



What do graduates do?

October 2015

SCIENCE

MATHEMATICS, IT AND COMPUTING

ENGINEERING AND BUILDING MANAGEMENT

SOCIAL SCIENCES

ARTS, CREATIVE ARTS AND HUMANITIES

BUSINESS AND ADMINISTRATIVE STUDIES

HND AND FOUNDATION DEGREES

Produced by:



PROSPECTS



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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.

What do graduates do? 2015 was written by the following members of Prospects and the Education Liaison Task Group (ELTG) of AGCAS

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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.

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

Working full time in the UK

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

Working part time in the UK

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

Working overseas

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

Working and studying

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

In further study, training or research

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

Unemployed, including those due to start work

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

Other

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

TYPE OF COURSE FOR THOSE IN FURTHER STUDY – provides a breakdown of the courses studied by graduates who were in further study, training or research, presents the percentages of graduates who were in further study and were studying for a:

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

Health professionals

Medical practitioners/nurses/midwives/paramedics/pharmacists/dental practitioners/ophthalmic opticians/medical radiographers/physiotherapists/occupational or speech and language therapists/podiatrists/other health associate professionals

Education professionals

Teaching professionals in higher education, further, secondary, primary and nursery education and special needs education/senior professionals in educational establishments/education advisers & school inspectors/other educational professionals

Legal, social and welfare professionals

Barristers and judges/solicitors/legal associate professionals/other legal professionals/clinical, education and occupational psychologists/counsellors/probation officers/social workers/youth and community workers/child and early years officers/housing officers/welfare and housing associate professionals/clergy

Science professionals

Chemists/biologists/physicists/physiologists/geophysicists/geologists and meteorologists/social and humanities scientists/bacteriologists, microbiologists/biochemists, medical scientists/other natural and social science professionals

Engineering and building professionals

Civil, mechanical, electrical, electronics engineers/design and development engineers/production and process engineers/architects, town planners and surveyors/construction project managers and related professions

Information technology (IT) professionals

IT specialist managers/IT project and programme managers/IT business analysts, architects and systems designers/programmers and software development professionals/web design and development professionals/IT technicians/other IT and telecommunications professionals

Business, HR and finance professionals

Actuaries, economists & statisticians/management consultants and business analysts/chartered and certified accountants/estimators, valuers and assessors/brokers/insurance underwriters/finance and investment analysts and advisers/taxation experts/financial and accounting managers and technicians/human resources and industrial relations officers/vocational and industrial trainers and instructors

Marketing, PR and sales professionals

Public relations (PR) professionals/buyers and procurement officers/business sales executives/marketing associate professionals/estate agents and auctioneers/sales accounts & business development managers/conference & exhibition managers and organisers

Arts, design and media professionals

Journalists/artists/authors, writers and translators/actors, entertainers and presenters/dancers and choreographers/musicians/arts officers, producers and directors/photographers, audio-visual and broadcasting equipment operators/graphic designers/commercial artists/interior designers/industrial designers/textile, clothing, furniture and jewellery designers/other design occupations/clothing advisers, consultants

Other professionals, associate professionals and technicians

Conservation & environment professionals/media and other researchers/librarians, archivists and curators/quality control and regulatory professionals/laboratory technicians/science, engineering and production technicians/draughtspersons and related architectural technicians/protective service occupations/sports and fitness occupations/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/office managers/medical, legal and other secretaries/personal assistants/receptionists

Retail, catering, waiting and bar staff

Sales supervisors/sales and retail assistants/retail cashiers and 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/hairdressers and beauticians/housekeepers/ pharmacy and other dispensing assistants/sales related occupations/merchandisers and window dressers/call and contact centre occupations/market research interviewers/process, plant and machine operatives/assemblers and routine operatives/construction operatives/road transport drivers/other drivers and transport operatives/farm and forestry workers/postal workers and mail sorters/cleaners & 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.hecsu.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 11,225 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 2014.¹ 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.²

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 data from the UK Commission for Employment and Skills (UKCES) Employer Skills Survey suggests that there was a shortage of qualified medical practitioners.³ 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 £20,637. 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 1. DESTINATIONS OF FIRST DEGREE GRADUATES FROM 2013/14 ON FULL-TIME AND PART-TIME COURSES, SIX MONTHS AFTER GRADUATION

| | NUMBERS GRADUATING (SURVEY RESPONDENTS) | IN EMPLOYMENT | IN FURTHER STUDY | WORKING AND STUDYING | UNEMPLOYED, (INCLUDING THOSE DUE TO START WORK) | OTHER |
|------------------------|---|---------------|------------------|----------------------|---|-------|
| FULL-TIME FIRST DEGREE | 245,620 | 70.8% | 12.8% | 5.3% | 6.5% | 4.6% |
| PART-TIME FIRST DEGREE | 22,115 | 75.2% | 5.2% | 7.3% | 4.3% | 8.0% |
| ALL SUBJECTS | 267,735 | 71.2% | 12.1% | 5.5% | 6.3% | 4.9% |

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.⁴ 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.⁵ 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,⁶ 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.⁷

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.⁸

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.⁹ 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 11.1% for energy and utility vacancies and 11.8% for IT and computing vacancies.¹⁰ 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.

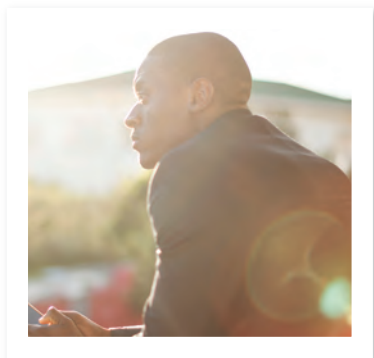
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3. Data from UKCES Employer Skills Survey 2013. New data will be released in autumn 2015
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HOW TO MAKE CAREER DECISIONS

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.¹ 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.²

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.³ 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

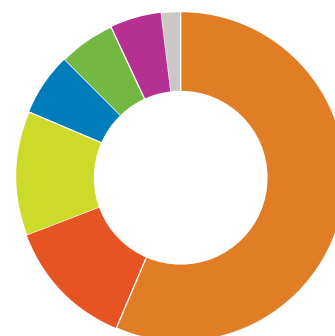
1. Bimrose, J. and Barnes, S-A. (2007). Styles of career decision-making, *Australian Journal of Career Development*, 16:2, 20-29
2. Using the 'WRAP' method found in Heath, C, and Heath, D. (2014) *Decisive: How to make better choices in life and work*. Random House Books: London
3. Taken from the Destination of Leavers from Higher Education survey 2011/12, 2012/13 and 2013/14, based on UK domiciled first degree graduates. For more information on the destinations of physics graduates see page 10 of this publication

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

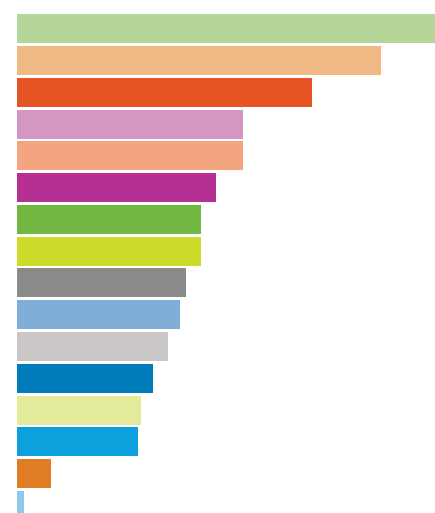
| |
|--|
| Masters (e.g. MA, MSc) 46.2% |
| Postgraduate qualification in education 20.6% |
| Doctorate (e.g. PhD, DPhil, MPhil) 11.9% |
| Other study, training or research 9.1% |
| Other postgraduate diplomas 6.8% |
| Professional qualification 5.5% |
| Total number of graduates in further study 32,525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

TYPE OF WORK FOR THOSE IN EMPLOYMENT

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

FEMALE: 116,285 | MALE: 83,510 | TOTAL IN EMPLOYMENT IN THE UK: 199,810

| | |
|---|-------|
| 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..... | 1.1% |
| Unknown occupations..... | 0.2% |



TOP TEN PROFESSIONAL AND MANAGERIAL JOBS HELD BY FIRST DEGREE GRADUATES IN EMPLOYMENT IN THE UK % as total of first degree graduates who were employed in professional and managerial jobs in the UK

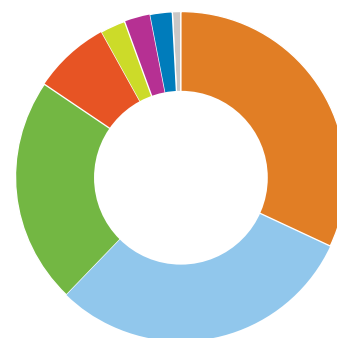
| | |
|---|--|
| Nurses 5.9% | Human resources and industrial relations officers 1.7% |
| Marketing associate professionals 3.1% | Programmers and software development professionals 1.6% |
| Medical practitioners 3.0% | Finance and investment analysts and advisers 1.3% |
| Primary and nursery education teaching professionals 2.9% | Teaching and other educational professionals n.e.c. 1.3% |
| Business and related associate professionals n.e.c. 1.8% | Chartered and certified accountants 1.2% |

HND AND FOUNDATION DEGREE GRADUATES FROM 2014

SURVEY RESPONSE: 76.5% | FEMALE: 8,355 | MALE: 5,845 | TOTAL RESPONSES: 14,200 | ALL GRADUATES: 18,560

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 % AS TOTAL NUMBER OF FOUNDATION DEGREE QUALIFIERS

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 % AS TOTAL NUMBER OF HND QUALIFIERS

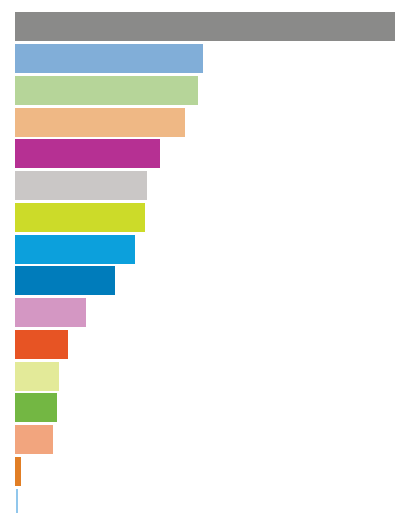
Business studies 20.9%
Hospitality, leisure, sport, tourism and transport 10.4%
General engineering 5.4%
Building 5.1%
Electronic and electrical engineering 4.8%

TYPE OF WORK FOR THOSE IN EMPLOYMENT

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

FEMALE: 5,345 | MALE: 3,385 | TOTAL IN EMPLOYMENT IN THE UK: 8,730

| | |
|---|-------|
| 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

% as total of HND and Foundation degree graduates in employment in the UK

| | |
|---|--|
| Teaching assistants 8.2% | Nursing auxiliaries and assistants 3.1% |
| Sales and retail assistants 4.9% | Police officers (sergeant and below) 2.1% |
| Nursery nurses and assistants 4.3% | Health associate professionals not elsewhere classified 2.0% |
| Private and specialist teaching professionals and tutors 3.5% | Educational support assistants 1.9% |
| Paramedics 3.4% | 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.¹

