What do graduates do?

October 2015

Produced by:

Science
Mathematics, IT and Computing
Engineering and Building Management
Social Sciences
Arts, Creative Arts and Humanities
Business and Administrative Studies
HND and Foundation Degrees
Welcome to What do graduates do? 2015

This publication is the result of a close collaboration between Prospects and the Association of Graduate Careers Advisory Services (AGCAS), on behalf of the Higher Education Careers Service Unit (HECSU).

It uses statistics drawn from the Destinations of Leavers from Higher Education survey (DLHE) which is conducted by every university in the UK each year to try and establish what every graduate is doing six months after graduation. The figures are compiled by HESA (the Higher Education Statistics Agency) and are then used by Prospects to produce the tables and charts in this publication.

Commentary in the form of editorials is provided by higher education careers advisers who work on a day to day basis with students, graduates and employers, in collaboration with members of the Prospects team. Overall editing and publishing is undertaken by Prospects.

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GUIDE TO USING WHAT DO GRADUATES DO?

The Higher Education Statistics Agency’s Destinations of Leavers from Higher Education (DLHE) survey provides the most comprehensive picture of what graduates do. The survey is genuinely comprehensive and is concerned with all kinds of people from all kinds of universities going into all kinds of jobs, all over the world.

What do graduates do? explores this data in great depth and detail. It helps you to make sense of the graduate labour market and further study destinations of first degree qualifiers and HND and Foundation degree qualifiers from 2013/14.

The survey

Graduate destination surveys have been conducted for years. They are the most reliable mechanisms for establishing graduate employment trends. The DLHE survey takes place six months after graduation, so this really is a snapshot of the immediate outcomes of graduates. It therefore brings with it the nuances of graduate destinations – graduates will often bounce around jobs and won’t immediately find the job they are really after. Some types of jobs don’t fit into the six-month horizon and some professions take longer to establish a career in. Although there are some problems with an early survey date it is much easier to get a hold of graduates relatively soon after leaving university and it is important to get as many responses as possible. With 267,735 responses to the 2013/14 survey, DLHE covers so many people that it builds up an authoritative picture of what graduates do.

As job roles and employment patterns evolve, the DLHE survey needs to stay current. The survey underwent a major change in 2011, enabling graduates to record several jobs or other activities, and asking them to judge which activity is most important. As a result of this amendment, we can only directly compare this year’s graduates (2013/14) with the previous two years’ (2012/13 and 2011/12). This is important to remember when you are using the information presented in this publication. Furthermore, computer science and IT subjects were coded differently in the 2012/13 dataset. This means that we can’t compare data on computer science and IT graduates to 2011/12.

How to read What do graduates do?

In this publication you will find a combination of graphs and articles. We hope this marriage of the numerical and textual will have the effect of not only presenting the data from the DLHE survey in the clearest way but also illuminating this data to draw out the nuances that are lived by those it seeks to represent – the real graduates who are entering the labour market. Using the data from the DLHE survey, we have written comment and advice articles to offer some useful context to the data. We open with our Employment Review giving insight into the graduate labour market: what a graduate job is, where we have skills shortages and what we can look towards in the future. We give a breakdown of the data of all first degree graduates – the proportion who were working full time or were in further study and what jobs graduates were most likely to be in. We also take this overview perspective for foundation and HND graduates. You will then find articles throughout the publication that give an overview of the student employment journey, from making decisions about higher education to finding graduate jobs.

The majority of this publication offers a breakdown of the destinations of UK domiciled graduates from a range of subject areas. Each of the six subject areas has a useful summary to get a sense of the activities graduates were doing, e.g. working, studying, unemployed etc. As this can only be the start of the story, we offer useful resources for further reading.

In all you will find 28 subject data pages which provide a breakdown of the information from the DLHE survey, featuring; the survey response; outcomes of graduates; breakdown of further study to show the types of courses they were studying; examples of courses 2013/14 graduates were studying; types of work that graduates in employment in the UK held; and examples of job titles and employers that graduates were actually working for. More is explained about how the information is broken down in this publication in ‘Data explained’ on the following pages.

What DLHE doesn’t tell us

The DLHE data is comprehensive and informative but we need to be clear about what it can actually tell us. DLHE is great for representing a large majority of graduates from all degrees but it is only an immediate snapshot. While DLHE is perfectly placed to provide answers to who, what, when, and where, the reasons why graduates make career choices are harder to glean from the data. As students, parents, careers and employability professionals and more, we need to use the concrete facts to help answer why people have had these work and training outcomes and what might happen in the future. The DLHE survey cannot predict with certainty what job or training opportunities will be available in three or four years’ time, but it is our most reliable guide.

A wider perspective

The reality of higher education, employability and the graduate labour market is complex. What do graduates do? presents the facts, important context and background to help answer questions about prospects after graduation. Readers can use this resource as one of many to develop informed study and work plans, but should not rely on this information alone to make decisions about choice of university course or career and further study after graduation. Making use of a broad range of sources will help decision makers to understand more about what it is like to work in the roles identified in this publication, and the further qualifications needed to enter a specific career.

PLEASE NOTE – YOU CAN ONLY COMPARE THIS YEAR’S DATA TO 2011/2012 AND 2012/13 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 methodology.

WHAT DO GRADUATES DO? 1
DATA EXPLAINED – SURVEY RESPONSE

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 DATA PAGE IS SPLIT INTO TWO SECTIONS:

1. **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 2013/14 graduates were studying at the time of the survey.

2. **Type of work** – for those in employment in the UK, this details graduates who were employed in the type of work categories, developed by HECSU, as percentages of the total of graduates who were working in the UK. For each subject page examples are provided of specific job titles and employers that 2013/14 graduates were working for at the time of the survey.

**N.B.** The HND and Foundation degree and first degree all subject data pages display different information in the tables to those on the subject data pages.

### OUTCOMES

- **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 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

- **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’
DATA EXPLAINED – TYPE OF WORK

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 type of work categories used in What do graduates do? SOC 2010 (DLHE) was only introduced for the 2011/12 survey and cannot be compared 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 & logistics, retail & 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

Arts, design and media professionals
Journalists/artists/authors, writers and translators/actors, entertainers and presenters/dancers and choreographers/musicians/artists, producers and directors/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 & environment professionals/media and other researchers/librarians, archivists and curators/urban and regional planning and development professionals/laboratory technicians/science, engineering and production technicians/draughtpersons and related architectural technicians/protective service occupations/sports and fitness occupations/air craft 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/book-keepers, 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/human resources administrators/sales administrators/offices managers/medical, legal and other secretaries/personal assistants/receptionists

Retail, catering, waiting and bar staff
Sales supervisors/sales and retail assistants/retail cashiers and check-out operators/customer service managers and supervisors/kitchen and catering assistants/waiters and waitresses/bar staff/leisure and theme park attendants

Other occupations
Farmers/gardeners & landscapers/groundsmen & greenkeepers/metal machining, fitting and instrument making trades/vehicle trades/electrical and electronic trades/plumbers, carpenters & joiners/bricklayers/painters and decorators/textile and garment trades/printers/food preparation occupations/catering & bar managers/florists/glass, ceramics & furniture makers/sports and leisure assistants/travel agents/air and rail travel assistants/hairstylists 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 & 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

To see the full list of SOC 2010 (DLHE) codes in each type of work category, go to the What do graduates do? page at www.hecscu.ac.uk
EMPLOYMENT REVIEW

WRITTEN BY CHARLIE BALL

The graduate jobs market saw significant improvement in late 2014 and the early part of 2015. More graduates found work than ever before, more of that work was of good quality and unemployment rates were down to levels last seen before the economic downturn began in 2008. Demand for graduates has grown to the extent that employers report shortages in some areas but is this improvement set to continue?

The picture for 2013/14 graduates

The employment rate for graduates after six months was up on the previous year: 76.6% of graduates were working or combining work and study, against 75.6% in 2012/13. Unemployment fell a full percentage point, from 7.3% for 2012/13 graduates to 6.3% this year. And the majority of graduates who were in work, 68.2%, were in professional-level employment, up nearly two percentage points from 66.3% the year before.

In all, 199,810 UK domiciled graduates from 2013/14 were known to be in work in the UK six months after graduation, up by 11,255 from 2012/13. 135,980 graduates were known to be in professional employment – up by 11,280 on the previous year, meaning that the number of graduates entering jobs below professional level fell in both percentage and absolute terms.

The basic figures demonstrate that conditions for new graduates improved through 2014. This is supported by data from the Government’s Annual Population survey showing that the economy added 309,700 new jobs at professional level in 2014. This is before any consideration on the number of jobs taken by graduates who replaced previous employees. The evidence suggests that the jobs market for graduates is well on the road to recovery.

Graduates from part-time courses had higher employment rates and lower unemployment and further study rates than their full-time counterparts but it was the graduates from full-time courses whose employment and unemployment figures improved the most between 2012/13 and 2013/14. Outcomes for the two groups became closer.

Types of work

199,810 UK domiciled graduates from 2013/14 were in work in the UK six months after graduation, the largest number on record. Four professions saw an increase of 500 or more graduate entrants last year – business project workers, HR and recruitment professionals, nurses and marketers. All of these roles require a degree. The market as a whole saw growth in the number of entrants to jobs at professional level, and most professions saw increased entry. The largest falls in numbers of graduate entrants were in sales and retail roles, and in routine office work. These positions do not usually require a degree, although many office workers reported their employer asking for a higher education qualification. Another fall in numbers was found in medical practitioners – a concern considering that there was a shortage of qualified medical practitioners. Besides medical practitioners, other roles seeing a reduction in graduate entrants included architecture, quantity surveying, and geology – and not all of these falls can be attributed to lack of employer demand, as surveying is another area with evidence of shortage.

The average salary for a graduate from the 2013/14 cohort working full time after six months was £20,657. Finance managers and senior professionals, officers in the Armed Forces, engineers, health professionals (which includes dentists, doctors and pharmacists), pilots, health service managers and production managers all averaged over £25,000 as a starting salary.

A graduate job?

A lively debate continues over exactly what a ‘graduate job’ is, or what ‘graduate skills’ are. This debate has been put into clearer focus by Government proposals for a Teaching Excellence Framework (TEF) to assess the quality of university teaching. An important proposed cornerstone of the TEF is to be a system of assessing whether students get good quality jobs. At present, there is no clear conclusion as to what a ‘graduate job’ really is or how to measure it properly – is it a job where employers ask for a degree? Is it a job where degree holders use the skills in a degree? Is it merely a job done by a graduate?

The solution currently used in higher education is to use a classification system for jobs and to class all those falling under the ‘professional’ banner as being ‘graduate level’. The current system works reasonably well but has a number of important issues. Some jobs – such as shopkeeping – are classed as being ‘professional’ when a degree is unlikely to be needed for them, whilst others, such as financial office work or veterinary nursing, are not considered ‘graduate level’ when a degree is usually or always required.

There are two simple ways of using destination data to examine if a job requires

<table>
<thead>
<tr>
<th>TABLE 1. DESTINATIONS OF FIRST DEGREE GRADUATES FROM 2013/14 ON FULL-TIME AND PART-TIME COURSES, SIX MONTHS AFTER GRADUATION</th>
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</thead>
<tbody>
<tr>
<td>NUMBER GRADUATING (SURVEY RESPONDENTS)</td>
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<tr>
<td>FULL-TIME FIRST DEGREE</td>
</tr>
<tr>
<td>PART-TIME FIRST DEGREE</td>
</tr>
<tr>
<td>ALL SUBJECTS</td>
</tr>
</tbody>
</table>

4 WHAT DO GRADUATES DO?
employment. The second way is to ask graduates above. This gives us a figure of 68.2% of classified as ‘professional level’, as mentioned a degree or not. The first is using jobs classified as ‘professional level’, as mentioned above. This gives us a figure of 68.2% of employed graduates in professional employment. The second way is to ask graduates if they felt that they needed their degree to get the job that they were in – 63.6% of employed graduate respondents to that question felt that their degree was required or conferred an advantage in getting employment. Although it is difficult to find an exact figure for the proportion of graduates who were in roles that needed a degree, it is certainly a comfortable majority of graduates – and this was only six months after leaving university. With the jobs market for graduates better than it has been for some time, these figures are set to improve.

Further study
The proportion of graduates going into postgraduate study on completion of their first degree tends to fall when the economy improves, and the experience of the 2013/14 cohort was no exception. 17.6% of first-degree graduates from 2013/14 were either studying solely or taking a course as well as working after six months, down from 18%. Nearly half (46.2%) took a taught Masters qualification straight after graduating, with the most popular subjects being psychology, management, sports science, social work, business and English literature. Another 18.6% of those taking a further qualification went into teacher training, and 11.9% embarked on a doctorate, with chemistry, physics, maths, biology and computing being the most common options. Science subjects are usually favoured at doctoral level as many careers in science, particularly in research and development at universities or in business, require a doctorate to enter.

Where are the jobs?
An important consideration for many would-be graduate employees is, ‘where will I work?’ Jobs were spread around the country, but there were concentrated pockets in the populous areas of the south east and in the larger cities. Unsurprisingly, London is by far the most common location for graduates to find their first job. 43,850 graduates from 2013/14 are known to have started their career in the capital – 21.3% of all working graduates. This is an important proportion of the graduate labour market, but a long way from the majority of graduates. The south-east and the north-west also employed more than 10% of working graduates each. Outside of London, the cities of Birmingham, Manchester, Leeds, Glasgow, Edinburgh, Oxford, Liverpool, Bristol, Cambridge, Sheffield and Belfast, and the regions of Surrey, Kent, Hertfordshire, Hampshire, Lancashire and Essex all employed more than 2,000 graduates from the 2013/14 cohort. To get a job, graduates may not have to move to London but they may need to consider working in one of the larger cities.

What is in demand?
As the economy continues to recover from recession, graduate skills are in greater demand. In July 2015, the Bank of England commented on the previous month’s labour market, saying:

Recruitment difficulties had edged up and were at levels last seen during 2007, having broadened recently across a wide range of skills, levels of experience and occupations. For example, reports of a scarcity of experienced middle and senior managers had become fairly common ... In consequence ... apprenticeship, graduate and school-leaver recruitment programmes had been either maintained or increased.

In August, the Bank of England also stated:

Shortages were pronounced in IT, engineering, construction trades and property-related skills, professional services, HGV drivers, and middle/senior management.

The UK Commission for Employment and Skills (UKCES) Employer Skills Survey examines those vacancies that employers found difficult to fill due to lack of applicants or skills. It found that a number of jobs, such as nursing, production engineering, software development and programming, financial and business analysis and consultancy and recruitment roles saw widespread shortages. There were also shortages in civil, mechanical and design engineering, in web design and IT project management, in medicine and in procurement and that depending on industry and location, employers found that other professions such as marketing and retail management could be hard to recruit into. The Association of Graduate Recruiters (AGR), the industry body for employers of graduates, found that on average 5.4% of their member’s vacancies in 2014 were not filled, rising to 10.1% for energy and utility vacancies and 11.8% for IT and computing vacancies. The evidence is strong; there are shortages of graduates and a demand for graduates in many sectors of the economy.

The future outlook
The outlook for graduates in 2015 is as good as it has been since 2007, before the recession. Recent indicators suggest that the rate of improvement may be slowing, but there are few signs that the economy is about to enter another downturn and so we can be reasonably confident that the next year or two will see a period in which the jobs market for graduates will be relatively good. Demand for graduates is likely to stay high, there will be sectors which grow so quickly or have such a high need for graduates that they may find it difficult to fill all their available roles, most graduates will get jobs quickly, and most of those jobs will require a degree. Over the long term the story of the jobs market is one of constant change. New companies rise, using new technologies and creating new jobs. Other jobs change dramatically or disappear. A university education remains the best and most effective way to equip workers with the skills to adapt to the rapid technological and economic change that will shape the workplace of the future.

REFERENCES
1. Data from the Annual Population Survey and analysed using NOMIS.  
2. The rest of this report will examine full-time and part-time graduates together  
3. ‘Professional level’ jobs are those that fall under Standard Occupational Classifications 1 to 3.  
4. ‘Professional level’ jobs are those that fall under Standard Occupational Classifications 1 to 3.  
5. The evidence is  
6. The future outlook  
HOW TO MAKE CAREER DECISIONS

WRITTEN BY GARETH HILL

Each of us makes hundreds of decisions every day. Some decisions are more important than others and choices about careers and the future can carry a lot of weight. For the big decisions in life, the ability to question motivations and test plans can help students and graduates to ensure they make the best decision that suits them.

This article will give an overview of career decision-making theory and explore what an effective decision-making process looks like, in the hope that students can make sense of their own practices and feel fulfilled in the choices they make.

Styles of decision-making

There are several models of decision-making. While no one style of decision-making is better than any other, certain models suit certain people.

The evaluative decision maker will go through a process of self-reflection. This may seem like indecision but it will eventually lead to developed self-awareness and the identification of long term career goals.

The strategic decision maker has more of an analytical style. They will weigh up the pros and cons of a situation to reach a fixed solution. The strategic thinker believes that they construct their own career path and will set plans to achieve their goal.

The aspirational decision maker will pursue provisional objectives that are practical in life's wider commitments. These individuals will see provisional work as playing a part in their distant career aspirations.

The opportunistic decision maker will seize opportunities when they present themselves. While their career plans may seem unclear, they have the ability to cope with uncertainty and make the most of situations.

It can be helpful for students and graduates to reflect on their own decision-making style and consider whether they are happy to make future decisions in the same way. Alternatively, people can choose to develop decision-making elements they may not have previously used. A student may write a pros and cons list of their university choices considering the importance of location, institution reputation and the destination of graduates from their course. As a graduate they may choose to recognise that careers are often formed by seizing unexpected opportunities and they can make the most of networking in order to pick up opportunities when they arise.

The decision-making process

Understanding how job seekers make decisions can help them strategically in their long-term career path. But when it comes to a specific choice about university or a job, we can encourage students to recognise what an effective decision making process looks and feels like. Following this four-step process can help the student or graduate to come to a decision that suits them.

