

WHAT DO GRADUATES DO?



2023

Insights and analysis from the UK's largest higher education survey

PROSPECTS



Prospects is now part of Jisc

Foreword

It is always informative to read What do graduates do? and this year is no exception. Graduate Outcomes data for the 2019/20 graduating class shows what AGCAS members and other experts had been expecting: employment rates were similar to 'normal' years, and slightly better than the previous cohort. There currently appears to be real competition for talent, although the graduate labour market is not homogenous and there are significant regional and sector variations.

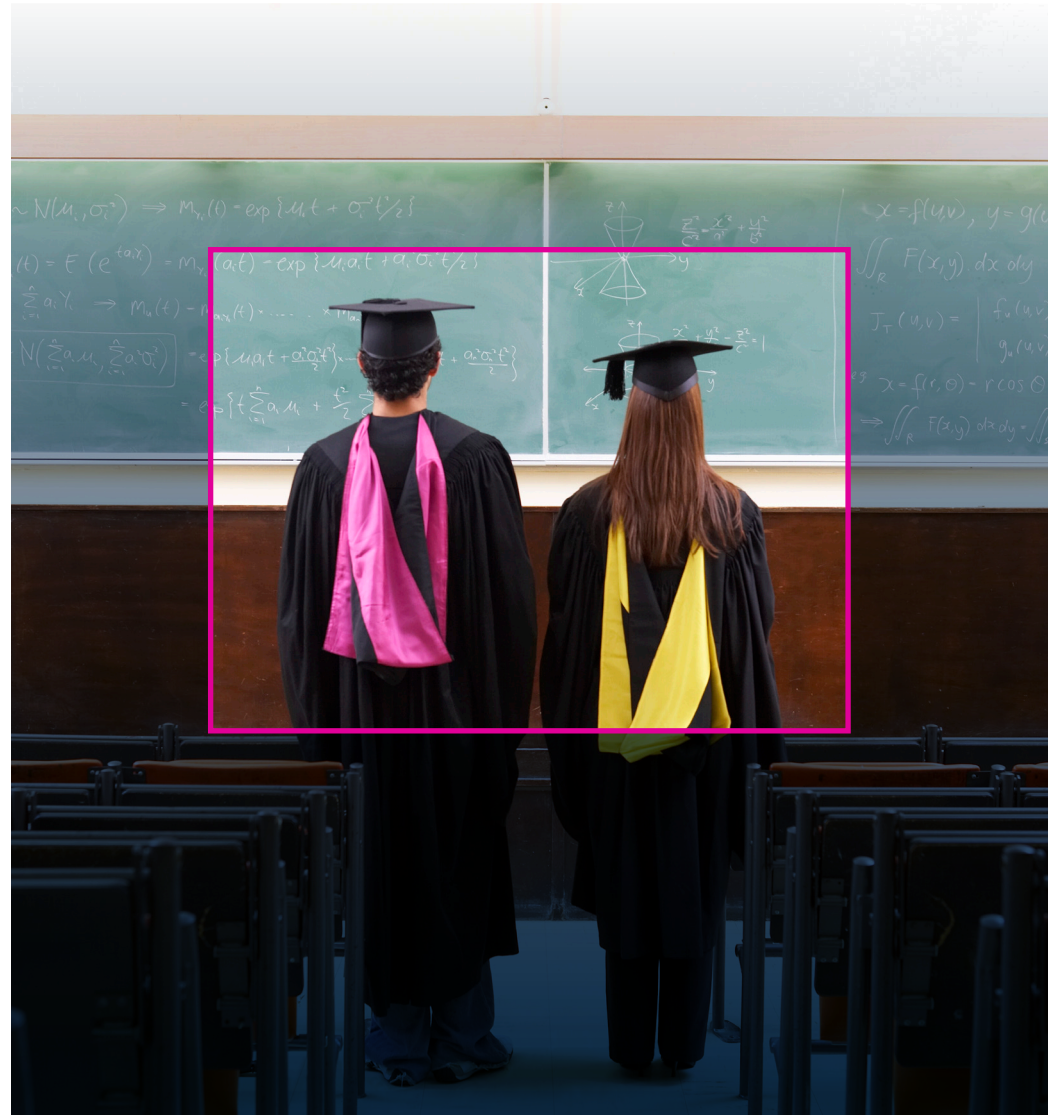
Addressing regional inequalities is a key strategic area for AGCAS, and university careers services are the gatekeepers to regional labour market information and knowledge of local skills shortages. AGCAS member careers and employability experts are leading on essential coordinated work in their areas to generate graduate-level roles. You can read more about this work from AGCAS President-elect Paul Grattrick.

Sadly, we have seen no improvement in reducing inequality in outcomes for particular groups of students. Despite the commitment and innovation from both careers services and employers, this year's Graduate Outcomes data shows that 59.3% of white graduates were in full-time employment 15 months after graduation compared with 51.3% of BAME graduates. These headline figures disguise a more complex picture. As the AGCAS Equality, Diversity and Inclusion Advisory Group note, employability outcome gaps will not be closed by focusing on ethnicity in isolation.

The Graduate Outcomes survey gives us one way of measuring graduate success. However, it is ultimately the graduates themselves who should decide if their university experience has been valuable. Finding new ways to gather and respond to definitions of graduate success and using it to inform the support careers services provide is an important focus for the careers and employability sector. With an increase in graduates starting businesses, we are seeing more careers services supporting enterprise and entrepreneurship. The professionals that work in university careers services are responsive and adaptable, using their knowledge and skills to help students and graduates make informed choices in this 'post pandemic' world.

I know that I will be returning to this edition of What Do Graduates Do? repeatedly throughout the year, I hope that it provides you with information that will inform your work with students and graduates.

Elaine Boyes
Executive director, AGCAS



Introduction

What do graduates do? is an essential resource for anyone wanting to understand the graduate labour market and outcomes for UK first-degree graduates 15 months after finishing university. It takes an in-depth look at HESA's Graduate Outcomes survey, which provides a comprehensive picture of graduate activity post-graduation.

We open with an overview of the graduate labour market by Jisc's senior consultant for labour market intelligence, Charlie Ball, who discusses the destinations of those graduating into a difficult environment with significant COVID-19 restrictions in place.

This is followed by a breakdown of graduate destinations by degree subject area, with details of the industries and occupations these graduates entered. The essential context for the data is delivered through expert insights from AGCAS-member careers and employability professionals.

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 191,980 responses from UK-domiciled first-degree graduates who completed their studies in 2019/20.

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 the Higher Education Classification of Subjects (HECoS), and therefore the subject data cannot be compared to previous editions, which used the Joint Academic Coding System (JACS) to classify academic subjects.

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 in achieving their goals.

Laura Greaves, editor

Partners:



WHAT DO GRADUATES DO? 2023 is produced by Prospects (part of Jisc) and AGCAS.

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Prospects are the experts in graduate careers. We help to guide students and graduates to a bright future with unrivalled information, advice and opportunities. We provide a market-leading portfolio of graduate career and postgraduate study recruitment options. We use our unique insight into what graduates do, where they go and what their motivations are to guide and inspire career choices throughout the student journey. Prospects is part of Jisc, the UK's technology solutions organisation for higher and further education. Jisc is funded by the UK higher and further education and research funding bodies and member institutions. Our established position in the sector, along with an unparalleled knowledge of graduate careers helps us to manage a range of key initiatives within higher education.

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Graduate labour market overview

Jisc's senior consultant for labour market intelligence, Charlie Ball, puts the employment outcomes of 2019/20 graduates into the uniquely challenging context of pandemic lockdowns and labour shortages

This edition of What do graduates do? is a particularly significant one in our goal of understanding the nature and shape of the UK graduate labour market. It covers graduates who left university in the 2019/20 academic year, and who were surveyed using HESA's Graduate Outcomes survey in 2021, so 15 months after graduation.



These dates are highly important. Graduates in this edition left university during the COVID-19 pandemic, and during the summer significant restrictions were in place throughout the country and with specific extra restrictions in certain parts of the country, such as Scotland and parts of the North and Midlands of England.¹

At this point, the labour market was very difficult. On 8 July 2020, the government released its Plan for Jobs.² Crucial measures included:

- a one-off payment of £1,000 to UK employers for every furloughed employee earning above £520 per month who remained continuously employed through to the end of January 2021
- a new Kickstart Scheme, to create six-month work placements aimed at those aged 16-24 on Universal Credit and deemed to be at risk of long-term unemployment
- an additional £32million funding over the next two years for the National Careers Service
- £2,000 to employers in England for each new apprentice they hired aged under age 25, and a £1,500 payment for each new apprentice they hired aged 25 and over.

This demonstrates the severity of the issues in the labour market. By the end of June 2020, nearly half a million people had lost their jobs, and the number of people in the workforce continued to fall throughout 2020.³ Job vacancies, meanwhile,

reached bottom in June 2020 with vacancies running at around 39% of pre-pandemic levels.⁴ However, there were already signs that the graduate labour market might escape the worst of the effects.⁵

By the time that these graduates were surveyed, it had become clear that the labour market in general, and the graduate labour market in particular, had outperformed not merely the worst predictions, but also most of the more optimistic ones.

The large majority of restrictions had been removed some time previously, job vacancy levels returned to pre-pandemic levels in May 2021, and had been comfortably outperforming that level ever since. By December 2021, vacancies were 20 to 30% above pre-pandemic levels, all graduate recruitment sectors (with the exception of energy and law) had vacancies above pre-pandemic levels and had had them for some time, and the narrative switched from job losses to occupational shortages and recruitment difficulties.⁶

This is the unique context into which this cohort graduated. Having entered some of the most difficult labour market conditions for new graduates in living memory, the market improved rapidly and vigorously and so outcomes for this cohort after 15 months were slightly better than their peers from the previous year, who had graduated into a relatively normal labour market but who were surveyed during severe pandemic restrictions.

As many as 80% of the cohort were employed either full time (with or without further study), or part time, with a small number working unpaid or on a voluntary basis. One fifth were in further study, either solely or alongside work, and Masters qualifications remained the most common qualification for this group.

Just 5.8% were unemployed at the time of the survey, but 28% had a job or, less commonly, a course of study, lined up to go to and so only 4.2% of the cohort were unemployed and did not have something to go to within a month. This is not dissimilar to the figures we might expect for a 'normal' year and demonstrates the employability, resilience and adaptability of UK graduates, and how rapidly the graduate labour market had rebounded from COVID.

Of those who were working, 67% were in permanent, full-time roles and another 15% were on fixed term contracts - note that the latter is very common among professionals on qualifying years, such as junior doctors, and should not be seen as necessarily a sign of insecure employment.

Self-employment had been hit particularly hard by the pandemic, but around 8% of the employed cohort were either self-employed or actively working towards self-employment, and this will be monitored over time to see if COVID has had any long-term effect on the self-employed graduate community.

Even in a pandemic the large majority of new graduates got good jobs. There is no reason to believe that the coming period of economic difficulty will disrupt that.

Graduate labour market overview

Location of employment and hybrid working

Arguably one of the most significant long-term effects of the COVID pandemic has been the rapid adoption of hybrid working.

By Spring 2022, around 38% of working adults reported working from home for some time during the previous week⁷, but it was also clear from the data that hybrid working was much more common among high earners, the more qualified and particularly in sectors such as IT and business services. In short, hybrid working is much more common among graduates than non-graduates and it has become the norm for many graduate employees. At present, this tendency is not very clear in the data for new qualifiers.

The data on location of employment is not very dissimilar to pre-pandemic figures. London is the most important location but the large majority of graduates do not, and never will, work in the capital - and most of those who do already hail from the city and its neighbouring regions. But in future, the Graduate Outcomes survey aims to capture not merely where work is based but also where workers tend to work from, and we will be able to examine this topic in much more detail.

Types of work

This cohort of graduates were more likely to be in professional-level employment than their peers a year previously. As many as 74% of working graduates were in professional-level employment

after 15 months. The occupations that saw the greatest increases in employment between the two years were:

- 'other nursing professionals', a group including non-hospital nurses, up 860
- marketing professions, up 720
- graphic designers, an occupation that had been hit hard by the pandemic but recovered very rapidly, up 445
- laboratory technicians, an occupation with particular recruitment and retention issues, up 440
- teaching professionals not elsewhere classified, (a group including peripatetic teachers of subjects like languages, drama or music), up 430.



All of these roles are considered to be at professional level.

The largest fallers were retail assistants (down 535), basic customer service workers (down 455), care home workers, an occupation that saw a large rise during the pandemic (down 410), bank clerks, down 280, and waiters and waitresses, down 240. None of these roles are considered to be professional-level jobs.

Looking forward, the economic signals are not good. Inflation has increased rapidly and to levels not seen for many years, and the expectation is that it will rise significantly further. Energy bills have skyrocketed. The country looks set to enter a very difficult period, but the labour market, particularly for graduates, remains very strong at the time of writing, and it looks as if we head into these much choppier waters with a labour shortage. This is quite unusual in itself and makes prediction even more difficult than usual.

But, even in a pandemic that locked down the UK economy, the large majority of new graduates got good jobs. There is no reason to believe that the coming period of economic difficulty, no matter how severe, will disrupt that. The last few years have been tremendously challenging for graduates and those who support them, but the quality, resilience and adaptability of our graduates has helped them meet challenges in the past, and we can help them meet those that are on their way.

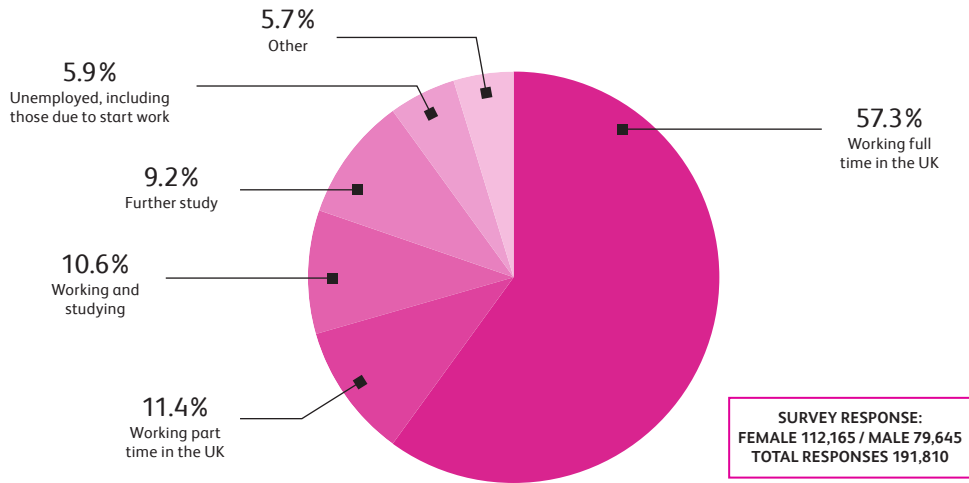
5 data points you may have missed

- Four fifths (79%) of first-degree graduates with disabilities found full or part-time employment 15 months after graduation with the majority (71%) working in professional-level jobs. In addition, 63% of those in employment said they are utilising the skills they learnt during their studies.
- 95% of 2019/20 first degree graduates who had done an apprenticeship were in professional-level employment 15 months after graduation, with 42% working as engineering and IT professionals.
- UK graduates from low participation neighbourhoods were just as likely to be in full-time employment 15 months after graduation as those from high participation neighbourhoods. However, graduates from neighbourhoods with the highest level of participation were slightly more likely to find professional-level jobs (77%) than those from neighbourhoods within the first (70%), second (71%), third (72%) and fourth (73%) quintiles.
- Those who graduated with First Class honours (71%) were slightly more likely to be in full-time employment 15 months after graduation than those with a 2:1 (67%), 2:2 (67%) or Third (69%).
- White graduates (70%) were more likely to be in employment 15 months after graduation than their BAME counterparts (65%). White graduates (74%) were also more likely than BAME graduates (72%) to be in professional-level employment.