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 (APEL) and far less on A-levels or Scottish Higher Qualifications.²

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: 37.4% of these graduates were over 30 years old and thus statistically more inclined to start up their own business.³ 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).⁴ 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.⁵ 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 (16% 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

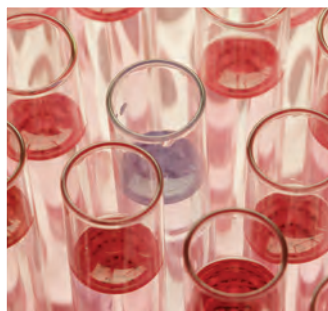
completing in the 2013-14 cohort. Such a decline corresponds with the increasing cost of such study. We can expect this trend to continue as next year's DLHE respondents will be the first to pay higher tuition fees, which averages £9,000 per year in universities and over £5,000 per year in further education colleges.⁶ 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 8.6% 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. 41% 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 OVERVIEW

WRITTEN BY GARETH HILL



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

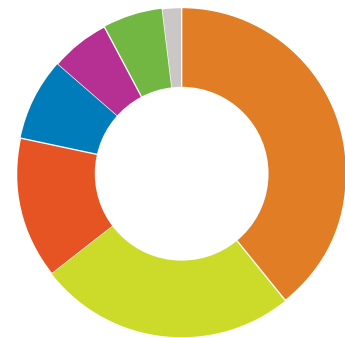
1. UK Commission for Employment and Skills. (2008). Working Futures 2007-17, www2.warwick.ac.uk/fac/soc/ier/research/wf/evidence-report-2-working-futures-2007-2017.pdf (Accessed August 2015)

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

| | NUMBERS GRADUATING (SURVEY RESPONDENTS) | IN EMPLOYMENT | IN FURTHER STUDY | WORKING & STUDYING | UNEMPLOYED, (INCLUDING THOSE DUE TO START WORK) | OTHER |
|----------------------------------|---|---------------|------------------|--------------------|---|-------|
| BIOLOGY | 4,550 | 55.0% | 25.2% | 5.8% | 8.0% | 6.0% |
| CHEMISTRY | 3,005 | 52.7% | 31.1% | 4.3% | 7.4% | 4.5% |
| PHYSICAL & GEOGRAPHICAL SCIENCES | 3,050 | 60.8% | 19.8% | 5.9% | 6.1% | 7.4% |
| PHYSICS | 2,295 | 46.1% | 34.7% | 5.8% | 8.2% | 5.3% |
| SPORTS SCIENCE | 8,630 | 69.5% | 13.9% | 7.6% | 4.3% | 4.7% |
| ALL SUBJECTS | 267,735 | 71.2% | 12.1% | 5.5% | 6.3% | 4.9% |

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 | 13.9% |
| 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

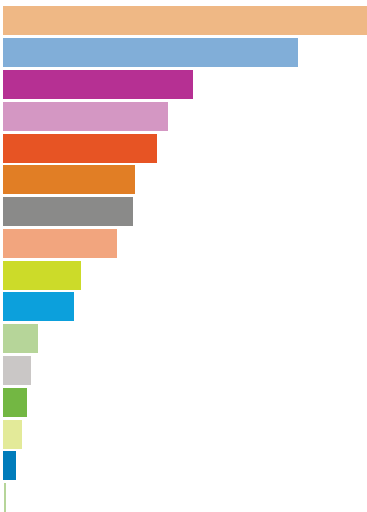
MRes Physiology
MSc Clinical Science
MSc Exercise and Nutrition Science
PGCE Further Education and Training (FET)
PGCE Secondary Education

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% |

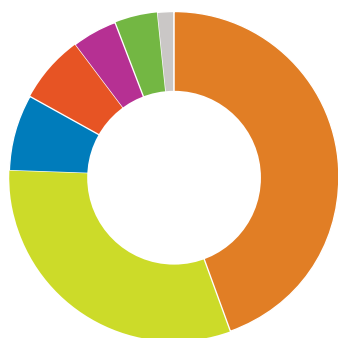


EXAMPLES OF 2014 BIOLOGY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

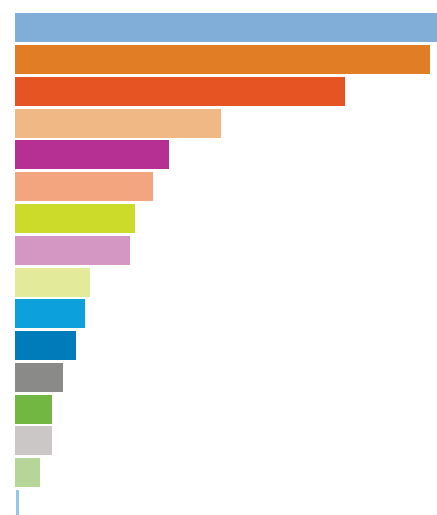
| | |
|--|--|
| MSc Biotechnology | PhD Chemistry |
| PGCE | MPhil/PhD Forensic and Investigative Science |
| MPhil/PhD Detection of Biological Warfare Agents | |

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 | 19.0% |
| Science professionals | 18.4% |
| 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% |

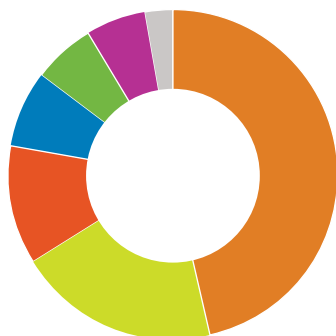


EXAMPLES OF 2014 CHEMISTRY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|--|---|--|
| 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 |
|--|---|--|

PHYSICAL AND GEOGRAPHICAL SCIENCES GRADUATES FROM 2014

SURVEY RESPONSE: 81.6% | FEMALE: 1,440 | MALE: 1,610 | TOTAL RESPONSES: 3,050 | ALL GRADUATES: 3,735



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 COURSE FOR THOSE IN FURTHER STUDY

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

EXAMPLES OF COURSES STUDIED

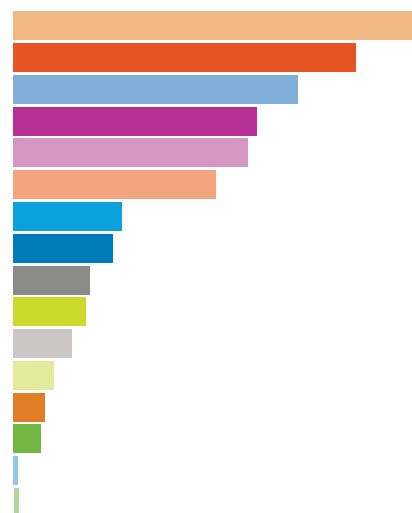
Certificate of Police Knowledge
 Chartered Institute of Housing-
 Level 4
 MA Town and regional planning
 MBA Construction and real estate
 MSc Environmental business
 management
 MSc Environmental management
 MSc Geological and
 environmental hazards
 MSc Planning
 MSc Surveying land
 environmental management
 PGCE Primary education
 PGCE Secondary geography

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

| | |
|--|-------|
| Retail, catering, waiting and bar staff | 18.6% |
| Business, HR and finance professionals | 15.2% |
| Other professionals, associate professionals and technicians | 12.6% |
| Other occupations | 10.8% |
| Clerical, secretarial and numerical clerk occupations | 10.4% |
| Marketing, PR and sales professionals | 9.0% |
| Managers | 4.8% |
| Engineering and building professionals | 4.4% |
| Childcare, health and education occupations | 3.4% |
| Education professionals | 3.2% |
| Legal, social and welfare professionals | 2.6% |
| Information technology professionals | 1.8% |
| Science professionals | 1.4% |
| Arts, design and media professionals | 1.2% |
| Unknown occupations | 0.2% |
| Health professionals | 0.2% |

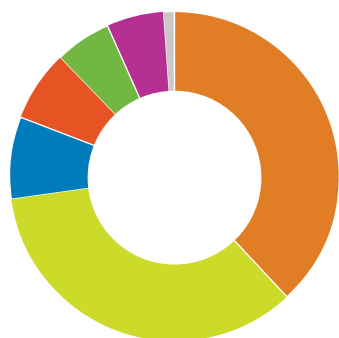


EXAMPLES OF 2014 PHYSICAL AND GEOGRAPHICAL GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|--|----------------------------------|--------------------------------------|
| Assistant estimator – a construction company | Customer service assistant – M&S | Junior patent officer – a legal firm |
| Catastrophe analyst – an insurance company | Child minder – self-employed | Snow reporter – a sports club |
| Financial assistant – a county council | | |
| Global headhunter – a recruitment agency | | |
| Graduate trainee – Sainsbury's | | |

PHYSICS GRADUATES FROM 2014

SURVEY RESPONSE: 84.3% | FEMALE: 495 | MALE: 1,800 | TOTAL RESPONSES: 2,295 | ALL GRADUATES: 2,720



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

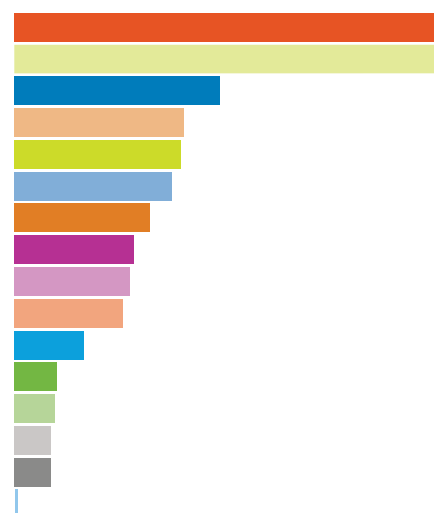
MSc/MRes Physics
 MPhil/PhD Astrophysics
 PGCE Secondary physics
 MPhil/PhD Astrophysics

TYPE OF WORK FOR THOSE IN EMPLOYMENT

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

FEMALE: 255 | MALE: 905 | TOTAL IN EMPLOYMENT IN THE UK: 1,160

| | |
|--|-------|
| 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% |

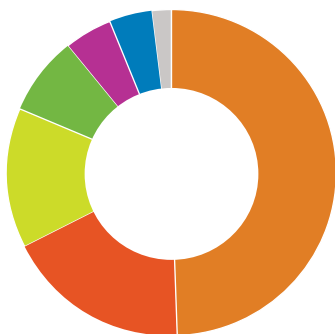


EXAMPLES OF 2014 PHYSICS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|--|--|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> .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 | <ul style="list-style-type: none"> 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