1. Start with wide options. Students should take time to consider all of the options available to them, including those that had not previously been considered. Options can include work, study, volunteering, travelling, internships etc. The trick here is to be open-minded and push students to consider all the options available to them.

2. From here it is likely that students will recognise that they have already made assumptions about the path they wish to take. This is an important part of the process and gives them an opportunity to reality-test those assumptions. For example, it is common to assume that studying a certain degree subject will increase the chances of getting a job in that field. However, this is not always the case; over the past three years physics graduates have been more likely to work in IT and business positions than in scientific roles. To reality-test assumptions students must find evidence to support their decision-making. For example, asking admissions tutors about the destinations of their graduates or using this publication to discover the direction that a degree subject is likely to lead.

3. Once all the options have been taken into consideration and any assumptions have been tested, the student can make an evidence-based decision and they can be confident in their views. From here the decision maker needs to take a step back. Attaining distance, such as considering how one might feel about this decision in three year's time, can prevent decisions being made on short-term emotional reasoning.

4. Finally, it is important for students and graduates to recognise that career decision-making can be a complex process. There may be times when they make an incorrect decision and at this point it is important to be flexible and be prepared to consider other options.

Students and graduates need not feel alone when making decisions. There are a variety of people who can offer advice and support: careers advisers can help weigh up an individual’s options, admissions tutors can give insight into destinations of graduates, current employees can paint a picture of what the work is like, teachers and tutors may be able to offer guidance and friends and family can be supportive.

No-one is born a good decision maker. We each develop our skills in this area over time, learning from previous decisions we have made. The future can be greatly affected by the career choices we make, so understanding decision-making styles and practising decision-making strategies will enable students and graduates to be more fulfilled in the long-term.

REFERENCES

FIRST DEGREE GRADUATES FROM ALL SUBJECTS 2014

SURVEY RESPONSE: 79.2%  FEMALE: 152,785  MALE: 114,930  TOTAL RESPONSES: 267,735  ALL GRADUATES: 338,230

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 56.5%
- Working part-time in the UK: 12.8%
- In further study, training or research: 12.1%
- Unemployed, including those due to start work: 6.3%
- Working and studying: 5.5%
- Other: 4.9%
- Working overseas: 1.9%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc): 46.2%
- Postgraduate qualification in education: 20.6%
- Doctorate (e.g. PhD, DPhil, MPhil): 11.9%
- Other study, training or research: 9.1%
- Other postgraduate diplomas: 6.8%
- Professional qualification: 5.5%
- Total number of graduates in further study: 32,525

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

- Health professionals: 14.6%
- Retail, catering, waiting and bar staff: 12.1%
- Business, HR and finance professionals: 9.8%
- Clerical, secretarial and numerical clerk occupations: 7.5%
- Marketing, PR and sales professionals: 7.5%
- Other occupations: 6.6%
- Arts, design and media professionals: 6.1%
- Education professionals: 6.1%
- Childcare, health and education occupations: 5.6%
- Other professionals, associate professionals and technicians: 5.4%
- Legal, social and welfare professionals: 5.0%
- Engineering and building professionals: 4.5%
- Information technology (IT) professionals: 4.1%
- Managers: 4.0%
- Science professionals: 4.0%
- Unknown occupations: 1.1%

TOP TEN PROFESSIONAL AND MANAGERIAL JOBS HELD BY FIRST DEGREE GRADUATES IN EMPLOYMENT IN THE UK

<table>
<thead>
<tr>
<th>Job</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Nurses 5.9</td>
<td></td>
</tr>
<tr>
<td>Marketing associate professionals 3.1%</td>
<td></td>
</tr>
<tr>
<td>Medical practitioners 3.0%</td>
<td></td>
</tr>
<tr>
<td>Primary and nursery education teaching professionals 2.9%</td>
<td></td>
</tr>
<tr>
<td>Business and related associate professionals n.e.c. 1.8%</td>
<td></td>
</tr>
<tr>
<td>Human resources and industrial relations officers 1.7%</td>
<td></td>
</tr>
<tr>
<td>Programmers and software development professionals 1.6%</td>
<td></td>
</tr>
<tr>
<td>Finance and investment analysts and advisers 1.3%</td>
<td></td>
</tr>
<tr>
<td>Teaching and other educational professionals n.e.c. 1.3%</td>
<td></td>
</tr>
<tr>
<td>Chartered and certified accountants 1.2%</td>
<td></td>
</tr>
</tbody>
</table>

ALL SUBJECTS 7
HND AND FOUNDATION DEGREE GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 32.0%
- Studying for a first degree: 30.2%
- Working and studying: 22.3%
- Working part-time in the UK: 7.3%
- Others in further study, training or research: 2.6%
- Other: 2.5%
- Unemployed, including those due to start work: 2.2%
- Working overseas: 0.7%

TOP FIVE MOST POPULAR SUBJECTS STUDIED BY FOUNDATION DEGREE QUALIFIERS FROM 2013/14

- Academic studies in education: 18.1%
- Social work: 8.3%
- Business studies: 5.0%
- Sport and exercise science: 4.3%
- Nursing: 4.1%

TOP FIVE MOST POPULAR SUBJECTS STUDIED BY HND QUALIFIERS FROM 2013/14

- Business studies: 20.9%
- Hospitality, leisure, sport, tourism and transport: 10.4%
- General engineering: 5.4%
- Building: 5.1%
- Electronic and electrical engineering: 4.8%

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

- Childcare, health and education occupations: 21.7%
- Other professionals, associate professionals and technicians: 10.4%
- Health professionals: 10.1%
- Retail, Catering, Waiting and Bar staff: 9.4%
- Other occupations: 8.0%
- Legal, social and welfare professionals: 7.3%
- Education professionals: 7.2%
- Managers: 6.6%
- Engineering and building professionals: 5.5%
- Clerical, secretarial and numerical clerks: 3.9%
- Business, HR and finance professionals: 2.9%
- Information technology (IT) professionals: 2.4%
- Arts, Design and Media Professionals: 2.3%
- Marketing, PR and sales professionals: 2.1%
- Science professionals: 0.3%
- Unknown occupations: 0.1%

TOP TEN OCCUPATIONS HELD BY 2013/14 HND AND FOUNDATION DEGREE GRADUATES IN EMPLOYMENT IN THE UK SIX MONTHS AFTER GRADUATION

- Teaching assistants: 8.2%
- Sales and retail assistants: 4.9%
- Nursery nurses and assistants: 4.3%
- Private and specialist teaching professionals and tutors: 3.5%
- Paramedics: 3.4%
- Nursing auxiliaries and assistants: 3.1%
- Police officers (sergeant and below): 2.1%
- Health associate professionals not elsewhere classified: 2.0%
- Educational support assistants: 1.9%
- Primary and nursery education teaching professionals: 1.7%
WHAT DO GRADUATES FROM HND AND FOUNDATION DEGREES DO?

WRITTEN BY JANICE MONTGOMERY

Foundation degrees combine academic and work-related learning. They often provide an entry point into full higher education degrees although they are stand-alone qualifications in their own right. These qualifications are particularly useful for school leavers looking for vocational training; for employers wishing to increase the knowledge of their employees through part-time study; or for those returning to work after an absence or looking to reskill.

Foundation degrees are orientated towards vocational subjects such as business, health, engineering, medical science and law; and often employers will have an input into course design to ensure their ongoing relevance to the marketplace. To gain entry onto a foundation degree, more emphasis is placed on the accreditation of Prior Experiential Learning (APEx) and far less on A-levels or Scottish Higher Qualifications.

Employment

The vocational nature of these degrees would explain the 40% of graduates from higher national diplomas (HND) and foundation degrees that went straight into employment after graduation. This cohort was most likely to go into positions such as teaching assistants, nursery nurses, paramedics and engineering technicians. Of those working six months after completing their foundation degree or HND, nearly four in ten were employed as health or education professionals. Over 5% became engineering or building professionals and a further 5% worked in business-related positions: in HR, finance, marketing and media. Nearly 10% were working in retail and catering, this included those who went on to undertake a bachelor’s degree and were working to support their studies (over 20% of the total). A considerable proportion of those working (82.6%) were on permanent or fixed-term contracts lasting longer than 12 months and less than 4% were on short term contracts.

Self-employment

Over 6% of respondents from HND or foundation degrees listed themselves as self-employed or starting their own business six months after graduation. This was slightly higher than the average for all students (4.8% in 2013/14). The higher proportion of self-employed graduates from HND or foundation degrees reflects the demographic of this cohort of students: 33.4% of these graduates were over 30 years old and thus statistically more inclined to start up their own business. Also, the vocational nature of these qualifications provides practical skills that are marketable to the public.

Unemployment

The unemployment rate was very low for this group of graduates with 2.2% unemployed six months after completing their studies (compared to 6.3% across all first degree graduates). This is due, in part, to the career-orientated nature of the foundation degree subjects, which prepared students well for work. It is worth noting that many students study part time and were employed by the same employer before, during and after their studies. The low unemployment figure was also assisted by the high proportion of foundation degree graduates continuing to full degree-level study.

Further study

The further study rate was particularly high for graduates from foundation degrees and HND courses, with 52.5% choosing to go on to further study. The tendency to study education-related subjects at foundation level (56% of all students) continued at degree level, with 11% of those in further study choosing academic studies in education or nursery education. Business disciplines were also a popular course choice (6.7%), as was computing science (3.4%). Graduates progressed from foundation degrees into either first year of a full degree or occasionally to second year depending on the subject area and the recruitment policies of individual universities.

Future developments

Since reaching a high point in 2012-13, with 27,470 graduates, the number of people graduating from a HND or foundation degree has been declining with 18,560 completing in the 2013-14 cohort. Such a decline corresponds with the increasing cost of such study. We can expect this trend to continue as next year’s DLHE respondents will be the first to pay higher tuition fees, which averages £9,000 per year in universities and over £5,000 per year in further education colleges. The high cost of education is a considerable drawback for individuals and for employers paying for their employees to attend. However, the low levels of unemployment suggest that a foundation degree or a higher national diploma remains good value for money.

REFERENCES

1. For more information see www.delni.gov.uk/employer-foundation-leaflet.pdf and www.delni.gov.uk/student-foundation-leaflet.pdf 2. Soon to be the new national exams 3. Self-employed status in the over forties age group make up 6.8% of the total in employment as opposed to 4.5% of under 24 year olds. Figures are drawn from information supplied by HESA from the Destinations of Leavers from Higher Education Survey 2013/14 4. ‘Unemployed’ includes graduates who said they were unemployed or were due to start a job within a month of the survey data 5. 43% studied their HND or foundation degree part time, compared to 8% of first-degree students in the 2013/14 cohort 6. This cohort was the last year to pay £3,000 tuition fees per year
Science is a dynamic and vibrant sector of the UK economy with a variety of job opportunities but graduates from scientific degrees don’t necessarily work in this sector. Science graduates start their working lives in business, finance, human resources (HR), engineering, information technology (IT), education, scientific research and development, and manufacturing and energy.

Destinations of science graduates
The Destination of Leavers from Higher Education survey 2013/14 indicated that the unemployment rates of graduates from biology (8.0%), chemistry (7.4%) and physics (8.2%) were slightly higher than the average of all subjects (6.3%). While physics graduates were least likely to progress into full-time work (38.2% compared to 56.5% on average), it was sports science graduates who had the highest rate of employment in this cluster (49.4% working full time which was still lower than average). Although employment rates across the sciences were lower than average, there is a more positive longer-term outlook for those studying science subjects.

Typical jobs for science graduates
Chemistry graduates commonly entered ‘traditional science roles’ such as lab technicians (9.1%) and research/development chemists (4.6%). The picture was more mixed for biology graduates who were most likely to begin work in the retail or the catering industry (9.8% and 3.2% respectively) or as lab technicians (6.9%) and biochemists/medical scientists (3.2%). Those studying physical and geographical sciences progressed into a wide variety of roles including sales (9.3%), business (4.4%) and environment professions (4.2%). Physics graduates were most likely to undertake roles in software development (10.1%), business (4.2%) and engineering (3.8%).

Salaries
The 2013/14 data indicated a wide range of starting salaries for science graduates in the UK. Physics graduates were the highest paid within this sector with average salaries ranging from £19,900 to £28,900. Sports science graduates were the lowest paid in this cluster, with average salaries within the £13,800 to £20,100 range.

Further study
A high proportion of physics (34.7%), chemistry (31.1%) and biology (25.2%) graduates went on to a postgraduate degree following their undergraduate course. This compares with the average of 12.1% for all subjects. Of those progressing to further study a high percentage in chemistry and physics studied at doctorate level, which is due to the fact that a doctorate is often required for roles in scientific research and development. Undertaking a postgraduate qualification in education was also a popular choice for graduates of sports science (39.3% of those in further study) and physical and geographical sciences (25.0% of those in further study).

Future outlook
Many different careers are based on STEM skills. Employers value people with STEM qualifications and skills, not just for their specific knowledge but also for their transferrable analytical, problem solving and creative skills. Almost one third of businesses are anticipating difficulty recruiting STEM graduates and it is predicted that 58% of all new jobs will be STEM related. Examples of growth areas for STEM opportunities include nanotechnology, space technology and civil and water engineering. These predictions indicate good long-term employability prospects for science graduates.

RESOURCES
The Royal Society for Chemistry – www.rsc.org/careers
Institute of Physics – www.iop.org
Society of Biology – www.societyofbiology.org
Society of Experimental Biology – www.sebiology.org
The Sector Skills Council for land-based and environmental industries – www.lantra.co.uk
The British Association of Sports and Exercises Sciences – www.bases.org.uk
AGCAS Options series – www.prospects.ac.uk/options_with_your_subject.htm

REFERENCES

TABLE 1. DESTINATIONS OF FIRST DEGREE SCIENCE GRADUATES FROM 2013/14, SIX MONTHS AFTER GRADUATION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numbers Graduating (Survey Respondents)</th>
<th>In Employment</th>
<th>In Further Study</th>
<th>Working &amp; Studying</th>
<th>Unemployed, (Including those Due to Start Work)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4,550</td>
<td>55.0%</td>
<td>25.2%</td>
<td>5.8%</td>
<td>8.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3,005</td>
<td>52.7%</td>
<td>31.1%</td>
<td>4.3%</td>
<td>7.4%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Physical &amp; Geographical Sciences</td>
<td>3,050</td>
<td>60.8%</td>
<td>19.8%</td>
<td>5.9%</td>
<td>6.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Physics</td>
<td>2,295</td>
<td>46.1%</td>
<td>34.7%</td>
<td>5.8%</td>
<td>8.2%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Sports Science</td>
<td>8,690</td>
<td>69.5%</td>
<td>13.9%</td>
<td>7.6%</td>
<td>4.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>All Subjects</td>
<td>267,735</td>
<td>71.2%</td>
<td>12.1%</td>
<td>5.5%</td>
<td>6.3%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
SCIENCE

BIOLOGY GRADUATES FROM 2014

SURVEY RESPONSE: 80.8%  FEMALE: 2,650  MALE: 1,900  TOTAL RESPONSES: 4,550  ALL GRADUATES: 5,630

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 39.3%
- In further study, training or research: 25.2%
- Working part-time in the UK: 19.9%
- Unemployed, including those due to start work: 8.0%
- Other: 6.0%
- Working and studying: 5.8%
- Working overseas: 1.8%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc) 53.0%
- Doctorate (e.g. PhD, DPhil, MPhil) 21.4%
- Postgraduate qualification in education 11.7%
- Other study, training or research 8.6%
- Other postgraduate diplomas 4.1%
- Professional qualification 1.2%
- Total number of graduates in further study: 1,145

EXAMPLES OF COURSES STUDIED

- MRes Physiology
- MSc Clinical Science
- MSc Exercise and Nutrition Science
- PGCE Further Education and Training (FET)
- PGCE Secondary Education

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 1,575  MALE: 1,105  TOTAL IN EMPLOYMENT IN THE UK: 2,680

- Retail, catering, waiting and bar staff: 20.2%
- Other professionals, associate professionals and technicians: 16.3%
- Other occupations: 10.5%
- Clerical, secretarial and numerical clerk occupations: 9.1%
- Business, HR and finance professionals: 8.5%
- Science professionals: 7.3%
- Childcare, health and education occupations: 7.2%
- Marketing, PR and sales professionals: 6.3%
- Education professionals: 4.3%
- Managers: 3.9%
- Health professionals: 1.9%
- Legal, social and welfare professionals: 1.5%
- Arts, design and media professionals: 1.3%
- Information technology (IT) professionals: 1.0%
- Engineering and building professionals: 0.7%
- Unknown occupations: 0.1%

EXAMPLES OF 2014 BIOLOGY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Science technician – a high school
- Scientific officer – a banknote printers
- Research scientist – a research centre
- Biomedical scientist – a hospital
- Business analyst – an energy company
- Analyst – a finance company
- Assistant tax advisor – Ernst & Young LLP
- Real estate tax assistant – Deloitte
- Lab analyst – Intertek
- Pharmaceutical analyst – a laboratory
- Supervisor – a retail store
- Staff trainer – McDonalds
CHEMISTRY GRADUATES FROM 2014

SURVEY RESPONSE: 84.8%  FEMALE: 1,255  MALE: 1,750  TOTAL RESPONSES: 3,005  ALL GRADUATES: 3,540

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 44.6%
- In further study, training or research: 31.1%
- Unemployed, including those due to start work: 7.4%
- Working part-time in the UK: 6.7%
- Other: 4.5%
- Working and studying: 4.3%
- Working overseas: 1.4%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Doctorate (e.g. PhD, DPhil, MPhil): 61.8%
- Masters (e.g. MA, MSc): 18.2%
- Postgraduate qualification in education: 13.0%
- Other study, training or research: 4.5%
- Other postgraduate diplomas: 2.5%
- Professional qualification: 0.0%

Total number of graduates in further study: 935

EXAMPLES OF COURSES STUDIED

- MSc Biotechnology
- PGCE
- MPhil/PhD Forensic and Investigative Science
- PhD Chemistry
- MPhil/PhD Detection of Biological Warfare Agents