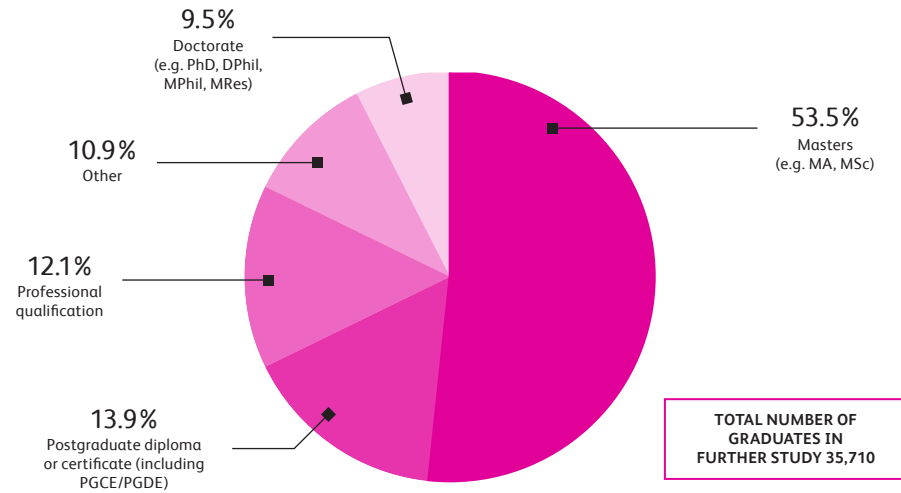
Micha-Shannon Smith

First-degree graduates

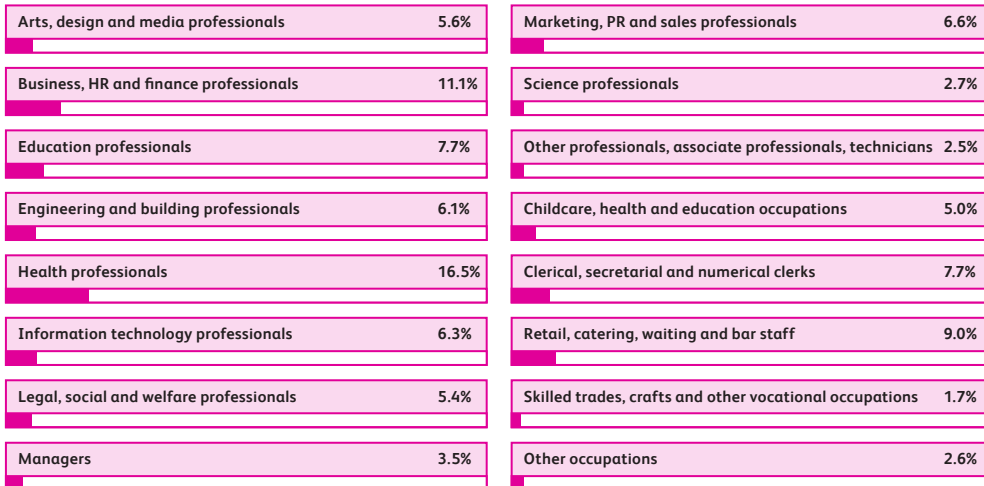
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

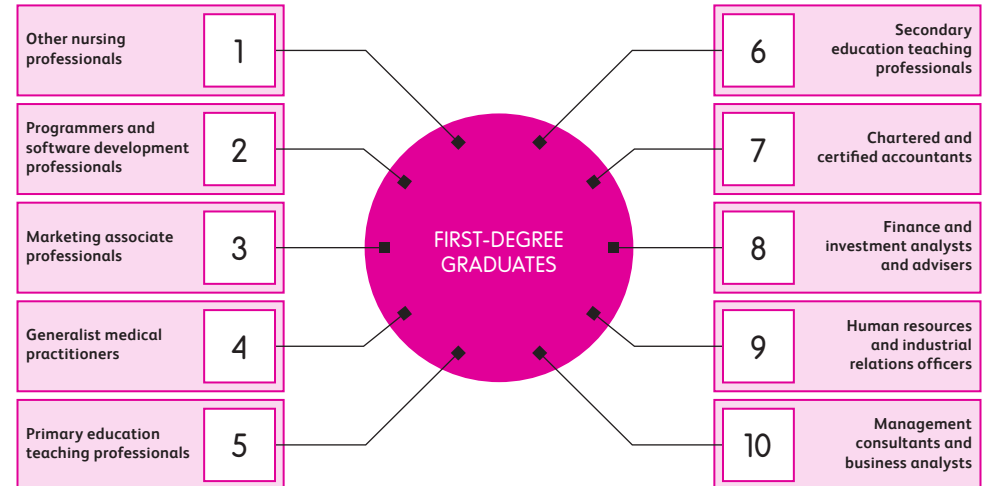


TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 79,050 / MALE 53,740 / TOTAL IN EMPLOYMENT IN THE UK: 132,795

TOP 10 PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES



Regional overview

The data on this page gives an indication of where in the UK graduates from 2019/20 were employed, which regions saw the highest levels of self-employment, and where jobs in small and medium-sized enterprises of fewer than 250 employees were most prevalent

North West

- 2019/20 graduates working here: 10.5%.
- Share of self-employed graduates: 10.4%.
- Graduates working in SMEs: 24.7%.
- 16.5% of male education graduates worked in this region.

West Midlands

- 2019/20 graduates working here: 7.6%.
- Share of self-employed graduates: 7.5%.
- Graduates working in SMEs: 23.3%.
- 5.9% of graduates working in this region were on a zero-hours contract.

Wales

- 2019/20 graduates working here: 4.2%.
- Share of self-employed graduates: 3.1%.
- Graduates working in SMEs: 19.7%.
- 11.8% of graduates working here had worked three or more jobs since graduating.

South West

- 2019/20 graduates working here: 7.6%.
- Share of self-employed graduates: 7.2%.
- Graduates working in SMEs: 25.5%.
- 11.9% of graduates working here had worked three or more jobs since graduating.

North East

- 2019/20 graduates working here: 3.1%.
- Share of self-employed graduates: 1.8%.
- Graduates working in SMEs: 20.1%.
- 75.6% of employed graduates worked full time.

Yorkshire and The Humber

- 2019/20 graduates working here: 7.3%.
- Share of self-employed graduates: 6.5%.
- Graduates working in SMEs: 24.5%.
- 19% of graduates working in this region stayed there after graduation to work.

East Midlands

- 2019/20 graduates working here: 5.8%.
- Share of self-employed graduates: 6%.
- Graduates working in SMEs: 26.9%.
- 8.4% of creative arts graduates from this region were developing a creative, artistic or professional portfolio.

East of England

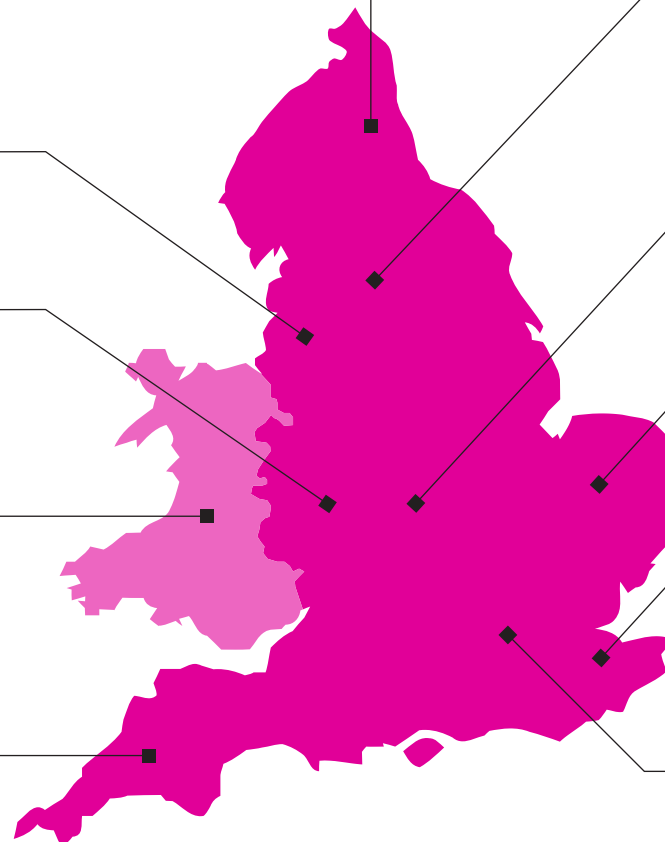
- 2019/20 graduates working here: 7.2%.
- Share of self-employed graduates: 7.3%.
- Graduates working in SMEs: 27.1%.
- Had the highest percentage of graduates returning there after graduation to work (41%).

South East

- 2019/20 graduates working here: 12.2%.
- Share of self-employed graduates: 11.7%.
- Graduates working in SMEs: 27.3%.
- The most popular location of employment for sports and exercise science graduates (15.4%), followed by London.

London

- 2019/20 graduates working here: 23.1%.
- Share of self-employed graduates: 28.4%.
- Graduates working in SMEs: 25.4%.
- 48% of graduates working in London were not originally from the area.

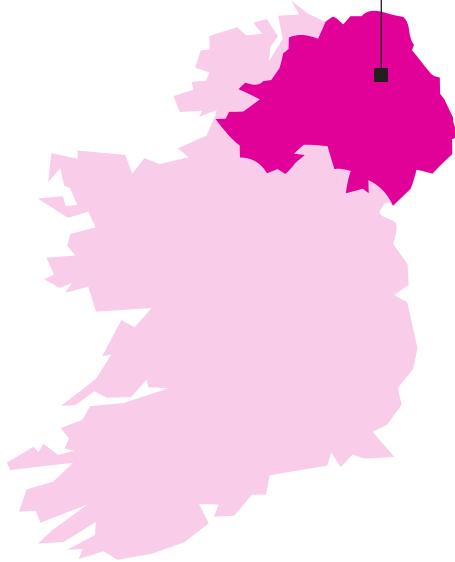


Regional overview

The data on this page gives an indication of where in the UK graduates from 2019/20 were employed, which regions saw the highest levels of self-employment, and where jobs in small and medium-sized enterprises of fewer than 250 employees were most prevalent

Northern Ireland

- 2019/20 graduates working here: 3.2%.
- Share of self-employed graduates: 2.3%.
- Graduates working in SMEs: 24.3%.
- The majority of graduates working in this region were originally domiciled there (96%).



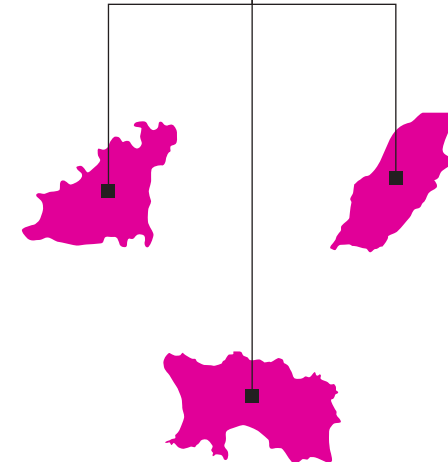
Scotland

- 2019/20 graduates working here: 8.1%.
- Share of self-employed graduates: 7.4%.
- Graduates working in SMEs: 18.9%.
- 74.9% of graduates working here were in a professional-level job.



Guernsey, Jersey and the Isle of Man

- 2019/20 graduates working here: 0.2%.
- Share of self-employed graduates: 0.4%.
- Graduates working in SMEs: 7.5%.
- 11.1% of graduates from this region were in further study 15 months after graduation.





EXPERT
INSIGHTS

Untapped potential: graduate voice and the value of HE

Mark Stow, director of business engagement, careers & employability at Leeds Beckett University, and Gemma Green, head of external relations at AGCAS, emphasise the importance of listening to graduate voices when determining the 'value' of higher education

The measures by which the relative success (or failure) of our universities are judged is the subject of increasing political scrutiny. Many across the sector lament the binary interpretations of relative 'success' as crude measures of the 'value' of higher education. Measures such as graduate salary and the labelling of occupations as 'professional-level' pay little attention to the individual that sits behind those metrics, nor the context or their motivations for university study, which are often very personal and subjective.

Furthermore, defining the value of a degree by its relative monetary return to the Treasury pays little regard to a system in which jobs that require a degree can sometimes lead to careers with relatively modest remuneration (and this is before we even contemplate the differentiated graduate labour market and regional variations of salary). To define value by salary fundamentally detracts from the social and cultural value of such pursuits.

With this in mind, it has never been more important to develop a deeper understanding of graduates' individual perceptions. Understanding the graduate voice is critical to inform the development of the support services universities provide, such as bespoke and differentiated careers and employability

education, as well as providing a contextual narrative to influence and stimulate agency within institutions, and to counter the implicit assumptions of value enforced by our metricised system.

To date, although some league table providers have started to experiment with the use of graduate voice data in their metrics, the dataset is still relatively underutilised and there are no immediate plans for it to be drawn upon in the regulation of student outcomes (in England).¹ Nonetheless, analysis of the 2019/20 data still provides a useful insight into the graduate perspective, which can either challenge or re-enforce our perceptions of the graduate labour market.

The Graduate Outcomes survey asks graduates to reflect on their activity to date and covers three key aspects:

- The extent to which graduates feel they are utilising what they learnt during their studies in their current activity.
- The extent to which graduates perceive their current activity as meaningful.
- The extent to which graduates feel their current activity fits with their future plans ('on track').



Untapped potential: graduate voice and the value of HE

Understanding the graduate voice is critical to inform the development of the support services universities provide, such as bespoke and differentiated careers and employability education.

Positive representation

Across the three datasets, we see a relatively positive representation of the graduate voice and the perceived value that they place on their university education. 61% agree or strongly agree that they are utilising what they learnt during their studies, while 82% agree or strongly agree that the activity they are engaged in is 'meaningful', and 72% agree or strongly agree that their current activity is 'on track'. As such, the data demonstrates that graduates acknowledge the impact of their university education upon their current activity, that this activity is of subjective value to them, and that their activity is presenting positive prospects to help them achieve their future plans. These insights alone move us beyond the binary definition of value.

Subject variation

Across all three of the metrics there is, inevitably, subject variation in the responses. Perhaps unsurprisingly, there is also a clear split across those disciplines which arguably have a more vocationally-focused pathway. This trend is more overt in graduates utilising what they learnt during their studies (ranging from 50% in Politics up to 76% in Education) and with the 'on track' data (ranging from 62% in Art up to 83% in Civil Engineering). Interestingly, the distinction between vocationally-focused disciplines and other disciplines is less evident in graduates' perceptions of how meaningful their activity is. This suggests a more consistent sense of value in the activities that graduates are undertaking across all disciplines (the lowest positive response was in Cinematics and Photography at 73%).

Variation by student characteristics

Exploring the data by student characteristics (BAME, polar quintiles, and disability) reflects a similar picture to what we often see in institutional Access and Participation Plans (APPs), with a negative percentage gap across all the student characteristic groups. The largest gaps are for Black and minority ethnic graduates' perceptions of their current activity being 'on track' when compared to their white peers (-3.6%) and for graduates who have declared a disability when compared to those without a disability (-3.2%).

Interestingly, the negative trends are reversed or reduced when we explore polar quintiles, with a positive gap (+0.7%) identified in utilising what they learnt during their studies for graduates from low participation neighbourhoods compared to their peers from areas with a higher propensity to attend HE. We also see a less pronounced gap (-0.8%), when we consider the extent to which graduates perceive their current activity as being meaningful. This perhaps reflects the difference between expectation and reality, and the value some students from low participation neighbourhoods place on their activities and opportunities for progression within the context of their background.

Future commitment

The context which the graduate voice data can add to the traditional analysis of graduate destinations has the potential to be incredibly powerful. A valued ex-colleague once reflected that our current system of capturing the value

of universities increasingly means that we are 'managed by proxies for which there is no consensus', so if you want to know how our graduates are really doing 'why not just ask?'²² The graduate voice dataset goes some way to enabling us to do so, and it is perhaps up to the sector to commit to using it more to effectively challenge and influence the ongoing political and divisive narrative of value.



Tackling inequalities in graduate employment outcomes

Rachel Beauchamp, Anna Levett and Obieze Oputa - members of the AGCAS Equality and Diversity Advisory Group - explain why inequalities of opportunity need to be addressed holistically

We know that there is an employment outcomes gap between UK-domiciled white students and students from different ethnic backgrounds - it has been a talking point in recent years and the gap was highlighted in the 2021 edition of What do graduates do? The situation has to have improved since then, right? Sadly, the most recent Graduate Outcomes data indicates that things are not getting better.

Ethnicity matters

BAME (Black, Asian and minority ethnic) is divisive as a catch-all term. Frequently used to group all ethnic minorities together, it disguises huge differences in outcomes between them. For example, if we look at the 2019/20 Graduate Outcomes data we can see that 59.3% of white graduates were in full-time employment 15 months after graduation compared with 51.3% of BAME graduates. This gap of eight percentage points is problematic in itself, but if we look even more closely at the data we can see, for example, that the gap is even wider for Asian or Asian British-Pakistani graduates with a difference in outcomes of 11.2 percentage points.

By grouping all non-white graduates into a box we are missing key nuances in the data that can, and should, be used to further inform decision-making and policymaking addressing graduate outcome inequalities.