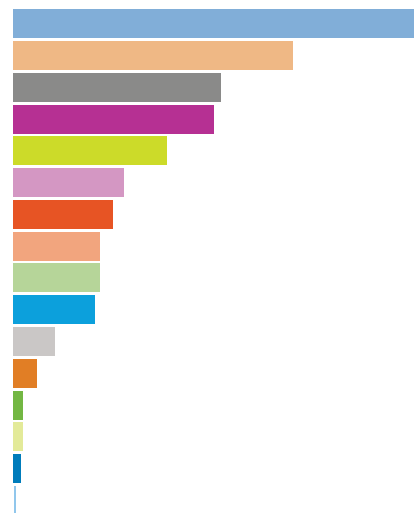
MSc Biomechanics
 MSc Sport Physiology
 MRES Sport and exercise Science
 MSc Strength Conditioning
 PGDE Secondary Teaching
 MSc in Physical Education
 Masters by research
 MSc Clinical Physiology
 PGCE primary education

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 | 2.3% |
| Science professionals | 1.3% |
| Arts, design and media professionals | 0.5% |
| 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 | Personal trainer – self-employed | Development officer – a rugby union |
| Research assistant – a university | Sports coach – a gymnastics club | Chef – Pizza Hut |
| Sample technician – Tata Steel | Sports coach – a rugby club | Retail supervisor – a sports retailer |
| Recruitment consultant – a recruitment firm | Fitness trainer – self-employed | Food assistant – Mcdonalds |
| | Sport scientist – a football club | Sales assistant – Next |
| | Sports rehabilitator – a rugby club | Senior sales assistant – Debenhams |
| | Gymnastics coach – a council | |

MATHEMATICS, IT AND COMPUTING OVERVIEW

WRITTEN BY BARRIE GRAY



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

1. High Fliers Research Ltd. (2015). The graduate market in 2015 www.highfliers.co.uk/download/2015/graduate_market/GMRReport15.pdf (Accessed August 2015)
2. The Department for Education (2015). Get into teaching: Bursaries and funding. <https://getintoteaching.education.gov.uk/bursaries-and-funding> (Accessed August 2015)
3. Department for Business, Innovation and Skills and Higher Education Funding Council for England. (2015). Shadbolt review of computer science degree accreditation and graduate employability. www.gov.uk/government/publications/computer-science-degree-accreditation-and-graduate-employability-shadbolt-review-terms-of-reference (Accessed August 2015). This review is due to report in the autumn of 2015
4. UK Commission for Employment and Skills. (2014). The Labour Market Story: Skills for the Future. UKCES: Rotherham

RESOURCES

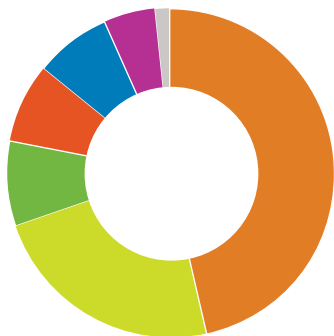
Chartered Institute for IT – www.bcs.org.uk
 E-skills UK – www.e-skills.com
 Institute of Analysts and Programmers – www.iap.org.uk
 Institute of Mathematics and its Applications – www.ima.org.uk
 Royal Statistical Society – www.rss.org.uk
 London Mathematical Society – www.lms.ac.uk

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

| | NUMBERS GRADUATING (SURVEY RESPONDENTS) | IN EMPLOYMENT | IN FURTHER STUDY | WORKING & STUDYING | UNEMPLOYED, (INCLUDING THOSE DUE TO START WORK) | OTHER |
|-----------------------|---|---------------|------------------|--------------------|---|-------|
| MATHEMATICS | 5,195 | 55.8% | 23.3% | 8.2% | 7.7% | 5.0% |
| COMPUTER SCIENCE & IT | 10,045 | 75.8% | 6.7% | 2.6% | 11.4% | 3.4% |
| ALL SUBJECTS | 267,735 | 71.2% | 12.1% | 5.5% | 6.3% | 4.9% |

MATHEMATICS GRADUATES FROM 2014

SURVEY RESPONSE: 82.9% | FEMALE: 2,100 | MALE: 3,095 | TOTAL RESPONSES: 5,195 | ALL GRADUATES: 6,270



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

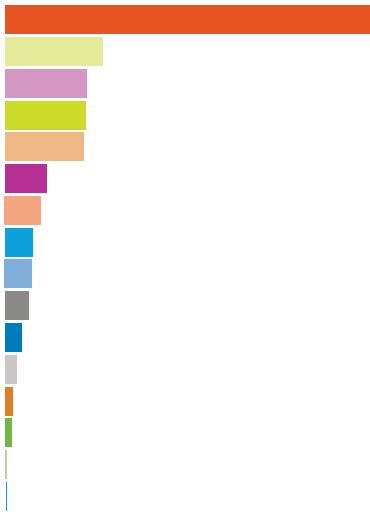
| | |
|---|-------------------------------------|
| PhD Mathematics | MSc Financial mathematics |
| MSc Applicable Mathematics | PhD Probability and statistics |
| MSc Economics | MPhil Statistical science |
| PhD Climate and atmosphere science | MSc Advanced mechanical engineering |
| PhD Algebraic number theory | PGCE Mathematics |
| PhD Electronic and electrical 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: 1,355 | MALE: 1,890 | TOTAL IN EMPLOYMENT IN THE UK: 3,245

| | |
|--|-------|
| 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% |

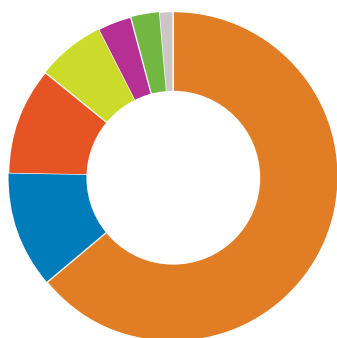


EXAMPLES OF 2014 MATHEMATICS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

COMPUTER SCIENCE AND IT GRADUATES FROM 2013

SURVEY RESPONSE: 79.2% | FEMALE: 1,620 | MALE: 8,425 | TOTAL RESPONSES: 10,045 | ALL GRADUATES: 12,680



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, MPhil) 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

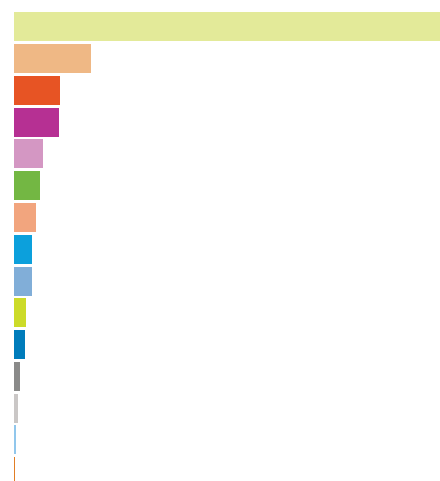
| | |
|--|--------------------------|
| MSC Theoretical Physics | MA Computer Games Design |
| MSC Computer Networking | MSc Geospatial Analysis |
| MA Computer Engineering | PGCE Computer Science |
| MSc Computer Science | CCNA Microsoft Service |
| MSc Information Systems | GCSE in English |
| MA 3D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

FEMALE: 1,225 | MALE: 6,525 | TOTAL IN EMPLOYMENT IN THE UK: 7,750

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

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,

even though many electrical engineering professions have been listed as shortage professions.² Instead, one in five electrical and electronic engineering graduates (19.1%) were working in IT roles, as programmers and software developers and business analysts. Nearly one in five graduates who studied architecture and building subjects became architectural or town planning technicians.³

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 public and private housing investment and infrastructure improvements in road, rail and energy.⁴ This is welcome news for engineers, architects, surveyors, designers and builders.

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.⁵ 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. It was less notable in architecture-related subjects, where nearly 40% of all graduates were women. Nevertheless, women should not be deterred from applying to engineering subjects, with organisations such as Women in Engineering working to provide support to women in technical subjects

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.womeninengineering.org.uk
 Women in science, technology and engineering campaign – www.wisecampaign.org.uk

References

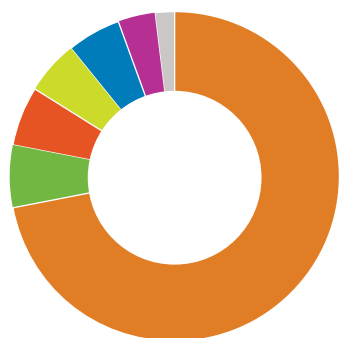
1. Data from the Destination of Leavers from Higher Education survey 2013/14
2. UK Visas and Immigration, Home Office. (2015). Tier 2 shortage occupation list, government-approved version: valid from 6 April 2015. www.gov.uk/government/uploads/system/uploads/attachment_data/file/423800/shortage_occupation_list_april_2015.pdf (Accessed August 2015)
3. Information provided by the Royal Institute of British Architects (RIBA) on www.architecture.com
4. Experian. (2014). Construction Forecasts 2014 - 2016: A report by the Forecasting Committee for the Construction Industries. www.building.co.uk/Journals/2014/01/16/m/d/p/Construction_Forecasts_Winter_2013-14_eversion.pdf (Accessed August 2015)
5. Engineering Council. (2014). UK-SPEC: UK standard for Professional Engineering Competence. www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20third%20edition%20%281%29.pdf (Accessed August 2015)

TABLE 1. DESTINATIONS OF FIRST DEGREE ENGINEERING AND BUILDING MANAGEMENT GRADUATES FROM 2013/14, SIX MONTHS AFTER GRADUATION

| | NUMBERS GRADUATING (SURVEY RESPONDENTS) | IN EMPLOYMENT | IN FURTHER STUDY | WORKING & STUDYING | UNEMPLOYED, (INCLUDING THOSE DUE TO START WORK) | OTHER |
|---------------------------------------|---|---------------|------------------|--------------------|---|-------|
| ARCHITECTURE AND BUILDING | 5,830 | 79.7% | 5.4% | 6.2% | 5.3% | 3.5% |
| CIVIL ENGINEERING | 2,540 | 76.6% | 8.7% | 5.0% | 5.3% | 4.4% |
| ELECTRICAL AND ELECTRONIC ENGINEERING | 2,410 | 73.6% | 10.4% | 3.6% | 8.9% | 3.5% |
| MECHANICAL ENGINEERING | 3,470 | 75.2% | 10.3% | 3.4% | 7.0% | 4.2% |
| ALL SUBJECTS | 267,735 | 71.2% | 12.1% | 5.5% | 6.3% | 4.9% |

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

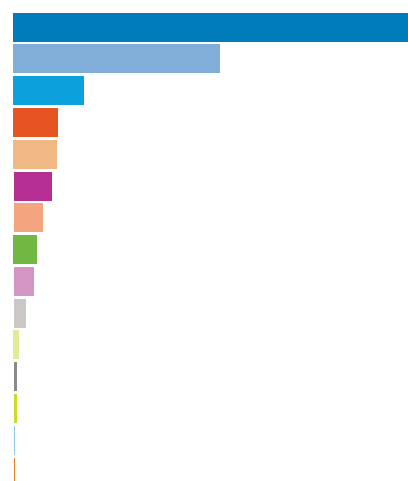
PGDip Landscape Architecture MA Architecture
 PGDip Architecture MSc Real estate