EXAMPLES OF 2014 CHEMISTRY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Lab Analyst – Intertek
- Pharmaceutical Analyst – a laboratory
- R&D technologist – a manufacturers
- Research Assistant – a Chartered Surveyors

- Analyst – a finance company
- Assistant tax advisor – Ernst & Young LLP
- Real estate tax – Deloitte
- Associate – Deloitte

- Visual merchandiser – Debenhams
- Bar staff – a restaurant chain

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 720  MALE: 940  TOTAL IN EMPLOYMENT IN THE UK: 1,665

Other professionals, associate professionals and technicians: 39.0%
Science professionals: 38.4%
Business, HR and finance professionals: 14.6%
Retail, catering, waiting and bar staff: 9.1%
Other occupations: 6.8%
Marketing, PR and sales professionals: 6.1%
Education professionals: 5.3%
Clerical, secretarial and numerical clerks: 5.1%
Information technology (IT) professionals: 3.3%
Managers: 3.1%
Engineering and building professionals: 2.7%
Childcare, health and education occupations: 2.1%
Arts, design and media professionals: 1.6%
Legal, social and welfare professionals: 1.6%
Health professionals: 1.1%
Unknown occupations: 0.1%
PHYSICAL AND GEOGRAPHICAL SCIENCES GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 46.4%
- In further study, training or research: 19.8%
- Working part-time in the UK: 11.7%
- Unemployed, including those due to start work: 6.1%
- Working and studying: 5.9%
- Other: 7.4%
- Working overseas: 2.7%

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK:

- Female: 930
- Male: 1,020
- Total in employment in the UK: 1,950

Examples of courses studied:
- Certificate of Police Knowledge
- Chartered Institute of Housing- Level 4
- MA Town and regional planning
- MBA Construction and real estate
- MSc Environmental business management
- MSc Environmental management

Examples of 2014 physical and geographical graduate job titles and employers (six months after graduation):
- Assistant estimator – a construction company
- Catastrophe analyst – an insurance company
- Financial assistant – a county council
- Global headhunter – a recruitment agency
- Graduate trainee – Sainsbury’s
- Customer service assistant – M&S
- Child minder – self-employed
- Junior patent officer – a legal firm
- Snow reporter – a sports club

Examples of courses studied:
- Certificate of Police Knowledge
- Chartered Institute of Housing- Level 4
- MA Town and regional planning
- MBA Construction and real estate
- MSc Environmental business management
- MSc Environmental management

Additional data:
- Survey response: 81.6%
- Female: 1,440
- Male: 1,610
- Total responses: 3,050
- All graduates: 3,735
- Masters (e.g. MA, MSc) 59.1%
- Postgraduate qualification in education 25.0%
- Other study, training or research 5.4%
- Other postgraduate diplomas 4.6%
- Doctorate (e.g. PhD, DPhil, MPhil) 4.6%
- Professional qualification 1.2%
- Total number of graduates in further study 605

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 46.4%
- In further study, training or research: 19.8%
- Working part-time in the UK: 11.7%
- Unemployed, including those due to start work: 6.1%
- Working and studying: 5.9%
- Other: 7.4%
- Working overseas: 2.7%

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- Total number of graduates in further study 605
OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 38.2%
- In further study, training or research: 34.7%
- Unemployed, including those due to start work: 8.2%
- Working part-time in the UK: 6.7%
- Working and studying: 5.8%
- Other: 5.3%
- Working overseas: 1.1%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY
- Doctorate (e.g. PhD, DPhil, MPhil): 59.5%
- Masters (e.g. MA, MSc): 24.7%
- Postgraduate qualification in education: 11.1%
- Other postgraduate diplomas: 2.6%
- Professional qualification: 0.7%
- Other study, training or research: 1.3%
- Total number of graduates in further study: 795

EXAMPLES OF COURSES STUDIED
- MSc/MRes Physics
- MPhil/PhD Astrophysics
- PGCE Secondary Physics
- MPhil/PhD Astrophysics

TYPE OF WORK FOR THOSE IN EMPLOYMENT

- Business, HR and finance professionals: 18.9%
- Information technology professionals: 18.9%
- Engineering and building professionals: 9.1%
- Retail, catering, waiting and bar staff: 7.5%
- Education professionals: 7.4%
- Other professionals, associate professionals and technicians: 7.0%
- Science professionals: 6.0%
- Other occupations: 5.3%
- Clerical, secretarial and numerical clerks: 5.1%
- Marketing, PR and sales professionals: 4.8%
- Managers: 3.1%
- Arts, design and media professionals: 1.9%
- Health professionals: 1.8%
- Legal, social and welfare professionals: 1.6%
- Childcare, health and education occupations: 1.6%
- Unknown occupations: 0.1%

EXAMPLES OF 2014 PHYSICS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| RAF officer – Royal Air Force |
| Radiology assistant – a hospital |
| Trainee patent attorney – a law firm |
| Graduate research scientist – British Telecom |
| Engineer – Rolls Royce |
| Development engineer – Rolls-Royce |
| Nuclear engineer – BAE Systems |
| net development consultant – Aviva |
| Analyst – Accenture |
| Analyst – an electricity and gas supplier |
| Tax professional – HMRC |
| Security analyst – an IT company |
| Business analyst – an outsourcing firm |
| Market analyst – a trade journal |
| Professional sports player – a rugby club |
| Purchasing assistant – a furniture retailer |
SPORTS SCIENCE GRADUATES FROM 2014

SURVEY RESPONSE: 79.1%  Female: 2,925  Male: 5,705  Total responses: 8,630  All graduates: 10,915

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 49.4%
- Working part-time in the UK: 18.2%
- In further study, training or research: 13.9%
- Working and studying: 7.6%
- Other: 4.7%
- Unemployed, including those due to start work: 4.3%
- Working overseas: 1.8%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc): 41.0%
- Postgraduate qualification in education: 39.3%
- Other study, training or research: 8.8%
- Other postgraduate diplomas: 5.9%
- Doctorate (e.g. PhD, DPhil, MPhil): 3.4%
- Professional qualification: 1.6%
- Total number of graduates in further study: 1,205

EXAMPLES OF COURSES STUDIED

- MSc Biomechanics
- MSc Sport Physiology
- MRES Sport and exercise Science
- MSc Strength Conditioning
- PGDE Secondary Teaching
- MSc in Physical Education
- Masters by research
- MSc Clinical Physiology
- PGCE primary education

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

Female: 2,165  Male: 4,330  Total in employment in the UK: 6,495

- Other professionals, associate professionals and technicians: 22.5%
- Retail, catering, waiting and bar staff: 15.5%
- Childcare, health and education occupations: 11.5%
- Other occupations: 11.1%
- Education professionals: 8.5%
- Clerical, secretarial and numerical clerks: 6.1%
- Business, HR and finance professionals: 5.5%
- Marketing, PR and sales professionals: 4.8%
- Health professionals: 4.8%
- Managers: 4.5%
- Legal, social and welfare professionals: 4.5%
- Science professionals: 2.3%
- Arts, design and media professionals: 1.3%
- Information technology professionals: 0.5%
- Engineering and building professionals: 0.4%
- Unknown occupations: 0.1%

EXAMPLES OF 2014 SPORTS SCIENCE GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Trainee manager – fashion retailer
- Research assistant – a university
- Sample technician – Tata Steel
- Recruitment consultant – a recruitment firm
- Personal trainer – self-employed
- Sports coach – a gymnastics club
- Sports coach – a rugby club
- Fitness trainer – self-employed
- Sport scientist – a football club
- Sports rehabilitator – a rugby club
- Gymnastics coach – a council
- Development officer – a rugby union
- Chef – Pizza Hut
- Retail supervisor – a sports retailer
- Food assistant – Mcdonalds
- Sales assistant – Next
- Senior sales assistant – Debenhams
The Destinations of Leavers from Higher Education (DLHE) survey 2013/14 showed that IT and computing graduates were highly likely to be in employment six months after graduation (74.6%) as were just over half (54.4%) of mathematics graduates. Mathematics graduates were far more likely to pursue further study (23.3%) than those from IT and computing (6.7%). However, both disciplines had a higher unemployment rate (7.7% for Mathematics and 11.4% for IT and computing) when compared with all graduates (6.3%).

Mathematics
Mathematics graduates entering employment primarily worked in business, HR and finance professions (40.4%). They tended to take on roles that made use of their analytical and numeracy skills, such as finance and investment advisers or chartered and certified accountants. The next most likely employment destinations were in information technology and education. The high proportion of mathematics graduates directly entering professions in education could, in part, be attributed to the increased number of opportunities with Teach First who have become the leading graduate recruiter amongst the Times Top 100 employers.1

Mathematics graduates were almost twice as likely to go on to further study (23.3%) than the graduate cohort as a whole (12.1%). A third of mathematics graduates undertaking further study were engaged in a Postgraduate Certificate in Education (PGCE). An influential factor is likely to be the attractive and numerous bursaries available to mathematics graduates undertaking the PGCE.2 Nonetheless, of those graduates who chose further study, the highest proportion undertook a Masters (34.1%), with courses ranging from applicable mathematics to medical statistics.

IT and Computing
The vocational nature of IT and computing courses goes some way to explain why 74.6% of graduates from this subject went directly into employment. These graduates were also most likely to go into work directly related to their degree, with 58.8% working in the information technology sector. That being said, a relatively high proportion of IT and computing graduates were also working as retail, catering, waiting and bar staff (10.2%). Furthermore, the unemployment rate (at 11.4%) was far higher than the average of all subjects (6.3%). Having recognised the issue of graduate unemployment in this area, the government is conducting a review of the accreditation and skills content of IT and computing degrees, as of summer 2015.3

Only 6.7% of IT and computing graduates went on to further study with popular courses being computer networking and games design. Also, of those working in the information technology sector, by far the highest proportion (27.6%) were programmers and software development professionals. This is led by a growth in mobile technology and app development, and shows that computing skills are in demand.4

Both mathematics and IT graduates possess desirable skills in the graduate labour market. While IT graduates are far more likely to go into employment directly related to their degree discipline, maths graduates are able to apply their skills more widely. Undertaking a degree in either of these subjects makes strategic sense in a rapidly developing global labour market.

References

### TABLE 1. DESTINATIONS OF FIRST DEGREE MATHEMATICS, IT AND COMPUTING GRADUATES FROM 2013/14, SIX MONTHS AFTER GRADUATION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numbers Graduating (Survey Respondents)</th>
<th>In Employment</th>
<th>In Further Study</th>
<th>Working &amp; Studying</th>
<th>Unemployed, (Including Those Due to Start Work)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>5,195</td>
<td>55.8%</td>
<td>23.3%</td>
<td>8.2%</td>
<td>7.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Computer Science &amp; IT</td>
<td>10,045</td>
<td>75.8%</td>
<td>6.7%</td>
<td>2.6%</td>
<td>11.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>All Subjects</td>
<td>257,735</td>
<td>71.2%</td>
<td>12.1%</td>
<td>5.5%</td>
<td>6.3%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Data taken from HESA’s Destinations of Leavers from Higher Education survey 2013/14

### RESOURCES
Chartered Institute for IT – www.bcs.org.uk
E-skills UK – www.e-skills.com
Institute of Analysts and Programmers – www.iap.org.uk
Institute of Mathematics and its Applications – www ima.org.uk
Royal Statistical Society – www.rss.org.uk
London Mathematical Society – www.lms.ac.uk
MATHEMATICS GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 46.6%
- In further study, training or research: 23.3%
- Working and studying: 8.2%
- Working part-time in the UK: 7.8%
- Unemployed, including those due to start work: 7.7%
- Other: 5.0%
- Working overseas: 1.4%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g., MA, MSc): 34.1%
- Postgraduate qualification in education: 33.2%
- Doctorate (e.g., PhD, DPhil, MPhil): 20.6%
- Other postgraduate diplomas: 6.7%
- Other study, training or research: 3.9%
- Professional qualification: 1.4%
- Total number of graduates in further study: 1,210

EXAMPLES OF COURSES STUDIED

- PhD Mathematics
- MSc Applicable Mathematics
- MSc Economics
- PhD Climate and atmosphere science
- PhD Algebraic number theory
- PhD Electronic and electrical engineering
- MSc Financial mathematics
- PhD Probability and statistics
- MPhil Statistical science
- MSc Advanced mechanical engineering
- PGCE Mathematics

OUTCOMES SIX MONTHS AFTER GRADUATION

- Total number of graduates in further study: 1,210

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

- Business, HR and finance professionals: 40.4%
- Information technology (IT) professionals: 10.8%
- Clerical, secretarial and numerical clerks: 9.0%
- Education professionals: 8.9%
- Retail, catering, waiting and bar staff: 8.7%
- Other occupations: 4.6%
- Marketing, PR and sales professionals: 4.0%
- Managers: 3.1%
- Other professionals, associate professionals and technicians: 3.0%
- Childcare, health and education occupations: 2.6%
- Engineering and building professionals: 1.8%
- Legal, social and welfare professionals: 1.3%
- Science professionals: 0.8%
- Arts, design and media professionals: 0.7%
- Health professionals: 0.2%
- Unknown occupations: 0.1%

EXAMPLES OF 2014 MATHEMATICS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Lecturer – a university
- Maths teacher – TeachFirst
- Tutor – mentoring centre
- Statistician – a football club
- Web analyst – internet marketing company
- Electrical engineer – Northern Powergrid
- Network security graduate – BT
- IT consultant – Lloyds Banking Group
- GNP analyst – an outsourcing company
- Risk analyst – financial services company
- Compliance officer – investment bank
- Apprentice account – an accountancy firm
- Actor – a theatre company
- Civil servant – Department for Education
- Jewellery assistant – a pawnbrokers
- Retail manager – Argos
- Warehouse operative – TNT
- Associate ministry trainee – a church
- Volunteer – a charity
OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 64.0%
- Unemployed, including those due to start work: 11.4%
- Working part-time in the UK: 10.6%
- In further study, training or research: 6.7%
- Other: 3.4%
- Working and studying: 2.6%
- Working overseas: 1.3%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc): 50.3%
- Doctorate (e.g. PhD, DPhil): 16.3%
- Postgraduate qualification in education: 15.1%
- Other study, training or research: 10.0%
- Other postgraduate diplomas: 5.7%
- Professional qualification: 2.7%
- Total number of graduates in further study: 680

EXAMPLES OF COURSES STUDIED

- MSC Theoretical Physics
- MSC Computer Networking
- MA Computer Engineering
- MSc Computer Science
- MSc Information Systems
- MA 3D Design for the Virtual Environment
- MA Computer Games Design
- MSc Geospatial Analysis
- PGCE Computer Science
- CCNA Microsoft Service
- GCSE in English
- TEFL

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

- Information technology professionals: 58.8%
- Retail, catering, waiting and bar staff: 10.2%
- Business, HR and finance professionals: 6.0%
- Other occupations: 5.9%
- Clerical, secretarial and numerical clerk occupations: 3.8%
- Arts, design and media professionals: 3.4%
- Marketing, PR and sales professionals: 2.9%
- Managers: 2.3%
- Other professionals, associate professionals and technicians: 2.3%
- Education professionals: 1.5%
- Engineering and building professionals: 1.4%
- Childcare, health and education occupations: 0.7%
- Legal, social and welfare professionals: 0.4%
- Unknown occupations: 0.2%
- Science professionals: 0.1%
- Health professionals: 0.0%

EXAMPLES OF 2014 COMPUTER SCIENCE AND IT GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Deputy hotel manager – Whitbread Plc
- Coding support coach – a secondary school
- Automation engineer – an app company
- Systems engineer – an internet engineer
- Desktop roll out specialist – Capita
- Software engineer – Amazon
- Network engineer – Sony
- Innovation coordinator – a hospital
- Assistant management accountant – QVC
- Executive officer – Passport Office
- Insurance broker – Allianz Insurance Plc
- Enablement services consultant – Dynatrace
- Tax trainee – an accountant
- Data analyst – BAE Systems
- Infrastructure analyst – Network Rail
- Marketing assistant – a retail store
- 3D Artist – Wireframe 3D
- Producer – a media company
- Safety officer – Transport for London
- Personal assistant – MENCAP
- Life guard – a sports centre
- Taxi driver – a taxi firm
ENGINEERING AND BUILDING MANAGEMENT OVERVIEW

WRITTEN BY KIRSTY PALMER

In 2013/14 a higher proportion of graduates from engineering and building degrees were known to be in full-time UK employment compared to 2012/13 – despite greater numbers of students graduating from these disciplines.1

Employment
The types of work undertaken by these graduates were likely to be directly related to their subject of study. A significant majority of mechanical and civil engineering graduates in employment were working as engineering and building professionals (64.9% and 73.5% respectively). Other engineering graduates were likely to start their working lives as engineering professionals, production managers in construction or surveyors. However, just 38.8% of the electrical engineering graduates were retained in the engineering industry,

unemployment
The 2013/14 unemployment rates had decreased across all engineering and building disciplines compared to 2012/13. Architecture and building graduates and civil engineering graduates had especially strong employment prospects with unemployment at 5.3% in both areas, well below the average of 6.3%. This reflects the economic recovery generally and the subsequent growth in building and construction, which looks to continue as the forecast for 2015-16 is particularly good for construction, which looks to continue as the forecast for 2015-16 is particularly good for

Salaries
Entry salaries varied from £15,000 for those in non-technical or entry-level positions to up to £28,000 for mechanical engineers on graduate schemes reflecting the premiums paid by sector-leading companies.

Further study
Further study rates in engineering and building subjects (at 8.7%) were lower than the average for all subjects (12.1%) and had dropped since last year. The lower rate may be attributable to the professional development routes available, which do not necessarily require further study. In addition, 30% of graduates had studied an integrated Masters course, which gives them automatic accreditation.

Gender
The gender divide in engineering graduates is most notable in mechanical engineering and electric and electronic engineering, where women made up 8% and 10% of the graduate cohort respectively in 2013-14.

