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What do graduates do?

2017/18

AGCAS
The Association of Graduate Careers Advisory Services

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

Business and administrative studies / Creative arts
Technology, engineering and maths / Humanities
Science / Social sciences

PROSPECTS

ENDORSED BY:
Institute of Student Employers · ise. · Sixth Form Colleges Association · mixed economy group · NASES · careercamp@nian · LINKINGLONDON · ACC ASSOCIATION OF COLLEGES

WELCOME TO WHAT DO GRADUATES DO?

What do graduates do? is an essential resource for anyone who wants to understand what happens to UK-domiciled graduates after they leave university. It takes an in-depth look at HESA's Destinations of Leavers from Higher Education (DLHE) survey, which provides the most comprehensive picture of what first-degree graduates do after graduation. This publication provides facts, context and explanations from careers experts to help answer important questions about prospects for graduates after university.

We open with our employment review from Charlie Ball, which provides an insight into the graduate labour market and what we might expect in the future. This is followed by a breakdown of graduate destinations from a range of subject areas, with accompanying articles from AGCAS careers experts providing some thought-provoking context to the data. An explanation of the data is on page 55.

The survey

Graduate destination surveys are a long-standing method of assessing employment trends. The DLHE survey takes place six months after graduation. With 248,525 responses to the 2015/16 survey (78.5% of the total cohort), we can provide reliable insights into immediate graduate occupation outcomes and demonstrate the nuanced nature of their destinations.

Although DLHE can help answer the who, what, when and where questions, it should be noted that it does not provide concrete evidence as to why graduates make their career choices. It is therefore important that all interested and influencing parties, such as careers advisors, graduates and parents, work together to identify and understand the why factors.

Contributors from Prospects/HECSU and AGCAS have collaborated to create the best source of information about what happens to UK university graduates as they enter multiple types of employment, across the world. Perhaps most importantly, it helps the next generation of graduates to understand the nature of the labour market that they are preparing to enter.

EDWARD PRICHARD – EDITOR

WHAT'S INSIDE

WHAT DO GRADUATES DO? 2017/18 is written by the following members of Prospects and the AGCAS Education Liaison Task Group: CHARLIE BALL, Head of higher education intelligence, Prospects/HECSU / ELLEN LOGAN, Product manager, Prospects/HECSU / JANE HOWIE, Career development manager, University of Leicester and Chair of ELTG / JANICE MONTGOMERY, Senior careers adviser, University of Aberdeen / BARRIE GREY, Head of careers and employability, Bath Spa University / HELEN KEMPSTER, Senior careers consultant, Goldsmiths Careers Service / NIKKI ABBOTT, Employability adviser, Sheffield Hallam University CLAIRE GUY, Careers adviser, Plymouth University / PAMELA KELLY, Careers adviser, University of the West of Scotland

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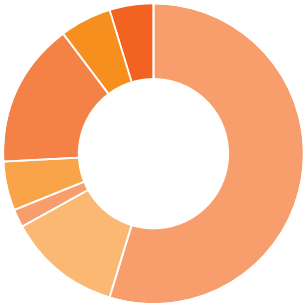
First-degree graduates from all subjects 2016



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	54.8%
Working part time in the UK	12.3%
Working overseas	1.8%
Working and studying	5.3%
Further study	15.7%
Unemployed, including those due to start work	5.3%
Other	4.7%

SURVEY RESPONSE: 78.5% / FEMALE: 144,200 / MALE: 104,285 / TOTAL RESPONSES: 248,525 / ALL GRADUATES: 316,690

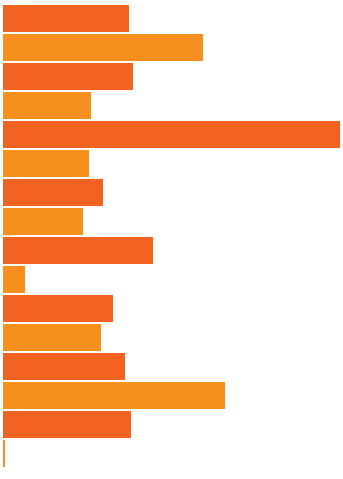
TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Doctorate (e.g. PhD, DPhil, MPhil)	10.2%
Masters (e.g. MA, MSc)	56.3%
Postgraduate qualification in education	15.4%
Other postgraduate diplomas	7.3%
Professional qualification	3.9%
Other study	7.0%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 39,135

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	6.3%
Business, HR and finance professionals	10.0%
Education professionals	6.5%
Engineering and building professionals	4.4%
Health professionals	16.9%
Information technology professionals	4.3%
Legal, social and welfare professionals	5.0%
Managers	4.0%
Marketing, PR and sales professionals	7.5%
Science professionals	1.1%
Other professionals, associate professionals and technicians	5.5%
Childcare, health and education occupations	4.9%
Clerical, secretarial and numerical clerks	6.1%
Retail, catering, waiting and bar staff	11.1%
Other occupations	6.4%
Unknown occupations	0.1%



FEMALE: 109,320 / MALE: 75,070 / TOTAL IN EMPLOYMENT: 184,410

The graduate labour market in 2017

The second half of 2016 and the first half of 2017 saw an extraordinary level of political and social turmoil in the UK. The UK's vote to leave the European Union (EU) exposed significant divisions in the country, stimulated economic uncertainty and caused a substantial drop in the value of the pound.

The government triggered Article 50 of the Lisbon Treaty at the end of March, giving notice that the UK would withdraw from the EU, and then called a general election. However, far from delivering a convincing electoral victory, the electorate did not act as expected and a hung parliament meant the government was only narrowly returned.

This series of destabilising political events has led to a much-increased level of economic uncertainty. Nevertheless, this uncertainty has not necessarily fed through to the graduate labour market at present, which remains relatively strong.

Graduate outcomes from 2015/16

The graduate labour market appears to have remained robust despite the economic and political shocks of 2016 (Fig.1).

After a sharp decline in the number of degrees awarded in 2015, there were 316,690 UK-domiciled first-degree graduates in 2016; an increase of 1.4%, but still well below the number of graduates in 2013 and 2014. The employment rate fell, but because of the slight rise in graduate numbers almost exactly the same number of graduates were in work compared with last year. Despite the fall in employment, unemployment also fell – both in percentage terms and in absolute numbers – with 755 fewer graduates known to be out of work six months after graduation. At 5.3%, the unemployment rate was the lowest for graduates since 1989. Only three years in the last 40 have seen lower graduate unemployment rates.

The reason both employment and unemployment rates were able to fall is because of a sharp rise in the proportion of graduates going on to further study. All subjects covered in this publication saw an increase in the number of graduates taking further study, with a particularly significant climb in Masters study. This appears to be a consequence of the popularity and relative success of the postgraduate loans scheme.

Types of jobs

The share of graduates in professional-level jobs increased again, with 71.4% of employed graduates in professional-level positions – equating to 1,555 more graduates known to be in professional-level jobs after six months than last year. There were particularly large rises in the number of graduates entering roles in nursing, graphic design, marketing, art, sports, cinematography and photography, finance and accounting, and coding and software development.

However, not all professions saw increases. There were large falls in the number of graduates entering primary and nursery education, medicine, web design and civil engineering. It is notable that all four of these professions are experiencing significant recruitment difficulties and these falls – at least for teaching, medicine and engineering – seem to be directly attributable to a fall in the number of graduates taking these subjects at first-degree level, despite the demand for their skills.

Employers continued to report rising levels of skills shortages. In the first quarter of 2017, the British Chambers of Commerce reported that 74% of employers in manufacturing and 58% in services had experienced recruitment difficulties in the first three months of 2017[1]. This was linked to a continued rise in recruitment demands. The Bank of England reported in June that 40% of employers had increased headcount in the 12 months since the EU referendum (only 15% had reduced headcount), and further increases are expected, particularly in graduate-heavy areas of construction and business services[2].

In spite of persistent and well-documented reports of skills shortages in several parts of the graduate economy, this did not translate to an appreciable increase in graduate starting salaries (which remained largely flat at an average of £21,176). Nor did it mean a surge in employment in roles with shortages. While IT graduates saw a significant increase in the proportion going into professional roles, engineering graduates saw falls, despite substantial skills shortages.

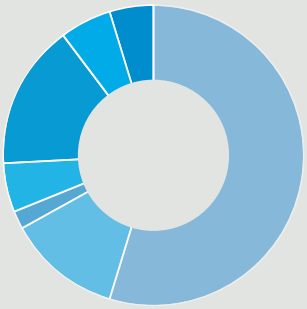


FIG.1 OUTCOMES FOR FIRST-DEGREE GRADUATES FROM 2015/16 AFTER SIX MONTHS

Working full time in the UK	54.8%
Working part time in the UK	12.3%
Working overseas	1.8%
Working and studying	5.3%
Further study	15.7%
Unemployed, including those due to start work	5.3%
Other	4.7%

Two theories have been advanced about this fall in engineering employment. The first is that persistent recruitment difficulties have led engineering employers to close vacancies that have remained open and scale back recruitment for positions they feel are likely to be hard to fill. The second is that some are replacing conventional employment with apprenticeships. It is likely that both are taking place. But, notwithstanding this fall in engineering employment, most engineering graduates go into engineering roles (or engineering and IT for electrical and electronic engineers) and, as a group, engineers enjoy some of the best starting salaries.

Although concerns about the gig economy and zero-hours contracts persist, the majority of graduates (61%) were in work on permanent, full-time contracts. This percentage was unchanged from last year. Indeed, there was a fall in the already small proportion of graduates on zero-hours contracts after six months – the large majority of graduates on zero-hours contracts were in jobs that did not require a degree, particularly in the retail and hospitality industries. Graduate jobs with zero-hours contracts were also most common in welfare, education, sports and events management roles; even then they made up a small proportion of total positions in these occupations.

Self-employment increased to 5.2% of working graduates and was especially important in the creative sectors, computing and specialist education. Over a quarter of self-employed graduates were working in London.

The figures suggest that despite the uncertainty surrounding the UK's medium-term economic prospects, the graduate labour market has largely held up well. Annual Population Survey data from the Office of National Statistics shows that over 14 million workers in the UK were in professional-level jobs at the end of 2016. Moreover, 440,000 new professional-level jobs had been added in the UK in 2016, with particularly large rises in science and engineering, and business and financial services positions.

Future outlook

There is major uncertainty about the road ahead. Brexit will have a profound effect on the UK economy and an increased international inclination towards economic protectionism. This could require some very serious adjustments to the business models of the international organisations that are so important to graduate employment in the UK.

In the long term, automation could upend many of our existing employment structures, but as of yet there is little evidence of that happening to the UK graduate labour market. In the short term, economic indicators point to stalling growth in the labour market. In July, the British Chambers of Commerce reported slowdowns in employment growth and a fall in business confidence[3]. These factors suggest that the next two years are likely to be less favourable to graduate employment than the last two or three years (since recovery from the recession began at the end of the last decade).

However, the long-term trends strongly suggest that if there are setbacks ahead for the economy, they will be less severe for graduates than for workers with lower qualifications, and that any damage to the UK graduate labour market is likely to be temporary.

While some employers are likely to make apprenticeships a more prominent feature in their recruitment strategy, this is likely to mean more young people will take them rather than have a large effect on the prospects of individual graduates.

The UK still has a strong and increasing demand for graduates. With the number of 18-year-olds in the UK set to fall year-on-year until well into the next decade, and a fall in university applications in 2017[4], it is unlikely that the national appetite for graduates will wane significantly any time soon.

CHARLIE BALL

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BUSINESS AND ADMINISTRATIVE STUDIES

Business and administrative studies overview

Business and administrative subjects are popular disciplines to study at university, enabling students to develop a range of transferable skills[1], including:

- commercial awareness
- the ability to think critically and strategically
- being able to manage multiple workloads and projects
- using initiative to solve problems.

As a result, graduates from business and administrative subjects are highly employable and attractive to employers looking to recruit new candidates into their business. This may account for why, in the 2015/16 Destinations of Leavers from Higher Education (DLHE) survey, 41,690 (13.2%) of all UK-domiciled first-degree graduates studied business and administrative subjects.

Destinations of business and administrative graduates

The careers open to graduates who have studied business and administrative subjects are diverse. Business impacts upon almost all elements of today's society and the skills graduates develop during their programme of study are applicable to multiple contexts and environments.

Websites for professional bodies such as the Chartered Institute of Logistics and Transport and the Association of Chartered Certified Accountants (ACCA)[2] have content that highlights the range of sectors, industries and roles graduates can go into.

According to ACCA's website, finance and accounting professionals are in demand globally and have a range of opportunities within financial services and consulting, manufacturing, oil, gas and energy and fast-moving consumer goods.

The 2015/16 DLHE data reflects this abundance of opportunities for graduates, particularly in relation to the percentage of graduates in full-time employment six months after finishing their degree. This ranges from 56.3% for economics graduates, who were least likely to be in full-time employment, to 68.7% for marketing graduates, who were most likely to be in full-time employment. These figures compare positively with the average of 54.8% for graduates from all subjects in full-time employment.

The data highlights that marketing graduates (52%) and hospitality, leisure, tourism and transport graduates (28.1%) gravitate towards roles as marketing, PR and sales professionals. There is also a natural tendency for graduates from finance and accountancy (59%), economics (54.3%) and business and management (24.5%) to enter roles as business, HR and finance professionals.

The latter figures highlight a growth in UK consulting in the last year, particularly by the 'big four' (Deloitte, EY, KPMG, PwC), due to an increased emphasis on regulatory practices within financial services[3]. The growth in UK consulting emerges in *The Graduate Market in 2017* report by High Fliers, which states: 'The largest recruiters of graduates in 2017 are expected to be the accounting and professional services firms, public sector employers, engineering and industrial firms and investment banks who have combined recruitment targets of almost 13,000 graduate positions.'[4] However, it is important to bear in mind that *The Times Top 100 Graduate Employers* as used in the High Fliers report represent a small proportion of all graduate employers.

Unemployment

The unemployment figures (which include those due to start work) for graduates from business and administrative subjects ranges from 5% for hospitality, leisure, tourism and transport graduates, to 6.7% for both economics and finance and accounting graduates. Due to constant change in the economy and the workplace, it is vital that graduates, even those from business and administrative subjects, are work-ready and suitable for whatever job they enter after graduating.

According to the *CBI/Pearson Education and Skills Survey 2016*, formal work experience gained through year-in-industry programmes or summer internships 'play a valuable part in strengthening students' preparedness for employment'[5]. The High Fliers report echoes this message and emphasises that graduates who have not engaged with work experience opportunities during their studies are unlikely to receive a graduate offer[6]. Focusing upon those who are underemployed and in roles such as clerical, secretarial and numerical clerks – which ranges from 6.6% for economics, to 15.8% for finance and accounting – these graduates may be gaining relevant experience, developing their professional networks and becoming more 'business-ready' in order to make the move into a professional or managerial role.

Identified themes

More than 39,000 UK-domiciled first-degree graduates were involved in further study, which includes studying for a Masters or studying for a professional qualification. In terms of business and administrative graduates, this ranges from 8.6% of marketing graduates to 20.7% for economics graduates involved in some sort of further study. The percentage of business and administrative graduates who are studying for a Masters compares quite highly with the percentage of graduates from all subjects studying for a Masters at 56.3%. Possible reasons for this are:

- the availability of postgraduate loans
- students are passionate about their subject and want to develop a deeper understanding of their discipline
- for economics graduates in particular, economist roles may need a Masters-level qualification or a Doctorate.

Even for those economist roles that do not require a Masters, the competition may be so fierce that applicants without a Masters may not progress to the next stage of recruitment processes.

Of the 510 finance and accountancy graduates engaged with further study, 10.9% are studying for a professional qualification. This trend of engaging with further study, and the fact it is combined with work, reflects the nature of accountancy and finance-related occupations, as these often need graduates to undertake further professional qualifications such as ACCA, CIMA or CIPFA.

Salaries

The average salary for graduates from all subjects ranges from £17,500 to £22,800 depending on the region of the UK in which the graduate is employed. The salary range for graduates from business and administrative subjects is quite broad. For example, the salaries of economics graduates range from £19,000 to £30,500, business and management graduates' salaries start at £17,400 and go up to £25,700, and finally, finance and accountancy graduates' salaries start at £18,600 and reach £27,400.

As highlighted above, graduates from these subjects have a tendency to enter roles as business, HR and finance professionals, which are often found in organisations associated with investment banking, banking and finance, consultancy and accounting and professional services. These sorts of organisations are often in the City of London and tend to offer higher average salaries, particularly if they are a graduate employer represented by the Association of Graduate Recruiters (AGR) or appear in *The Times Top 100 Graduate Employers* rankings.

Future trends

By 2020, the Conservative government plans to have created three million degree apprenticeships, which, according to the *Guardian*, is part of their strategy to ensure 'people have the skills they need for the high-skilled, high-wage jobs of the future'[7].

Apprenticeships now play a key role in the recruitment strategies of many employers, including the banks and accountancy firms who tend to be the employers business and administrative graduates are naturally associated with.

A July 2017 report called *Developing Degree Apprenticeships – the Employer Perspective* highlighted the findings of research by the AGR into their members' views on apprenticeships. The report found that almost half of employers (44%) offered degree apprenticeships, with the Chartered Manager Degree Apprenticeship predicted to grow over the next two years by more than 400% to just over 1,000 apprenticeships. While the report emphasises that degree apprenticeships are a strategy to address skills gaps and promote social mobility, it also suggests that the growth of degree apprenticeships is unlikely to be at the expense of traditional graduate recruitment programmes[8].

It is appropriate to say that apprenticeships are a legitimate and alternative route to attending university. Apprentices are gaining a high-level qualification, earning while they learn (which means that they will have no student debt) and, most importantly, benefiting from work-based learning, which makes them highly employable.

There are implications for the higher education sector due to the introduction of degree and higher degree apprenticeships. There is a need for students, academics and universities to carefully consider the content of their programmes to ensure that relevant skills and experiences are being gained. By embedding enterprise and entrepreneurship within the academic curriculum, as well as transferable skills, opportunities for reflection and work-based and project-based learning, universities will enable the development of highly-employable graduates from all disciplines, not just business and administrative subjects.

JANE HOWIE

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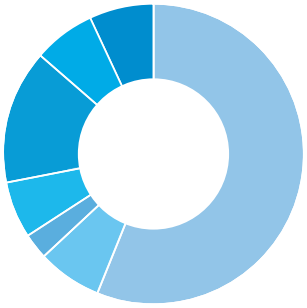
BUSINESS AND ADMINISTRATIVE STUDIES

Economics



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	56.3%
Working part time in the UK	6.8%
Working overseas	2.7%
Working and studying	6.2%
Further study	14.5%
Unemployed, including those due to start work	6.7%
Other	6.7%

SURVEY RESPONSE: 80.3%/ FEMALE: 1,320 / MALE: 3,260 / TOTAL: 4,580 / ALL GRADUATES: 5,700

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	3.9%
Studying for a Masters (e.g. MA, MSc)	83.4%
Studying for a postgraduate qualification in education	1.8%
Studying for other postgraduate diplomas	3.2%
Studying for a professional qualification	2.7%
Other study	5.0%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 665

EXAMPLES OF COURSES STUDIED

MSc Economics

MA Illustration

MSc Behaviour Economics

PGCE

Web Development Course

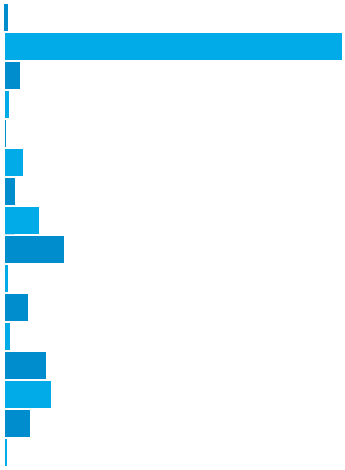
Institute of Chartered Accountants of Scotland (ICAS)

Lean Six Sigma

Foundation Year Central Banking Qualification

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.5%
Business, HR and finance professionals	54.3%
Education professionals	2.3%
Engineering and building professionals	0.6%
Health professionals	0.1%
Information technology professionals	2.9%
Legal, social and welfare professionals	1.6%
Managers	5.4%
Marketing, PR and sales professionals	9.5%
Science professionals	0.4%
Other professionals, associate professionals and technicians	3.6%
Childcare, health and education occupations	0.7%
Clerical, secretarial and numerical clerks	6.6%
Retail, catering, waiting and bar staff	7.4%
Other occupations	4.0%
Unknown occupations	0.2%



FEMALE: 985 / MALE: 2,315 / TOTAL IN EMPLOYMENT: 3,300

EXAMPLES OF 2016 ECONOMICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Government relations analyst – London Stock Exchange Group

Education professionals: Lecturer – higher education; Research fellow – higher education

Business, HR and finance professionals: Graduate contract manager – distillers; Financial researcher – wealth management company; Economist – Scottish Government; Policy advisor – Civil Service

Marketing, PR and sales professionals: Public affairs executive – communications company

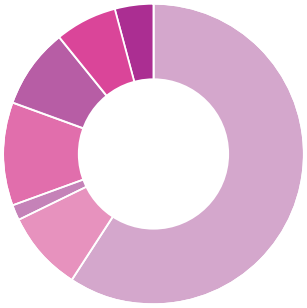
Arts, design and media professionals: Music producer – self-employed

Other professionals, associate professionals and technicians: Client engagement manager – recruitment organisation; Client assistant – defence activities

Other occupations: Childminder; Model

BUSINESS AND ADMINISTRATIVE STUDIES

Finance and accountancy



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	59.4%
Working part time in the UK	8.7%
Working overseas	1.6%
Working and studying	11.0%
Further study	8.6%
Unemployed, including those due to start work	6.7%
Other	4.1%

SURVEY RESPONSE: 78.5% / FEMALE: 2,400 / MALE: 3,530 / TOTAL: 5,925 / ALL GRADUATES: 7,550

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	0.5%
Studying for a Masters (e.g. MA, MSc)	71.7%
Studying for a postgraduate qualification in education	4.1%
Studying for other postgraduate diplomas	7.2%
Studying for a professional qualification	10.9%
Other study	5.6%

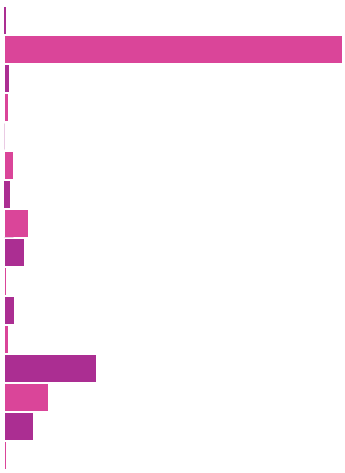
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 510