Pandemic impact

Unsurprisingly, COVID-19 has impacted graduate outcomes across the board with a reduction in full-time employment outcomes across all ethnic groups. For those students who graduated in 2018/19 this was down from 60.2% to 55.7%. Although the data has improved for the graduating class of 2019/20 (with an increase to 57.4%) we are still not back to pre-pandemic levels and some groups have been more heavily impacted than others. Chinese graduates are now the group with the highest unemployment rate (11.6%). The percentage of Chinese graduates in full-time employment has reduced by 5.9 percentage points between 2017/18 and 2019/20 compared with the average reduction across all ethnicities of 2.8 percentage points.

Intersectionality

Everyone has their own unique experiences of discrimination and oppression. We must recognise all aspects that can be used to marginalise people, such as gender, race, class, sexual orientation, physical ability etc. Acknowledging the importance of intersectionality means that tackling the graduate outcomes gap for ethnic minority students alone is not an equitable approach. All forms of inequality surfaced in the data must be analysed and addressed simultaneously to prevent the rights, interests and voices of minorities from being overlooked.

For example, 2019/20 data demonstrates that 75.2% of employed white male graduates are in professional-level jobs compared to 61.3% of female Asian-Bangladeshi graduates. This gap of 14 percentage points will not be closed by addressing ethnicity in isolation. Data should be viewed holistically, acknowledging and addressing the inequality of opportunity from different perspectives.

What next?

Universities and employers have taken steps to address inequalities in graduate outcomes over the past few years. Schemes such as the 10,000 Black Interns programme and various targeted 'diversity internships' are all positive steps towards tackling the graduate outcomes gap. Due to the lag between graduation and Graduate Outcomes data collection we won't know the full impact of these interventions for quite some time.

While there has been a flurry of remedial action in this area in the last few years, there is still a lot more to be done, particularly from moving from a piecemeal approach to one that is strategically embedded in, part of and informs organisational strategy and policy; fully resourced, monitored, and championed by employers, universities, and employability services. There needs to be more collaboration, sharing of data and impact, and application of what works across organisations.

By grouping all non-white graduates into a box we are missing key nuances in the data that can, and should, be used to further inform decision-making and policymaking.

Rachel Beauchamp is postgraduate company projects manager at Lancaster University Management School. Anna Levett is head of Careers and Employment at the University of Hertfordshire. Obieze Oputa is careers consultant at The Careers Group.

EMPLOYMENT OUTCOME GAPS WON'T BE CLOSED BY FOCUSING ON ETHNICITY IN ISOLATION.

75.2%

White male graduates in professional-level jobs

61.2%

Female Asian-Bangladeshi graduates in professional-level jobs

Graduate Outcomes and the future world of work

Gabi Binnie, head of funded projects at Gradconsult, explores how the snapshot of the past provided by Graduate Outcomes data can inform the support required by the students and graduates of the future

The Graduate Outcomes survey provides insight into the activities of graduates once they gain their qualification and make their next step. By its nature, it is a glimpse into the, albeit recent, past. Even without the turbulence of the past two years, the world of work was changing, with digitisation, globalisation and social factors already changing the ways we work and think about work. How, if at all, can the graduate outcomes of the past help us support the graduates of the future?

The big picture

There are some differences in the employment outcomes of 2018/19 graduates, who were surveyed during the early pandemic, and 2019/20 graduates. The proportion of 2019/20 graduates in full-time employment has increased by five percentage points in comparison to 2018/19 (57.3%, compared to 52.3%). There is little difference in the part-time employment rates for 2019/20 (11.4%) graduates and the 2018/19 cohort (12.4%).

Across all subject areas, 2019/20 graduates in employment were most likely to be employed in high-skilled roles (74%), with over half employed in professional occupations (49%) and fewer in

associate professional occupations (22%) and employed as managers, directors and senior officials (3%).

However, graduates are also employed in jobs that are not classed as 'high skilled', including administrative and secretarial jobs (7%), caring, leisure, and other service occupations (6%) and sales and customer service occupations (5%).

Research by the Skills and Employability Board in 2022 predicts that in the next five to ten years, there will be increasing demand in England for managers, directors, and senior officials and for workers in professional occupations, associate professional and technical occupations, and caring, leisure, and other service occupations.¹ This is pretty good news for graduates and education providers, and we might reasonably predict that graduate employment in high-skilled roles will increase accordingly.

Being their own boss

One advantage of the survey is that it gives us some understanding of other types of work graduates undertake that isn't on behalf of an employer. Nesta's 'For Love or Money?' report (2020) while creative arts graduates are more likely than others to be in part-time employment,

their work is often related to their degree than other disciplines.¹ While they make up only 17% of the graduate population, they represent 46% of graduates working in the creative industries. This demonstrates firstly, why it is so important that definitions of a 'good graduate job' capture those that the graduate finds meaningful, relates to their chosen field or uses skills that they've learned during their degree; and secondly, that over half of the graduates working in these industries are not from a creative arts background.

At the time of survey, 3% graduates were self-employed/freelancing, 1.4% were running their own business and 2.2% were developing a creative, artistic or professional portfolio. Two fifths of graduates running their own business saw it as their most important activity (40.7%) and 42.8% of graduates self-employed or freelancing reported it as their most important activity.

The number of businesses started by recent graduates (within two years) with formal support from a UK HE provider has increased year-on-year since 2014, with 15,793 graduate start-ups active in 2020/21, employing 46,723 FTE employees and producing an estimated turnover of £3,361,635.² A total of 4,528 graduate start-

ups with formal business/enterprise support from the HE provider were launched in 2020/21, the highest number since data collection began in 2014/15.

This reflects the start-up market across the UK, with a record 772,002 new businesses started in 2020, an increase of 13.25% since 2019.³ The UK is ahead of India and China when it comes to start-up funding, with a record-breaking £29.4bn invested in UK start-ups in 2021 and an even greater figure predicted for 2022.⁴ Research by the Global Entrepreneurs Centre found that nearly 13% of UK adults in 2022 are in the first three months of starting a new business or are already running a young enterprise, compared to 8% in 2020.⁵

Clearly, the UK's entrepreneurship bubble is booming, and graduates from all disciplines can become creators of their own businesses or intrapreneurs within established ones. The role of careers and employability professionals in supporting graduates who aspire to entrepreneurship is recognised by UKRI, with examples of Higher Education Innovation Funding (HEIF) being used to support enterprise labs, internships and development programmes for students from any discipline, as well as more 'traditional' graduate start-up services.⁶

What we can say with some certainty is that undertaking a university degree undoubtedly helps graduates develop essential skills that will equip them for success in the future.

Graduate Outcomes and the future world of work

Skills for the future

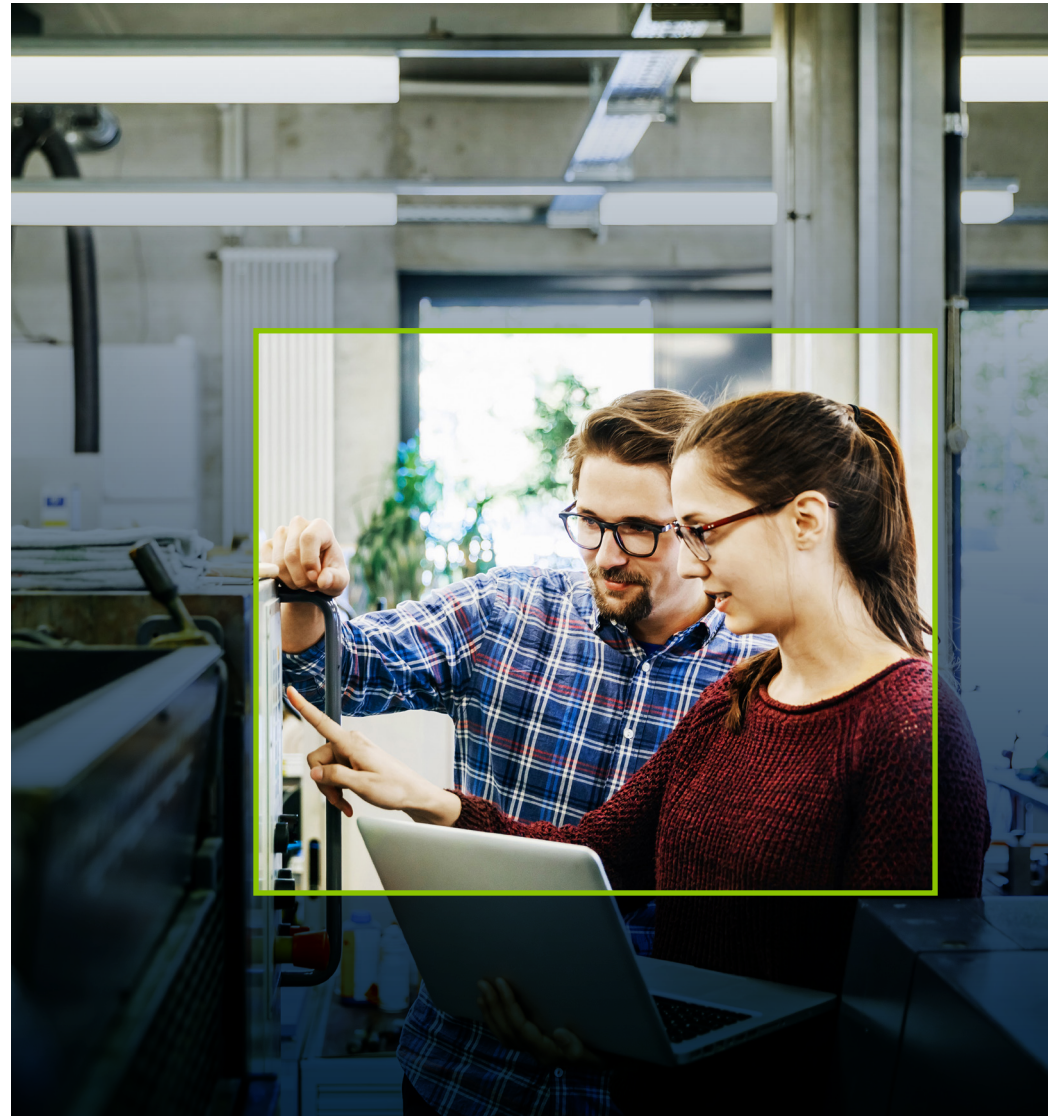
In their research for the Department for Education, the Skills and Employability Board identify four categories of skills that they predict will become increasingly important in the labour market of the future:

- STEM knowledge, including specialist skills such as medicine and dentistry, therapy and counselling, and psychology.
- Skills related to educating and training others, as well as being an active learner.
- People skills, including negotiation, persuasion, and resolving conflicts.
- Application of knowledge skills including critical and creative thinking, complex problem solving, and decision-making.

There's some clear commonality between the skills predicted to increase in demand and the skills already required of graduate recruits by employers,⁷ but there's a gap for a fifth category - skills that will set graduates up for success in the continuously evolving labour market. The World Economic Forum identifies analytical thinking and innovation, technology use and design and resilience, stress tolerance and flexibility amongst their top ten skills for 2025, while other analysts suggest grit, perseverance, driving change and innovation, and emotional control as critical for the future of work.⁸

The last two years have shown that attempting to predict the future is a risky business. What we can say with some certainty is that undertaking a university degree undoubtedly helps graduates develop essential skills that will equip them for success in the future. The challenge often lies in students' recognition and articulation of their skills, which is where extracting and surfacing the employability value of degrees, authentic assessments that mirror the working world and opportunities for interaction with employers (either extracurricular work experience or embedded in the curriculum), can help.

But there's another approach too. Experiential learning programmes can be a scalable and quick alternative to adding new content to the curriculum. These opportunities – which I like to think of as psychological incubators – can provide students with the chance to try something new for the first time in conditions that mimic the hybrid working world, gain feedback and fail fast in a supportive environment. Immersive events, such as the University of Leicester's Enterprise and Innovation Lab, brings the idea of entrepreneurship to life for those who may never have considered it and provides them with the skills and mindset they need to thrive in the fast-changing future world of work.



How to respond to graduate migration patterns

Paul Grattrick, head of operations at the University of Liverpool Careers and Employability Team, considers what the latest data on graduate migration means for higher education patterns

When working in higher education we often find ourselves discussing myths and untruths about the sector. This covers a range of things such as the linearity (or rather not) of graduate career paths, national employment trends, and various other elements of the student experience.

It's doubtful that higher education is alone in this regard, and in any industry there are probably things that outside lookers-in think are true when the reality is quite the opposite. This article focuses on one of the myths often encountered which is with regards to graduate migration.

There are four ways to think about graduate migration, coined by Charlie Ball nearly a decade ago, and they serve as a useful way to categorise this movement of thousands of people every year.

- **Loyals** - studied and now live and work in their home region.
- **Returners** - studied in another region, but now live and work in their home one.
- **Stayers** - studied in another region and stayed there to live and work.
- **Incomers** - studied in one region, and left to live and work in another that isn't their home one.

The 'Dick Whittington fallacy' is one of the myths often encountered, in that people assume that most graduates want to and do move to London. Looking at those four categories and UK undergraduates from the 2019/20 Graduate Outcomes survey data, Loyals account for 42%, Returners 26%, Stayers 11% and Incomers 21%.

Another way to view this is that two-thirds (68%) of graduates are based in their home region 15 months after graduating. Various factors will influence this, such as family and relationship ties, caring responsibilities, job opportunities and desires, and regional cost of living variations.

Across the UK there are significant variations in the percentage of graduates living in their home region after graduation (Loyals plus Returners). It's highest for the home nations outside of England, that is, Northern Ireland (96%), Scotland (88%) and Wales (76%). In England there is broad range, with the West Midlands (75%) and North East (74%) at the top end, and London (52%) at the other. Even though London is the lowest for this score it still means that most of its graduates stay or return there.

After London (48%), the stickiest regions that keep or attract graduates (Stayers plus

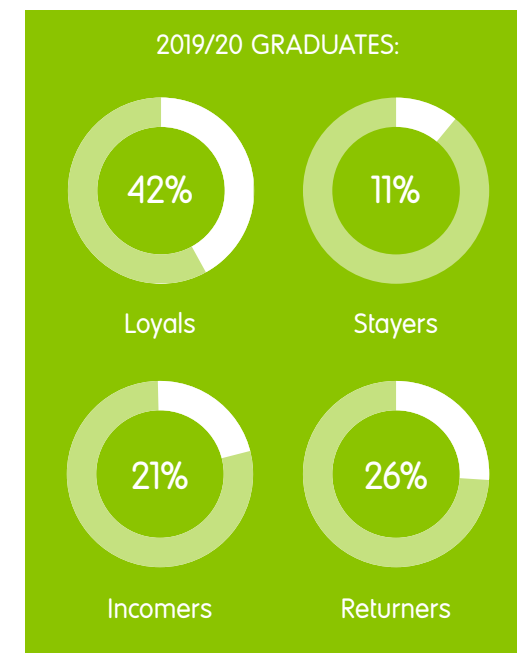
Incomers) are the South West (36%), South East (34%) and Yorkshire and Humber (33%).

What does all of this mean for higher education institutions? Most of the graduates originally from the region where you are based will now live there. Many, but by no means all, will have studied with you or another institution in the region. It's a significant number either way, and so graduate-level job opportunities are key to your graduate outcomes.

Graduates from institutions across the UK will return and compete for jobs with your local graduates, but viewing it in these competitive terms is fatalistic, as the same applies to almost all institutions and regions.

What's needed are strong partnerships between HEIs and local governments and councils, enterprise communities and regional SMEs, to name an obvious few. Examples of regional graduate schemes already exist, many led by AGCAS members and partners, and it is this co-ordinated effort between relevant stakeholders that can better surface and create graduate-level employment. Without proactive efforts to showcase and generate graduate-level roles in any region, the majority of graduates may find it harder to secure that type of work.

What's needed are strong partnerships between HEIs and local government and councils, enterprise communities and regional SMEs.



Graduate recruitment through the pandemic

Stephen Isherwood, chief executive at the Institute of Student Employers, explains why graduate recruitment wasn't hit as hard as some may have expected by the COVID-19 crisis

The graduate labour market broadly follows the fate of the economy, and while the circumstances of COVID were exceptional, the response of many graduate employers was not as severe as many expected. Graduate vacancies dropped by only 12% in 2019/20.

As large parts of the economy shut down, why didn't graduate vacancies fall further? Maybe because many recruitment targets were met when lockdown hit in March 2020, or maybe employers initially thought the pandemic would quickly pass. I'd like to think the real reason that business leaders resisted short-term pressures is they realised that to cut recruitment too far would hurt their organisations in the long run.