Resources
Chartered Institute of Building – www.ciob.org.uk
Institution of Engineering and Technology – www.theiet.org
Institution of Civil Engineers – www.ice.org.uk
Institute of Electrical and Electronics Engineers – www.ieee.org
AGCAS Options series – www.prospects.ac.uk/options_with_your_subject.htm
Women in Engineering – www.womenengineering.org.uk
Women in science, technology and engineering campaign – www.wisecampaign.org.uk

References

Table 1. Destinations of First Degree Engineering and Building Management Graduates from 2013/14, Six Months After Graduation

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Numbers graduating (survey respondents)</th>
<th>In employment</th>
<th>In further study</th>
<th>Working &amp; studying</th>
<th>Unemployed (including those due to start work)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and building</td>
<td>5,830</td>
<td>79.7%</td>
<td>5.4%</td>
<td>6.2%</td>
<td>5.3%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Civil engineering</td>
<td>2,540</td>
<td>76.6%</td>
<td>8.7%</td>
<td>5.0%</td>
<td>5.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Electrical and electronic</td>
<td>2,410</td>
<td>73.6%</td>
<td>10.4%</td>
<td>3.6%</td>
<td>8.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Mechanical engineering</td>
<td>3,470</td>
<td>75.2%</td>
<td>10.3%</td>
<td>3.4%</td>
<td>7.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>All subjects</td>
<td>267,735</td>
<td>71.2%</td>
<td>12.1%</td>
<td>5.5%</td>
<td>6.3%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Data taken from HESA’s Destinations of Leavers from Higher Education survey 2013/14
ENGINEERING AND BUILDING MANAGEMENT

ARCHITECTURE AND BUILDING GRADUATES FROM 2014

SURVEY RESPONSE: 82.4%  FEMALE: 1,660  MALE: 4,170  TOTAL RESPONSES: 5,830  ALL GRADUATES: 7,080

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 72.1%
- Working and studying: 6.2%
- Working part-time in the UK: 5.8%
- Further study, training or research: 5.4%
- Unemployed, including those due to start work: 5.3%
- Other: 3.5%
- Working overseas: 1.8%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY
- Masters (e.g. MA, MSc) 70.1%
- Other postgraduate diplomas 14.3%
- Other study, training or research 7.5%
- Professional qualification 4.1%
- Postgraduate qualification in education 2.1%
- Doctorate (e.g. PhD, DPhil, MPhil) 2.0%
- Total number of graduates in further study 315

EXAMPLES OF COURSES STUDIED
- PGDip Landscape Architecture
- PGDip Architecture
- MA Architecture
- MSc Real estate

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 1,345  MALE: 3,560  TOTAL IN EMPLOYMENT IN THE UK: 4,900

Engineering and building professionals: 44.7%
Other professionals, associate professionals and technicians: 22.9%
Managers: 7.8%
Business, HR and finance professionals: 4.9%
Retail, catering, waiting and bar staff: 4.8%
Other occupations: 4.2%
Marketing, PR and sales professionals: 3.2%
Arts, design and media professionals: 2.6%
Clerical, secretarial and numerical clerks: 2.2%
Legal, social and welfare professionals: 1.3%
Information technology (IT) professionals: 0.6%
Childcare, health and education occupations: 0.3%
Education professionals: 0.3%
Unknown occupations: 0.1%
Science professionals: 0.1%
Health professionals: 0.0%

EXAMPLES OF 2014 ARCHITECTURE AND BUILDING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Operational support manager – British Gas
- Site manager – a construction company
- Housing officer – a local authority
- Senior housing officer – a local authority
- Homelessness officer – a local authority
- Planning officer – a local authority
- Data analyst – a housing association
- Property consultant – a housing association
- Analyst – Bank of England
- Architectural assistant – an architect’s firm
- Architect’s assistant – an architect’s firm
- Junior architect – an architect’s firm
- Management trainee – Taylor Wimpey
- Landscape architect – a specialist practice
- Assistant architect – Laing O’Rourke
- Marketing assistant – a marketing agency
- Office assistant – a recycling company
- Shop assistant – a pharmacy
- Maintenance assistant – a ski resort
ENGINEERING AND BUILDING MANAGEMENT

CIVIL ENGINEERING GRADUATES FROM 2014

SURVEY RESPONSE: 83.4%  FEMALE: 370  MALE: 2,170  TOTAL RESPONSES: 2,540  ALL GRADUATES: 3,040

OUTCOMES SIX MONTHS AFTER GRADUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working full-time in the UK</td>
<td>70.0%</td>
</tr>
<tr>
<td>In further study, training or research</td>
<td>8.7%</td>
</tr>
<tr>
<td>Unemployed, including those due to start work</td>
<td>5.3%</td>
</tr>
<tr>
<td>Working and studying</td>
<td>5.0%</td>
</tr>
<tr>
<td>Working part-time in the UK</td>
<td>4.6%</td>
</tr>
<tr>
<td>Other</td>
<td>4.4%</td>
</tr>
<tr>
<td>Working overseas</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc) 73.1%
- Doctorate (e.g. PhD, DPhil, MPhil) 12.3%
- Other postgraduate diplomas 5.5%
- Postgraduate qualification in education 4.1%
- Other study, training or research 4.1%
- Professional qualification 0.9%

Total number of graduates in further study: 220

EXAMPLES OF COURSES STUDIED

- MEng Civil & Structural Engineering
- MSc Transport Planning and Engineering
- MEng Engineering Project Management
- MSc Civil Engineering
- MSc Structural & Geotechnical Engineering
- PhD Engineering

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 295  MALE: 1,725  TOTAL IN EMPLOYMENT IN THE UK: 2,020

- Engineering and building professionals: 73.5%
- Other professionals, associate professionals and technicians: 51.1%
- Business, HR and finance professionals: 45.0%
- Retail, catering, waiting and bar staff: 44.0%
- Other occupations: 3.9%
- Managers: 3.7%
- Clerical, secretarial and numerical clerk occupations: 1.1%
- Marketing, PR and sales professionals: 1.0%
- Information technology (IT) professionals: 0.8%
- Education professionals: 0.6%
- Arts, design and media professionals: 0.4%
- Legal, social and welfare professionals: 0.4%
- Childcare, health and education occupations: 0.3%
- Science professionals: 0.2%
- Unknown occupations: 0.1%
- Health professionals: 0.0%

EXAMPLES OF 2014 CIVIL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Project manager – a local authority
- Commercial graduate – Lloyds
- English tutor – self-employed
- Instrumentation engineer – GSK
- Asset integrator – Thames Water
- Structural engineer – Atkins
- Civil engineer – Scottish Water
- Payroll officer – An accountancy firm
- Technician – Audio visual company
- Waiting list coordinator – NHS
- Sales assistant – Next
- Sales assistant – Vodafone
- Ski resort representative – a holiday company
ENGINEERING AND BUILDING MANAGEMENT

ELECTRICAL AND ELECTRONIC ENGINEERING GRADUATES FROM 2014

SURVEY RESPONSE: 80.1% | FEMALE: 230 | MALE: 2,180 | TOTAL RESPONSES: 2,410 | ALL GRADUATES: 3,010

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 63.9%
- Further study, training or research: 10.4%
- Unemployed, including those due to start work: 8.9%
- Working part-time in the UK: 8.3%
- Working and studying: 3.6%
- Other: 3.5%
- Working overseas: 1.3%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc) 50.5%
- Doctorate (e.g. PhD, DPhil) 33.5%
- Other study, training or research 9.4%
- Postgraduate qualification in education 4.2%
- Professional qualification 1.5%
- Other postgraduate diplomas 1.0%
- Total number of graduates in further study 250

EXAMPLES OF COURSES STUDIED

- MEng Electronic & Electrical Engineering
- MEng Electrical Engineering and Renewable Energy Systems
- MSc Digital Communications Networks
- MSc Maritime Management
- MSc Sustainable Energy Technologies
- MSc International Supply Chain Management
- MBA Business Management
- Commercial pilots licence

EXAMPLES OF 2014 ELECTRICAL AND ELECTRONIC ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- 3rd Officer – Royal Fleet Auxiliary
- Officer – Army
- Lecturer – further education college
- Teaching assistant – a university
- Test technician – a research company
- Electrical engineer – Scottish Power
- Test engineer – Network Rail
- Systems engineer – air traffic control
- Software engineer – online fashion retailer
- IT systems engineer – Lloyds Banking Group
- Technology graduate – Barclays
- Science communicator – a science centre
- Water technician – a utilities company
- Marine officer – merchant navy
- Bank cashier – RBS
- Sales assistant – Sainsbury’s
- Sales assistant – ASDA
- Postman – Royal Mail

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 170 | MALE: 1,655 | TOTAL IN EMPLOYMENT IN THE UK: 1,825

- Engineering and building professionals: 38.8%
- Information technology (IT) professionals: 19.1%
- Other occupations: 8.3%
- Retail, catering, waiting and bar staff: 7.1%
- Other professionals, associate professionals and technicians: 6.4%
- Arts, design and media professionals: 5.9%
- Managers: 3.6%
- Business, HR and finance professionals: 3.5%
- Marketing, PR and sales professionals: 2.3%
- Clerical, secretarial and numerical clerk occupations: 1.9%
- Education professionals: 1.5%
- Childcare, health and education occupations: 0.6%
- Legal, social and welfare professionals: 0.6%
- Science professionals: 0.3%
- Health professionals: 0.1%
- Unknown occupations: 0.0%
ENGINEERING AND BUILDING MANAGEMENT

MECHANICAL ENGINEERING GRADUATES FROM 2014

Survey response: 83.5%  Female: 270  Male: 3,200  Total responses: 3,470  All graduates: 4,155

Outcomes six months after graduation

- Working full-time in the UK: 67.9%
- In further study, training or research: 10.3%
- Unemployed, including those due to start work: 7.0%
- Working part-time in the UK: 5.5%
- Working and studying: 3.4%
- Other: 4.2%
- Working overseas: 1.7%

Type of course for those in further study

- Masters (e.g. MA, MSc): 65.2%
- Doctorate (e.g. PhD, DPhil, MPhil): 24.2%
- Other study, training or research: 6.3%
- Other postgraduate diplomas: 2.0%
- Postgraduate qualification in education: 1.5%
- Professional qualification: 0.8%
- Total number of graduates in further study: 355

Examples of courses studied

- MEng Oilfield Corrosion Engineering
- MSc Advanced Mechanical Engineering
- MSc Subsea Engineering
- MSc Computer Aided Design
- PhD Mechanical Engineering
- PhD Fluid Dynamics
- Chartered Engineering qualification
- IMechE Chartership

Type of work for those in employment

Graduates who were in employment either full-time, part-time or working and studying in the UK

- Female: 200  Male: 2,460  Total in employment in the UK: 2,660

- Engineering and building professionals: 64.9%
- Other professionals, associate professionals and technicians: 7.7%
- Retail, catering, waiting and bar staff: 5.8%
- Other occupations: 5.6%
- Business, HR and finance professionals: 4.4%
- Managers: 3.4%
- Information technology (IT) professionals: 2.2%
- Marketing, PR and sales professionals: 1.8%
- Clerical, secretarial and numerical clerk occupations: 1.3%
- Arts, design and media professionals: 1.0%
- Education professionals: 0.6%
- Legal, social and welfare professionals: 0.4%
- Childcare, health and education occupations: 0.3%
- Science professionals: 0.3%
- Health professionals: 0.1%
- Unknown occupations: 0.1%

Examples of courses studied

- Vice president – a students’ union
- Operations manager – CBRE
- Officer – RAF
- Officer – Royal Navy
- Secondary teacher – Teach First
- Maths teacher – School Direct
- Patent attorney – a firm
- Church assistant – a church
- Clinical engineer – NHS
- Manufacturing engineer – Rolls-Royce
- Electrification engineer – Tata Steel
- Pipeline engineer – Shell
- Graduate engineer – British Airways
- Subsea engineer – Atkins
- Field engineer – sand monitoring company
- Systems specialist – a train operator
- Insurance audit associate – Deloitte
- Risk analyst – RBS
- Project manager – BskyB
- Financial analyst – Black Rock
- Account manager – PR company
- Vehicle salesman – a car dealership
- Sales adviser – Vodafone
- Croupier – a casino

Engineering and building management 23
HOW CAN STUDENTS MAXIMISE THEIR TIME AT UNIVERSITY?

WRITTEN BY JANE HOWIE

The motivation to attend university is rarely driven by one single factor but is the result of a variety of reasons: pursuing a dream; developing transferable skills; becoming a specialist in a discipline; keeping career options open and flexible; becoming more independent. The most common reason given for choosing to go to university is to improve job prospects. But, how far higher education fulfills this expectation is a debated subject. To maximise graduate employment prospects, students must make the most of the time, money and effort they invest in university.

The 2013/14 Destination of Leavers from Higher Education survey revealed that 64.8% of graduates believed that their degree prepared them well or very well for employment. Graduates themselves reported that a degree allowed them to develop skills that helped them gain employment, including: the ability to understand, manage and summarise information; the confidence to challenge others; and the ability to think critically and make sense of unfamiliar concepts. Despite this, it is important to remember that holding a degree is not a guarantee of a ‘graduate’ job.

Competing in today’s job market requires planning, participation and strategic work experience. A good degree in the form of a 2.1 or above is not the only thing needed to compete in the labour market as more and more students are graduating, they have to set themselves apart from their peers. As Dr Paul Redmond, Director of Student Life at The University of Manchester, states: ‘the earlier you start planning the better’.

Employers are searching for something that differentiates one candidate from another during the recruitment process. They value real life skills and expect students and graduates to demonstrate a range of transferable skills including communication; ability to work under pressure; presentation; numeracy; and organisational skills. For students and graduates the challenge is this: if every student is developing these skills and every graduate possesses them at the point of finishing their degree, how can students go the extra mile to ensure they stand out from the crowd? According to The Confederation of British Industry it is the broader skills and attributes such as creativity, entrepreneurialism, leadership, motivation, international perspective and strategic thinking which distinguish job seekers from their peers. In order to develop these and gain the competitive edge, students will need to think tactically and develop a plan of action.

Students should make the most of those intra, extra and co-curricular activities while at university, to stand out to recruiters. There is a vast range of support available at university, in the form of careers advice, work experience and employer fairs, designed specifically for students to improve their employment prospects. Every step of the university experience can be utilised. The rest of this article will run through the opportunities that universities can offer their students.

Employability opportunities at university University offers the chance to take part in a variety of activities which run alongside the degree to maximise student employability.

Skills awards - A skills award is one way of recognising the extra-curricular activities that a student has been involved in during their time at university. Skills awards often follow a structured workshop format that focuses on the importance of recognising, developing and articulating the skills valued by employers.

Enterprising activities - Participation in international competitions such as the CIMA Global Business Challenge or the Universities Business Challenge provides the opportunity to develop commercial awareness and knowledge of the business world. Based on business simulations, these challenges often involve working in teams giving students the opportunity to apply the theory from their degree. Institutions often offer commercial projects as part of the formal curriculum or via the careers service, providing students with the opportunity to explore different career options and network with influential industry professionals.

Studying abroad - When recruiting new graduates many global organisations seek evidence of the ability to work internationally. Students can prepare for this by participating in study abroad schemes in Europe, under the Erasmus scheme, or further afield. These courses last from between a semester and a year. The Times Higher Education indicated a growing trend for studying abroad, reporting the number of UK students who go abroad as part of their degree programme has increased as much as 39% in the space of a year. Studying abroad is a great way for students to develop relationships with people from different backgrounds and intercultural awareness, both of which are highly attractive skills in a global economy.

Accredited career modules - These allow students to enhance their overall employability whilst gaining credit towards a degree. Career modules tend to be highly practical and are often assessed through course work or group activities. They are designed to support students to develop self-awareness by identifying strengths and weaknesses and to understand motivations and aspirations which will aid the career planning process. Career modules are offered to prepare students for recruitment processes by helping them to develop strong CVs and application forms, and to perform effectively in interview situations.

Networking - Careers fairs and employer presentations provide the ideal opportunity for students to: meet recruiters; find out more about occupational sectors, industries and roles; as well as search for work experience and graduate roles. These events can sometimes feel a little overwhelming so it is vital that students prepare beforehand by researching the employers who will be in attendance, identifying who to talk to and planning an introduction technique and questions to ask. At employer events time is limited so the key to successful networking is having a strategy in place. This could include handing out CVs or swapping...
business cards and following up meetings with an email.

**Work experience** - Students regularly engage with various forms of work experience such as work shadowing and insight schemes in order to help with their career decision-making process. When work shadowing, students will enter an organisation and spend time with an employee observing their daily routine in order to gain an insight into their role and understand how a particular organisation and sector works. Taster schemes are another valuable way to gain an insider perspective of a particular industry. These are more formal than work shadowing and usually involve business challenges or skills workshops. Taster schemes can vary in length from a day to a week and usually tie in with the university holiday periods. Work shadowing is often an activity which students pro-actively seek through networks, existing contacts and alumni. Taster schemes are offered by many of the large graduate recruiters, often to attract first-year students into their business, and will often have a competitive application process.¹

**Year in industry** - The year in industry is a substantial period of work experience in the region of about 50 weeks. One key benefit of a year in industry is having the opportunity to develop skills and understanding, and put academic theory into practice. An alternative to the year in industry is a shorter summer internship scheme; these tend to last for 8-12 weeks. Both types of formal work experience opportunities give student an opportunity to develop practical skills, network in their sector and can help students to decide which career areas they wish to pursue (or avoid) in the future.

**Top employability tips for students:**
- **Start early:** Devote time to thinking about what you want to achieve by the end of your degree – don’t wait until a few weeks before graduation to start this process
- **Get involved in the university experience:** Seize opportunities to undertake work experience, to build your network and to take part in societies.
- **Make the most of your careers service:** explore what’s going on around you including employer events and mentoring schemes, and utilise all the services on offer including making an appointment to see an advisor and practice assessment centre activities.
- **Keep a record:** Writing down the activities you have engaged in with evidence of how you have developed skills will be invaluable when making applications and preparing for interviews.
- **Be flexible:** Seek feedback from your careers service, academics and employers, and then act on it.