EXAMPLES OF COURSES STUDIED

- MSc Ethical Hacking & Cyber Security
- MSc International Finance
- LLM Chinese Law
- MA Entrepeneurship
- PGCE Secondary Maths
- PhD Behavioural Science and Cybersecurity
- Investment Management Certificate ACCA

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.2%
Business, HR and finance professionals	59.0%
Education professionals	0.6%
Engineering and building professionals	0.4%
Health professionals	0.0%
Information technology professionals	1.3%
Legal, social and welfare professionals	0.9%
Managers	4.0%
Marketing, PR and sales professionals	3.3%
Science professionals	0.1%
Other professionals, associate professionals and technicians	1.5%
Childcare, health and education occupations	0.5%
Clerical, secretarial and numerical clerks	15.8%
Retail, catering, waiting and bar staff	7.4%
Other occupations	4.8%
Unknown occupations	0.1%



FEMALE: 1,965 / MALE: 2,815 / TOTAL IN EMPLOYMENT: 4,780

EXAMPLES OF 2016 FINANCE AND ACCOUNTANCY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Junior manager – pub chain

Business, HR and finance professionals: Assistant accountant – SSE; Graduate finance trainee – higher education sector; Case handler – Santander; Trainee accountant – Forbes Watson Ltd; Finance assistant – police force; Recruitment consultant – employment agency; Assurance associate – PwC; Accountant – school; Demand planner – construction company

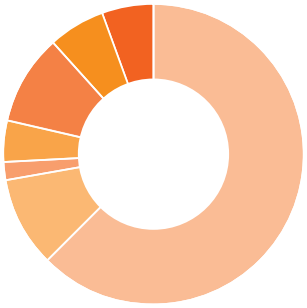
Marketing, PR and sales professionals: Sales support adviser – health care company

Other professionals, associate professionals and technicians: Energy assistant – local authority; Project control analyst – GE Oil & Gas; Merchandiser – retail merchant

Retail, catering, waiting and bar staff: Operations assistant – M&S

Other occupations: Digital service advisor – sixth form college; Bonus executive – Audi; Duct worker – construction company; Ski slope assistant – ski company

Business and management studies



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	62.5%
Working part time in the UK	9.8%
Working overseas	1.9%
Working and studying	4.6%
Further study	9.7%
Unemployed, including those due to start work	6.1%
Other	5.4%

SURVEY RESPONSE: 75.4% / FEMALE: 6,755 / MALE: 7,700 / TOTAL: 14,455 / ALL GRADUATES: 19,180

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.4%
Studying for a Masters (e.g. MA, MSc)	78.1%
Studying for a postgraduate qualification in education	6.8%
Studying for other postgraduate diplomas	4.2%
Studying for a professional qualification	2.9%
Other study	6.5%

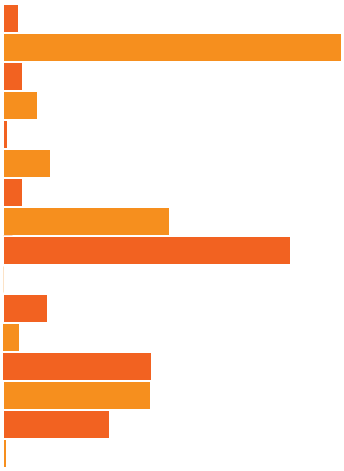
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,400

EXAMPLES OF COURSES STUDIED

- Masters in Design Management
- MSc Quantity Surveying
- Postgraduate Diploma in Education
- PGCE Maths
- Chartered Institute of Personnel and Development (CIPD) Level 5
- BA (Hons) Business Studies
- AAT Level 2 Accounting
- Regulated Financial Planning
- Level 7 Award in Leadership Management, CIMA

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.0%
Business, HR and finance professionals	24.5%
Education professionals	1.3%
Engineering and building professionals	2.4%
Health professionals	0.2%
Information technology professionals	3.3%
Legal, social and welfare professionals	1.3%
Managers	12.0%
Marketing, PR and sales professionals	20.8%
Science professionals	0.0%
Other professionals, associate professionals and technicians	3.1%
Childcare, health and education occupations	1.1%
Clerical, secretarial and numerical clerks	10.7%
Retail, catering, waiting and bar staff	10.6%
Other occupations	7.6%
Unknown occupations	0.1%



FEMALE: 5,370 / MALE: 6,025 / TOTAL IN EMPLOYMENT: 11,395

EXAMPLES OF 2016 BUSINESS AND MANAGEMENT STUDIES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Maths learner support assistant – Church of England school; Secondary school teacher

Legal, social and welfare professionals: Community development support officer – charity; Pro bono consultant – social enterprise

Engineering and building professionals: Quantity surveyor – engineering company

Information technology professionals: Platform servicing controller – retirement solutions company

Business, HR and finance professionals: Graduate scheme – FDM; Human resource manager – Northern Ireland Housing Executive; Junior transportation coordinator – Mulberry; Risk intern – trading company; Retail supply chain graduate – technology distribution organisation; Merchandise and space planner – retail company

Marketing, PR and sales professionals: Events manager – Malmaison; Marketing manager – Institute for Leadership; Territory manager – Dunns Food and Drinks

Arts, design and media professionals: Online category developer – House of Fraser

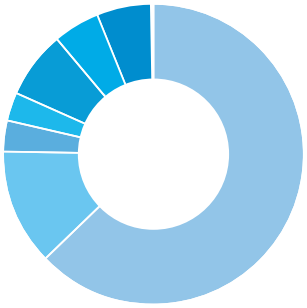
Other professionals, associate professionals and technicians: Team leader – National Union of Students; Procurement and stock control manager – wholesale food and drinks business; Funding co-ordinator – charity

Retail, catering, waiting and bar staff: Beauty consultant – Clinique

Other occupations: Police officer; Tennis coach

BUSINESS AND ADMINISTRATIVE STUDIES

Hospitality, leisure, tourism and transport



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	62.9%
Working part time in the UK	12.5%
Working overseas	3.5%
Working and studying	3.1%
Further study	7.2%
Unemployed, including those due to start work	5.0%
Other	5.9%

SURVEY RESPONSE: 77.1% / FEMALE: 2,480 / MALE: 1,110 / TOTAL: 3,590 / ALL GRADUATES: 4,655

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.6%
Studying for a Masters (e.g. MA, MSc)	73.2%
Studying for a postgraduate qualification in education	10.5%
Studying for other postgraduate diplomas	3.5%
Studying for a professional qualification	1.6%
Other study	9.7%

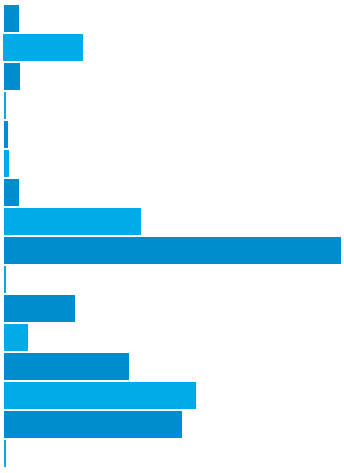
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 260

EXAMPLES OF COURSES STUDIED

- MSc Marketing
- MSc Real Estate and Investment
- MSc Counter-Terrorism
- MSc Human Resource Development
- PGCE
- PgDip Careers Guidance and Information
- Level 7 Award in Leadership and Management

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.2%
Business, HR and finance professionals	6.6%
Education professionals	1.3%
Engineering and building professionals	0.1%
Health professionals	0.3%
Information technology professionals	0.4%
Legal, social and welfare professionals	1.2%
Managers	11.4%
Marketing, PR and sales professionals	28.1%
Science professionals	0.1%
Other professionals, associate professionals and technicians	5.9%
Childcare, health and education occupations	2.0%
Clerical, secretarial and numerical clerks	10.4%
Retail, catering, waiting and bar staff	16.0%
Other occupations	14.8%
Unknown occupations	0.1%



FEMALE: 2,045 / MALE: 895 / TOTAL IN EMPLOYMENT: 2,940

EXAMPLES OF 2016 HOSPITALITY, LEISURE, TOURISM AND TRANSPORT GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Dance teacher – dance company

Business, HR and finance professionals: Business development executive – voucher and pre-paid gift card business; Project management graduate – BAE Systems; International business development officer – higher education; Payments negotiator – finance company; Conference and events co-ordinator – hotel and spa chain

Marketing, PR and sales professionals: Digital marketing assistant – media company; Marketing PR co-ordinator – events company; Marketing development representative – consulting and business solutions organisation

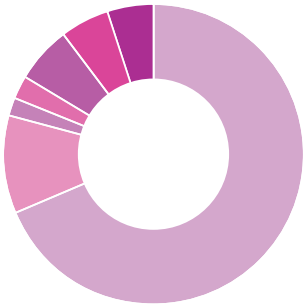
Other professionals, associate professionals and technicians: Senior corporate trainer – marketing organisation; Pilot – RAF; Quality assurance operative – food industry

Numerical clerk, clerical and secretarial occupations: Receptionist – hotel chain; Administrator – hospital

Other occupations: Graduate cruise concierge – cruise agency

BUSINESS AND ADMINISTRATIVE STUDIES

Marketing



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	68.7%
Working part time in the UK	10.6%
Working overseas	2.0%
Working and studying	2.5%
Further study	6.1%
Unemployed, including those due to start work	5.3%
Other	4.8%

SURVEY RESPONSE: 78.6% / FEMALE: 1,850 / MALE: 1,200 / TOTAL: 3,045 / ALL GRADUATES: 3,875

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.4%
Studying for a Masters (e.g. MA, MSc)	78.2%
Studying for a postgraduate qualification in education	4.3%
Studying for other postgraduate diplomas	3.9%
Studying for a professional qualification	2.1%
Other study	10.0%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 185

EXAMPLES OF COURSES STUDIED

MA Business Management

MA Fashion and Lifestyle Promotion

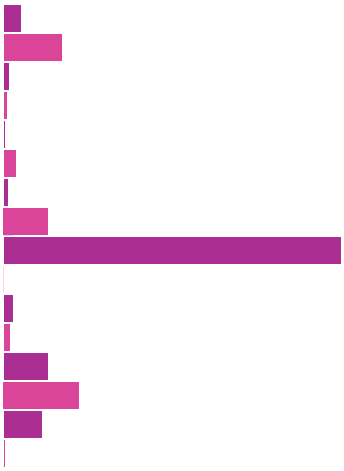
MSc Business and Management

PhD Marketing

CIPD

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	2.6%
Business, HR and finance professionals	8.9%
Education professionals	0.7%
Engineering and building professionals	0.4%
Health professionals	0.1%
Information technology professionals	1.8%
Legal, social and welfare professionals	0.6%
Managers	6.8%
Marketing, PR and sales professionals	52.0%
Science professionals	0.0%
Other professionals, associate professionals and technicians	1.3%
Childcare, health and education occupations	0.8%
Clerical, secretarial and numerical clerks	6.7%
Retail, catering, waiting and bar staff	11.6%
Other occupations	5.8%
Unknown occupations	0.1%



FEMALE: 1,580 / MALE: 975 / TOTAL IN EMPLOYMENT: 2,555

EXAMPLES OF 2016 MARKETING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Business owner – fitness company

Information technology professionals: IT account manager – tech company

Business, HR and finance professionals: Pensions executive – investment and commercial property company; Payroll executive – healthcare

Marketing, PR and sales professionals: Marketing officer – YMCA; Fashion blogger and social media consultant – media company

Arts, design and media professionals: Freelance designer – self-employed; Visual merchandiser – high street retailer; Graphics designer – interior design company; Display and audience planning assistant – media company

Other professionals, associate professionals and technicians: Event co-ordinator – higher education

Retail, catering, waiting and bar staff: Customer assistant – Lidl; Waitress

Other occupations: Awards executive – media company

CAREERS EXPERT INSIGHTS

The entrepreneurial graduate

Look at marketing for many universities and you'd be forgiven for thinking business start-up is a very common and aspirational outcome for graduates. But what do the destination figures actually tell us?

Many universities offer courses with the words entrepreneurship and enterprise in their title and some include it in their mission statement, but recent Destinations of Leavers from Higher Education (DLHE) statistics don't suggest that self-employment (including business start-up) is as significant a first destination outcome as would be anticipated.

Close to 250,000 graduates from 2015/16 responded to the DLHE survey, but only 8,170 of these declared that they were self-employed, freelance or starting their own business. To put this in greater context, there were nearly 658,000 new businesses registered at Companies House in 2016, which means that, assuming these graduates started a business before 31 December 2016[1], they would account for a maximum of 1.2% of business start-up activity in the UK. However, given that many freelancers and sole traders do not register as a limited company with Companies House, the percentage contribution from new graduates is probably a lot less than 1% of new businesses or sole traders.

The percentage of graduates responding to the DLHE survey who were self-employed, freelance or starting their own business was 4.5%. The level of self-employment, freelance or business start-up as a graduate outcome has dropped slightly when compared to the 2014/15 DLHE data. There are some key trends around the subject areas that contribute most to an entrepreneurial outcome among graduates. The subjects with the highest levels of self-employment, freelance or business start-up were performing arts (23.1%), cinematics and photography (21.2%), fine art (17.8%), design (12%) and media studies (10.3%). All other subject areas were significantly below 10%, with the lowest levels of self-employment, freelance or business start-up in biology (1.5%), sociology (1.6%), geography (1.7%), finance and accountancy (1.8%) and civil engineering (2.3%).

It is unsurprising to see self-employment, freelance and business start-up as highest in subjects allied to the creative arts. This is likely down to the portfolio nature of these careers and the national levels of business start-up and self-employment within the creative industries sector[2]. There is more detail on the nature of portfolio careers and creative subject graduates on page 20.

A number of business-related courses include specific enterprise and entrepreneurial education within their structure. However, with only 4.3% of business and management graduates choosing self-employment, freelance or starting their own business, it is not clear how much impact this has on graduates choosing this as their first destination.

One potential issue is that those learning to start and run a business are not being connected to graduates that may offer specific skills and attributes that could be developed into a business. A report entitled *Putting the Uni in Unicorn*[3] suggests the lack of university-led, structured and well-resourced incubation centres could be at the heart of the low number of graduates engaged in business start-up activities. A working model of incubation may certainly bring a collaborative talent together across subject areas that could increase business start-up among graduates and some institutions are now working towards setting up this sort of model.

The report also underlines the trend that despite 18 to 24-year-olds being the second most likely age group intending to start up a business in 2015, they were the least likely to do so by some margin. There is some hypothetical suggestion that graduates may need time to develop professionally in employment before starting their own business, but the report also indicates that graduates are no more likely to start a business 4 to 15 years after graduation than they are in the first three years after graduation. Additionally, graduates are more likely to close a business and return to employment before fully establishing that business.

This leaves a considered question about how well universities prepare graduates for self-employment, freelance or starting a business. While this is difficult to answer from the destination data and additional reports alone, the last word should perhaps go to the graduates themselves.

The last question of the DLHE survey asks graduates, 'How well did your course prepare you for being self-employed/freelance or for starting up your own business?' Of the 2015/16 graduates that answered this question, 32% said that they thought they were well or very well prepared, compared with 38% who thought they were not very well prepared or not at all prepared. A further 29% couldn't tell.

BARRIE GREY

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CREATIVE ARTS

Creative arts overview

The Destinations of Leavers from Higher Education (DLHE) survey results for students graduating from creative subjects – which for the purposes of this article incorporates fine art, design, media studies and performance arts – show that students in full-time employment range from 38.3% (performing arts) to 57.6% (design). These figures are comparable to other subject areas such as humanities and social science.

Due to the nature of the creative sector, people often do not work in one particular place of employment, but instead have portfolio careers consisting of various activities and roles (for more, please turn to page 20). This trend is reflected in the fact that many more students were working in part-time employment compared to the general student population, ranging from 22.2% (design) to 26.4% (fine arts), where the general student population reported 12.3%.

This approach can have positive outcomes for creative graduates, as it develops valuable networks and contacts leading to future employment opportunities.

Creative Skillset's *The Creative Media Workforce Survey 2014* found that 56% of creative media respondents found current or recent roles informally and 48% had done unpaid work experience[1]. Those in positions considered professional or graduate level were lowest in fine arts (49.7%) and highest for those in design (67.5%). However, the way in which students respond to the survey can have an impact on this figure. For example, if they responded that their main activity was working in a bar, but failed to mention that they also spend their free time working on their own portfolio and selling their work in a freelance/self-employed manner, they would be counted under bar staff as opposed to the arts, with the student selling themselves short. They may not regard their own work as their main activity, instead reporting on the employment from which they get a steady income.

Unsurprisingly for this sector, the number of graduates who responded that they were self-employed or freelance was significantly more than the general student population. Fine arts (17.8%), design (12.2%) and performing arts (23.3%) compared to all students where the figure was only 4.6%. Self-employment is on the rise in the UK in general, with one in seven workers being self-employed, and the creative sector plays a massive part in this as it is 'made up of a myriad of freelancers or "portfolio" workers (44% of the workforce) who rely on networks of co-workers, commissioners and projects'[2].

Due to the high level of freelance and self-employment, there is not the same level of jobs for graduates to apply to; therefore they have to create their own opportunities. Graduates from these disciplines need to have the skills and strengths to be enterprising and resilient, as well as having the foresight to be able to identify windows of opportunity.

Females outnumber males in all of the subjects, most notably in design where almost double the amount of females responded to the survey (6,545 versus 3,055). This could be contributed to by many reasons, including the types of subjects studied at school as well as the attainment gap between the sexes. 'Educationalists say the underrepresentation of male university students is down to attainment patterns in schools: girls outperform boys and are more likely to stay on at sixth form.'[3] This gender split can also be seen in the creative workforce where 'more than 50% of people working in the UK music industry in 2014 were women – compared with an average of around 47% across the general workforce'[4].

In the creative arts, the majority of the workforce holds at least an undergraduate degree (78%)[5]. This figure is much higher than the general UK workforce where an average of 38.2% of people have a degree or equivalent qualifications[6]. However, the figures for those going on to further study are relatively low, with very few deciding on PhD-level study (only around 2% on average, compared with 10.2% for the general graduate population), and very few go on to complete any professional qualifications. The graduates most likely to go on to study for a teaching qualification are those from performing arts courses, with 27.2% taking a postgraduate teaching course.

Due to the nature of the sector, many graduates pursue a portfolio career, spend time after university developing their own professional portfolios or take time to define their own personal brand and develop enterprise opportunities, so it is not surprising that the figures for graduates in underemployment are relatively high. This is particularly clear in fine arts and media where 26.5% and 24.5% respectively are in retail, catering, waiting and bar staff positions compared to 11.1% of the general graduate population. This is reflected in the figures relating to contract breakdown for students where 5.1% of fine art students reported that they are working on a professional portfolio compared to 0.6% of all graduates.

In each of the subjects, the majority of students were employed within the arts, design and media professionals category. Many of these came under the banner of freelance and self-employment. Design students proved most likely to stay and work in the sector (43.9% of them doing so), with the lowest being media (27.2%). However, in relation to the other subjects, a higher percentage (16%) of these went into marketing professions where their skills and training can be highly relevant.

True to form, graduates from these creative subjects found employment in a vast range of organisations, ranging from large multinational banks to being an artist's assistant. Career paths for those in this sector are seldom straightforward, or paths well-travelled. Each graduate will forge their own path dependent on their own skills, networks and, most importantly, talent.

It is not a sector that has clear cut options to signpost students to, and as a result, it is vital that graduates are resilient, proactive and extremely adaptable. However, in a sector that has seen a 4 .9% increase in jobs since 2014 and a 19.2% increase since 2011 – compared with a 2% increase in the total number of jobs in the wider UK economy between 2014 and 2015, and 6.3% increase since 2011[7] – it is likely that graduates who show the right level of initiative will be able to successfully carve out their own career path in the creative sector.

An emerging theme across the sector, and indeed across each of the subject areas covered, is the clear presence of employment relating to social and digital media. These job roles transcend each of the categories as well as all sectors. This is an area that is well suited to those from creative subjects and those who have a natural creative flair, opening up opportunities in more traditional businesses and organisations for those who would be considered 'creatives'. These media skills translate into many aspects of a creative graduate's career path in the form of an online presence. It is vital they have developed their own personal brand, utilising the most appropriate of the many online platforms available. This has also made the concept of networking more accessible to many who perhaps wouldn't have ready-made networks, opening up the sector to those from less traditionally creative backgrounds.

For those graduates who fell into the category of being 'Unemployed, including those due to start work,' the figures were highest for media studies students at 8.8% and then fine art at 6.9%, compared with the general figure of 5.3%. Design and performing arts were only very slightly higher than the general figure.

Salaries within these subjects for graduates fall between £14,000 and £22,900, with both the highest and lowest figures belonging to those graduating from media studies. Fine art had the lowest top end figure of £17,900 with both design and performing arts reaching £19,900 and £20,600 respectively.

The sector as a whole is growing and is a vibrant destination for graduates with the skills, talent and strengths required. The UK creative industry is growing at four times the rate of the UK workforce as a whole, according to the latest official statistics from the Department for Digital, Culture, Media and Sport[8].

The 10,500 workers in the self-employed creative sector contribute £200million to the UK economy[9] and the number of jobs in the UK's creative industries rose by 5% in 2016, compared to the 1.2% increase in the wider UK workforce[10]. It is a sector where, going forwards, whether self-employed or in paid employment, employers want graduates to be T-shaped. This means they have a depth of knowledge in a particular area, but are also able to work across many areas within business or corporation[11]. This is an idea that fits well with creative graduates who, due to the nature of their subjects and the need for them to not only be good at their own craft but also to be enterprising and business-minded, are already equipped to be T-shaped and are valuable additions for any employer.

PAMELA KELLY

> EACH GRADUATE WILL FORGE THEIR OWN PATH DEPENDENT ON THEIR OWN SKILLS, NETWORKS AND, MOST IMPORTANTLY, TALENT

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2. Tambling, P. (Oct 2015). *Creative & Cultural Skills*, '9 trends in creative employment'. *https://ccskills.org.uk/supporters/blog/9-trends-in-creative-employment*. Accessed 25 Aug 2017.

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8. Department for Culture, Media and Sport (Jul 2017). *DCMS Sectors Economic Estimates 2017: Employment and Trade, www.gov.uk/government/statistics/dcms-sectors-economic-estimates-2017-employment-and-trade*, p.7.