In previous economic downturns, employers who didn't deal effectively with the interns and graduates in their recruitment pipelines damaged their employer brands and caused resourcing difficulties that unnecessarily increased their cost base as the economy recovered. Many employers lost business when they couldn't find enough talent to meet the uplift in demand, or they paid a significant premium in the labour market to fill roles which in turn damaged their profitability.

Unless a business was in a hard-hit sector such as retail or travel, leaders minimised the negative impact to the students in their pipeline to ensure they were able to grow again when the economic

climate changed. Many of the graduates who joined organisations in 2020 are now coming to the end of their training programmes, often into junior management roles.

As the COVID crisis deepened, in some sectors hiring remained constant or even increased. Public sector vacancies actually grew by 4% in 2019/20. But other sectors did have to take significant action. Built environment vacancies grew by 25% and retail/FMCG vacancies by 45%. In generalising about the graduate market, we can forget that in reality there are significant sector and regional variations.

Impact of online applications

The pandemic also impacted student recruitment. As employers moved the entirety of their selection process online, students were able to progress applications without the need to travel. With employers only able to use online channels to reach students, many expanded the range of universities they recruited from. Concerns about the availability of jobs and the decrease in vacancies drove up applications per vacancy, but so did a more accessible selection process.

Students in previous recessions have struggled to disentangle bleak news headlines from the realities of the jobs market (the ISE reported unfilled vacancies in 2009, the worst period in the financial crash). With recruitment levels now well above pre-



pandemic levels and students returning to campus life and catching up on missed social experiences, it's no surprise that some employers are struggling to attract enough students.

The war in Ukraine, and the resultant economic fallout, may yet cause short term damage to the early talent labour market. But as the COVID crisis demonstrated, employers have a long-term need to recruit and retain graduates.

In previous economic downturns, employers who didn't deal effectively with the interns and graduates in their recruitment pipelines damaged their employer brands and caused resourcing difficulties.



BUSINESS AND ADMINISTRATIVE STUDIES

Business and administrative studies overview

Business and administrative studies subjects showed consistently higher than average numbers of graduates in full-time employment.

Emma Lennox, careers consultant at Queen's University Belfast, delves into the outcomes data for graduates of business and administrative studies subjects

The Graduates Outcomes data shows that 57.3% of graduates from all subjects surveyed were in full-time employment and 9.2% in further study. For business and administrative studies graduates, the equivalent figures were 61.2% and 6.3% respectively. Subjects included within this professional skills cluster include economics, finance and accountancy, business and management, hospitality, leisure, tourism, and transport, and marketing.

certification in financial sectors but also the flexibility of employers to support continuing professional development. Economics (13%), finance and accountancy (15.5%) and business and management studies (10.7%) were all above the average of 10.6%. Hospitality, leisure, tourism, and transport (7.7%) and marketing (7.1%) were among the lowest numbers combining working and studying.

Salary

Economics graduates who had undertaken significant further study had the highest average salaries. Even those economics graduates who had not undertaken further study had higher than average salaries, perhaps highlighting the range of professional career paths and graduate schemes open to this cohort. Hospitality, leisure, tourism and transport graduates had the lowest salaries reported, with marketing graduates close behind. This could reflect the different sizes of employers within these sectors and the competitive nature of the smaller number of graduate schemes available.

Unemployment

The percentage of business and administrative graduates who classed themselves as unemployed, including those due to start work, averaged 6.7%, ranging from 5.4% for marketing

to 7% for finance and accountancy and business and management studies. This compares with 5.9% for all subjects.

Further study

Overall, 9.2% of all-subject graduates were engaged solely in further study, compared to 6.3% of business and administrative studies graduates. This could reflect the number of

courses where professional qualifications were included in the course (finance and accountancy 5.2%, business and management studies 5.6%). Economics graduates were almost double this figure with 10.7% in further study, perhaps indicating the requirement for professional accreditation in some sectors through ICAEW, ACCA and CIMA not available in their course. Marketing were the least likely of this cohort to be in further study at 4.1%.

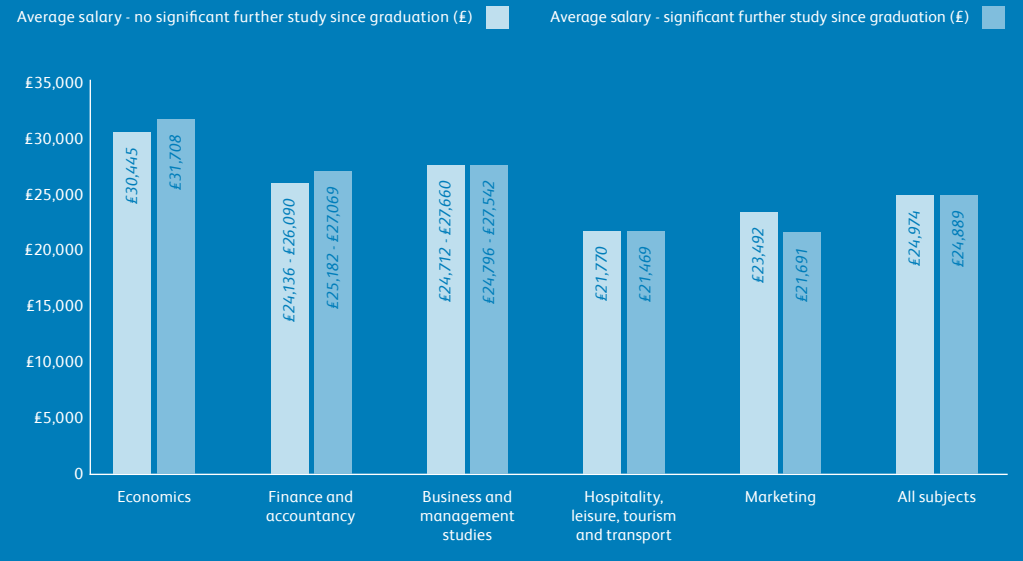
Employment status

Business and administrative studies subjects showed consistently higher than average numbers of graduates in full-time employment, the highest being marketing (68.7%) and the lowest finance and accountancy (58.8%), still above the all-subject average of 57.3%. Civil engineering was the only other subject with higher numbers of graduates in full-time employment (72.1%).

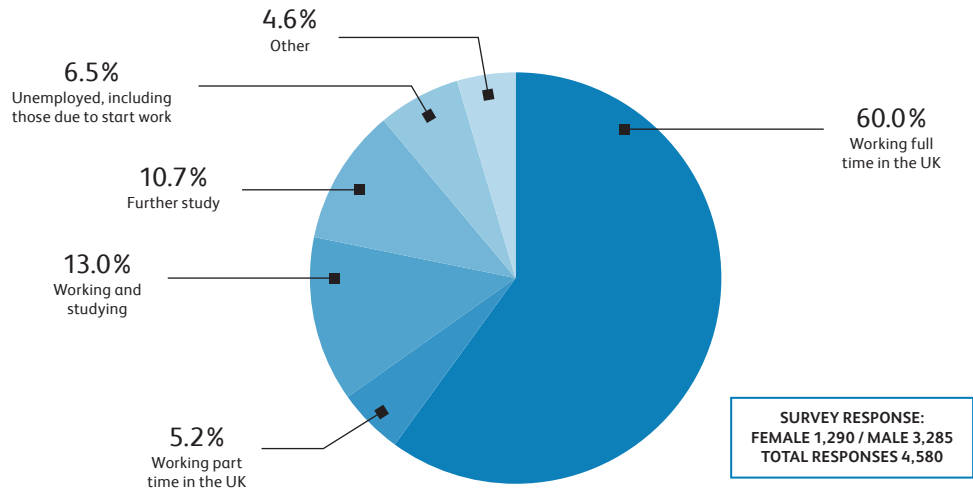
The numbers of business and administrative studies graduates in part-time employment displayed a wide variance, ranging from 5.2% for economics to 14% for hospitality, leisure, tourism, and transport, perhaps reflecting the different nature of these industries.

Many graduates were pursuing further study while also working, showing the need for professional

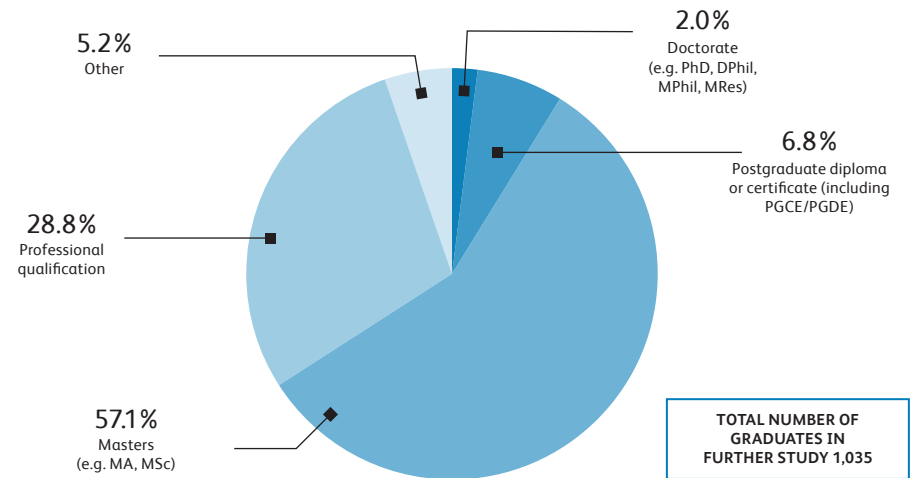
AVERAGE SALARIES OF BUSINESS AND ADMINISTRATIVE STUDIES GRADUATES 15 MONTHS AFTER GRADUATION



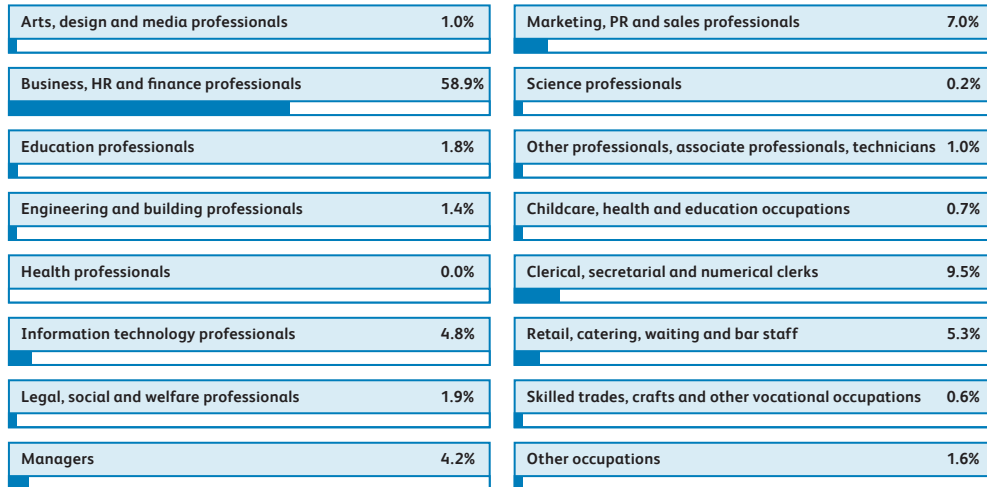
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

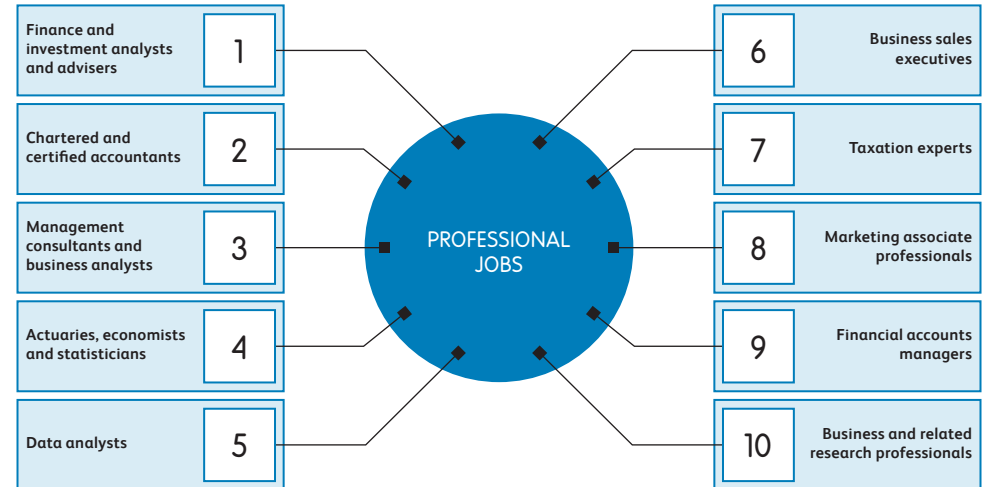


TYPE OF WORK FOR THOSE IN EMPLOYMENT



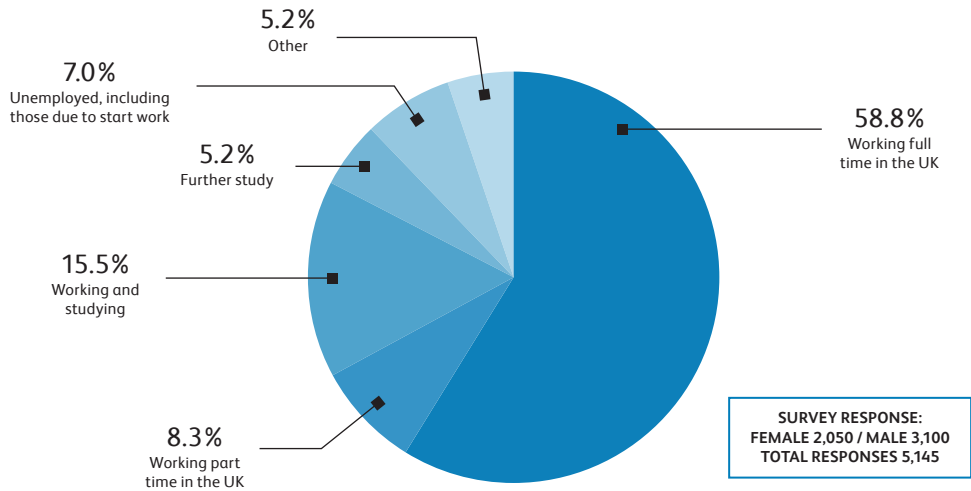
FEMALE 985 / MALE 2,270 / TOTAL IN EMPLOYMENT IN THE UK: 3,255

TOP TEN PROFESSIONAL JOBS

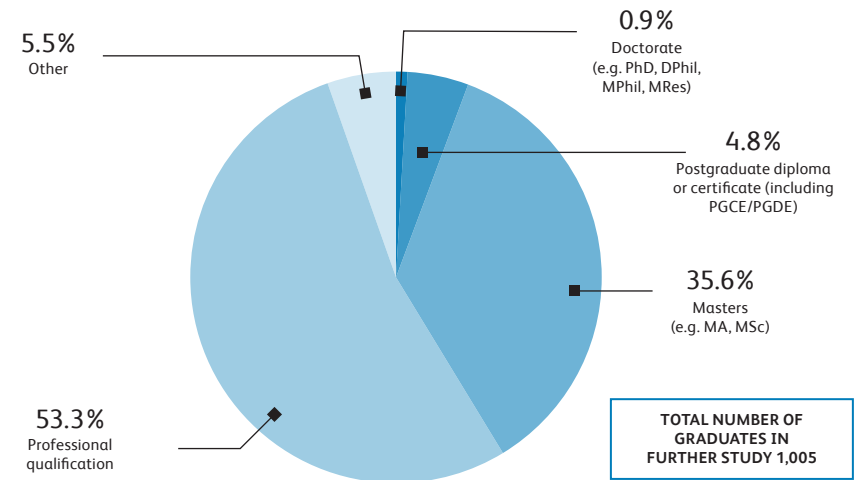


Finance and accountancy

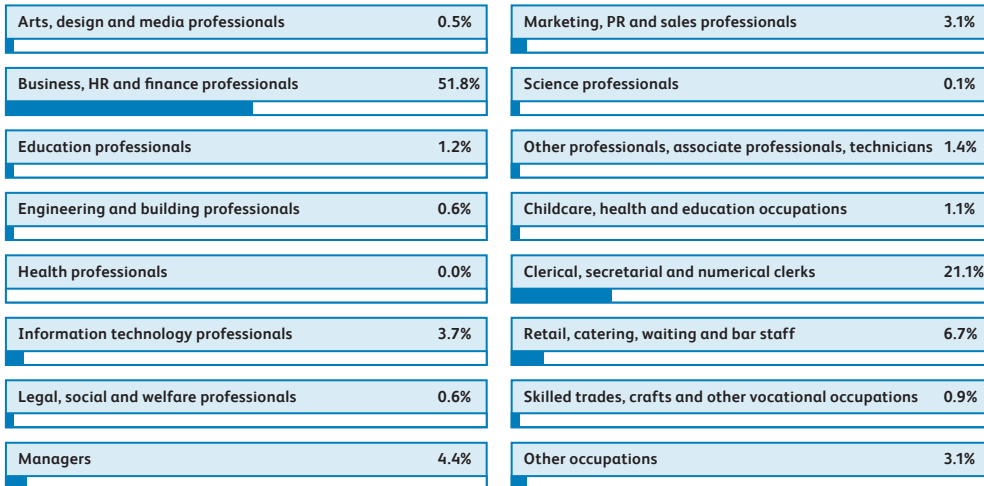
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