The reasons people go to university are broader than getting a degree. For many, university fits strategically into a wider career journey and offers opportunities to develop employability skills. However, employability skills aren’t a given at university, they are to be sought out and taken advantage of. While employment outcomes are not the sole remit of higher education, university is one of the best places to get this direction at this stage in a student’s life and career.

**RESOURCES**
- Erasmus + – ec.europa.eu/programmes/erasmus-plus
- Prospects – www.prospects.ac.uk
- Rate My Placement – www.ratemypayment.co.uk
- The Universities Business Challenge – ubicworldwide.com
- The British Association of Sports and Exercises Sciences – www.bases.org.uk
- AGCAS Options series – www.prospects.ac.uk/options_with_your_subject.htm

Visit the departmental websites and institutional careers websites for further information on a year in industry, institutional skills awards and accredited career modules.

**REFERENCES**
3. Sample size: 53,790 respondents. Data comes from 2013/14 DLHE
4. For a more in-depth discussion on ‘graduate jobs’ see Employability Review on page 4-5 of this publication

[Accessed July 2015]
The Destinations of Leavers from Higher Education Survey 2013-14 indicates that one in seven graduates studied social sciences. This group of graduates enjoyed higher levels of employment than last year by an average of 2.4 percentage points across all the subjects and also experienced lower levels of unemployment six months after graduation. Social scientists are valued for their ability to: understand complex issues holistically; research, analyse and evaluate data; communicate concisely and solve problems.1

Economics
Roles in business, human resources, finance, marketing and sales were popular with this subject cluster, due to the need for the skills that social scientists possess. 64.0% of employed economics graduates were known to be working in these fields.

Geography
Geography graduates enjoyed high levels of employment in 2013-14 with only 5.8% unemployed six months after graduation. While 14.9% entered business-related and marketing professions, 25.9% pursued jobs in the social, welfare, education and childcare professions.

Salaries
The majority of social science graduates were earning between £16,000 and £24,000 per annum. The best paid were likely to be working in the finance sector, where average salaries with the top firms were in excess of £36,000.2 Those working for charities, in the care sector, or in supportive roles in education were likely to earn less, although these roles could, in the long-run, lead to highly professional positions such as teachers, psychologists or environmental consultants.

REFERENCES

RESOURCES
Royal Economic Society – www.res.org.uk
The Law Society of Scotland – www.lawscot.org.uk
Royal Geographical Society (with the Institute of British Geographers) – www.rgs.org
British Sociological Association – www.britisoc.co.uk
The British Psychological Society – www.bps.org.uk
AGCAS Options series – www.prospects.ac.uk/options_with_your_subject.htm

TABLE 1. DESTINATIONS OF FIRST DEGREE SOCIAL SCIENCE GRADUATES FROM 2013/14, SIX MONTHS AFTER GRADUATION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numbers Graduating (Survey Respondents)</th>
<th>In Employment</th>
<th>In Further Study</th>
<th>Working &amp; Studying</th>
<th>Unemployed (Including Those Due to Start Work)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>4,805</td>
<td>65.4%</td>
<td>13.3%</td>
<td>8.0%</td>
<td>7.7%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Geography</td>
<td>2,355</td>
<td>63.4%</td>
<td>17.8%</td>
<td>5.7%</td>
<td>5.8%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Law</td>
<td>9,975</td>
<td>52.9%</td>
<td>26.3%</td>
<td>10.8%</td>
<td>5.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Psychology</td>
<td>11,455</td>
<td>63.8%</td>
<td>15.7%</td>
<td>8.4%</td>
<td>6.2%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Sociology</td>
<td>6,340</td>
<td>69.8%</td>
<td>11.4%</td>
<td>5.4%</td>
<td>7.6%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Politics</td>
<td>4,690</td>
<td>62.2%</td>
<td>17.8%</td>
<td>6.8%</td>
<td>7.3%</td>
<td>5.8%</td>
</tr>
<tr>
<td>All Subjects</td>
<td>267,735</td>
<td>71.2%</td>
<td>12.1%</td>
<td>5.5%</td>
<td>6.3%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Data taken from HESA’s Destinations of Leavers from Higher Education survey 2013/14
ECONOMICS GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK .................................................. 56.7%
- In further study, training or research ......................................... 13.3%
- Working and studying .............................................................. 8.0%
- Unemployed, including those due to start work .......................... 7.7%
- Working part-time in the UK .................................................... 6.4%
- Other ..................................................................................... 5.6%
- Working overseas ................................................................. 2.2%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY
- Masters (e.g., MA, MSc) ...................................................... 79.3%
- Postgraduate qualification in education ................................. 5.3%
- Doctorate (e.g., PhD, DPhil, MPhil) ..................................... 4.7%
- Other study, training or research ............................................ 4.2%
- Professional qualification ..................................................... 3.3%
- Other postgraduate diplomas ................................................. 3.2%
- Total number of graduates in further study ............................ 640

EXAMPLES OF COURSES STUDIED
- MSc Accounting
- MSc Economics
- MSc Petroleum, Energy, Economics and Finance
- MSc Public Administration
- MSc Computational Statistics
- Professional accountancy exams

TYPE OF WORK FOR THOSE IN EMPLOYMENT
Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 970 | MALE: 2,440 | TOTAL IN EMPLOYMENT IN THE UK: 3,410

- Business, HR and finance professionals .................................. 54.3%
- Marketing, PR and sales professionals .................................... 9.8%
- Clerical, secretarial and numerical clerk occupations ............ 8.4%
- Retail, catering, waiting and bar staff ................................... 7.3%
- Managers ................................................................................ 5.5%
- Other occupations ............................................................... 4.2%
- Information technology (IT) professionals ............................ 2.7%
- Other professionals, associate professionals and technicians .... 2.7%
- Education professionals ....................................................... 1.7%
- Legal, social and welfare professionals ................................. 1.0%
- Arts, design and media professionals .................................... 0.8%
- Engineering and building professionals ............................... 0.7%
- Childcare, health and education occupations ...................... 0.6%
- Unknown occupations ......................................................... 0.2%
- Science professionals ............................................................ 0.2%
- Health professionals ............................................................. 0.0%

EXAMPLES OF 2014 ECONOMICS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Trainee manager – Enterprise Rent-A-Car
- Procurement manager – Fujitsu
- Project manager – a seafood company
- Logistics manager – Morrisons
- Secondary teacher – Teach First
- QHSE adviser – an oil company
- Accountant – an accountancy firm
- Personal tax adviser – accountancy firm
- Compliance officer – HMRC
- Financial analyst – Pfizer
- Economist – Civil Service
- Merging acquisitions officer – Goldman Sachs
- Policy adviser – HM Treasury
- Consultant – PwC
- Trader – HSBC
- Sales representative – Coca Cola
- Software sales person – IBM
- Editorial assistant – a national newspaper
- Surveyor – a utility service company
- Shipbroker – a shipbroking company
- Professional squash player – self-employed
- Research analyst – an energy company
- Administrative assistant – NHS
- Customer assistant – Waitrose
OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 52.0%
- In further study, training or research: 17.8%
- Working part-time in the UK: 8.4%
- Other: 7.4%
- Unemployed, including those due to start work: 5.8%
- Working and studying: 5.7%
- Working overseas: 3.0%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc) 59.1%
- Postgraduate qualification in education 26.1%
- Other postgraduate diplomas 5.2%
- Other study, training or research 3.7%
- Doctorate (e.g. PhD, DPhil, MPhil) 3.3%
- Professional qualification 2.5%
- Total number of graduates in further study 420

EXAMPLES OF COURSES STUDIED

- PhD Atmospheric and Environmental Science
- MSc Sustainable Development
- MSc China and Globalisation
- MSc Ecology
- MSc City Planning
- MSc Rural Surveying
- PGCE Primary education
- PGDE in Geography
- HNC Theatre Performance
- CIPS Diploma in Procurement

EXAMPLES OF 2014 GEOGRAPHY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Business, HR and finance professionals: 20.2%
- Marketing, PR and sales professionals: 14.1%
- Retail, catering, waiting and bar staff: 13.9%
- Clerical, secretarial and numerical clerk occupations: 10.5%
- Other occupations: 7.4%
- Managers: 6.8%
- Other professionals, associate professionals and technicians: 6.3%
- Education professionals: 4.9%
- Engineering and building professionals: 4.3%
- Childcare, health and education occupations: 3.8%
- Legal, social and welfare professionals: 3.7%
- Information technology (IT) professionals: 3.7%
- Arts, design and media professionals: 1.6%
- Science professionals: 1.5%
- Unknown occupations: 0.9%
- Health professionals: 0.9%

Examples of 2014 Geography Graduate Job Titles and Employers

- Farm manager – a private farm
- Manager – OFGEM
- Management trainee – Sainsbury’s
- Teacher – Teach First
- Research assistant – Oxfam
- Waste services engineer – a local council
- Estates surveyor – a local authority
- Business consultant – IBM
- Accountant – PWC
- PR manager – a water company
- Accounts executive – a PR agency
- Harpist – self-employed
- Professional cricketer – a cricket club
- Rugby player – a rugby club
- Racquets professional – a private club
- Fitness trainer – self-employed
- Pilot – RAF
- Store location planner – Sainsbury’s
- GIS coordinator – a media company
- Receptionist – Audi
- Customer assistant – Lidl
- Waiting staff – Yo Sushi
- Postman – Royal Mail
**LAW GRADUATES FROM 2014**

**OUTCOMES SIX MONTHS AFTER GRADUATION**

- Working full-time in the UK: 42.1%
- In further study, training or research: 26.3%
- Working and studying: 10.8%
- Working part-time in the UK: 9.5%
- Unemployed, including those due to start work: 5.4%
- Other: 4.6%
- Working overseas: 1.3%

**TYPE OF COURSE FOR THOSE IN FURTHER STUDY**

- Professional qualification: 38.7%
- Masters (e.g., MA, MSc): 31.7%
- Other postgraduate diplomas: 18.4%
- Other study, training or research: 7.4%
- Postgraduate qualification in education: 2.6%
- Doctorate (e.g., PhD, DPhil, MPhil): 1.2%
- Total number of graduates in further study: 2,620

**EXAMPLES OF COURSES STUDIED**

- PhD International Law
- LLM Criminal Justice
- LLM Oil and Gas Law
- MSc Human Resource Management
- MSc Information Management
- MSc International Fashion
- Marketing
- Legal Practice Certificate
- Diploma in Professional Legal Practice
- PGDE Primary
- Professional Bar Training Course

**TYPE OF WORK FOR THOSE IN EMPLOYMENT**

Graduates who were in employment either full-time, part-time or working and studying in the UK

**FEMALE: 4,025  MALE: 2,190  TOTAL IN EMPLOYMENT IN THE UK: 6,215**

Legal, social and welfare professionals: 28.8%
Retail, catering, waiting and bar staff: 14.5%
Clerical, secretarial and numerical clerk occupations: 14.1%
Business, HR and finance professionals: 12.7%
Other occupations: 7.7%
Other professionals, associate professionals and technicians: 5.6%
Marketing, PR and sales professionals: 5.3%
Managers: 4.8%
Childcare, health and education occupations: 2.3%
Education professionals: 1.8%
Information technology (IT) professionals: 0.9%
Arts, design and media professionals: 0.8%
Health professionals: 0.3%
Engineering and building professionals: 0.2%
Unknown occupations: 0.2%
Science professionals: 0.1%

**EXAMPLES OF 2014 LAW GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)**

- Business manager – bioscience company
  - Commercial graduate – Fujitsu
  - Area manager – ALDI
  - Commercial graduate – Rolls-Royce
- Paralegal – a law firm
  - In-court adviser – an action charity
  - Legal assistant – Crown Prosecution Service
  - Adviser – Citizen’s Advice Bureau
  - Trainee – European Commission
- Auditor – financial services company
  - Chartered accountant – KPMG
  - Inspector of taxes – HMRC
- Horse trainer – an equestrian stables
  - Intern – Classic FM
- Army officer – Army
  - Dispatcher – British Gas
  - Police officer – Police Scotland
- Customer adviser – RBS
  - Legal secretary – a law firm
  - HR administrator – Police Scotland
  - Call handler – AA
  - Ramp agent – airport
- Events coordinator – an events company
POLITICS GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 47.9%
- In further study, training or research: 17.8%
- Working part-time in the UK: 10.5%
- Unemployed, including those due to start work: 7.3%
- Working and studying: 6.8%
- Other: 5.8%
- Working overseas: 3.8%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY
- Masters (e.g. MA, MSc) 68.5%
- Other postgraduate diplomas 10.0%
- Postgraduate qualification in education 7.9%
- Other study, training or research 6.3%
- Doctorate (e.g. PhD, DPhil, MPhil) 4.0%
- Professional qualification 3.2%
- Total number of graduates in further study: 835

EXAMPLES OF COURSES STUDIED
- PhD Political Science
- PhD Sociology
- MSc Media and PR
- MSc Human Resource Management
- MA Broadcast Journalism
- MSc International and European Politics
- MSc Strategic Studies
- PGDE in Sociology
- PGCE Primary Education

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 1,355 | MALE: 1,690 | TOTAL IN EMPLOYMENT IN THE UK: 3,045

- Business, HR and finance professionals: 20.8%
- Marketing, PR and sales professionals: 15.7%
- Retail, catering, waiting and bar staff: 15.2%
- Clerical, secretarial and numerical clerk occupations: 11.7%
- Other occupations: 8.3%
- Other professionals, associate professionals and technicians: 7.1%
- Managers: 5.9%
- Legal, social and welfare professionals: 4.6%
- Education professionals: 2.9%
- Childcare, health and education occupations: 2.5%
- Arts, design and media professionals: 2.3%
- Information technology (IT) professionals: 1.5%
- Science professionals: 1.0%
- Engineering and building professionals: 0.3%
- Health professionals: 0.2%
- Unknown occupations: 0.2%

EXAMPLES OF 2014 POLITICS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Management trainee – L’Oreal
- Charity officer – Cancer Research UK
- Publishing assistant – a publishing house
- Supply chain specialist – Schlumberger
- Graduate trainee – Lloyds Bank
- Assistant – Member of Parliament
- Commercial officer – Thales
- HR officer – National Citizen Service
- Researcher – a political consultancy
- Commercial graduate – Ministry of Defence
- Finance officer – ATOs
- Housing officer – a local authority
- Manager – Majestic Wines
- Compliance analyst – HSBC
- Campaign organiser – a political party
- Lecturer – further education college
- Officer – Royal Navy
- Tennis coach – a private club
- Teff teacher – a school
- Communication officer – ANM
- Administrator – an oil company
- Music teacher – self-employed
- Marketing associate – oil company
- Administrator – NHS
- Head chef – a cafe
-
PSYCHOLOGY GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 45.9%
- Working part-time in the UK: 16.6%
- In further study, training or research: 15.7%
- Working and studying: 8.4%
- Unemployed, including those due to start work: 6.2%
- Other: 5.9%
- Working overseas: 1.3%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc): 60.4%
- Postgraduate qualification in education: 21.5%
- Doctorate (e.g. PhD, DPhil, MPhil): 6.6%
- Other study, training or research: 15.7%
- Other postgraduate diplomas: 3.8%
- Professional qualification: 1.1%
- Total number of graduates in further study: 1,805

EXAMPLES OF COURSES STUDIED

- PhD Social psychology
- PhD Neuroscience
- MSc Mental Health
- MSc Organisational Psychology
- MSc Human Resource Management
- MSc Children and young people’s mental health
- MSc Project management
- MSc Cyber psychology
- PGCE in Sciences
- PGCE in Maths

TYPE OF WORK FOR THOSE IN EMPLOYMENT

- Retail, catering, waiting and bar staff: 17.1%
- Childcare, health and education occupations: 16.9%
- Legal, social and welfare professionals: 13.5%
- Clerical, secretarial and numerical clerk occupations: 11.4%
- Business, HR and finance professionals: 8.7%
- Other occupations: 7.6%
- Marketing, PR and sales professionals: 5.8%
- Education professionals: 4.7%
- Other professionals, associate professionals and technicians: 4.2%
- Health professionals: 3.5%
- Managers: 3.4%
- Information technology (IT) professionals: 3.4%
- Science professionals: 1.0%
- Arts, design and media professionals: 0.7%
- Engineering and building professionals: 0.2%
- Unknown occupations: 0.2%

EXAMPLES OF 2014 PSYCHOLOGY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Manager – Hilton Hotels
- Operations manager – Royal Mail
- Assistant psychologist – NHS
- Occupational therapist – NHS
- Nursery assistant – a private nursery
- Teaching assistant – a university
- Support worker – an autism charity
- Alzheimers adviser – an alzheimers charity
- Apprentice engineer – Caterpillar
- HR trainee – Nestle
- Accountant – PwC
- Market researcher – Glaxo Smith Kline
- Events organiser – Thistle Hotels
- Make-up artist – Harvey Nichols
- Digital media planner – a magazine
- Outdoor activity leader – a school
- Mental health research officer – NHS
- Prison officer – HM Prison Service
- Sales supervisor – Joules
- Florist – Garden centre
- Air steward – Emirates
- Housekeeper – Travelodge
SOCIAL SCIENCE

SOCIOLOGY GRADUATES FROM 2014

SURVEY RESPONSE: 74.8% | FEMALE: 4,700 | MALE: 1,640 | TOTAL RESPONSES: 6,340 | ALL GRADUATES: 8,480

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 50.6%
- Working part-time in the UK: 18.1%
- In further study, training or research: 11.4%
- Unemployed, including those due to start work: 7.6%
- Other: 5.8%
- Working and studying: 5.4%
- Working overseas: 1.1%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY
- Masters (e.g. MA, MSc): 50.4%
- Postgraduate qualification in education: 27.7%
- Other study, training or research: 8.3%
- Other postgraduate diplomas: 7.9%
- Professional qualification: 3.1%
- Doctorate (e.g. PhD, DPhil): 2.6%
- Total number of graduates in further study: 725

EXAMPLES OF COURSES STUDIED
- PhD Sociology
- PgDip Social Work
- MSc Human Resource Management
- MRes Sociology
- MSc Journalism
- MA Criminology
- MSc City Planning
- MSc Digital Marketing
- PGDE Primary Education
- PGCE Sociology
- BSc Midwifery

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Grades who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 3,525 | MALE: 1,175 | TOTAL IN EMPLOYMENT IN THE UK: 4,695

- Retail, catering, waiting and bar staff: 21.0%
- Clerical, secretarial and numerical clerk occupations: 14.0%
- Legal, social and welfare professionals: 11.7%
- Childcare, health and education occupations: 10.6%
- Other occupations: 10.6%
- Business, HR and finance professionals: 8.6%
- Other professionals, associate professionals and technicians: 6.7%
- Marketing, PR and sales professionals: 6.2%
- Managers: 3.9%
- Education professionals: 2.8%
- Arts, design and media professionals: 1.1%
- Information technology (IT) professionals: 1.0%
- Health professionals: 0.8%
- Science professionals: 0.5%
- Unknown occupations: 0.2%
- Engineering and building professionals: 0.1%

EXAMPLES OF 2014 SOCIOLOGY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Social performance consultant – Shell
- Management trainee – Enterprise Rent-A-Car
- Social sciences lecturer – FE college
- PE Teacher – a private school
- Domestic violence adviser – Women’s Aid
- Youth worker – HM Prison Service
- Key worker – MIND
- Youth worker – a church
- HR associate – Caterpillar
- Researcher – KPMG
- HR coordinator – a university
- PR intern – a PR company
- Marketing assistant – a university
- Advertising intern – an advertising company
- Children’s author – self-employed
- Researcher – ITV
- Revenues officer – local authority
- Police officer – Police Scotland
- Probation officer – probation service
- Check in assistant – an airport
- Duty planner – British Transport Police
- Bar staff – Wetherspoons
- Sales manager – Laura Ashley
- Tree surgeon – self-employed

32 SOCIAL SCIENCE
DEVELOPING RESILIENCE FOR EMPLOYMENT

WRITTEN BY GARETH HILL

The advantages of resilience
In employment, people with developed resiliency skills have an advantage over those who feel helpless or victims of change. For example, if many people are applying for the same jobs, a resilient person gives themselves a better chance of being hired because they will persist with applications despite knockbacks. A resilient person will also be able make the most of challenging situations at work and prove their value to their employer.