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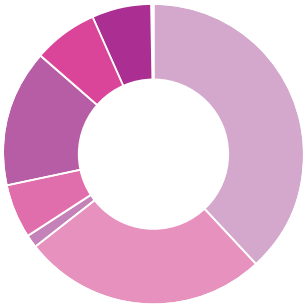
CREATIVE ARTS

Fine arts



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	38.3%
Working part time in the UK	26.4%
Working overseas	1.4%
Working and studying	5.7%
Further study	14.9%
Unemployed, including those due to start work	6.9%
Other	6.5%

SURVEY RESPONSE: 74.8% / FEMALE: 1,900 / MALE: 605 / TOTAL RESPONSES: 2,510 / ALL GRADUATES: 3,355

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.9%
Studying for a Masters (e.g. MA, MSc)	60.3%
Studying for a postgraduate qualification in education	16.4%
Studying for other postgraduate diplomas	12.4%
Studying for a professional qualification	1.1%
Other study	7.9%

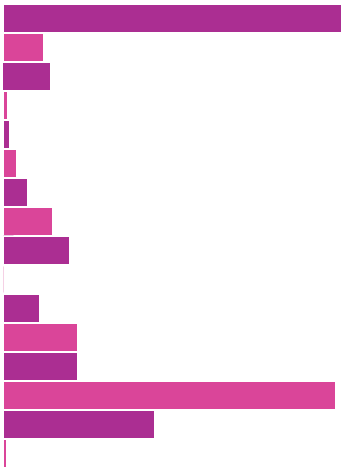
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 375

EXAMPLES OF COURSES STUDIED

MA Creative and Cultural Industry Management	MSc Modern and Contemporary Art History, Curation and Criticism
MA Design	MA Project Management
MA Fine Art	MA Curating
MA Fine Art Conservation	PGCE Secondary Education
MSc Digital Marketing	PGCE Primary Education

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	27.7%
Business, HR and finance professionals	3.1%
Education professionals	3.7%
Engineering and building professionals	0.2%
Health professionals	0.4%
Information technology professionals	0.9%
Legal, social and welfare professionals	1.8%
Managers	3.8%
Marketing, PR and sales professionals	5.2%
Science professionals	0.0%
Other professionals, associate professionals and technicians	2.8%
Childcare, health and education occupations	5.8%
Clerical, secretarial and numerical clerks	5.8%
Retail, catering, waiting and bar staff	26.5%
Other occupations	12.0%
Unknown occupations	0.1%



FEMALE: 1,380 / MALE: 415 / TOTAL IN EMPLOYMENT: 1,800

EXAMPLES OF 2016 FINE ARTS GRADUATE JOB TITLES AND EMPLOYERS

(SIX MONTHS AFTER GRADUATION)

Business, HR and finance professionals: Business solutions – Lloyds TSB; Corporate pensions administrator – bank

Marketing, PR and sales professionals: Advertising network manager – games company; Marketing executive – building society

Arts, design and media professionals: Artist – self employed; Artist and film maker – freelance; Artist in residence – school; Artist's assistant – private artist; Creative assistant – Impact Arts

Other professionals, associate professionals and technicians: Custody officer – prison; Work coach – Jobcentre Plus

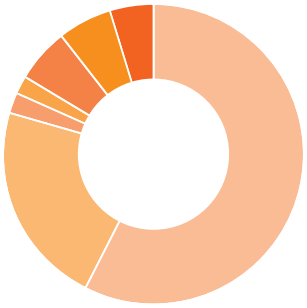
Nursing, health and education occupations: Support worker – care provider

Retail, catering, waiting and bar staff: Visitor experience supervisor – art gallery; Bar staff – hotel; Front of house manager – sculpture workshop

Other occupations: Cleaner – Christian centre

CREATIVE ARTS

Design



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	57.6%
Working part time in the UK	22.2%
Working overseas	2.2%
Working and studying	1.9%
Further study	5.8%
Unemployed, including those due to start work	5.8%
Other	4.6%

SURVEY RESPONSE: 77.6% / FEMALE: 6,545 / MALE: 3,055 / TOTAL: 9,605 / ALL GRADUATES: 12,375

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.6%
Studying for a Masters (e.g. MA, MSc)	68.8%
Studying for a postgraduate qualification in education	11.1%
Studying for other postgraduate diplomas	7.8%
Studying for a professional qualification	0.9%
Other study	9.9%

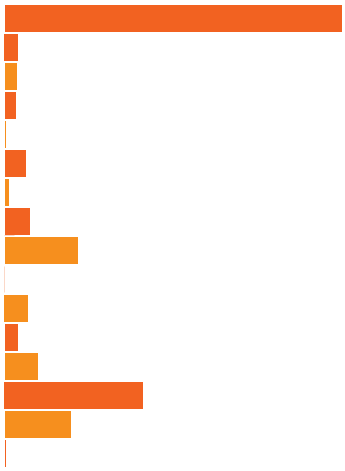
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 560

EXAMPLES OF COURSES STUDIED

- MA Animation
- MA Design
- Master of Research Design
- MSc Creative and Cultural Industries Management
- MSc Mass Communication Management
- MSc Automotive Design
- MSc Multidisciplinary Innovation
- PGCE in Post-16 Lifelong Learning

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	43.9%
Business, HR and finance professionals	1.7%
Education professionals	1.5%
Engineering and building professionals	1.4%
Health professionals	0.1%
Information technology professionals	2.7%
Legal, social and welfare professionals	0.5%
Managers	3.2%
Marketing, PR and sales professionals	9.5%
Science professionals	0.0%
Other professionals, associate professionals and technicians	3.0%
Childcare, health and education occupations	1.6%
Clerical, secretarial and numerical clerks	4.3%
Retail, catering, waiting and bar staff	18.0%
Other occupations	8.5%
Unknown occupations	0.1%



FEMALE: 5,515 / MALE: 2,530 / TOTAL IN EMPLOYMENT: 8,050

EXAMPLES OF 2016 DESIGN GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Legal, social and welfare professionals: Support practitioner – care provider

Marketing, PR and sales professionals: Visual merchandiser – Marks & Spencer; Customer service representative – Leeds Building Society; PR assistant; Social media and PR assistant – Jet 2 Holidays; Account manager; Marketing and sales assistant – childrens clothing company; Sales executive – car garage; Brand specialist – House of Fraser

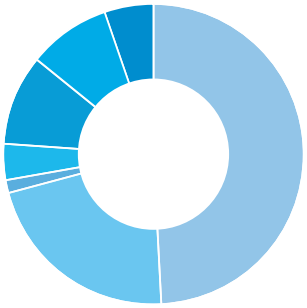
Arts, design and media professionals: Product design intern – plumbing supplier; Graphic and interaction designer – web developer; Kitchen designer – Wren Kitchens; Design engineer – conservatory company; Assistant menswear designer – online clothing company; Commercial interior designer – Amarelle Ltd

Other professionals, associate professionals and technicians: Digital asssistant – Hull UK City of Culture

Other occupations: Visitor exhibition assistant – National Museum of Scotland; Fashion intern – Vivienne Westwood; Furniture maker – bespoke furniture company; Cabin crew – airline

CREATIVE ARTS

Media studies



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	49.3%
Working part time in the UK	21.7%
Working overseas	1.4%
Working and studying	3.8%
Further study	9.9%
Unemployed, including those due to start work	8.8%
Other	5.1%

SURVEY RESPONSE: 74.4% / FEMALE: 2,145 / MALE: 1,945 / TOTAL: 4,090 / ALL GRADUATES: 5,500

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.5%
Studying for a Masters (e.g. MA, MSc)	79.2%
Studying for a postgraduate qualification in education	9.6%
Studying for other postgraduate diplomas	3.5%
Studying for a professional qualification	0.5%
Other study	5.7%

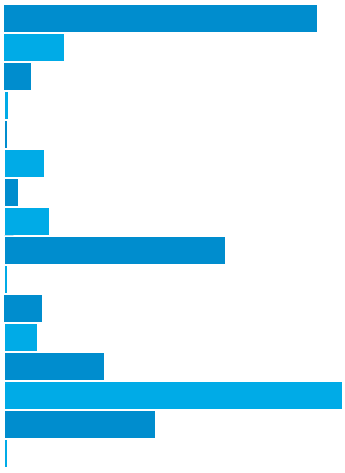
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 405

EXAMPLES OF COURSES STUDIED

- MA Business Management
- MA Business with International Management
- MA Publishing
- MA Gender Studies
- MSc Film, Exhibition and Curation
- MSc (Joint Degree) in Strategic Communication and Public Relations
- PGCE Post-compulsory education
- BSc Radio Television Film

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	22.7%
Business, HR and finance professionals	4.3%
Education professionals	1.9%
Engineering and building professionals	0.2%
Health professionals	0.1%
Information technology professionals	2.8%
Legal, social and welfare professionals	0.9%
Managers	3.2%
Marketing, PR and sales professionals	16.0%
Science professionals	0.1%
Other professionals, associate professionals and technicians	2.7%
Childcare, health and education occupations	2.3%
Clerical, secretarial and numerical clerks	7.2%
Retail, catering, waiting and bar staff	24.5%
Other occupations	10.9%
Unknown occupations	0.1%



FEMALE: 1,645 / MALE: 1,475 / TOTAL IN EMPLOYMENT: 3,120

EXAMPLES OF 2016 MEDIA STUDIES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: University lecturer; Teaching assistant – secondary school

Information technology professionals: Technology specialist – Apple

Marketing, PR and sales professionals: Marketing graduate – Sky; Communications assistant – National Centre for Mental Health; Social media intern – football club; Events assistant – events organisation; Account manager – Newsdirect Wales; Marketing administrator – agency; Content marketing executive – media

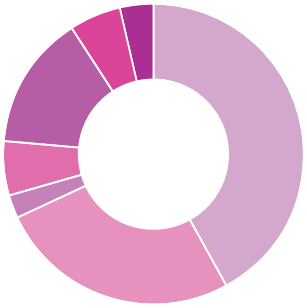
Arts, design and media professionals: Creative intern – Arts & Business Cymru; Junior book designers – publishers; Media account manager – social media

Other professionals, associate professionals and technicians: Logistics analyst – aviation

Retail, catering, waiting and bar staff: Barista – coffee shop; Chef – American diner; Sales assistant – clothes shop

CREATIVE ARTS

Performing arts



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	42.1%
Working part time in the UK	26.1%
Working overseas	2.4%
Working and studying	5.9%
Further study	14.5%
Unemployed, including those due to start work	5.4%
Other	3.6%

SURVEY RESPONSE: 75.2% / FEMALE: 4,780 / MALE: 3,500 / TOTAL: 8,285 / ALL GRADUATES: 11,020

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.6%
Studying for a Masters (e.g. MA, MSc)	55.6%
Studying for a postgraduate qualification in education	27.2%
Studying for other postgraduate diplomas	6.9%
Studying for a professional qualification	1.5%
Other study	6.3%

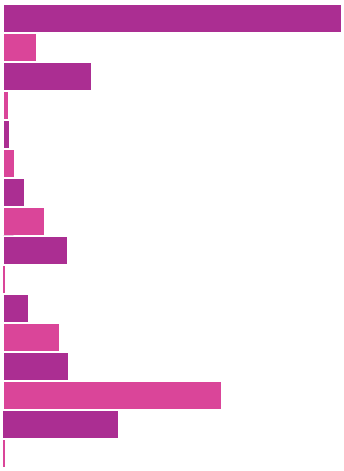
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,195

EXAMPLES OF COURSES STUDIED

- MA Arts, Festival and Cultural Management
- MA Creative and Cultural Industries Management
- MA Theatre and Perfomance
- MA Sports Journalism
- PGCE Learning Difficulties and Disabilities
- PGCE Secondary Education

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	31.6%
Business, HR and finance professionals	3.0%
Education professionals	8.1%
Engineering and building professionals	0.3%
Health professionals	0.4%
Information technology professionals	0.9%
Legal, social and welfare professionals	1.8%
Managers	3.7%
Marketing, PR and sales professionals	5.9%
Science professionals	0.1%
Other professionals, associate professionals and technicians	2.2%
Childcare, health and education occupations	5.1%
Clerical, secretarial and numerical clerks	6.0%
Retail, catering, waiting and bar staff	20.3%
Other occupations	10.7%
Unknown occupations	0.1%



FEMALE: 3,690 / MALE: 2,650 / TOTAL IN EMPLOYMENT: 6,340

EXAMPLES OF 2016 PERFORMING ARTS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Restaurant superviser – brasserie

Education professionals: Graduate music assistant – private school; Music tutor – self-employed

Business, HR and finance professionals: Trainee chartered accountant – Saffery Champness

Marketing, PR and sales professionals: Graduate sales trainee – Sytner; Lettings negotiator – lettings agency; Buyer assistant – John Lewis

Arts, design and media professionals: Music producer – music studio; Theatre set designer; Wardrobe assistant – Opera North; Actor – freelance

Other professionals, associate professionals and technicians: Health and safety compliance administrator – care home; Co-director and events co-ordinator – performing arts theatre

Nursing, health and education occupations: Specialist learning support assistant – college

Retail, catering, waiting and bar staff: Box office assistant support worker – Wales Millennium Centre; Barman – pub

Other occupations: TUI holidays family entertainment – holiday provider

CAREERS EXPERT INSIGHTS

Portfolio careers, creative subjects and social media

In today's graduate job market, regardless of what degree you have, it is more important than ever to be proactive and resilient, to be able to make and maintain effective networks and to be able to identify opportunities. These skills are no strangers to graduates who have completed degrees within the creative skills sector. They will help you to not only get that first graduate-level position, but also move your career in the direction you want it to.

Traditionally, creative graduates have had to be even more proactive, creating networks and utilising them effectively, all the while showcasing their work and skills and ensuring they don't let setbacks get them down. However, in the digitally-enhanced world we live in, where networking can be achieved through the touch of a button, a 'like' of a page or by publishing an online blog, creative students have been given a helping hand.

Social media plays an important role in networking and establishing and maintaining much coveted connections. These are key in creative graduates' careers, primarily due to the nature of the career path they take, which increasingly takes the shape of a portfolio career. A portfolio career is where you don't have one full-time job at one location – you have two or more part-time, contract or uncertain jobs that altogether make up a full-time wage. This can work well for people who enjoy a level of flexibility and is often how they are able to pursue their talents, by working in paid employment that may be part time while also working freelance, or in a low-level position getting valuable experience and making much needed and valued connections.

The latest *Creative Media Workforce Survey* showed that 56% of creative media respondents found current or recent roles informally and 48% had done unpaid work experience at some point in their career[1].

The creative sector is primarily made up of very small organisations. According to the Sector Skills Council Creative and Cultural Skills, '78% of the sector's businesses have fewer than five employees – so not small or medium-sized, but micro'[2]. Therefore, creative students need to equip themselves with the skills to create a job for themselves, not find one. The statistics back this up with very high percentages of graduates from creative subjects reporting they are working freelance or self-employed – fine arts students (17.8%), design (12.2%) and performing arts (23.3%) compared with 4.6% of the general graduate population.

Portfolio careers play a major role, helping the sector grow faster than the UK economy as a whole[3]. Working in this way requires graduates to have many well-developed skills – they have to be flexible, happy with insecurity and proactive; they have to have a certain level of business acumen and the ability to juggle PAYE and tax returns; and they have to be able to work with uncertain levels of cash flow. This is why many juggle both paid employment and freelance work as a way to ensure a certain level of stability. A speculative approach to finding opportunities can also prove fruitful in the creative sector. As businesses tend to be so small, they do not have budgets or HR departments available to carry out recruitment drives, so a well-placed phone call or CV can deliver results and an offer to work on a project or provide part-time support can prove very appealing. This is where social media can play a huge role – not only does it enable the graduate to make connections with more established professionals, but it gives them a platform to research career paths (LinkedIn alumni tool), showcase their work (Vimeo, WordPress), look for work (LinkedIn, Facebook), set up small shops (Etsy) and maintain connections with those they meet along the way (LinkedIn, Facebook). Recruitment can often be very fast paced – a comment on Facebook looking for runners for short-term work, where the first few to answer are the ones who are lucky enough to be given the opportunity, might be the extent of a recruitment campaign.

Therefore, students and graduates who are looking for opportunities to gain experience and make contacts have to be proactive in a different way to previous generations. They must have an effective digital and online presence, have identified the appropriate online groups and pages to join and be extremely flexible. This approach to networking and maintaining an online presence will surely become more ingrained as digital natives enter the graduate labour market in greater numbers, thus enabling a new level of interaction and an extremely accessible approach to building a portfolio career in the creative sector. **PAMELA KELLY**

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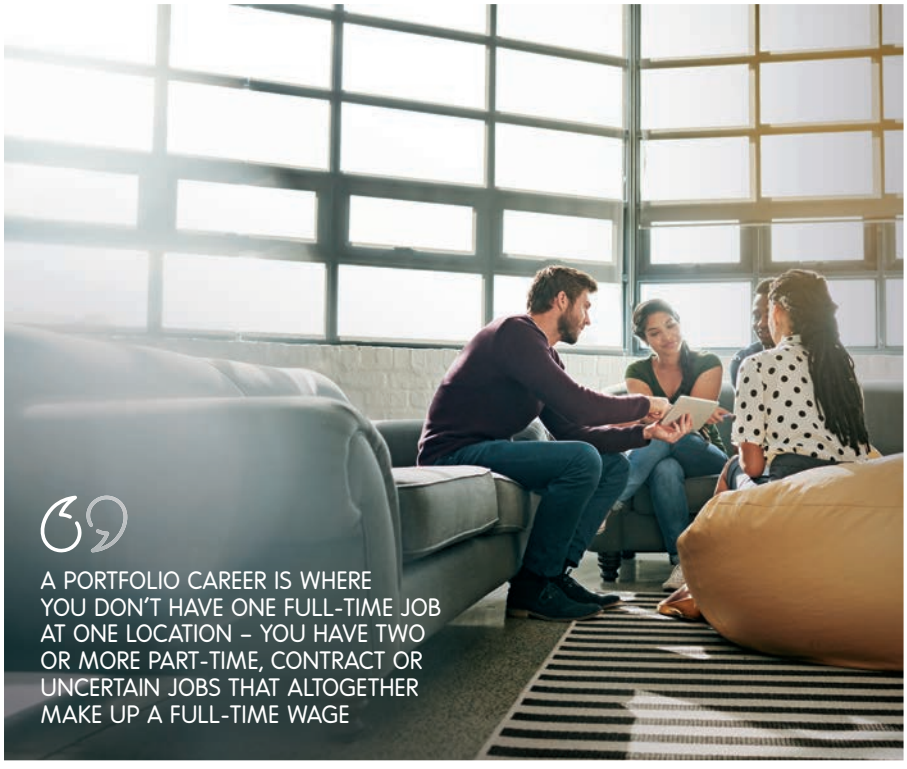
3. Department for Culture, Media and Sport (Jul 2017). *DCMS Sectors Economic Estimates 2017: Employment and Trade*, *www.gov.uk/government/statistics/dcms-sectors-economic-estimates-2017-employment-and-trade*, p.7.



CAREERS EXPERT INSIGHTS

Careers services and their role in social mobility

Social mobility through higher education has become a core platform for successive governments keen to garner the economic and social benefits of a highly-skilled meritocracy. In what is set to be a highly influential report, the Bridge Group recently commented on the pivotal role played by university careers services in the engendering of social mobility through support for widening participation (WP) students[1].

The issue is of central importance to universities not just keen to ensure a fairer society, but increasingly judged through league tables and particularly the Teaching Excellence Framework (TEF) for the extent to which they can prove 'distance travelled' by their students in learning and in career development[2].

Initiatives have been put in place that have slowly increased the numbers of school pupils going on to attend universities from the least advantaged areas of the UK, as well as increasing participation by mature students, care leavers, first-generation scholars and students with disabilities.

Research has shown the assumption that entry to university automatically confers access to the upper echelons of any career, which is the essence of social mobility, is largely mythical[3]. Recent publications have suggested that the key factor in economic and career success for early career graduates is prior educational attainment[4]. This tends to be lower for WP entrants. Even where students are academically outstanding, WP students face challenges around working long hours to ensure basic economic support, non-participation in co-curricular activities and low take-up (or few opportunities for) paid internships. Issues of confidence and a lack of a sense of entitlement can also have a very negative impact on the outcomes for WP students[5].

The Bridge Group's findings point to three key factors affecting the outcomes of WP students:

- Experience[6] prior to university and therefore career readiness and willingness to participate in career enhancing activities.
- Participation levels at university including extracurricular participation, work experience and internships.
- Employer recruitment practices.

In the case of employer recruitment practices, the Association of Graduate Careers Advisory Services (AGCAS) as a professional body and individual universities may have an advocacy role encouraging employers to recruit from a wider range of institutions, publish information on the socio-economic backgrounds of graduate recruits and ring-fence internships for WP students.

Career services are also well placed to tackle some of the issues raised in the research around promoting early participation and possibly pre-entry contact with pupils holding offers.

The Bridge Group report demonstrates that there is a direct correlation between the speed at which the student settles and their participation in career-enhancing activities during their initial year of study. They also found that the level of participation remained constant throughout the course of their studies, i.e. low participation in the first year was mirrored in subsequent years, resulting in students missing out on activities highly valued by graduate employers. In many ways, this is entirely understandable. For those who have no family history of higher education, or who find the transition to university difficult (either because they are away from home for the first time, or because they remain at home for economic reasons and see university as an extension of school), it is easy to see why it is not immediately obvious they should brave the maelstrom of the average freshers' week societies fair or sign up for co-curricular activities.

Early intervention by careers services could have a profound impact on long-term outcomes for this cohort. This could include pre-entry information and guidance to appropriate groups of students, early careers guidance and on-campus employment alongside a range of paid internships.

The Bridge Group report joins a growing body of evidence suggesting that early interventions levelling the playing field for WP students might be sufficient to begin to turn the aspiration of social mobility into a reality.

JANICE MONTGOMERY

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1. Bridge Group (May 2017). 'Social Mobility and University Careers Services', *http://upp-foundation.org/wp-content/uploads/2017/05/1714-Social-Mobility-and-University-Careers-Services-report-Digital.pdf-.pdf*, p.12

2. Gov.uk, *www.gov.uk/government/collections/teaching-excellence-framework*. Accessed 25 Aug 2017.

3. Bridge Group (May 2017), op. cit. p.6.

4. See particularly 'Shadbolt Review of Computer Sciences Degree Accreditation and Graduate Employability' (Apr 2016), which draws a direct correlation between higher entry tariffs and lower unemployment rates across all students. See also 'Employment and Earnings Outcomes of Higher Education Graduates by Subject and Institution: Experimental statistics using the Longitudinal Education Outcomes Data' (June 2017), from the Department for Education, which correlates earnings five years after graduation and entry tariffs.

5. Universities UK (Oct 2016). 'Working in Partnership: Enabling Social Mobility in Higher Education', *www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/working-in-partnership-final.pdf*.