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% |

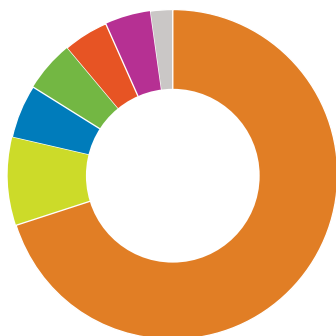


EXAMPLES OF 2014 ARCHITECTURE AND BUILDING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|---|---|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Office assistant – a recycling company Shop assistant – a pharmacy Maintenance assistant – a ski resort |
|---|---|---|

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

| | |
|---|-------|
| Working full-time in the UK | 70.0% |
| In further study, training or research | 8.7% |
| Unemployed, including those due to start work | 5.3% |
| Working and studying | 5.0% |
| Working part-time in the UK | 4.6% |
| Other | 4.4% |
| Working overseas | 2.0% |

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

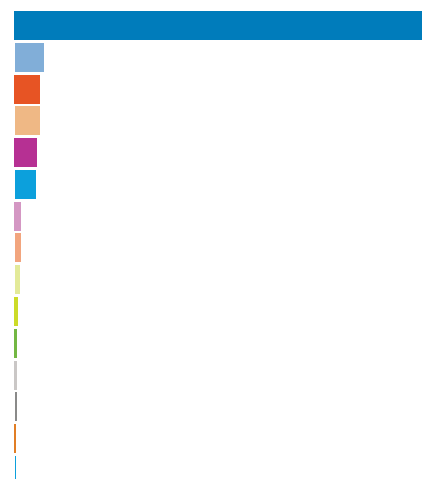
MEng Civil & Structural Engineering
 MSc Transport Planning and Engineering
 MEng Engineering Project Management
 MSc Civil Engineering
 MSc Structural & Geotechnical Engineering
 PhD Engineering

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 | 5.1% |
| Business, HR and finance professionals | 4.5% |
| Retail, catering, waiting and bar staff | 4.4% |
| 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% |

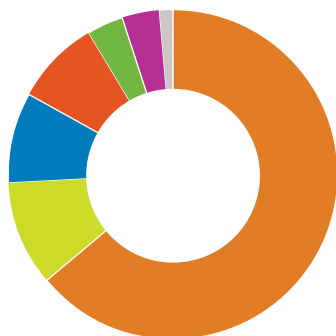


EXAMPLES OF 2014 CIVIL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

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, MPhil) 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

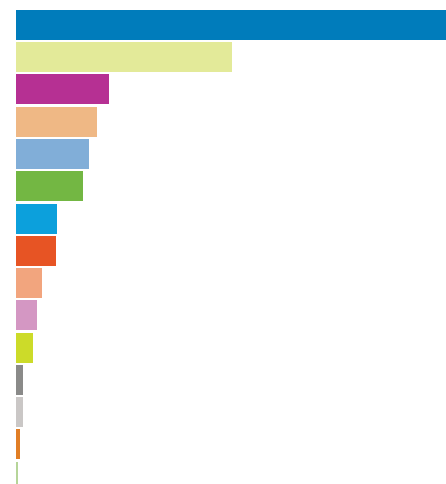
MEng Electronic & Electrical Engineering
 MEng Electrical Engineering and Renewable Energy Systems
 PhD Solid state electronics
 MSc Digital Communications Networks
 MSc Maritime Management
 MSc Sustainable Energy Technologies
 MSc International Supply Chain Management
 MBA Business Management
 Commercial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

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 | 8.2% |
| 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% |

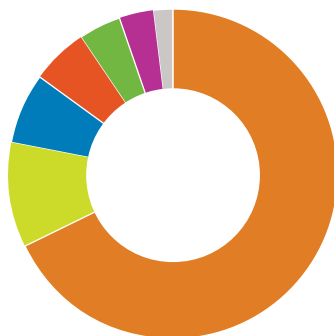


EXAMPLES OF 2014 ELECTRICAL AND ELECTRONIC ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

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

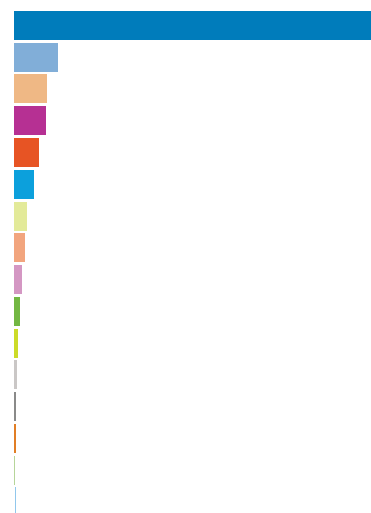
| | |
|-------------------------------------|-------------------------------------|
| MEng Oilfield Corrosion Engineering | PhD Mechanical Engineering |
| MSc Advanced Mechanical Engineering | PhD Fluid Dynamics |
| MSc Subsea Engineering | Chartered Engineering qualification |
| MSc Computer Aided Design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

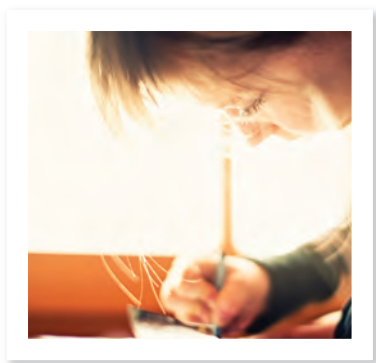


EXAMPLES OF 2014 MECHANICAL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

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 fulfils this expectation is a debated subject.¹ 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.² 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.³ Despite this, it is important to remember that holding a degree is not a guarantee of a 'graduate' job.⁴

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'.⁵

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.⁶ 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.⁷ 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.⁸

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.ratemyplacement.co.uk
CIMA Global Business Challenge – www.cimaglobal.com
The Universities Business Challenge – ubcworldwide.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

1. Higgins, H. (2012), Why do some graduates believe university is a waste of time? HECSU: Manchester, 12 -14
2. Sample size: 53,790 respondents. Data comes from 2013/14 DLHE
3. Higgins, H (2012). op.cit
4. For a more in depth discussion on 'graduate jobs' see Employability Review on page 4-5 of this publication
5. Redmond, P. (2015). First Year is the New Final Year. www.linkedin.com/pulse/first-year-new-final-dr-paul-redmond (Accessed July 2015)
6. CBI (2014) Gate Way to Growth: CBI/Pearson Education and Skills Survey 2014. www.cbi.org.uk/media/2807987/gateway-to-growth.pdf (Accessed July 2015)
7. Times Higher Education (2015). Number of Britons studying abroad rises 40%. (Accessed July 2015)
8. High Fliers Research Limited. (2015). The UK Graduate Careers Survey 2015. www.highfliers.co.uk/download/2015/survey_release/Release2015.pdf (Accessed July 2015)

SOCIAL SCIENCE OVERVIEW

WRITTEN BY JANICE MONTGOMERY



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.

RESOURCES

Royal Economic Society – www.res.org.uk
 The Law Society of England and Wales – www.lawsociety.org.uk
 The Law Society of Scotland – www.lawsocot.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

Law

The greatest number of graduates entering legal-related positions unsurprisingly came from law. Six months after graduation these positions were not as lawyers because a postgraduate qualification is required, but rather as paralegals, contracts managers, legal secretaries, legal researchers, Citizens Advice Bureau advisers and police officers.

Politics

Business-related positions were also popular with politics graduates, who took up trainee positions in banking and accountancy; as well as assistants to members of parliament, researchers for political consultancies and think-tanks, campaign organisers and parliamentary assistants for pressure groups.

Psychology

Of the 15.7% of psychology graduates that went on to further study, the majority (over 60%) opted for masters in psychology specialisms or mental health. Those wishing to become full-time clinical psychologists are encouraged to acquire experience in a related field. This may account for the large number of psychology graduates in work (63.8%).

Geography

Geography graduates enjoyed high levels of employment in 2013-14 with only 5.8% unemployed six months after graduation. This cohort was most likely to work in business and marketing-related professions. Employment routes for geographers also include environment and sustainability careers and in the oil and gas industries or town planning.

Sociology

75.2% of sociology graduates were in employment 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

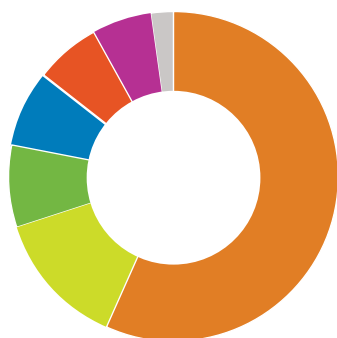
1. 'What Do Social Science Graduates Do?' Campaign for Social Science, 2013, (Accessed August 2015)
2. High Fliers is forecasting an increase in the number of graduate vacancies for 2015. High Fliers Research, (2015) The Graduate Labour Market in 2015 www.highfliers.co.uk/download/2015/graduate_market/GMReport15.pdf (Accessed August 2015).

