



What do graduates do?

2021/22

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

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Welcome to What do graduates do? 2021/22

Laura Greaves, editor

What do graduates do? is an essential resource for anyone wanting to understand the graduate labour market and the outcomes of UK first-degree graduates 15 months after finishing university.

This edition takes an in-depth look at HESA's Graduate Outcomes survey, which provides a comprehensive picture of graduate activity post-graduation. This publication provides facts, context and insights from careers experts to answer important questions about the prospects for graduates after completing their studies.

We open with an overview of the graduate labour market by Charlie Ball, which discusses the impact of COVID-19 on the UK economy and how the crisis affected university leavers.

This is followed by a breakdown of graduate destinations by subject area, with details of the industries and occupations these graduates entered. Complementary articles written by AGCAS-member careers and employability professionals are also featured, which provide the vital context to this data. An explanation of the data itself can be found on page 54.

The survey

Graduate destination surveys are a longstanding method of assessing employment trends. The Graduate Outcomes survey takes place 15 months after graduation, and the most recent edition received 198,875 responses from UK-domiciled first-degree graduates who completed their studies in 2018/19.

Data from the Graduate Outcomes survey cannot be compared with data from its predecessor, Destinations of Leavers from Higher Education (DLHE), due to the change in methodology. This edition of What Do Graduates Do? is also the first to use Standard Occupational Classification 2020: SOC 2020 for graduate occupations, and therefore the data cannot be compared to previous editions of WGDG, which used SOC 2010.

Contributors from Prospects (part of Jisc) and AGCAS have collaborated to create the best source of information about graduates and their employment outcomes, and the information will be valuable for the next generation of graduates who wish to understand the nature of the labour market they are preparing to enter, as well as anyone who supports them achieving their goals.

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Foreword

Elaine Boyes, executive director, AGCAS

Graduate career decisions and subsequent mobility have always been complex and based on a variety of factors, including employment opportunities, connections to friends and family, the cost of living, sense of belonging and often the unique features of a region.

As Charlie Ball has shown, most graduates are unlikely to move to an entirely new region for work.¹ Higher education careers professionals are well aware of the significant role region plays in determining levels of graduate employment and salary. There is a great difference between graduate outcomes in areas with high earning potential and those in areas with weaker economies.

The careers education, information, advice and guidance (CEIAG) provided by HE careers services, which is informed and enhanced by careers professionals' specialist knowledge of

their student and graduate populations, and the graduate labour market, can help students and graduates identify and access opportunities that are available in the region they hope to live in.

However, we know that the pandemic has dented student and graduate career confidence. Research AGCAS conducted with the University of Southampton between December 2020 and March 2021 on *The impact of COVID-19 on recent graduate career decisions and outcomes*² surveying 2,871 graduates found that:

- 83% feel that the pandemic has detrimentally impacted graduate employment prospects
- 79.4% of graduates have been made to think differently about their future
- 72.6% of graduates have become less confident about their future employment prospects.

HE careers services have adapted their services to support students and graduates during and

following the pandemic. Before the COVID-19 crisis, careers services had already seen the benefits of virtual IAG delivery but in response to the pandemic, we saw increasingly innovative solutions for the delivery of services.

Careers services adapted existing and created new resources to support students and their changing needs. For example, new content to help students understand how to adapt their career plans as a result of COVID-19, manage mental wellbeing and to recognise skills demonstrated through student volunteering during the crisis. They also developed new content and activities to support graduates in navigating online recruitment and selection processes and prepare for the transition to work at a time when it is likely that they will work from home.

We have seen increased cross-institutional collaboration with careers services working with

both student welfare/student support colleagues to refer students to appropriate services and signposting to additional tailored content produced by organisations that support vulnerable groups. Careers services have been capitalising on links with their institution's alumni, enabling current students and recent graduates to connect online with alumni, as part of formal networking events or informal short Q&A sessions to help to encourage the development of personal networks.

As students return to campus and the employment market has started to recover, HE careers services continue to innovate and develop their support for students and graduate to develop their career management and employability skills, build enterprise and entrepreneurship skills and transition into the next step, be that employment, further study or other plans.

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The graduate labour market in 2020

Charlie Ball, senior consultant: labour market intelligence, Jisc

2020 was a year dominated by the COVID-19 pandemic. The word ‘unprecedented’ is tossed around a little too lightly at times – most economic events have happened in broadly similar ways in the past – but a pandemic on this scale had not been seen for a century.

The effect on the world economy in general, and on the labour market in particular, was transformative. In the UK, lockdowns were imposed and a massive set of furlough schemes was put into place to allow workers whose employment was suspended to remain employed and paid while businesses were shuttered. Overall, 26% of the UK workforce was furloughed at some point.¹

However, the very large majority (92%) of people who were furloughed returned to work. And graduates were much the least likely group of workers to have been on furlough.² But younger workers and new entrants to the labour market were hit particularly hard as vacancies collapsed; internships, work placements and apprenticeships were cancelled, and employers ceased recruiting.

At its worst, in May 2020, online vacancies in the UK were at 37.9% of their pre-pandemic levels just three months previously.³ And the large majority of this data was collected during the pandemic.

It is against this extraordinary backdrop that we examine the data for graduates from 2018/19 15 months after graduation for this year’s *What do graduates do?*⁴

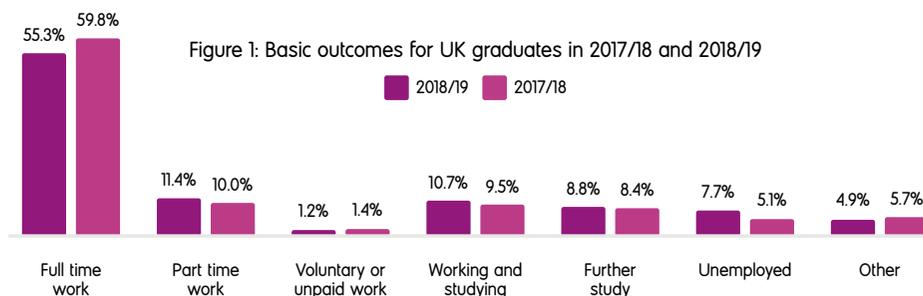
The crucial matter to consider is that this cohort of graduates did not graduate in the pandemic. The data for that cohort will appear in the next edition of this publication. This data covers graduates who left university the previous summer and so, in most cases, had been in the labour market a few months when COVID-19 hit the UK.

The data

As Figure 1 shows, there was perhaps less of a difference between the two cohorts than might be expected. The proportion of graduates from the 2018/19 cohort who were employed after 15 months was slightly lower than for the previous year, but the difference was small. In fact, because the 2018/19 cohort was a little larger, more graduates from that year were working 15 months after graduation – in other words, during the pandemic.

Meanwhile 4.3% of the cohort were self-employed, with education; graphic design, photography and AV; artists and arts officers; producers and directors the most common occupations, despite the arts sector being one of the very worst hit by the pandemic.

Unemployment was unsurprisingly up, but an increase in base unemployment was not the only factor. There was also an increase in the proportion of graduates unemployed at the time of the survey but who already had something lined up to start within a month – even though the jobs market was in an exceptionally difficult state. This lines up with all the other observations from other data sources: a degree was one of the best insulations against sustained career disruption during COVID-19 that an individual could possess.



Also down was the ‘Other’ category. Traditionally the majority of this group are graduates who are travelling, but for obvious reasons these numbers were substantially down on the previous year.

Overall 72.4% of those employed were in professional-level employment, a very modest fall from the previous year. But the detailed figures tell an interesting story. Much the largest rises in employment among non-graduate jobs were in key worker roles in social care – particularly for the elderly and disabled – and in supermarket retail. It would be a very curious argument to suggest that graduates working in care of the elderly in 2020 were not performing worthwhile activity and this calls into question the ‘graduate/non-graduate job’ divide.

The most common roles for graduates from 2018/19 remain familiar – nursing was comfortably the most common job and, not surprisingly, saw a strong rise in numbers. IT took second spot, also rising (marginally) year on year, primary school teaching was third, despite a fall in numbers, and medicine, another riser, took fifth. Marketing saw the single largest fall of any profession, down 15.5% in numbers (with the advertising industry a very significant component of that fall), but was still the fourth largest job by numbers.

The future

The graduate jobs market held up despite the pandemic. Annual Population Survey data from the Office of National Statistics shows that at the end of 2020, there were 16,171,100 people working in professional-level employment in the UK, up substantially on 2019 despite the pandemic. If COVID-19 does not stop the expansion of professional-level employment in the UK, it is difficult to see what will.

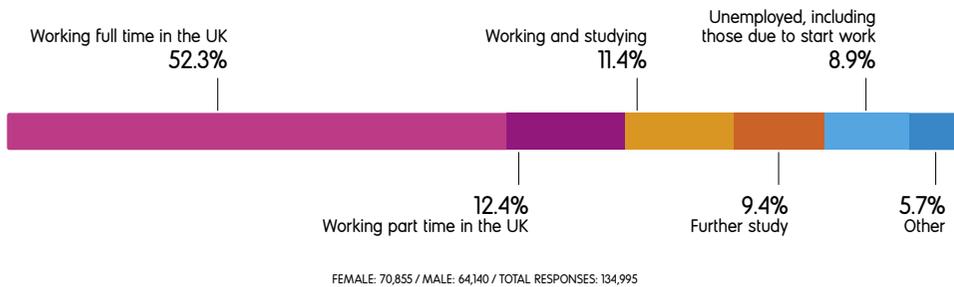
One issue many are concerned about is AI, and in October the government’s Business, Education, Innovation and Skills (BEIS) department published a mammoth analysis by PwC of the likely effect of AI on the labour market.⁵ Around 7% of existing UK jobs could face a high (over 70%) probability of automation over the next five years, rising to around 18% after ten years and just under 30% after 20 years. AI will also create many jobs through the boost it gives to productivity and economic growth.

While some of these extra jobs will be in areas linked directly to AI and related technologies (e.g. data scientists, robotic engineers or people involved in the design and manufacture of sensors for driverless vehicles and drones), most of the additional employment will not be in high tech areas. Instead, these additional jobs created will mostly be in providing relatively hard-to-automate services (e.g. health and personal care) that are in greater demand due to the additional real incomes and spending arising from higher productivity generated by AI.

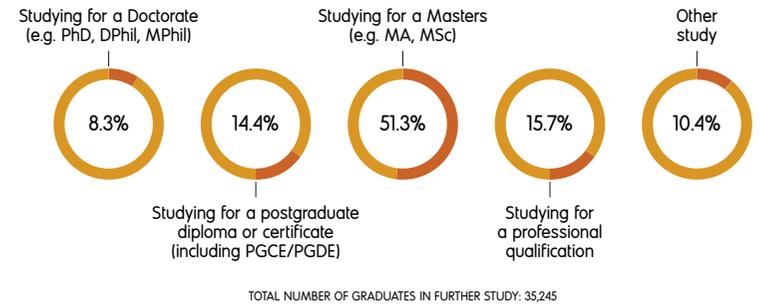
Overall, demand for graduates is expected to increase, with about a 10% increase in expected roles due to AI. Broadly, demand for post A-level qualifications is expected to increase while demand for qualifications at A-level or below is expected to fall. It looks as if a degree is likely to hold its value in times of disruption for a little while yet.

First-degree graduates

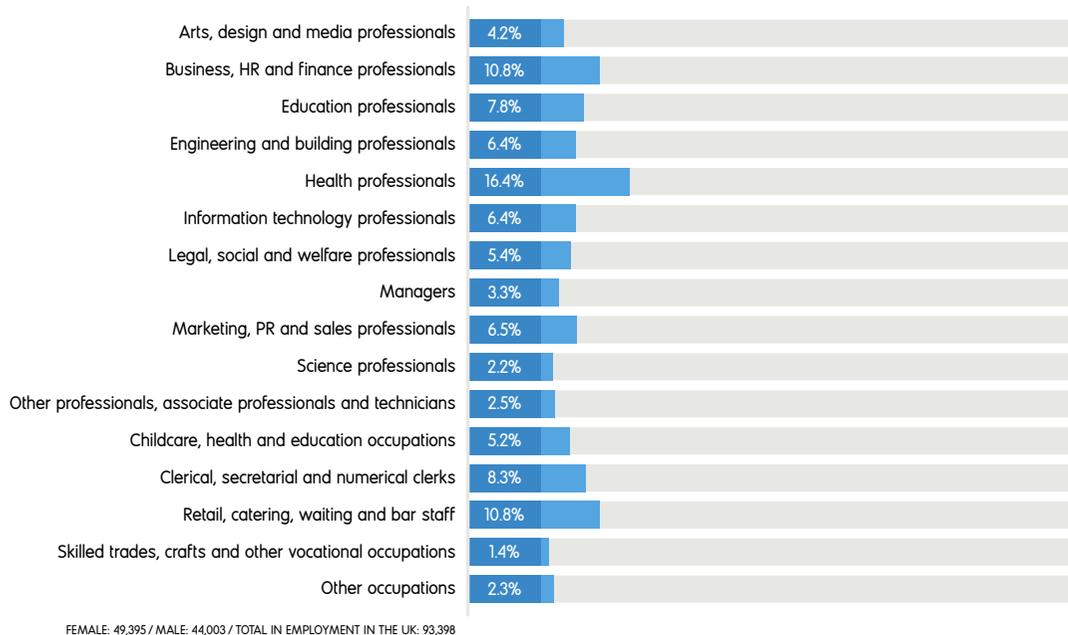
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment



Top 10 professional jobs

- 1 Other nursing professionals
- 2 Programmers and software development professionals
- 3 Primary education teaching professionals
- 4 Generalist medical practitioners
- 5 Marketing associate professionals
- 6 Secondary education teaching professionals
- 7 Chartered and certified accountants
- 8 Finance and investment analysts and advisers
- 9 Welfare and housing associate professionals n.e.c.
- 10 Human resources and industrial relations officers

THE DATA ON THIS PAGE REFERS ONLY TO GRADUATES WHO STUDIED SUBJECTS THAT ARE ANALYSED IN WHAT DO GRADUATES DO?

Careers expert insights



Self-employment and freelancing: the unspoken graduate outcome

Rish Baruah, senior careers consultant, University of Warwick

It is rarely the primary focus of empirical studies such as the Graduate Outcomes survey, but careers practitioners frequently engage with students and graduates seeking information and advice about starting a business or working freelance.

Some readers of this piece will be working in institutions that support entrepreneurial activity: business incubators, in-curriculum and co-curricular programmes and insight events are increasingly offered by UK universities, either by in-house enterprise departments or external contributors. Other institutions may provide basic advice and signpost to external support.

A report by SIM found that 'there are 274 incubators and accelerators in the UK', receiving an average of 122.8 applications per year.¹ This demonstrates an interest in entrepreneurial activity and a demand for enterprise support, and the HE sector is rising to the challenge.

UUK's *Getting Results* report suggests that 'UK universities will provide over £11.6 billion of support and services to small enterprises, businesses and not-for-profits over the next five years. This includes specialist advice, access to the latest facilities and equipment to develop innovative products, and conducting bespoke research projects.'² Estimates suggest that this will lead to the creation of nearly 22,000 new companies and charities, including 'university spin-offs, social enterprises, and graduate and staff start-ups'.³

Self-employment and freelancing

The 2018/19 Graduate Outcomes survey found that 3.2% of graduates from subjects included in *What do graduates do?* were self-employed or freelancing. Those from creative arts subjects were most

likely to be self-employed or freelancing, with the highest percentages from performing arts (11.8%), cinematics & photography (9.8%) and design studies (8.8%). Male graduates (3.7%) were more likely to be self-employed/freelancing than females (2.9%).

Previous research by IPSE asserted that 'the solo self-employed contributed an estimated £316 billion to the UK economy in 2020' (when the Graduate Outcomes data was gathered). Nearly half of these are 'highly-skilled freelancers' (SOC1-3), although there were regional variations in these numbers, notably in the North of England.⁴

Anecdotally, careers practitioners in higher education institutions around the time of the Graduate Outcomes survey found that some graduates were turning to freelance activities due to the pandemic-restricted job market (either as a primary occupation, or as part of a portfolio career). This ranged from simple activity such as buying and selling online, through to business start-up or freelance practice, in some cases using websites such as Upwork, People Per Hour and Freelancer.com to test the market and sell products or services.

Enterprise support

Some universities have partnered with organisations such as IPSE to offer start-up and freelancing support, or Enterprise Educators UK to develop curricular and co-curricular learning. Sector organisations may also support freelance professions – for example, ScreenSkills has run webinars for students entering the film, TV, animation, VFX and games industries. Other graduate destinations dominated by freelancers include dentistry, the Bar and translators. Careers practitioners working with predominantly freelance industries may find it useful to know how to

signpost their clients to information about invoicing, costing and pricing, and tax and insurance. They may also wish to refer to the Chaos Theory of Careers for a framework to support students navigating the changing world of work.⁵

Self-employment and freelancing are legitimate graduate outcomes, either through choice or expediency. IPSE's study asserts that 'people are moving into freelancing for overwhelmingly positive reasons: more flexibility, the freedom to choose where they work, when they work and for improved work-life balance.'⁶ Pre-COVID, nearly one-fifth of freelancers 'said that losing their job was a factor in them becoming self-employed.'⁷ It is not unreasonable to suggest that this figure may be higher during the period of the Graduate Outcomes survey.

Conclusion

21st century careers professionals should be comfortable talking to students about self-employment and freelancing, and signposting to relevant resources according to the needs of the client – a pre-packaged module will not suit everyone. The support that careers professionals offer need not extend into the role of being an enterprise adviser. However, signposting to the right resources may become an increasingly frequent occurrence and practitioners should be prepared to support client aspirations.

Additional contributions by Ben Robertson (Leeds Beckett University) and Elli Whitefoot (Leeds Arts University), and with thanks to Alison Price, head of policy at Enterprise Educators UK.



Expanding understandings of value and success

Gemma Green, head of external relations, AGCAS and Tracy Scurry, senior lecturer in human resource management, Newcastle University

While employability and graduate outcomes have been central to discussions about higher education for some time, in recent years there has been increased emphasis on graduate outcomes as a way for higher education to demonstrate value to students and taxpayers.¹ As a result, how graduate outcomes can be measured and evaluated has been subject to increased and, lately, sustained scrutiny.

The 'established' approach considers success as progression to highly skilled employment and/or further study, as captured by HESA's Graduate Outcomes survey (and, before that, DLHE). While there is some merit in the simplicity of this measure as a performance metric, defining a 'good' outcome largely on an objective judgement, for example whether a job is 'graduate-level' or, in the case of Longitudinal Education Outcomes (LEO)² returns a high salary, ignores other important considerations.

Proceed³ (Projected completion and employment from entrant data) is the Office for Students' (OfS), recent contribution to measuring graduate outcomes. It is an experimental metric that seeks to demonstrate the likelihood of a student completing a course of study and going on to graduate work or study. These 'objective' approaches to measuring graduate outcomes can only ever present a limited view of success. In the case of Proceed, this serves to complicate rather than broaden and enrich measures of success.

To rely solely on highly skilled employment or further study (or salary) as the lens through which to view the value and quality of a university experience homogenises graduate success. It also removes the opportunity for reflection on the barriers individuals face to get to their destination and the reasons why they chose to go to university in the first place. Graduate outcomes are not simply a result of the experience and education provided by



higher education institutions, nor are they solely the result of an individual's possessing or displaying the 'right' skills. Previous research has demonstrated that graduate careers are shaped by a range of stakeholders and structures.⁴

Subjective perspectives of success

Up until fairly recently, an obvious missing component of established approaches to interpreting graduate success is consideration of the quality of work⁵ undertaken by graduates and how graduates themselves perceive their outcomes. The 'Reflection' questions included in the Graduate Outcomes survey ask to what extent graduates feel their activity is on-track, shifting the focus from what graduates do to what they think about what they are doing. Drawing on this subjective data, we can assess whether

graduates themselves value their work, if and how they perceive that they are applying their learning in their work, and whether their current activity measured as a snapshot in time is a part of their plan.

It is therefore encouraging to see greater interest in this perspective within sector metrics: for the first time this year, an on-track measure has been incorporated into the Complete University Guide's most recent league table rankings.⁶ It does however raise an important question about how we can prepare students to draw reflections and connections between current and future activity.

Subjective insights from 2018/19 graduates

The Reflection questions from the Graduate Outcomes data provide valuable insights into the class of 2018/19's perceptions of their outcomes.

Despite a challenging context with increased numbers of graduates in unemployment or part-time roles, 85% of graduates felt that their current activity was meaningful and 78% that it fits with their current future plans.⁷ Interestingly, 88% of graduates in voluntary or unpaid work agreed that their current activity was meaningful, with 73% agreeing that it fits with their future plans.

Perhaps surprisingly, 52% of those who were unemployed when surveyed, agreed (13.5% strongly agreed) that their current activity was meaningful, 41% felt that they were able to utilise what they learnt while studying and over 40% agreed that they were on track.

Redefining success

Using subjective data in evaluating graduate outcomes is a valuable step in expanding understandings of success and, recognising that success can mean different things to different individuals, it is important to think about how individuals understand and evaluate their own success. Dominant understandings of 'successful outcomes' are focused on objective markers (e.g. earnings, occupational level) which in turn shape individuals' subjective evaluations of career success. There is a need to consider how 'successful outcomes' can be reconceptualised to include wider contributions to society and the economy, for example in helping meet key regional skills needs or in fulfilling health, education and other civic roles.

As society grapples with key challenges such as the climate emergency, sustainable development and inequalities in opportunities, it is timely to consider how we might support our students and graduates to (re)consider their markers of success in relation to their own values and ambitions, and wider societal goals.

What do LGBTQ+ graduates do?

Jude Hanley, careers adviser, Solent University



Graduating from university and embarking on the next steps in their career journey is an exciting time for most, but how do LGBTQ+ graduates fare alongside their heterosexual peers? This article will start to look at this question.

According to UCAS, in 2020, 7.2% of university applicants identified as LGBTQ+,¹ with the largest proportion identifying as bisexual. In addition, the UCAS data revealed that of those students who identified as LGBTQ+, 17% were from a disadvantaged background, which was higher than the 13% for heterosexual students, and 1 in 3 had

a disability, which was higher than the 1 in 10 of their heterosexual counterparts. Finally, 13% disclosed a mental health condition in comparison to just 3% of non-LGBTQ+ students.

These figures clearly show that those who identify as LGBTQ+ are keen to learn and strive for personal improvement but have circumstances that may mean that they require additional support while at university and successfully progress into graduate employment.

When seeking employment, many graduates will endeavour to work somewhere where they not

only feel comfortable, but also have the opportunity for promotion. LGBTQ+ graduates are no different and will therefore seek out organisations that advertise the fact that they promote equality and diversity, value all their staff and offer a safe and welcoming work environment free from prejudice and discrimination. Vercida's 2021 article states that, according to research by Accenture, those LGBTQ+ individuals who work for an organisation that promote a culture of equality 'are twice as likely to work for organisations that have announced goals to increase diversity[...], are three times more satisfied with their career progression and [...] are three times more likely to advance to senior manager or above'.²

It is important that graduates can be open about their sexuality as this has a positive effect on mental health and wellbeing. Research conducted by the University of York, Clifford Chance, Deutsche Bank and National Student Pride found that '39% of LGBTQ+ graduates who shared their gender identity and sexuality with everyone said that their wellbeing had improved.'³ This same survey found that '54% of LGBTQ+ graduates think inclusivity programmes in the workplace are important'.

Job search websites including Vercida and Proud Employers actively promote job vacancies with employers who have stated their commitment to inclusivity and diversity within their workplace and undertaken LGBTQ+ initiatives to encourage LGBTQ+ graduates to apply for roles with them. One such initiative is the partnership between the Association of British Insurers (ABI) and OUTstanding, a global professional network. The partnership aims to offer mentoring opportunities and leadership programmes as well as creating new opportunities for ABI member firms.⁴ Another scheme, aiming to attract LGBTQ+ students into the financial industry, is the LGBTQ+ Student Possibility Programme 2021 run by Goldman

Sachs in London.⁵ This insight programme is aimed at current students wishing to undertake an internship with Goldman Sachs in the future.

Diversity in Tech cited a study conducted by the Institution of Engineering and Technology (IET), stating that STEM subjects are not as attractive to LGBTQ+ graduates and 33% of LGBTQ+ engineers claimed 'that they feel their sexuality was a barrier to the progression of their career'.⁶ STEM Women have also highlighted this, saying that 'LGBTQ+ people are roughly 20% less represented in STEM fields than expected'.⁷ They mention several steps that could be taken to change this, including the promotion of role models, allies and support networks as well as more subtle changes such as the inclusion of pronouns within email signatures. One organisation that is trying to promote STEM fields to LGBTQ+ people is Pride in STEM, a group of international LGBTQ+ scientists and engineers. They have selected 18 November to be LGBTQ+ STEM Day in order to celebrate and highlight the work and barriers of LGBTQ+ people working within STEM industries.

An industry that has made great strides in promoting its opportunities and encouraging applications from LGBTQ+ graduates is real estate. As a result of the work they have put in 'for LGBTQ+ graduates, there is now increasing security in being open about their sexual orientation at work. Property companies have become more inclusive and supportive of LGBTQ+ staff'.⁸

Some LGBTQ+ graduates may face more barriers when seeking opportunities after university. But they should be encouraged to seek out employers with robust equality and diversity policies, specific LGBTQ+ schemes and initiatives and ideally those with an LGBTQ+ network to provide ongoing support within the workplace.

Turbulent transitions: graduate unemployment and underemployment

Tracy Scurry, senior lecturer, Newcastle University Business School and Vianna Renaud, placement development adviser, Faculty of Media and Communication, Bournemouth University

Transition from higher education is often framed in terms of moving into work, with highly skilled employment in which graduates use the knowledge and skills they acquired during their study being a key indicator of success. While the Office for Students (OfS) has four 'key performance measures' to evaluate students' outcomes, employment has traditionally dominated debates, reflecting a human capital 'returns to education' ideology that has underpinned individual and societal investment in HE.