6. The term experience refers to the whole life experience of entrants and includes work experience, exposure to appropriate careers advice, participation in sports and hobbies and family background.

Technology, engineering and maths overview

Graduates in technology, engineering and maths – often referred to along with science as STEM subjects – make an enormous contribution to the economic development and wealth of the UK. Employing 5.8 million people, it is estimated that these subjects contribute 25% of the total economy and 50% of our exports, with a gross value added of £370billion per year from engineering, £208billion from mathematics research and £58billion from the information technology (IT) sector[1].

The good news for recent graduates from these subjects is that there is a huge demand for their skills and expertise, with an estimated 13.1 million new employees needed by 2024 simply to replace existing staff[2]. At the same time, in engineering alone, the UK continues to produce 36,000 fewer graduates than are required on an annual basis to fill these positions and employers report serious difficulties in filling up to 39% of STEM vacancies[3].

Against this exciting background of demand for high-level skills and a national acknowledgement of the value of STEM subjects, how does it look for the graduating class of 2016?

Employment destinations

While numbers of graduates generally have increased in 2016, some of the subjects outlined here such as IT and mathematics produced similar numbers of graduates to 2015, and others – particularly civil engineering and architecture and building – saw a decrease in numbers that was outlined with some concern by the Royal Academy of Engineering[4].

The decrease so far is modest and may well reflect economic uncertainties around the time of this cohort starting their degree programmes, with housebuilding and infrastructure projects in 2013 (and therefore their prospective employment) still affected by the economic crash of 2008.

What could be more concerning is the percentage of students who graduate from courses such as engineering and IT and do not proceed into careers directly linked to their degrees, exacerbating the skills shortages in certain sectors[5]. This is evident from the DLHE figures outlined here – only 61.5% of IT graduates became IT professionals and only 40.6% of electrical and electronic engineering graduates became engineers, with 18.3% becoming IT professionals.

Both the *Shadbolt Review of Computer Science Degree Accreditation and Graduate Employability* and the *Wakeham Review of STEM Degree Provision and Graduate Employability* expressed concern over the apparent inability of employers to attract graduates to careers directly related to their subject of study. The situation is complex and it is true that the structure of industry is changing with the emergence of more small and medium-sized enterprises (SMEs) who do not recruit or train graduates in the same way as the large multinationals[6]. Consequently, the SMEs lose out to large companies, including those in the public and financial sectors, whose graduate recruitment strategies, offers of professional accreditation, and esteem for the kind of skills exhibited by STEM students make them a more attractive proposition to STEM graduates.

What is particularly noticeable this year is the considerable increase in the number of students who are undertaking postgraduate study rather than proceeding directly to employment. This varied according to the subject. Civil engineering had a reduction of 4.5 percentage points (of respondents to the survey) in those going directly to the workplace to work full time and an almost concomitant rise of 5.2 percentage points in those undertaking further study. IT, meanwhile, had a near-direct correlation between the fall in direct-to-employment numbers (2.6 percentage points) and the rise in postgraduate study (2.8 percentage points).

The *type* of study has also changed across the board, with fewer postgraduate students undertaking Doctorates – 8.4 percentage points down in electrical and electronic engineering – and large increases in Masters-level study, up 11.9 percentage points for the same discipline. This is largely reflected across all the disciplines discussed here. Why? Well, there is no doubt that the postgraduate loans scheme introduced by the UK government for Masters degrees has enhanced the attractiveness of this level of study. The familiar benefit of holding a qualification which allows you to gain certain sector-specific credentials will also be a real draw to employers.

Unemployment

Given the chronic shortage of skilled engineers, architects, mathematicians and IT personnel, it is somewhat puzzling to find such high rates of unemployment among this cohort. The rate for all subjects discussed here – with the exception of architecture and building (which mirrored the average) – was higher than the average unemployment rate of 5.3% across all disciplines. The rates for each of the disciplines remain similar to that of the 2015 cohort but are still high with 9.8% unemployment among IT graduates, nearly 8% for electrical and electronic engineers and 7.3% for mathematicians.

The concerns of employers looking to recruit graduates were clearly expressed in the 2015 CBI survey of employers – 46% of employers reported that graduates lacked experience in the workplace and 34% said that the overall quality of the graduates was not good enough[6].

The Wakeham Review noted the importance of graduates having relevant work experience and the need to be able to offer soft or 'work-ready' skills, including: presentational skills, project management, commercial awareness, report writing, team working, resilience, and adaptability[7].

The solution to this is complicated – Wakeham suggests there is a need for increased collaboration between industry and academia to align what students study more carefully with the needs of industry and also for earlier careers advice, preferably within the curriculum, so that no one is missed. Alongside this, he recommends increasingly mindful skills development by students as well as additional opportunities for internships to better prepare graduates for the world of work.

Gender concerns

In August 2017, the Office for National Statistics reported that only 10.6% of UK engineers were women[8]. Those figures are in part reflected by the DLHE statistics for 2016: although 38% of respondents who studied

maths are women, only 15% of civil engineers, 9% of electrical and electronic engineers and 8% of mechanical engineers are women. So how is the government responding to this at a time of extreme skills shortages?

The recent overarching review of the STEM education landscape, undertaken by the Royal Academy of Engineering, highlights a worrying trend. Where STEM education is compulsory (up to GCSE in England and Wales), women not only study science as widely as men but outperform their male counterparts[9]. When such subjects are no longer compulsory, only 18% of women study sciences to A-level. The Institute of Physics discovered that 49% of state schools do not enter any girls for A-level physics (a key component for engineering) and when they do, only one in five entrants are girls[10]. There are multifaceted reasons for this. WISE have suggested in their publication *Not for People Like Me?* that stereotypes, a lack of role models and a shortage of high-quality teaching which taps into the interests of girls can all have a negative effect. As can the influence of parents, career role knowledge and interestingly, the need for the resolution of the conflict between STEM and self-identity.

In order for lasting change to occur, it is evident that more work needs to be done, not just by educators designing a curriculum for STEM with more obvious appeal to women – perhaps focusing on the problem-solving aspects of STEM – but also by employers who should target their job descriptions and publicity to attract more women and utilise gender quotas to ensure greater parity in the workplace[11].

Salaries

The salary range for these subjects is very diverse but broadly speaking it lies in the range of £18,000-£30,000 with IT achieving slightly higher salaries at the top end and architects slightly lower at the bottom end because of their need to spend time as architectural assistants or technicians while completing a professional portfolio.

The future

Governmental publications such as the Wakeham and Shadbolt reviews highlight the need for increasing numbers, in the next five years, of highly-skilled personnel studying the subjects under review here. Degree apprenticeships, the use of STEM ambassadors in schools, and a closer relationship between business and higher education may change the landscape and provide new opportunities for young people to obtain the experience, knowledge, and skills required for careers in these subjects.

There is much to be done to address gender and minority imbalances, but it appears there is a will to change this. Ultimately, the market remains highly buoyant for graduates from these disciplines.

JANICE MONTGOMERY

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10. Institute of Physics (Oct 2012). *It's Different for Girls: The Influence of Schools, www.iop.org/education/teacher/support/girls_physics/file_58196.pdf*, p.12.

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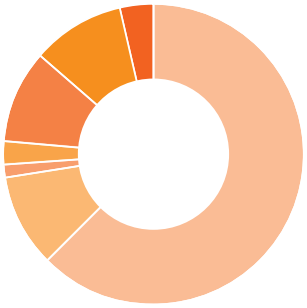
TECHNOLOGY, ENGINEERING AND MATHS

Computer science and IT



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	62.6%
Working part time in the UK	9.9%
Working overseas	1.4%
Working and studying	2.6%
Further study	10.1%
Unemployed, including those due to start work	9.8%
Other	3.6%

SURVEY RESPONSE: 79.1% / FEMALE: 1,465 / MALE: 8,080 / TOTAL: 9,545 / ALL GRADUATES: 12,065

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	11.5%
Studying for a Masters (e.g. MA, MSc)	67.0%
Studying for a postgraduate qualification in education	8.9%
Studying for other postgraduate diplomas	4.3%
Studying for a professional qualification	1.7%
Other study	6.5%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 965

EXAMPLES OF COURSES STUDIED

MSc Computer Games Technology

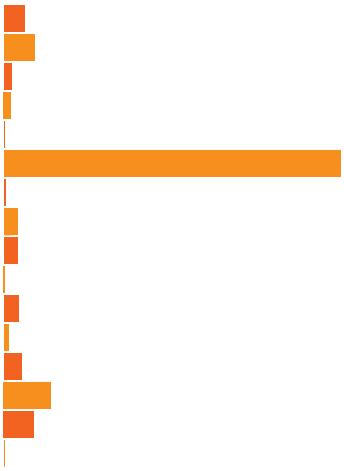
PhD Computing Science

PhD Human Computer Interaction

PG Dip Data Science

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	3.7%
Business, HR and finance professionals	5.6%
Education professionals	1.4%
Engineering and building professionals	1.3%
Health professionals	0.1%
Information technology professionals	61.5%
Legal, social and welfare professionals	0.3%
Managers	2.5%
Marketing, PR and sales professionals	2.5%
Science professionals	0.2%
Other professionals, associate professionals and technicians	2.6%
Childcare, health and education occupations	0.8%
Clerical, secretarial and numerical clerks	3.2%
Retail, catering, waiting and bar staff	8.6%
Other occupations	5.5%
Unknown occupations	0.1%



FEMALE: 1,120 / MALE: 6,180 / TOTAL IN EMPLOYMENT: 7,300

EXAMPLES OF 2016 COMPUTER SCIENCE AND IT GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Tutor – FE college; Teacher – secondary school; STEM promoter – higher education institution; Teaching assistant – university

Information technology professionals: Technical solutions manager – IBM; Applications programmer – Morgan Chase; Software engineer – Bloomberg; Systems engineer – HP; Technology analyst – Bank of America; Cyberspace communication officer – RAF; Digital manager – La Redoute; Data analyst – Morson Group; Digital project manager – aerospace company; Software developer – telecoms company; Cyber security software engineer – NHS

Business, HR and finance professionals: Market data analyst – investment company; Fraud agent – Barclays Bank; Graduate business developer – Arnold Clark; Consultant – EY

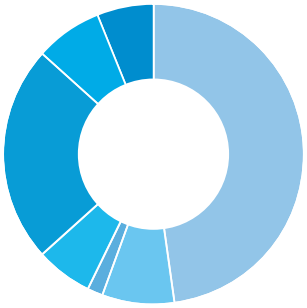
Other professionals, associate professionals and technicians: IT repair technician; Investigating officer – National Crime Agency

Numerical clerk, clerical and secretarial occupations: Administrator – Passport Office; Data typist – Passport Office

Retail, catering, waiting and bar staff: Sales assistant – Sports Direct; Delivery driver – Ocado; Manager – Tesco; Supervisor – Hilton Hotels

TECHNOLOGY, ENGINEERING AND MATHS

Mathematics



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	47.9%
Working part time in the UK	7.9%
Working overseas	1.6%
Working and studying	6.0%
Further study	23.4%
Unemployed, including those due to start work	7.3%
Other	5.9%

SURVEY RESPONSE: 81.3% / FEMALE: 1,885 / MALE: 3,065 / TOTAL: 4,955 / ALL GRADUATES: 6,095

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	20.8%
Studying for a Masters (e.g. MA, MSc)	44.7%
Studying for a postgraduate qualification in education	28.7%
Studying for other postgraduate diplomas	2.4%
Studying for a professional qualification	1.2%
Other study	2.3%

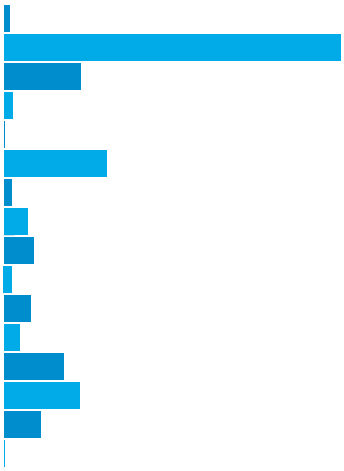
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,160

EXAMPLES OF COURSES STUDIED

- MSc Operational Research
- MRes Bioinformatics
- MSc Actuarial Science
- MSc Maths
- MRes Psychology
- PhD Mathematics
- PhD Mathematical Biology
- PGDE Maths

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.7%
Business, HR and finance professionals	41.3%
Education professionals	9.4%
Engineering and building professionals	1.1%
Health professionals	0.1%
Information technology professionals	12.6%
Legal, social and welfare professionals	0.9%
Managers	2.9%
Marketing, PR and sales professionals	3.6%
Science professionals	1.0%
Other professionals, associate professionals and technicians	3.3%
Childcare, health and education occupations	1.9%
Clerical, secretarial and numerical clerks	7.3%
Retail, catering, waiting and bar staff	9.3%
Other occupations	4.5%
Unknown occupations	0.1%



FEMALE: 1,260 / MALE: 1,880 / TOTAL IN EMPLOYMENT: 3,140

EXAMPLES OF 2016 MATHEMATICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Research assistant – university; Teacher – Teach First

Legal, social and welfare professionals: Assistant minister – church

Engineering and building professionals: Trainee quantity surveyor – Bells

Information technology professionals: Software engineer – Sopra Steria; Analyst – CITI

Business, HR and finance professionals: Actuary – PwC; Actuarial assistant – Aon; Business analyst – IT consultancy; Assurance associate – PwC; Auditor – KPMG; Forensic technology associate – Deloitte; Analyst – Goldman Sachs; Investment banker – Deutsche Bank; Accountant – Grant Thornton

Marketing, PR and sales professionals: Consumer insight manager – publishing company

Arts, design and media professionals: Journalist – freelance

Other professionals, associate professionals and technicians: Tennis coach – tennis academy; Police officer – Avon and Somerset Police; Professional cricketer

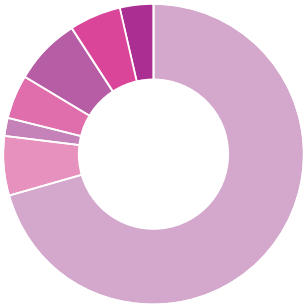
Nursing, health and education occupations: Healthcare assistant – NHS; Private nanny

Numerical clerk, clerical and secretarial occupations: PA to bursar – private school

Retail, catering, waiting and bar staff: Sales assistant – Waterstones; Supervisor – Mountain Warehouse; Merchandiser – Matalan

TECHNOLOGY, ENGINEERING AND MATHS

Architecture and building



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	70.8%
Working part time in the UK	6.3%
Working overseas	1.9%
Working and studying	4.7%
Further study	7.5%
Unemployed, including those due to start work	5.3%
Other	3.6%

SURVEY RESPONSE: 81.9% / FEMALE: 1,380 / MALE: 3,285 / TOTAL: 4,665 / ALL GRADUATES: 5,695

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.9%
Studying for a Masters (e.g. MA, MSc)	67.8%
Studying for a postgraduate qualification in education	1.4%
Studying for other postgraduate diplomas	18.8%
Studying for a professional qualification	2.3%
Other study	6.7%

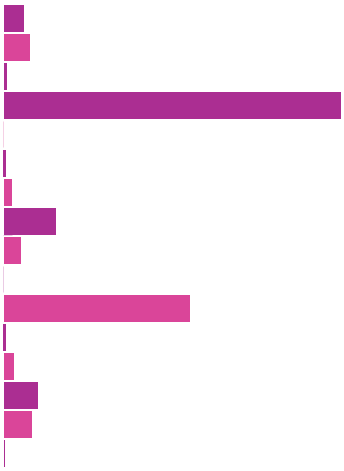
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 350

EXAMPLES OF COURSES STUDIED

- MSc Urban Design
- MSc Sustainable Engineering: Architecture and Ecology
- MA Cultural Studies
- MArch Architecture
- MSc Real Estate
- BA Music and Creative Writing
- BEd Primary
- BEng Civil & Environmental
- BSc Economics and Business

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professional	2.7%
Business, HR and finance professionals	3.5%
Education professionals	0.4%
Engineering and building professionals	46.8%
Health professionals	0.0%
Information technology professionals	0.3%
Legal, social and welfare professionals	1.0%
Managers	7.2%
Marketing, PR and sales professionals	2.3%
Science professionals	0.0%
Other professionals, associate professionals and technicians	25.8%
Childcare, health and education occupations	0.3%
Clerical, secretarial and numerical clerks	1.3%
Retail, catering, waiting and bar staff	4.7%
Other occupations	3.8%
Unknown occupations	0.1%



FEMALE: 1,095 / MALE: 2,810 / TOTAL IN EMPLOYMENT: 3,905

EXAMPLES OF 2016 ARCHITECTURE AND BUILDING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Manager: Energy conservation manager – city council

Health professionals: Mental health support worker – NHS; Rehabilitation therapist – NHS

Education professionals: Research fellow – university

Legal, social and welfare professionals: Project manager – Interserve

Engineering and building professionals: Site manager – engineering firm; Construction designer – programme services; Commercial property surveyor – real estate agency; Graduate planner – national property group; Planning officer – county council; Conservation specialist – construction company; Building surveyor – Crawfords; Estimates engineer – building company; Project manager – Balfour Beatty; Test engineer – ATI; Sapper engineer – British Army; Architect; Project Planner – Thales

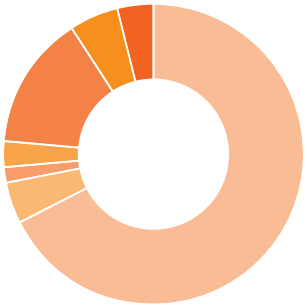
Information technology professionals: Graphics assistant – design company

Other professionals, associate professionals and technicians: Architectural technician – freelance; Architectural planner – The Cooperative Group; Architectural technologist – estate agents; Architect – RDA; Graduate surveyor – Network Rail

Retail, catering, waiting and bar staff: Assistant – Morrisons; Sales asssistant – Clarks; Chef – Wetherspoons

TECHNOLOGY, ENGINEERING AND MATHS

Civil engineering



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	67.6%
Working part time in the UK	4.5%
Working overseas	1.5%
Working and studying	2.9%
Further study	14.3%
Unemployed, including those due to start work	5.4%
Other	3.7%

SURVEY RESPONSE: 84.5% / FEMALE: 320 / MALE: 1,835 / TOTAL: 2,155 / ALL GRADUATES: 2,555

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	6.0%
Studying for a Masters (e.g. MA, MSc)	82.9%
Studying for a postgraduate qualification in education	1.3%
Studying for other postgraduate diplomas	6.2%
Studying for a professional qualification	0.7%
Other study	2.9%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 305

EXAMPLES OF COURSES STUDIED

MSc Civil Engineering

MSc Geotechnical Engineering

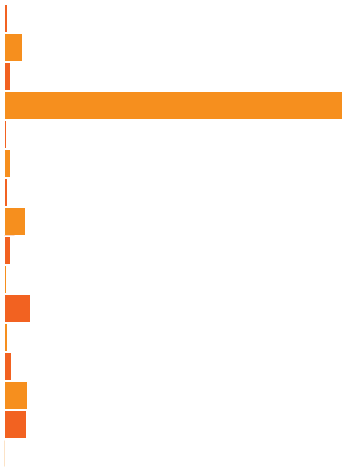
MSc Environmental Engineering

MSc Sustainable Energy

MSc Oil and Gas Engineering

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.3%
Business, HR and finance professionals	3.6%
Education professionals	0.9%
Engineering and building professionals	72.6%
Health professionals	0.1%
Information technology professionals	0.9%
Legal, social and welfare professionals	0.4%
Managers	4.2%
Marketing, PR and sales professionals	0.9%
Science professionals	0.1%
Other professionals, associate professionals and technicians	5.3%
Childcare, health and education occupations	0.4%
Clerical, secretarial and numerical clerks	1.2%
Retail, catering, waiting and bar staff	4.7%
Other occupations	4.5%
Unknown occupations	0.0%



FEMALE: 245 / MALE: 1,405 / TOTAL IN EMPLOYMENT: 1,650

EXAMPLES OF 2016 CIVIL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Science teacher – secondary school

Legal, social and welfare professionals: Carer – Care for Children

Engineering and building professionals: Highway engineer – Amey; Civil engineer – Shell; Engineer – Royal Navy; Structural engineer – engineering firm; Graduate engineer – telecoms company; Project manager – Aecom; Transport engineer – Transport for London; Geotechnical engineer – Arup; Design engineer – Network Rail

Information technology professionals: Digital finance manager – Lloyds

Business, HR and finance professionals: Area manager – Amazon; Accounts manager – Barclaycard; Business analyst – accountancy firm; Management consultant – PwC; Underwriter – Barclays

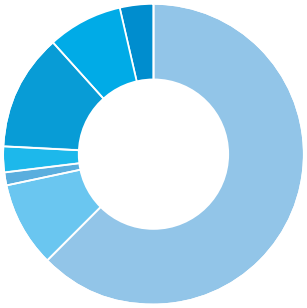
Marketing, PR and sales professionals: Event executive – events company; PR officer – Pendragon

Other professionals, associate professionals and technicians: Army officer – British Army

Numerical clerk, clerical and secretarial occupations: Cashier – Nandos

Other occupations: Roofer – self employed; Travel company rep; Truck driver – Eddie Stobart

Electrical and electronic engineering



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	62.7%
Working part time in the UK	8.9%
Working overseas	1.4%
Working and studying	2.9%
Further study	12.6%
Unemployed, including those due to start work	7.9%
Other	3.5%

SURVEY RESPONSE: 79.5% / FEMALE: 200 / MALE: 1,995 / TOTAL: 2,200 / ALL GRADUATES: 2,765

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	26.7%
Studying for a Masters (e.g. MA, MSc)	60.6%
Studying for a postgraduate qualification in education	2.9%
Studying for other postgraduate diplomas	4.5%
Studying for a professional qualification	0.4%
Other study	4.9%

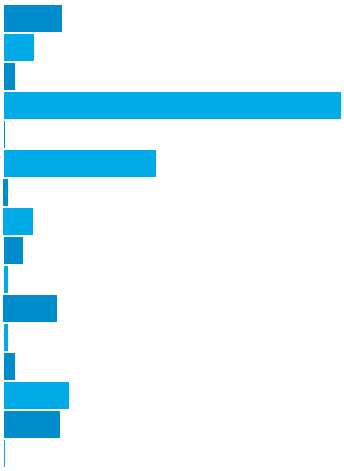
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 280

EXAMPLES OF COURSES STUDIED

- MSc Communication Control and Digital Signalling Processing
- MSc Data Engineering
- PhD Electrical Engineering
- PhD Electron Microscopy
- PGDE Secondary Physics