We all fail at times and that’s OK
There will be times in everyone’s career when they are not successful in the jobs they apply for. Job seekers can consider the following when dealing with this:

- Although it can feel like it, an unsuccessful job application is not a failure – it can be an opportunity to learn and develop for the next application. Often a rejection will lead to the path of something better.
- Employers look for staff who can cope with adversity. A period of unemployment could be an opportunity for self-reflection, and can be utilised in later applications or interviews to demonstrate how a job seeker can overcome difficulties.
- Expectations should be realistic. Applying for one job and being disappointed with a slow response is not realistic. Applicants can help themselves by taking things one step at a time and remembering that success does not always come quickly.
- Job seekers can prepare themselves for the possibility of failure by being flexible and always having a back-up plan in place.

Testing resilience
Students and graduates can assess their resilience by considering how far they relate to the following statements:

- I’m optimistic
- In a crisis situation I calm myself and focus on taking useful actions
- I see difficulties as temporary and I can overcome them
- I can tolerate high levels of uncertainty
- I can express my feelings to others and ask for help

Developing resilience
Students and graduates can identify their strengths and weaknesses by undertaking an audit of personal resiliency. If someone is able to recognise that they do not handle pressure well they can focus on the areas to be improved. Engaging in experiences at university such as work experience, voluntary experience, travel and student societies can be a good way for students to stretch their current resilience.

Almost as important as developing resilience techniques is the ability to articulate experience and skills to an employer. It is helpful to keep records of experiences that demonstrate the ability to bounce back and learn from experiences that can be drawn on in applications and interviews.

Conclusion
There are a wide range of factors that will impact on someone’s working life, as well as education, experience and training and less well recognised factors such as resilience can be an equally important contributor to career success.

REFERENCES
2. Reed, J and Stolz, P (2013). Put your Mindset to Work: The One Asset You Really Need to Win and Keep the Job You Love. London. 3. For a wider discussion on employability skills see page 34 of this publication
EMPLOYABILITY SKILLS AND ATTRIBUTES

WRITTEN BY JANICE MONTGOMERY AND CHARLIE BALL

The most common skills in short supply according to recruiters were technical and role-specific, organisation and planning, oral communication, and problem solving. These are skills that students can develop at university. Core skills such as literacy, numeracy and IT skills were also recognised as lacking.

“For the great majority of businesses, the attitudes and aptitudes of graduates for work are more important than the specific degree studied.”

Beyond the technical or knowledge-dependent skills required for particular positions (such as a languages, laboratory experience or clinical ability) employers look for a range of broad skills in their future employees. With government and representative bodies calling for stronger links between educational institutions and employers, research is being undertaken to close the skills gap between what graduates have and what employers want. Research by the University of Northampton highlighted the following 10 key employability skills and attributes:

1. Communication
2. Networking and business awareness
3. Organisation and action planning
4. Analysis, problem solving and investigation
5. Teamwork
6. Self-management and reflective learning
7. Influencing and persuading
8. Opportunity recognition
9. Leadership
10. Positive work ethic

These may seem obvious and simplistic when taken at face value. However, given some consideration, they reveal themselves to be multifaceted. Taking ‘positive work ethic’ as an example – this attribute requires subsidiary skills to be truly effective. It could be broken down into the following:

• The ability to demonstrate enthusiasm and dedication for a task no matter how mundane
• The willingness to work above and beyond what is expected
• Demonstrating self belief and confidence in performing tasks
• The ability to be resilient and deal positively and proactively with setbacks and criticism
• Being dependable and reliable when working on a task

But it is not just a case of developing all 10 employability skills, meeting increased demand for work experience, getting good academic results and then moving smoothly into a graduate job. There is no single perfect candidate who has developed all 10 employability skills. The best thing that students and graduates can do to be strong candidates is understand and work to their strengths. Whether someone is pragmatic and can make quick decisions when put under pressure or if they have a more contemplative outlook and prefer to take their time over big decisions, there is room for both types of people in most organisations and in the workforce overall.

‘The skills needs of tomorrow will be different to those of today.’

The story of the graduate jobs market is one of constant change. New companies rise, using new technologies and creating new jobs, while other jobs change dramatically or disappear. Specific training for a narrow range of jobs may turn out to be less useful if those jobs are subject to recession or the kind of changes that have affected other industries over the years. Universities seek to equip their students with the skills and attributes to be flexible and adapt to a rapidly-changing jobs market. It is important to remember that over a working life – which, for current graduates aged 21 or 22, could last more than 45 years – this labour force are likely to experience significant change first-hand, and should look at preparing themselves to find the opportunities that arise and to thrive in the careers of the future.

REFERENCES
2. UKCES (2014), Op. cit 1

A degree is largely recognised as offering technical or subject-specific skills to students but there are also a broader range of ‘soft’ skills and attributes that can be acquired at university which will be essential when applying for jobs upon graduation.

These employability skills are key for job seekers to evidence in applications. Some skills are recognised by recruiters as hard to find and careers professionals are undertaking research to better understand these skills. What are employability skills and are they really the answer to landing a graduate job?

Research from the UK Commission for Employment and Skills (UKCES), via their Employer Skills Survey 2013, found that most employers (83%) believed leavers from higher education were well or very well prepared for work. However, UKCES also reported that these job seekers can still find it challenging to find employment as:

‘the main obstacle to (more) young people getting new jobs is competition in the market place rather than perceptions that young applicants do not have the capability to perform in the job role.’

With high competition for jobs, it was reported that many employers favoured a more mature and more experienced candidate for the role. A lack of skills or experience was the main factor that prevented leavers from education (including graduates) from being offered a job. It is evident that employers recognise that university prepares students for work but students must also develop their skills and make the most of work experience opportunities to stand themselves in good stead in a competitive labour market.
The average of all graduates (6.3%). Nevertheless, graduates from these disciplines are popular with a wide range of employers, and studying an arts or humanities degree closes off few professions. Indeed, arts and humanities graduates from 2013/14 went into nearly 200 different graduate occupations in just under 500 different industries last year.

Design
Design graduates had the highest rate of full-time employment in this cluster (58.8%). Three quarters of all new entrants to the design profession (including commercial artists, set designers, and graphic designers) held a design degree last year.

Fine art
The most common job for fine art graduates was artist (18.9%), and 27% were working as arts, design and media professionals. Teaching was another popular career choice, with over a third of those pursuing further study undertaking a qualification in education.

Performing arts
Performing arts graduates were most likely to be employed as arts, design and media professionals (29.9%), with roles typically including musicians, actors, arts officers and dancers.

Media
The most common roles for media studies graduates were in arts direction and production, in advertising, and as audio-visual and equipment operators broadcasting industries, while PR, journalism and web design roles were also popular.

English
Common jobs for English graduates included marketing (21%), teaching assistant roles (5.2%), writing and editing (3.5%) and human resources (2.4%). An English degree gives students the ability to develop transferable skills.

Languages
A high proportion of languages graduates were working overseas (10.1% compared to 1.9% of all graduates). They also had the highest salary range within this cluster, between £15,000 and £28,000 and were likely to be working in business, HR and finance or marketing, PR and sales roles.

History
In line with previous years (2011/12 and 2012/13), history graduates were the most likely in this subject cluster to pursue further study (20% compared to 12.1% of all graduates). Of those in employment, the most common jobs included marketing, business, customer service and human resources.

Overall, opportunities for this cohort were a little more concentrated in London than for other fields of study – 31.5% of arts and humanities graduates in graduate-level work started their careers in London, compared to 21.5% for graduates as a whole. Other popular locations included Manchester, Surrey, Birmingham, Kent, Hampshire, Leeds, Oxford, Bristol and Glasgow.

### Resources

- After English – [www.afterenglish.ac.uk](http://www.afterenglish.ac.uk)
- Creative Skillset – [creativeskillset.org](http://creativeskillset.org)
- The Historical Association – [www.history.org.uk](http://www.history.org.uk)
- AGCAS Options series – [www.prospects.ac.uk/options_with_your_subject.htm](http://www.prospects.ac.uk/options_with_your_subject.htm)

### References

1. Based on the destinations of UK-domiciled first degree graduates

### Table 1. Destinations of First Degree Arts, Creative Arts and Humanities Graduates from 2013/14, Six Months After Graduation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numbers Graduating (Survey Respondents)</th>
<th>In Employment</th>
<th>In Further Study</th>
<th>Working &amp; Studying</th>
<th>Unemployed (Including those due to start work)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine Arts</strong></td>
<td>2,990</td>
<td>70.2%</td>
<td>10.0%</td>
<td>4.9%</td>
<td>7.9%</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>11,030</td>
<td>81.8%</td>
<td>3.7%</td>
<td>1.9%</td>
<td>7.8%</td>
<td>4.8%</td>
</tr>
<tr>
<td><strong>Performing Arts</strong></td>
<td>9,665</td>
<td>73.5%</td>
<td>10.9%</td>
<td>5.8%</td>
<td>5.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>9,785</td>
<td>61.9%</td>
<td>18.1%</td>
<td>7.6%</td>
<td>6.6%</td>
<td>5.8%</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>9,270</td>
<td>59.9%</td>
<td>20.0%</td>
<td>6.8%</td>
<td>6.6%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>Media Studies</strong></td>
<td>4,735</td>
<td>78.0%</td>
<td>5.3%</td>
<td>2.4%</td>
<td>9.7%</td>
<td>4.6%</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>7,315</td>
<td>62.4%</td>
<td>18.0%</td>
<td>6.2%</td>
<td>6.4%</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>All Subjects</strong></td>
<td>267,735</td>
<td>71.2%</td>
<td>12.1%</td>
<td>5.5%</td>
<td>6.3%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
ARTS, CREATIVE ARTS AND HUMANITIES

FINE ARTS GRADUATES FROM 2014

SURVEY RESPONSE: 76.4%  FEMALE: 2,200  MALE: 790  TOTAL RESPONSES: 2,990  ALL GRADUATES: 3,915

OUTCOMES SIX MONTHS AFTER GRADUATION

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working full-time in the UK</td>
<td>41.2%</td>
</tr>
<tr>
<td>Working part-time in the UK</td>
<td>27.2%</td>
</tr>
<tr>
<td>In further study, training or research</td>
<td>10.0%</td>
</tr>
<tr>
<td>Unemployed, including those due to start work</td>
<td>7.9%</td>
</tr>
<tr>
<td>Other</td>
<td>7.0%</td>
</tr>
<tr>
<td>Working and studying</td>
<td>4.9%</td>
</tr>
<tr>
<td>Working overseas</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g., MA, MSc) 47.9%
- Postgraduate qualification in education 35.5%
- Other study, training or research 11.7%
- Other postgraduate diplomas 3.5%
- Professional qualification 1.3%
- Doctorate (e.g., PhD, DPhil) 0.0%
- Total number of graduates in further study 300

EXAMPLES OF COURSES STUDIED

- MA Art history and curating
- MA Curatorial studies
- MA Fine art
- MFA Fine art
- MA Photography
- PGCE Primary education
- Graduate Diploma in Law
- Level 3 Diploma supporting teaching and learning in schools
- Teaching English as a foreign language

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, design and media professionals</td>
<td>27.0%</td>
</tr>
<tr>
<td>Retail, catering, waiting and bar staff</td>
<td>25.4%</td>
</tr>
<tr>
<td>Other occupations</td>
<td>12.5%</td>
</tr>
<tr>
<td>Clerical, secretarial and numerical clerk occupations</td>
<td>7.4%</td>
</tr>
<tr>
<td>Childcare, health and education occupations</td>
<td>6.3%</td>
</tr>
<tr>
<td>Marketing, PR and sales professionals</td>
<td>5.1%</td>
</tr>
<tr>
<td>Managers</td>
<td>4.1%</td>
</tr>
<tr>
<td>Other professionals, associate professionals and technicians</td>
<td>2.8%</td>
</tr>
<tr>
<td>Business, HR and finance professionals</td>
<td>2.6%</td>
</tr>
<tr>
<td>Education professionals</td>
<td>2.6%</td>
</tr>
<tr>
<td>Legal, social and welfare professionals</td>
<td>2.1%</td>
</tr>
<tr>
<td>Health professionals</td>
<td>0.8%</td>
</tr>
<tr>
<td>Information technology (IT) professionals</td>
<td>0.6%</td>
</tr>
<tr>
<td>Unknown occupations</td>
<td>0.4%</td>
</tr>
<tr>
<td>Engineering and building professionals</td>
<td>0.1%</td>
</tr>
<tr>
<td>Science professionals</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

EXAMPLES OF 2014 FINE ARTS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Department manager – a fashion retailer
- Trainee art teacher – a secondary school
- Volunteer teacher – a community garden
- New lending specialist – Barclays
- Marketing assistant – a hospice
- Merchandiser – self-employed
- Account executive – a marketing agency
- Art gallery consultant – an art gallery
- Artist – an art gallery
- Artist – self-employed
- Artist in residence – a primary school
- Tattoo artist – a tattoo studio
- Admissions staff – an art school
- Club leader – a primary school
- Letting negotiator – a letting agency
- Online quality assessor – Google
- Carer – self-employed
- Admin assistant – an energy company
- Artist liaison – an online art retailer
- Assistant baker – a bakery
- Barista – a coffee shop
- Bar staff – a hotel
- Delivery driver – a pizza chain
- Manual labourer – self-employed
- Metal worker – self-employed

OUTCOMES SIX MONTHS AFTER GRADUATION

- 27.0% Working full-time in the UK
- 25.4% Working part-time in the UK
- 10.0% In further study, training or research
- 7.9% Unemployed, including those due to start work
- 7.0% Other
- 4.9% Working and studying
- 1.8% Working overseas

EXAMPLES OF COURSES STUDIED

- MA Art history and curating
- MA Curatorial studies
- MA Fine art
- MFA Fine art
- MA Photography
- PGCE Primary education
- Graduate Diploma in Law
- Level 3 Diploma supporting teaching and learning in schools
- Teaching English as a foreign language
**ARTS, CREATIVE ARTS AND HUMANITIES**

**DESIGN GRADUATES FROM 2014**

**OUTCOMES SIX MONTHS AFTER GRADUATION**

- Working full-time in the UK: 58.8%
- Working part-time in the UK: 20.9%
- Unemployed, including those due to start work: 7.8%
- Other: 4.8%
- In further study, training or research: 3.7%
- Working overseas: 2.1%
- Working and studying: 1.9%

**TYPE OF COURSE FOR THOSE IN FURTHER STUDY**

- Masters (e.g. MA, MSc) 59.4%
- Postgraduate qualification in education 17.9%
- Other study, training or research 14.4%
- Other postgraduate diplomas 5.9%
- Professional qualification 1.2%
- Doctorate (e.g. PhD, DPhil, MPhil) 1.2%
- Total number of graduates in further study 405

**EXAMPLES OF COURSES STUDIED**

- MSc Ceramics
- MA Design
- MDes Design
- PGCE Design & Technology

**TYPE OF WORK FOR THOSE IN EMPLOYMENT**

Grades who were in employment either full-time, part-time or working and studying in the UK

**FEMALE: 6,070 | MALE: 2,925 | TOTAL IN EMPLOYMENT IN THE UK: 8,995**

- Arts, design and media professionals: 41.1%
- Retail, catering, waiting and bar staff: 19.6%
- Marketing, PR and sales professionals: 9.1%
- Other occupations: 8.7%
- Clerical, secretarial and numerical clerk occupations: 4.8%
- Information technology (IT) professionals: 3.2%
- Other professionals, associate professionals and technicians: 3.0%
- Managers: 2.9%
- Business, HR and finance professionals: 1.8%
- Childcare, health and education occupations: 1.7%
- Engineering and building professionals: 1.7%
- Education professionals: 1.6%
- Legal, social and welfare professionals: 0.6%
- Unknown occupations: 0.2%
- Health professionals: 0.1%
- Science professionals: 0.1%

