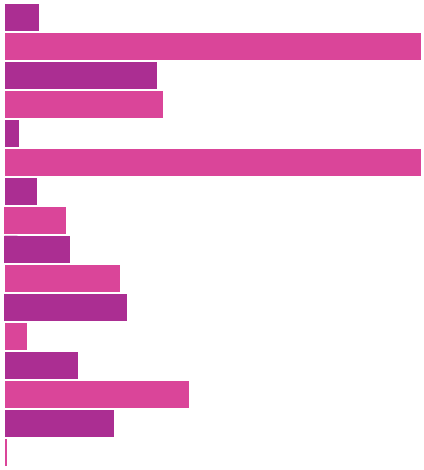
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,000

EXAMPLES OF COURSES STUDIED

- MSc Theoretical Physics
- MSc Physics
- MSc Laser Physics
- MRes Drug Discovery and Development
- MPhil Nuclear Medicine
- PhD Quantum Engineering
- PhD Physics
- PGCE Secondary Physics
- MBBS Medicine

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.7%
Business, HR and finance professionals	21.1%
Education professionals	7.7%
Engineering and building professionals	8.0%
Health professionals	0.7%
Information technology professionals	21.1%
Legal, social and welfare professionals	1.6%
Managers	3.1%
Marketing, PR and sales professionals	3.3%
Science professionals	5.8%
Other professionals, associate professionals and technicians	6.2%
Childcare, health and education occupations	1.1%
Clerical, secretarial and numerical clerks	3.7%
Retail, catering, waiting and bar staff	9.3%
Other occupations	5.5%
Unknown occupations	0.1%



FEMALE: 265 / MALE: 1,080 / TOTAL IN EMPLOYMENT IN UK: 1,345

EXAMPLES OF 2017 PHYSICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Health professionals: Health economist – health economics company

Education professionals: Assistant lecturer – university; Physics secondary school teacher – academy trust; Maths tutor – secondary school

Legal, social and welfare professionals: Officer cadet – British Army; Trainee patent attorney – law firm

Science professionals: Physicist – medical device company; Energy expert – energy company

Engineering and building professionals: Graduate engineer – Rolls-Royce plc; Electrical engineer – arms manufacturer

Information technology professionals: Foundation scientific software engineer – Met Office; Software developer – software consultancy; IT consultant – consultancy firm

Business, HR and finance professionals: Trainee actuary – risk management company; Consultant – Cambridge Environmental Research Consultants; Data analyst – insurance company; Risk analyst – power station

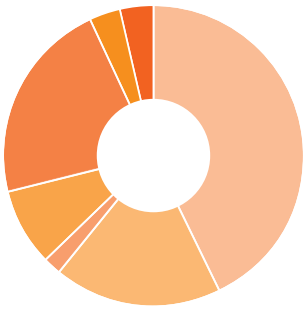
Marketing, advertising, PR and sales professionals: Commercial graduate – events management company; Science communicator – university

Other professionals, associate professionals and technicians: Marine technical support officer – non-profit organisation; Technical assistant – industrial light and magic company

Numerical clerk, clerical and secretarial occupations: Administrative assistant – UNISON

SCIENCE

Sports science



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	42.9%
Working part time in the UK	18.1%
Working overseas	1.9%
Working and studying	8.4%
Further study	21.8%
Unemployed, including those due to start work	3.3%
Other	3.6%

SURVEY RESPONSE: 75.1% / FEMALE: 2,585 / MALE: 5,290 / TOTAL RESPONSES: 7,875 / ALL GRADUATES: 10,495

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.6%
Studying for a Masters (e.g. MA, MSc)	52.8%
Studying for a postgraduate qualification in education	30.0%
Studying for other postgraduate diplomas	6.6%
Studying for a professional qualification	0.8%
Other study	5.2%

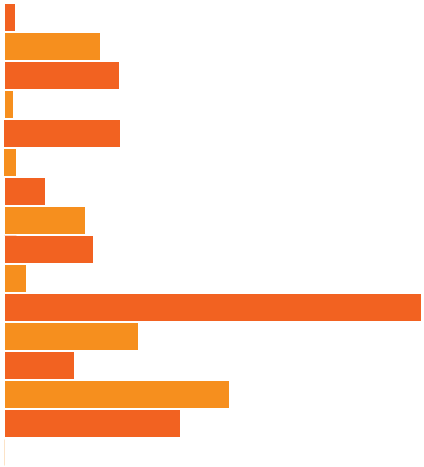
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,720