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	6.9%
Business, HR and finance professionals	3.6%
Education professionals	1.3%
Engineering and building professionals	40.6%
Health professionals	0.1%
Information technology professionals	18.3%
Legal, social and welfare professionals	0.5%
Managers	3.5%
Marketing, PR and sales professionals	2.2%
Science professionals	0.4%
Other professionals, associate professionals and technicians	6.4%
Childcare, health and education occupations	0.4%
Clerical, secretarial and numerical clerks	1.3%
Retail, catering, waiting and bar staff	7.8%
Other occupations	6.7%
Unknown occupations	0.1%



FEMALE: 145 / MALE: 1,525 / TOTAL IN EMPLOYMENT: 1,670

EXAMPLES OF 2016 ELECTRICAL AND ELECTRONIC ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Legal, social and welfare professionals:
Relay worker – UCCF

Engineering and building professionals:
Electrical engineer – Arup; Electronics engineer – hospital; Maintenance engineer – IAC; Substation engineer – National Grid; Automation engineer – financial service company; Systems engineer – Atkins; Electronic engineer – Siemens; Research engineer – Thales; Graduate engineer – Network Rail; Analyst engineer – Rolls Royce

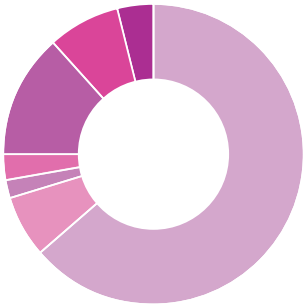
Information technology professionals:
Software architect – Jaguar Land Rover

Business, HR and finance professionals:
Business analyst – ICAP; Analyst – JP Morgan; Financial analyst – KPMG

Retail, catering, waiting and bar staff:
Sales assistant – Superdrug

TECHNOLOGY, ENGINEERING AND MATHS

Mechanical engineering



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	63.7%
Working part time in the UK	6.7%
Working overseas	1.9%
Working and studying	2.9%
Further study	13.4%
Unemployed, including those due to start work	7.6%
Other	3.8%

SURVEY RESPONSE: 82.0% / FEMALE: 310 / MALE: 3,460 / TOTAL: 3,775 / ALL GRADUATES: 4,600

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	24.9%
Studying for a Masters (e.g. MA, MSc)	64.3%
Studying for a postgraduate qualification in education	3.0%
Studying for other postgraduate diplomas	2.8%
Studying for a professional qualification	1.3%
Other study	3.8%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 505

EXAMPLES OF COURSES STUDIED

MSc Oil and Gas Engineering

MSc Mechanical Engineering

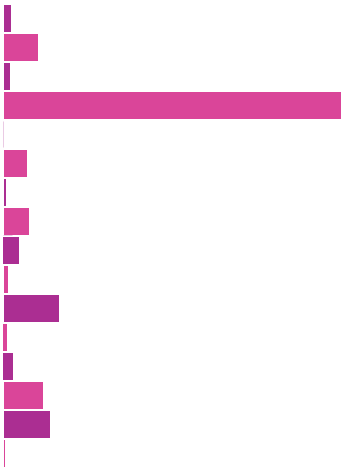
MSc Management Engineering

MSc Advanced Manufacturing Technologies

PhD Engineering

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.1%
Business, HR and finance professionals	5.6%
Education professionals	0.9%
Engineering and building professionals	55.9%
Health professionals	0.0%
Information technology professionals	3.8%
Legal, social and welfare professionals	0.3%
Managers	4.1%
Marketing, PR and sales professionals	2.5%
Science professionals	0.6%
Other professionals, associate professionals and technicians	9.1%
Childcare, health and education occupations	0.5%
Clerical, secretarial and numerical clerks	1.5%
Retail, catering, waiting and bar staff	6.4%
Other occupations	7.5%
Unknown occupations	0.1%



FEMALE: 230 / MALE: 2,605 / TOTAL IN EMPLOYMENT: 2,840

EXAMPLES OF 2016 MECHANICAL ENGINEERING GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Engineering and building professionals: Trainee surveyor – Lloyd's Register; Project engineer – Network Rail; Mechanical engineer – Babcock; Automobile engineer – Jaguar Land Rover; Design engineer – Dyson; Packaging engineer – pharmaceutical company; Project engineer – shipbuilders; Aerospace engineer – Rolls Royce; Nuclear engineer – Sellafield; Project engineer – National Grid; Power train engineer – automobile company; Engineer – Nissan; Engineer – Scottish and Southern Electric; Aviation engineer – British Airways

Information technology professionals: Cloud engineer – web applications company

Business, HR and finance professionals: Business development executive – plumbing services company; Finance assistant – Goldman Sachs; Discovery programme graduate – Vodafone; Business consultant – BAE

Other professionals, associate professionals and technicians: Patent examiner; Pilot officer – RAF; Sports trainer – self employed; Ski assistant – national ski team; Performance analyst – NHS

Numerical clerk, clerical and secretarial occupations: Administrator – NHS

Retail, catering, waiting and bar staff: Sales assistant – Screwfix; Team leader – Unipart; Chef – Mexican restaurant

CAREERS EXPERT INSIGHTS

Apprenticeships: friend or foe of the higher education sector?

In 2015, the Conservative government promised to create three million apprenticeships in England by 2020. This pledge seeks to ensure that the UK workforce:

- meets employers' demand for skills
- has the high-level skills required to compete in local, national and global markets, due to the rapid development of technology and its impact.

Apprenticeships, specifically degree and higher apprenticeships, are presented as an alternative to the traditional route of attending university. One of the key features of degree and higher apprenticeships is that they are co-designed by employers and professional bodies and combine university study with workplace learning. This means that apprentices will be developing academic knowledge in tandem with building the skills and behaviours that employers need.

As a result, it is argued that people who complete apprenticeships are highly employable. Those who proceed through the apprenticeship route also have the added advantage of gaining no debt, as the tuition fees are jointly paid by employers and the government, and at the same time, the apprentice is a paid employee of a company. This could partly explain why the number of people applying for UK universities through UCAS has fallen by 4% in the last year, as highlighted in a BBC report from July 2017[1]. In view of the above, a question to be asked is, are apprenticeships a friend or foe of the higher education (HE) sector?

I am putting forward the case that the apprenticeship is a friend of the HE sector. Apprenticeships are a way for academia to strengthen its links with industry and build relationships with employers and professional bodies. This is achieved by incorporating them (through partnership) in the design, build and delivery of learning opportunities in a university's curriculum. One outcome of this is that when students graduate, they will be sufficiently enculturated in both the worlds of research and commerce; that they will be able to operate as 'borderless leaders'[2]. These will be individuals who are knowledgeable, agile and flexible, and capable of responding to the needs of industry, now and in the future.

Through a number of reports, including *Building our Industrial Strategy* and *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice*[3], the government has highlighted the importance of skills development – specifically those skills required by employers and the UK economy as a whole.

In addition to their role in the design and delivery of apprenticeships, universities are responding to this, future-proofing students and graduates by embedding learning opportunities in the curriculum that replicate the challenges of the workplace. The University of Leicester's School of Business is adopting such an approach and creating 'borderless leaders' through placing in the curriculum[4]:

- business simulations, competitions and skills awards, which integrate skills such as numeracy, literacy and digital skills
- work-based and project-based learning such as real world dissertations, internships and placements that include transferable skills like strategic thinking and communication
- coaching, which focuses on and promotes the practice of lifelong learning.

Universities are also under pressure to diversify their teaching portfolios and generate alternative streams of income. The apprenticeship agenda means universities are well placed to create new collaborations through executive education and continuing professional development courses. There are also opportunities for academic research and consultancy projects that feed back into the teaching curriculum as well as the Research Excellence Framework.

Whether universities can replicate the apprenticeship experience is subject to question. Through engaging with apprenticeships, institutions are in a stronger position to collaborate with employers and professional bodies to design, build and deliver learning opportunities that transform the student experience so it meets the needs of industry. In turn, this will have a positive impact on metrics such as the National Student Survey, Destinations of Leavers from Higher Education, the new Graduate Outcomes survey, leagues table rankings and the Teaching Excellence Framework.

This article has focused upon just one area of the apprenticeship debate. While it is appropriate to say that apprenticeships may play a positive role in HE, there are challenges to their implementation that have not been explored in this article. However, if HE wants to future-proof its existence, it is vital the apprenticeship model is viewed as a friend, one that supports a university's business engagement activities and its employability agenda. Collaborating with employers and professional bodies in curriculum design will enable the development of highly-employable graduates, or borderless leaders, with relevant skills and experiences to match employer needs.

JANE HOWIE

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PROSPECTS

Humanities overview

The humanities are a traditional group of subjects, fostering a strong academic skillset among scholars. Undergraduate programmes in the humanities are unrestrictive in terms of career prospects, with few specific outcomes or career paths, which may be appealing for students who wish to keep their employment options open.

Students commonly pursue the humanities for enjoyment of the subject matter rather than for employability reasons and often develop their career ideas alongside their studies[1]. This career-openness leads graduates into many occupational sectors, some directly from university and others after additional vocational qualifications linked to professions such as teaching, publishing or law. The Destinations of Leavers from Higher Education (DLHE) data demonstrated this breadth of opportunity, and 2015/16 graduates were working in a diverse range of occupational sectors six months after graduation.

DLHE depicted a relationship between work and study for humanities graduates, who were much more likely to go into postgraduate study and less likely to go directly into employment. History graduates were the least likely to be in full-time work (39.2%) and English graduates were most likely (41.5%) compared to all subjects (54.8%). It is possible that graduates from non-vocational subjects such as the humanities may take longer to progress into graduate jobs than students from more vocationally-focused disciplines[2] due to extended exploration of varied possibilities.

A 2010 report by the Subject Centre for Languages, Linguistics & Area Studies[3] suggests that humanities students may also be more reluctant to engage in career thinking and are less likely to seek early support from university careers services than students from other occupationally-specific courses.

There was greater participation in postgraduate study across the humanities, ranging from those studying languages at 22.5% to philosophy students at 26.1%, than across all subjects (15.4%). The newly-introduced postgraduate loans have undoubtedly increased numbers into further study, but the humanities, and in particular history, have long demonstrated an increased likelihood of academic progression, remaining around 18-21% across DLHE surveys since 2012/13.

The broad, non-vocational nature of the humanities often leads graduates into profession-specific postgraduate qualifications such as publishing, translation or curation. The frequency of postgraduate programmes such as medieval history or Victorian studies in the data, however, suggests that the passion for the subject matter, which encouraged many to commit at undergraduate level, also propels them into postgraduate study.

Of those who went on to study at postgraduate level, philosophy and history graduates had the highest levels of Masters study compared to those doing PGCEs or Doctorates, with 63.4% of history graduates and 64% of philosophy graduates compared with an average across subjects of 56.3%. English and languages graduates were more likely to study a postgraduate qualification in education, such as a PGCE, than graduates across all programmes (28.2% for English graduates and 21.6% for languages compared to 15.4% across all subjects).

The DLHE data suggests a much greater participation across the humanities for female students. The *End of Cycle Report 2015* from UCAS[4] also showed significantly more applications from females compared with males. It may be that females are more likely to choose study that rewards verbal abilities (such as the humanities)[5]. It is more likely, however, that stereotypes and social pressures related to gender are influencing subject choice. Encouraging more women to participate in STEM (science, technology, engineering and maths) subjects is the focus of intense attention in the UK with specific campaigns such as WISE[6], but interestingly the relative lack of males within the humanities is rarely addressed.

Graduates emerging from humanities degrees in 2016 made good use of the fact that the majority of graduate opportunities are open to all disciplines[7]. The broad range of professions entered suggests that while the humanities may be non-vocational, students develop transferable skills that are attractive to employers.

Business, HR and finance were popular occupational destinations, particularly for philosophy graduates, with 16.5% entering this professional sector compared to all disciplines at 10%. High numbers of English (8.9%) and languages (8.1%) students went into professional roles in the arts, design and media, compared with 6.3% across all disciplines. English and languages graduates formed the second most likely group to enter arts, design and media professions, after graduates who were studying arts-related degrees. Recurrent job titles in the data were within publishing, editing, writing for popular media, as well as film, television and radio.

Humanities graduates also favoured professional roles in marketing, PR and sales. This was particularly true for English and languages graduates, although all four disciplines stood higher than the average of 7.5% – history (12.6%), philosophy (13%), English (15%), and languages (16.7%).

Teaching is a common aspiration for English and languages graduates. Of those who had progressed on to a postgraduate qualification, more than a quarter were pursuing qualifications in education following English degrees (28.2%) and slightly less from languages degrees (21.6%), compared with 15.4% across all subjects. Only graduates from sports science and mathematics were more likely to be studying a postgraduate qualification in education, across all subjects in this publication. Teaching could be seen as one of just a few professions with a direct link to the subject matter of English and languages undergraduate programmes, and attracts competitive applications. In 2016/17, 84% of trainee English teachers had a 2:1 or a first[8]. Teaching reflects the conversational, linguistic and communicative focus of these subjects and is more likely to be pursued by women, which may also contribute to the popularity of teaching professions for these graduates.

Despite being popular, there were 1,120 fewer applications for English teaching posts in 2016 than there were in 2015[9]. DLHE shows a drop of 3.5 percentage points in the proportion of English graduates entering postgraduate study in education compared with 2015/16. This is potentially a reaction to the availability of postgraduate loans, allowing graduates to pursue other subjects. Alternatively, this drop may be due to the fact that more English and languages graduates (an increase of 25% and 85% respectively on 2015) go straight into professional education roles, which includes work-based schemes such as Teach First or School Direct.

Unemployment for humanities graduates is slightly higher (English 5.5%, history 6.1%, languages 6.5% and philosophy 6%) than across all subjects at 5.3%. However, English graduates have experienced a year-on-year improvement (the rate was 6.6% for 2013/14

STUDENTS COMMONLY PURSUE THE HUMANITIES FOR ENJOYMENT OF THE SUBJECT MATTER RATHER THAN FOR EMPLOYABILITY REASONS AND OFTEN DEVELOP THEIR CAREER IDEAS ALONGSIDE THEIR STUDIES

graduates), as have history graduates, who experienced 6.6% unemployment in 2014.

In response to the government's green paper on higher education, the Royal Historical Society[10] acknowledged that the nature of 'employability' may vary within the humanities compared with other disciplines. Links with employers, opportunities for work experience and structured placements may be less well defined, and less obvious to students.

The importance of experience for graduate employment was stressed in a 2017 High Fliers report[11] in which employers warned it was unlikely that a graduate who had no previous work experience would be successful during their selection process, irrespective of academic achievements or university attended. The combination of these two factors makes a strong argument for in-curriculum collaboration and career interventions for humanities students.

Of all the graduates surveyed in this publication, the most likely to work abroad were those studying languages, with 8.7% working overseas. Their grasp of foreign languages and experience of foreign field trips are likely to increase the confidence of this cohort to relocate in another country. Languages graduates who chose to pursue further study were more likely to be studying for a professional qualification compared with graduates from the other humanities – 5%, which was 2.1% more than the national average. This is likely to be a reflection of the increasing professionalisation of translation, interpretation and teaching English to speakers of other languages.

Salaries for humanities graduates range from £15,000-£26,000, with history and philosophy graduates having the highest earning potential across the disciplines.

2017 finds us in a complex world driven by complicated social issues and a rapid pace of change. The distinct skills developed within the humanities may mean that graduates find themselves well equipped to deal with a globalised labour market heavily reliant on a knowledge-based economy.

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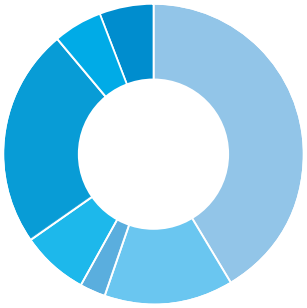
HUMANITIES

English



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	41.5%
Working part time in the UK	13.9%
Working overseas	2.7%
Working and studying	7.2%
Further study	23.6%
Unemployed, including those due to start work	5.5%
Other	5.6%

SURVEY RESPONSE: 76.2% / FEMALE: 6,355 / MALE: 1,985 / TOTAL: 8,340 / ALL GRADUATES: 10,955

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	3.0%
Studying for a Masters (e.g. MA, MSc)	56.1%
Studying for a postgraduate qualification in education	28.2%
Studying for other postgraduate diplomas	5.9%
Studying for a professional qualification	2.6%
Other study	4.2%

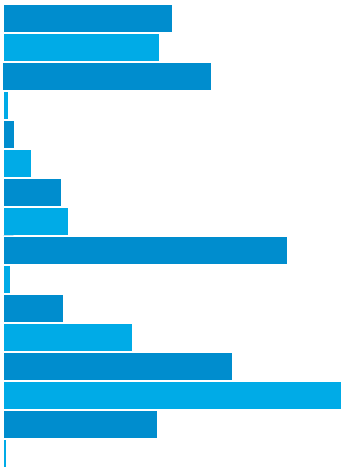
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,965

EXAMPLES OF COURSES STUDIED

- MA Automotive Journalism
- MA Medieval Studies
- MSc Management & Marketing
- PGDE Secondary Teaching
- PGCE Primary Education
- Graduate Diploma Law
- PGDip British Sign Language/ English Interpreting and Translation
- Level 7 Award Leadership and Management

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	8.9%
Business, HR and finance professionals	8.2%
Education professionals	11.0%
Engineering and building professionals	0.2%
Health professionals	0.5%
Information technology professionals	1.4%
Legal, social and welfare professionals	3.0%
Managers	3.4%
Marketing, PR and sales professionals	15.0%
Science professionals	0.3%
Other professionals, associate professionals and technicians	3.1%
Childcare, health and education occupations	6.8%
Clerical, secretarial and numerical clerks	12.1%
Retail, catering, waiting and bar staff	17.9%
Other occupations	8.1%
Unknown occupations	0.1%



FEMALE: 4,220 / MALE: 1,230 / TOTAL IN EMPLOYMENT: 5,445

EXAMPLES OF 2016 ENGLISH GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Officer – British Army

Health professionals: Medical sales representative – Pfizer

Education professionals: English as a foreign language teacher – Japan

Legal, social and welfare professionals: Police community support officer – British Transport Police; Document production specialist – Intelligence Office UK; Trainee social worker – Frontline

Business, HR and finance professionals: Finance officer – Ministry of Defence; Conference producer – publishing and events company

Marketing, PR and sales professionals: Marketing assistant – Oxford University Press

Arts, design and media professionals: Features writer – CNN London; Manuscript assistant – Macmillan Publishing

Other professionals, associate professionals and technicians: Country park warden – county council; Librarian – university

Nursing, health and education occupations: Theatre support worker – NHS; Special needs teaching assistant – school

Numerical clerk, clerical and secretarial occupations: Library information assistant – library; Proof reader – market research company

Other occupations: Fitness instructor – PureGym

HUMANITIES

History

OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	39.2%
Working part time in the UK	13.1%
Working overseas	2.3%
Working and studying	6.8%
Further study	25.5%
Unemployed, including those due to start work	6.1%
Other	7.0%

SURVEY RESPONSE: 76.9% / FEMALE: 4,425 / MALE: 3,915 / TOTAL: 8,345 / ALL GRADUATES: 10,845

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.3%
Studying for a Masters (e.g. MA, MSc)	63.4%
Studying for a postgraduate qualification in education	14.9%
Studying for other postgraduate diplomas	9.2%
Studying for a professional qualification	3.7%
Other study	4.5%

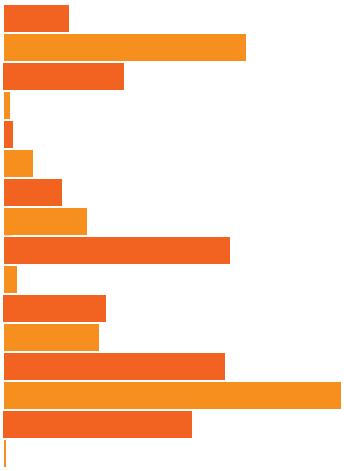
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,125

EXAMPLES OF COURSES STUDIED

- MA Victorian Studies
- MA Conflict, Security and Development
- MSc Strategic Project Management
- MA Heritage and Museum Studies
- MA Criminology and Criminal Justice
- MSc International Development
- PGDE Teaching History and Modern Science
- PCGE Primary Education
- Graduate Diploma Law

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	3.6%
Business, HR and finance professionals	13.5%
Education professionals	6.7%
Engineering and building professionals	0.3%
Health professionals	0.5%
Information technology professionals	1.6%
Legal, social and welfare professionals	3.2%
Managers	4.6%
Marketing, PR and sales professionals	12.6%
Science professionals	0.7%
Other professionals, associate professionals and technicians	5.7%
Childcare, health and education occupations	5.3%
Clerical, secretarial and numerical clerks	12.3%
Retail, catering, waiting and bar staff	18.8%
Other occupations	10.5%
Unknown occupations	0.1%



FEMALE: 2,795 / MALE: 2,325 / TOTAL IN EMPLOYMENT: 5,120

EXAMPLES OF 2016 HISTORY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Officer – HM Armed Forces; Investment manager – financial services company

Education professionals: ESOL programme coordinator – global charity

Legal, social and welfare professionals: Paralegal – law firm; Youth worker – council

Science professionals: Quality control officer – pharmaceutical suppliers

Engineering and building professionals: Assistant project manager – construction company; Playground designer – playground installation company

Information technology professionals: Data controller – data management company

Business, HR and finance professionals: Consultant – KPMG; Fraud detection office – bank

Marketing, PR and sales professionals: Interviewer – market research company; Assistant brand manager – Nestlé

Arts, design and media professionals: Museum researcher – Science Museum Group

Other professionals, associate professionals and technicians: Client engagement specialist – educational company; Civil servant – HMRC

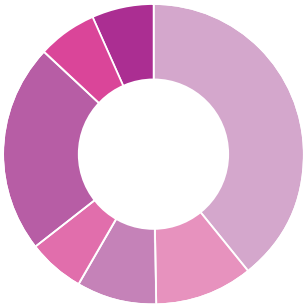
Nursing, health and education occupations: Teaching assistant – primary school

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

Other occupations: Visitor experience assistant – museum

HUMANITIES

Languages



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	39.4%
Working part time in the UK	10.3%
Working overseas	8.7%
Working and studying	6.1%
Further study	22.5%
Unemployed, including those due to start work	6.5%
Other	6.4%

SURVEY RESPONSE: 76.7% / FEMALE: 4,340 / MALE: 1,895 / TOTAL: 6,235 / ALL GRADUATES: 8,130

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.9%
Studying for a Masters (e.g. MA, MSc)	53.8%
Studying for a postgraduate qualification in education	21.6%
Studying for other postgraduate diplomas	9.3%
Studying for a professional qualification	5.0%
Other study	5.4%