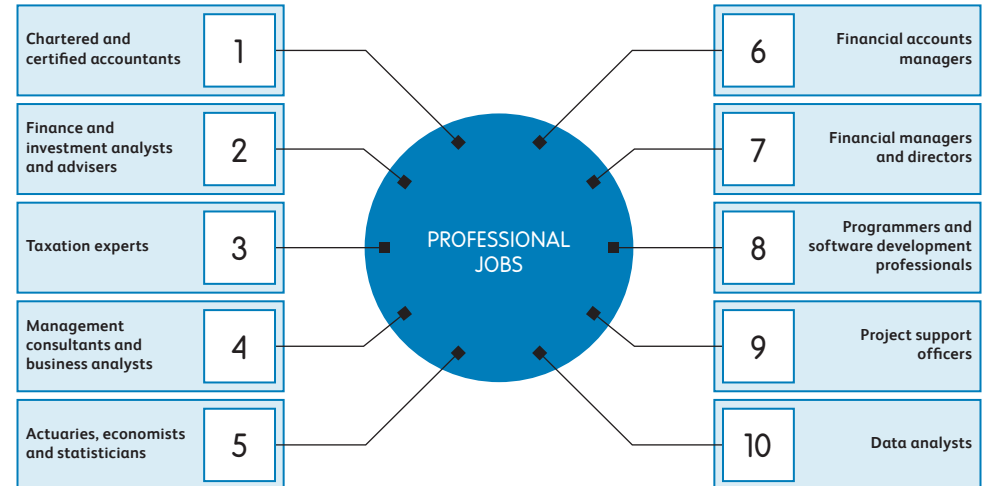


TYPE OF WORK FOR THOSE IN EMPLOYMENT



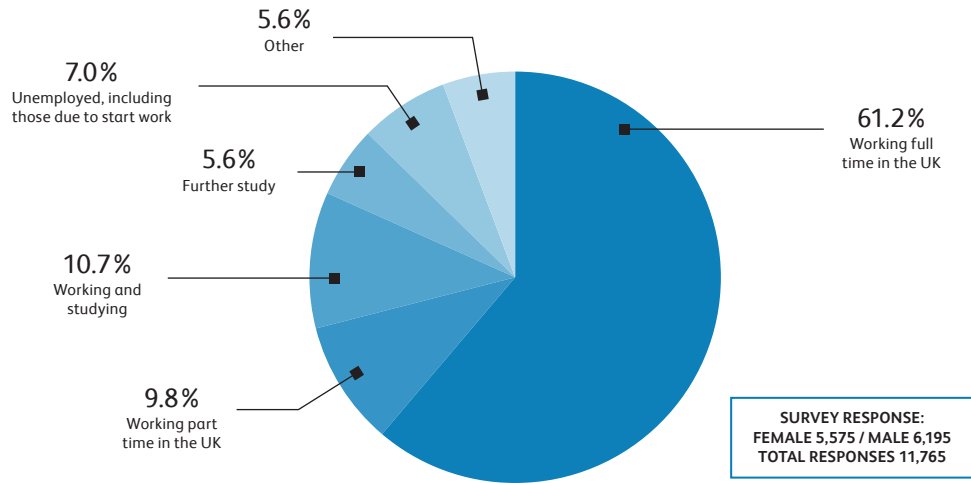
FEMALE 1,505 / MALE 2,290 / TOTAL IN EMPLOYMENT IN THE UK: 3,795

TOP TEN PROFESSIONAL JOBS

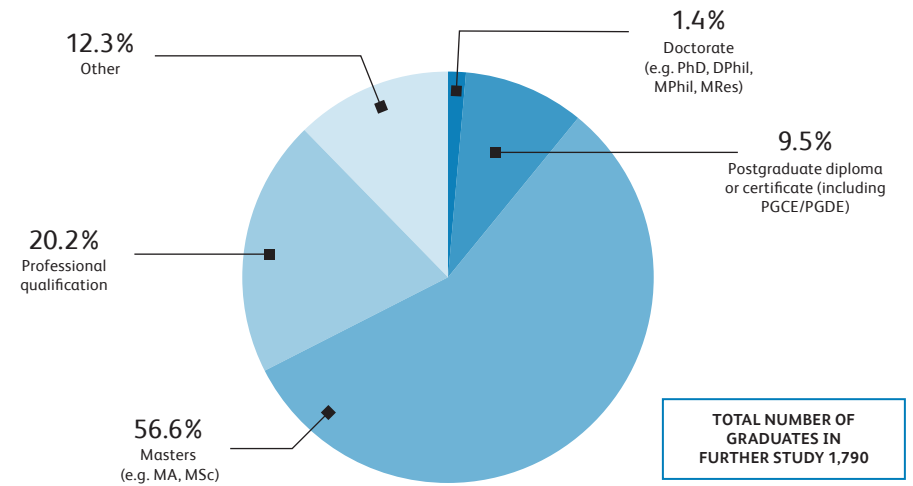


Business and management studies

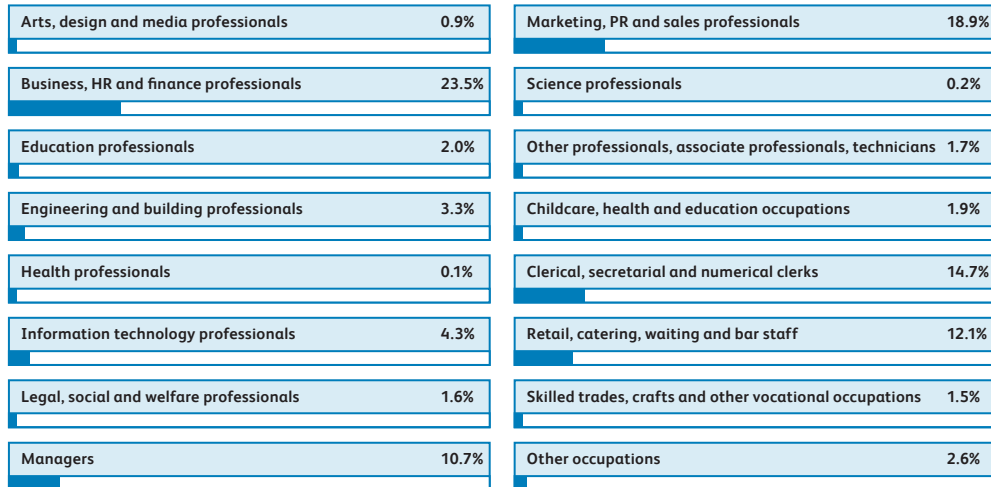
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

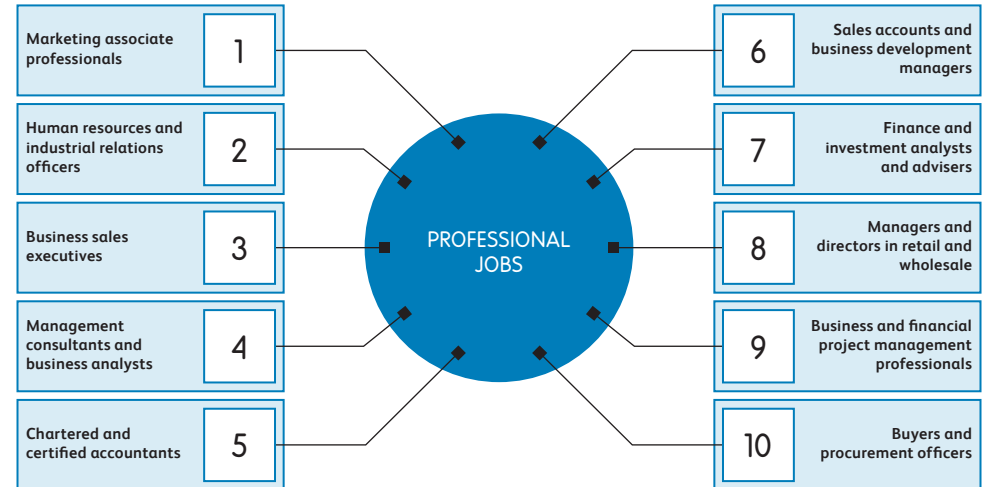


TYPE OF WORK FOR THOSE IN EMPLOYMENT



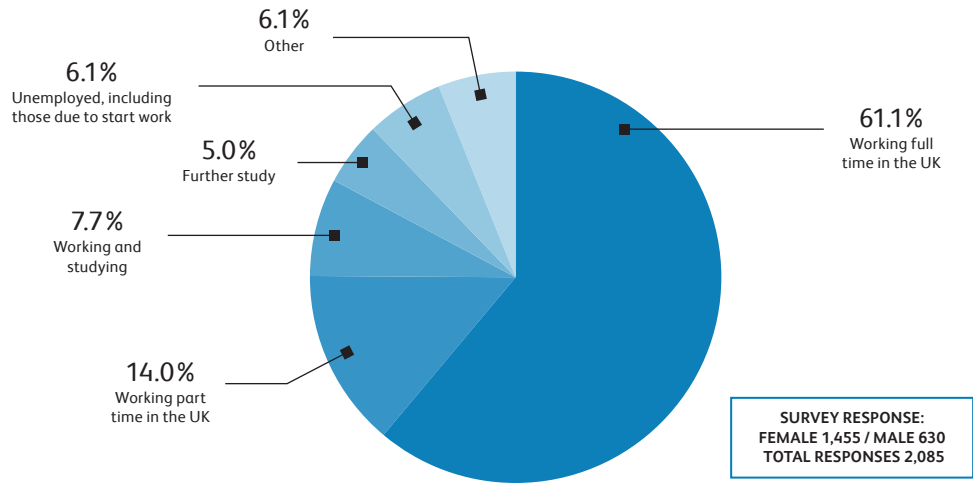
FEMALE 3,925 / MALE 4,345 / TOTAL IN EMPLOYMENT IN THE UK: 8,275

TOP TEN PROFESSIONAL JOBS

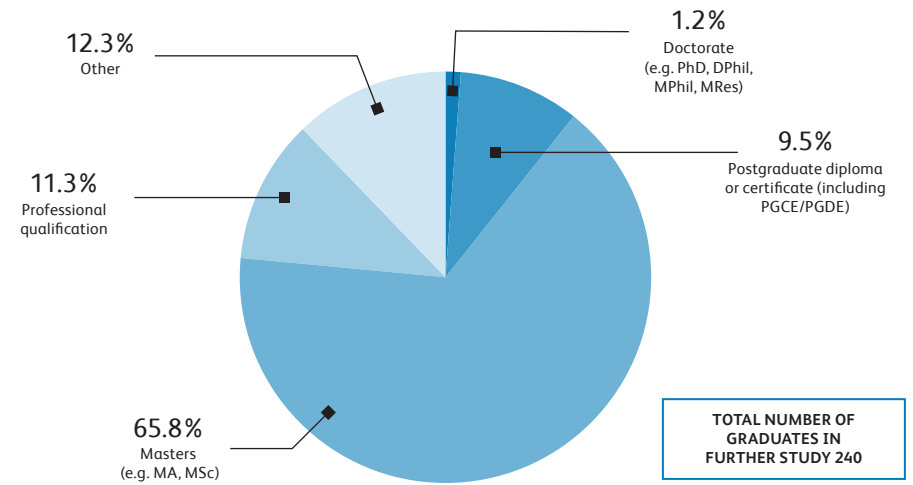


Hospitality, leisure, tourism and transport

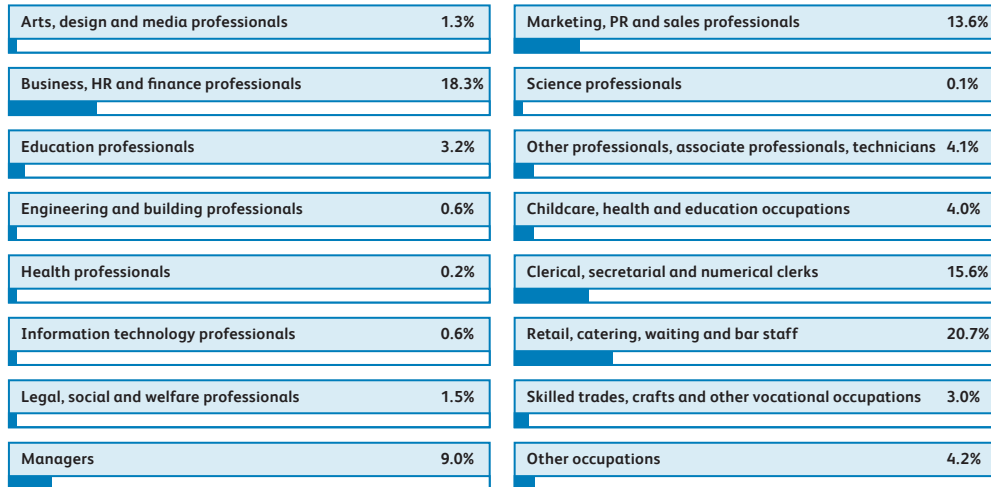
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