As a result, a significant focus of institutions is on how they prepare and support students to transition to graduate-level employment with significantly less emphasis on acknowledging or preparing for unexpected outcomes – for example unemployment and/or underemployment.

The COVID-19 pandemic has meant that, for those graduating since 2019, these transitions have undoubtedly been more turbulent. During this period there have been significant changes not only to the graduate labour market (drops in graduate recruitment, a move to online recruitment practices and new forms of work such as hybrid/blended) but also to the ways in which young people are prepared for and supported through this transition. Furthermore, these students and graduates have been subject to significantly different experiences of HE than previous cohorts accompanied by the significant anxiety of a global pandemic.

While there are signs that, at the time of writing in October 2021, the graduate labour market is in recovery, a higher percentage of graduates have experienced periods of unemployment and/or underemployment as they transition from HE than in the previous year.

Unemployment and underemployment

The 2018/19 Graduate Outcomes data indicates that 8.9% of respondents were unemployed compared with 5.5% in the 2017/18 data.¹ Analysis by HESA demonstrates that there were higher levels of reported unemployment in cohort D than in cohort C.² While the percentage of graduates in unemployment in both 2018/19 cohorts is higher than in the equivalent 2017/18 cohorts, the general trend of higher levels of reported unemployment in cohort D than in cohort C remains consistent between years. This suggests that differences between cohorts cannot be securely attributed to the effects of the pandemic (Van Essen-Fishman, 2021).

This is borne out by recent analysis³ from the Office for National Statistics (2021⁴), which shows that during the third quarter of 2020 the unemployment rate for recent graduates (those who left full time education within five years of the survey date) reached 12%. The last time we saw rates this high in the UK was 1992/93. Previous experience has shown that during periods of high unemployment, individuals are more likely to enter employment for which they are overqualified and experience underemployment. This is reflected in the Graduate Outcomes data, which shows that 28% are in 'non-graduate' jobs⁵, a rise from 24% in 2017/18.⁶

While ONS data suggests that overqualification for all graduates in the labour market has declined during the coronavirus pandemic, the incidence of graduate overqualifications is still high, 25.5% compared to 17% for all those in employment. Certain factors may be skewing this figure, in particular the closure of hospitality and retail sectors during this time as a result of public health restrictions, where

unemployed graduates might look for employment in lieu of 'graduate level' alternatives.

The issue becomes starker when you look at regional variations. In 2019 London had the lowest percentage of recent graduates working in non-graduate roles (36.4%) compared with 50% in the North West and 51.6% in the West Midlands. In addition, there were significant variations within regions, for example, the North East average of 47.1% of which 34.4% is the North of Tyne Combined Authority was significantly lower than 57.9% in the Tees Valley Combined Authority and 54.6% in the Rest of the North East (ONS, 2020).⁷

It is also important to note that, as with data from the previous year, a lower percentage of white students are unemployed (7.7%) compared with other ethnic groups.

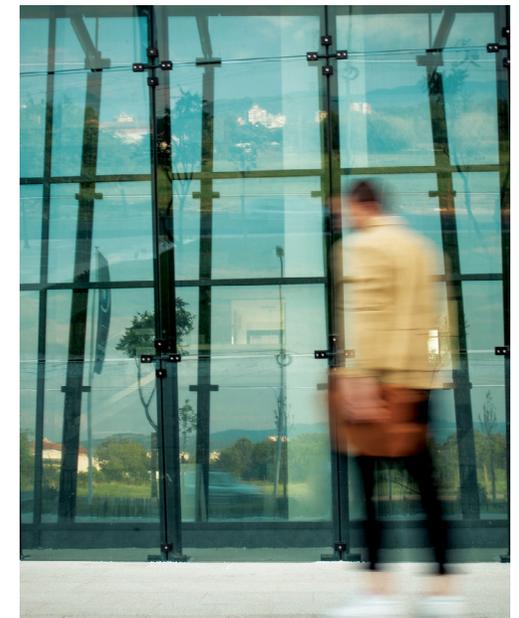
Turbulent transitions and unexpected outcomes

Careers professionals need to be mindful of this context and the significant proportion of graduates that have experienced unemployment and underemployment since graduating. It's interesting to note that 51.5% of unemployed graduates agreed or strongly agreed that their 'current work is meaningful and important' and 40.4% agreed that their current work fits with their future plans, perhaps reflecting a shift in expectations as a result of the unprecedented context they were navigating when the survey was conducted.

Unemployment and underemployment are almost hidden in discussions of the graduate labour market and whereas the COVID-19 pandemic has certainly exacerbated the numbers of graduates that are unemployed, it is not unique to this context. While

there may be an assumption that these periods of unemployment and underemployment serve as stepping stones to more 'successful' outcomes in the longer term, we know from previous research that this is not always the case and that these experiences can have negative implications for individual's wellbeing and future career outcomes.

It is timely then to ask if and how we might prepare and support students and graduates for these more turbulent transitions, but also to question and challenge broader structural inequalities in the labour market that result in higher levels of unemployment and underemployment for certain groups.



Business and administrative studies



Business and administrative studies overview

Mark Powell, employability data and systems manager, University of Gloucestershire

This year's Graduate Outcomes data shows that of all UK-domiciled first-degree graduates who responded, 52.3% were in full-time employment 15 months after graduating and 9.4% were in further study. For business and administrative studies these figures were 60.6% and 5.2% respectively.

Employment destinations

All business and administrative studies subjects showed higher numbers of graduates in full-time employment than the average across all subjects with a range from 57% for finance and accountancy to 66.1% for marketing. High numbers of graduates from business and management studies (18.9%), hospitality, leisure, tourism and transport (12.4%) and marketing (53.9%) secured work in marketing, PR and sales jobs compared with 6.5% from all subjects.

Perhaps unsurprisingly, high numbers of graduates from economics (59.3%), finance and accountancy (51.7%) and business and management studies (23.5%) secured work in business, HR and finance occupations compared to 10.8% for all subjects.

72% of employed graduates from all subjects were in professional and associate professional roles (or high skilled jobs). For graduates from business and administrative studies subjects this figure averaged 67.6% but ranged from 47.8% for hospitality, leisure, tourism and transport, 74.9% for marketing and 81.4% for economics.

Undertaking a business and administrative studies degree subject allows students to develop a practical understanding of the functions of business organisations and their markets, as well as the professional skills sought by chartered institutions who represent workers in different sectors. Students acquire commercial awareness and industry/sector specific knowledge, making them highly employable.

According to the CBI/Birkbeck *Skills for an inclusive economy 2021* report,¹ the most important types of skills to develop over the next three to five years for employers' to maintain their competitiveness are:

- industry, practical and technical knowledge
- leadership and management
- advanced digital skills
- critical thinking and problem solving skills
- communication/customer skills
- teamwork
- planning and organisation skills.

Salary

The average salaries for graduates from hospitality, leisure, tourism and transport with no significant further study since graduating are the lowest and graduates from economics the highest, as Table 1 shows. This can be explained in part by the employer make-up within these different sectors and their respective total number of graduate trainee schemes which tend to pay higher salaries.

Business and management studies had the biggest range of salaries, irrespective of further study. The earnings potential of economics graduates is second only to medicine and dentistry graduates in the

latest Longitudinal Education Outcomes (LEO) data published by the Department for Education.²

Graduates from business and management studies, economics, and finance and accountancy all earned above the average for all subjects.

Unemployment

Total unemployment for business and administrative studies graduates averaged 9.2% against 8.9% for all subjects. This ranged from 8.1% for economics to 10.5% for hospitality, leisure, tourism and transport, perhaps reflecting the particularly challenging employment conditions experienced by this sector during the COVID-19 pandemic.

Further study

In total, 9.4% of graduates were undertaking further study. For graduates from business and administrative studies subjects this figure ranged from 3.2% for marketing to 8.6% for economics. Of those in further study from all subjects, 51.3% were undertaking a Masters degree programme, while for business and administrative studies subjects this figure ranged from 24.2% for finance and accountancy to 50.1% for marketing.

Of particular note is that 63.8% of finance and accountancy graduates and 40.1% of economics graduates were studying for a professional qualification against 15.7% of all graduates. This difference reflects the need for professional qualifications in the finance sector through chartered institutions such as ACCA, CIMA and ICAEW.

Future of work

The World Economic Forum's *The Future of jobs 2020* report stated that automation and '...technological adoption by companies will transform tasks, jobs and skills by 2025'.³ Automation and machine learning, FutureLearn (2020) asserts, will lead to significant changes in the employability skills desired by employers, with data skills, sales and marketing and emotional intelligence being amongst those skills employers will be looking for.⁴ Graduates who can organise big data sets, analyse and report on the findings, and make informed decisions will be highly sought after. Sales and marketing cannot be automated and requires a human element to negotiate and influence outcomes.

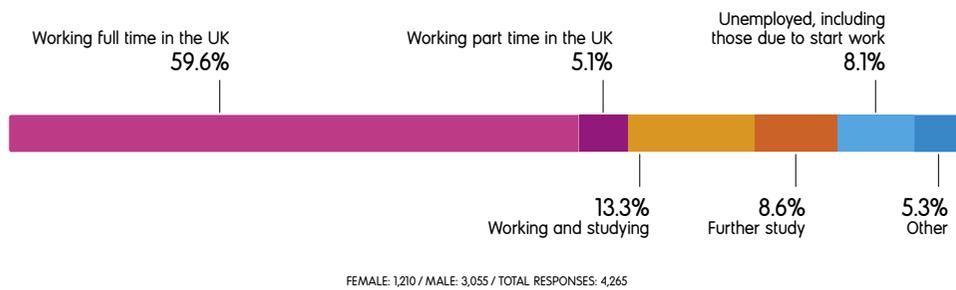
The importance of digital skills is also identified by The Chartered Institute of Marketing (CIM) in its *Digital marketing skills benchmark 2020* report: 'Digital has fundamentally changed the way we buy, make decisions and interact with one another. As such, it has become an essential element of not only any marketing strategy, but of any organisational strategy.'⁵ Marketing activities are increasingly technical, particularly social media, search engine optimisation and analytics, and usability. These digital skills combined with emotional intelligence could give business and administrative studies graduates the edge, particularly in a global economy where an awareness of, and empathy for, cultural differences will be key to successful organisations.

Table 1: Average salaries of business and administrative studies graduates 15 months after graduation

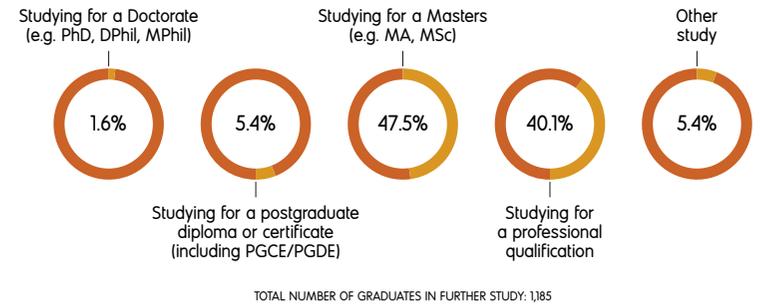
	SIGNIFICANT FURTHER STUDY SINCE GRADUATING	NO SIGNIFICANT FURTHER STUDY SINCE GRADUATING
Business and management studies	£24,145 - £27,922	£24,135 - £25,914
Economics	£31,288	£29,912
Finance and accountancy	£25,209 - £26,468	£23,782 - £25,361
Hospitality, leisure, tourism and transport	£21,392	£21,079
Marketing	£21,409	£22,638
All Subjects	£24,493	£24,250

Economics

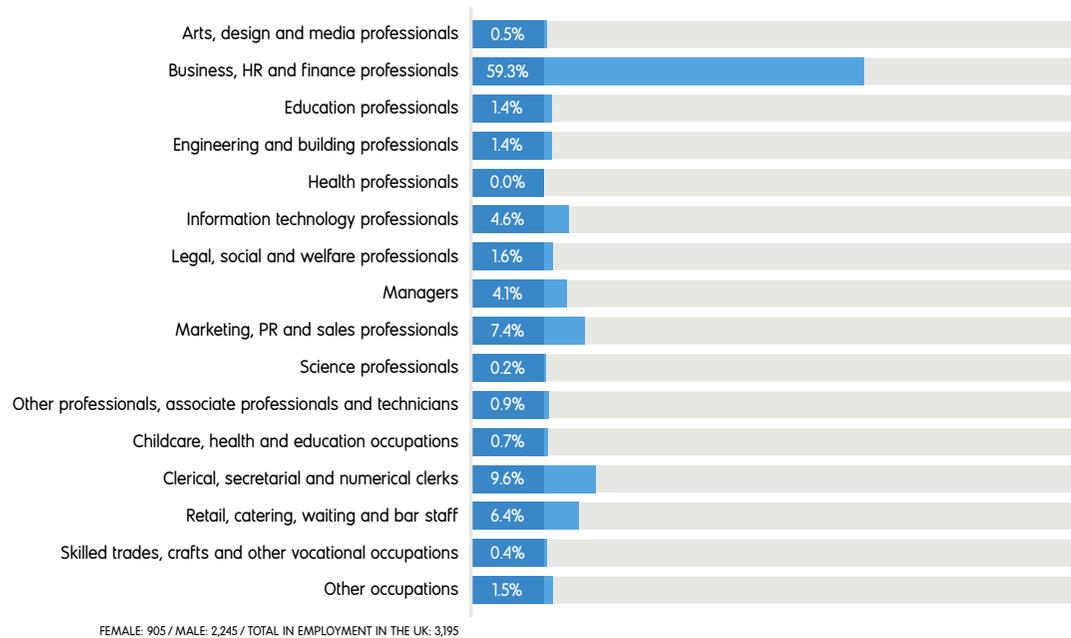
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

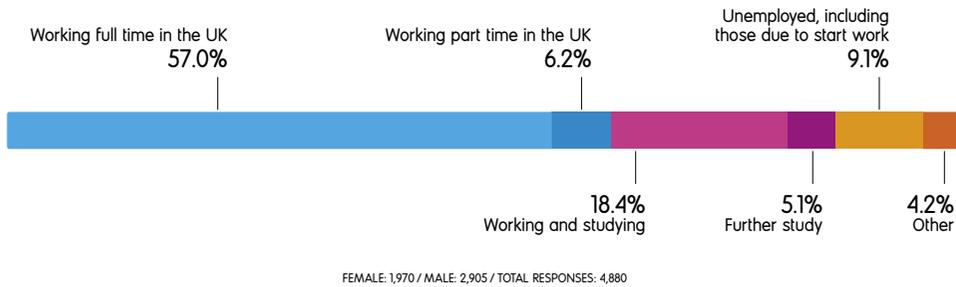


Top 10 professional jobs

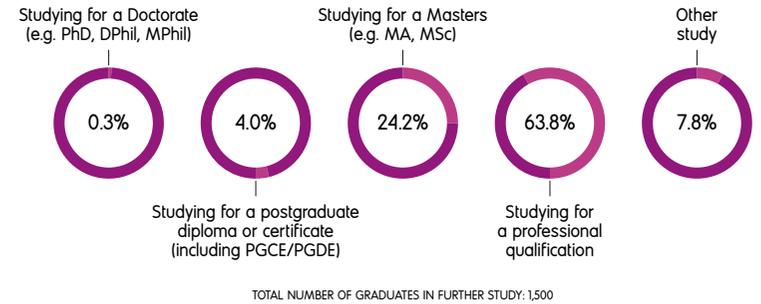
- 1 Finance and investment analysts and advisers
- 2 Chartered and certified accountants
- 3 Actuaries, economists and statisticians
- 4 Management consultants and business analysts
- 5 Data analysts
- 6 Business sales executives
- 7 Brokers
- 8 Business and related research professionals
- 9 Taxation experts
- 10 Marketing associate professionals

Finance and accountancy

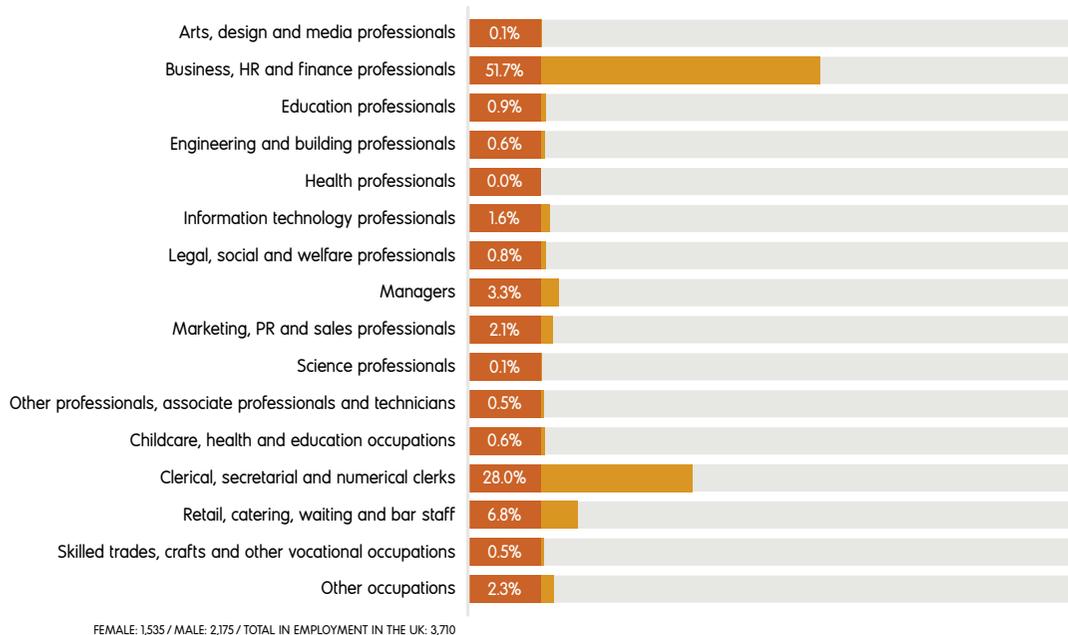
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

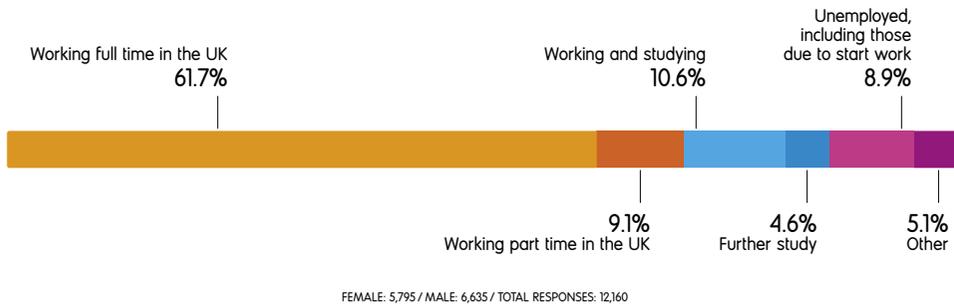


Top 10 professional jobs

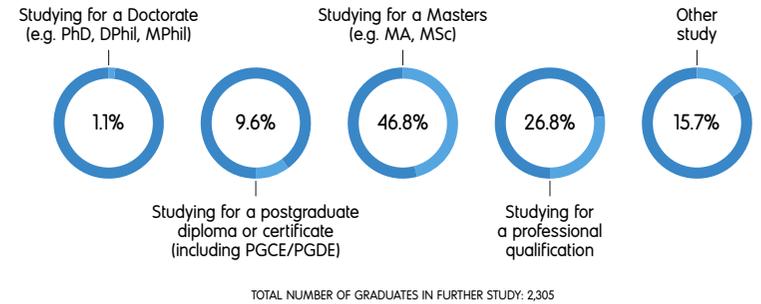
- 1 Chartered and certified accountants
- 2 Finance and investment analysts and advisers
- 3 Taxation experts
- 4 Management consultants and business analysts
- 5 Financial managers and directors
- 6 Actuaries, economists and statisticians
- 7 Financial accounts managers
- 8 Data analysts
- 9 Brokers
- 10 Business associate professionals n.e.c.

Business and management studies

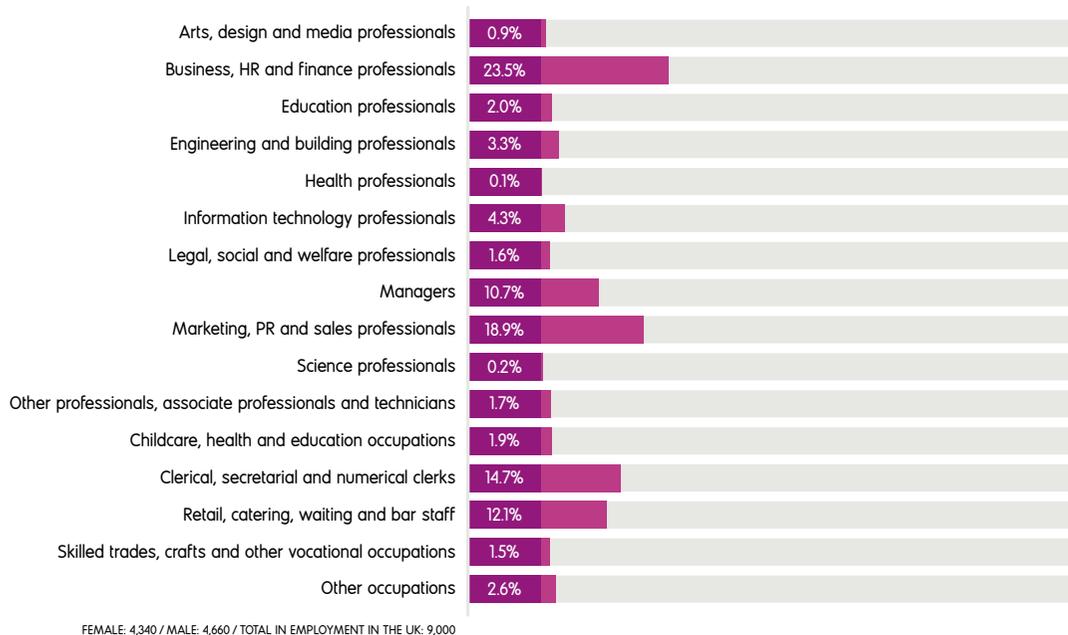
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

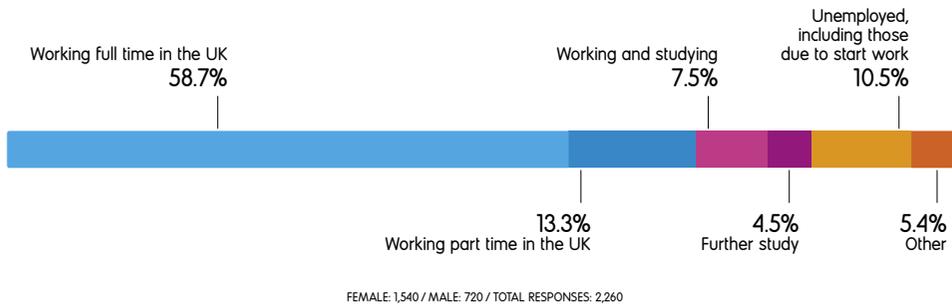


Top 10 professional jobs

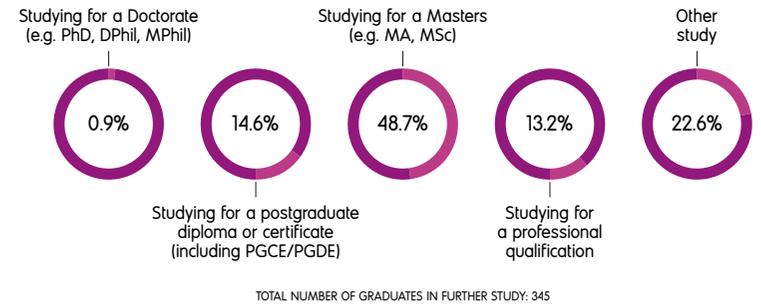
- Marketing associate professionals
- Business sales executives
- Human resources and industrial relations officers
- Chartered and certified accountants
- Sales accounts and business development managers
- Management consultants and business analysts
- Finance and investment analysts and advisers
- Managers and directors in retail and wholesale
- Business associate professionals n.e.c
- Business and financial project management professionals

Hospitality, leisure, tourism and transport

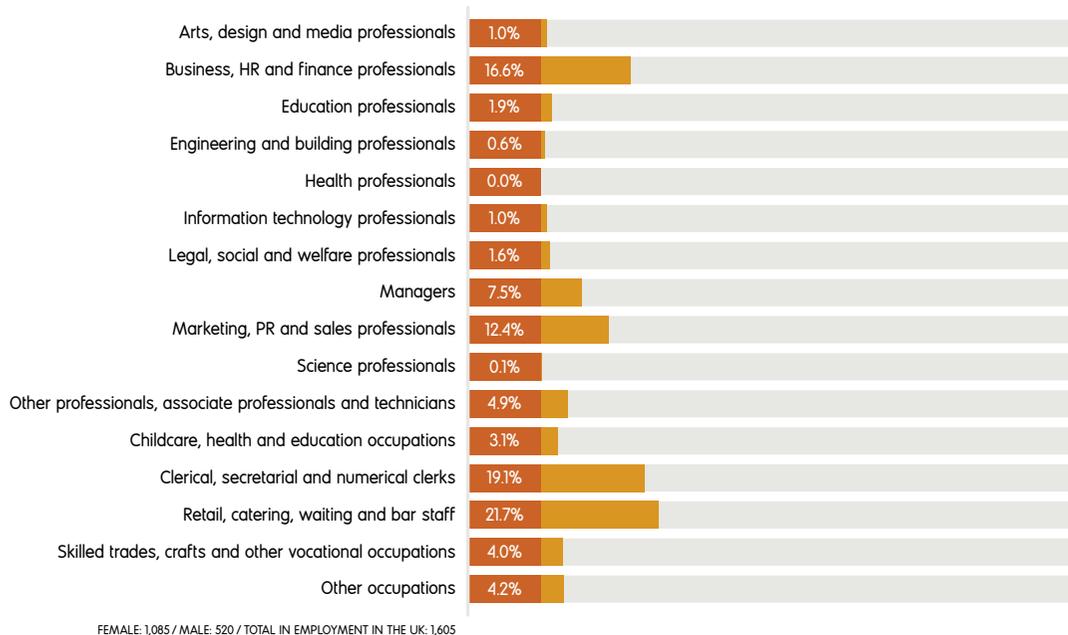
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