**EXAMPLES OF 2014 DESIGN GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)**

- Consultant – an insurance company
- Graduate marketing officer – a university
- Marketing and sales graduate – Royal Mint
- Promotions manager – a magazine
- Digital marketing assistant – a web designer
- Conference supervisor – a university
- Data collection officer – a university
- Architectural assistant – an architect’s firm
- Project manager – a school
- 3D Designer – an advertising company
- Assistant technician – an arts centre
- CAD technician – a secondary school
- Cabinet making intern – a furniture maker
- Consultant designer – a DIY chain
- Curatorial assistant – a university
- Carer – a healthcare company
- Support assistant – a housing organisation
- Receptionist – a veterinary practice
- Bar staff – a bar
- Confectioner and packer – a bakery
- Sales assistant – a shoe retailer
- Waiting staff – a coffee shop
- Window dresser – a fashion retailer
- Chalet staff – a ski resort
- Dog groomer – a dog grooming salon
**ARTS, CREATIVE ARTS AND HUMANITIES**

**ENGLISH GRADUATES FROM 2014**

**OUTCOMES SIX MONTHS AFTER GRADUATION**

- Working full-time in the UK .......................................................... 45.0%
- In further study, training or research ................................................ 18.1%
- Working part-time in the UK ............................................................. 14.4%
- Working and studying .................................................................. 7.6%
- Unemployed, including those due to start work .............................. 6.6%
- Other ............................................................................................ 5.8%
- Working overseas ........................................................................ 2.5%

**TYPE OF COURSE FOR THOSE IN FURTHER STUDY**

- Masters (e.g. MA, MSc) 44.7%
- Postgraduate qualification in education 33.7%
- Other postgraduate diplomas 8.3%
- Other study, training or research 6.9%
- Doctorate (e.g. PhD, DPhil, MPhil) 3.7%
- Professional qualification 2.5%
- Total number of graduates in further study: 1,770

**TYPE OF WORK FOR THOSE IN EMPLOYMENT**

Graduates who were in employment either full-time, part-time or working and studying in the UK

**FEMALE: 4,900 | MALE: 1,630 | TOTAL IN EMPLOYMENT IN THE UK: 6,530**

- Retail, catering, waiting and bar staff .................................................. 19.3%
- Clerical, secretarial and numerical clerks ............................................ 14.1%
- Marketing .......................................................................................... 13.9%
- Arts, design and media professionals .................................................. 8.7%
- Childcare, health and education occupations .................................... 8.5%
- Education professionals .................................................................... 8.0%
- Other occupations ............................................................................ 7.8%
- Business, HR and finance professionals ............................................ 7.6%
- Managers ......................................................................................... 3.4%
- Other professionals, associate professionals and technicians ............ 3.2%
- Legal, social and welfare professionals ............................................. 3.0%
- Information technology (IT) professionals ........................................ 1.7%
- Health professionals ......................................................................... 0.4%
- Unknown occupations ...................................................................... 0.2%
- Science professionals ....................................................................... 0.1%
- Engineering and building professionals ............................................. 0.1%

**EXAMPLES OF 2014 ENGLISH GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)**

- Manager – a pub
- Dispenser – a pharmacy
- English teacher – a primary school
- Youth worker – a church
- Medical lab assistant – NHS
- Case handler – Bank of America
- Corporate banking assistant – RBS

- Marketing co-ordinator – a students’ union
- Marketing officer – a restaurant chain
- Collections assistant – a university
- Copy editor – a newspaper publisher
- Fashion intern – a magazine
- Library assistant – a library
- Teaching assistant – a primary school
- Administrator – a charity
- Receptionist – a dance school

- Bar staff – a bar and restaurant
- Cook – a service station
- Diamond and watch advisor – a jeweller
- Retail assistant – a fashion retailer
- Retail trainee manager – McDonalds
- Sales assistant – a supermarket
- Travel consultant – a travel agency
- Waiting staff – a bar
- Laundry assistant – a retirement home

**SURVEY RESPONSE: 78.2% • FEMALE: 7,245 • MALE: 2,540 • TOTAL RESPONSES: 9,785 • ALL GRADUATES: 12,515**

**EXAMPLES OF COURSES STUDIED**

- MA Creative Writing
- MA English Language
- MSc Marketing
- MSc Psychology
- PGCE Primary
- PGCE Secondary English
- PGCE Secondary Geography
- Digital marketing course

**OUTCOMES SIX MONTHS AFTER GRADUATION**

- Working full-time in the UK .......................................................... 45.0%
- In further study, training or research ................................................ 18.1%
- Working part-time in the UK ............................................................. 14.4%
- Working and studying .................................................................. 7.6%
- Unemployed, including those due to start work .............................. 6.6%
- Other ............................................................................................ 5.8%
- Working overseas ........................................................................ 2.5%
OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 43.8%
- In further study, training or research: 20.0%
- Working part-time in the UK: 13.6%
- Working and studying: 6.8%
- Other: 6.8%
- Unemployed, including those due to start work: 6.6%
- Working overseas: 2.5%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc) 55.1%
- Postgraduate qualification in education 19.2%
- Other postgraduate diplomas 10.8%
- Other study, training or research 6.8%
- Professional qualification 4.2%
- Doctorate (e.g. PhD, DPhil, MPhil) 4.0%
- Total number of graduates in further study 1,850

EXAMPLES OF COURSES STUDIED

- MA Global Arts
- MA History
- MA Journalism
- MSc Cultural Anthropology
- MPhil Latin American Studies
- PGCE Secondary Education
- Graduate diploma in Law

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 3,140 | MALE: 2,785 | TOTAL IN EMPLOYMENT IN THE UK: 5,930

- Retail, catering, waiting and bar staff: 19.1%
- Clerical, secretarial and numerical clerk occupations: 14.6%
- Business, HR and finance professionals: 14.2%
- Marketing, PR and sales professionals: 11.8%
- Other occupations: 10.2%
- Childcare, health and education occupations: 5.6%
- Other professionals, associate professionals and technicians: 5.1%
- Managers: 4.6%
- Education professionals: 4.6%
- Arts, design and media professionals: 3.8%
- Legal, social and welfare professionals: 3.4%
- Information technology (IT) professionals: 1.7%
- Science professionals: 0.4%
- Health professionals: 0.4%
- Engineering and building professionals: 0.3%
- Unknown occupations: 0.2%

EXAMPLES OF 2014 HISTORY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Manager – a fashion retail store
- Nurse – a care home
- Support worker – NHS
- English teacher – a language school
- Teacher – a primary school
- Analyst – JP Morgan
- Associate accountant – PwC
- Audit assistant – KPMG
- Audit associate – Deloitte
- Marketing and support assistant – a charity
- Media and communications intern – NHS
- Broadcast assistant – BBC
- Delegate executive – a publisher
- Civil servant – DWP
- Production assistant – a signage company
- Project assistant – a university
- Teaching assistant – a school
- Administrator – a recruitment agency
- Receptionist – a hotel
- Trainee PA – an accountancy firm
- Bar Staff – a pub
- Graduate trainee – a supermarket
- Retail associate – a jeweller
- Sales assistant – Asda
- Cleaner – a recruitment agency
### OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 54.4%
- Working part-time in the UK: 22.3%
- Unemployed, including those due to start work: 9.7%
- In further study, training or research: 5.3%
- Other: 4.6%
- Working and studying: 2.4%
- Working overseas: 1.3%

### TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc): 62.4%
- Postgraduate qualification in education: 19.0%
- Other study, training or research: 9.8%
- Other postgraduate diplomas: 4.4%
- Professional qualification: 2.2%
- Doctorate (e.g. PhD, DPhil): 2.2%
- Total number of graduates in further study: 250

### EXAMPLES OF COURSES STUDIED

- MSc Cultural Events Management
- MA Media, Culture and Society
- MA Ethnographic and Documentary Film
- MA Script Writing
- MA Journalism
- MSc Marketing
- MRes Media
- MA Media, Culture and Society
- MSc Media Management
- MA Script Writing
- GCSE Maths
- Professional Acting Course
- Teaching English as a Foreign Language

### TYPE OF WORK FOR THOSE IN EMPLOYMENT

- Retail, catering, waiting and bar staff: 24.1%
- Arts, design and media professionals: 21.5%
- Marketing, PR and sales professionals: 14.7%
- Other occupations: 10.7%
- Clerical, secretarial and numerical clerks: 10.2%
- Business, HR and finance professionals: 4.3%
- Managers: 3.5%
- Childcare, health and education occupations: 3.4%
- Information technology (IT) professionals: 2.9%
- Other professionals, associate professionals and technicians: 1.9%
- Education professionals: 1.3%
- Legal, social and welfare professionals: 0.8%
- Health professionals: 0.3%
- Engineering and building professionals: 0.2%
- Unknown occupations: 0.2%
- Science professionals: 0.0%

### EXAMPLES OF 2014 MEDIA STUDIES GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Manager – a food retailer
- Learning consultant – a training provider
- Resident tutor – a university
- Volunteer and events coordinator – a charity
- Claims advisor – an insurance company
- Finance administrator – Morgan Stanley
- Reconciliation officer – RBS
- Communications assistant – NHS
- Community manager – a marketing agency
- Freelance sound engineer – self-employed
- Broadcast assistant – a radio broadcaster
- DJ – self-employed
- Editor – self-employed
- Editorial assistant – a publishing company
- Producer – an internet radio station
- Production secretary – BBC
- Junior producer – self-employed
- Photography intern – a charity
- Teaching assistant – a primary school
- Access to records administrator – NHS
- PA – a renewable energy company
- Receptionist – a doctor’s surgery
- Bar staff – a pub
- Customer advisor – a running retailer
- Waiting staff – a restaurant
- Courier – a courier firm
- Maintenance – a farm

### SURVEY RESPONSE

- 75.9% surveyed
- Female: 2,460
- Male: 2,275
- Total responses: 4,735
- All graduates: 6,240
ARTS, CREATIVE ARTS AND HUMANITIES

LANGUAGES GRADUATES FROM 2014

SURVEY RESPONSE: 79.8%  FEMALE: 4,985  MALE: 2,330  TOTAL RESPONSES: 7,315  ALL GRADUATES: 9,160

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 42.8%
- In further study, training or research: 18.0%
- Working overseas: 10.1%
- Working part-time in the UK: 9.5%
- Other: 7.0%
- Unemployed, including those due to start work: 6.4%
- Working and studying: 6.2%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g. MA, MSc): 49.5%
- Postgraduate qualification in education: 24.4%
- Other postgraduate diplomas: 10.2%
- Other study, training or research: 6.5%
- Doctorate (e.g. PhD, DPhil, MPhil): 5.6%
- Professional qualification: 3.7%
- Total number of graduates in further study: 1,315

EXAMPLES OF COURSES STUDIED

- MA Acting
- MA European studies
- MA Magazine journalism
- MA Management
- MA Classical civilisation
- MA Translation
- MA Conference interpreting and translation studies
- MSc Educational practice
- MSc Enterprise
- MSc Business
- MSc Real estate management

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 2,920  MALE: 1,320  TOTAL IN EMPLOYMENT IN THE UK: 4,240

- Business, HR and finance professionals: 17.1%
- Marketing, PR and sales professionals: 16.1%
- Retail, catering, waiting and bar staff: 13.9%
- Clerical, secretarial and numerical clerks: 12.0%
- Other occupations: 7.4%
- Education professionals: 7.3%
- Arts, design and media professionals: 6.6%
- Childcare, health and education occupations: 5.4%
- Managers: 4.2%
- Other professionals, associate professionals and technicians: 3.7%
- Legal, social and welfare professionals: 3.2%
- Information technology (IT) professionals: 1.8%
- Science professionals: 0.4%
- Engineering and building professionals: 0.4%
- Health professionals: 0.3%
- Unknown occupations: 0.2%

EXAMPLES OF 2014 LANGUAGES GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Area manager – Aldi
- Bar manager – a university
- Delicatessen manager – a restaurant
- Chalet manager – a ski resort
- Teacher – a primary school
- Welsh teacher – a secondary school
- Surveyor – a property services company
- Cyber security consultant – PwC
- Sales support executive – a logistics company
- European content editor – a news agency
- Foreign rights assistant – a travel publisher
- Freelance theatre technician – self-employed
- Conference producer – a publishing company
- Executive assistant – an audit company
- Franchising executive – a car manufacturer
- HR policy consultant – Civil Service
- Accountant – Grant Thornton
- Associate consultant – PwC
- Administrator – NHS
- Clerical assistant – a mail order business
- Intern – a church
- Bar staff – a live music venue
PERFORMING ARTS GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 46.3%
- Working part-time in the UK: 25.1%
- In further study, training or research: 10.9%
- Working and studying: 5.8%
- Unemployed, including those due to start work: 5.7%
- Other: 4.1%
- Working overseas: 2.1%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

- Masters (e.g., MA, MSc) 48.8%
- Postgraduate qualification in education: 31.5%
- Other postgraduate diplomas: 8.4%
- Other study, training or research: 7.7%
- Doctorate (e.g., PhD, DPhil, MPhil): 2.3%
- Professional qualification: 1.3%
- Total number of graduates in further study: 1,055

EXAMPLES OF COURSES STUDIED

- MA Arts Management
- MA Creative Practice
- MA Directing
- MA Performing Arts
- MA Social Work
- PGCE Secondary music
- Fitness instruction course
- NVQ Business Administration

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 4,370 | MALE: 3,075 | TOTAL IN EMPLOYMENT IN THE UK: 7,450

- Arts, design and media professionals: 29.9%
- Retail, catering, waiting and bar staff: 22.5%
- Other occupations: 9.6%
- Clerical, secretarial and numerical clerk occupations: 7.6%
- Education professionals: 7.5%
- Childcare, health and education occupations: 6.7%
- Marketing, PR and sales professionals: 5.8%
- Business, HR and finance professionals: 3.0%
- Managers: 2.9%
- Other professionals, associate professionals and technicians: 1.8%
- Legal, social and welfare professionals: 1.8%
- Information technology professionals: 1.1%
- Health professionals: 0.3%
- Engineering and building professionals: 0.2%
- Unknown occupations: 0.1%
- Science professionals: 0.0%

EXAMPLES OF 2014 PERFORMING ARTS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Activities assistant – a care home
- Health care advisor – Boots
- Drama workshop facilitator – a university
- Graduate support worker – a special school
- Intervention tutor – a secondary school
- Music teacher – a secondary school
- Supply teacher – a local education authority
- Pastoral manager – a secondary school
- Support worker – a church
- App development intern – a university
- Personal banker – Barclays
- Business sales and retention – BT
- Lettings consultant – an estate agent
- Dance teacher – a dance school
- Vocalist – self-employed
- Data co-ordinator – an independent school
- School events assistant – a college
- Receptionist – a doctor’s surgery
- Assistant manager – a pub
- Personal shopper – a fashion retailer
- Retail assistant – Sainsbury’s
- Sales assistant – a fashion retailer
- Supervisor – a cafe
- Bar staff – a pub
- Call centre agent – a cosmetics company
- Cruise consultant – a travel agent
HOW TO FIND GRADUATE JOBS

WRITTEN BY JANICE MONTGOMERY

When students and graduates start looking for jobs they are encouraged to use a wide range of sources to find advertised and non-advertised vacancies. Work experience such as placements and internships are considered invaluable and may be sourced in similar ways.

The 2013/14 DLHE survey shows that the most common ways that employed graduates found their first jobs were: through recruitment agencies (18.8%); personal contacts and networks (18.7%) and employers’ own websites (17.7%).

Ideally, students should start their job searching early so that they can develop the skills and experience required whilst at university. Sourcing vacancies is just the start of the application process. It is essential that students and graduates do all they can to develop their knowledge of organisations and its requirements. Job seekers should also remember that university careers services provide help and support to students to construct effective CVs, application forms and covering letters.

ADVERTISED

University careers services
Used by employers to advertise both graduate positions and summer placements and internships. Careers service websites usually have job descriptions and links to the company’s website.

Graduate websites
There are many websites dedicated to advertising graduate jobs. The main websites are Prospects and Targetjobs and they also include information and advice on finding jobs in different sectors.

Specialist publications
From companies such as Prospects and Targetjobs, publications give background information, advice on how to find jobs and case studies on sectors such as law, finance, accountancy, science and engineering.

National organisations
Membership organisations, which students are eligible to join, frequently include careers sections and vacancies e.g. The Royal Society for Chemistry or the Royal Geographic Society.

Social media
Following organisations on Twitter enables job seekers to keep up to date with vacancies; some companies have a specialist careers account. LinkedIn also has a jobs search.

NON-ADVERTISED

Speculative applications
Students and graduates can identify companies they would like to work for and write to them directly to ask for opportunities.

Careers fairs
Held on campus, careers fairs and employer presentations are an opportunity for students to make contacts and develop their knowledge of a company.

Networking
Meeting people at organisational or social events can be a great way for job seekers to introduce themselves to prospective employers and begin moving in the right circles.

Internships
Provide students with invaluable work experience and are often used by companies as an extended recruitment tool.

Recruitment agencies
Some companies don’t advertise their positions but pay recruitment professionals to find the right employee for them. You can sign up for agencies specialising in your sector.
RECRUITMENT AND SELECTION METHODS

WRITTEN BY HELEN KEMPSTER

What do graduates do? contains a wealth of information about the employment destinations of graduates. But how do graduates get into these roles? At the heart of any recruitment and selection process are selection criteria – the factors against which the employer will assess the candidate. Often the criteria are set out formally in a person specification, but if not, research into the job and organisation is essential to uncover what the employer will be looking for. The successful applicant will be able to evidence how they meet the criteria at different stages of the selection process.