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

| | NUMBERS GRADUATING (SURVEY RESPONDENTS) | IN EMPLOYMENT | IN FURTHER STUDY | WORKING & STUDYING | UNEMPLOYED, (INCLUDING THOSE DUE TO START WORK) | OTHER |
|--------------|---|---------------|------------------|--------------------|---|-------|
| ECONOMICS | 4,805 | 65.4% | 13.3% | 8.0% | 7.7% | 5.6% |
| GEOGRAPHY | 2,355 | 63.4% | 17.8% | 5.7% | 5.8% | 7.4% |
| LAW | 9,975 | 52.9% | 26.3% | 10.8% | 5.4% | 4.6% |
| PSYCHOLOGY | 11,455 | 63.8% | 15.7% | 8.4% | 6.2% | 5.9% |
| SOCIOLOGY | 6,340 | 69.8% | 11.4% | 5.4% | 7.6% | 5.8% |
| POLITICS | 4,690 | 62.2% | 17.8% | 6.8% | 7.3% | 5.8% |
| ALL SUBJECTS | 267,735 | 71.2% | 12.1% | 5.5% | 6.3% | 4.9% |

ECONOMICS GRADUATES FROM 2014

SURVEY RESPONSE: 79.9% | FEMALE: 1,325 | MALE: 3,480 | TOTAL RESPONSES: 4,805 | ALL GRADUATES: 6,015



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

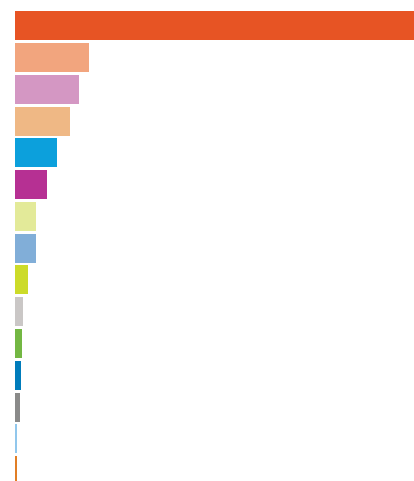
MSc Accounting
 MSc Economics
 MSc Petroleum, Energy, Economics and Finance
 MSc Public Administration
 MSc Computational Statistics
 Professional accountancy exams

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 | 54.2% |
| 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)

| | | |
|--|--|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
|--|--|--|

GEOGRAPHY GRADUATES FROM 2014

SURVEY RESPONSE: 82.2% | FEMALE: 1,275 | MALE: 1,080 | TOTAL RESPONSES: 2,355 | ALL GRADUATES: 2,870



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

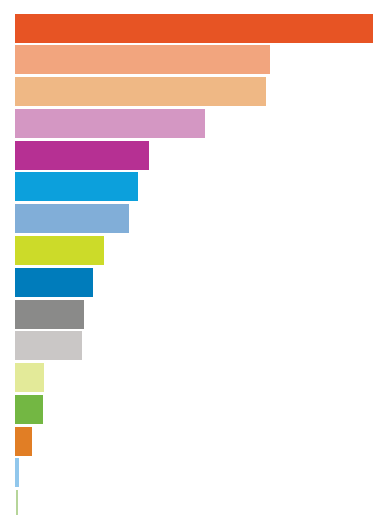
PhD Atmospheric and Environmental Science
 MSc Sustainable Development
 MSc China and Globalisation
 MSc Ecology
 MSc City Planning
 MSc Rural Surveying
 PGCE Primary education
 PGDE in Geography
 HNC Theatre Performance
 CIPS Diploma in Procurement

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: 850 | MALE: 705 | TOTAL IN EMPLOYMENT IN THE UK: 1,555

| | |
|--|-------|
| 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 | 1.6% |
| Arts, design and media professionals | 1.5% |
| Science professionals | 0.9% |
| Unknown occupations | 0.2% |
| Health professionals | 0.1% |

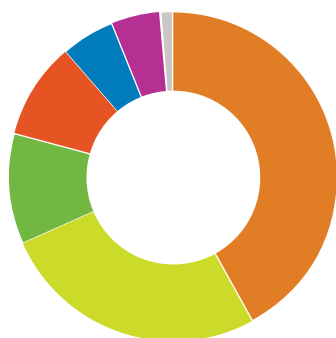


EXAMPLES OF 2014 GEOGRAPHY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|---|--|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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

SURVEY RESPONSE: 76.0% | FEMALE: 6,290 | MALE: 3,685 | TOTAL RESPONSES: 9,975 | ALL GRADUATES: 13,125



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

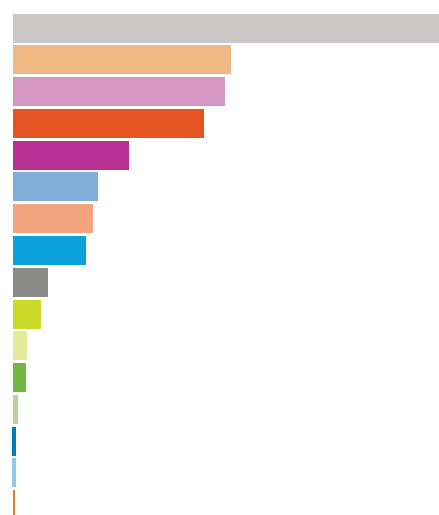
PhD International Law
 LLM Criminal Justice
 LLM Oil and Gas Law
 MSc Human Resource Management
 MSc Information Management
 MSc International Fashion Marketing
 Legal Practice Certificate
 Diploma in Professional Legal Practice
 PGDE Primary
 Professional Bar Training Course

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% |

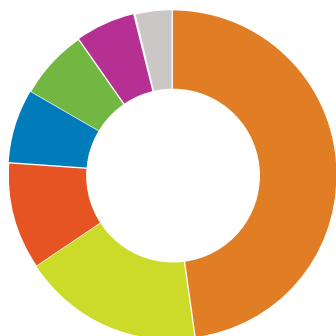


EXAMPLES OF 2014 LAW GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|---|---|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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

SURVEY RESPONSE: 76.8% | FEMALE: 2,000 | MALE: 2,690 | TOTAL RESPONSES: 4,690 | ALL GRADUATES: 6,110



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

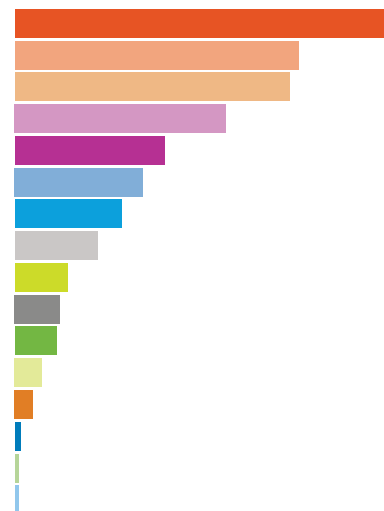
PhD Political Science
 PhD Sociology
 MSc Media and PR
 MSc Human Resource Management
 MA Broadcast Journalism
 MSc International and European Politics
 MSc Strategic Studies
 PGDE in Sociology
 PGCE Primary Education

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% |

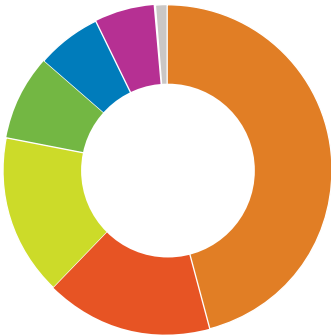


EXAMPLES OF 2014 POLITICS GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Management trainee – L'Oréal Supply chain specialist – Schlumberger Management Trainee – local authority Commercial officer – Thales Commercial graduate – Ministry of Defence Manager – Majestic Wines Lecturer – further education college Tefl teacher – a school Music teacher – self employed | <ul style="list-style-type: none"> Charity officer – Cancer Research UK Graduate trainee – Lloyds Bank HR officer – National Citizen Service Finance officer – ATOS Compliance analyst – HSBC Officer – Royal Navy Communication officer – ANM Marketing associate – oil company | <ul style="list-style-type: none"> Publishing assistant – a publishing house Assistant – Member of Parliament Researcher – a political consultancy Housing officer – a local authority Campaign organiser – a political party Tennis coach – a private club Administrator – an oil company Administrator – NHS Head chef – a cafe |
|--|--|--|

PSYCHOLOGY GRADUATES FROM 2014

SURVEY RESPONSE: 77.4% | FEMALE: 9,240 | MALE: 2,215 | TOTAL RESPONSES: 11,455 | ALL GRADUATES: 14,805



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 6.5%
Other postgraduate diplomas 3.8%
Professional qualification 1.1%
Total number of graduates in further study 1,805

EXAMPLES OF COURSES STUDIED

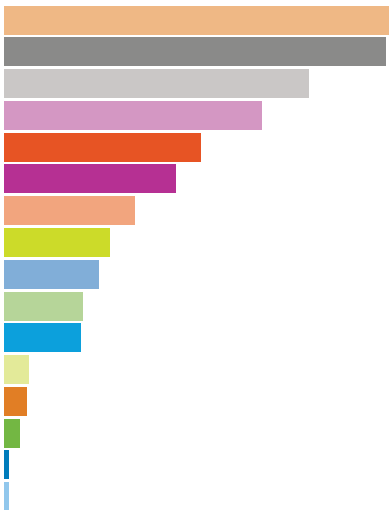
PhD Social psychology
PhD Neuroscience
MSc Mental Health
MSc Organisational Psychology
MSc Human Resource Management
MSc Children and young people's mental health
MSc Project management
MSc Cyber psychology
PGCE in Sciences
PGCE in Maths

TYPE OF WORK FOR THOSE IN EMPLOYMENT

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

FEMALE: 6,565 | MALE: 1,540 | TOTAL IN EMPLOYMENT IN THE UK: 8,105

| | |
|--|-------|
| 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 | 1.1% |
| Science professionals | 1.0% |
| Arts, design and media professionals | 0.7% |
| Engineering and building professionals | 0.2% |
| Unknown occupations | 0.2% |

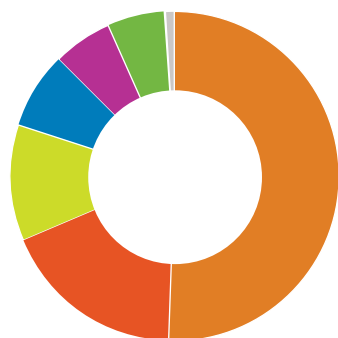


EXAMPLES OF 2014 PSYCHOLOGY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|--|--|--|
| 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 Nicholls 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 |
|--|--|--|

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, MPhil) 2.6%
 Total number of graduates in further study 725

EXAMPLES OF COURSES STUDIED

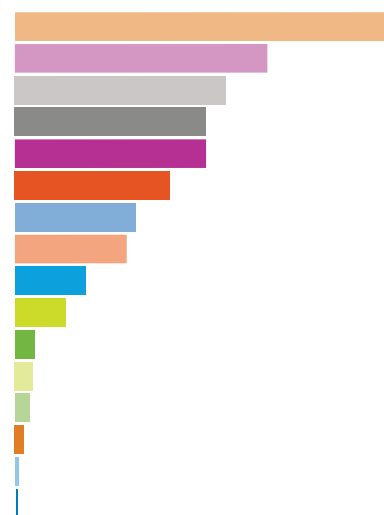
PhD Sociology
 PgDip Social Work
 MSc Human Resource Management
 MRes Sociology
 MSc Journalism
 MA Criminology
 MSc City Planning
 MSc Digital Marketing
 PGDE Primary Education
 PGCE Sociology
 BSc Midwifery

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates 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)

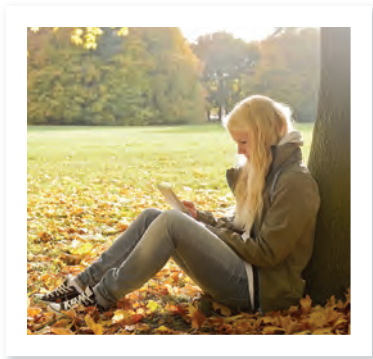
Social performance consultant – Shell
 Management trainee – Enterprise Rent-A-Car
 Social sciences lecturer – FE college
 PE Teacher – a private school
 Domestic violence adviser – Womens' Aid
 Youth worker – HM Prison Service
 Key worker – MIND
 Youth worker – a church

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
 Barstaff – Wetherspoons
 Sales manager – Laura Ashley
 Tree surgeon – self-employed

DEVELOPING RESILIENCE FOR EMPLOYMENT

WRITTEN BY GARETH HILL



'More than education, more than experience, more than training, a person's level of resilience will determine who succeeds and who fails.' Dean Becker

How can students maximise their chances of getting the job they want? How do job seekers keep going after knockbacks and rejections? How can new employees make themselves invaluable to an organisation? These important questions should be considered during education and before graduation, to give students time to develop the skills needed to succeed in their careers.