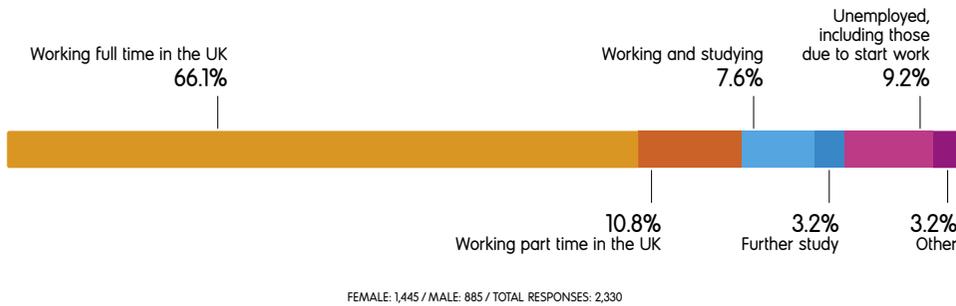


Top 10 professional jobs

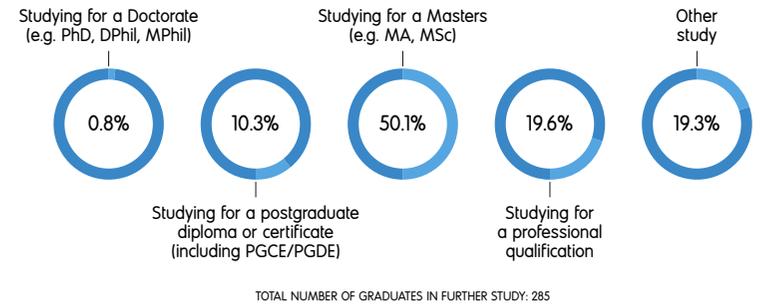
- 1 Conference and exhibition managers and organisers
- 2 Marketing associate professionals
- 3 Business sales executives
- 4 Human resources and industrial relations officers
- 5 Aircraft pilots and air traffic controllers
- 6 Hotel and accommodation managers and proprietors
- 7 Sports coaches, instructors and officials
- 8 Sales accounts and business development managers
- 9 Restaurant and catering establishment managers and proprietors
- 10 Managers and directors in retail and wholesale

Marketing

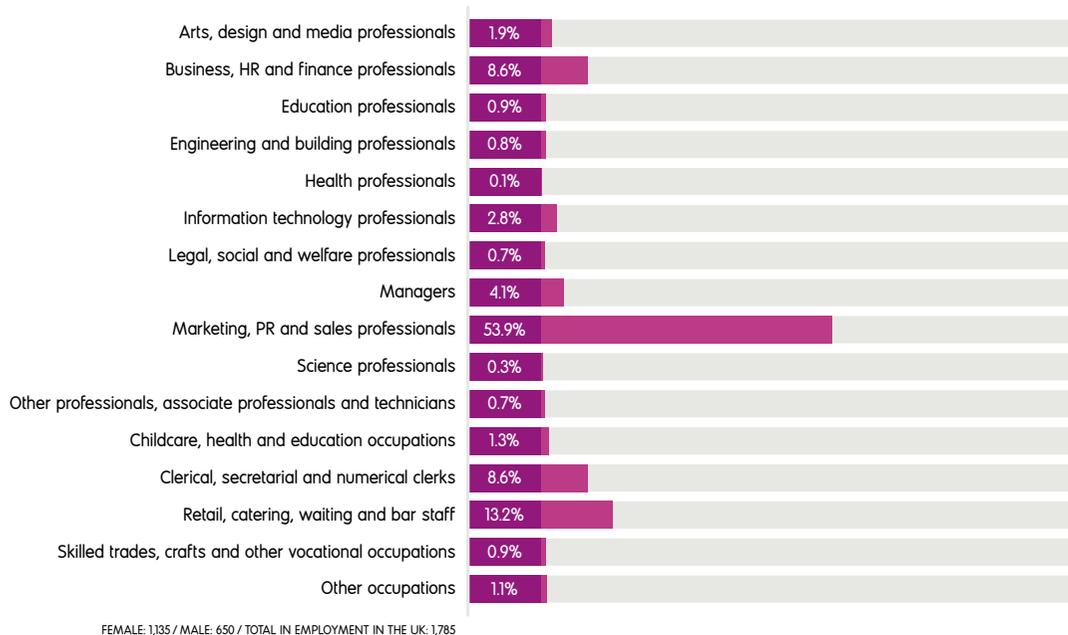
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment



Top 10 professional jobs

- 1 Marketing associate professionals
- 2 Public relations professionals
- 3 Business sales executives
- 4 Sales accounts and business development managers
- 5 Marketing and commercial managers
- 6 Human resources and industrial relations officers
- 7 Buyers and procurement officers
- 8 Conference and exhibition managers and organisers
- 9 Merchandisers
- 10 Advertising accounts managers and creative directors

Creative arts



Creative arts overview

Ben Robertson, careers consultant, Leeds Beckett University and Elli Whitefoot, assistant careers, employability and enterprise manager, Leeds Arts University

The Graduate Outcomes survey shows that one-third of creative arts graduates were working in non-permanent employment, meaning a significant number were working on fixed-term and zero-hour contracts, and were more likely than their peers to be freelance or self-employed.

22,100 respondents studied creative arts subjects (16.4% of total respondents), of whom 37% identified as male and 63% female. 4% of creative arts respondents reported undertaking further study (compared with 9.4% of respondents from all subjects), with 9% engaged in work and study (11.4% across all subject areas).

Employment

Just over one quarter of creative arts graduates worked in arts, design and media professions, in areas directly related to their degree subject. 45.4% of creative arts graduates were in full-time employment (fewer than the previous year) and 26.2% were part-time. This compares to 52.3% of respondents from all subjects in full-time employment, and 12.4% part time. The unemployment rate for the creative arts was 9.2%, comparable to 8.9% across all subjects.

Design had the highest figure in professional-level employment at 62.4% and fine art the lowest with 41.3%. However, due to their 'portfolio working' style, creative graduates may report their 'steady' employment (for example retail, catering and bar staff) instead of their creative work. Cinematics & photography and design graduates were most likely to stay in the sector, with 36% and 34.4% respectively finding employment in arts, design, and media professions.

Self-employment, zero-hour contracts and second jobs

This year's Graduate Outcomes survey showed that self-employment among creative graduates (9.3%) had decreased slightly compared to the previous year (10.9%), but they were still more likely to be self-employed than the wider graduate population (3.5%). This trend is also reflected in the wider economy, as PEC reports that '32% of the creative industries workforce... is self-employed (including freelancers), compared with 16% of the UK workforce'.¹

The data shows that 11.3% of creative arts graduates are on zero hours contracts, up from 9.9%

last year, with performing arts and fine art graduates reporting 15.1% and 16% respectively. By mid-2020 there was a steep rise in freelance creatives reporting working zero hours per week, and a decline of those reporting working over 32 hours.²

External data suggest that many creative industries workers undertake second jobs to support their income during periods of low demand in their creative occupation.³

Impact of COVID-19

While DCMS figures are not yet available, ONS Labour Force Survey data shows opportunities in arts, entertainment and recreation have been the hardest hit by the pandemic. Vacancies fell by 66.5% in the year to April, 128,000 below pre-pandemic levels.⁴ Music & performing arts, film & TV and publishing were particularly affected, although some creative businesses thrived, with 18% hiring more employees and freelancers across all sub-sectors.⁵

Oxford Economics estimates that 10% (£12 billion) of the creative industries GVA was lost in 2020, due to the pandemic, and 1 in 20 jobs were set to be lost by the end of 2021 (112,700).⁶

However, it is speculated that creative graduates may be in a strong position as the economy recovers. Kingston University's *Future Skills League Table* report suggests that 'Skills for Innovation' taught on creative arts degrees, will drive ideas, technologies and secure the UK economy.⁷

Conclusion: the value of a creative arts degree

Graduate Outcomes data tells part of the story, but wider statistics are pertinent when reflecting on the effects of the pandemic upon creative arts graduates at the time of the survey. The data suggest that the rise in self-employment, zero-hour contracts and second jobs is indicative of a decline in employment opportunities, with some occupations badly affected by lockdown measures. Beyond the impact of the pandemic, we can surmise that creative graduates may particularly benefit from enterprise education, and an understanding of portfolio careers and the gig economy.

Additional content by Rish Baruah, University of Warwick

Figure 1: Employment by subject area

	FULL-TIME EMPLOYMENT	PART-TIME EMPLOYMENT	FURTHER STUDY	WORK/STUDY	UNEMPLOYED
Cinematics & photography	45.0%	28.2%	2.8%	7.6%	10.9%
Design	52.2%	25.1%	2.9%	6.4%	8.6%
Fine art	34.9%	29.2%	6.1%	12.6%	8.6%
Media studies	48.2%	23.1%	4.2%	8.3%	10.6%
Performing arts	40.3%	27.9%	5.9%	11.5%	8.8%
All GOS subjects	52.3%	12.4%	9.4%	11.4%	8.9%

Figure 2: Salary

	NO SIGNIFICANT FURTHER STUDY SINCE GRADUATION	SIGNIFICANT FURTHER STUDY SINCE GRADUATION
Cinematics & photography	£18,943	£19,448
Design	£20,082	£20,019
Fine art	£17,040	£21,706
Media studies	£19,767	£20,856
Performing arts	£18,586*	£21,899*
All GOS subjects	£24,250	£24,493

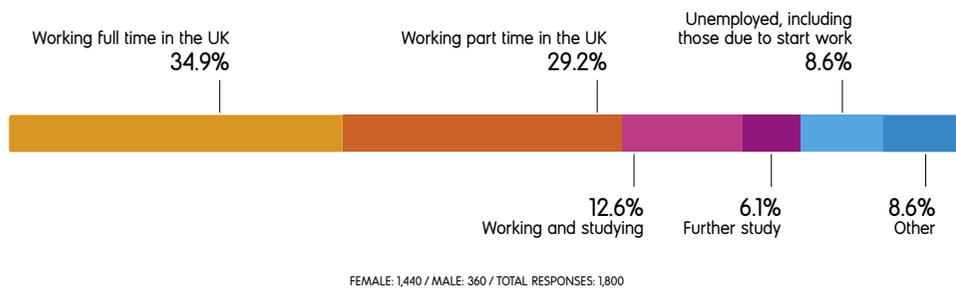
* signifies upper end of reported salary figures

Figure 3: Effects of the pandemic on creative industries

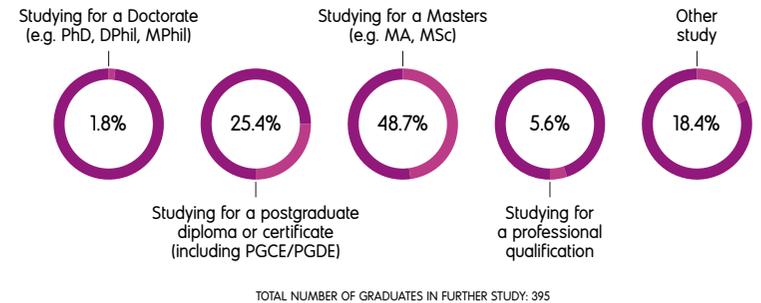
	GVA	JOBS
Music, performing and visual arts	-39%	-26%
Museums, galleries and libraries	-32%	-14%
Publishing	-14%	-6%
Design and designer fashion	-14%	-7%
Advertising and marketing	-11%	-6%
Film, TV and photography	-12%	-5%
Crafts	-9%	-2%

Fine arts

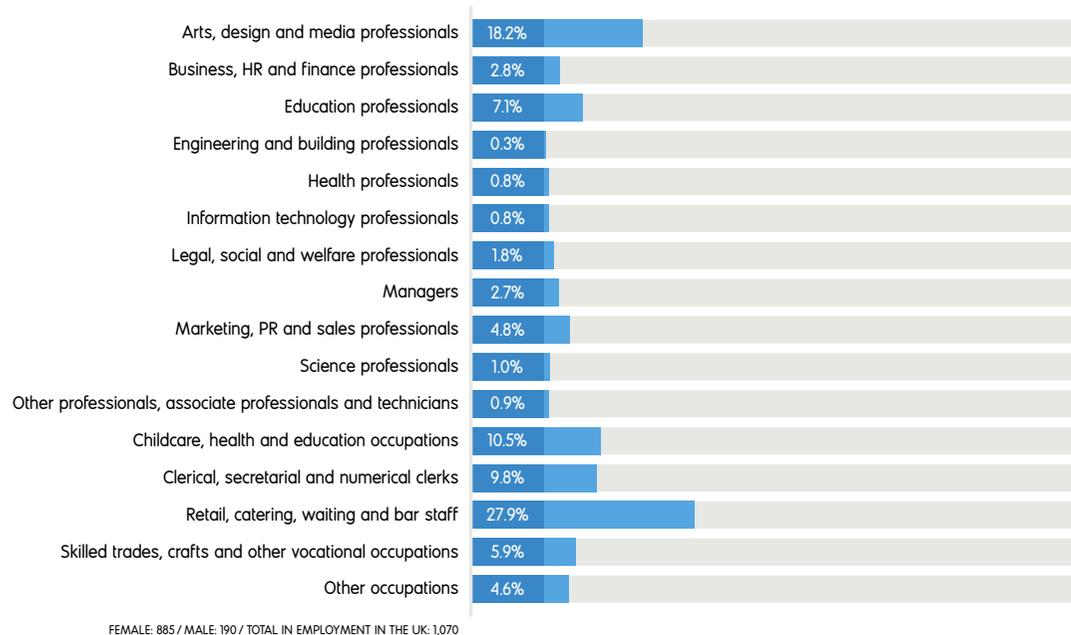
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

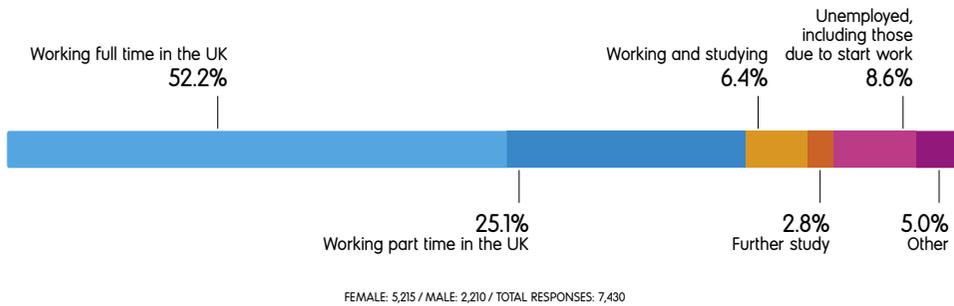


Top 10 professional jobs

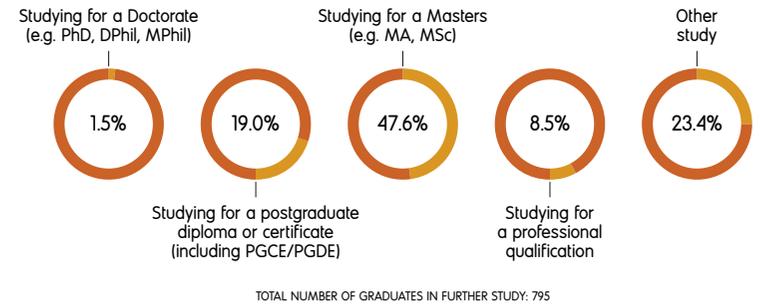


Design

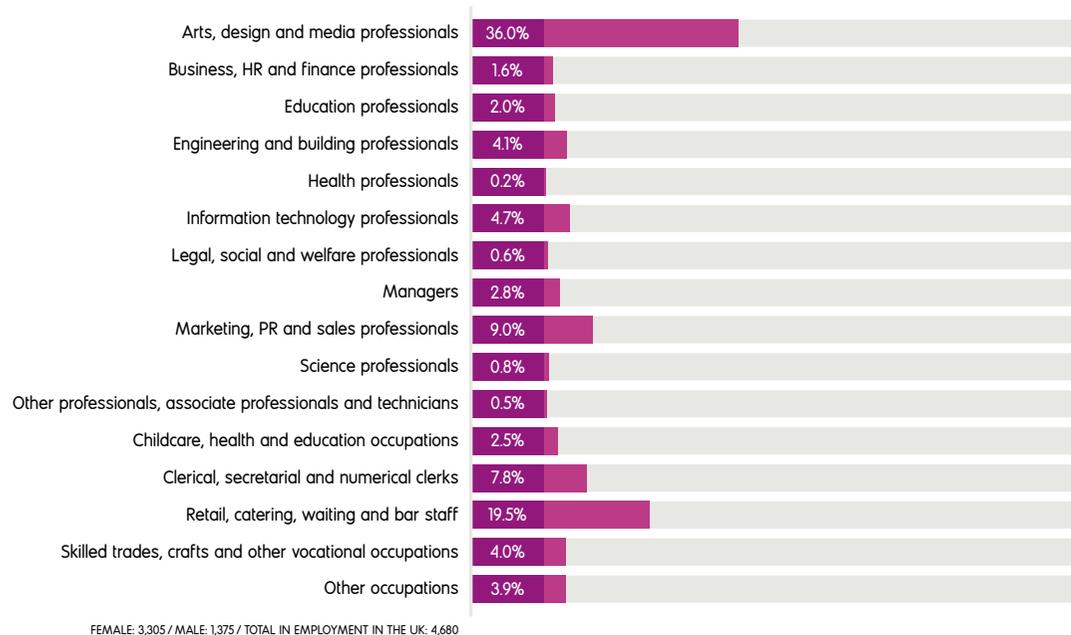
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

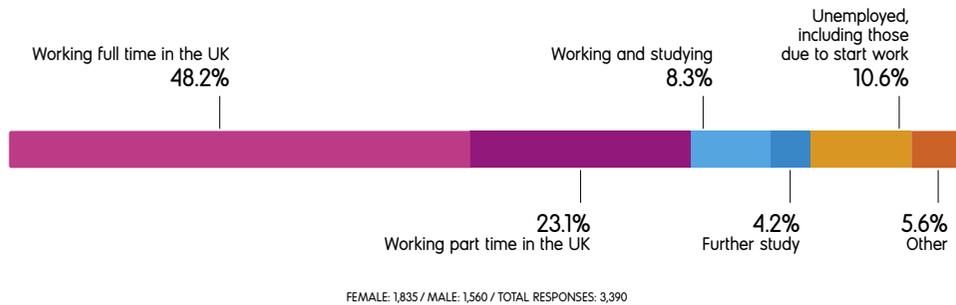


Top 10 professional jobs

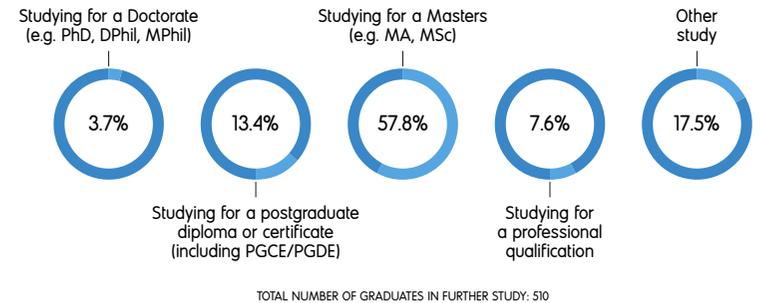
- 1 Graphic and multimedia designers
- 2 Clothing, fashion and accessories designers
- 3 Marketing associate professionals
- 4 Design occupations n.e.c.
- 5 Interior designers
- 6 Artists
- 7 Web design professionals
- 8 CAD, drawing and architectural technicians
- 9 Public relations professionals
- 10 Engineering professionals n.e.c.

Media studies

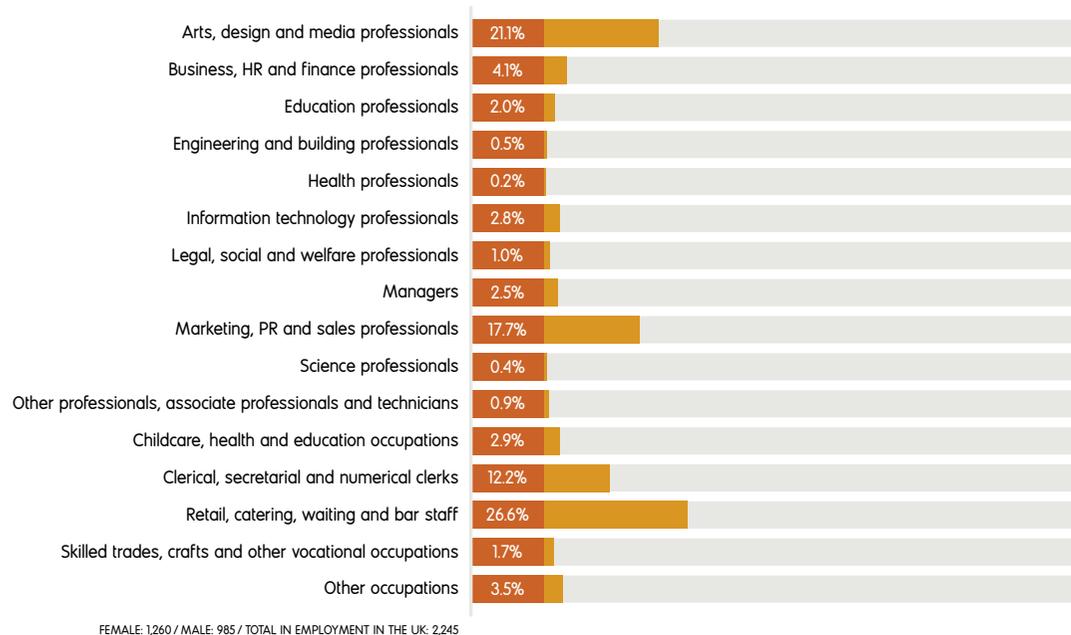
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

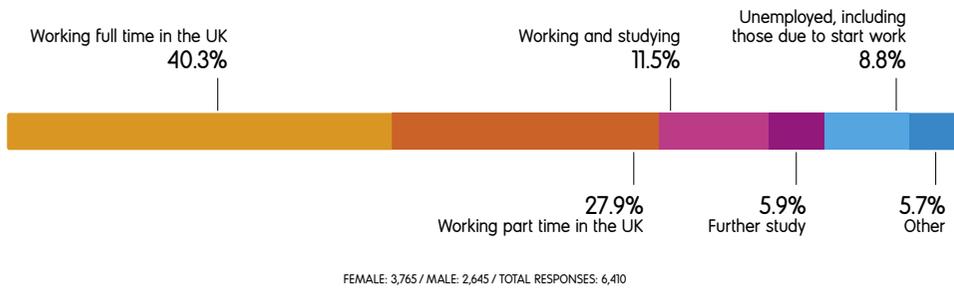


Top 10 professional jobs

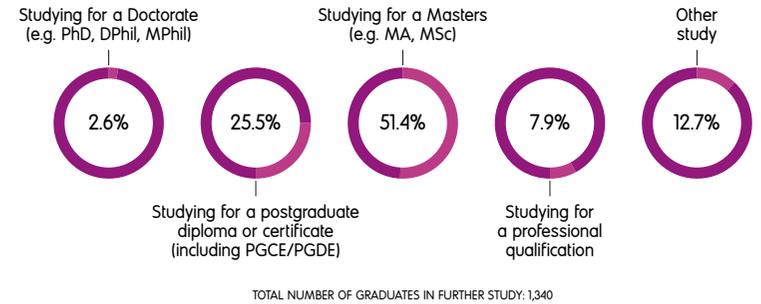
- 1 Marketing associate professionals
- 2 Arts officers, producers and directors
- 3 Photographers, audio-visual and broadcasting equipment operators
- 4 Public relations professionals
- 5 Graphic and multimedia designers
- 6 Business sales executives
- 7 Business and related research professionals
- 8 Database administrators and web content technicians
- 9 Authors, writers and translators
- 10 Newspaper and periodical journalists and reporters

Performing arts

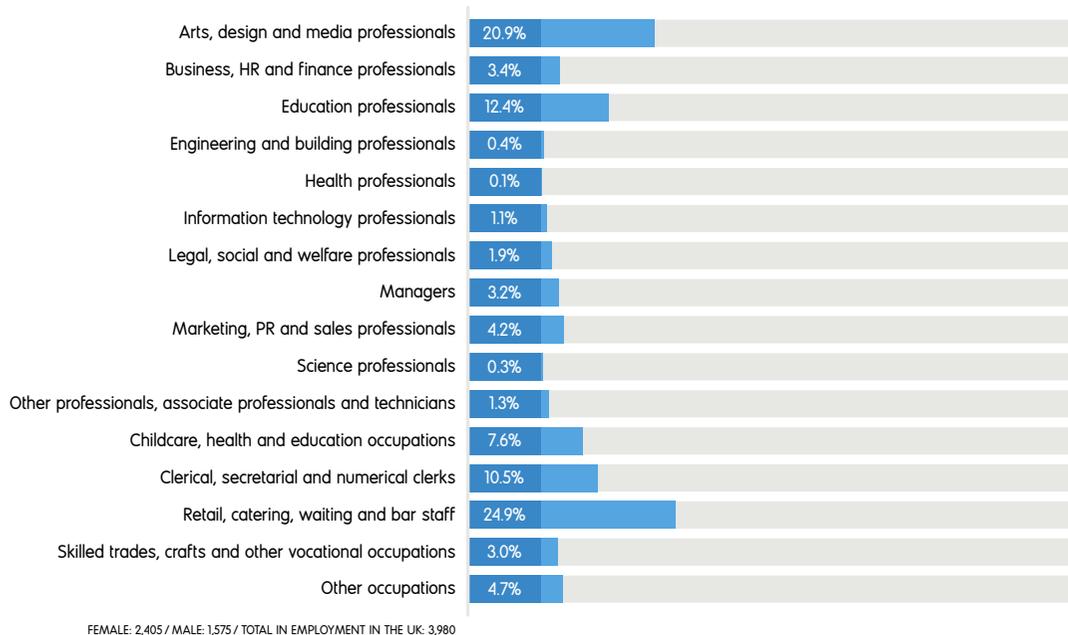
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