EXAMPLES OF COURSES STUDIED

- MSc Human Nutrition
- MSc Nutritional Science
- MRes Exercise Science
- MSc Physiotherapy
- MSc Management
- BSc (Hons) Physiotherapy
- Level 2 Fitness Instructor
- PhD Sports and Exercise

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.6%
Business, HR and finance professionals	5.9%
Education professionals	7.1%
Engineering and building professionals	0.5%
Health professionals	7.2%
Information technology professionals	0.7%
Legal, social and welfare professionals	2.5%
Managers	5.0%
Marketing, PR and sales professionals	5.5%
Science professionals	1.3%
Other professionals, associate professionals and technicians	26.0%
Childcare, health and education occupations	8.3%
Clerical, secretarial and numerical clerks	4.3%
Retail, catering, waiting and bar staff	14.0%
Other occupations	10.9%
Unknown occupations	0.0%



FEMALE: 1,715 / MALE: 3,740 / TOTAL IN EMPLOYMENT IN UK: 5,455

EXAMPLES OF 2017 SPORTS SCIENCE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Store manager – Adidas; Graduate management trainee – leisure centre; General manager – sports club

Health professionals: Activity professional – primary school

Education professionals: Trainee secondary school teacher sport – grammar school; Lecturer – university; Curriculum operations manager – FE college

Science professionals: Sports scientist – championship football club

Engineering and building professionals: Hydraulic engineer – engineering company; Trainee design engineer – engineering company

Information technology professionals: Software engineer – software development company

Business, HR and finance professionals: Recruitment consultant – recruitment consultancy; Business underwriter – insurance company; Account analyst – leisure company

Marketing, advertising, PR and sales professionals: Marketing executive – product development company

Arts, design and media professionals: Medical writer – scientific communication company

Other professionals, associate professionals and technicians: Performance analyst – football club; Sports coach – sport development company; Research assistant – GSK; Gym instructor – gym

Nursing, health and education occupations: Teaching assistant – education provider; Swimming teacher – leisure centre

Numerical clerk, clerical and secretarial occupations: Apprentice accountant – finance company

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SOCIAL SCIENCES

Social sciences overview

CLAIRE GUY Careers adviser at the University of Plymouth

While graduate employability has established a permanent position under a national spotlight, attention is beginning to focus on graduate outcomes at disciplinary level. With eyebrow-raising media articles such as 'The degrees that make you rich... and the ones that don't'[1] questions are being asked about the inequalities that graduates face due to the subjects they study.

Employment destinations

The social sciences haven't escaped scrutiny, with concerns around graduate earnings and the low numbers of students progressing into professional roles.[2] Analysis of the 2016/17 *Destinations of Leavers from Higher Education* (DLHE) data and the *Longitudinal Education Outcomes* (LEO) data reflects differences in short- and long-term earnings, with some social science disciplines such as business, economics and law attracting very high salaries, and others remaining stubbornly towards the bottom of the scale.[3]

Research by HEFCE[4] proposes an 'Occupational Subject-Concentration-Ratio' (OSCR), based on the analysis of how many graduates from a subject gain employment in three occupations most commonly associated with the subject. Given that medicine and dentistry gain an OSCR score of 0.99, meaning it's extremely likely the degree will lead into one of three occupations; politics, social sciences and psychology come out at around 0.13, indicating they are not vocational in the sense that graduates go into a vast range of diverse professions. Interestingly, law comes out at 0.3. Despite common assumptions, very few law students go into law careers,[5] very few psychology graduates become psychologists,[6] and very few politics students work within parliament.[7] The report concludes that more vocational subjects are associated with higher early career earnings and that graduates in more vocational subjects are more likely to be employed in highly-skilled roles.

Nonetheless, students are enrolling onto social science degrees in increasing numbers, with UCAS reporting a rise of accepted offers of 4.5% for law and 2.7% for social studies during 2017.[8]

Gender concerns

The DLHE data reflects a persistent gender imbalance within the social sciences which has been widely documented.[9] More females were enrolled than males in geography, sociology, psychology and law disciplines. Politics proved the exception, with more males than females. The repeated impact of gender stereotyping meaning that females prefer care-giving roles[10] provides a clear link to the social sciences, which are primarily about society and human relationships. The exception within politics is potentially due to the visible gender imbalance in British politics, with females making up only 26% of cabinet ministers and 32% of MPs.[11]

Employment outcomes

Many graduates from the social sciences chose alternatives to full-time work six months after graduation. This trend has existed since 2012, as social science graduates increasingly postpone full-time work in order to study at higher levels.