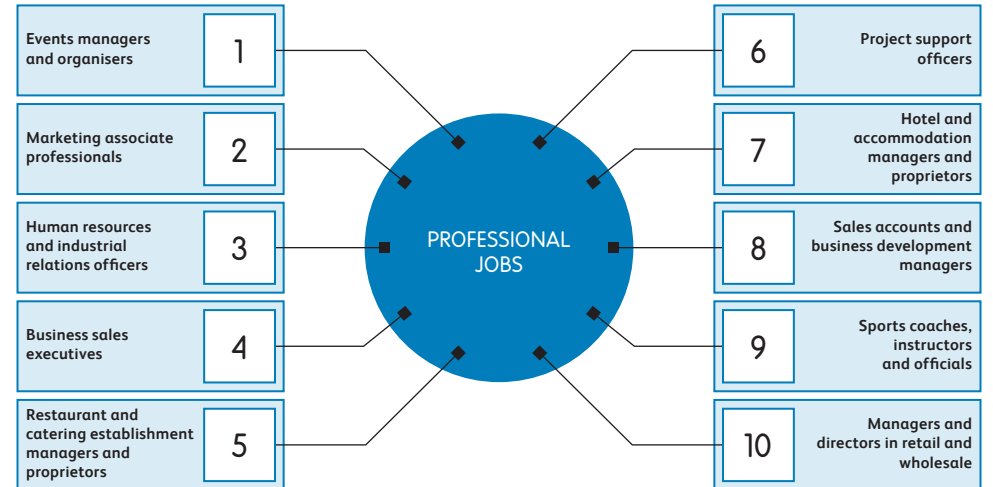


TYPE OF WORK FOR THOSE IN EMPLOYMENT

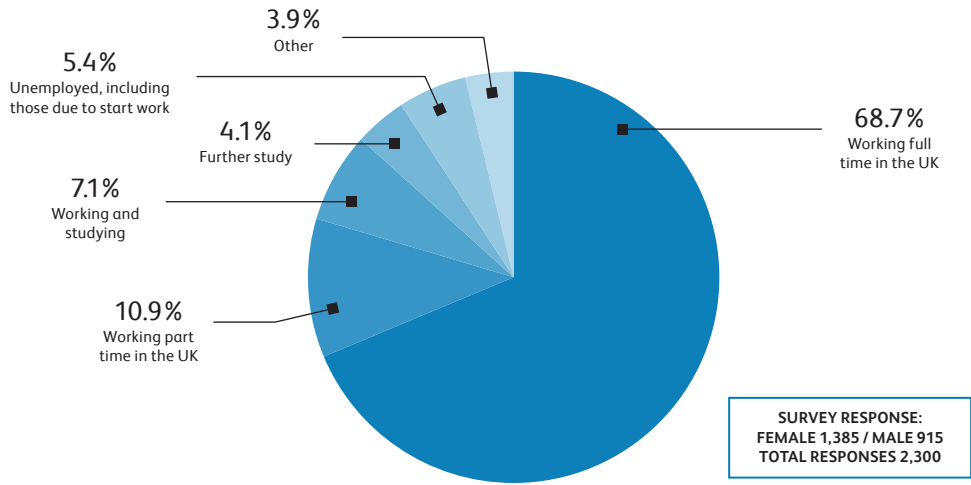


FEMALE 1,025 / MALE 455 / TOTAL IN EMPLOYMENT IN THE UK: 1,480

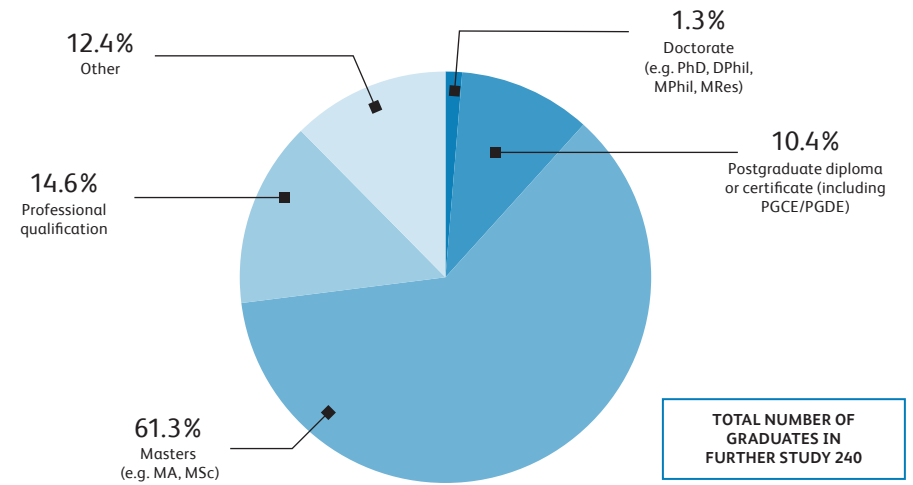
TOP TEN PROFESSIONAL JOBS



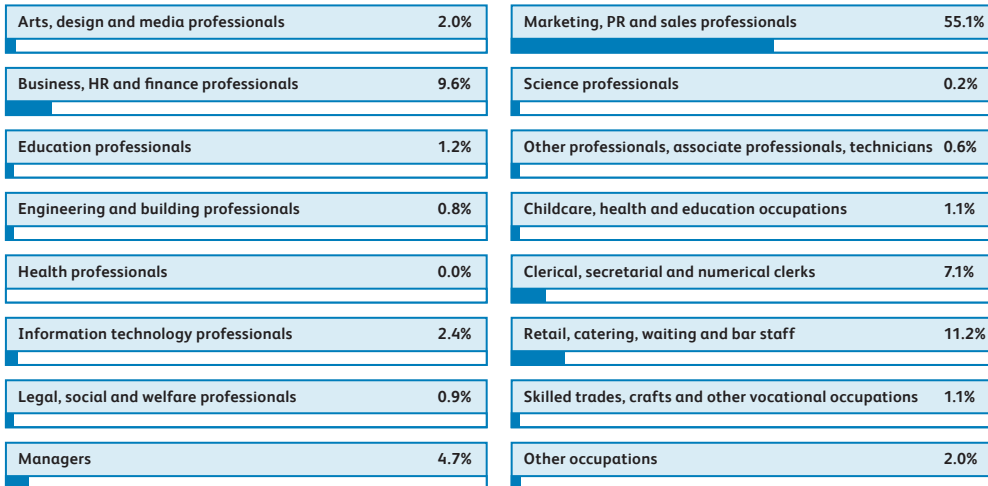
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

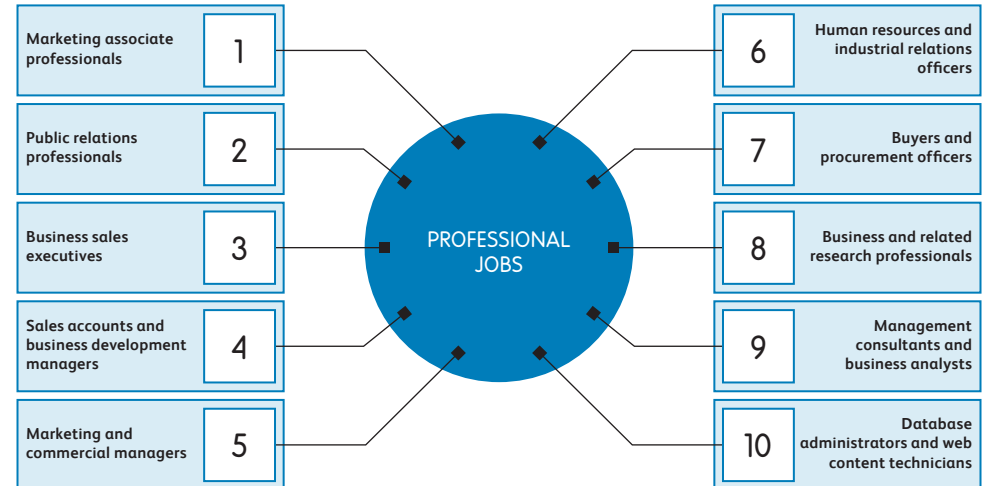


TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,060 / MALE 670 / TOTAL IN EMPLOYMENT IN THE UK: 1,730

TOP TEN PROFESSIONAL JOBS





CREATIVE
ARTS

Creative arts overview

Miriam Firth, senior lecturer and academic lead for Assessments in the Flexible Learning Programme at The University of Manchester, and Elli Whitefoot, assistant careers, employability & enterprise manager at Leeds Arts University consider the outcomes for creative arts graduates

It is evident that considering employment and entrepreneurship destinations under one banner is important as they are so entwined.

The Graduate Outcomes data concerns five areas of creative arts study: fine arts, design, media studies, performing arts, and cinematics and photography. Approximately 20,400 creative arts graduates completed the survey (10.6% of total respondents), of which 64% identified as female and 36% male. Of these respondents, 13,040 were working in the UK with the female/male split remaining at 64% to 36%.

Five key data points

1. Creative arts graduates are more likely to work in non-graduate roles than the average for all graduates (41% compared to 28%). Setting up their own enterprises, working in a number of temporary/freelance roles, and supporting societal and non-government organisations is equivalent.
2. On average, creative arts graduates are three times more likely to be working in freelance/ self-employed roles.
3. Creative arts graduates are less likely to go on to further study (4.7%) compared to the average across all subjects (9.2%).
4. Completing a creative arts postgraduate course can lead to higher graduate earnings in the creative industries. We do not have the data to align PG study with their previous undergraduate study, but it is noteworthy that completing a creative arts postgraduate programme leads to significantly higher earnings (approximately 10%).

5. Clerical and retail work appear to be high for creative arts graduates. However, when aligned to all subjects, these are equally high for all graduates.

Employment and entrepreneurship

Although the number of creative arts graduates working for an employer (56.5%) was significantly below the average across all subjects (68.1%), nearly 13% of creative arts graduates cite running their own business (2.8%) or self-employment/freelancing (9.9%) as their main activity. This is almost triple the number of graduates from other subjects (4.4%). If you also consider the number of creative arts graduates developing a creative artistic or professional portfolio (9.1%), which is significantly higher than all other subjects (avg 2.2%), this more than makes up for the deficit in employment figures.

Although the number of self-employed creative graduates is below the sector average - with the creative industries as a whole reporting 32% freelancers, compared to 16% in other sectors in 2021 - the ratio follows an interesting trend, with creative arts graduates nearly tripling the percentage of entrepreneurial graduates from other subject areas.

Entrepreneurial creative arts graduates are more likely to be working in creative occupations aligned

to their subject while occupations of creative arts graduates working for an employer are more varied, with top results showing teaching, retail and hospitality among creative occupations in design, marketing, photography, and broadcasting.

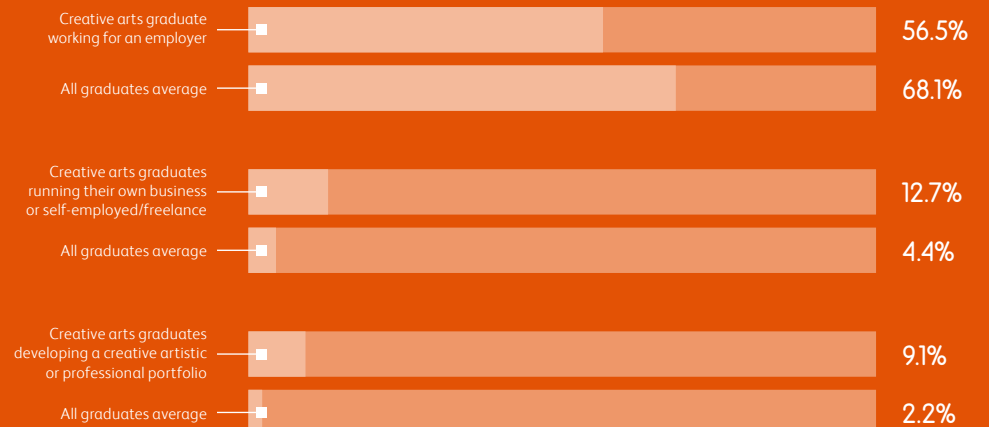
The number of creative arts graduates who worked one job since graduation (52.6%) is more than 10% lower than the average across all subjects (63.7%). However, the percentage

of those who have worked two or more since graduation is consistently higher, with those working five or more (1.7%) significantly higher than the average across other subjects (0.4%).

This could be reflective of those working to support entrepreneurial activities or be a comment on the nature of the creative industries.

Unemployment among creative arts graduates (6.5%) was the highest across all subjects (5.9%).

EMPLOYMENT LOOKS DIFFERENT FOR CREATIVE ARTS GRADUATES



Creative arts overview

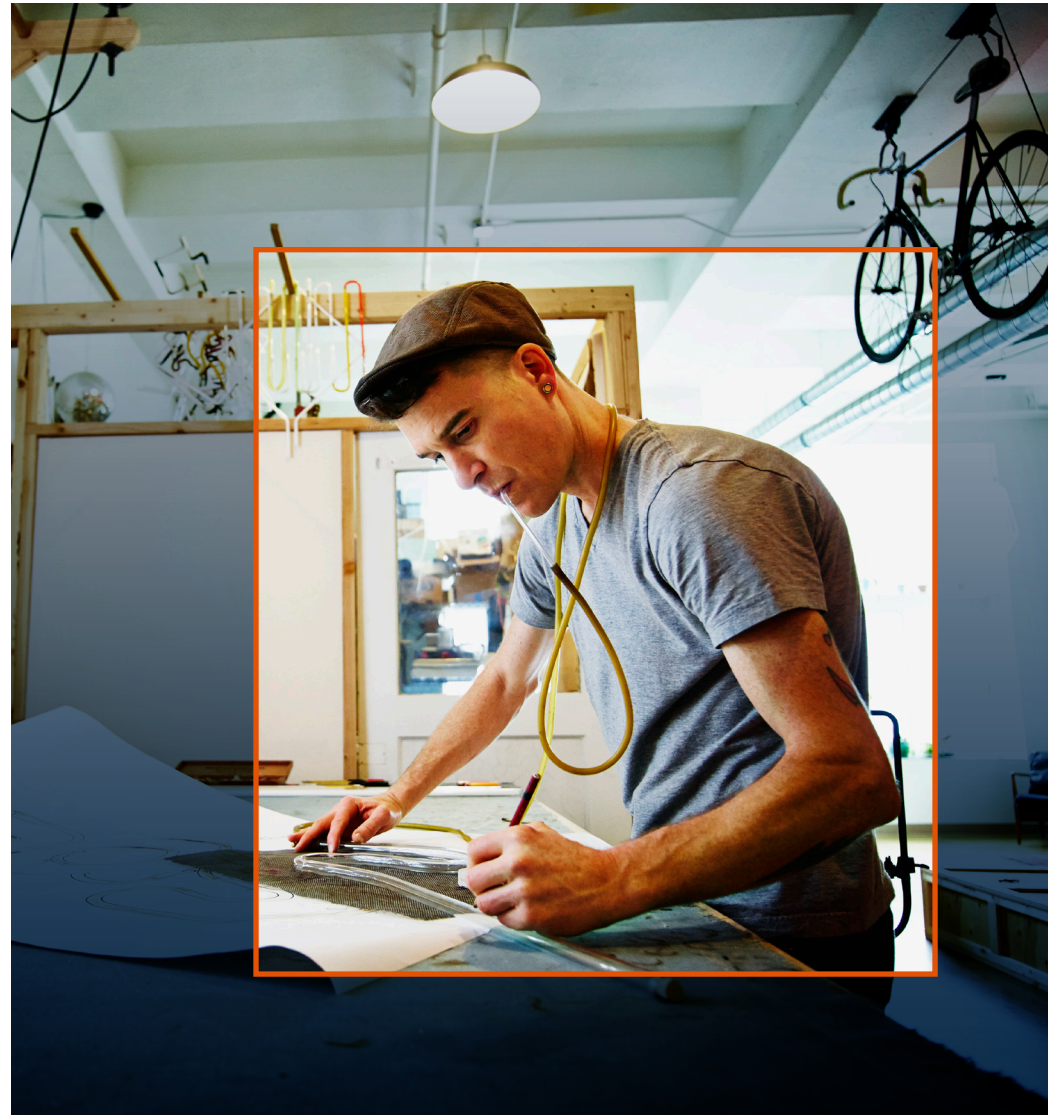
Creative arts in context

While the Graduate Outcomes data infers employment patterns for creative arts graduates, we also need to look beyond this data to get the full picture:

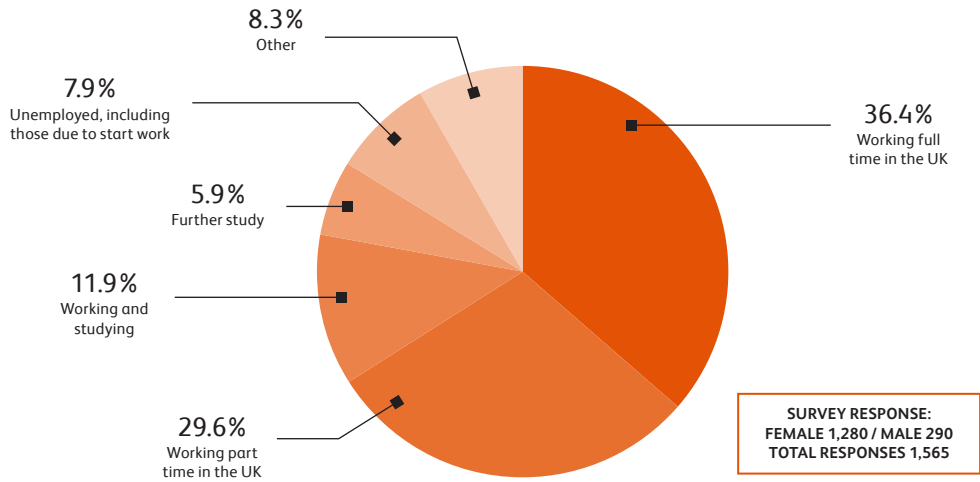
- Graduate roles in the creative industries confirmed by creative arts graduates are not stratified enough to distinguish the range of roles completed. Therefore, the data does not fully account for all creative industries graduate roles.
- Employers and graduates do not always align a creative industries role in the same way as the sector. Therefore, the data does not always accurately identify all graduates working in these roles.
- Graduate Outcomes reflects main activities, so does not provide insight into creative arts graduates who rely on other employment to subsidise their bills whilst pursuing entrepreneurial activities.

The creative industries represent 5.9% of the UK economy.² The number of jobs has increased by a third in the last ten years, which is significantly higher than overall employment across the nation.³ There is, therefore, the potential for creative arts students to find graduate employment in the UK labour market.