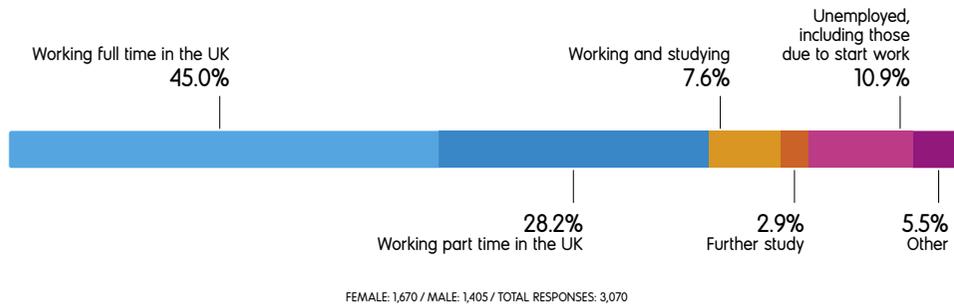


Top 10 professional jobs

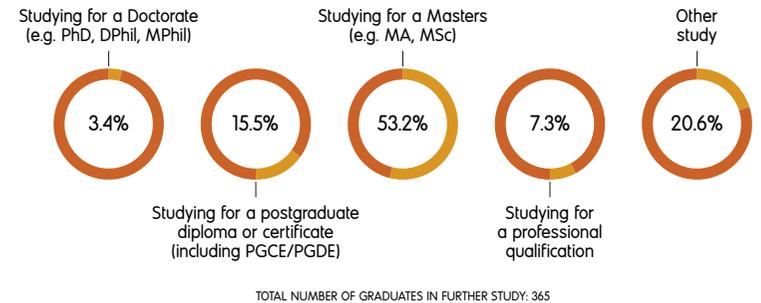
- Actors, entertainers and presenters
- Teaching professionals n.e.c.
- Musicians
- Secondary education teaching professionals
- Arts officers, producers and directors
- Photographers, audio-visual and broadcasting equipment operators
- Dancers and choreographers
- Marketing associate professionals
- Primary education teaching professionals
- Conference and exhibition managers and organisers

Cinematics and photography

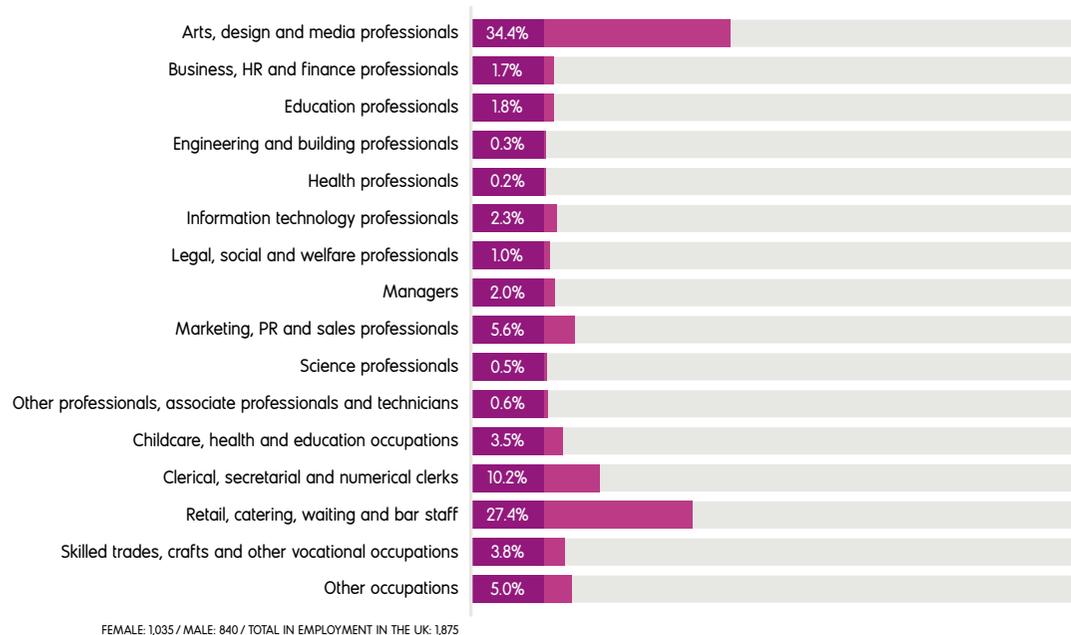
Outcomes 15 months after graduation



Type of course for those in further study



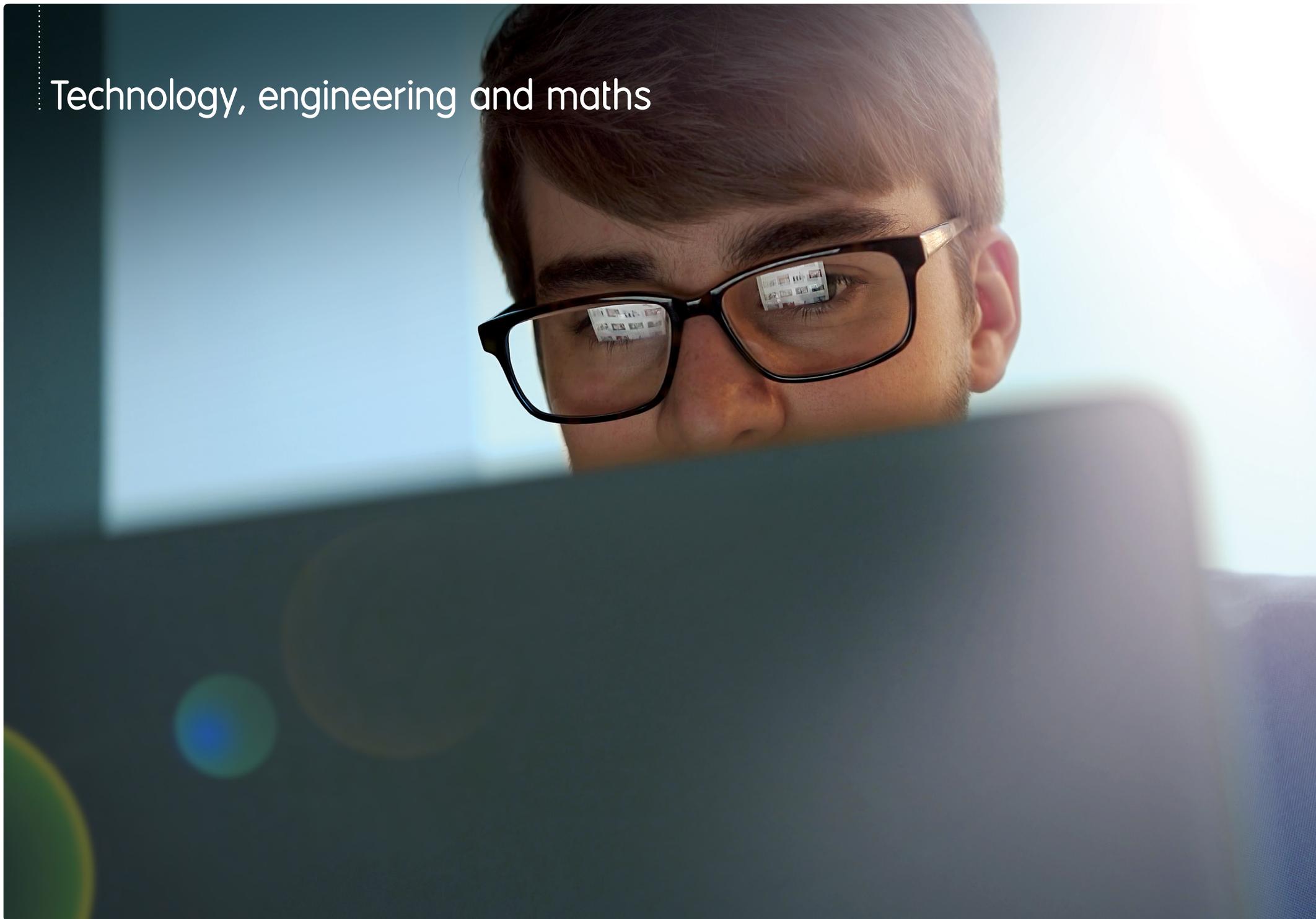
Type of work for those in employment



Top 10 professional jobs

- 1 Photographers, audio-visual and broadcasting equipment operators
- 2 Arts officers, producers and directors
- 3 Graphic and multimedia designers
- 4 Marketing associate professionals
- 5 Artists
- 6 Public relations professionals
- 7 Business sales executives
- 8 Authors, writers and translators
- 9 Database administrators and web content technicians
- 10 Programmers and software development professionals

Technology, engineering and maths



Technology, engineering and maths overview

Laura Greaves, information analyst, Jisc

Technology, engineering and maths are a core part of the UK government's industrial strategy.¹ In addition, huge advancements in technology resulting from the COVID-19 pandemic have contributed to the growing need for graduates from these disciplines.² Despite this, businesses are struggling with a mismatch in the supply and demand of skilled workers, leaving many vacancies unfilled each year.³

The UK economy suffers a loss of £1.5 billion per year due to STEM skills shortages.⁴ A look at the list of UK shortage occupations reveals how highly sought after these graduates are. Not only are we struggling to find civil, mechanical and electrical and electronic engineers and IT professionals, we're also in need of secondary school teachers who can teach maths, science, and computer science to the younger generations.

Destinations

The 2018/19 Graduate Outcomes data shows that graduates from technology, engineering and maths disciplines have higher full-time employment rates than the all-graduate average (52.3%).

Civil engineering graduates continue to have the highest full-time employment rate (69.7%), followed by electrical and electronic engineering (68.5%), mechanical engineering (66.1%), architecture and building (65.8%) and IT (64.8%).

Mathematics graduates were least likely to be in full-time employment (56.1%), but this figure is still above the average for all subjects. However, they were most likely to be in further study (13.3%) or working and studying (11.9%). Those that entered employment often worked as business, finance and HR professionals (39.9%), IT professionals (19.7%), and education (13.2%).

Engineering graduates typically find work in fields relevant to their degree with 80.6% of civil

engineering graduates and 60% of mechanical engineering graduates working as engineering professionals. Conversely, electrical and electronic engineering graduates typically pursued careers in IT (25%) as well as engineering (46.1%), demonstrating the transferable nature of their skills.

The most popular occupation for architecture and building graduates was also engineering professional (69.1%) where they often worked as CAD, drawing and architectural technicians, quantity surveyors and chartered surveyors. Those seeking other career paths worked in management (6%) and business, HR and finance (4.3%).

Almost three quarters (72.6%) of IT graduates were working in occupations related to their degree, such as programmers and software development professionals, IT user support technicians and cyber security professionals.

Unemployment

The unemployment rates for this group were all below the all-graduate average (8.9%) except for IT (9%). Architecture and building graduates were least likely to be unemployed (6.5%). Graduates from maths (8.3%), mechanical engineering (8.7%), civil engineering (7.8%) and electronic and electrical engineering (7.6%) backgrounds all had a below average unemployment rate, but they are relatively high considering the severe shortages of engineering and technology professionals in the UK.

The number of graduates going into non-professional level roles such as retail and waiting are small, whereas those from other subjects with low unemployment rates saw more graduates entering these roles. The higher unemployment rates for this group suggest that these individuals are more likely to wait until they find an opportunity that meets their employment expectations.

Civil engineering had the greatest proportion of graduates in professional-level roles (93.3%) compared to the all-graduate average (72%). This was followed by architecture and building (88.2%), IT (86.4%), electrical and electronic engineering (84.3%), mechanical engineering (83.5%) and maths (81.7%).

Further study

Aside from maths (13.3%), the further study rate for this group is relatively low compared to the average for all graduates (9.4%). This could be explained by the high percentage of technology and engineering graduates entering employment.

Masters study (36%) was the most common qualification pursued by maths graduates in further study, followed by professional qualification (26.2%) and postgraduate diploma or certificate (11.9%). Two-fifths of maths graduates worked as business, HR and finance professionals which often require further qualifications such as the ACCA and CIMA for accounting and CIPD qualifications for HR. Education was another popular employment destination for maths graduates, where further study qualifications such as a PGCE are needed.

Technology and engineering graduates enrolled in further study courses were mostly studying at Masters level. It's likely these individuals wanted to specialise in a particular area such as computer games, urban design or environmental engineering.

Salary

The salary range for technology, engineering and maths graduates varies depending on the subject studied and whether significant further study was undertaken after graduation. Those who hadn't done any further study had a salary range of £21,907 to £28,419. Graduates with significant

further study had a slightly higher salary range of £22,071 to £30,013.

Electrical and electronic engineering graduates had the highest salary, starting at £28,419 and rising to £30,013 if further study was undertaken.

Architecture and building graduates without further study had the lowest salary range from £21,907 to £26,932. Significant further study didn't increase the salary range, with these individuals earning £22,071 to £25,169.

Gender

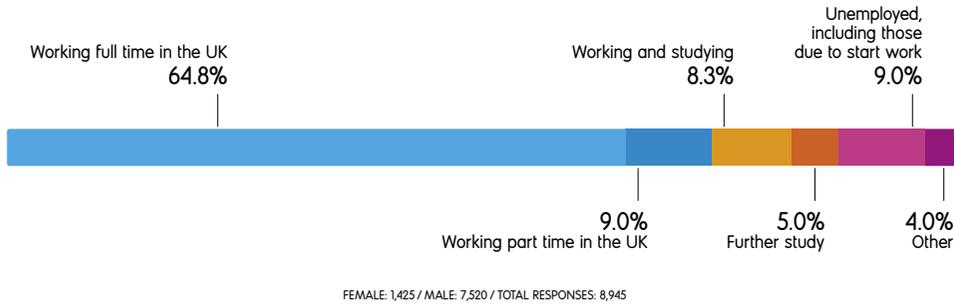
The gender divide in science, technology, engineering and maths (STEM) is a long-standing issue, with various campaigns in place to try and encourage more women to enter the field. Such initiatives have helped to inspire more females to study STEM subjects, which has led to a rise in females in STEM careers. The female STEM workforce in the UK has increased from 21% in 2016 to 24% in 2019, meaning the number of women in core STEM careers has surpassed one million.⁵ The sector is hoping to meet its target of 1.5 million women working in STEM by 2030, at which point 30% of the workforce will be women.⁶ 30% is seen as the 'critical mass level', where a minority group of women would have the ability to affect real change.

The Graduate Outcomes data shows that the gender divide still persists, with just 22% of technology, engineering and maths graduates identifying as female. Maths had the greatest proportion of female graduates (39%), whereas electrical and electronic engineering (11%) and mechanical engineering (11%) had the smallest percentages of females.

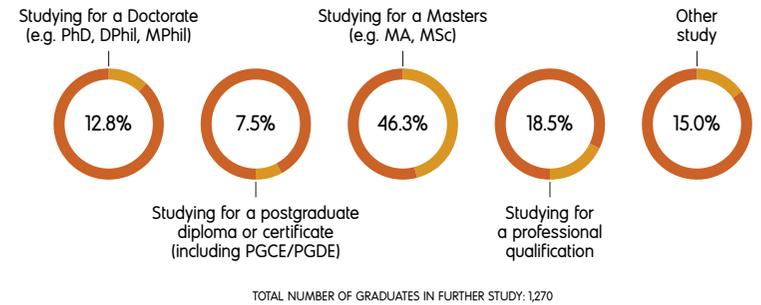
Increasing the number of women in STEM occupations is crucial to help fill current skills gaps and address the underrepresentation issue.

Information technology

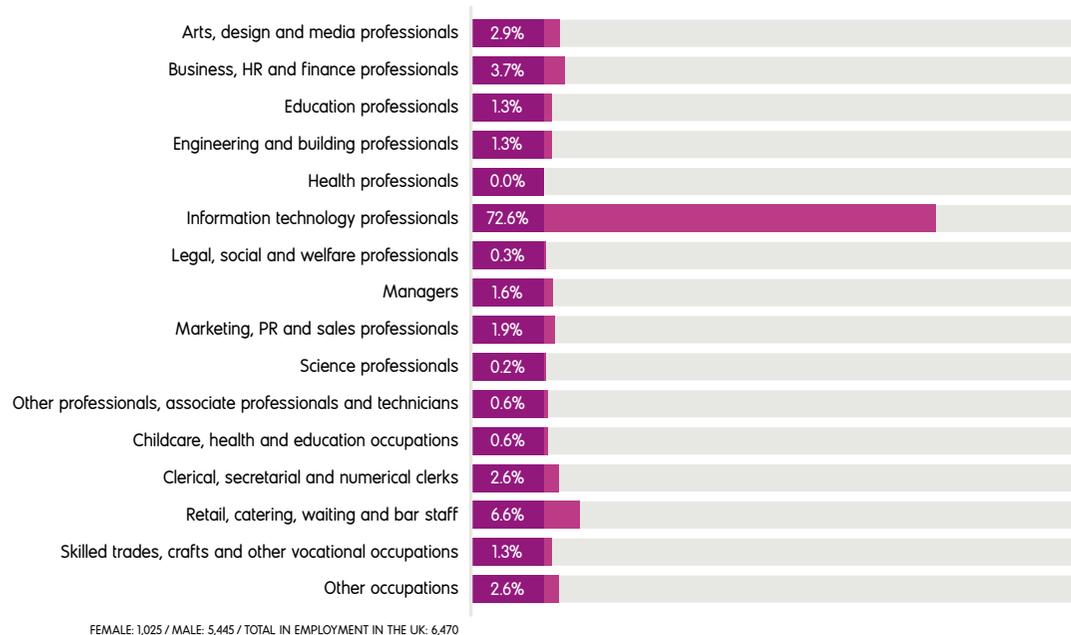
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

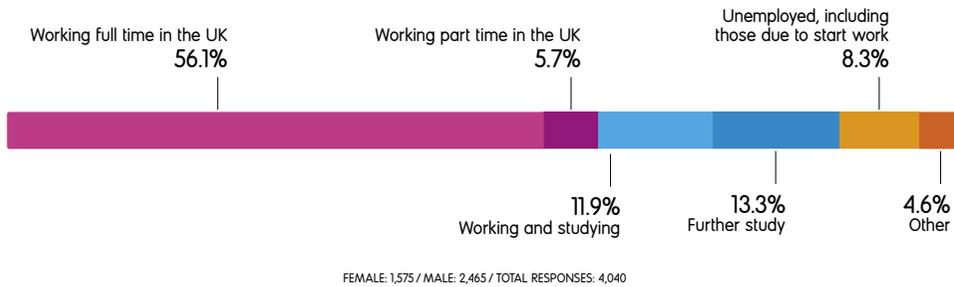


Top 10 professional jobs

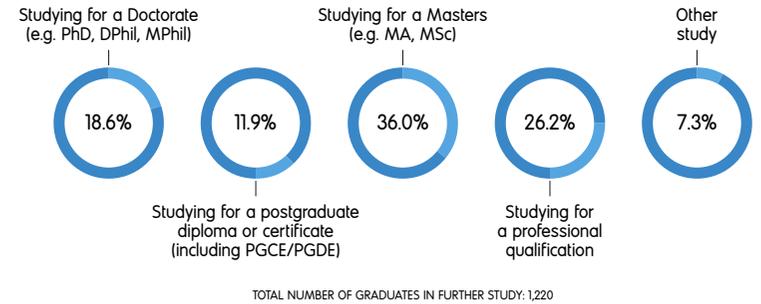
- 1 Programmers and software development professionals
- 2 IT user support technicians
- 3 Cyber security professionals
- 4 IT business analysts, architects and systems designers
- 5 IT operations technicians
- 6 Information technology professionals n.e.c.
- 7 Graphic and multimedia designers
- 8 IT quality and testing professionals
- 9 IT network professionals
- 10 IT managers

Mathematics

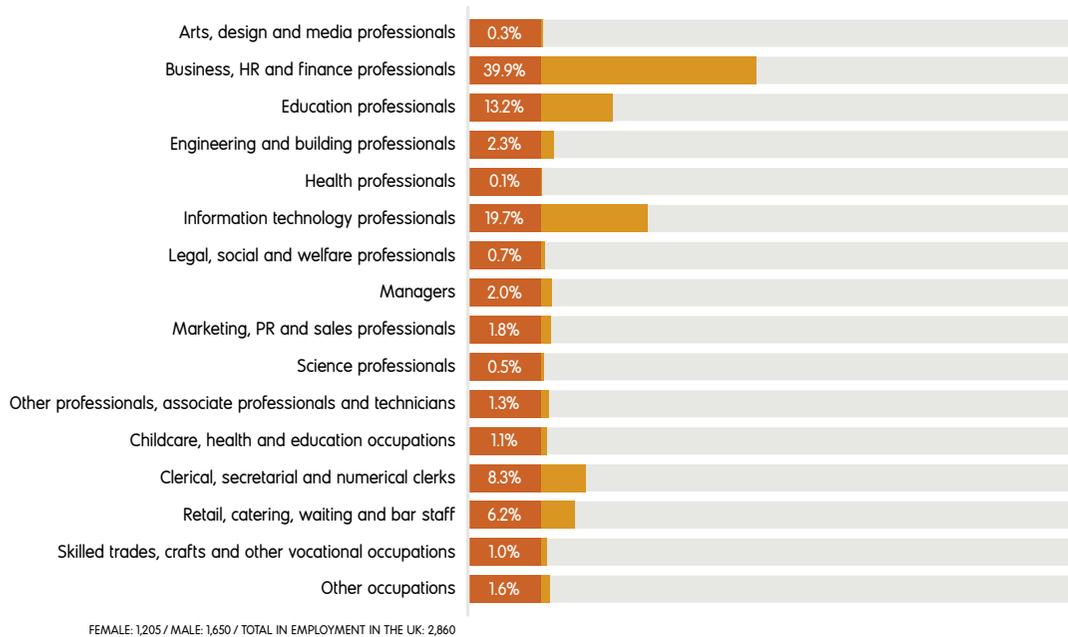
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

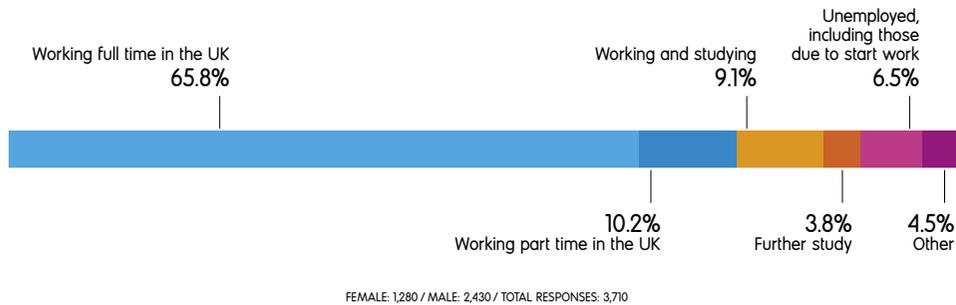


Top 10 professional jobs

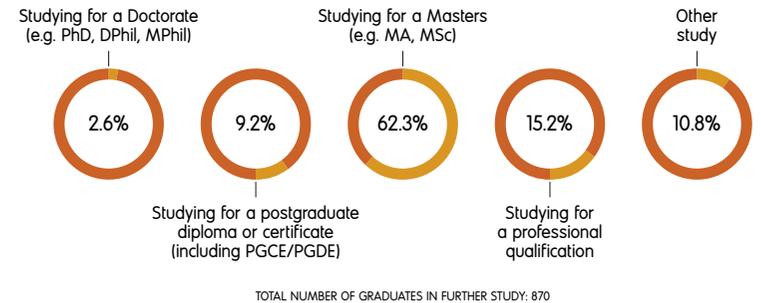
- 1 Programmers and software development professionals
- 2 Secondary education teaching professionals
- 3 Actuaries, economists and statisticians
- 4 Finance and investment analysts and advisers
- 5 Chartered and certified accountants
- 6 Data analysts
- 7 IT business analysts, architects and systems designers
- 8 Management consultants and business analysts
- 9 Information technology professionals n.e.c.
- 10 Primary education teaching professionals