Those social science graduates who did opt for employment were working in varied roles across a wide range of sectors. In the 2017 British Academy report *The Right Skills: Celebrating Skills in the Arts, Humanities and Social Sciences (AHSS)*,[12] social science graduates were ascribed an extensive range of transferable skills, providing them with the flexibility to adapt to a broad range of professions which may not be obviously connected to their degree. The report highlighted leadership skills, evidenced by research showing that 44% of global leaders and 20.4% of successful Civil Service Fast Stream candidates were social science graduates.

This diversity of outcomes was reflected in the DLHE data, with social science graduates being more likely than average to go into graduate positions that don't require a specific degree subject, such as commercial roles. This was particularly true for geography and politics students who were almost twice more likely than average to go into business, HR and finance roles or marketing, PR and sales. Given the non-vocational nature of the social sciences, and many students enter degrees such as politics with no intention of pursuing a related career,[13] it's not surprising that sectors that value generic skills are attractive.

Geography and politics graduates were most likely out of the social sciences to be working overseas (3.1% compared to an average of 1.8%) probably caused by the international perspective of these subjects but also frequent combination with subjects such as international relations.

Given the connections between psychology and sociology, it's not surprising to see similar employment patterns between graduates. They were most likely out of the social sciences and more likely than average to go into professions focused on people, such as legal, social and welfare occupations and childcare, health and education occupations. Psychology students went into health professions in far greater numbers (4.6%) than any other social science graduates. Psychology and sociology graduates were more likely than other social sciences to be working part time, with both at more than 15% compared to the average of 11.9%. This may be a reflection of the high importance placed on experience within social care professions, where graduates may need to volunteer alongside other work in order to break into relevant roles.

There were other expected patterns in the data, with law graduates (36.1%) most likely to go into legal, social and welfare professions. Geography graduates were most likely to go into engineering/building professions due to the direct link with professions such as urban planning.

Pursuing an employment-based route in teaching is an alternative that has steadily declined in popularity across the social sciences, dropping each year since 2012 across all four subjects. Similarly social science graduates were less likely than average to be studying for a postgraduate qualification in education. A decline in teacher training could reflect difficulties within the education sector.[14] Another explanation may be the availability of other postgraduate training due to the introduction of the postgraduate loan. Geographers were the most likely to be studying an education-based qualification, perhaps related to the current incentive of a £26,000 bursary encouraging geographers into teaching.[15]

SOCIAL SCIENCE GRADUATES WERE ASCRIBED AN EXTENSIVE RANGE OF TRANSFERABLE SKILLS TO ADAPT TO A BROAD RANGE OF PROFESSIONS

Unemployment

Sociology, politics and geography graduates were all slightly more likely than average to be unemployed. There have been a number of discipline-specific investigations[16] into these subjects suggesting that this may be somewhat of a historical problem – probably linked to the broad nature of the discipline – meaning that students often struggle to relate degree content to employment options. Given the number of employment sectors a graduate might enter, social science graduates may take longer than graduates from more vocational disciplines to explore and secure opportunities.

Law, however, had a lower than average percentage of unemployed graduates (4.4% compared to an average of 5.1%), perhaps due to the particularly high progression into further study (32.8% compared to an average of 16.1%). Given the level of competition with roughly 30,000 students starting a law degree annually and only approximately 5,500 training contracts, it's clear that law graduates are successfully securing alternate employment.[17]

Further study

Social science graduates were likely to continue studying, with graduates of all four subjects more likely than average to study full time, or to study alongside working. This figure has been growing since 2012, and at a more rapid pace than in other disciplines, probably accelerated by the introduction of the postgraduate loan in 2016/17. The non-vocational nature of the social sciences is likely to be a contributory factor with the lack of clear occupational routes making decision making more challenging and further study more appealing to students. Social science students were mostly choosing to continue their study at Masters level.

The picture for law graduates looked slightly different, displaying the highest percentage from the social sciences entering further study (32.8%) and much higher than the average across all subjects (16.1%). Unsurprisingly law graduates were more likely to opt for diplomas or professional qualifications, as a law degree on its own does not qualify students to practise law.