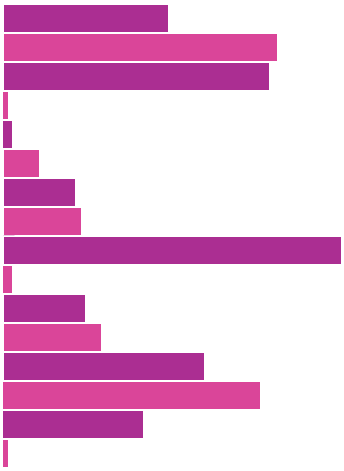
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,400

EXAMPLES OF COURSES STUDIED

- MA Global Studies
- MSc International Security
- MA Broadcast Journalism
- PGDE Primary Education
- MSc Teaching English to Speakers of Other Languages
- Level 2 Jewellery Manufacture and Design

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	8.1%
Business, HR and finance professionals	13.5%
Education professionals	13.1%
Engineering and building professional	0.2%
Health professionals	0.4%
Information technology professionals	1.7%
Legal, social and welfare professionals	3.5%
Managers	3.8%
Marketing, PR and sales professionals	16.7%
Science professionals	0.4%
Other professionals, associate professionals and technicians	4.0%
Childcare, health and education occupations	4.8%
Clerical, secretarial and numerical clerks	9.9%
Retail, catering, waiting and bar staff	12.7%
Other occupations	6.9%
Unknown occupations	0.2%



FEMALE: 2,855 / MALE: 1,165 / TOTAL IN EMPLOYMENT: 4,025

EXAMPLES OF 2016 LANGUAGES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Management consultant – PwC

Education professionals: English as a foreign language teacher – British Council; Presenter and youth mentor – education company

Legal, social and welfare professionals: Legal assistant (intern) – law firm; Paralegal – law firm

Engineering and building professionals: Engineering recruitment consultant – recruitment company

Information technology professionals: Data analyst – marketing company

Business, HR and finance professionals: Accountant (trainee) – Lloyds Bank; Investigation specialist – Amazon

Marketing, PR and sales professionals: Marketing assistant – Oxford University Press; Marketing trainee – Estée Lauder

Arts, design and media professionals: Broadcast assistant – BBC; Translator and subtitler – media company

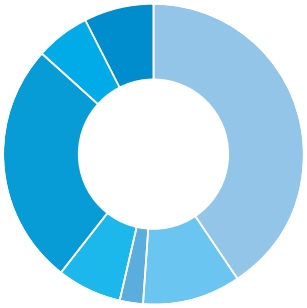
Other professionals, associate professionals and technicians: Translation festival organiser – university

Nursing, health and education occupations: Mental health support worker – NHS

Numerical clerk, clerical and secretarial occupations: Medical audiotypist – health company; University programme administrator – university

HUMANITIES

Philosophy



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	40.8%
Working part time in the UK	10.6%
Working overseas	2.5%
Working and studying	6.8%
Further study	26.1%
Unemployed, including those due to start work	6.0%
Other	7.3%

SURVEY RESPONSE: 74.6% / FEMALE: 795 / MALE: 880 / TOTAL: 1,680 / ALL GRADUATES: 2,250

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	6.9%
Studying for a Masters (e.g. MA, MSc)	64.0%
Studying for a postgraduate qualification in education	9.5%
Studying for other postgraduate diplomas	7.0%
Studying for a professional qualification	4.4%
Other study	8.2%

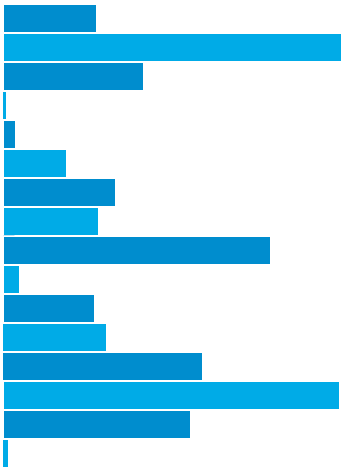
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 435

EXAMPLES OF COURSES STUDIED

- MA Medieval History
- MA Human Animal Interaction
- MLitt Creative Writing
- MSc Environmental Policy and Regulation
- Postgraduate Qualifications in Education
- PGCE
- Postgraduate Diploma Law

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	4.5%
Business, HR and finance professionals	16.5%
Education professionals	6.8%
Engineering and building professionals	0.1%
Health professionals	0.5%
Information technology professionals	3.0%
Legal, social and welfare professionals	5.4%
Managers	4.6%
Marketing, PR and sales professionals	13.0%
Science professionals	0.7%
Other professionals, associate professionals and technicians	4.4%
Childcare, health and education occupations	5.0%
Clerical, secretarial and numerical clerks	9.7%
Retail, catering, waiting and bar staff	16.4%
Other occupations	9.1%
Unknown occupations	0.2%



FEMALE: 505 / MALE: 515 / TOTAL IN EMPLOYMENT: 1,015

EXAMPLES OF 2016 PHILOSOPHY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Global management trainee – beer company; General manager – theatre; Public affairs manager – a construction company

Education professionals: English teacher – Teach First

Legal, social and welfare professionals: Legal assistant (intern) – law firm; Trainee paralegal – law firm

Science professionals: Sustainability assistant – council; Drug policy researcher – drugs charity

Information technology professionals: Web development – self-employed; Digital consultant – Deloitte

Business, HR and finance professionals: Banker – Lloyds Bank; Research analyst intern – market analysis company; Underwriting assistant – finance company

Marketing, PR and sales professionals: Marketing and fundraising officer – charity; Sales and marketing intern – gap year company; Visible marketing executive – marketing company

Arts, design and media professionals: Journalist – online magazine; Editorial assistant – web design company; Community outreach programme manager – theatre company

Nursing, health and education occupations: Ward hostess – NHS

Retail, catering, waiting and bar staff: Book seller – Waterstones; Sales adviser – arts centre

CAREERS EXPERT INSIGHTS

The contribution of the humanities

In a 2012 BBC article[1], Sarah Dunant, an acclaimed historical novelist, points out the vast contribution of humanities graduates to 'the billion pound industries of publishing, art, television, theatre, film – all of which draw on our love of as well as our apparently insatiable appetite for stories'. Humanities graduates play an important role in our experiences of theatrical performances, museums and heritage sites, art exhibitions, literary productions and festivals, and across publishing, advertising, and the film and broadcast industries.

According to a 2016 government press release, the UK's creative industries generate nearly £9.6million per hour[2]. UNESCO states that the UK's World Heritage Sites generated an estimated £85million between April 2014 and March 2015[3]. Figures released by the Publishers Association show that 2016 surpassed all expectations for the publishing industry, with journal and book sales reaching £4.8billion, the most prolific year ever[4].

But humanities graduates have much more to contribute, through the exploration of what it means to be human and through stories, artefacts, words, and creative works, which allow us to make sense of our inner selves and the world we inhabit. They enable scholars to tap into a source of deep wisdom difficult to obtain by any other method. Intense study of the depiction of human lives, across historical periods, demographics and cultures, involves practice in empathy. The nature of the discipline involves momentarily stepping into the experiences of others and seeing the world from new perspectives, increasing ethical and social understanding. This leads to an ability to understand people better, negotiate more effectively, and design and implement successful policy changes. The humanities also enable students to engage in the critical analysis of sources of information, a vital skill in a political climate of 'alternative-truths'.

The political environment is changing rapidly yet we see, on the whole, a decline in public engagement, especially among the young, and a dwindling in the serious discussion of evidence. A public debate on issues such as mental health, immigration, the delivery of public services, social mobility and climate change is urgently needed. These require an understanding of where we have come from and where we are heading, and necessitate ethical issues to be raised in the public domain – exactly the skills possessed by humanities graduates.

Research in the humanities is often overshadowed by STEM (science, technology, engineering and maths) research, yet it has made some remarkable contributions. For example, research into predicting which novels will prove to be bestsellers may revolutionise the publishing industry, the development of a set of ethics to determine how humans and robots interact is likely to influence robot design, and the creation of a narrative around contagion is influencing scientific opinion of the spread of infectious diseases[5].

Scholastic expertise in languages and culture form a crucial element in international diplomacy, cultural relationships and industry by contributing to initiatives in foreign and security policy, critical in the interconnected realm of the 21st century.

STEM subjects are prolific contributors to human progress and are quite rightly widely celebrated. However, the humanities keep humanity at the centre of development and can provide a wisdom that science cannot offer.

The most critical challenges facing the world today require a complex and well-considered approach that must draw on a variety of contributions from practitioners in all disciplines. The arts and humanities and science and technology all have a contribution to make and have much to learn from one another.

As Lord May, former president of the Royal Society, said at the centenary dinner of the British Academy: 'Science does no more than set the stage, providing and clarifying the choices. Our values and feelings about the society we wish to build, in this wiser world of tomorrow, will then write the play.'[6]

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SCIENCE

Science overview

The *Building our Industrial Strategy* green paper acknowledged the importance of science, research and innovation to the UK economy and discussed the need for science to become more innovative and commercialised. However, the report also identified a shortage of technical-level skills in sectors that depend on STEM subjects (science, technology, engineering and maths)[1].

Within the scientific sector there are great variations in the uptake of the science disciplines and graduate outcomes are not the same for all areas of science. This article examines the outcomes for science graduates in the cohort graduating in 2016.

Overview for the subject area

Destinations of Leavers from Higher Education (DLHE) data for 2015/16 shows that science has, yet again, slightly increased its share of the overall graduate population, from 7.9% to around 8.1%. This is perhaps in part due to the concerted effort being made to encourage science[2], although this figure masks individual differences, with chemistry experiencing a reduction in student numbers and biology and sports science courses seeing rises in numbers, compared with the previous year's figures.

Female students were still more likely to take courses in biological sciences, while male students were more likely to take physics and sports sciences. Although females were less likely to be unemployed, a higher proportion of female science graduates progressed into lower-level jobs than their male counterparts. Encouraging more school pupils to embrace science and reducing the gender gap are challenging problems. Worryingly, compared with 24% of boys, only 7% of the girls who take STEM GCSEs will progress to a Level 4 qualification in a core STEM area[3]. Organisations such as WISE are working to improve these figures and promote gender equality in science[4].

Employment destinations of graduates from the subject area

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

Chemistry led the way with almost 18% of graduates working as science professionals, the large majority (15% of all employed graduates) as chemists or chemical scientists of one kind or another. As one might expect, large numbers of sports scientist graduates (over 16%) became sports coaches, fitness instructors or officials. Around 10% of biology graduates entered employment as science professionals. However, as a high proportion of research and development is taking place in small and medium-sized enterprises (SMEs), which do not have the ability to recruit and train graduates in the same way as larger companies, many biology and chemistry graduates (approximately 9% and 10% respectively) started their careers as science technicians.

The skills developed while studying science are highly sought after by a range of professions. There are significant numbers of graduates from each discipline who start professional roles in areas other than science. A high

Resources

The Royal Society of Chemistry *www.rsc.org/careers*

Institute of Physics *www.iop.org*

Royal Society of Biology *www.rsb.org.uk*

The Sector Skills Council for Land-Based and Environmental Industries *www.lantra.co.uk*

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

Cogent Skills for Science Industries *www.cogentskills.com*

The Science, Engineering and Manufacturing Technologies Alliance *www.semta.org.uk*

WISE *www.wisecampaign.org.uk*

THE DLHE SURVEY SUGGESTS A TWO-TIER LABOUR MARKET FOR SCIENCE GRADUATES, WITH SOME DOING EXTREMELY WELL BUT OTHERS STRUGGLING

percentage of graduates become business, HR and finance professionals instead of pursuing a career in science. Approximately 21% of physics graduates and 15% of physical and geographical science graduates chose this option, while over 10% of physics graduates became programmers and software development professionals.

Research has indicated that students are not as mobile in the jobs market as first thought, so opportunities can be limited according to localities[6]. By investigating up-and-coming areas of science, and looking at choice in relation to locations students would like to work and employer opportunities in that area, it may be possible to target education and experiences to reduce skills shortages and match employer requirements.

Commentary on the unemployment figures

The DLHE survey suggests a two-tier labour market for science graduates, with some doing extremely well but others struggling. Unemployment rates have reduced but they still remain higher than the overall graduate population in biology, chemistry and physics, potentially linking to demands by science-based employers for higher level qualifications such as PhDs or Masters. A key message is the importance of work experience. More than a third of *The Times Top 100 Graduate Employers* warned that graduates with no previous work experience at all have little or no chance of receiving a job offer for their organisations' graduate programmes[7].

Postgraduate study

The proportion of students progressing into postgraduate study increased across all areas of science, the greatest increases observed in the uptake of Masters-level study, most likely attributed to the introduction of the postgraduate loans scheme. Science graduates were much more likely to pursue further study than the overall graduate population and for this reason have lower rates of employment upon leaving university compared to the average of 54.8% for all students. Chemistry, physics and biology graduates in particular chose to progress to further study, with double the national average choosing this option. This reflects the demands of employers in science-related fields for graduates with higher-level qualifications.

In fact, 90% of employers from science, engineering and high tech companies who took part in the CBI/ Pearson Education and Skills Survey believed they would be looking to employ people with higher-level skills[8]. Linking to this, high numbers of chemistry and physics graduates opted for extended study at PhD level, with more than half of graduates in further study opting for this compared to the national average of around 10%. Sports science students were the most likely of all courses to choose a postgraduate qualification in education. This is not surprising given the well-known progression route to teaching for this subject area.

Salaries

Salary information should only be used as a very rough guide to outcomes. The DLHE survey is conducted just six months after graduation, when graduates are often in lower-paid positions with a view to gaining the experience they require to progress in their chosen career. The use of data from the Longitudinal Education Outcomes (LEO) dataset may provide a better comparison of salary development on a longitudinal basis[9].

The salary range provided by respondents is understandably broad across the disciplines. There are some disciplines where a high percentage of graduates have not yet established professional careers. This particularly applies to biology graduates, whose salaries are a little lower than other sciences, but still range from £17,000-£22,800.

For subjects such as chemistry, where 76.6% obtain work in a professional or managerial role, the salary range is a little higher at £18,200-£26,600. Physics graduates are best paid overall with salaries ranging from £18,500-£29,000 reflecting the high numbers who enter employment as IT professionals or business, HR and finance professionals.

Future trends

The influence of the European Union on UK science and research has been highlighted and Brexit may prove to have significant implications for the science sector[10]. In addition, the importance of encouraging an understanding of science from an early age and the need to develop relevant skills to meet the continually evolving nature of the sector has been emphasised[11].

The government has highlighted that in many cases a degree programme may not be the most appropriate way to develop STEM skills. The introduction of additional apprenticeships and higher degree apprenticeships, and increased funding for the STEM apprenticeship frameworks[12] may have implications for science graduates, their work experience, placements and graduate opportunities but it will take some time before the implications of these changes become clear.

NIKKI ABBOTT

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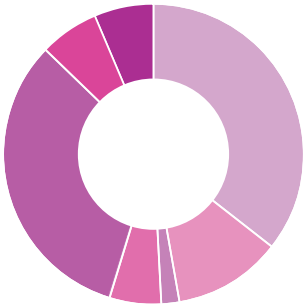
SCIENCE

Biology



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	35.6%
Working part time in the UK	11.7%
Working overseas	1.9%
Working and studying	5.7%
Further study	32.5%
Unemployed, including those due to start work	6.3%
Other	6.3%

SURVEY RESPONSE: 81.2% / FEMALE: 2,610 / MALE: 1,765 / TOTAL: 4,380 / ALL GRADUATES: 5,390

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	21.2%
Studying for a Masters (e.g. MA, MSc)	56.5%
Studying for a postgraduate qualification in education	9.8%
Studying for other postgraduate diplomas	4.1%
Studying for a professional qualification	0.8%
Other study	7.6%

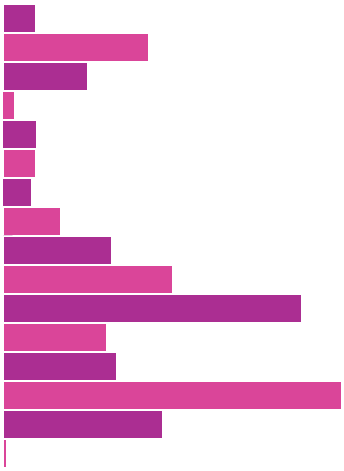
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,425

EXAMPLES OF COURSES STUDIED

- MSc Physician Associate
- MRes Immunobiology
- MA International Marketing
- PhD Quantitative Biology, Biochemistry and Biotechnology
- PGCE Secondary Science
- MBChB Medicine
- Accelerated LLB
- CIMA (Chartered Institute of Management Accountants)
- CIPD (Chartered Institute of Personnel and Development)

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.8%
Business, HR and finance professionals	8.5%
Education professionals	4.9%
Engineering and building professionals	0.6%
Health professionals	1.9%
Information technology professionals	1.8%
Legal, social and welfare professionals	1.6%
Managers	3.3%
Marketing, PR and sales professionals	6.3%
Science professionals	9.9%
Other professionals, associate professionals and technicians	17.5%
Childcare, health and education occupations	6.0%
Clerical, secretarial and numerical clerks	6.6%
Retail, catering, waiting and bar staff	19.9%
Other occupations	9.3%
Unknown occupations	0.1%



FEMALE: 1,485 / MALE: 920 / TOTAL IN EMPLOYMENT: 2,405

EXAMPLES OF 2016 BIOLOGY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Human resources graduate management trainee – NHS

Health professionals: Biomedical scientist – NHS; Associate practitioner – NHS Foundation Trust

Education professionals: Lecturer – university

Legal, social and welfare professionals: Naval officer – Royal Navy

Science professionals: Experimental officer – Covance; Research scientist – contract research organisation

Information technology professionals: Technology modeller – Virgin Media; SAS programmer – scientific recruiter

Business, HR and finance professionals: Trainee chartered accountant – finance company

Marketing, PR and sales professionals: Account manager – L'Oreal

Arts, design and media professionals: Recipe writer – science magazine

Other professionals, associate professionals and technicians: Mammal keeper – Bristol Zoo; Laboratory technician – university

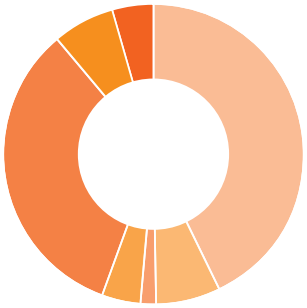
Nursing, health and education occupations: Orthodontical dentist nurse – NHS

Numerical clerk, clerical and secretarial occupations: Administrative support – Ministry of Defence

Other occupations: Party co-ordinator and entertainer – party planners

SCIENCE

Chemistry



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	43.0%
Working part time in the UK	6.8%
Working overseas	1.6%
Working and studying	4.2%
Further study	33.2%
Unemployed, including those due to start work	6.7%
Other	4.4%

SURVEY RESPONSE: 84.7% / FEMALE: / 1,260 / MALE: 1,750 / TOTAL: 3,010 / ALL GRADUATES: 3,555

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	56.3%
Studying for a Masters (e.g. MA, MSc)	22.8%
Studying for a postgraduate qualification in education	12.5%
Studying for other postgraduate diplomas	4.0%
Studying for a professional qualification	0.6%
Other study	3.8%

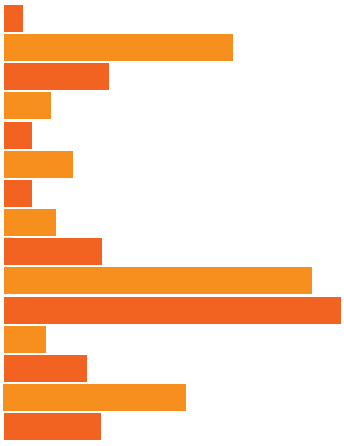
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,000

EXAMPLES OF COURSES STUDIED

MScR Chemistry	PGDE Secondary Education
MA Criminology and Criminal Justice	PGCE Science with Chemistry
MSc Drug Design	ICAS
PhD Medicinal Chemistry	ACCA
PhD Chemistry	ACA and CTA (from the ICAEW)

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.1%
Business, HR and finance professionals	13.3%
Education professionals	6.1%
Engineering and building professionals	2.7%
Health professionals	1.6%
Information technology professionals	4.0%
Legal, social and welfare professionals	1.6%
Managers	3.0%
Marketing, PR and sales professionals	5.7%
Science professionals	17.9%
Other professionals, associate professionals and technicians	19.6%
Childcare, health and education occupations	2.4%
Clerical, secretarial and numerical clerks	4.8%
Retail, catering, waiting and bar staff	10.6%
Other occupations	5.6%
Unknown occupations	0.0%



FEMALE: 735 / MALE: 940 / TOTAL IN EMPLOYMENT: 1,675

EXAMPLES OF 2016 CHEMISTRY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Graduate project manager – Network Rail

Education professionals: Vice president of education – student union; Secondary school teacher

Legal, social and welfare professionals: Police officer

Science professionals: Technical graduate – Tata Steel

Engineering and building professionals: Engineering graduate scheme – textile manufacturer

Information technology professionals: Software consultant – software development company

Business, HR and finance professionals: Business development executive – digital marketing company; Indirect tax analyst – Deloitte

Marketing, PR and sales professionals: Marketing consultant – brewery

Arts, design and media professionals: Publishing editor – Royal Society of Chemistry

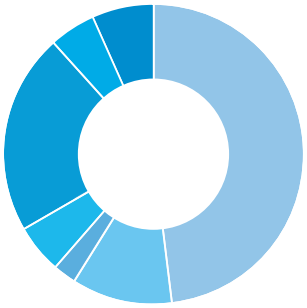
Other professionals, associate professionals and technicians: Packaging lab technician – Unilever; Assistant scientist – scientific research company

Nursing, health and education occupations: Classroom assistant – primary school; Graduate teaching assistant – university

Numerical clerk, clerical and secretarial occupations: Customer enquiry clerk – Northumbria Police

SCIENCE

Physical and geographical sciences



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	48.1%
Working part time in the UK	11.0%
Working overseas	2.3%
Working and studying	5.5%
Further study	21.7%
Unemployed, including those due to start work	4.8%
Other	6.6%

SURVEY RESPONSE: 81.3% / FEMALE: 1,325 / MALE: 1,395 / TOTAL: 2,725 / ALL GRADUATES: 3,350

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	6.1%
Studying for a Masters (e.g. MA, MSc)	66.8%
Studying for a postgraduate qualification in education	16.9%
Studying for other postgraduate diplomas	6.7%
Studying for a professional qualification	1.2%
Other study	2.3%