Architecture and building

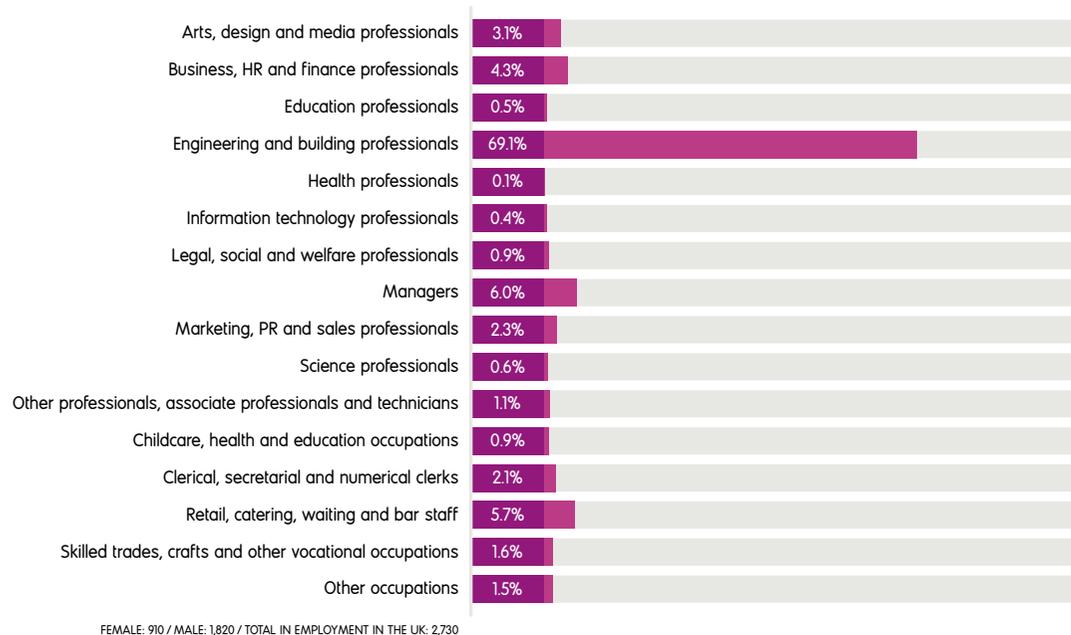
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

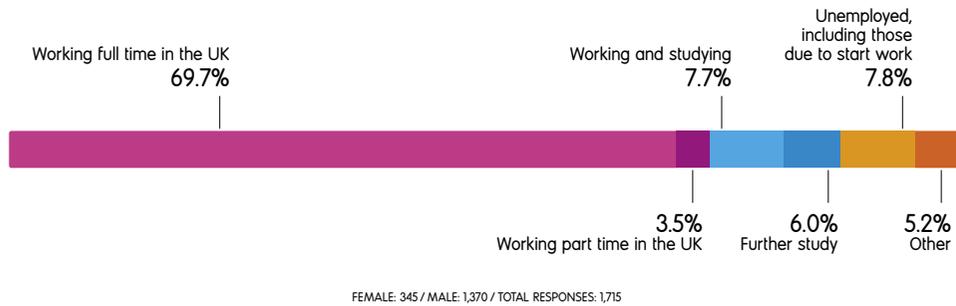


Top 10 professional jobs

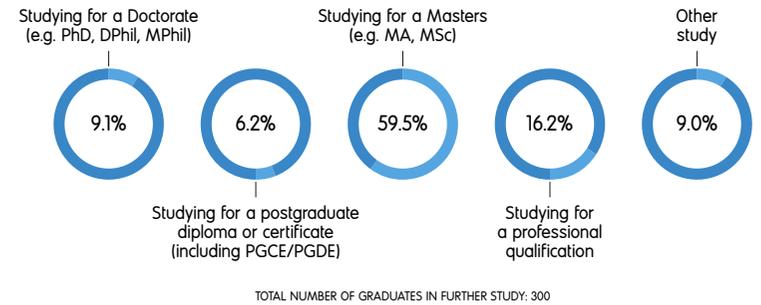
- 1 CAD, drawing and architectural technicians
- 2 Quantity surveyors
- 3 Chartered surveyors
- 4 Chartered architectural technologists, planning officers and consultants
- 5 Construction project managers and related professionals
- 6 Production managers and directors in construction
- 7 Architects
- 8 Civil engineers
- 9 Estimators, valuers and assessors
- 10 Interior designers

Civil engineering

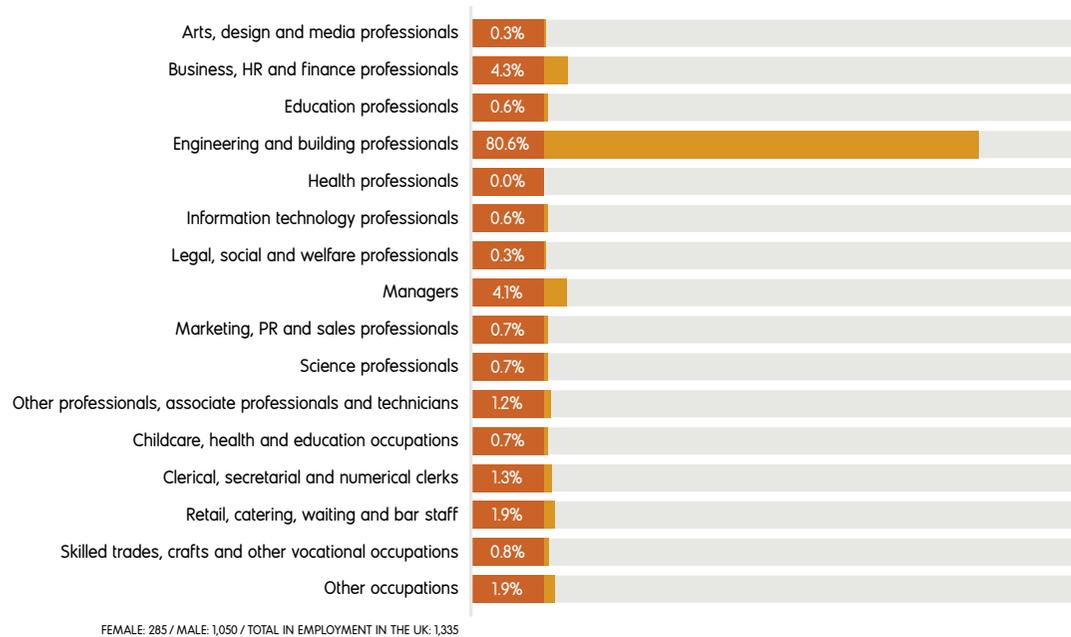
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

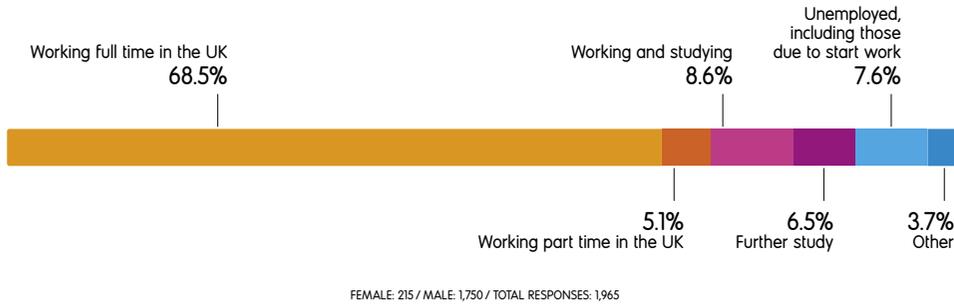


Top 10 professional jobs

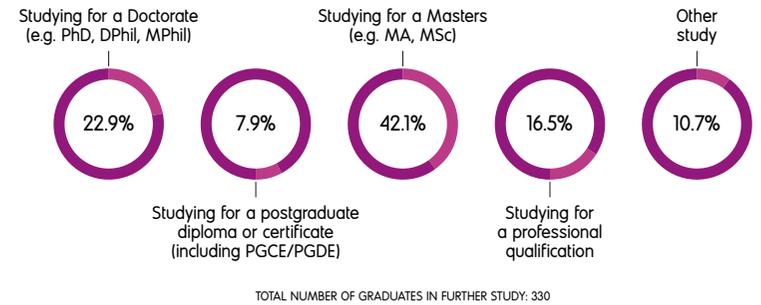
- 1 Civil engineers
- 2 Engineering professionals n.e.c.
- 3 Production managers and directors in construction
- 4 Construction project managers and related professionals
- 5 Engineering project managers and project engineers
- 6 Chartered surveyors
- 7 Quantity surveyors
- 8 Mechanical engineers
- 9 Management consultants and business analysts
- 10 CAD, drawing and architectural technicians

Electrical and electronic engineering

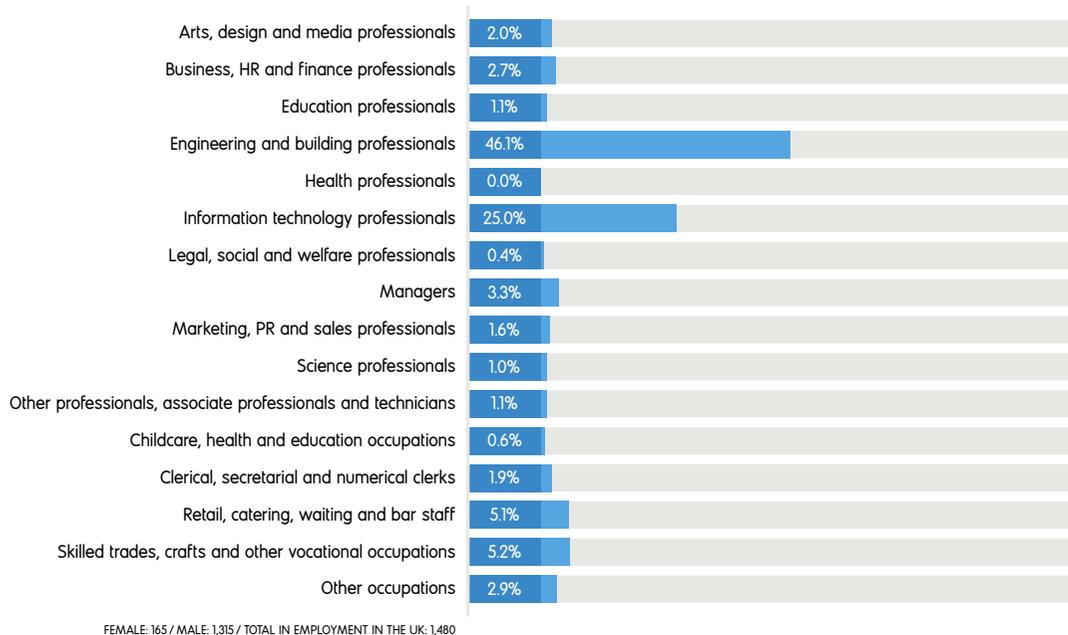
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

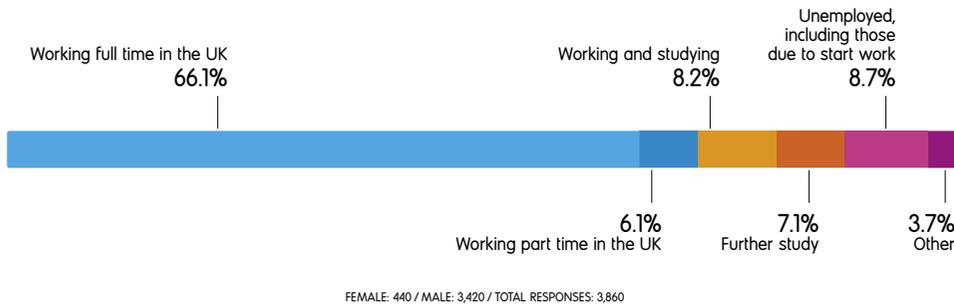


Top 10 professional jobs

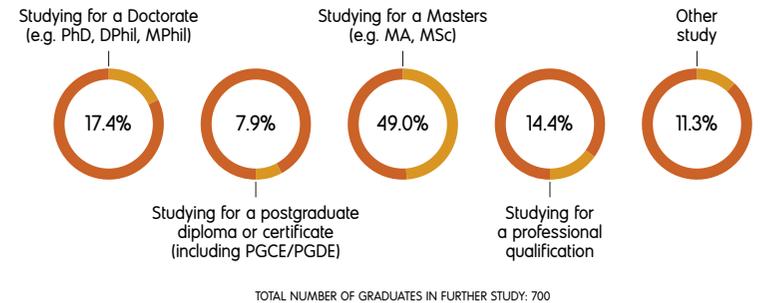
- 1 Electronics engineers
- 2 Electrical engineers
- 3 Programmers and software development professionals
- 4 Engineering professionals n.e.c.
- 5 IT user support technicians
- 6 IT business analysts, architects and systems designers
- 7 Engineering project managers and project engineers
- 8 Production and process engineers
- 9 Engineering technicians
- 10 IT network professionals

Mechanical engineering

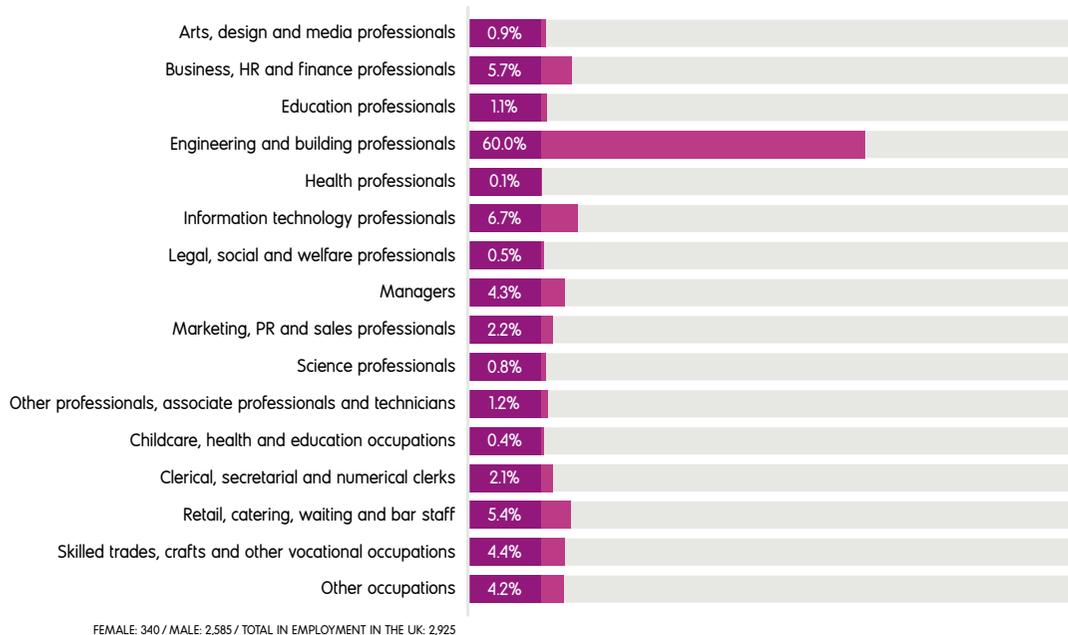
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment



Top 10 professional jobs

- 1 Mechanical engineers
- 2 Engineering professionals n.e.c.
- 3 Engineering project managers and project engineers
- 4 Engineering technicians
- 5 Programmers and software development professionals
- 6 Production and process engineers
- 7 Civil engineers
- 8 Officers in armed forces
- 9 Production managers and directors in manufacturing
- 10 CAD, drawing and architectural technicians

Humanities



Humanities overview

Jude Hanley, careers adviser, Solent University

Due to the non-vocational nature of English, history, languages and philosophy, graduates of these subjects can access a diverse range of career opportunities rather than pigeonholing themselves. Humanities graduates understand where we have been, are able to reflect on the hows and whys of life and can see how the future could be. Anders, the technology reporter for Forbes until 2016, said 'the benefit of a humanities degree is the emphasis it puts on teaching students to think, critique and persuade – often in the grey areas where there isn't much data available or you need to work out what to believe.'¹

Employment and further study

Fewer 2018/19 humanities graduates were in full-time employment than those from other subjects, at 48.6% for languages down to 42.5% for history. The average for all subjects was 52.3%. These figures are rationalised by a higher than average number of humanities graduates progressing onto further study, 15.6% (history) to 12.5% (languages), than most other graduates (9.4%).

The PGCE/PGDE for entry to teaching was particularly popular with 23.6% of English graduates down to 15.6% for philosophy graduates choosing this option. Studying an MA or MSc also rated highly amongst humanities graduates with 60.4% of history, 60% of philosophy, 56.4% of English, and 53.7% of languages graduates following this route.

The Graduate Outcomes survey results showed that most humanities graduates entered five occupational areas. These were retail, waiting and customer service; business, HR and finance; clerical, secretarial, administrative; marketing, PR, sales and finally education. Specifically, the results showed that, 15 months after graduating, 17.1% of English graduates chose to become education professionals and 18.3% of history graduates entered retail, waiting and

customer service roles. Business, HR and finance professionals was the top choice for both language (16.8%) and philosophy (19%) graduates.

Employability

Humanities graduates develop many transferable skills making them highly employable. This is backed up by the results from the new graduate voice questions in the 2018/19 Graduate Outcomes survey. When asked, in the skills section, to rate their level of agreement with the statement 'I am using what I learned during my studies in my current work', 58.9% of humanities graduates agreed or strongly agreed. This is consistent with the average from all subjects at 61.5%.

Despite this, a 2021 paper published by the Higher Education Policy Institute (HEPI) claims that universities should 'embed professionally

valuable skills more fully in undergraduate humanities degrees. These should include digital and numerical skills',² a point which Dean Jo Fox from the University of London claims is 'already being actively pursued across the sector, and indeed taken much further than this report suggests, but there is clearly more to do'.³

Gender

A gender disparity exists within the humanities with English being favoured amongst those who identify as female with 79% choosing this. Philosophy had the closest gender balance with 54% identifying as female and the remaining 46% identifying as male. Languages showed a difference of 3,400 females to 1,390 males and history had 3,670 female graduates compared to 2,940 males. Overall 67% of humanities graduates identified as female. These

statistics, alongside the earlier information about the propensity for humanities graduates to undertake further study with a view to entering the education profession, directly correlates with the figures in the 2019 UK workforce data, which shows that 75.8% of teachers were women.⁴

Slawomir Trusz's 2020 study posed the question, 'why do females choose to study humanities or social sciences?'⁵ This arguably should be reversed to ask, why don't males choose to study the humanities? Regardless of the question, the findings pointed to both stereotyping of roles as well as biological factors influencing students study choices. This was reflected in a 2019 research paper which revealed that 'undergraduates stereotyped language learning as feminine'.⁶ Despite this, although significant advances have been made to encourage more females into STEM subjects, no such strides have been taken to encourage males into the humanities.

Salary

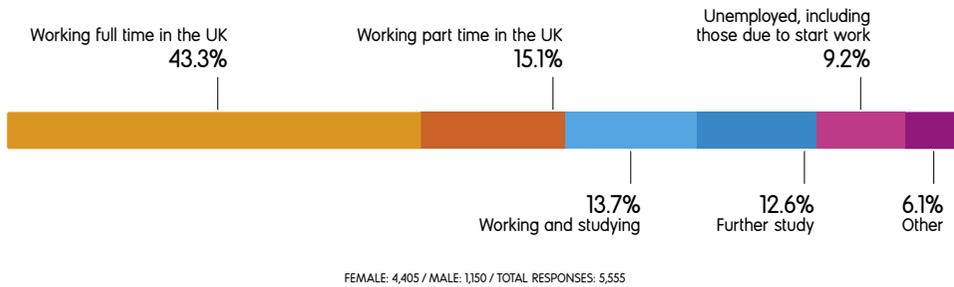
The figures from the Graduate Outcomes survey indicated that, to be earning a salary close to the average for all subjects, humanities graduates would need to undertake significant postgraduate study. The average UK salary, for 2018/19 graduates from all subjects was between £24,250 and £24,493, with the higher figure being the average amount earned by those who had undertaken postgraduate study.

In comparison, the average earnings for humanities graduates was between £20,446 and £25,656. These figures include those with and without significant further study since graduation. It could be argued that it is this lower earning potential that could be putting off males from studying the humanities and thus skewing the gender balance of those career paths traditionally entered from these subjects.

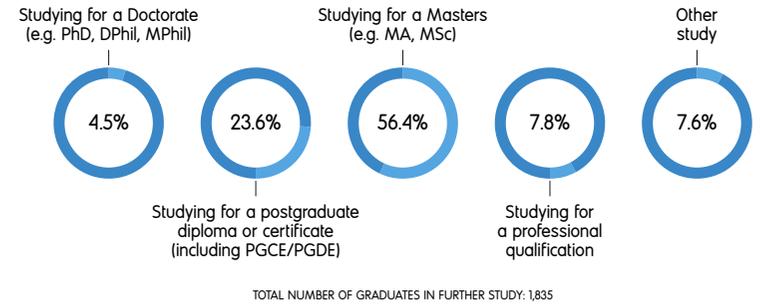


English

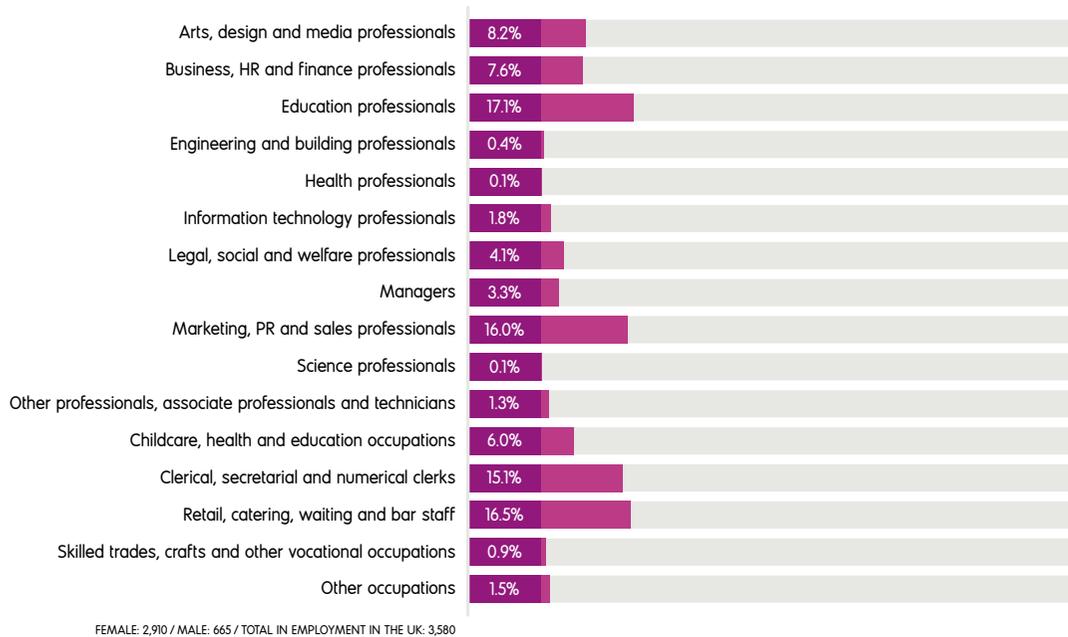
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

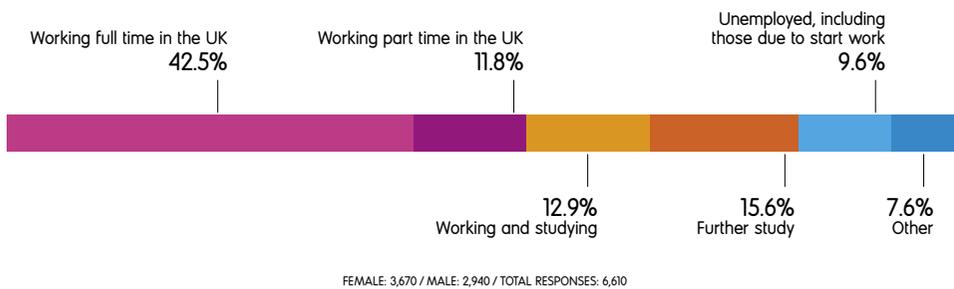


Top 10 professional jobs

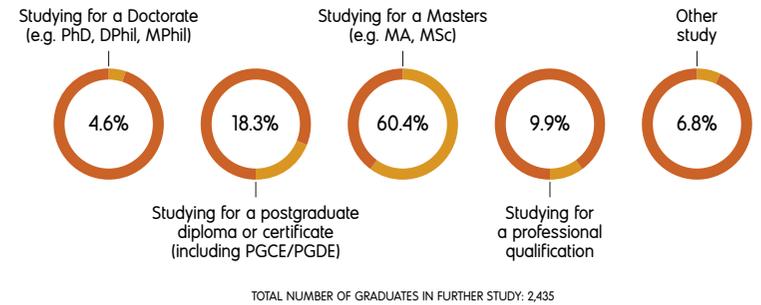
- 1 Secondary education teaching professionals
- 2 Marketing associate professionals
- 3 Public relations professionals
- 4 Authors, writers and translators
- 5 Primary education teaching professionals
- 6 Human resources and industrial relations officers
- 7 Newspaper and periodical journalists and reporters
- 8 Welfare and housing associate professionals n.e.c.
- 9 Teaching professionals n.e.c.
- 10 Business sales executives

History

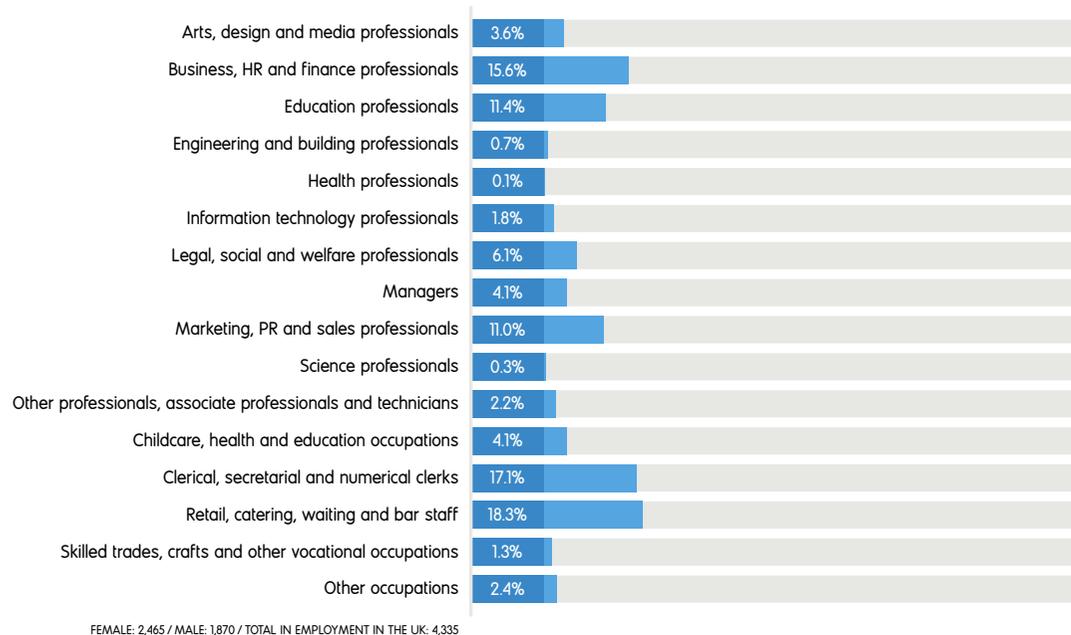
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