Salaries

Average starting salaries across the social sciences ranged from £17,000 to £25,000, with the highest salary of £25,000 sitting within law and politics. The lowest salary range was for psychology and sociology graduates.

The British Academy report[18] highlights the role that social sciences graduates play in the UK's service-led economy value, which does not always provide the highest salaries in the years immediately after graduation. The introduction of HESA's Graduate Outcomes data will provide a useful insight into longer-term outcomes for social science graduates.

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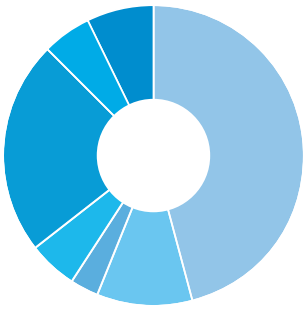
SOCIAL SCIENCES

Geography



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	46.1%
Working part time in the UK	10.1%
Working overseas	3.1%
Working and studying	5.3%
Further study	23.0%
Unemployed, including those due to start work	5.4%
Other	7.0%

SURVEY RESPONSE: 79.3% / FEMALE: 1,365 / MALE: 955 / TOTAL RESPONSES: 2,320 / ALL GRADUATES: 2,925

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	3.9%
Studying for a Masters (e.g. MA, MSc)	69.8%
Studying for a postgraduate qualification in education	14.8%
Studying for other postgraduate diplomas	9.1%
Studying for a professional qualification	0.8%
Other study	1.5%

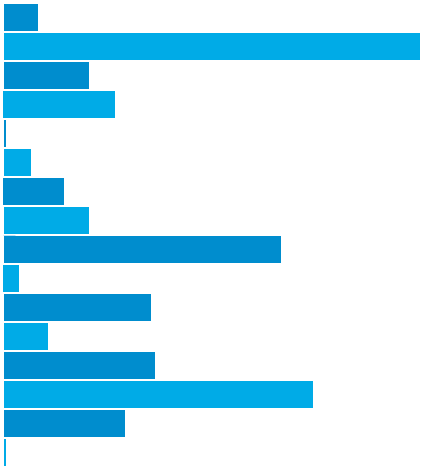
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 530

EXAMPLES OF COURSES STUDIED

- MRes Creative Writing
- MSc Real Estate
- MA Geochemistry
- MSc Coastal and Marine Resources Management
- MSc Sustainable Science and Policy
- MSc Geographic Information and Climate Change
- MSc Environmental Management
- MA Sustainable Building Design
- PGCE Secondary Geography
- NEBOSH National General Certificate

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.8%
Business, HR and finance professionals	22.1%
Education professionals	4.5%
Engineering and building professionals	5.9%
Health professionals	0.1%
Information technology professionals	1.4%
Legal, social and welfare professionals	3.2%
Managers	4.5%
Marketing, PR and sales professionals	14.7%
Science professionals	0.8%
Other professionals, associate professionals and technicians	7.8%
Childcare, health and education occupations	2.3%
Clerical, secretarial and numerical clerks	8.0%
Retail, catering, waiting and bar staff	16.4%
Other occupations	6.4%
Unknown occupations	0.1%



FEMALE: 850 / MALE: 575 / TOTAL IN EMPLOYMENT IN UK: 1,425

EXAMPLES OF 2017 GEOGRAPHY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Graduate management trainee – Enterprise; Business leadership graduate – Centrica

Education professionals: Nursery educator – forest school; Private tutor – tuition company

Legal, social and welfare professionals: Executive policy officer – Ministry of Justice; Welfare and liberation officer – students' union

Science professionals: Airborne earth observation data analyst – marine laboratory; Graduate environmental consultant – environmental consultancy

Engineering and building professionals: Junior planner – construction company

Information technology professionals: Digital communications and engagement officer – research council; GIS analyst – engineering and development consultancy

Business, HR and finance professionals: Real estate audit trainee – accountancy firm; Business analyst – sports consultancy

Marketing, advertising, PR and sales professionals: Market research assistant – market research agency

Arts, design and media professionals: Online journalism intern – non-profit organisation; Archaeologist – Museum of London Archaeology

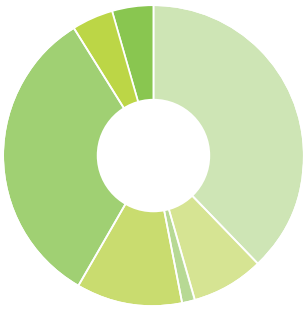
Other professionals, associate professionals and technicians: Health, safety and environment co-ordinator – manufacturing company