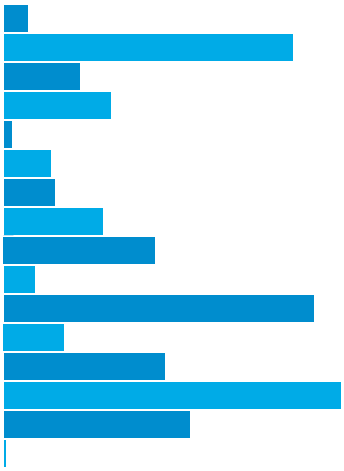
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 590

EXAMPLES OF COURSES STUDIED

- MSc Environmental Health Sciences
- MSc Environmental Engineering
- MSc Real Estate
- MRes Physical Geography
- Royal Institution of Chartered Surveyors Assessment of Professional Competence (RICS APC)
- Graduate Diploma in Law (GDP)

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.2%
Business, HR and finance professionals	14.9%
Education professionals	3.9%
Engineering and building professionals	5.5%
Health professionals	0.4%
Information technology professionals	2.4%
Legal, social and welfare professionals	2.6%
Managers	5.1%
Marketing, PR and sales professionals	7.8%
Science professionals	1.6%
Other professionals, associate professionals and technicians	16.0%
Childcare, health and education occupations	3.1%
Clerical, secretarial and numerical clerks	8.3%
Retail, catering, waiting and bar staff	17.4%
Other occupations	9.6%
Unknown occupations	0.1%



FEMALE: 880 / MALE: 940 / TOTAL IN EMPLOYMENT: 1,825

EXAMPLES OF 2016 PHYSICAL AND GEOGRAPHICAL SCIENCES GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Management trainee – waste management company

Health professionals: Self-employed nurse

Education professionals: Secondary school teacher; Vice president education – student union

Legal, social and welfare professionals: Social worker – Frontline; Officer cadet – Royal Air Force

Science professionals: Water consultant – AECOM; Geo-technologist – engineering consultancy

Engineering and building professionals: Transport planner – local council; Surveyor – estate agency

Business, HR and finance professionals: Business and market analyst – wind energy company

Marketing, PR and sales professionals: Marketing graduate – Samsung

Arts, design and media professionals: Educational writer – publishing company

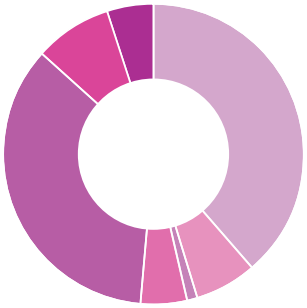
Other professionals, associate professionals and technicians: Environmental officer – Glasgow Airport; Waste monitoring assistant – fishery company

Nursing, health and education occupations: Teaching assistant – middle school

Numerical clerk, clerical and secretarial occupations: Business support administrator – local council

SCIENCE

Physics



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	38.7%
Working part time in the UK	6.6%
Working overseas	1.2%
Working and studying	4.9%
Further study	35.3%
Unemployed, including those due to start work	8.3%
Other	5.0%

SURVEY RESPONSE: 81.4% / FEMALE: 550 / MALE: 2,020 / TOTAL: 2,570 / ALL GRADUATES: 3,155

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	54.5%
Studying for a Masters (e.g. MA, MSc)	27.6%
Studying for a postgraduate qualification in education	10.1%
Studying for other postgraduate diplomas	4.2%
Studying for a professional qualification	0.9%
Other study	2.7%

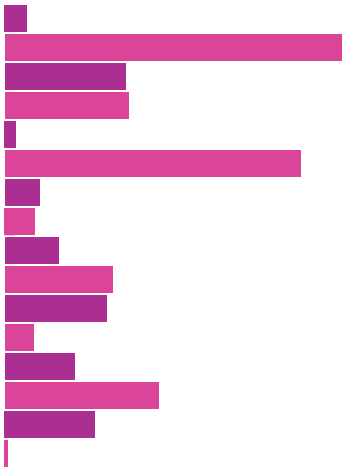
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 905

EXAMPLES OF COURSES STUDIED

- MSc Sustainable Energy Systems
- MSc Medical Physics
- MSc Aerospace Engineering
- MSc Finance
- EngD Micro and Nano Materials
- PhD Astrophysics
- PGCE Physics with Core Science
- PGCE Secondary Physics with Mathematics
- AAT (Chartered Accountancy)
- CIMA (Chartered Institute of Management Accountants)

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.4%
Business, HR and finance professionals	21.3%
Education professionals	7.6%
Engineering and building professionals	7.8%
Health professionals	0.7%
Information technology professionals	18.7%
Legal, social and welfare professionals	2.2%
Managers	1.9%
Marketing, PR and sales professionals	3.4%
Science professionals	6.8%
Other professionals, associate professionals and technicians	6.4%
Childcare, health and education occupations	1.8%
Clerical, secretarial and numerical clerks	4.4%
Retail, catering, waiting and bar staff	9.7%
Other occupations	5.7%
Unknown occupations	0.2%



FEMALE: 285 / MALE: 1,035 / TOTAL IN EMPLOYMENT: 1,320

EXAMPLES OF 2016 PHYSICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Project manager – BAE Systems; Virtual account manager – Cisco

Health professionals: Trainee medical physicist – NHS; Healthcare scientist assistant practitioner – NHS

Education professionals: Secondary physics teacher; Science tutor – secondary academy

Legal, social and welfare professionals: Royal Navy pilot

Science professionals: Chemical scientist – Johnson & Johnson; Modelling scientist – Dstl

Engineering and building professionals: Research engineer – research agency; Engineer – Ministry of Defence

Information technology professionals: Systems and electro-optics engineer – Thales; Database developer – Experian

Business, HR and finance professionals: Structured credit analyst –Alcentra
SBS junior actuary – insurance company

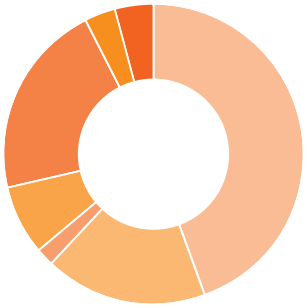
Arts, design and media professionals: Animator – media company; Scientific proofreader – Springer Nature

Retail, catering, waiting and bar staff: Barista – Starbucks

Other occupations: Call centre agent – Amazon

SCIENCE

Sports science



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	44.5%
Working part time in the UK	17.6%
Working overseas	2.0%
Working and studying	7.5%
Further study	21.0%
Unemployed, including those due to start work	3.5%
Other	3.9%

SURVEY RESPONSE: 76.7% / FEMALE: 2,585 / MALE: 5,215 / TOTAL: 7,800 / ALL GRADUATES: 10,165

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	5.0%
Studying for a Masters (e.g. MA, MSc)	47.7%
Studying for a postgraduate qualification in education	31.5%
Studying for other postgraduate diplomas	10.3%
Studying for a professional qualification	1.0%
Other study	4.6%

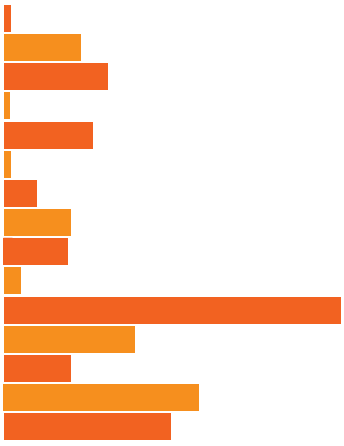
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,640

EXAMPLES OF COURSES STUDIED

- MSc Health Psychology
- MRes Sport and Exercise Science
- MSc Physiotherapy
- PhD Sports and Exercise Science
- PGCE Primary Education
- PGDE Secondary Education
- Professional Golf Certificate
- ICAS (The Institute of Chartered Accountants of Scotland)
- LLB Law
- COSCA Counselling Skills Certificate

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.5%
Business, HR and finance professionals	5.6%
Education professionals	7.6%
Engineering and building professionals	0.4%
Health professionals	6.5%
Information technology professionals	0.5%
Legal, social and welfare professionals	2.4%
Managers	4.9%
Marketing, PR and sales professionals	4.7%
Science professionals	1.2%
Other professionals, associate professionals and technicians	24.7%
Childcare, health and education occupations	9.6%
Clerical, secretarial and numerical clerks	4.9%
Retail, catering, waiting and bar staff	14.3%
Other occupations	12.2%
Unknown occupations	0.0%



FEMALE: 1,750 / MALE: 3,835 / TOTAL IN EMPLOYMENT: 5,580

EXAMPLES OF 2016 SPORTS SCIENCE GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Sports development manager – rugby club

Health professionals: Ambulance technician – Scottish Ambulance Service; Lifestyle coach

Education professionals: Secondary school teacher; Lecturer in sports psychology

Legal, social and welfare professionals: Police constable; Legal advisor – solicitors

Science professionals: Higher scientific officer – Ministry of Defence; Research associate – university

Information technology professionals: Freelance programmer

Business, HR and finance professionals: Credit risk graduate – RBS; Fraud detection – Barclays

Marketing, PR and sales professionals: European customer account advisor – bet365

Other professionals, associate professionals and technicians: Sports scientist – football club; Active school coordinator – local council

Nursing, health and education occupations: Performance nutritionist elite sports – Dutch Olympic Committee

Numerical clerk, clerical and secretarial occupations: Business support administrator – Scottish Cycling

Other occupations: Consumer adviser – Advice Direct Scotland Ltd; Cabin crew – British Airways

CAREERS EXPERT INSIGHTS

Trends in science

Technological advances, government policies and internationalisation are transforming the scientific sector and scientific careers[1]. With almost 40% of UK employers reporting difficulties recruiting staff with relevant STEM skills[2], it is important to try to identify skills gaps and to help students, employers and the country develop a skills base to support growth[3].

With Brexit on the horizon, international competition, comparatively low levels of scientific UK entrepreneurs and the escalating costs of health and social care, economic forecasters have expressed concern for future UK scientific research[4].

To support scientific and technological development post-Brexit, the government committed to invest an additional £4.7billion in research and development (R&D) over the next four years[5], with a target of increasing R&D spending to 2.4% of GDP in the next ten years[6].

A green paper on *Building our Industrial Strategy* was produced, focusing on backing innovation and R&D[7], and an initial investment of £270million for 2017/18 was announced in the 2017 Spring Budget[8]. Six areas were selected to receive initial funding: healthcare and medicines, artificial intelligence (AI) and robotics, material manufacture, space technology, clean and flexible energy, and driverless vehicles.

Other investments include £90million to provide an additional 1,000 PhD places in areas aligned with the industrial strategy (approximately 85% in STEM disciplines)[9] and £86million to support the development and testing of new technologies for the NHS by small and medium-sized enterprises (SMEs).

Cross-industry collaborations to enable sharing of skills, technologies and data sets are increasing[10]. Coinciding with this, the seven Research Councils are to be brought together under the umbrella of UK Research and Innovation[11]. Health, food, living, transport and energy have all been cited as important areas that would benefit from collaboration between disciplines[12]. Consequently, individuals with cross-disciplinary knowledge and skills are at an advantage in areas such as: dealing with the challenges of an ageing society, efficient pest control and food production, organ regeneration, improving productivity of UK farming, automation of laboratories, and gene editing.

Other scientific areas may prove significant in the coming years. Skills developed in these areas may therefore be in demand by employers.

Quantum technology is one such area. The establishment of innovation centres for the commercialisation of technologies including development of navigation without GPS, detection of buried hazards and development of new radiation-free methods for imaging the human body have been proposed[13].

The life sciences sector is expected to be the first to benefit from the government's Industrial Strategy Challenge Fund[14]. The sector produced a report setting out policies to boost investment and cut red tape[15]. It emphasised strategic areas for R&D including new treatments for age, lifestyle or behaviour related diseases such as dementia, cancer, obesity and diabetes. In addition, the following areas have all been highlighted as areas for research and development[16]:

- the use of translational medicine to develop novel therapies
- healthcare digitalisation
- the identification of risk genes to develop personalised care
- advances in AI, enabling semi-autonomous patient care
- sophisticated data sharing
- improvement of science networks (in areas other than the South East) to match the needs of patients.

In conclusion, although the UK science sector faces major challenges, there are opportunities to progress in a career. There is, however, a need to consider the international, national and local scientific labour market to develop a career in science that is flexible and capable of reacting to an ever-changing sector.

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Social sciences overview

The Destinations of Leavers from Higher Education (DLHE) statistics reflect the breadth of social sciences, covering the subjects of geography, law, politics, psychology and sociology. The percentage of graduates from sociology that were primarily working was 63.7% compared with just 49% for law graduates.

As expected, law graduates were much more likely to go on to further study, or work with further study, with 41.3% opting for this outcome compared with 24.9% for sociology graduates. This isn't unusual given that the law degree itself doesn't qualify a graduate for legal practice[1]. Law graduates, therefore, are likely to pursue a professional qualification such as the Legal Practice Course (LPC) or the Bar Professional Training Course (BPTC). This is reflected in the fact that 25.8% of law graduates undertook a professional qualification compared with politics graduates (the next highest) where only 3.7% undertook one.

Further study was a highly likely outcome for many of the graduates from social sciences and was on a par with those graduates from humanities, and only exceeded by graduates from physical sciences. Many of the graduates opted for further study at Masters level, with politics graduates leading the way – 77.9% of graduates engaged in further study choosing to study at Masters level. It is likely that politics graduates have seen Masters-level study as an opportunity to broaden their horizons or specialise in a certain field of politics.

The percentage of graduates opting to work overseas ranged from 1.1% in law and sociology to 3% for politics graduates. While this represents a small proportion of graduates, there has been some reduction in graduates from social sciences working abroad when compared with last year. While Brexit is undoubtedly having an effect on the number of people coming to work and study from overseas[2], it may be having less effect on the number of graduates from social sciences that have gone on to work overseas.

Sociology and psychology had the highest percentage of graduates progressing into part-time work (16% and 15.9% respectively) compared with law (8.5%), geography (10.4%) and politics (10.6%). Sociology and psychology also had the lowest percentage of graduates working in professional- or managerial-level employment, with 47.3% and 50.2% respectively. This reflects the recent House of Commons report on the gender pay gap correlating the higher likelihood of a woman to work part time with their earning less as the work is unlikely to be professional or managerial[3].

With 33,000 respondents, social science was the second largest group in DLHE. Of these, 69% were female, with psychology having the highest percentage of female respondents at 82%. Of those graduates that went on to employment in the UK, the gender split was largely in line with the gender split of the respondents. Although the latest UCAS figures report that females significantly outnumber males in applying to university[4], females continue to be drawn to the same traditional subjects such as psychology and sociology. In fact, only 65 of the 180 subjects on offer have a higher proportion of male students and these are again indicative of gender stereotyping, as they include computer science, mechanical engineering, sports science, electrical engineering and economics.

This split of subjects is undoubtedly contributing to the increasing graduate salary gap between males and females. According to a report by The Complete University Guide, lower salaries were reported by graduates from subjects such as psychology, sociology and law, whereas subjects with predominantly male graduates, such as engineering, had higher starting salaries – and were, ironically, also subjects where the gender pay gap favoured females[5].

Employment outcomes

With the exception of law, the subjects allied to social sciences do not strongly favour a particular vocational outcome. Given the wide range of skills, knowledge and attributes gained from studying these degrees, graduates have progressed into a broad variety of roles. Within geography (21.7%) and politics (20.3%), graduate roles as business, HR and finance professionals were most common. These included roles such as fast stream civil servants, investment managers and brokers.

Psychology and sociology graduates favoured roles more closely related to their degree discipline such as legal, social and welfare professions with 14% and 12.2% respectively. This still lags behind retail, catering, waiting and bar staff occupations, with 15.8% of psychology graduates and 20.2% of sociology graduates progressing to this type of employment. Psychology graduates often commence their courses hoping to work in professional healthcare roles, but only 4.4% of graduates find work there. However, there is often significant further training and additional qualifications to achieve these healthcare roles and that may account for why 30.6% of psychology graduates progressed to further study. This is the highest proportion of social science graduates entering further study, with the exception of law where further study would be required for roles such as a solicitor or barrister.

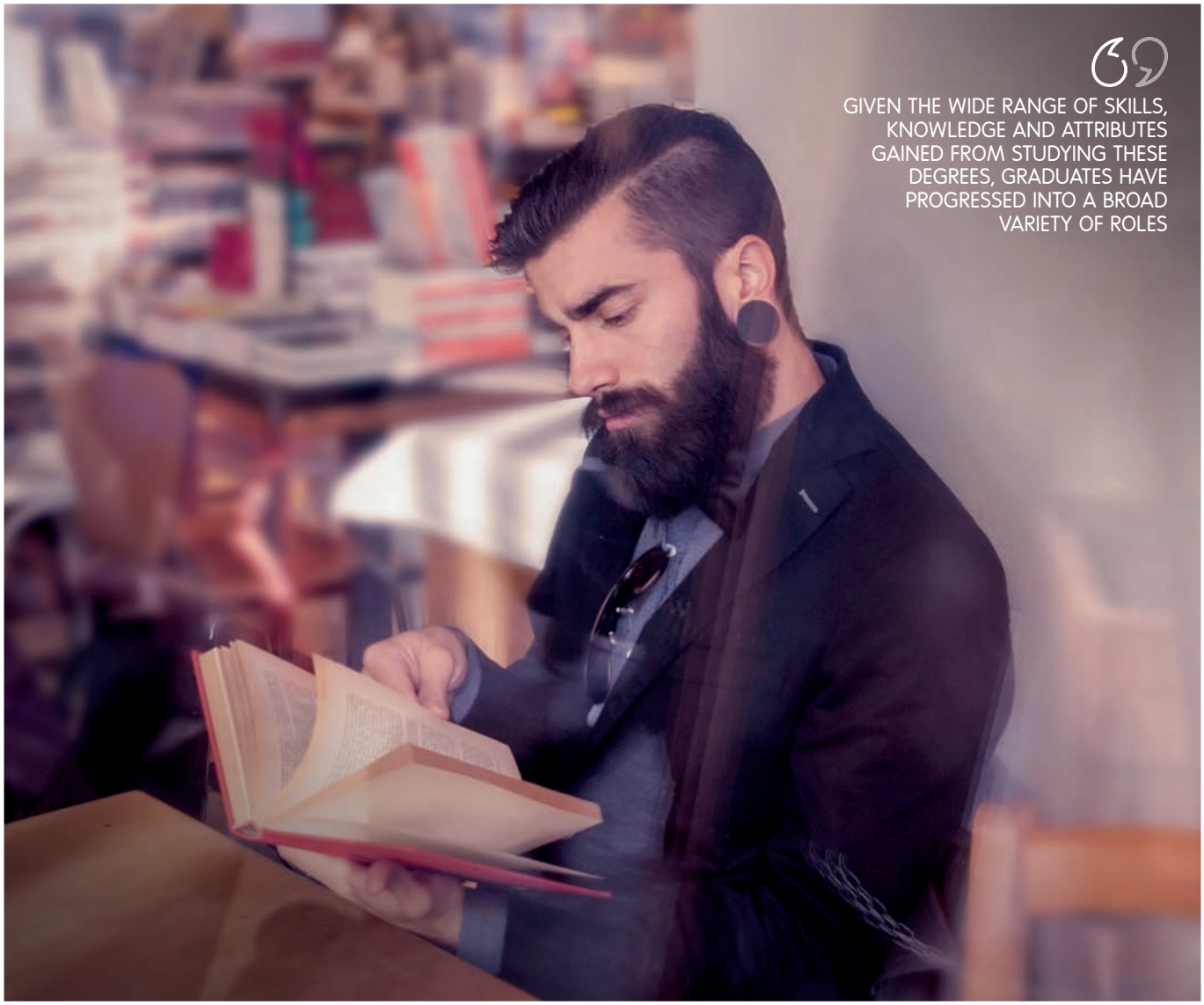
Law expectedly saw graduates progress into legal, social and welfare profession roles with more than a third (33.8%) choosing a career in this area. However, these are not necessarily trainee solicitor or trainee barrister roles, but more likely to be paralegals or legal advisers. Given that 30.8% of law graduates declared that they were engaged in 'further study only', it appears that more graduates are looking at wider further study or self-funding legal training.

This change in the trend of not applying for a training contract with funding for the professional LPC could be the result of two very important changes in the legal sector. Firstly, since 2014 there has been no requirement for paralegals that pass the LPC to undertake a training contract[6]. Secondly, despite only initially extending student loan funding to cover Masters study, the government extended it to the LPC in August 2016[7]. A significant proportion of law graduates (12.3%) also progressed on to clerical, secretarial and numerical clerk occupations, with positions as legal secretaries one of the most important roles in this group.

Unemployment

Geography graduates were slightly more likely than the whole graduating cohort to be unemployed, at 5.7% compared with 5.3%, whereas graduates from politics and sociology were more likely to be unemployed, at 6.7% and 6.1% respectively. Only law (4.9%) and psychology (5%) were lower than the percentage of unemployed graduates as a whole.

Sociology (7.5%), law (5.3%) and psychology (5.6%) have all improved their unemployment percentage compared with 2014/15 graduates. Geography (4.9%) and politics (6.5%) did see their unemployment percentage worsen when compared with 2014/15 graduates.



Further study

In autumn 2014, the government announced its intention to provide funding of up to £10,000 for Masters study. After a period of consultation between March and May 2015, this financial support was confirmed for students entering Masters study in 2016[8]. As more graduates take up the option of further financial support to cover the fees for Masters study, we have seen a steady growth in the percentage of graduates choosing 'further study only' as their destination. Some of the highest growth has been in sociology, from 11.4% for 2013/14 graduates, to 18.2% for 2015/16 graduates. Politics graduates don't lag too far behind, rising from 17.8% for 2013/14 graduates, to 23.3% of 2015/16 graduates.

The extra funding has led to an explosion of new and diverse Masters courses at universities. Social science graduates have gone on to Masters courses including global urban justice, counter terrorism, conflict security development, cognitive neuroscience and political sociology.

Funding may not be the only driver. The graduate labour market remains buoyant, according to the 2017 High Fliers report[9], so there may be other factors. One suggestion is that student debt is so high that graduates are less concerned about increasing it to continue on to a Masters course. Another possibility is a lack of decisiveness among graduates that perhaps means they are deferring their employment decision by continuing on to a Masters. The answer to this could be confirmed when we see initial results to the Higher Education Funding Council for England's publication of the 'Career Registration' Learning Gain project[10] that looks at career decisiveness.

What is not in doubt is that the percentage of graduates obtaining a Masters degree that are subsequently unemployed is a little lower, at 5%, than those with a first-degree qualification at 5.3%.