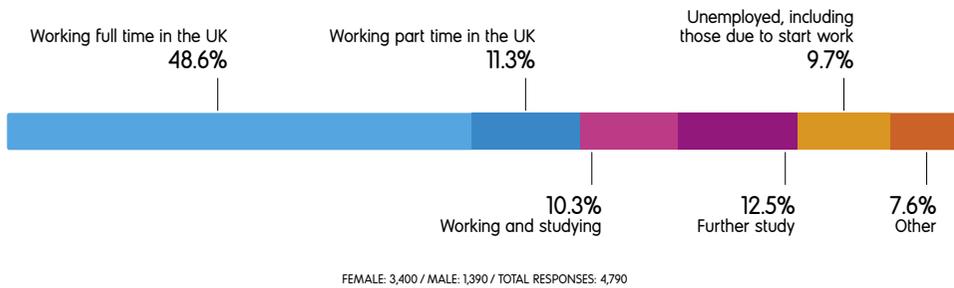


Top 10 professional jobs

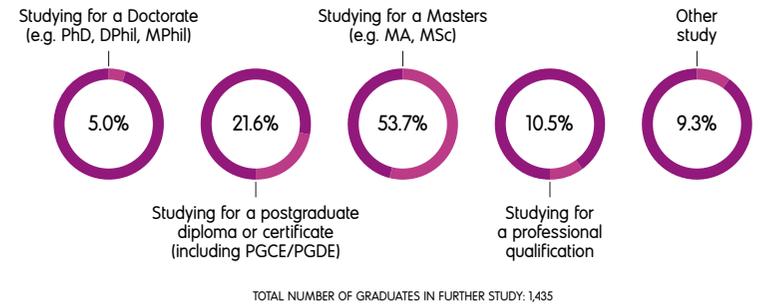
- 1 Secondary education teaching professionals
- 2 Marketing associate professionals
- 3 Public relations professionals
- 4 Human resources and industrial relations officers
- 5 Primary education teaching professionals
- 6 Business sales executives
- 7 Finance and investment analysts and advisers
- 8 Chartered and certified accountants
- 9 Business and related research professionals
- 10 Public services associate professionals

Languages

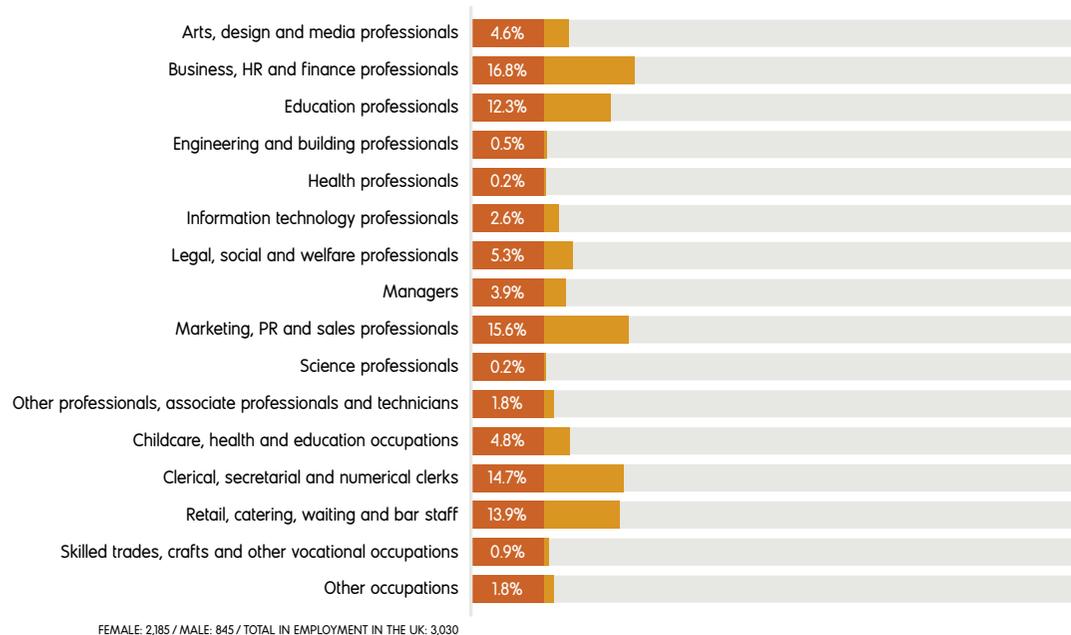
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

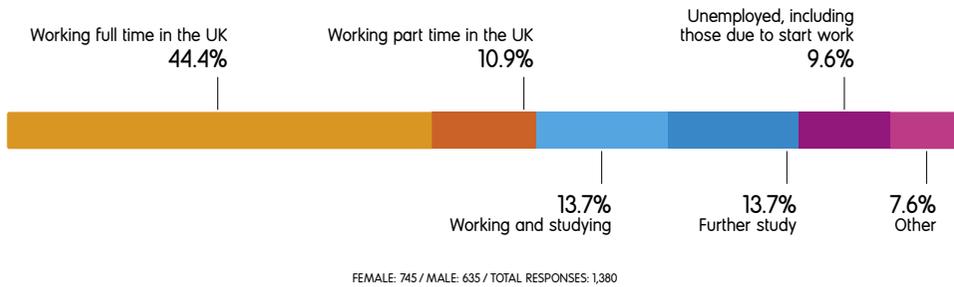


Top 10 professional jobs

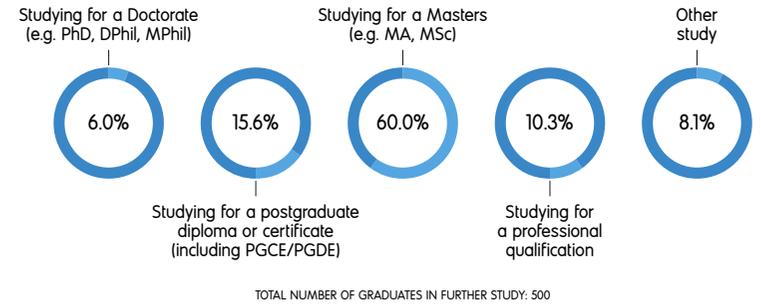
- 1 Secondary education teaching professionals
- 2 Marketing associate professionals
- 3 Public relations professionals
- 4 Business sales executives
- 5 Human resources and industrial relations officers
- 6 Primary education teaching professionals
- 7 Authors, writers and translators
- 8 Business and related research professionals
- 9 Finance and investment analysts and advisers
- 10 Sales accounts and business development managers

Philosophy

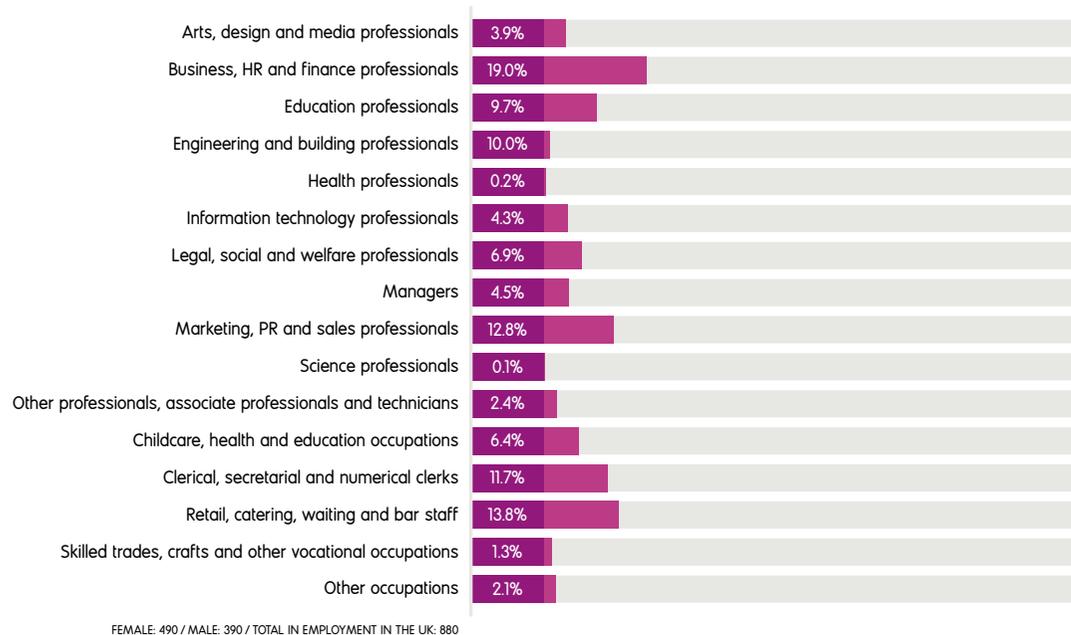
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment



Top 10 professional jobs

- 1 Secondary education teaching professionals
- 2 Marketing associate professionals
- 3 Finance and investment analysts and advisers
- 4 Business sales executives
- 5 Human resources and industrial relations officers
- 6 Business and related research professionals
- 7 Welfare and housing associate professionals n.e.c.
- 8 Management consultants and business analysts
- 9 Sales accounts and business development managers
- 10 Programmers and software development professionals

Science



Science overview

Robert Bowles, careers and professional development adviser, Royal Society of Chemistry

The last year has seen the value placed on science by the public increase dramatically following the successful roll out of the COVID-19 vaccination programme in the UK and around the world. This has reinforced the position the UK currently holds as a global leader in research.¹

In addition, those working in science-based industries have been less likely to have found themselves out of work due to COVID-19.² Many science professionals have been able to successfully transition to doing some or all of their work from home, and this has accelerated a trend towards more hybrid working within the science professions. This has continued to take place against a backdrop of a STEM skills shortage³, especially in technician roles⁴ with forecasts suggesting the UK will need

700,000 more skilled technicians in the next decade to meet employers demands.⁵

In the future, opportunities in green and sustainable technologies look set to increase as the world seeks to achieve the UN sustainable development goals.⁶ These roles will rely on science graduates and offer a wide range of opportunities for them to pursue careers with meaning, fixing the future. In the UK, it is envisioned this will be supported through the government's stated target to spend 2.4% of GDP on research and development by 2027 and for the UK to be a science superpower.⁷

Science graduates are highly sought after by a wide range of employers, across many different sectors, and this is reflected in the diversity of roles that they enter.



Types of work and further study

The spread of careers across these five academic disciplines continues to be very diverse.

BIOLOGY

Over a third of biology graduates go into non-graduate jobs and only 20% of graduates go on to a scientific occupation. Starting salaries are low, compared to those of other sciences graduates, at £22,833. This may reflect many low paid or volunteering roles in conservation and ecology, and 15% going into retail and service roles. However, good salaries from entering pharmaceutical and biotech roles are accessible to this cohort. More biology graduates did a taught Masters degree than a PhD and this may be driven by a perceived need to distinguish themselves further from other biology graduates to access better paid roles, or it could be that this is seen as a safe option during the COVID epidemic.

CHEMISTRY

Chemistry has the highest percentage of science graduates beginning their careers in scientific occupations (30%), reflecting the broad range of industries and sectors open to them. Chemistry graduates are employed in roles as diverse as developing new medicines through to measuring and addressing atmospheric pollution. They are valued in the water and environmental industries, and many manufacturing sectors such as fast-moving consumer goods and the food industry. Average salary was £25,908, which is bettered only by physics graduates. 35% of undergraduates went on to further study, and 54% of those began a doctorate, reflecting the high desire for further research training by employers in areas such as materials science.

PHYSICAL AND GEOGRAPHICAL SCIENCES

Relatively high numbers of physical and geographical science graduates entered retail and other customer service roles in 2020 (63.8%), perhaps reflecting difficulties in securing graduate-level employment. This could have been as a result on the impact of COVID-19 on oil prices, which led to a reduction in the size of oil companies' graduate intakes⁸, which are traditionally responsible for the employment of large numbers of geographical and physical science graduates, especially from geology courses. High percentages also went into education, business, finance and HR roles and only 2.2% of this cohort went into science occupations.

PHYSICS

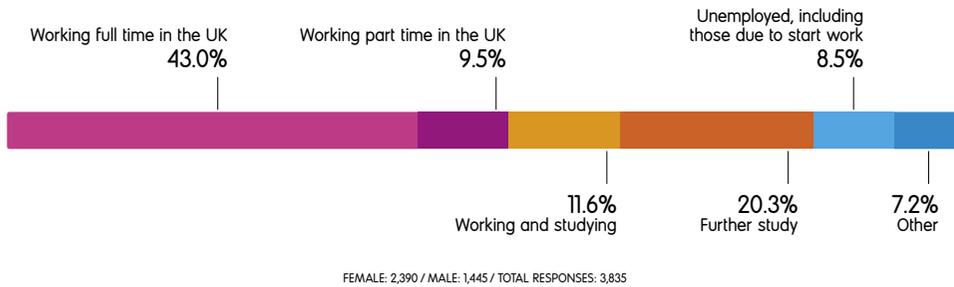
Physics graduates have the highest starting salary of any of the sciences, with an average salary of £28,153. This reflects their value to companies in occupations such as IT (32.4%) and business, HR and finance, (18.7%), where their mathematical and analytical skills are highly valued. This is also reflected by the low numbers going into scientific roles (7.8%). Many of them enter graduate roles in these industries through graduate schemes with a very high percentage (85%) entering graduate roles.

SPORTS SCIENCE

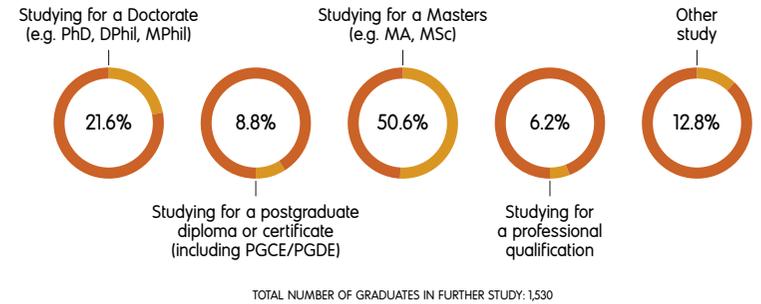
Over 40% of sports science graduates go into non-graduate jobs. Many of those entering graduate level employment go into education related roles (17%), reflecting their roles in training and coaching, as well as teaching. As in 2020, only 11% of sports science graduates went into further study, reflecting the applied nature of their work which may not require further study. Sports science graduates had the highest percentage of all science graduates entering into management roles.

Biology

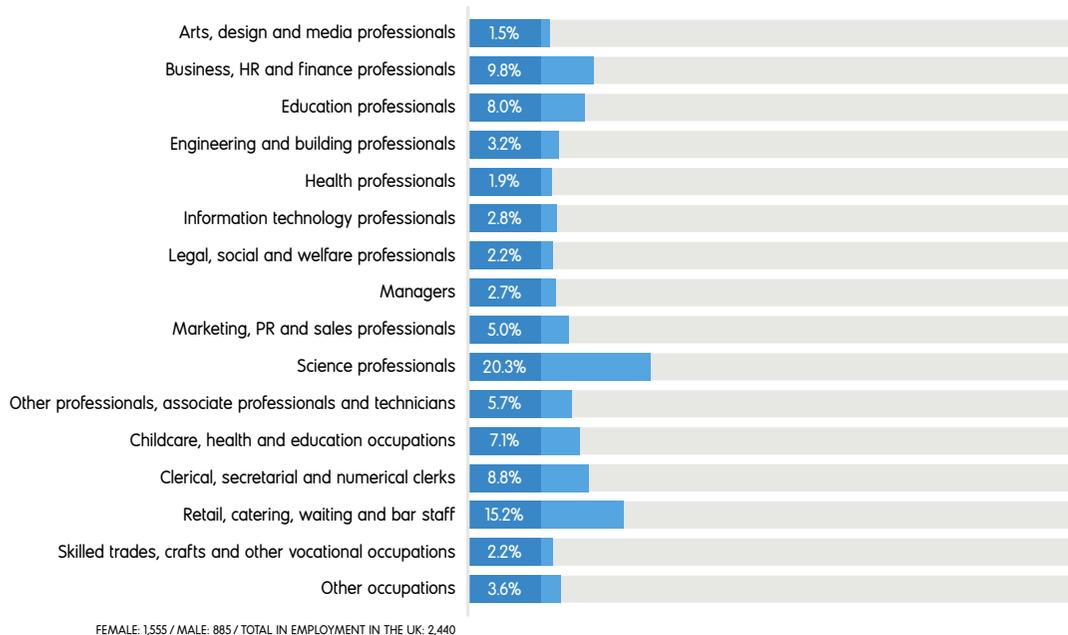
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

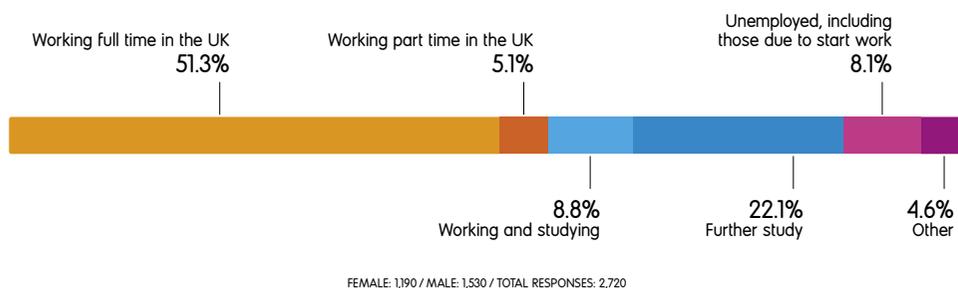


Top 10 professional jobs

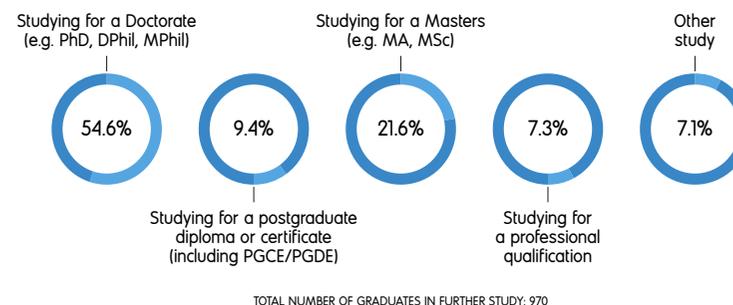
- 1 Laboratory technicians
- 2 Secondary education teaching professionals
- 3 Biochemists and biomedical scientists
- 4 Biological scientists
- 5 Conservation professionals
- 6 Chartered and certified accountants
- 7 Marketing associate professionals
- 8 Business sales executives
- 9 Business and related research professionals
- 10 Natural and social science professionals n.e.c.

Chemistry

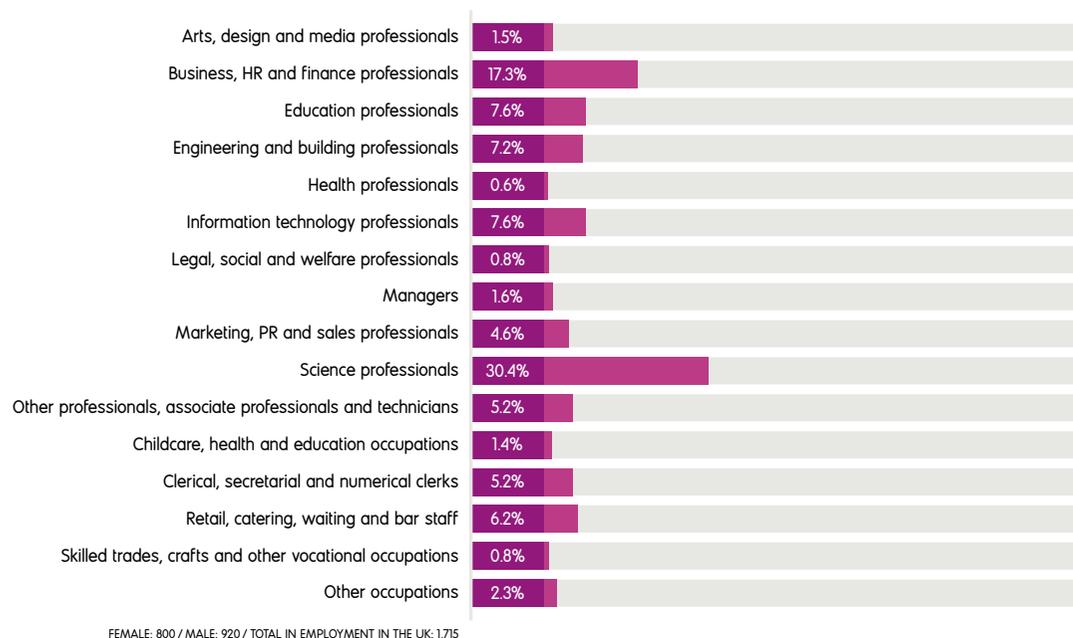
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

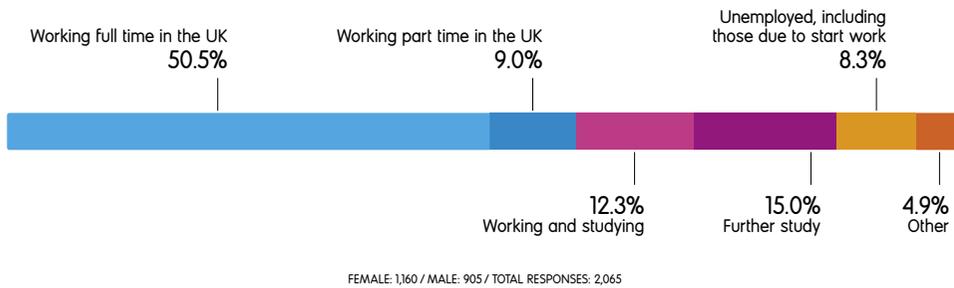


Top 10 professional jobs

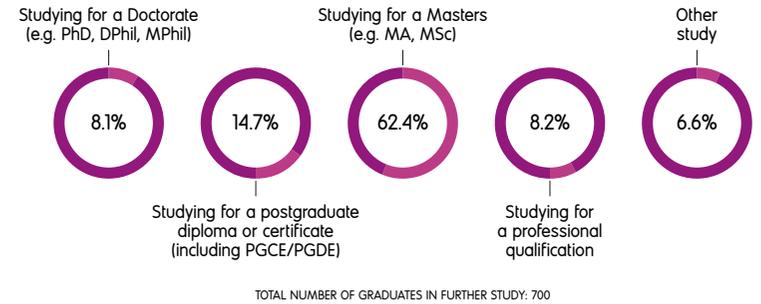
- 1 Chemical scientists
- 2 Laboratory technicians
- 3 Secondary education teaching professionals
- 4 Chartered and certified accountants
- 5 Programmers and software development professionals
- 6 Natural and social science professionals n.e.c.
- 7 Finance and investment analysts and advisers
- 8 Management consultants and business analysts
- 9 Business sales executives
- 10 Science, engineering and production technicians n.e.c.