Popular recruitment methods

There is as much variety in recruitment methods as there is in graduate employers. The Chartered Institute for Personnel Development reports that the most common method used to select applicants was an interview, with three quarters of those surveyed using this method. This was followed by tests for specific skills, general ability or numeracy and literacy (used by around half of respondents). Assessment centres, in which a candidate undertakes a number of selection tasks, were used by over a third of respondents. An important thing to note is that small- to medium-sized enterprises (SMEs) are less likely to use ‘sophisticated systems’ to recruit and may rely solely on a face-to-face interview.

Preparation is key

The key to success with any recruitment method is preparation. Applicants can put themselves in the best position by being familiar with the role and organisation and by finding out about the selection process before the day itself. Graduates should not be afraid to ask questions in advance. University careers services will offer advice and support such as practice interviews and practice assessment centres.

Selection methods

Application form or CV

How does it work? - Most graduate recruitment processes start with an application form or CV. These are used as a screening process to ensure that the candidate meets the basic requirements for the job.

How to succeed - Applicants must show how they meet basic requirements for the job. Evidence the skills that are essential in the person specification and make sure you proofread for spelling mistakes.

Panel interviews

How does it work? - This is the most common recruitment method. There will usually be at least two or three people on the panel. Interviews can range from a discussion of the application to competency-based questions.

How to succeed - Applicants should prepare examples of relevant skills and competencies and practise the ‘STAR’ method of answering competency-based questions.

Telephone interviews

How does it work? - Often used as an initial screening phase for an application. The interviewers will be looking for an interest in the company and will expect the applicant to be enthusiastic, polite and prepared.

How to succeed - There will be some practicalities to consider here: finding a quiet place to take the call is key.

Aptitude tests

How does it work? - A structured evaluation of skills relevant to the role, they will often involve assessing reasoning, numeracy or literacy skills.

How to succeed - Practice makes perfect - applicants can make use of the many free aptitude tests online and through university careers services. Tests are deliberately designed to put candidates under time pressure. Applicants may not actually be expected to finish the test but they should try to work quickly and accurately.

Personality questionnaires

How does it work? - The questions are designed to assess personality traits, such as motivation and working style.

How to succeed - They are not tests and there are no right or wrong answers.

Group exercises

How does it work? - These could range from a practical task or problem-solving activity, to a debate or discussion.

How to succeed - The assessors are often looking for teamwork, problem-solving ability and a logical, analytical approach to the task. Balance is key here – applicants shouldn’t dominate the group or come across as too reticent.

Presentations

How does it work? - A presentation is designed to assess communication skills as well as how confident the applicant is at getting their point across.

How to succeed - If the applicant is given a topic to prepare in advance, practice is important to build confidence and ensure the time limit is kept. Applicants should also be prepared for questions.

Case studies

How does it work? - This type of task is particularly common in selection for business consulting firms. Applicants will be presented with a case study, and asked to recommend which course of action to take, or find a solution to a problem.

How to succeed - Graduates will be assessed on their ability to think logically and analytically. It is helpful to ‘think out loud’ so that the interviewer can understand thought processes.

REFERENCES


RESOURCES

www.practiceaptitudetests.com - opportunities to practise tests in numerical, verbal and diagrammatic reasoning, as well as situational judgment.

www.prospects.ac.uk - essential information including writing a CV and cover letter and preparing for an interview can be found in the ‘Applying for jobs’ section.

44 WHAT DO GRADUATES DO?
The 2013/14 Destination of Leavers from Higher Education survey (DLHE) indicates that 38,000 or 11.2% of all UK domiciled first-degree graduates studied business and administrative subjects. This is consistent with figures from previous years: 11.3% in 2012/3 and 11.4% in 2011/12. The employment rates across all business-related subjects were above the average for all graduates and the average salaries ranged between £16,500 and £28,000.1

Finance and accountancy
Due to the nature of accountancy and finance related occupations, which require graduates to undertake further professional qualifications, 12.9% of graduates were working and studying at the same time. This was more than double the average of all graduates (5.5%).

78.9% of finance and accountancy graduates were in employment in the UK with over a fifth of those entering into jobs as chartered certified accountants (21.6%).2 Other common occupations included: financial and accounting technicians (9.2%); and finance and investment analysts and advisers (9.1%).

Business and management
Of the 78.7% of business and management graduates in employment in the UK, 23.7% were working as business, HR and finance professionals and a further 20.0% were in marketing, PR and sales professions.

Prevalent occupations included: marketing associate professionals (7.8%); sales and retail assistants (6.9%); and human resources and industrial relations officers (5.1%).

There was an increase in the proportion of business graduates undertaking further study (5.8% in 2012/13 to 6.0% in 2013/14) and the majority were studying a Masters course. In fact, a larger proportion of graduates were studying a Masters degree compared to last year (65.2% compared 63.0%) and this does not follow the falling trend of UK domiciled people studying on a Masters course at a UK university.3

Hospitality, leisure, tourism and transport
Well above the average employment rate, 80.3% of graduates from hospitality, leisure, tourism and transport degrees were in UK employment. These graduates were most likely to enter into roles as marketing, PR and sales professionals (25.2%). The most common occupations for this grouping included: conference and exhibition managers and organisers (44.0%); followed by sales and retail assistants (75.6%); and marketing associate professionals (5.6%).

Meanwhile, 3% were engaged in further study, far lower than the national average of 12.1%. Of those, 42.6% were undertaking a Masters degree and a further 19.9% were studying for a postgraduate qualification in education.

Marketing
Marketing graduates were the most likely to be in UK employment (82.7%) and least likely to be engaged in further study (3.1%) in this grouping. With 69.3% working full time in the UK, marketing graduates were more likely to be in full-time work than graduates from all subjects (56.5%), and the percentage of marketing graduates working full-time in the UK had increased by 3.9 percentage points (from 65.4% in 2011/12 to 69.3% in 2012/13) as the UK marketing industry expanded.

Marketing graduates were likely to be in roles related directly to their degree discipline with nearly half (49.5%) working as marketing, PR and sales professionals. The top professional and managerial roles for marketing graduates were as marketing associate professionals (31.2%) followed by sales and retail assistants (8.7%) and buyers and procurement officers (4.8%).

REFERENCES
1. The average salaries reported in the DLHE survey are based on graduates who qualified from a full-time first degree and were working in full-time employment in the UK.
2. According to HESA’s Students in Higher Education data there was a fall in the numbers of UK domiciled people studying a Masters course in the UK – 161,675 in 2013/14 and 156,190 in 2012/13

Table 1. Destinations of First degree Business and Administrative Studies graduates from 2013/14, six months after graduation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numbers Graduating (Survey Respondents)</th>
<th>In Employment</th>
<th>In Further Study</th>
<th>Working &amp; Studying</th>
<th>Unemployed (Including Those Due to Start Work)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance and Accountancy</td>
<td>5,860</td>
<td>67.5%</td>
<td>6.9%</td>
<td>12.9%</td>
<td>8.6%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Business and Management</td>
<td>15,790</td>
<td>75.9%</td>
<td>6.0%</td>
<td>4.9%</td>
<td>7.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hospitality, Leisure, Tourism</td>
<td>4,235</td>
<td>81.0%</td>
<td>3.5%</td>
<td>2.6%</td>
<td>6.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>and Transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>3,295</td>
<td>82.3%</td>
<td>3.1%</td>
<td>2.3%</td>
<td>6.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>All Subjects</td>
<td>267,735</td>
<td>71.2%</td>
<td>12.1%</td>
<td>5.5%</td>
<td>6.3%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Data taken from HESA’s Destination of Leavers from Higher Education survey 2013/14
FINANCE AND ACCOUNTANCY GRADUATES FROM 2014

Survey response: 78.8%  Female: 2,375  Male: 3,480  Total responses: 5,860  All graduates: 7,430

Outcomes six months after graduation

- Working full-time in the UK: 56.6%
- Working and studying: 12.9%
- Working part-time in the UK: 9.5%
- Unemployed, including those due to start work: 8.6%
- In further study, training or research: 6.9%
- Other: 4.2%
- Working overseas: 1.4%

Type of course for those in further study
- Masters (e.g. MA, MSc): 54.5%
- Professional qualification: 19.7%
- Other study, training or research: 10.4%
- Postgraduate qualification in education: 7.5%
- Other postgraduate diplomas: 7.0%
- Doctorate (e.g. PhD, DPhil, MPhil): 0.9%
- Total number of graduates in further study: 405

Examples of courses studied
- MA Accounting and Finance
- PGCert Management
- MBA
- Trainee Teacher, Teach First
- PGCE Primary School Teaching with QTS
- Professional Qualifications, ACA, ACCA, CIMA, ICAEW

Type of work for those in employment

Graduates who were in employment either full-time, part-time or working and studying in the UK

Female: 1,905  Male: 2,695  Total in employment in the UK: 4,605

- Business, HR and finance professionals: 54.3%
- Clerical, secretarial and numerical clerk occupations: 39.1%
- Retail, catering, waiting and bar staff: 8.9%
- Other occupations: 4.6%
- Managers: 4.0%
- Marketing, PR and sales professionals: 3.5%
- Information technology (IT) professionals: 1.5%
- Other professionals, associate professionals and technicians: 1.2%
- Education professionals: 0.8%
- Legal, social and welfare professionals: 0.8%
- Childcare, health and education occupations: 0.4%
- Engineering and building professionals: 0.4%
- Arts, design and media professionals: 0.2%
- Unknown occupations: 0.2%
- Health professionals: 0.1%
- Science professionals: 0.0%

Examples of 2014 finance and accountancy graduate job titles and employers (six months after graduation)

- Investment manager – a start-up
- Senior research officer – a university
- Lecturer – a university
- Tax adviser – Deloitte
- Graduate analyst – a private bank
- Trainee associate – PwC
- Graduate finance analyst – Rolls-Royce
- Audit associate – Grant Thornton
- Tax consultant – HMRC
- Trainee valuer – a high street store
- Sales advisor – a retail store
- Bar staff – a pub
- Front of house ambassador – a theatre

46 BUSINESS AND ADMINISTRATIVE STUDIES
BUSINESS AND ADMINISTRATIVE STUDIES

BUSINESS AND MANAGEMENT GRADUATES FROM 2014

SURVEY RESPONSE: 76.3%  FEMALE: 7,155  MALE: 8,635  TOTAL RESPONSES: 15,790  ALL GRADUATES: 20,710

OUTCOMES SIX MONTHS AFTER GRADUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working full-time in the UK</td>
<td>63.8%</td>
</tr>
<tr>
<td>Working part-time in the UK</td>
<td>10.0%</td>
</tr>
<tr>
<td>Unemployed, including those due to start work</td>
<td>7.6%</td>
</tr>
<tr>
<td>In further study, training or research</td>
<td>6.0%</td>
</tr>
<tr>
<td>Other</td>
<td>5.5%</td>
</tr>
<tr>
<td>Working and studying</td>
<td>4.9%</td>
</tr>
<tr>
<td>Working overseas</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

TYPE OF COURSE FOR THOSE IN FURTHER STUDY
Masters (e.g. MA, MSc) 65.2%
Other study, training or research 11.3%
Postgraduate qualification in education 10.6%
Other postgraduate diplomas 7.1%
Professional qualifications 4.7%
Doctorate (e.g. PhD, DPhil, MPhil) 1.0%
Total number of graduates in further study 945

EXAMPLES OF COURSES STUDIED
- MSc Oil and Gas Operations
- Management
- MA Marketing and Public Relations
- MBA
- MSc Organisational Behaviour
- PGCE Secondary Mathematics
- Business Stream Pathway

TYPE OF WORK FOR THOSE IN EMPLOYMENT
Graduates who were in employment either full-time, part-time or working and studying in the UK

FEMALE: 5,705  MALE: 6,710  TOTAL IN EMPLOYMENT IN THE UK 12,420

- Business, HR and finance professionals 23.7%
- Marketing, PR and sales professionals 20.0%
- Clerical, secretarial and numerical clerk occupations 12.4%
- Retail, catering, waiting and bar staff 12.2%
- Managers 11.2%
- Other occupations 7.4%
- Other professionals, associate professionals and technicians 3.3%
- Information technology (IT) professionals 3.0%
- Engineering and building professionals 1.6%
- Education professionals 1.4%
- Legal, social and welfare professionals 1.1%
- Childcare, health and education occupations 1.1%
- Arts, design and media professionals 0.9%
- Health professionals 0.3%
- Unknown occupations 0.2%
- Science professionals 0.1%

EXAMPLES OF 2014 BUSINESS AND MANAGEMENT GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

- Marketing manager – a hotel chain
- Erasmus assistant – a university
- Ministry apprentice – a church organisation
- Care manager – a healthcare organisation
- Project manager – Network Rail
- Finance manager – a care home
- Company director – self-employed
- Graduate management trainee – Aldi
- Graduate recruiter – Goldman Sachs
- Aviation operator – an aviation centre
- Administrator – a support organisation
- Admin assistant – a university
- Catering assistant – a hotel
- Ride operator – a leisure park
- Bus driver – national transport company
- Make-up artist – a high street store
**BUSINESS AND ADMINISTRATIVE STUDIES**

**HOSPITALITY, LEISURE, TOURISM AND TRANSPORT GRADUATES FROM 2014**

Survey response: 76.3%  
Female: 2,830  
Male: 1,405  
Total responses: 4,235  
All graduates: 5,550

**OUTCOMES SIX MONTHS AFTER GRADUATION**

- Working full-time in the UK: 64.1%
- Working part-time in the UK: 13.7%
- Other: 6.5%
- Unemployed, including those due to start work: 6.4%
- In further study, training or research: 3.5%
- Working overseas: 3.2%
- Working and studying: 2.6%

**TYPE OF COURSE FOR THOSE IN FURTHER STUDY**

- Masters (e.g. MA, MSc) 42.6%
- Other study, training or research 27.7%
- Postgraduate qualification in education 19.9%
- Professional qualification 5.0%
- Other postgraduate diplomas 3.2%
- Doctorate (e.g. PhD, DPhil, MPhil) 1.6%
- Total number of graduates in further study 150

**EXAMPLES OF COURSES STUDIED**

- BA (Hons) Sports Development
- MA Conservation Management
- PGCE Education and Training

**TYPE OF WORK FOR THOSE IN EMPLOYMENT**

Graduates who were in employment either full-time, part-time or working and studying in the UK

Female: 2,295  
Male: 1,105  
Total in employment in the UK: 3,400

- Marketing, PR and sales professionals: 25.2%
- Retail, catering, waiting and bar staff: 16.5%
- Other occupations: 15.9%
- Clerical, secretarial and numerical clerk occupations: 14.0%
- Business, HR and finance professionals: 8.5%
- Managers: 8.3%
- Other professionals, associate professionals and technicians: 5.3%
- Childcare, health and education occupations: 2.2%
- Education professionals: 1.1%
- Legal, social and welfare professionals: 1.0%
- Arts, design and media professionals: 0.7%
- Information technology (IT) professionals: 0.7%
- Engineering and building professionals: 0.2%
- Unknown occupations: 0.2%
- Health professionals: 0.1%
- Science professionals: 0.1%

**EXAMPLES OF 2014 HOSPITALITY, LEISURE, TOURISM AND TRANSPORT GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)**

- Venue manager – a conference venue
- Outdoor tutor – an education authority
- Personal banker – RBS
- Events duty manager – a national museum
- Cabin crew – an airline
- Travel advisor – a holiday company
- Yield executive – British Airways
- Adventure training instructor – Army
- Bar staff – a pub
- Door supervisor – a security organisation
MARKETING GRADUATES FROM 2014

OUTCOMES SIX MONTHS AFTER GRADUATION

- Working full-time in the UK: 69.3%
- Working part-time in the UK: 11.1%
- Other: 6.2%
- Unemployed, including those due to start work: 6.1%
- In further study, training or research: 3.1%
- Working and studying: 2.3%
- Working overseas: 1.9%

TYPE OF COURSE FOR THOSE IN FURTHER STUDY
- Masters (e.g. MA, MSc): 62.3%
- Other study, training or research: 15.1%
- Postgraduate qualification in education: 13.0%
- Professional qualification: 3.9%
- Other postgraduate diplomas: 3.2%
- Doctorate (e.g. PhD, DPhil, MPhil): 2.4%
- Total number of graduates in further study: 105

EXAMPLES OF COURSES STUDIED
- MSc Insurance and Risk Management
- MSc Management with Marketing
- CIM Diploma in Digital Marketing
- PGCE Primary Education

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Marketing, PR and sales professionals: 49.5%
Retail, catering, waiting and bar staff: 13.8%
Business, HR and finance professionals: 8.9%
Clerical, secretarial and numerical clerk occupations: 8.9%
Other occupations: 6.3%
Managers: 5.4%
Arts, design and media professionals: 2.2%
Information technology (IT) professionals: 1.5%
Other professionals, associate professionals and technicians: 1.4%
Childcare, health and education occupations: 0.6%
Legal, social and welfare professionals: 0.6%
Education professionals: 0.3%
Unknown occupations: 0.2%
Engineering and building professionals: 0.2%
Health professionals: 0.1%
Science professionals: 0.0%

EXAMPLES OF 2014 MARKETING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)
- Graduate analyst – Barclays
- Commercial manager – Marks and Spencer
- Marketing executive – a media company
- PR and marketing executive – a hotel chain
- Events assistant – a professional body
- Customer service advocate – Bank of America
- Soldier – the Army
- Night shift operator – a sawmills business
- Cashier – William Hill
- Marketing assistant – a charity
- Communications assistant – a charity
WORK WITH THE EXPERTS

Prospects has been at the forefront of graduate labour market research for more than 40 years, with unrivalled insight into what graduates do, where they go and what their motivations are.

We use this intelligence to guide and inspire career choices that enable graduates to make the best use of their skills and deliver high-quality applications for recruiters through more targeted and productive campaigns.

For more information please get in touch with our team on 0161 277 5200 or email enquiries@prospects.ac.uk

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