What employers look for

Employers look for graduates who possess not just academic skills but the soft skills required to be adaptable in today's competitive and rapidly changing global labour market.² There are many such soft skills that employers may take into consideration: an analytical mind-set, a can-do attitude and commercial awareness.³ This article will focus on the importance of resilience in working life and suggest some practical steps to develop this skill for employment.

What is resilience?

Resilience is defined in the discipline of psychology as the ability to bounce back from life's setbacks stronger than before. A resilient person copes well with ongoing change and does not let failure overcome them. Resiliency is something that you do rather than something you have and it is a quality that everyone can develop over time given the right circumstances and support. Caroline Dweck, Professor of Psychology at Stanford University, explains the concept of resiliency as having a 'growth mindset'.⁴ Simply put, if a person sees failure as an opportunity to grow, then they have a growth mind-set.

The advantages of resilience

In employment, people with developed resiliency skills have an advantage over those who feel helpless or victims of change.⁵ 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 to 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.⁶ 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 a record of experiences that demonstrate the ability to bounce back and learn from experiences that can be drawn on in applications and interview.

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

1. Quoted in Coutu, D (2002). How Resilience Works. Harvard Business Review, 80:5, 46-56
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. Penguin: London
3. For a wider discussion on employability skills see page 34 of this publication
4. Dweck, C.S. (2006). Mindset: The new psychology of success. New York: Random House
5. Siebert, A (2005). The Resiliency Advantage. San Francisco: Berrett-Koehler Publishers
6. A more detailed questionnaire on resiliency is available at www.psychometrictest.org.uk/resilience-test/

EMPLOYABILITY SKILLS AND ATTRIBUTES

WRITTEN BY JANICE MONTGOMERY AND CHARLIE BALL



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.¹ 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.'*²

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.³ 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 most common skills in short supply according to recruiters were technical and role-specific, organisation and planning, oral communication, and problem solving.⁴ These are skills that students can develop at university.⁵ 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.'*⁶

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.⁷ 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 ethic⁸

These skills 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.'*⁹

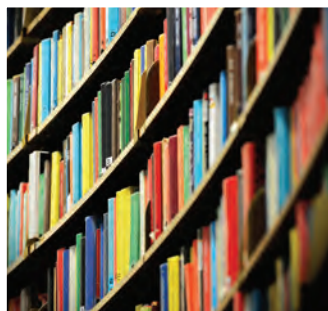
The story of the graduate jobs market is one of constant change. New companies rise, using new technologies and creating new jobs, while other jobs change dramatically or disappear. Specific training for a narrow range of jobs may turn out to be less useful if those jobs are subject to recession or the 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

1. UKCES (2014), Employer Skills Survey 2013, www.gov.uk/government/publications/ukces-employer-skills-survey-2013 (Accessed August 2015)
2. UKCES (2014), Op. cit 3. UKCES (2014) Op. cit 4. UKCES (2014), Op. cit 5. For more information about how time at university can be maximised, see page 24 - 25 of this publication 6. CBI (2015), Inspiring Growth, <http://news.cbi.org.uk/reports/education-and-skills-survey-2015/education-and-skills-survey-2015/> (Accessed August 2015) 7. CBI (2015) Op. cit 8. See 'Assessing for Employability' for a breakdown of each skill at www.northamptonnilt.com/assessment-for-employability 9. CBI (2015) Op. cit

ARTS, CREATIVE ARTS AND HUMANITIES OVERVIEW

WRITTEN BY HELEN KEMPSTER



The 2013/14 Destination of Leavers from Higher Education survey showed that arts and humanities graduates had highly varied destinations, a range of average salaries between £13,600 and £28,000 and a higher than average unemployment rate.¹ Arts and media graduates were likely to gain employment in their subject of study as arts, design and media professionals. Humanities graduates were employed in more 'traditional' graduate roles such as: business, HR and finance; marketing PR and sales; and clerical and secretarial roles.

Many graduates from this grouping take time to establish themselves in their field, and therefore were more likely to be working part time (19.0%), or as retail and bar staff (20.0%) than the graduate cohort as a whole (12.1% of which were working in such roles and 12.8% working part time).

The unemployment rate for arts and humanities graduates (7.3%) was higher than

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 (7.1%), 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

Arts Council England – www.artscouncil.org.uk

After English – www.afterenglish.ac.uk

Creative Skillset – creativeskillset.org

The Historical Association – www.history.org.uk

AGCAS Options series – www.prospects.ac.uk/options_with_your_subject.htm

REFERENCES

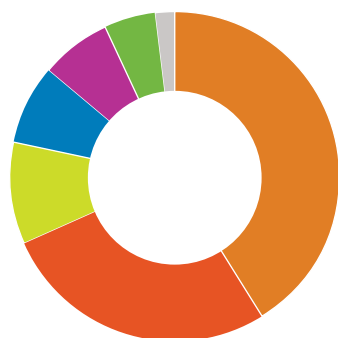
1. Based on the destinations of UK-domiciled first degree graduates

TABLE 1. DESTINATIONS OF FIRST DEGREE ARTS, CREATIVE ARTS AND HUMANITIES GRADUATES FROM 2013/14, SIX MONTHS AFTER GRADUATION

| | NUMBERS GRADUATING (SURVEY RESPONDENTS) | IN EMPLOYMENT | IN FURTHER STUDY | WORKING & STUDYING | UNEMPLOYED, (INCLUDING THOSE DUE TO START WORK) | OTHER |
|-----------------|---|---------------|------------------|--------------------|---|-------|
| FINE ARTS | 2,990 | 70.2% | 10.0% | 4.9% | 7.9% | 7.0% |
| DESIGN | 11,030 | 81.8% | 3.7% | 1.9% | 7.8% | 4.8% |
| PERFORMING ARTS | 9,665 | 73.5% | 10.9% | 5.8% | 5.7% | 4.1% |
| ENGLISH | 9,785 | 61.9% | 18.1% | 7.6% | 6.6% | 5.8% |
| HISTORY | 9,270 | 59.9% | 20.0% | 6.8% | 6.6% | 6.8% |
| MEDIA STUDIES | 4,735 | 78.0% | 5.3% | 2.4% | 9.7% | 4.6% |
| LANGUAGES | 7,315 | 62.4% | 18.0% | 6.2% | 6.4% | 7.0% |
| ALL SUBJECTS | 267,735 | 71.2% | 12.1% | 5.5% | 6.3% | 4.9% |

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

| | |
|---|-------|
| Working full-time in the UK | 41.2% |
| Working part-time in the UK | 27.2% |
| In further study, training or research | 10.0% |
| Unemployed, including those due to start work | 7.9% |
| Other | 7.0% |
| Working and studying | 4.9% |
| Working overseas | 1.8% |

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, MPhil) 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

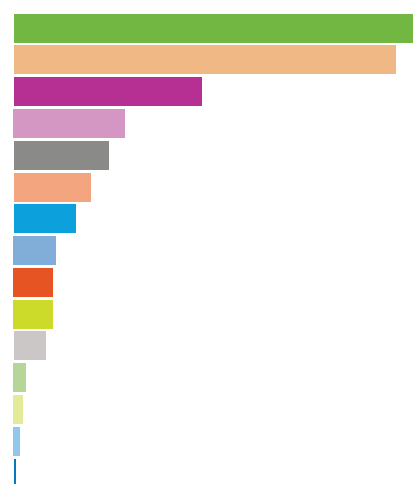
Graduate Diploma in Law
 Level 3 Diploma supporting
 teaching and learning in schools
 Teaching English as a foreign
 language

TYPE OF WORK FOR THOSE IN EMPLOYMENT

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

FEMALE: 1,630 | MALE: 560 | TOTAL IN EMPLOYMENT IN THE UK: 2,190

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



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

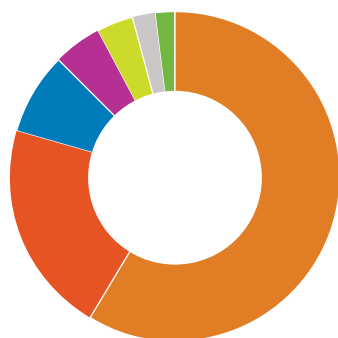
Department manager – a fashion retailer
 Trainee art teacher – a secondary school
 Volunteer teacher – a community garden
 New lending specialist – Barclays
 Marketing assistant – a hospice
 Merchandiser – self-employed
 Account executive – a marketing agency

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

DESIGN GRADUATES FROM 2014

SURVEY RESPONSE: 78.7% | FEMALE: 7,405 | MALE: 3,625 | TOTAL RESPONSES: 11,030 | ALL GRADUATES: 14,015



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

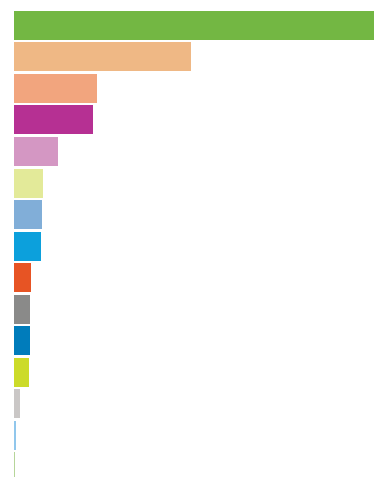
MSc Ceramics
 MA Design
 MDes Design
 PGCE Design & Technology

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Graduates 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 | 0.0% |



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

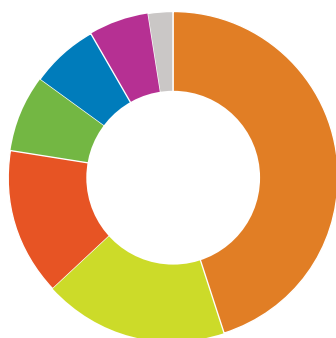
Consultant – an insurance company
 Graduate marketing officer – a university
 Marketing and sales graduate – Royal Mint
 Promotions manager – a magazine
 Digital marketing assistant – a web designer
 Conference supervisor – a university
 Data collection officer – a university
 Architectural assistant – 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