Physical and geographical sciences

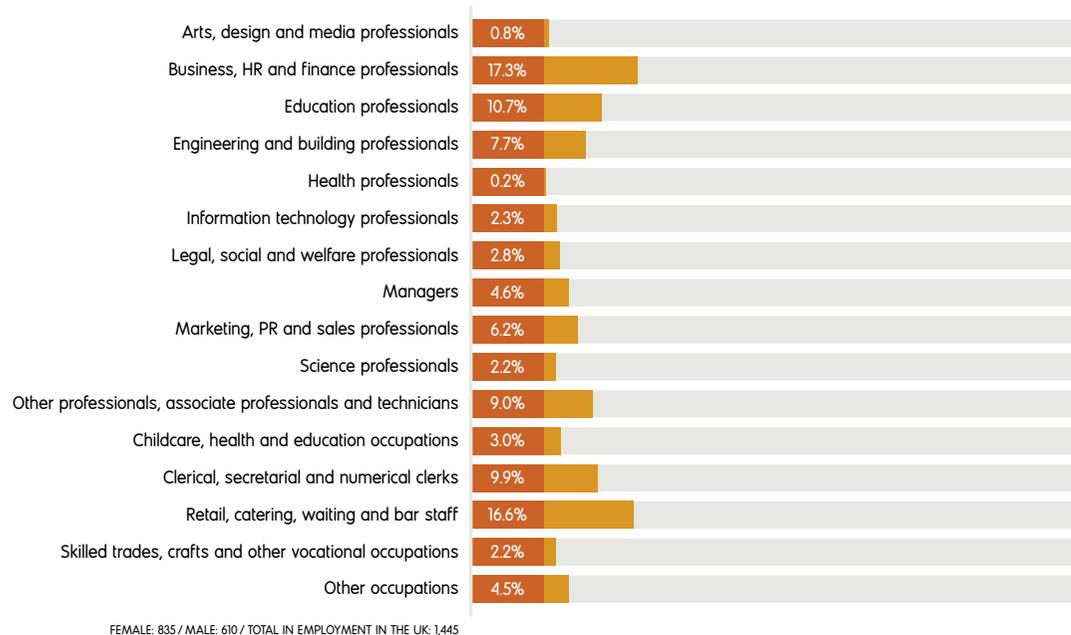
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

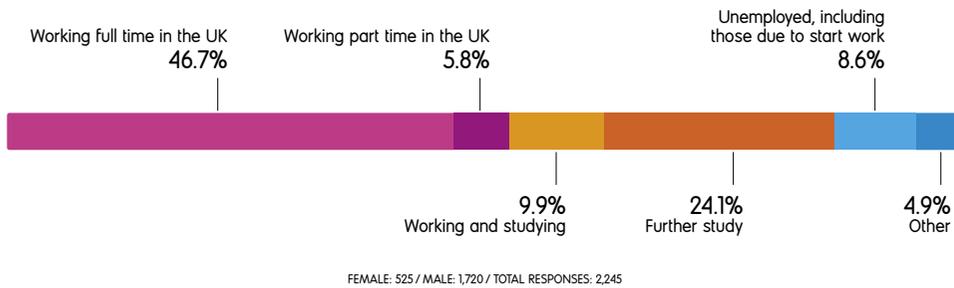


Top 10 professional jobs

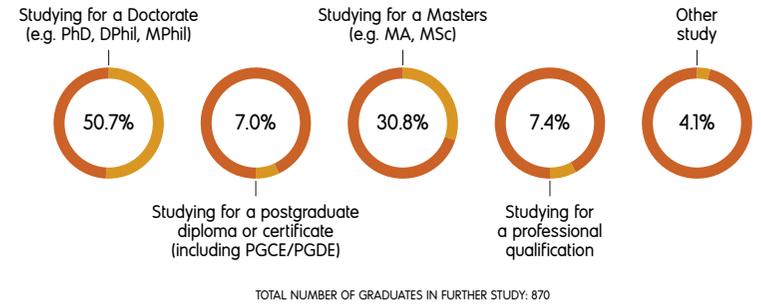
- 1 Secondary education teaching professionals
- 2 Environment professionals
- 3 Business associate professionals n.e.c.
- 4 Data analysts
- 5 Marketing associate professionals
- 6 Chartered architectural technologists, planning officers and consultants
- 7 Construction project managers and related professionals
- 8 Business sales executives
- 9 Primary education teaching professionals
- 10 Business and related research professionals

Physics

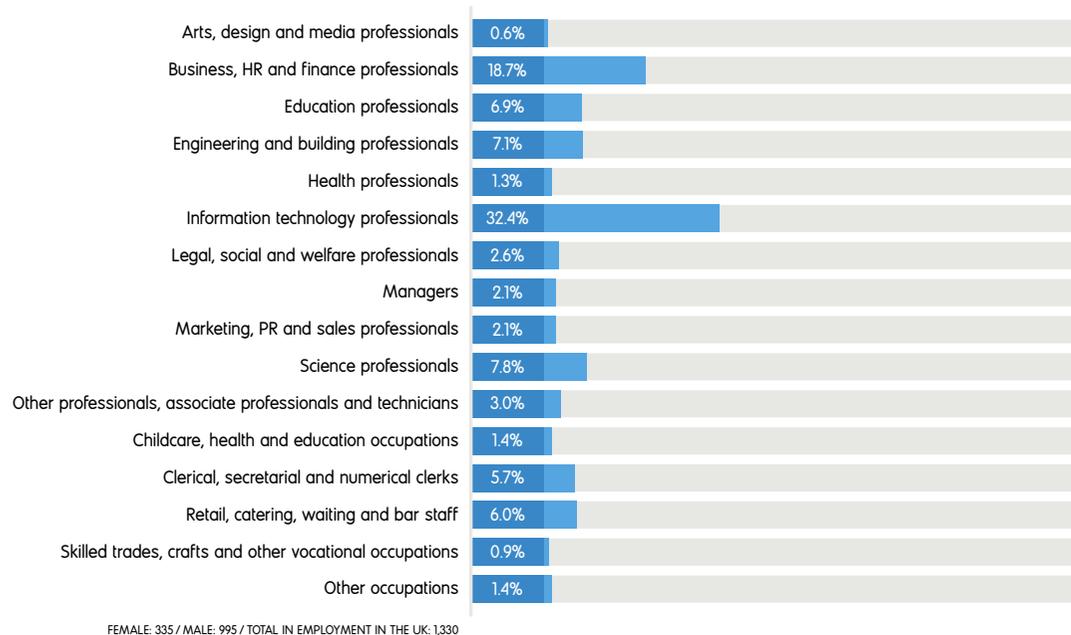
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

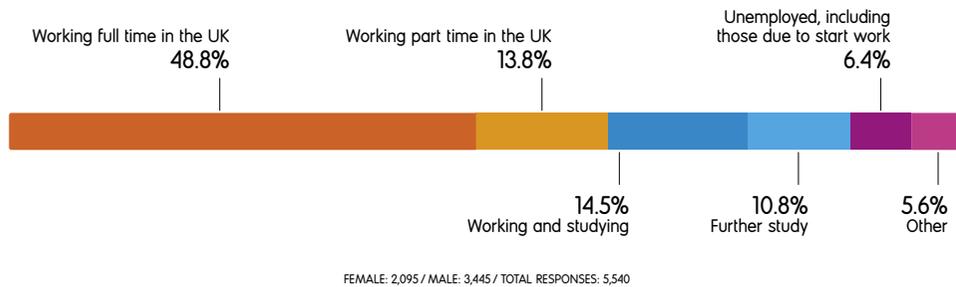


Top 10 professional jobs

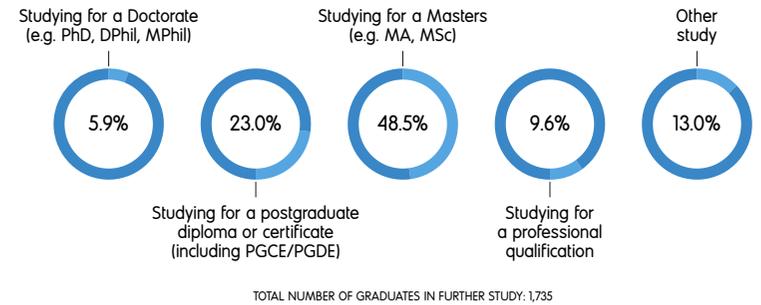
- 1 Programmers and software development professionals
- 2 IT business analysts, architects and systems designers
- 3 Secondary education teaching professionals
- 4 Physical scientists
- 5 Finance and investment analysts and advisers
- 6 Engineering professionals n.e.c.
- 7 Data analysts
- 8 Actuaries, economists and statisticians
- 9 Management consultants and business analysts
- 10 IT user support technicians

Sports science

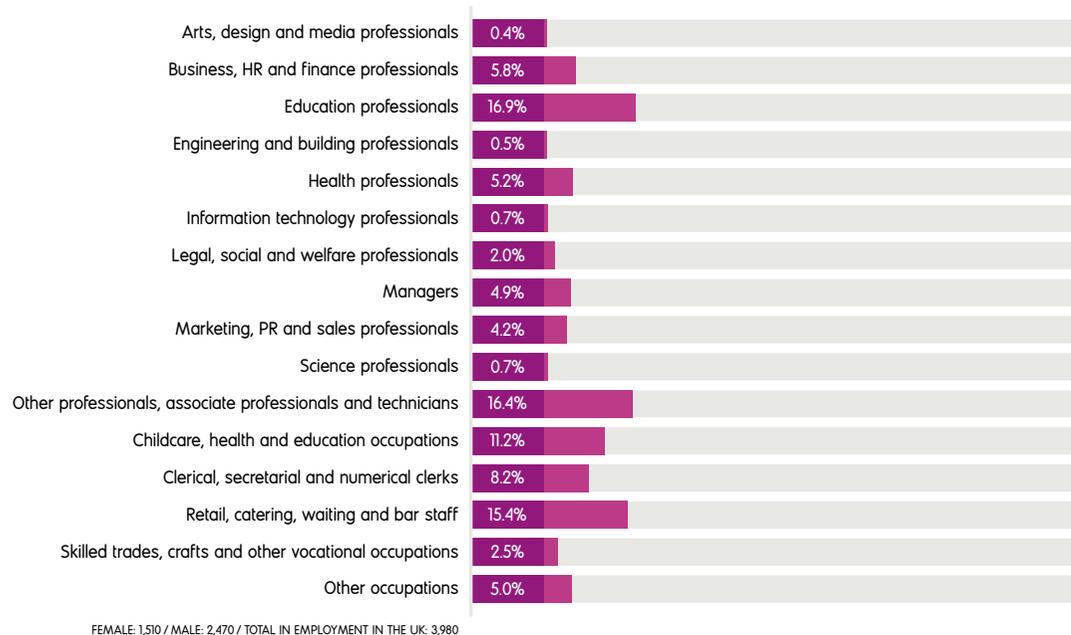
Outcomes 15 months after graduation



Type of course for those in further study



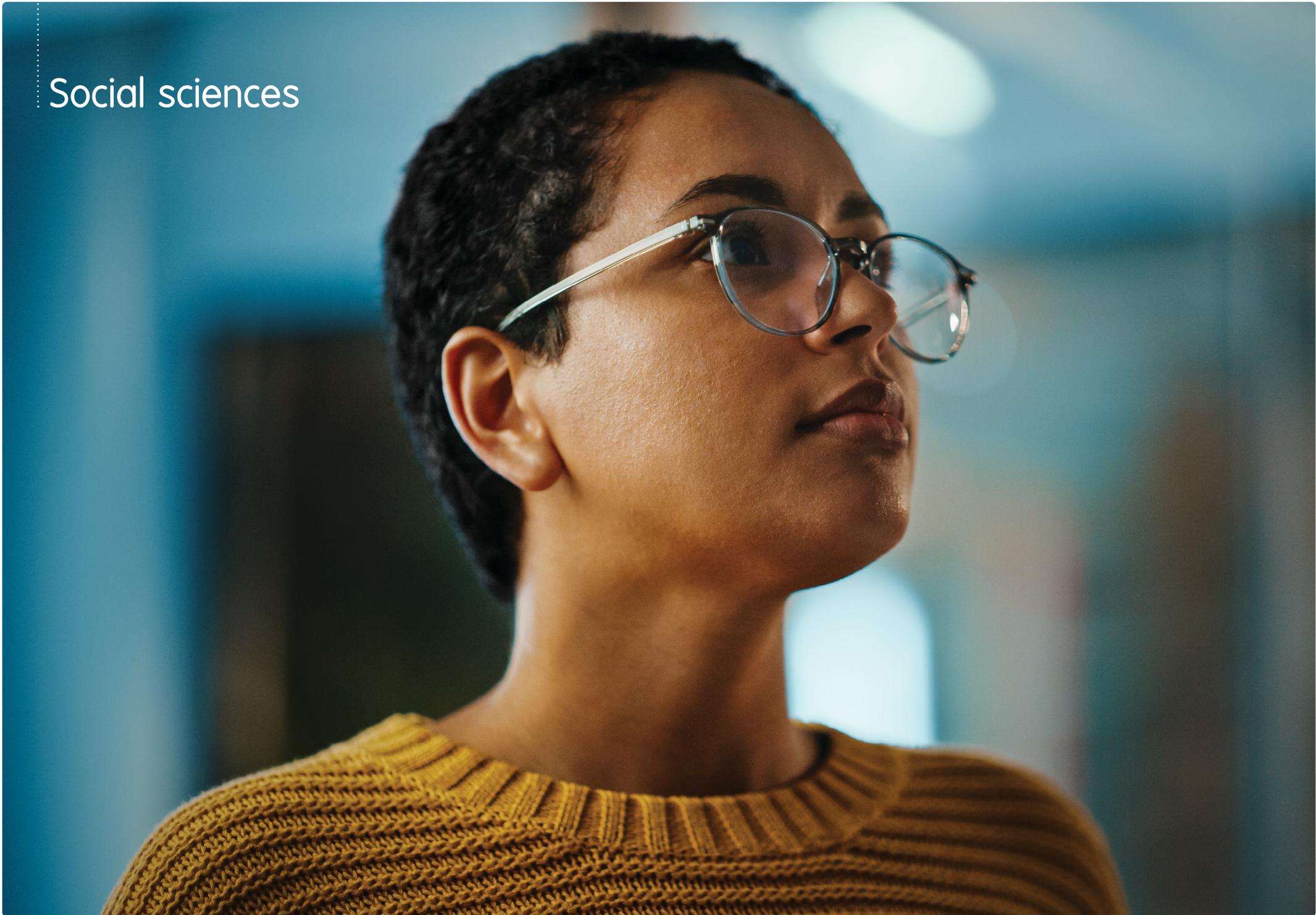
Type of work for those in employment



Top 10 professional jobs

- 1 Secondary education teaching professionals
- 2 Sports coaches, instructors and officials
- 3 Fitness and wellbeing instructors
- 4 Primary education teaching professionals
- 5 Therapy professionals n.e.c.
- 6 Natural and social science professionals n.e.c.
- 7 Human resources and industrial relations officers
- 8 Higher level teaching assistants
- 9 Leisure and sports managers
- 10 Business sales executives

..... Social sciences



Social sciences overview

Laura Greaves, information analyst, Jisc

Social sciences play a crucial role in some of the UK's fastest growing sectors such as information and communication, financial, legal and professional services, and the creative industries.¹ The importance of social sciences has been highlighted by the COVID-19 pandemic, as research into human behaviour has helped policymakers and scientists develop solutions that the public will be willing to follow to reduce the virus spreading.² Graduates from these disciplines will be valuable for informing our social and economic recovery from the pandemic.

Destinations

The social science subjects covered in this article are geography, law, politics, psychology and sociology. According to HESA's Graduate Outcomes data (2018/19), the majority of these graduates were working, studying or doing a combination of both 15 months after graduation. Geography (52.5%), sociology (50.4%) and politics graduates had the highest full-time employment rates. Graduates in law (44.6%) and psychology (45.4%) had the lowest full-time employment rates, but a significant proportion of these graduates were also working and studying (15.7% and 15% respectively).

Graduates from social science backgrounds progress into a variety of occupations as they develop a wide range of skills and knowledge that are highly valued in a number of fields.³ Research from the Institute of Student Employers (ISE) found that only 15% of employers require a specific degree as part of their job application requirements, meaning sociology graduates have a wide range of opportunities open to them.⁴

Law graduates often favoured roles that closely align with their degree, with 42.8% working as legal, social and welfare professionals. The most common occupations in this group were legal

professional, solicitors and lawyers and legal associate professionals.

Roles in business, HR and finance were popular among politics (24%) and geography (19.1%) graduates. Marketing, PR and sales was the second most common occupation for these graduates (13.4% and 11.4% respectively).

Sociology graduates favoured clerical, secretarial and administrative occupations (14.9%), and legal, social and welfare occupations (14.8%). Popular roles include welfare and housing associate professional, police officer and human resources and industrial relations officer.

Almost a quarter of psychology graduates worked in childcare, health and education occupations, with a significant number of these individuals employed as care workers and home carers. Those wishing to pursue a psychology or clinical career will need to gain further qualifications, which explains the above average further study rate for these graduates.

Retail, waiting and other customer service occupations were popular among social science graduates, particularly those from sociology (21.7%), geography (15.7%) and psychology (15.5%) disciplines.

The professional-level employment rates for these subject areas were below the all-graduate average (72%), but that doesn't mean their employment outcomes aren't positive. The graduate voice data shows that 75% of those in non-professional level occupations either agreed or strongly agreed that their activity was meaningful, and 62% said their activity was on track with their goals.

Unemployment

The unemployment rate for politics (10.6%) and law (10.5%) graduates was higher than the average for all graduates (8.9%). Graduates in geography

(8.1%), psychology (8.2%) and sociology (8.5%) all had a below average unemployment rate. These figures include those who were unemployed and due to start work or study.

Further study

Further study is a popular route for social science graduates, and this has been a growing trend for many years. This could be due to the non-vocational nature of social science subjects and the fact that many occupations in law, psychology and social work require further study qualifications. All social science subjects had an above average further study rate, with law (28.6%) and psychology (26.9%) graduates most likely to be in further study or combining work and study. Sociology graduates were least likely to be in further study, or working and studying (21.9%), but this figure was still above the all-graduate average (20.8%).

The majority of social science graduates in further study were enrolled on a Masters course. A significant proportion of law graduates (23%) were studying for a professional qualification, as a law degree on its own doesn't qualify students to practice law.

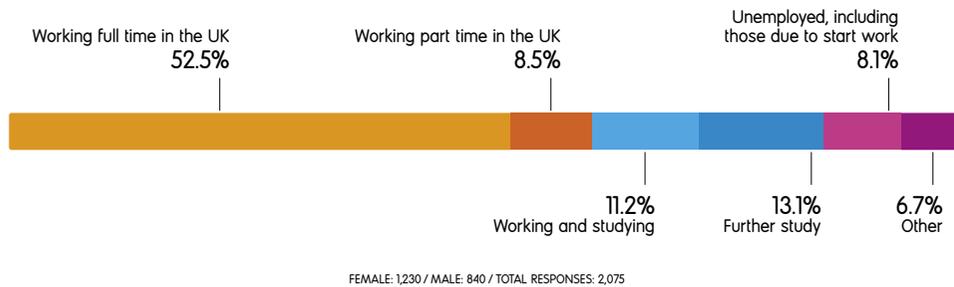
Salary

The average salaries for social sciences graduates range from £18,599 to £26,116 depending on the subject studied and whether significant further study was undertaken. Sociology (£20,260) and psychology (£20,159) graduates without further study had the lowest average salaries. Those who didn't complete any significant further study were likely to be earning a salary below the all-graduate average (£24,250). Geography (£24,429) and law (£26,116) graduates with significant further study had the highest average salaries.

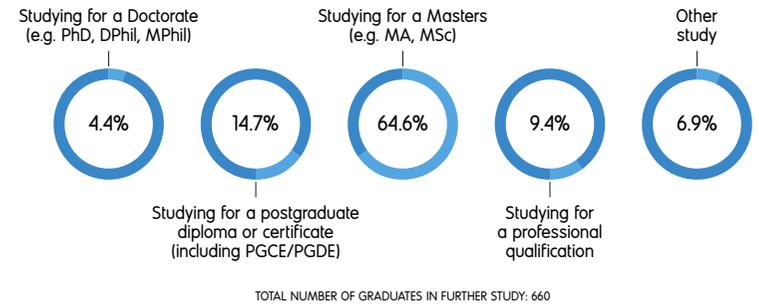


Geography

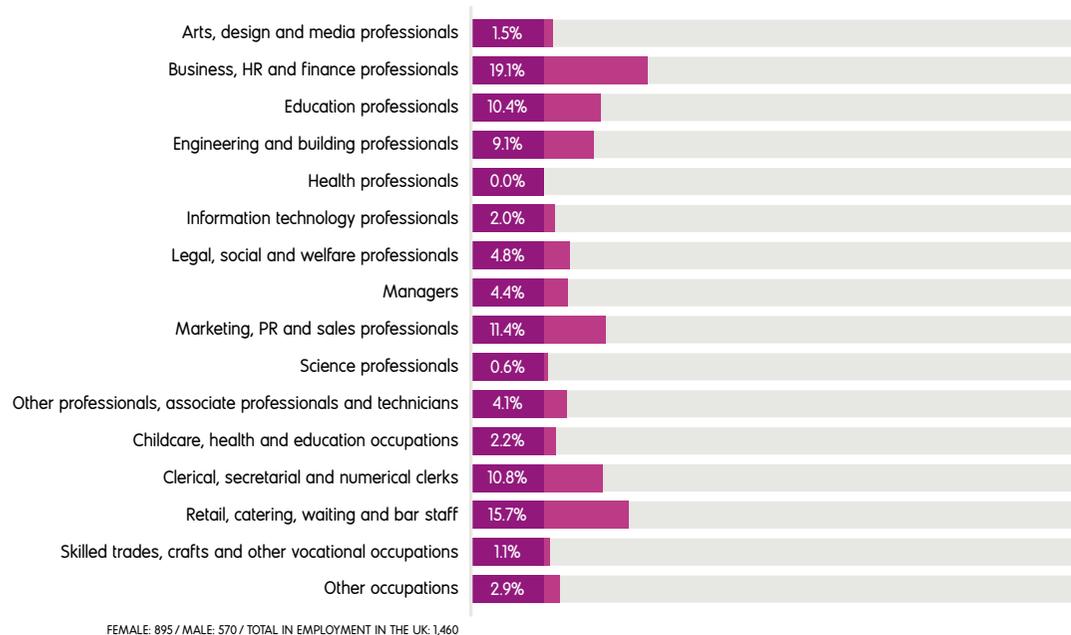
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

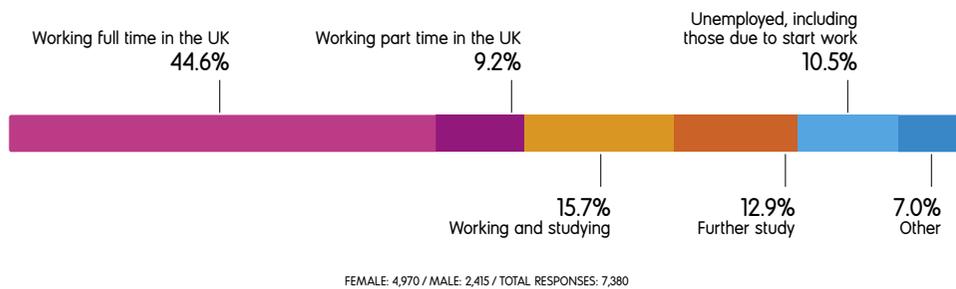


Top 10 professional jobs

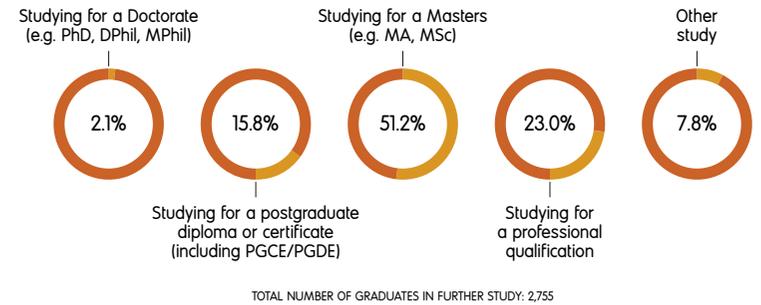
- 1 Secondary education teaching professionals
- 2 Marketing associate professionals
- 3 Chartered architectural technologists, planning officers and consultants
- 4 Human resources and industrial relations officers
- 5 Business and related research professionals
- 6 Management consultants and business analysts
- 7 Construction project managers and related professionals
- 8 Chartered and certified accountants
- 9 Public relations professionals
- 10 Business sales executives

Law

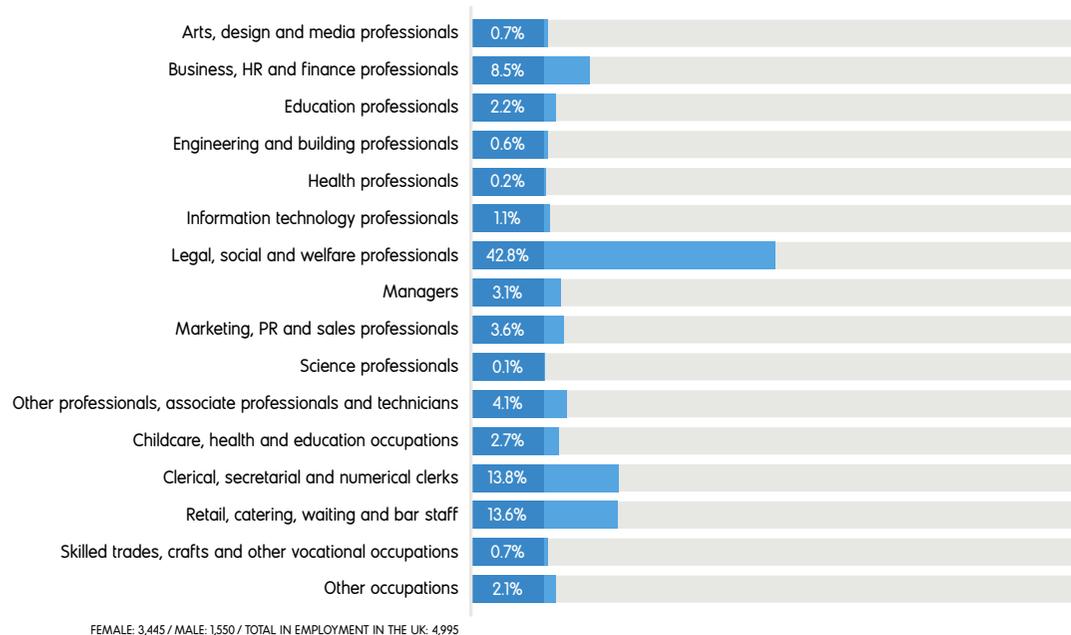
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