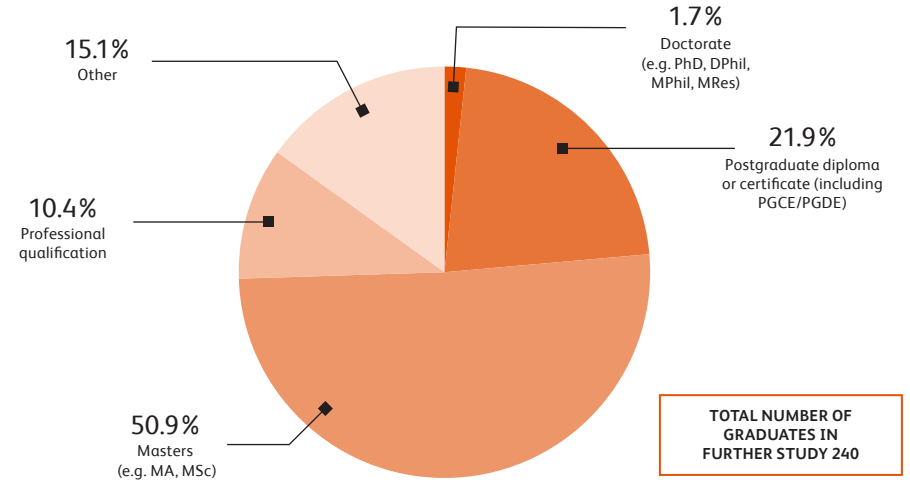
Accounting for the nature of the creative industries, it is evident that considering employment and entrepreneurship destinations under one banner is important as they are so entwined. The number of creative arts graduates working on entrepreneurial activities, alongside those who have worked more than one job since graduation, highlights the need for a robust enterprise education for all creative students as an equal part of their careers education, rather than as an addition.



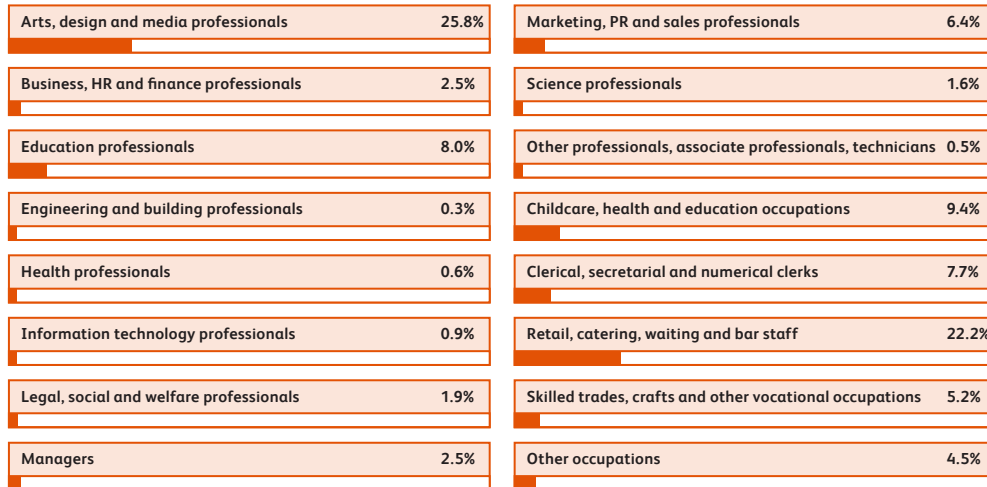
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

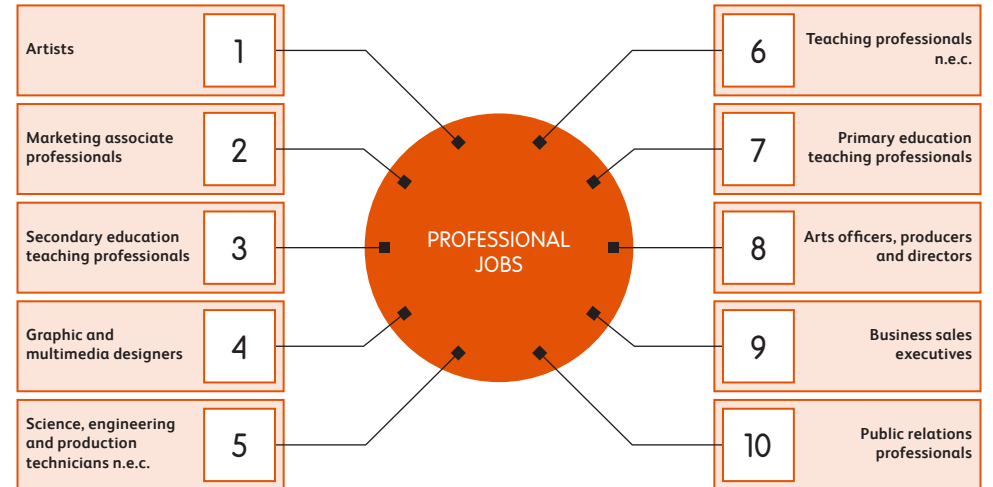


TYPE OF WORK FOR THOSE IN EMPLOYMENT



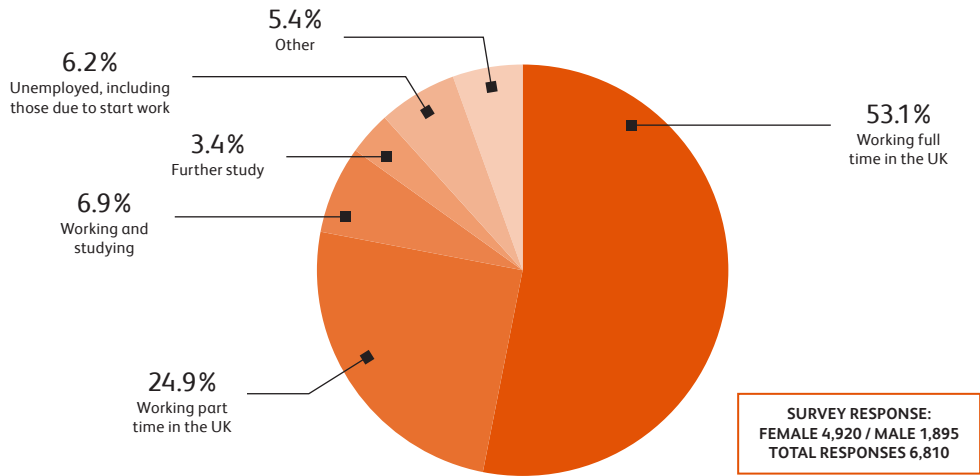
FEMALE 740 / MALE 155 / TOTAL IN EMPLOYMENT IN THE UK: 895

TOP TEN PROFESSIONAL JOBS

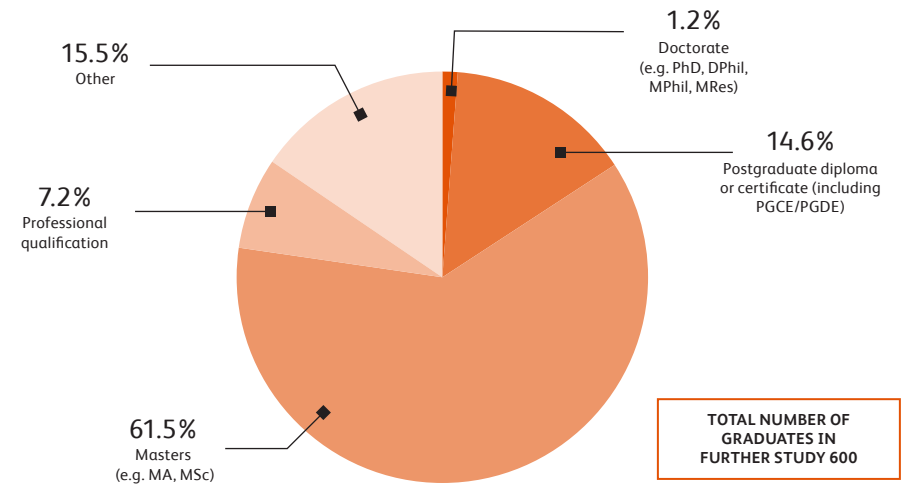


Design

OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

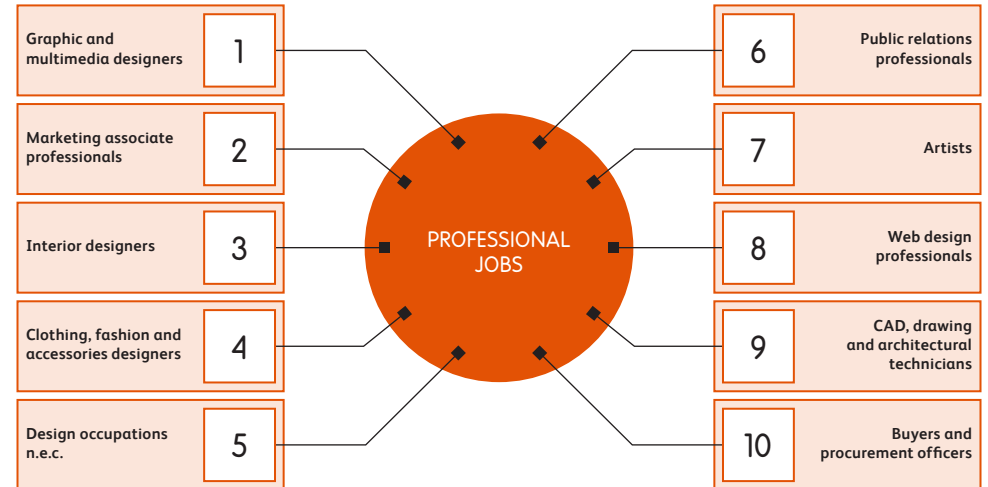


TYPE OF WORK FOR THOSE IN EMPLOYMENT



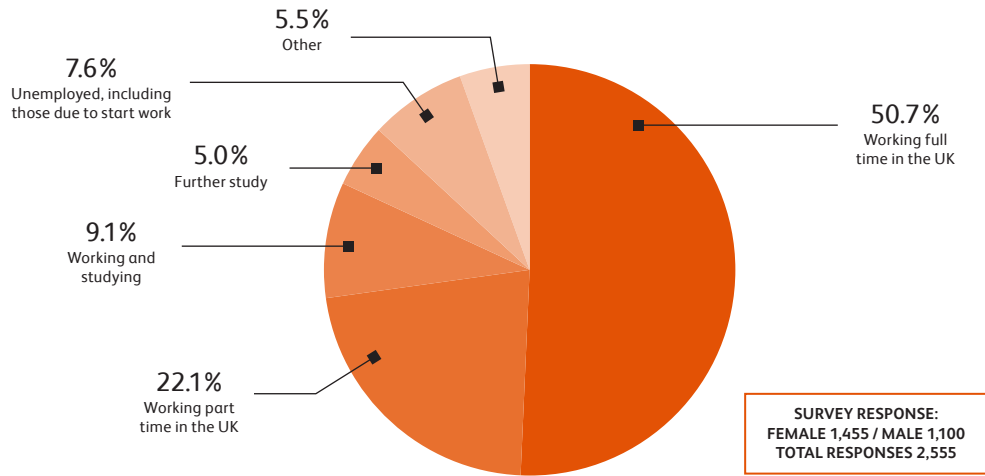
FEMALE 3,250 / MALE 1,230 / TOTAL IN EMPLOYMENT IN THE UK: 4,480

TOP TEN PROFESSIONAL JOBS

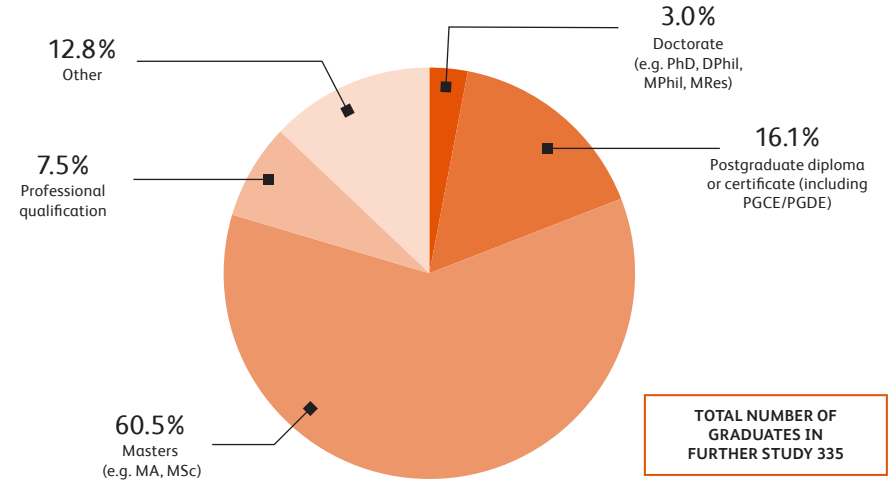


Media studies

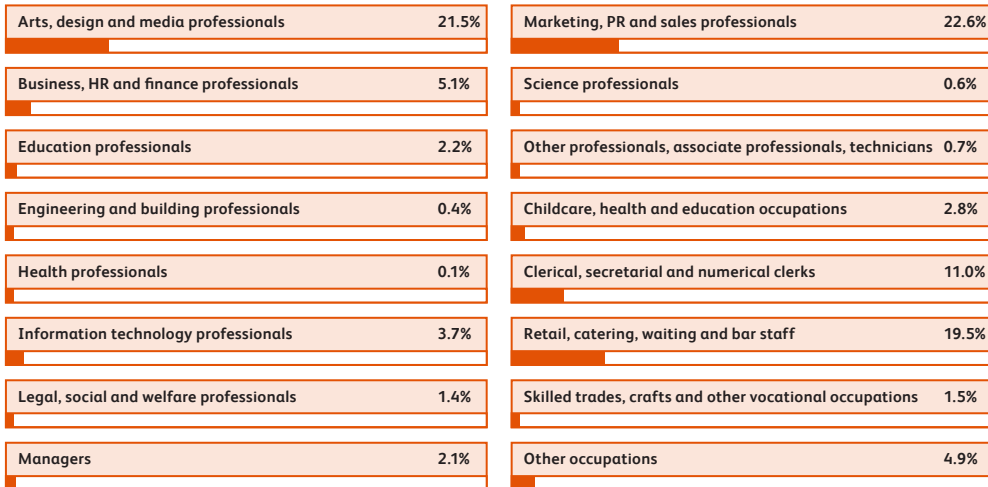
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

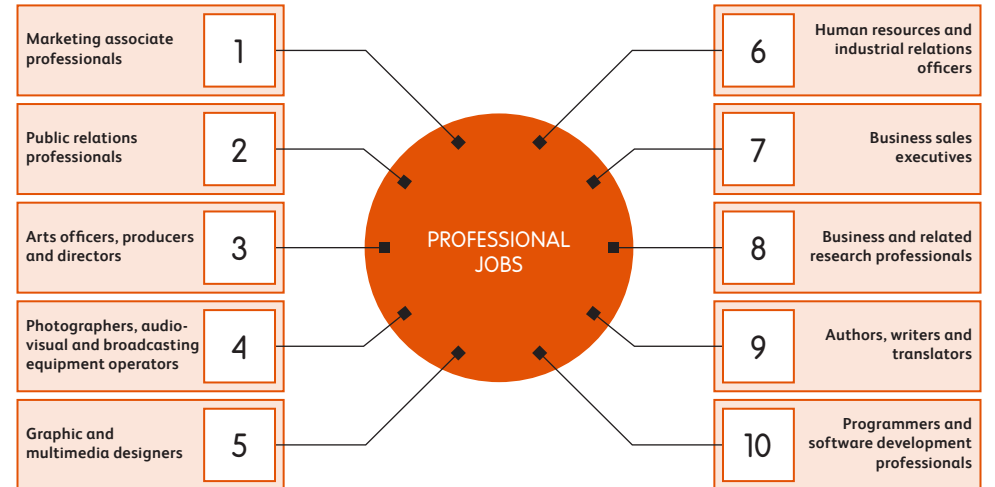


TYPE OF WORK FOR THOSE IN EMPLOYMENT



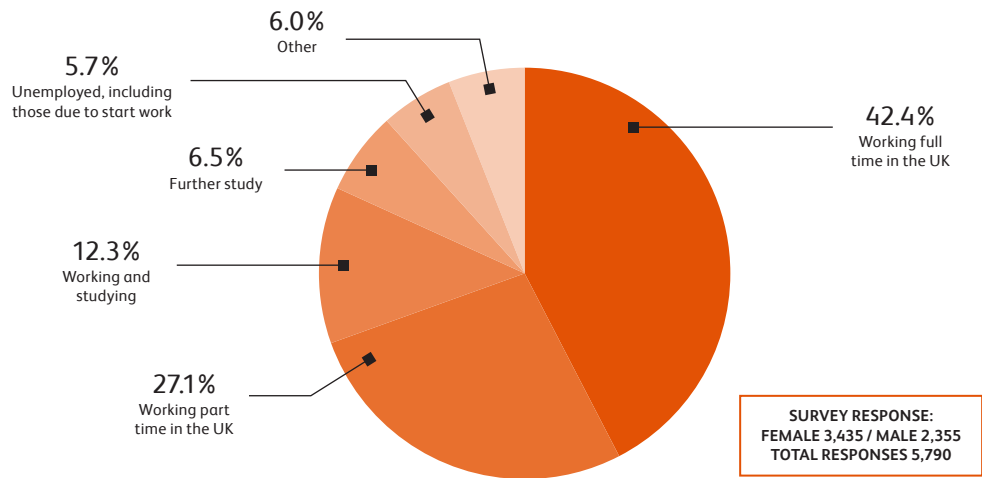
FEMALE 1,000 / MALE 720 / TOTAL IN EMPLOYMENT IN THE UK: 1,715