Numerical clerk, clerical and secretarial occupations: Parliamentary intern – MP

Retail, catering, waiting and bar staff: Sales assistant – John Lewis

SOCIAL SCIENCES

Law



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	38.0%
Working part time in the UK	7.8%
Working overseas	1.3%
Working and studying	11.4%
Further study	32.8%
Unemployed, including those due to start work	4.4%
Other	4.4%

SURVEY RESPONSE: 75.6% / FEMALE: 6,190 / MALE: 3,260 / TOTAL RESPONSES: 9,450 / ALL GRADUATES: 12,495

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.4%
Studying for a Masters (e.g. MA, MSc)	53.3%
Studying for a postgraduate qualification in education	1.5%
Studying for other postgraduate diplomas	18.7%
Studying for a professional qualification	20.9%
Other study	4.1%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 3,100

EXAMPLES OF COURSES STUDIED

- MA German Law
- MA Global Business Law and Governance
- LLM Commercial and Corporate Law
- LLM International Human Rights Law
- MSc in Mental Health Law and Ethics
- CILEx Graduate Fast Track Diploma
- Legal Practice Course
- The Bar Professional Training Course

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.7%
Business, HR and finance professionals	12.2%
Education professionals	1.5%
Engineering and building professionals	0.3%
Health professionals	0.3%
Information technology professionals	0.7%
Legal, social and welfare professionals	36.1%
Managers	4.5%
Marketing, PR and sales professionals	5.3%
Science professionals	0.2%
Other professionals, associate professionals and technicians	4.8%
Childcare, health and education occupations	1.6%
Clerical, secretarial and numerical clerks	11.5%
Retail, catering, waiting and bar staff	13.4%
Other occupations	6.5%
Unknown occupations	0.2%

FEMALE: 3,610 / MALE: 1,780 / TOTAL IN EMPLOYMENT IN UK: 5,385

EXAMPLES OF 2017 LAW GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Management consultant – business consultancy

Health professionals: Scheduling officer – health and care professions tribunal service; Assistant data protection officer – NHS Trust

Education professionals: Schools liaison officer – further education college; Learning and development adviser – Department for Business, Energy and Industrial Strategy

Legal, social and welfare professionals: Paralegal – solicitors'; Burma desk officer – Foreign and Commonwealth Office; Trainee trade mark attorney – law firm

Information technology professionals: Freelance programmer – betting company

Business, HR and finance professionals: Tax associate – Deloitte; Planning co-ordinator – Nationwide Building Society

Marketing, advertising, PR and sales professionals: Head of marketing – travel company

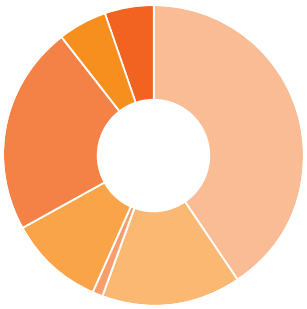
Arts, design and media professionals: Social media manager – law firm; Assistant producer – theatre company

Numerical clerk, clerical and secretarial occupations: Database auditor – The Food and Drink Federation

Retail, catering, waiting and bar staff: Sommelier – bistrot

SOCIAL SCIENCES

Psychology



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	40.7%
Working part time in the UK	15.0%
Working overseas	1.0%
Working and studying	10.3%
Further study	22.7%
Unemployed, including those due to start work	5.1%
Other	5.2%

SURVEY RESPONSE: 75.2% / FEMALE: 9,420 / MALE: 2,020 / TOTAL RESPONSES: 11,445 / ALL GRADUATES: 15,225

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	5.5%
Studying for a Masters (e.g. MA, MSc)	76.1%
Studying for a postgraduate qualification in education	11.8%
Studying for other postgraduate diplomas	2.1%
Studying for a professional qualification	1.0%
Other study	3.5%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,595

EXAMPLES OF COURSES STUDIED

- MSc Research Methods in Psychology
- MSc Applied Positive Psychology
- MSc Language and the Brain
- MSc Occupational Psychology
- MSc Leadership in Custodial Care
- MSc Mental Health Nursing
- MSc Human Resource Management
- Diploma in Counselling