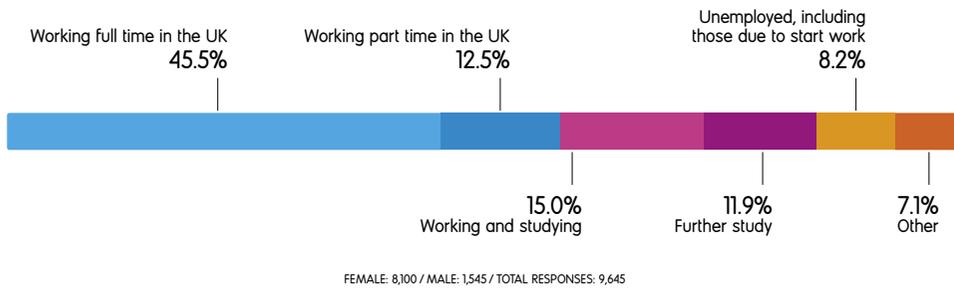


Top 10 professional jobs

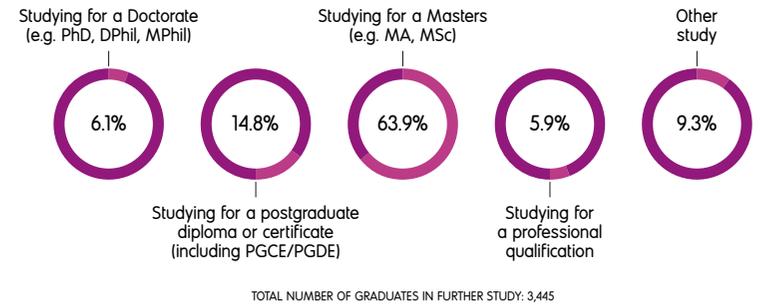
- 1 Legal professionals n.e.c.
- 2 Solicitors and lawyers
- 3 Legal associate professionals
- 4 Welfare and housing associate professionals n.e.c.
- 5 Police officers (sergeant and below)
- 6 Protective service associate professionals n.e.c.
- 7 Human resources and industrial relations officers
- 8 Chartered and certified accountants
- 9 Marketing associate professionals
- 10 Business sales executives

Psychology

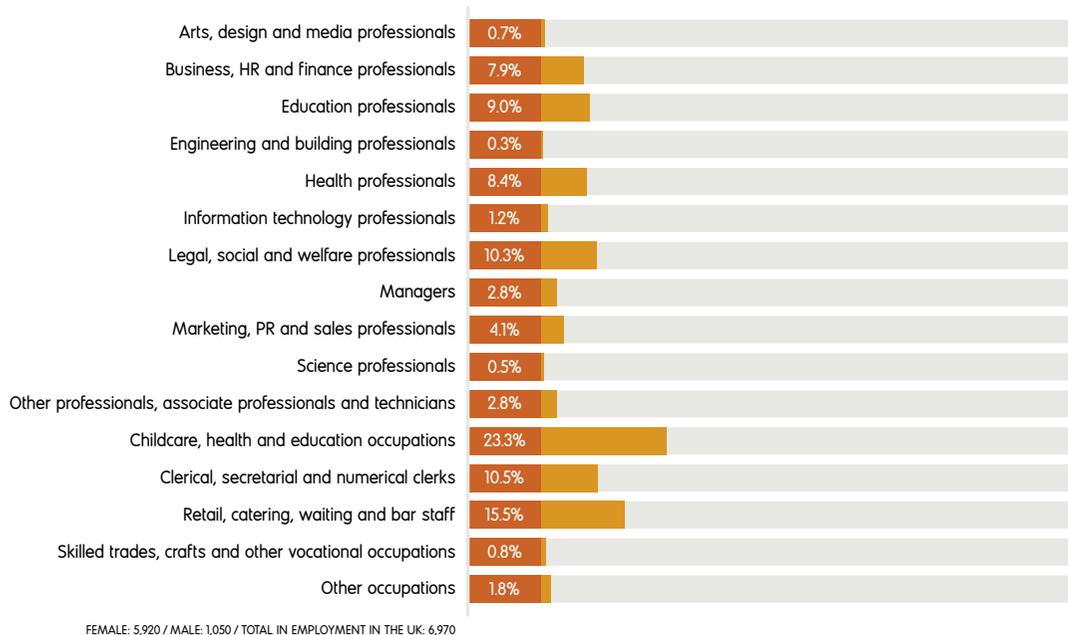
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

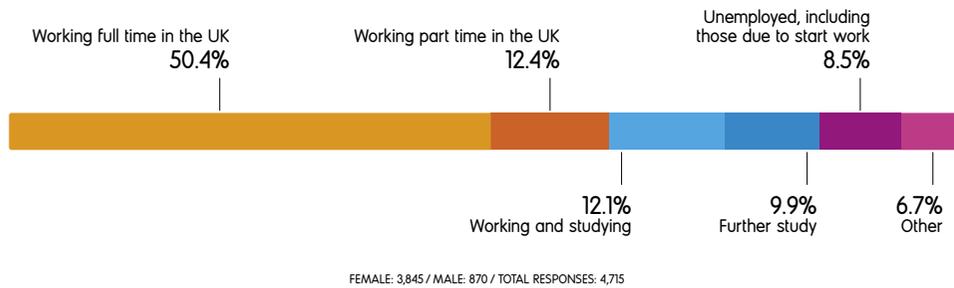


Top 10 professional jobs

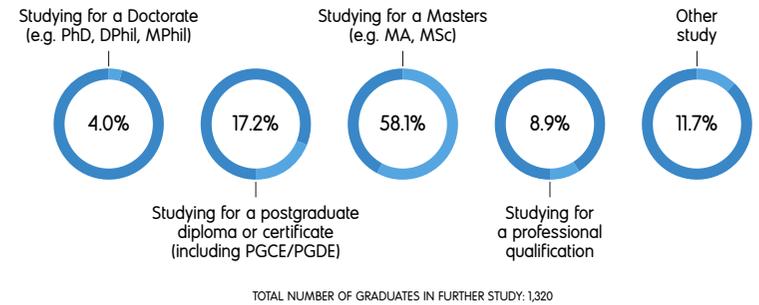
- 1 Welfare and housing associate professionals n.e.c.
- 2 Other psychologists
- 3 Primary education teaching professionals
- 4 Human resources and industrial relations officers
- 5 Marketing associate professionals
- 6 Therapy professionals n.e.c.
- 7 Secondary education teaching professionals
- 8 Business and related research professionals
- 9 Counsellors
- 10 Police officers (sergeant and below)

Sociology

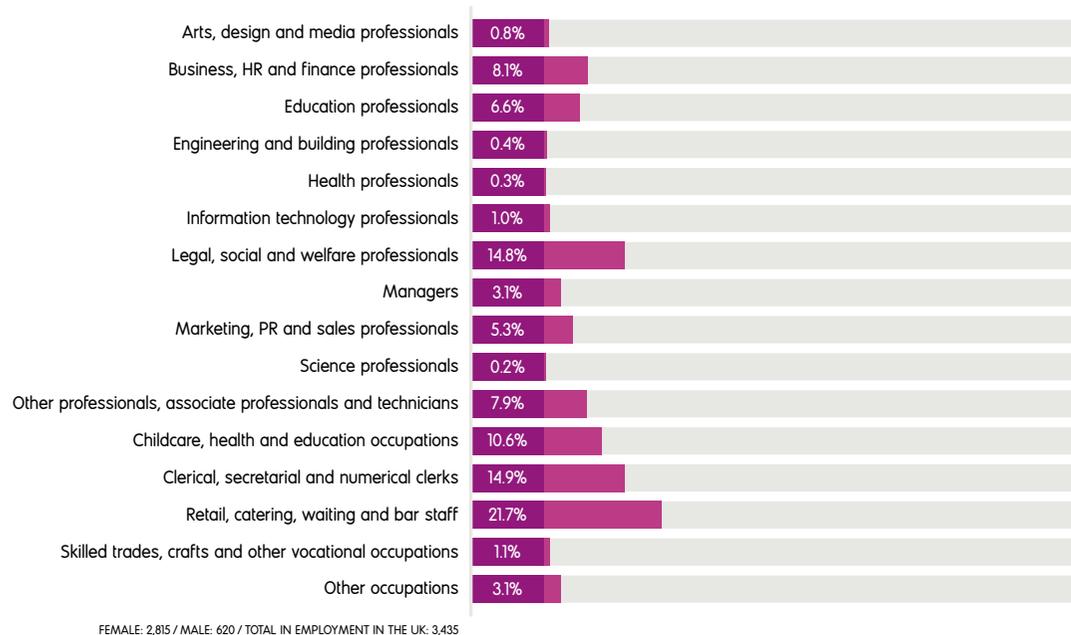
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment

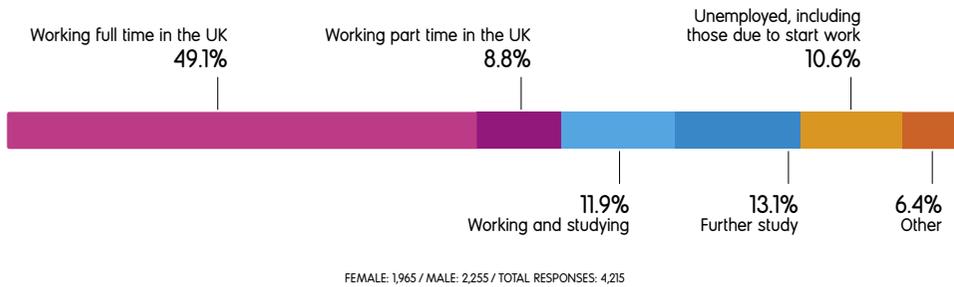


Top 10 professional jobs

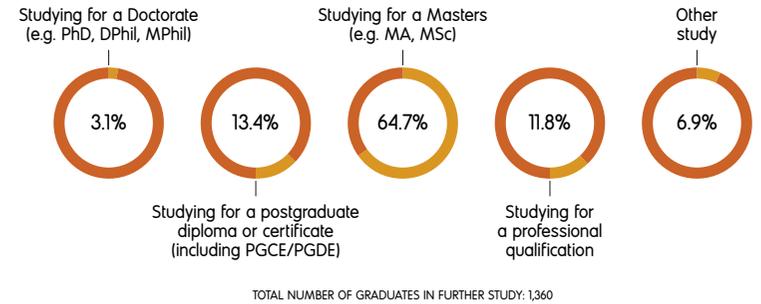
- 1 Welfare and housing associate professionals n.e.c.
- 2 Police officers (sergeant and below)
- 3 Human resources and industrial relations officers
- 4 Primary education teaching professionals
- 5 Marketing associate professionals
- 6 Probation officers
- 7 Protective service associate professionals n.e.c.
- 8 Youth and community workers
- 9 Secondary education teaching professionals
- 10 Business and related research professionals

Politics

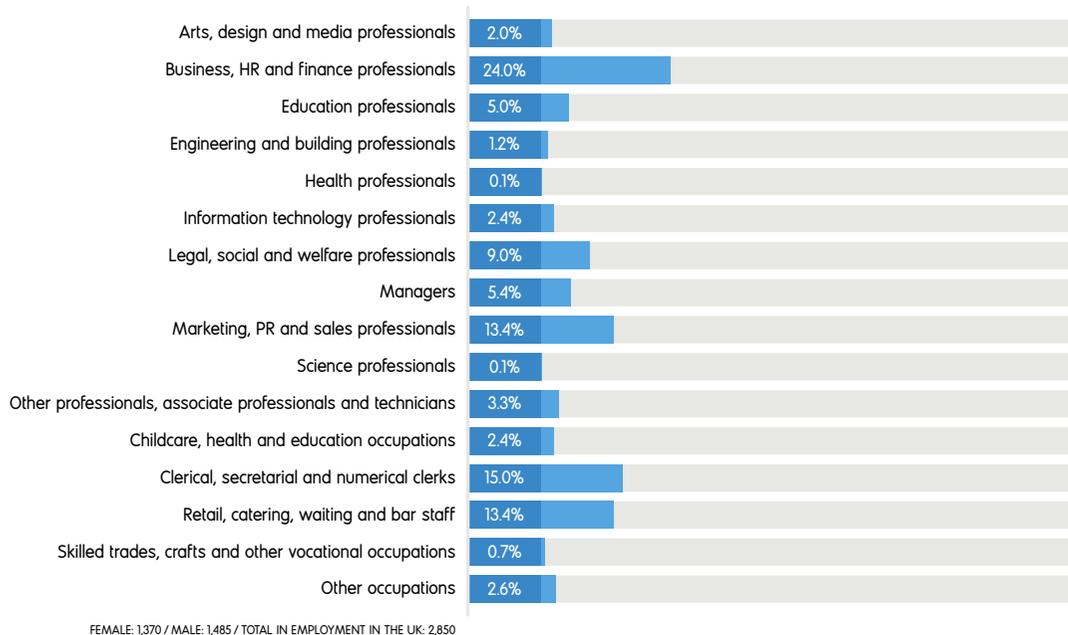
Outcomes 15 months after graduation



Type of course for those in further study



Type of work for those in employment



Top 10 professional jobs

- 1 Business, research and administrative professionals n.e.c.
- 2 Public relations professionals
- 3 Marketing associate professionals
- 4 Finance and investment analysts and advisers
- 5 Human resources and industrial relations officers
- 6 Business and related research professionals
- 7 Welfare and housing associate professionals n.e.c.
- 8 Secondary education teaching professionals
- 9 Business sales executives
- 10 Management consultants and business analysts

Appendix



Data explained: type of work

Respondents to the Graduate Outcomes survey are asked to give their main job title and a brief description of their role. This information is used to derive their Standard Occupational Classification (SOC 2020). These SOC 2020 codes are used to calculate the types of work categories used in What do graduates do? Changes to SOC 2020 were only introduced for the 2018/19 survey onwards and so comparisons cannot be made with earlier data. The Standard Occupational Classifications 2020, which are under each type of work category, are described below.

Managers

Chief executives and senior officials / Elected officers and representatives / Production managers and directors in manufacturing / Production managers and directors in construction / Production managers and directors in mining and energy / Financial managers and directors / Marketing, sales and advertising directors / Public relations and communications directors / Purchasing managers and directors / Charitable organisation managers and directors / Human resource managers and directors / Information technology directors / Functional managers and directors n.e.c. / Directors in logistics, warehousing and transport / Managers and directors in retail and wholesale / Officers in armed forces / Senior police officers / Senior officers in fire, ambulance, prison and related services / Health services and public health managers and directors / Social services managers and directors / Managers and proprietors in agriculture and horticulture / Managers and proprietors in forestry, fishing and related services / Hotel and accommodation managers and proprietors / Restaurant and catering establishment managers and proprietors / Publicans and managers of licensed premises / Leisure and sports managers / Travel agency managers and proprietors / Health care practice managers / Residential, day and domiciliary care managers and proprietors / Early education and childcare services proprietors / Managers in transport and distribution / Managers in storage and warehousing / Managers in logistics / Property, housing and estate managers / Garage managers and proprietors / Hairdressing and beauty salon managers and proprietors / Waste disposal and environmental services managers / Managers and directors in the creative industries / Betting shop and gambling establishment managers / Hire services managers and proprietors / Directors in consultancy services / Managers and proprietors in other services n.e.c.

Health professionals

Generalist medical practitioners / Specialist medical practitioners / Physiotherapists / Occupational therapists / Speech and language therapists / Psychotherapists and cognitive behaviour therapists / Clinical psychologists / Other psychologists / Therapy professionals n.e.c. / Midwifery nurses / Community nurses / Specialist nurses / Nurse practitioners / Mental health nurses / Children's nurses / Other nursing professionals / Veterinarians / Pharmacists / Ophthalmic opticians / Dental practitioners / Medical radiographers / Paramedics / Podiatrists / Other health professionals n.e.c. / Dispensing opticians / Pharmaceutical technicians / Medical and dental technicians / Complementary health associate professionals / Health associate professionals n.e.c.

Education professionals

Higher education teaching professionals / Further education teaching professionals / Secondary education teaching professionals / Primary education teaching professionals / Nursery education teaching professionals / Special needs education teaching professionals / Teachers of English as a foreign language / Teaching professionals n.e.c. / Head teachers and principals / Education managers / Education advisers and school inspectors / Early education and childcare services managers / Other educational professionals n.e.c. / Higher level teaching assistants / Early education and childcare practitioners / Veterinary nurses / Careers advisers and vocational guidance specialists / Other vocational and industrial trainers

Legal, social and welfare professionals

Social and humanities scientists / Barristers and judges / Solicitors and lawyers / Legal professionals n.e.c. / Social workers / Probation officers / Clergy / Youth work professionals / Welfare professionals n.e.c. / Youth and community workers / Child and early years officers / Housing officers / Counsellors / Welfare and housing associate professionals n.e.c. / Legal associate professionals / Public services associate professionals

Science professionals

Chemical scientists / Biological scientists / Biochemists and biomedical scientists / Physical scientists / Research and development (RandD) managers / Laboratory technicians / Science, engineering and production technicians n.e.c.

Engineering and building professionals

Civil engineers / Mechanical engineers / Electrical engineers / Electronics engineers / Production and process engineers / Aerospace engineers / Engineering project managers and project engineers / Engineering professionals n.e.c. / Architects / Chartered architectural technologists, planning officers and consultants / Quantity surveyors / Chartered surveyors / Construction project managers and related professionals / Quality control and planning engineers / Quality assurance and regulatory professionals / Electrical and electronics technicians / Engineering technicians / Building and civil engineering technicians / Quality assurance technicians / Planning, process and production technicians / CAD, drawing and architectural technicians

Information technology (IT) professionals

IT project managers / IT managers / IT business analysts, architects and systems designers / Programmers and software development professionals / Cyber security professionals / IT quality and testing professionals / IT network professionals / Information technology professionals n.e.c. / Web design professionals / IT operations technicians / IT user support technicians / Database administrators and web content technicians / Information technology trainers

Business, human resources (HR) and finance professionals

Chartered and certified accountants / Finance and investment analysts and advisers / Taxation experts / Management consultants and business analysts / Actuaries, economists and statisticians / Business and related research professionals / Professional/Chartered company secretaries / Business, research and administrative professionals n.e.c. / Business and financial project management professionals / Brokers / Insurance underwriters / Financial and accounting technicians / Financial accounts managers / Estimators, valuers and assessors / Importers and exporters / Project support officers / Data analysts / Business associate professionals n.e.c. / Conference and exhibition managers and organisers / Human resources and industrial relations officers

Marketing, public relations (PR) and sales professionals

Marketing and commercial managers / Public relations professionals / Advertising accounts managers and creative directors / Buyers and procurement officers / Business sales executives / Merchandisers / Marketing associate professionals / Estate agents and auctioneers / Sales accounts and business development managers

Arts, design and media professionals

Graphic and multimedia designers / Librarians / Archivists and curators / Newspaper and periodical editors / Newspaper and periodical journalists and reporters / Artists / Authors, writers and translators / Actors, entertainers and presenters / Dancers and choreographers / Musicians / Arts officers, producers and directors / Photographers, audio-visual and broadcasting equipment operators / Interior designers / Clothing, fashion and accessories designers / Design occupations n.e.c.

Data explained: type of work

Other professionals, associate professionals and technicians

Natural and social science professionals n.e.c. / Conservation professionals / Environment professionals / Other researchers, unspecified discipline / Environmental health professionals / Police officers (sergeant and below) / Fire service officers (watch manager and below) / Prison service officers (below principal officer) / Protective service associate professionals n.e.c. / Sports players / Sports coaches, instructors and officials / Fitness and wellbeing instructors / Aircraft pilots and air traffic controllers / Ship and hovercraft officers / Inspectors of standards and regulations / Health and safety managers and officers

Childcare, health and education occupations

Early education and childcare assistants / Teaching assistants / Educational support assistants / Childminders / Nannies and au pairs / Playworkers / Pest control officers / Animal care services occupations n.e.c. / Nursing auxiliaries and assistants / Ambulance staff (excluding paramedics) / Dental nurses / Houseparents and residential wardens / Care workers and home carers / Senior care workers / Care escorts / Undertakers, mortuary and crematorium assistants / Housekeepers and related occupations / Caretakers / Police community support officers

Clerical, secretarial and numerical clerk occupations

National government administrative occupations / Local government administrative occupations / Officers of non-governmental organisation / Credit controllers / Bookkeepers, payroll managers and wages clerks / Bank and post office clerks / Finance officers / Financial administrative occupations n.e.c. / Records clerks and assistants / Pensions and insurance clerks and assistants / Stock control clerks and assistants / Transport and distribution clerks and assistants / Library clerks and assistants / Human resources administrative occupations / Office managers / Office supervisors / Customer service managers / Sales administrators / Data entry administrators / Other administrative occupations n.e.c. / Medical secretaries / Legal secretaries / School secretaries / Company secretaries and administrators / Personal assistants and other secretaries / Receptionists / Typists and related keyboard occupations / Sports and leisure assistants / Travel agents / Air travel assistants / Rail travel assistants / Leisure and travel service occupations n.e.c. / Pharmacy and optical dispensing assistants / Market research interviewers

Skilled trades, crafts and other vocational occupations

Farmers / Horticultural trades / Gardeners and landscape gardeners / Groundsmen and greenkeepers / Agricultural and fishing trades n.e.c. / Sheet metal workers / Metal plate workers, smiths, moulders and related occupations / Welding trades / Pipe fitters / Metal machining setters and setter-operators / Tool makers, tool fitters and markers-out / Metal working production and maintenance fitters / Precision instrument makers and repairers / Air-conditioning and refrigeration installers and repairers / Vehicle technicians, mechanics and electricians / Vehicle body builders and repairers / Vehicle paint technicians / Aircraft maintenance and related trades / Boat and ship builders and repairers / Rail and rolling stock builders and repairers / Electricians and electrical fitters / Telecoms and related network installers and repairers / TV, video and audio servicers and repairers / Computer system and equipment installers and servicers / Security system installers and repairers / Electrical service and maintenance mechanics and repairers / Electrical and electronic trades n.e.c. / Skilled metal, electrical and electronic trades supervisors / Steel erectors / Stonemasons and related trades / Bricklayers / Roofers, roof tilers and slaters / Plumbers and heating and ventilating installers and repairers / Carpenters and joiners / Glaziers, window fabricators and fitters / Construction and building trades n.e.c. / Plasterers / Floorers and wall tilers / Painters and decorators / Construction and building trades supervisors / Upholsterers / Footwear and leather working trades / Tailors and dressmakers / Textiles, garments and related trades n.e.c. / Pre-press technicians / Printers / Print finishing and binding workers / Butchers / Bakers and flour confectioners / Fishmongers and poultry dressers / Chefs / Cooks / Catering and bar managers / Glass and ceramics makers, decorators and finishers / Furniture makers and other craft woodworkers / Florists / Other skilled trades n.e.c. / Hairdressers and barbers / Beauticians and related occupations / Crane drivers / Train and tram drivers

Retail, catering, waiting and bar staff

Cleaning and housekeeping managers and supervisors / Bed and breakfast and guest house owners and proprietors / Parking and civil enforcement occupations / Sales and retail assistants / Retail cashiers and check-out operators / Telephone salespersons / Vehicle and parts salespersons and advisers / Collector salespersons and credit agents / Debt, rent and other cash collectors / Roundpersons and van salespersons / Market and street traders and assistants / Visual merchandisers and related occupations / Sales related occupations n.e.c. / Shopkeepers and owners – retail and wholesale / Sales supervisors – retail and wholesale / Call and contact centre occupations / Telephonists / Communication operators / Customer service occupations n.e.c. / Customer service supervisors / Bar and catering supervisors / Kitchen and catering assistants / Waiters and waitresses / Bar staff / Coffee shop workers / Leisure and theme park attendants

Other occupations

Food, drink and tobacco process operatives / Textile process operatives / Chemical and related process operatives / Plastics process operatives / Metal making and treating process operatives / Process operatives n.e.c. / Metal working machine operatives / Paper and wood machine operatives / Mining and quarry workers and related operatives / Energy plant operatives / Water and sewerage plant operatives / Printing machine assistants / Plant and machine operatives n.e.c. / Assemblers (electrical and electronic products) / Assemblers (vehicles and metal goods) / Routine inspectors and testers / Weighers, graders and sorters / Tyre, exhaust and windscreen fitters / Sewing machinists / Assemblers and routine operatives n.e.c. / Scaffolders, staggers and riggers / Road construction operatives / Rail construction and maintenance operatives / Construction operatives n.e.c. / Production, factory and assembly supervisors / Large goods vehicle drivers / Bus and coach drivers / Taxi and cab drivers and chauffeurs / Delivery drivers and couriers / Driving instructors / Road transport drivers n.e.c. / Fork-lift truck drivers / Mobile machine drivers and operatives n.e.c. / Marine and waterways transport operatives / Air transport operatives / Rail transport operatives / Other drivers and transport operatives n.e.c. / Farm workers / Forestry and related workers / Fishing and other elementary agriculture occupations n.e.c. / Groundworkers / Elementary construction occupations n.e.c. / Industrial cleaning process occupations / Packers, bottlers, canners and fillers / Elementary process plant occupations n.e.c. / Postal workers, mail sorters and messengers / Elementary administration occupations n.e.c. / Window cleaners / Street cleaners / Cleaners and domestics / Launderers, dry cleaners and pressers / Refuse and salvage occupations / Vehicle valeters and cleaners / Elementary cleaning occupations n.e.c. / Security guards and related occupations / School midday and crossing patrol occupations / Exam invigilators / Shelf filler / Elementary sales occupations n.e.c. / Elementary storage supervisors / Warehouse operatives / Delivery operatives / Elementary storage occupations n.e.c. / Hospital porters / Other elementary services occupations n.e.c.

Unknown occupations

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

Data explained: survey response

This section will show you how we have derived our findings from HESA's Graduate Outcomes 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. **Type of work** – for those in employment in the UK, this details the graduates who were employed in the type of work categories as percentages of the total of graduates working in the UK

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

Unknown pattern of employment

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

Working and studying

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

In further study, training or research

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

Unknown pattern of further study

Graduates who indicated that they were in further study but the information provided was inadequate for coding purposes

Unemployed, including those due to start work

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

Other

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

Type of course for those in further study

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

Doctorate (e.g. PhD, DPhil, MPhil)

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

Masters (e.g. MA, MSc)

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

Postgraduate diploma or certificate (including PGCE/PGDE)

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. Also 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 – Graduate Outcomes data cannot be compared with DLHE (Destinations of Leavers from Higher Education) data. Due to rounding of percentages to one decimal place on all data pages and first destination tables in subject editorials, the percentages may not equal 100.0% when added together. All numbers used on these pages, where they refer to people, are rounded to the nearest five in accordance with HESA's data reporting requirements. Throughout this publication the abbreviation n.e.c. refers to data not elsewhere classified.

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