ENGLISH GRADUATES FROM 2014

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



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

EXAMPLES OF COURSES STUDIED

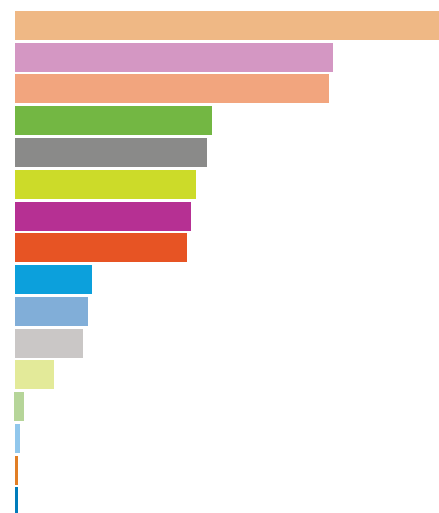
MA Creative Writing
 MA English Language
 MSc Marketing
 MSc Psychology
 PGCE Primary
 PGCE Secondary English
 PGCE Secondary Geography
 Digital marketing course

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% |

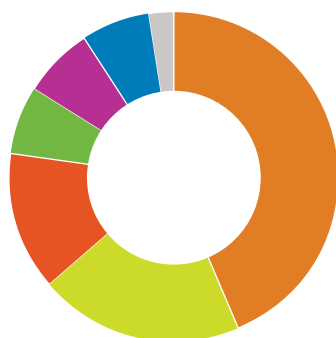


EXAMPLES OF 2014 ENGLISH GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|------------------------------------|--|--|
| Manager – a pub | Marketing co-ordinator – a students' union | Bar staff – a bar and restaurant |
| Dispenser – a pharmacy | Marketing officer – a restaurant chain | Cook – a service station |
| English teacher – a primary school | Collections assistant – a university | Diamond and watch advisor – a jeweller |
| Youth worker – a church | Copy editor – a newspaper publisher | Retail assistant – a fashion retailer |
| Medical lab assistant – NHS | Fashion intern – a magazine | Retail trainee manager – McDonalds |
| Case handler – Bank of America | Library assistant – a library | Sales assistant – a supermarket |
| Corporate banking assistant – RBS | Teaching assistant – a primary school | Travel consultant – a travel agency |
| | Administrator – a charity | Waiting staff – a bar |
| | Receptionist – a dance school | Laundry assistant – a retirement home |

HISTORY GRADUATES FROM 2014

SURVEY RESPONSE: 79.6% | FEMALE: 4,775 | MALE: 4,490 | TOTAL RESPONSES: 9,270 | ALL GRADUATES: 11,645



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

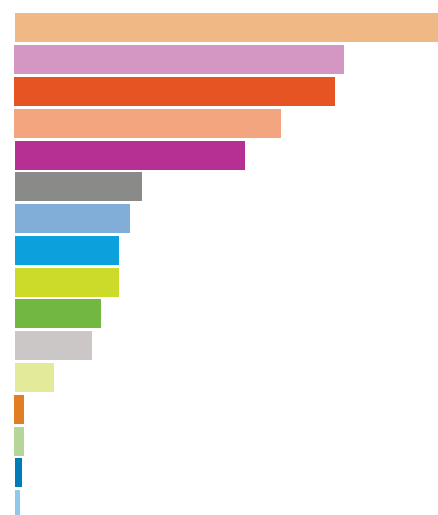
MA Global Arts
 MA History
 MA Journalism
 MSc Cultural Anthropology
 MPhil Latin American Studies
 PGCE Secondary Education
 Graduate diploma in Law

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% |

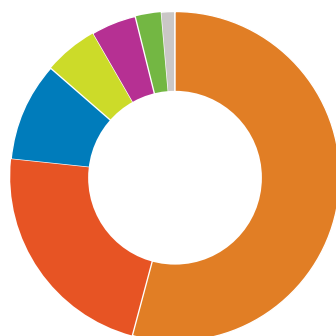


EXAMPLES OF 2014 HISTORY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|---|---|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
|---|---|--|

MEDIA STUDIES GRADUATES FROM 2014

SURVEY RESPONSE: 75.9% | FEMALE: 2,460 | MALE: 2,275 | TOTAL RESPONSES: 4,735 | ALL GRADUATES: 6,240



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, MPhil) 2.2%
Total number of graduates in further study 250

EXAMPLES OF COURSES STUDIED

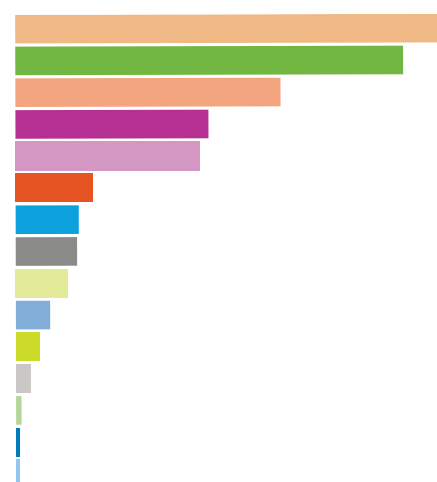
MSc Cultural Events Management
 MA Ethnographic and Documentary Film
 MA Film
 MA Journalism
 MSc Marketing
 MRes Media
 MA Media, Culture and Society
 MSc Media Management
 MA Script Writing
 GCSE Maths
 Professional Acting Course
 Teaching English as a Foreign Language

TYPE OF WORK FOR THOSE IN EMPLOYMENT

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

FEMALE: 1,975 | MALE: 1,775 | TOTAL IN EMPLOYMENT IN THE UK: 3,745

| | |
|--|-------|
| 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% |

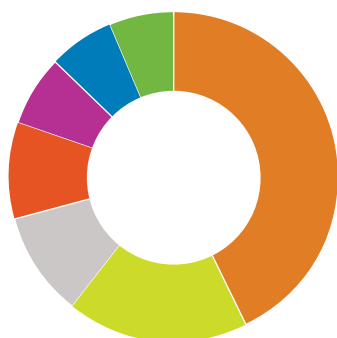


EXAMPLES OF 2014 MEDIA STUDIES GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

| | | |
|--|--|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
|--|--|--|

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

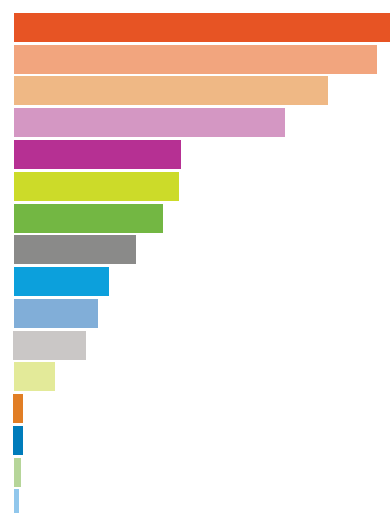
MA Acting
 MA European studies
 MA Magazine journalism
 MA Management
 MA Classical civilisation
 MA Translation
 MA Conference interpreting and translation studies
 MSc Educational practice
 MSc Enterprise
 MSc Business
 MSc Real estate management

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% |

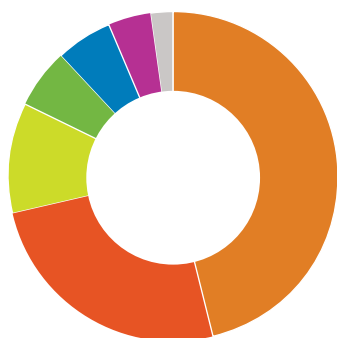


EXAMPLES OF 2014 LANGUAGES GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

PERFORMING ARTS GRADUATES FROM 2014

SURVEY RESPONSE: 77.6% | FEMALE: 5,695 | MALE: 3,970 | TOTAL RESPONSES: 9,665 | ALL GRADUATES: 12,460



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

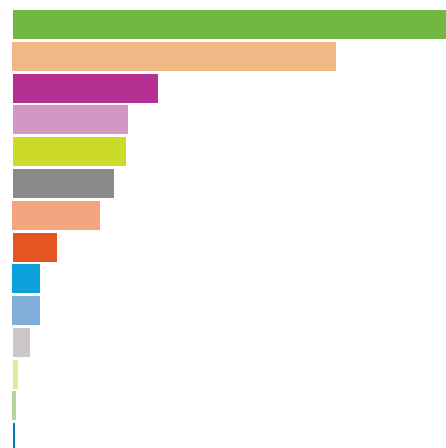
MA Arts Management
 MA Creative Practice
 MA Directing
 MA Performing Arts
 MA Social Work
 PGCE Secondary music
 Fitness instruction course
 NVQ Business Administration

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 | 21.5% |
| 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 | App development intern – a university | Assistant manager – a pub |
| Health care advisor – Boots | Personal banker – Barclays | Personal shopper – a fashion retailer |
| Drama workshop facilitator – a university | Business sales and retention – BT | Retail assistant – Sainsbury's |
| Graduate support worker – a special school | Lettings consultant – an estate agent | Sales assistant – a fashion retailer |
| Intervention tutor – a secondary school | Dance teacher – a dance school | Supervisor – a cafe |
| Music teacher – a secondary school | Vocalist – self-employed | Bar staff – a pub |
| Supply teacher – a local education authority | Data co-ordinator – an independent school | Call centre agent – a cosmetics company |
| Pastoral manager – a secondary school | School events assistant – a college | Cruise consultant – a travel agent |
| Support worker – a church | Receptionist – a doctor's surgery | |