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.0%
Business, HR and finance professionals	9.5%
Education professionals	5.9%
Engineering and building professionals	0.3%
Health professionals	4.6%
Information technology professionals	0.9%
Legal, social and welfare professionals	15.3%
Managers	3.4%
Marketing, PR and sales professionals	6.1%
Science professionals	1.0%
Other professionals, associate professionals and technicians	4.9%
Childcare, health and education occupations	14.8%
Clerical, secretarial and numerical clerks	9.4%
Retail, catering, waiting and bar staff	15.9%
Other occupations	6.8%
Unknown occupations	0.1%

FEMALE: 6,285 / MALE: 1,260 / TOTAL IN EMPLOYMENT IN UK: 7,545

EXAMPLES OF 2017 PSYCHOLOGY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Charity project manager – Help for Heroes; Graduate management trainee – Lidl; Practice manager – dental surgery

Health professionals: Mental health support worker – charity; Research support facilitator – NHS; Assistant neuropsychologist – NHS

Education professionals: Teaching assistant – secondary school; Private psychology tutor – self-employed

Legal, social and welfare professionals: Drugs support worker – charity; Youth recruitment welfare officer – youth project

Science professionals: Research assistant – university; Social researcher – Office for National Statistics

Business, HR and finance professionals: Business psychology assistant – consulting company; Trainee auditor – KPMG; Recruitment consultant – recruitment group; HR assistant – fabrication company

Marketing, advertising, PR and sales professionals: Estate agent – estate agency; Wedding and sales events co-ordinator – golf club; Planning executive – marketing company

Arts, design and media professionals: Freelance photographer – photography company

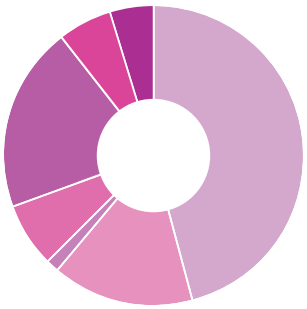
Other professionals, associate professionals and technicians: Analyst – Metropolitan Police

Numerical clerk, clerical and secretarial occupations: Medical records clerk – hospital

Retail, catering, waiting and bar staff: Sales assistant – John Lewis

SOCIAL SCIENCES

Sociology



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	45.9%
Working part time in the UK	15.3%
Working overseas	1.3%
Working and studying	7.1%
Further study	20.0%
Unemployed, including those due to start work	5.7%
Other	4.7%

SURVEY RESPONSE: 70.8% / FEMALE: 4,365 / MALE: 1,270 / TOTAL RESPONSES: 5,635 / ALL GRADUATES: 7,955

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.1%
Studying for a Masters (e.g. MA, MSc)	73.6%
Studying for a postgraduate qualification in education	13.6%
Studying for other postgraduate diplomas	6.1%
Studying for a professional qualification	1.4%
Other study	3.1%

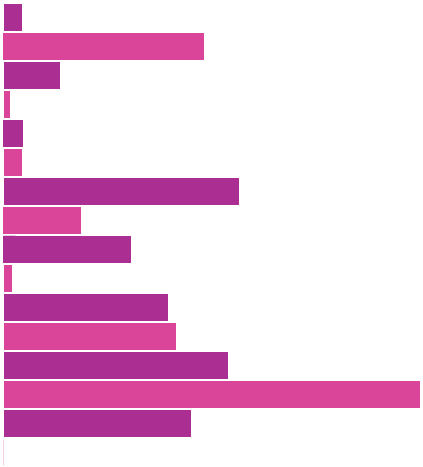
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,130

EXAMPLES OF COURSES STUDIED

- MA Critical and Creative Analysis
- MSc Psychology
- MRes Social Science
- MA Curatorial Practice
- MA Applied Behaviour Analysis
- MA Sustainable Energy Provision
- PGDip Mental Health Practice
- PGCert Healthcare Leadership

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.9%
Business, HR and finance professionals	10.4%
Education professionals	2.9%
Engineering and building professionals	0.3%
Health professionals	1.0%
Information technology professionals	0.9%
Legal, social and welfare professionals	12.2%
Managers	4.0%
Marketing, PR and sales professionals	6.6%
Science professionals	0.4%
Other professionals, associate professionals and technicians	8.5%
Childcare, health and education occupations	8.9%
Clerical, secretarial and numerical clerks	11.6%
Retail, catering, waiting and bar staff	21.6%
Other occupations	9.7%
Unknown occupations	0.0%