Salaries

The range of salaries for graduates from social sciences was £15,900-£25,900. All subjects had a similar range with the smallest being in law at £17,100-£24,300 and the largest being geography (as above). It will be interesting to see how declared graduate income compares with HMRC values for salary as we see more results of the Longitudinal Employment Outcomes (LEO) data in subsequent years.

BARRIE GREY

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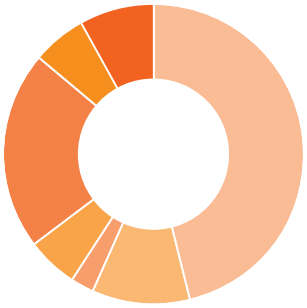
SOCIAL SCIENCES

Geography



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	46.2%
Working part time in the UK	10.4%
Working overseas	2.6%
Working and studying	5.6%
Further study	21.4%
Unemployed, including those due to start work	5.7%
Other	7.9%

SURVEY RESPONSE: 82.9% / FEMALE: 1,340 / MALE: 1,020 / TOTAL: 2,365 / ALL GRADUATES: 2,850

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	4.7%
Studying for a Masters (e.g. MA, MSc)	67.8%
Studying for a postgraduate qualification in education	15.5%
Studying for other postgraduate diplomas	6.5%
Studying for a professional qualification	2.5%
Other study	3.0%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 505

EXAMPLES OF COURSES STUDIED

MSc Urban and Regional Planning

MA Global Urban Justice

MScRes Geosciences

MLA Landscape Architecture

PhD Professional Education
Sociology and Social Policy

PhD Applied Social Policies

PGDE Geography Teaching

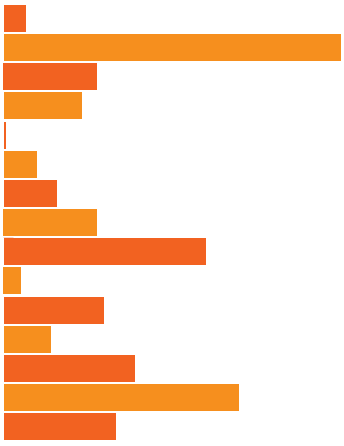
Diploma Introduction to Counselling

Diploma Naturopathic Nutrition

Chartered Institute of Housing (Level 4)

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.4%
Business, HR and finance professionals	21.7%
Education professionals	6.0%
Engineering and building professionals	5.0%
Health professionals	0.1%
Information technology professionals	2.1%
Legal, social and welfare professionals	3.4%
Managers	6.0%
Marketing, PR and sales professionals	13.0%
Science professionals	1.1%
Other professionals, associate professionals and technicians	6.4%
Childcare, health and education occupations	3.0%
Clerical, secretarial and numerical clerks	8.4%
Retail, catering, waiting and bar staff	15.1%
Other occupations	7.2%
Unknown occupations	0.0%



FEMALE: 865 / MALE: 670 / TOTAL IN EMPLOYMENT: 1,535

EXAMPLES OF 2016 GEOGRAPHY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Education professionals: Leadership development officer – Teach for Malaysia; Secondary school teacher; Sustainability and education officer – Bright Green Business

Legal, social and welfare professionals: Neighbourhood officer – Contour Homes; Social worker – Frontline

Science professionals: Waste monitoring assistant – Moray Council

Engineering and building professionals: Construction site manager – construction company

Business, HR and finance professionals: Policies and procurement officer – Qatar Airways; Business and market analyst – remote sensing manufacturer

Marketing, PR and sales professionals: Business development executive – Cohort Global

Arts, design and media professionals: Interior designer – architectural design business; Media assistant – Enterprise Rent-A-Car

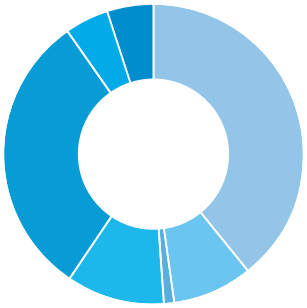
Other professionals, associate professionals and technicians: Project coordinator – Lloyds Banking Group; Researcher – Scottish Government; Transport planner – Stirling Council

Retail, catering, waiting and bar staff: Barista – Costa

Other occupations: Trainee property consultant – Union Estate; Gallery manager – VR business

SOCIAL SCIENCES

Law



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	39.4%
Working part time in the UK	8.5%
Working overseas	1.1%
Working and studying	10.5%
Further study	30.8%
Unemployed, including those due to start work	4.9%
Other	4.8%

SURVEY RESPONSE: 77.3% / FEMALE: 6,220 / MALE: 3,400 / TOTAL: 9,620 / ALL GRADUATES: 12,450

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	0.9%
Studying for a Masters (e.g. MA, MSc)	44.8%
Studying for a postgraduate qualification in education	1.6%
Studying for other postgraduate diplomas	21.7%
Studying for a professional qualification	25.8%
Other study	5.1%

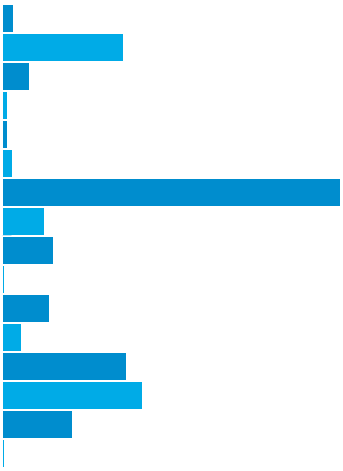
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,960

EXAMPLES OF COURSES STUDIED

- MSc Counter Terrorism
- MSc Socio-Legal Studies
- MSc Management Consultancy
- LLM Comparative and European Private Law
- PhD Politics
- BSc Nursing (Child Health)
- CIMA Accountancy
- Diploma Professional Legal Practice
- Diploma Introduction to Financial Planning

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	1.0%
Business, HR and finance professionals	12.0%
Education professionals	2.6%
Engineering and building professionals	0.4%
Health professionals	0.4%
Information technology professionals	0.9%
Legal, social and welfare professionals	33.8%
Managers	4.1%
Marketing, PR and sales professionals	5.0%
Science professionals	0.1%
Other professionals, associate professionals and technicians	4.6%
Childcare, health and education occupations	1.8%
Clerical, secretarial and numerical clerks	12.3%
Retail, catering, waiting and bar staff	13.9%
Other occupations	6.9%
Unknown occupations	0.1%



FEMALE: 3,790 / MALE: 1,935 / TOTAL IN EMPLOYMENT: 5,725

EXAMPLES OF 2016 LAW GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: HR manager – P&G; Director of operations – marketing company

Education professionals: Law lecturer – Abertay University; Primary teacher – Teach First

Legal, social and welfare professionals: Citizens advice advisor – Citizens Advice Bureau; Immigration paralegal – Turner White Solicitors; Litigation specialist – The Brattle Group; Criminal paralegal – Faculty of Advocates

Business, HR and finance professionals: Tax caseworker – HMRC; Associate (risk) – Deloitte; Civil servant (Fast Stream) – DWP; Investment manager – Braveheart Investment Group Plc

Marketing, PR and sales professionals: IT sales – Softcat; Sales executive – Arnold Clark; Social media coordinator – food outlet

Other professionals, associate professionals and technicians: Legal content writer – law firm

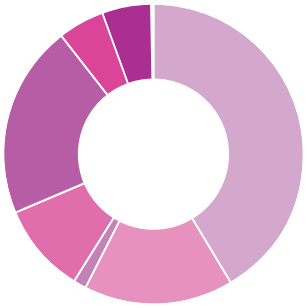
Numerical clerk, clerical and secretarial occupations: Court usher – HM Court Service; HR assistant – poultry farmer

Retail, catering, waiting and bar staff: Visual merchandiser – Beaverbrooks; Sales manager – Next

Other occupations: Recruitment consultant – Hays; Complaints officer – Southwest Trains

SOCIAL SCIENCES

Psychology



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	41.7%
Working part time in the UK	15.9%
Working overseas	1.4%
Working and studying	9.9%
Further study	20.7%
Unemployed, including those due to start work	5.0%
Other	5.5%

SURVEY RESPONSE: 76.0% / FEMALE: 9,150 / MALE: 2,000 / TOTAL: 11,150 / ALL GRADUATES: 14,665

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	5.2%
Studying for a Masters (e.g. MA, MSc)	73.6%
Studying for a postgraduate qualification in education	13.3%
Studying for other postgraduate diplomas	2.9%
Studying for a professional qualification	1.3%
Other study	3.7%

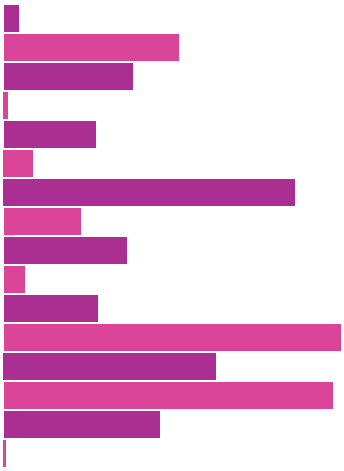
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,310

EXAMPLES OF COURSES STUDIED

- MSc Cognitive Neuroscience
- MRes Experimental Cancer Medicine
- MSc Exercise and Sport Psychology
- MSc Early Intervention in Psychosis
- MSc Psychology
- MA Acting
- MSc Speech and Language Therapy
- MBBS Medicine and Surgery
- PGCE General Primary Education
- PGCE Post-Compulsory Education
- COSCA Certificate Counselling Skills
- CIPD Human Resource Practice

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.7%
Business, HR and finance professionals	8.4%
Education professionals	6.2%
Engineering and building professionals	0.2%
Health professionals	4.4%
Information technology professionals	1.4%
Legal, social and welfare professionals	14.0%
Managers	3.7%
Marketing, PR and sales professionals	5.9%
Science professionals	1.0%
Other professionals, associate professionals and technicians	4.5%
Childcare, health and education occupations	16.2%
Clerical, secretarial and numerical clerks	10.2%
Retail, catering, waiting and bar staff	15.8%
Other occupations	7.5%
Unknown occupations	0.1%



FEMALE: 6,365 / MALE: 1,310 / TOTAL IN EMPLOYMENT: 7,675

EXAMPLES OF 2016 PSYCHOLOGY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Trainee manager – Majestic Wines

Health professionals: Therapeutic carer – children's care agency; Business psychologist – business management consultant

Education professionals: Cognitive neuroscience research assistant – University of Central Lancashire; Cover teacher – secondary school

Legal, social and welfare professionals: Community support worker – Preston City Council; Social worker – Frontline

Science professionals: Project associate – PRA Health Sciences

Information technology professionals: Website performance analyst – betting agency

Business, HR and finance professionals: Credit controller – HSBC; Accountant – KPMG

Marketing, PR and sales professionals: Marketing assistant – education technologist; Social media marketing – brand agency

Other professionals, associate professionals and technicians: Estate agent – Connells

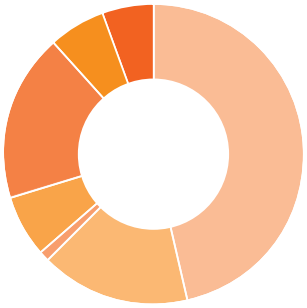
Numerical clerk, clerical and secretarial occupations: Resource dispatcher – South East Coast Ambulance Service

Retail, catering, waiting and bar staff: Section coordinator – M&S

Other occupations: Social researcher – ONS

SOCIAL SCIENCES

Sociology



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	46.6%
Working part time in the UK	16.0%
Working overseas	1.1%
Working and studying	6.7%
Further study	18.2%
Unemployed, including those due to start work	6.1%
Other	5.3%

SURVEY RESPONSE: 72.8% / FEMALE: 4,270 / MALE: 1,305 / TOTAL: 5,575 / ALL GRADUATES: 7,655

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	2.8%
Studying for a Masters (e.g. MA, MSc)	69.2%
Studying for a postgraduate qualification in education	15.2%
Studying for other postgraduate diplomas	5.6%
Studying for a professional qualification	1.5%
Other study	5.8%

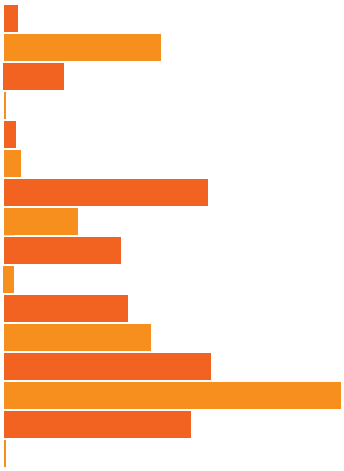
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,015

EXAMPLES OF COURSES STUDIED

- MSc Fire and Rescue Service Management
- MSc Political Sociology
- MSc Research Methods
- MA Journalism
- MSc Ecological Economics
- MSc Environment Assessment and Management
- PhD Sociology
- PGDE Modern Studies and Geography
- CIPD Human Resource Practice

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	0.8%
Business, HR and finance professionals	9.4%
Education professionals	3.6%
Engineering and building professionals	0.1%
Health professionals	0.7%
Information technology professionals	1.0%
Legal, social and welfare professionals	12.2%
Managers	4.4%
Marketing, PR and sales professionals	7.0%
Science professionals	0.6%
Other professionals, associate professionals and technicians	7.4%
Childcare, health and education occupations	8.8%
Clerical, secretarial and numerical clerks	12.4%
Retail, catering, waiting and bar staff	20.2%
Other occupations	11.2%
Unknown occupations	0.1%



FEMALE: 3,035 / MALE: 890 / TOTAL IN EMPLOYMENT: 3,925

EXAMPLES OF 2016 SOCIOLOGY GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Health professionals: Mental health support worker – independent healthcare provider; Mental health care assistant – Priory Group

Education professionals: Swimming teacher; Maths teacher – secondary school

Legal, social and welfare professionals: Resettlement case manager – charity

Engineering and building professionals: Hardware engineer – Marcol

Business, HR and finance professionals: Funding and data officer – Milton Keynes College; Credit specialist – American Express

Marketing, PR and sales professionals: New business sales executive – Jobsite; Marketing assistant – The Linen Works

Other professionals, associate professionals and technicians: Recruitment resourcer – technical recruitment agency

Nursing, health and education occupations: Care assistant – care group; Playworker – children's care group

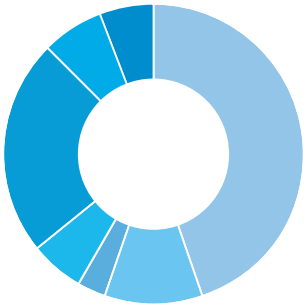
Numerical clerk, clerical and secretarial occupations: HR assistant – Community Dental Service

Retail, catering, waiting and bar staff: Sales assistant – Walmart

Other occupations: Kennel maid – dog boarding company; Lettings negotiator – Knight Frank

SOCIAL SCIENCES

Politics



OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	45.0%
Working part time in the UK	10.6%
Working overseas	3.0%
Working and studying	5.9%
Further study	23.3%
Unemployed, including those due to start work	6.7%
Other	5.6%

SURVEY RESPONSE: 75.6% / FEMALE: 1,825 / MALE: 2,500 / TOTAL: 4,325 / ALL GRADUATES: 5,720

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	3.1%
Studying for a Masters (e.g. MA, MSc)	77.9%
Studying for a postgraduate qualification in education	4.8%
Studying for other postgraduate diplomas	7.0%
Studying for a professional qualification	3.7%
Other study	3.4%

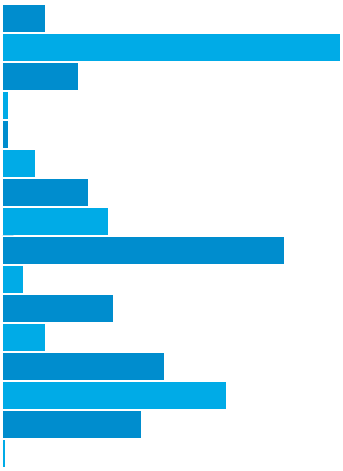
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,010

EXAMPLES OF COURSES STUDIED

MSc Applied Criminology	MSc Economic and Social History
MA Conflict Security and Development	PGDE Primary Education
MA Global Studies	TESOL Translation Studies
MA Broadcast Journalism	Graduate Diploma Law

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	2.5%
Business, HR and finance professionals	20.3%
Education professionals	4.5%
Engineering and building professionals	0.3%
Health professionals	0.3%
Information technology professionals	1.9%
Legal, social and welfare professionals	5.1%
Managers	6.3%
Marketing, PR and sales professionals	16.9%
Science professionals	1.2%
Other professionals, associate professionals and technicians	6.6%
Childcare, health and education occupations	2.5%
Clerical, secretarial and numerical clerks	9.7%
Retail, catering, waiting and bar staff	13.4%
Other occupations	8.3%
Unknown occupations	0.1%



FEMALE: 1,185 / MALE: 1,600 / TOTAL IN EMPLOYMENT: 2,785

EXAMPLES OF 2016 POLITICS GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Managers: Project manager – Fujitsu; Management trainee – Waitrose

Education professionals: Lecturer – West College Scotland

Business, HR and finance professionals: Trainee broker – Price Forbes; Consultant – Aviva

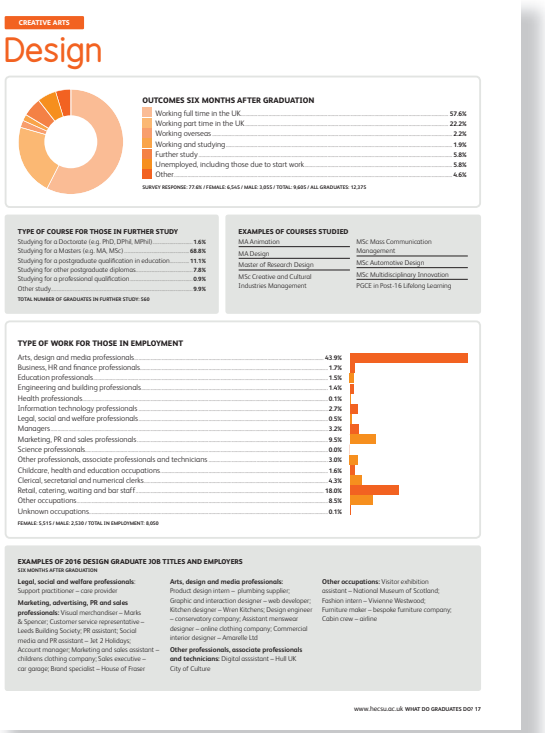
Marketing, PR and sales professionals: Brand developer – marketing company; Product analyst – Hotels.com; Communications officer – 10 Downing Street; Campaign director – Jubilee Scotland

Other professionals, associate professionals and technicians: Junior planner – marketing communications business; Production assistant – CBS UK Productions; Office space consultant; Design engineer

Numerical clerk, clerical and secretarial occupations: Parliamentary assistant – Scottish Parliament

Retail, catering, waiting and bar staff: Bar team member – Revolution; O2 guru – O2

Other occupations: Officer cadet – British Army; Trainee reporter – local newspaper


CREATIVE ARTS

Design

OUTCOMES SIX MONTHS AFTER GRADUATION

Working full time in the UK	57.6%
Working part time in the UK	22.2%
Working overseas	2.2%
Working and studying	1.9%
Further study	5.8%
Unemployed, including those due to start work	5.8%
Other	4.6%

SURVEY RESPONSE: 77.6% / FEMALE: 6,545 / MALE: 3,055 / TOTAL: 9,605 / ALL GRADUATES: 12,375

TYPE OF COURSE FOR THOSE IN FURTHER STUDY

Studying for a Doctorate (e.g. PhD, DPhil, MPhil)	1.6%
Studying for a Masters (e.g. MA, MSc)	68.8%
Studying for a postgraduate qualification in education	11.1%
Studying for other postgraduate diplomas	7.8%
Studying for a professional qualification	0.9%
Other study	9.9%

TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 560

EXAMPLES OF COURSES STUDIED

MA Animation; MSc Mass Communication Management; MA Design; Master of Research Design; MSc Automotive Design; MSc Creative and Cultural Industries Management; MSc Multidisciplinary Innovation; PGCE in Post-16 Lifelong Learning

TYPE OF WORK FOR THOSE IN EMPLOYMENT

Arts, design and media professionals	43.9%
Business, HR and finance professionals	1.7%
Education professionals	1.5%
Engineering and building professionals	1.4%
Health professionals	0.1%
Information technology professionals	2.7%
Legal, social and welfare professionals	0.5%
Managers	3.2%
Marketing, PR and sales professionals	9.5%
Science professionals	0.0%
Other professionals, associate professionals and technicians	3.0%
Childcare, health and education occupations	1.6%
Clerical, secretarial and numerical clerks	4.3%
Retail, catering, waiting and bar staff	18.0%
Other occupations	8.5%
Unknown occupations	0.1%

FEMALE: 5,515 / MALE: 2,530 / TOTAL IN EMPLOYMENT: 8,050

EXAMPLES OF 2016 DESIGN GRADUATE JOB TITLES AND EMPLOYERS

SIX MONTHS AFTER GRADUATION

Legal, social and welfare professionals: Support practitioner – care provider

Marketing, advertising, PR and sales professionals: Visual merchandiser – Marks & Spencer; Customer service representative – Leeds Building Society; PR assistant; Social media and PR assistant – Jet 2 Holidays; Account manager; Marketing and sales assistant – childrens clothing company; Sales executive – car garage; Brand specialist – House of Fraser

Arts, design and media professionals: Product design intern – plumbing supplier; Graphic and interaction designer – web developer; Kitchen designer – Wren Kitchens; Design engineer – conservatory company; Assistant menswear designer – online clothing company; Commercial interior designer – Amaville Ltd

Other professionals, associate professionals and technicians: Digital assistant – Hull UK City of Culture

Other occupations: Visitor exhibition assistant – National Museum of Scotland; Fashion intern – Vivienne Westwood; Furniture maker – bespoke furniture company; Cabin crew – airline

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Survey response data explained

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

SURVEY RESPONSE is at the top of the page and details the outcomes, type of course studied by those in further study, training or research and for each subject data page examples are provided of specific courses that 2015/16 graduates were studying at the time of the survey.

TYPE OF WORK 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 2015/16 graduates were working for at the time of the survey.

OUTCOMES

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

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

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

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

WORKING AND STUDYING Includes those listing their main activity as working full 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

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

DOCTORATE (E.G. PHD, DPHIL, MPHIL) Includes those who were in further study, training or research for a 'Higher degree, mainly by research (e.g. PhD, DPhil, MPhil)'

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

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

OTHER POSTGRADUATE DIPLOMAS Includes those who were in further study, training or research for a 'Postgraduate diploma or certificate' but were not studying a subject in education

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

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

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

WORK WITH THE EXPERTS

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

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

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

PROSPECTS

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