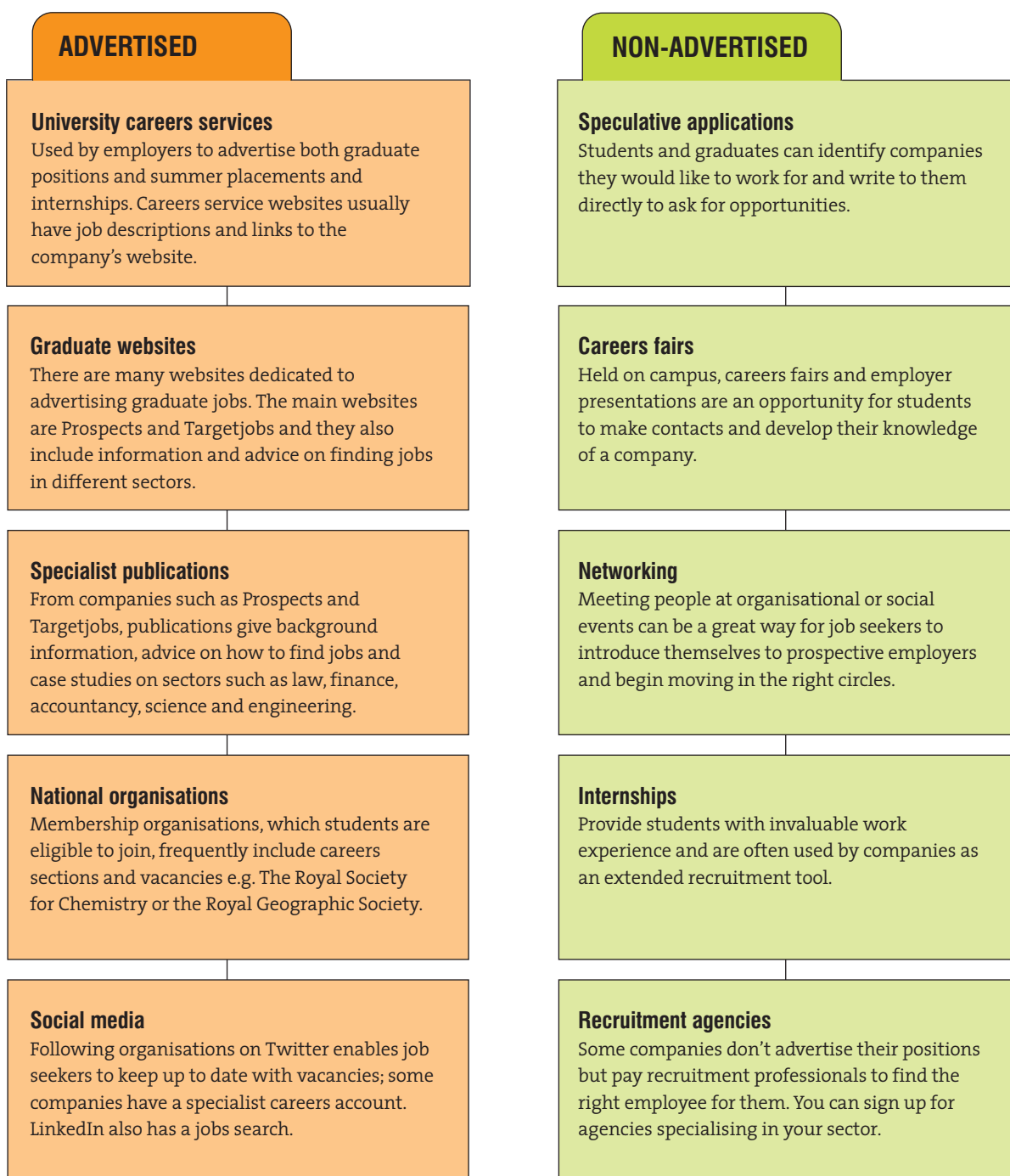
HOW TO FIND GRADUATE JOBS

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 an 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.



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.¹ 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.

REFERENCES

1. Based on a range of employers recruiting at all levels. Chartered Institute for Personnel Development. (2015). *Resourcing and Talent Planning 2015*. www.cipd.co.uk/binaries/resourcing-talent-planning_2015.pdf (Accessed August 2015)

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.

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 questions. It is important to engage with the panel and remember to make eye contact.

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 to. 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.

BUSINESS AND ADMINISTRATIVE STUDIES OVERVIEW

WRITTEN BY JANE HOWIE



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 (14.0%); followed by sales and retail assistants (7.5%); and marketing associate professionals (5.6%).

Meanwhile, 3.5% 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%).

RESOURCES

Directions – www.directions.org.uk/careers
Chartered Institute of Management Consultants – www.cimcglobal.org
Institute of Hospitality – www.instituteofhospitality.org
Chartered Institute of Marketing – www.cim.co.uk
AGCAS Options series – www.prospects.ac.uk/options_with_your_subject.htm

REFERENCES

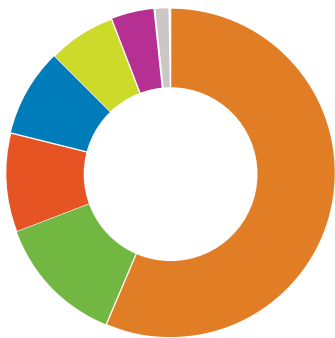
1. The average salaries reported in the DLHE survey are based on graduates who qualified from a full-time first degree and were working in full-time employment in the UK 2. In employment includes graduates who were working full-time, part time and working and studying 3. According to HESA's Students 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

| | NUMBERS GRADUATING (SURVEY RESPONDENTS) | IN EMPLOYMENT | IN FURTHER STUDY | WORKING & STUDYING | UNEMPLOYED, (INCLUDING THOSE DUE TO START WORK) | OTHER |
|---|---|---------------|------------------|--------------------|---|-------|
| FINANCE AND ACCOUNTANCY | 5,860 | 67.5% | 6.9% | 12.9% | 8.6% | 4.2% |
| BUSINESS AND MANAGEMENT | 15,790 | 75.9% | 6.0% | 4.9% | 7.6% | 5.5% |
| HOSPITALITY, LEISURE, TOURISM AND TRANSPORT | 4,235 | 81.0% | 3.5% | 2.6% | 6.4% | 6.5% |
| MARKETING | 3,295 | 82.3% | 3.1% | 2.3% | 6.1% | 6.2% |
| ALL SUBJECTS | 267,735 | 71.2% | 12.1% | 5.5% | 6.3% | 4.9% |

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

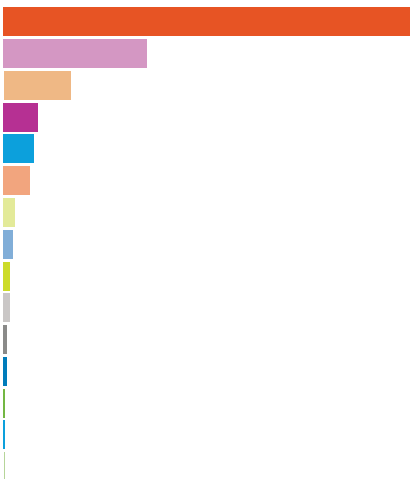
| | |
|------------------------------|---|
| MA Accounting and Finance | PGCE Primary School Teaching with QTS |
| PGCert Management | Professional Qualifications, ACA, ACCA, CIMA, ICAEW |
| MBA | |
| Trainee Teacher, Teach First | |

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 | 19.1% |
| 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% |

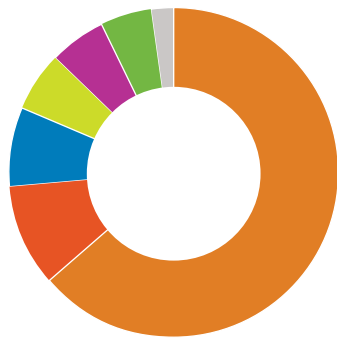


EXAMPLES OF 2014 FINANCE AND ACCOUNTANCY GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

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

| | |
|---|-------|
| Working full-time in the UK | 63.8% |
| Working part-time in the UK | 10.0% |
| Unemployed, including those due to start work | 7.6% |
| In further study, training or research | 6.0% |
| Other | 5.5% |
| Working and studying | 4.9% |
| Working overseas | 2.1% |

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

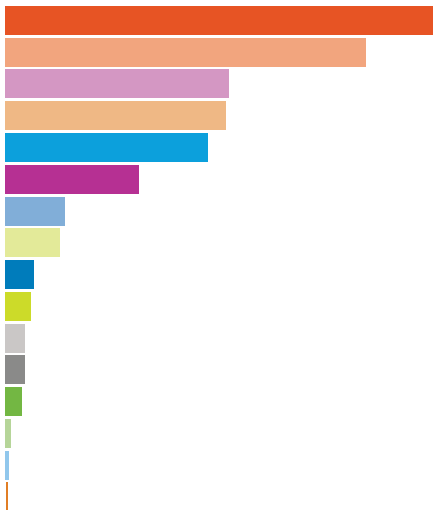
| | |
|-----------------------------------|------------------------------|
| MSc Oil and Gas Operations | MSc Organisational Behaviour |
| Management | PGCE Secondary Mathematics |
| MA Marketing and Public Relations | Business Stream Pathway |
| MBA | |

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% |

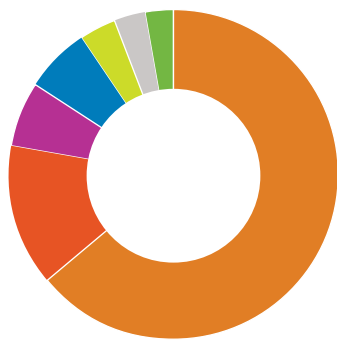


EXAMPLES OF 2014 BUSINESS AND MANAGEMENT GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

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

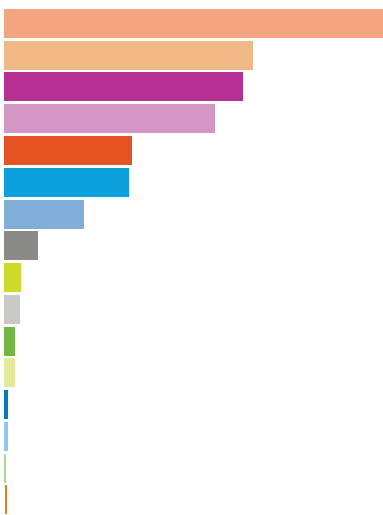
BA (Hons) Sports Development
MA Conservation Management
PGCE Education and Training

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% |

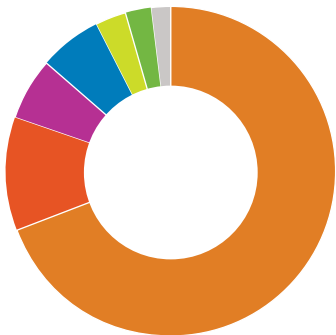


EXAMPLES OF 2014 HOSPITALITY, LEISURE, TOURISM AND TRANSPORT GRADUATE JOB TITLES AND EMPLOYERS (SIX MONTHS AFTER GRADUATION)

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

MARKETING GRADUATES FROM 2014

SURVEY RESPONSE: 76.4% | FEMALE: 1,960 | MALE: 1,335 | TOTAL RESPONSES: 3,295 | ALL GRADUATES: 4,310



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

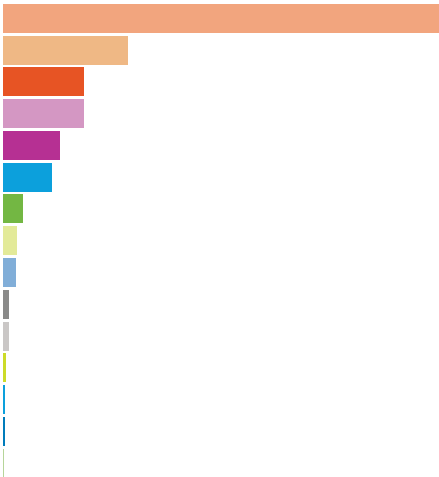
MSc Insurance and Risk Management
PGCE Secondary Education
MSc Management with Marketing
CIM Diploma in Digital Marketing
PGCE Primary Education

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: 1,635 | MALE: 1,085 | TOTAL IN EMPLOYMENT IN THE UK: 2,720

| | |
|--|-------|
| 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 | Customer service advocate – Bank of America | Marketing assistant – a charity |
| Commercial manager – Marks and Spencer | Soldier – the Army | Communications assistant – a charity |
| Marketing executive – a media company | Night shift operator – a sawmills business | |
| PR and marketing executive – a hotel chain | Cashier – William Hill | |
| Events assistant – a professional body | | |



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