FEMALE: 2,990 / MALE: 850 / TOTAL IN EMPLOYMENT IN UK: 3,845

EXAMPLES OF 2017 SOCIOLOGY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Graduate management trainee – NHS

Health professionals: Teaching assistant – health care provider; Teacher – sixth form college

Legal, social and welfare professionals: Trainee probation officer – HMP; Major incident room HOLMES indexer – Metropolitan Police

Science professionals: Research intern – think tank

Information technology professionals: Trainee data analyst – Office for National Statistics; Graduate IT analyst – insurance company

Business, HR and finance professionals: Trainee accounts manager – Tesco; Trainee graduate employment benefits consultant – insurance company

Marketing, advertising, PR and sales professionals: Merchant executive – digital media company; Special events intern – The British Heart Foundation

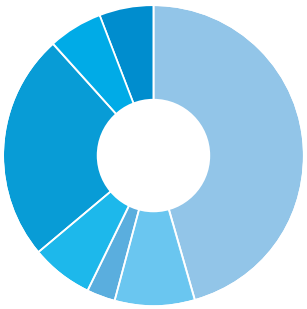
Nursing, health and education occupations: Support worker – charity

Numerical clerk, clerical and secretarial occupations: Caseworker for an MP; Student support administrator – university

Retail, catering, waiting and bar staff: Hotel assistant – hotel; Sales assistant – Lush

SOCIAL SCIENCES

Politics



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	45.6%
Working part time in the UK	8.7%
Working overseas	3.1%
Working and studying	6.6%
Further study	24.4%
Unemployed, including those due to start work	5.8%
Other	5.8%

SURVEY RESPONSE: 74.9% / FEMALE: 1,985 / MALE: 2,465 / TOTAL RESPONSES: 4,455 / ALL GRADS: 5,950

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.9%
Studying for a Masters (e.g. MA, MSc)	80.5%
Studying for a postgraduate qualification in education	4.4%
Studying for other postgraduate diplomas	6.0%
Studying for a professional qualification	2.6%
Other study	3.6%

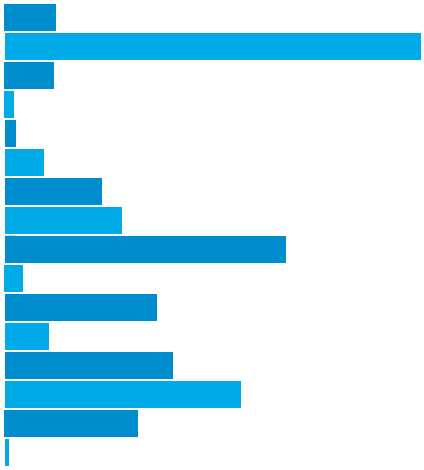
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,085

EXAMPLES OF COURSES STUDIED

- MSc Public Policy
- MA Philosophy
- MA Sociology
- MA Public Administration
- MSc Middle Eastern Politics
- MA Art and Politics
- MA Modern History
- MA Gender Culture
- Graduate Diploma in Law

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	2.8%
Business, HR and finance professionals	22.8%
Education professionals	2.7%
Engineering and building professionals	0.5%
Health professionals	0.6%
Information technology professionals	2.1%
Legal, social and welfare professionals	5.3%
Managers	6.4%
Marketing, PR and sales professionals	15.4%
Science professionals	1.0%
Other professionals, associate professionals and technicians	8.3%
Childcare, health and education occupations	2.4%
Clerical, secretarial and numerical clerks	9.2%
Retail, catering, waiting and bar staff	12.9%
Other occupations	7.3%
Unknown occupations	0.2%



FEMALE: 1,235 / MALE: 1,465 / TOTAL IN EMPLOYMENT IN UK: 2,700

EXAMPLES OF 2017 POLITICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Graduate management trainee – Tesco

Health professionals: English as a second language teacher – international educational company; Teaching assistant – primary school

Legal, social and welfare professionals: Paralegal – solicitors'; Development officer – society

Science professionals: Researcher – Department for Environment, Food and Rural Affairs; Researcher – UK parliament

Engineering and building professionals: Landscape gardener – landscaping company

Business, HR and finance professionals: Banker – TSB; Graduate group consultant – Virgin Trains

Marketing, advertising, PR and sales professionals: Marketing team leader – marketing agency

Arts, design and media professionals: Editor, researcher and writer – media company

Numerical clerk, clerical and secretarial occupations: Patient administration support officer – NHS

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