TOP TEN PROFESSIONAL JOBS

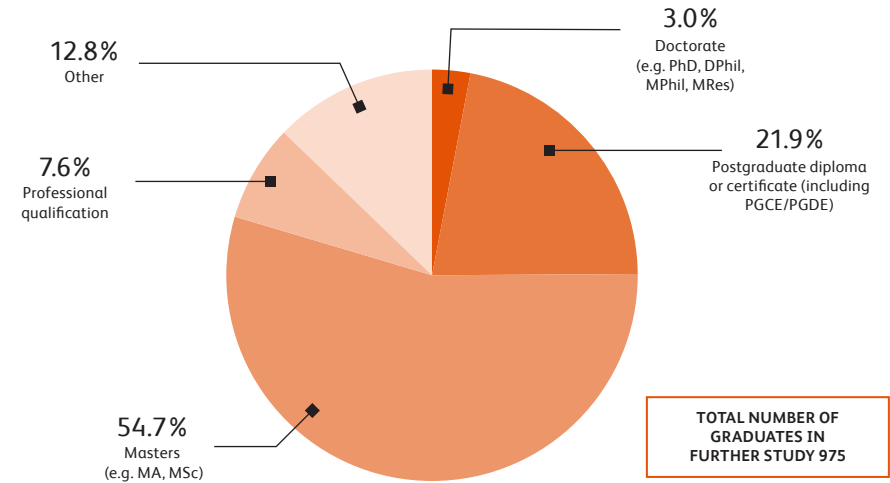


Performing arts

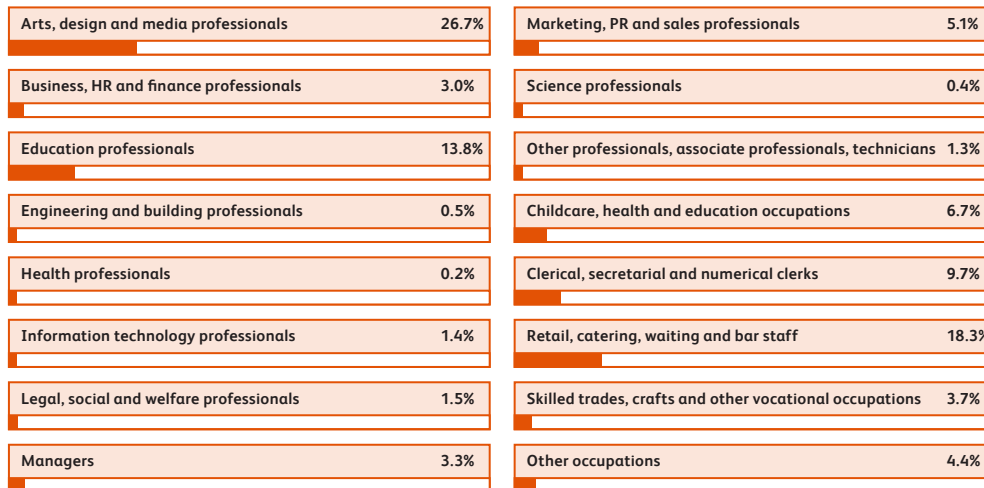
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

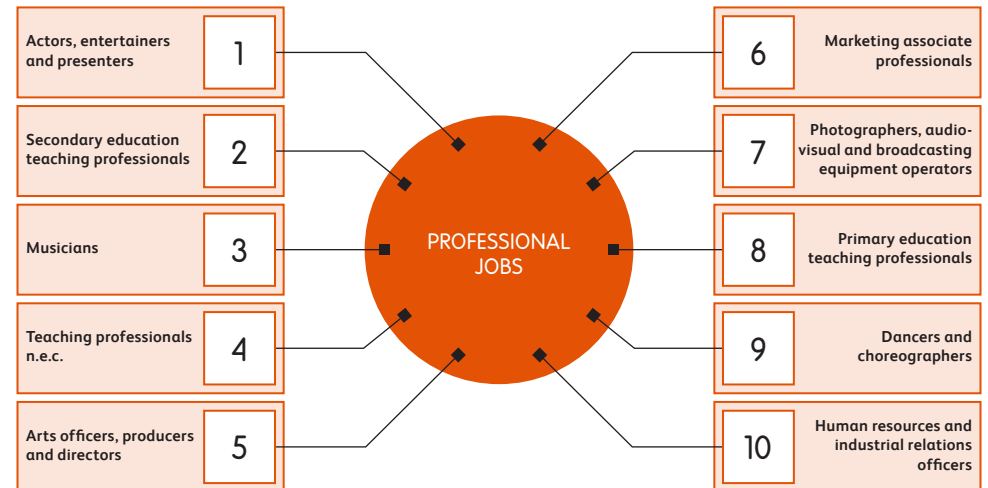


TYPE OF WORK FOR THOSE IN EMPLOYMENT



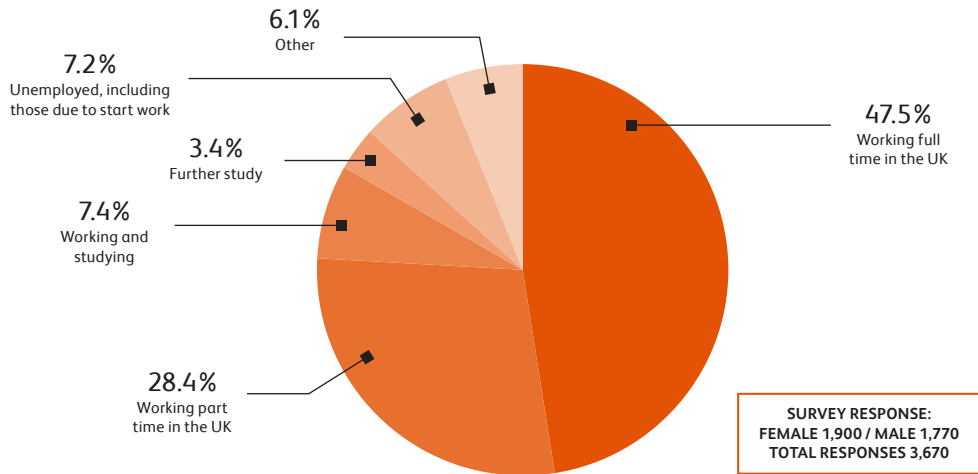
FEMALE 2,170 / MALE 1,450 / TOTAL IN EMPLOYMENT IN THE UK: 3,620

TOP TEN PROFESSIONAL JOBS

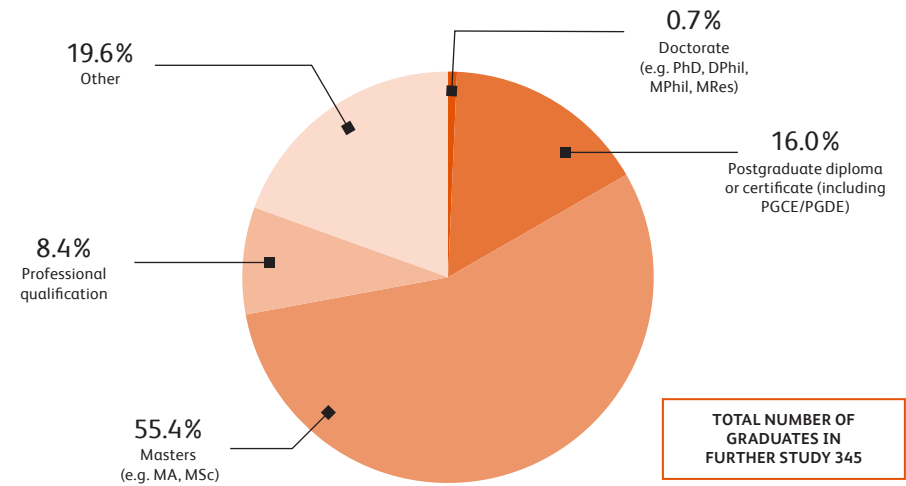


Cinematics and photography

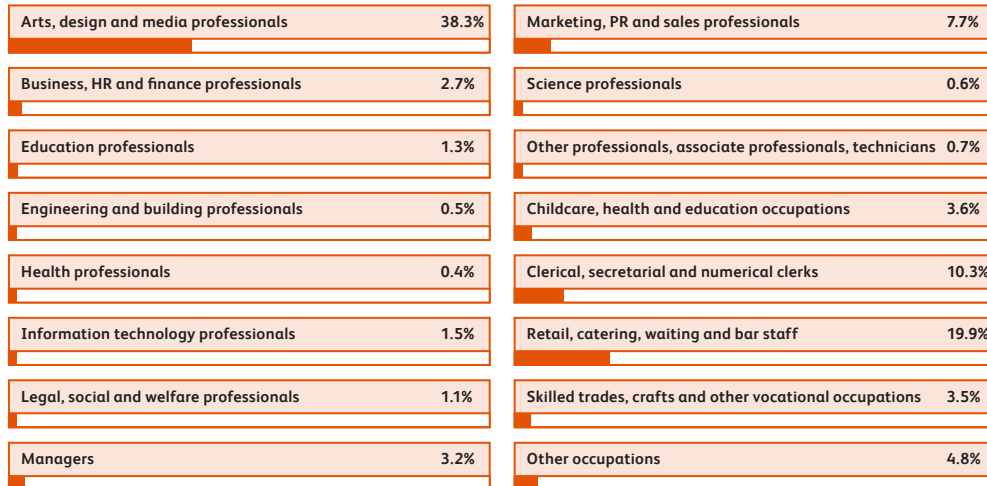
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

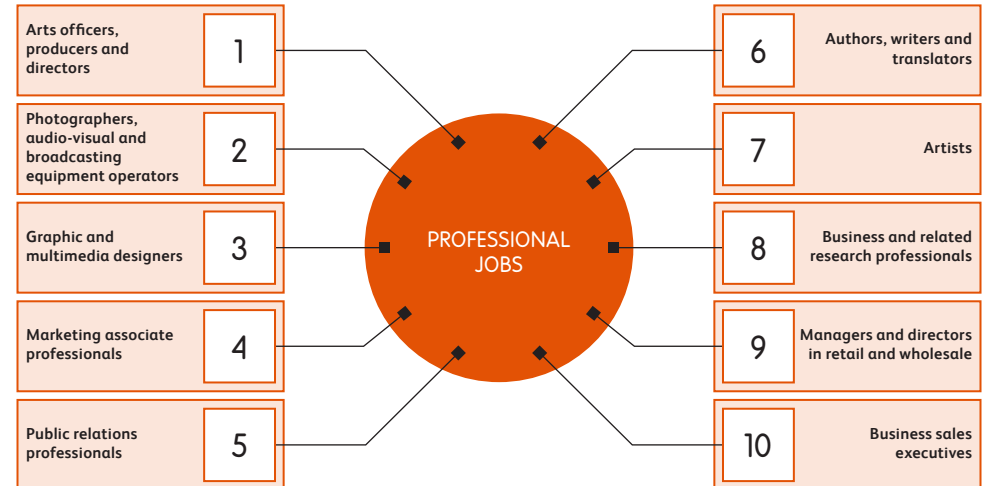


TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,220 / MALE 1,110 / TOTAL IN EMPLOYMENT IN THE UK: 2,330

TOP TEN PROFESSIONAL JOBS





TECHNOLOGY,
ENGINEERING
AND MATHS

Technology, engineering and maths overview

Mark Allen, careers consultant at Imperial College London, provides a rundown of the destinations, types of work and salaries of graduates from technology, engineering and maths subjects

The skills gap in science, technology, engineering and maths (STEM) is a long-standing issue, with an estimated shortfall of 173,000 workers in the STEM sector.¹ Alongside more applied technical roles, the government's recruitment targets for secondary school teachers have been persistently missed, particularly in shortage subjects like maths and science.² A glance at the list of UK shortage occupations reveals how highly sought after these graduates are.

Destinations

The 2019/20 Graduate Outcomes data shows that graduates from technology and engineering disciplines have higher full-time employment rates than the all-graduate average (57.3%). Within the technology and engineering group, civil engineering graduates continue to have the highest full-time employment rate (72.1%), followed by electrical and electronic engineering (68.5%), chemical engineering (67.8%), architecture and building (67.2%), mechanical engineering (66.1%) and IT (64.1%).

The full-time employment rate for maths graduates is slightly below the others (56.0%). However, this can be explained by the significant number who pursued further study (14.1%) or were both working and studying (10.9%).

Graduates from all technology, engineering and maths disciplines were more likely to enter graduate-level jobs than the all-graduate average (74.0%). The civil engineering rate was the highest (91.4%), followed by architecture and building (89.2%) and chemical engineering (88.3%).

Types of work

The data shows engineering graduates typically find roles relevant to their degree with, at the higher end 78.1% of civil engineering graduates, and at the lower 40.8% of chemical engineering graduates, working as engineering professionals. Chemical engineering also had a notable proportion going into business, HR and finance (19.5%), perhaps related to fewer opportunities in some more traditional chemical engineering routes, such as oil and gas.³

Maths graduates were spread into more sectors, such as teaching, finance, management consultants and business analysts, and programmers and software development professionals, which shows the broad demand for their skillset.

More than two-thirds of IT professionals (67.7%) were in roles related to their degree, which may not be surprising with more technology vacancies being advertised over the last year than in any other sector, showing the high demand for these skills.⁴

Salaries

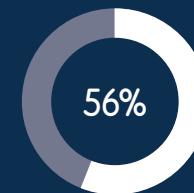
The salary range for technology, engineering and maths graduates varies depending on the subject studied. When graduates had not pursued significant study since graduation, IT had a salary range that spanned from £21,509 to £34,840. Highest of the engineering graduates were chemical engineering at £29,944, with mechanical engineering the lowest at £27,685, but still comparing favourably to the all-subject average (£24,974). Architecture and building graduates had the lowest salary range from £21,451 to £27,677. It's worth noting that pursuing significant study had only a negligible effect on salary.

Further study

For civil engineering, architecture and building, electrical and electronic engineering the rates going into further study were generally low compared to the average for all graduates (9.2%), perhaps due to the vocational nature of these degrees and the demand for graduates from these disciplines. The rate of chemical engineering graduates pursuing further education was slightly higher than average (9.8%). The level of maths graduates pursuing further study was much higher (14.1%). Of these, it is no surprise to see a greater proportion studying a postgraduate diploma or certificate (including PGCE/PGDE), given that one top job for maths graduates is secondary education teaching professional.

Graduates from technology and engineering disciplines have higher full-time employment rates than the all-graduate average.

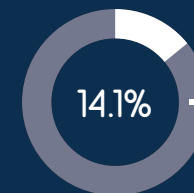
A SIGNIFICANT PROPORTION OF MATHS GRADUATES CHOSE TO MOVE INTO FURTHER STUDY



Maths graduates in full-time employment



Maths graduates working and studying

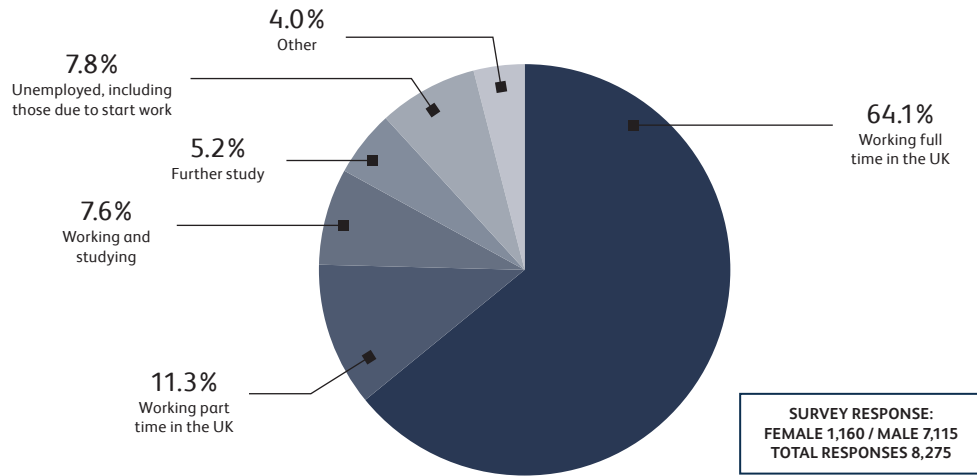


Maths graduates in further study

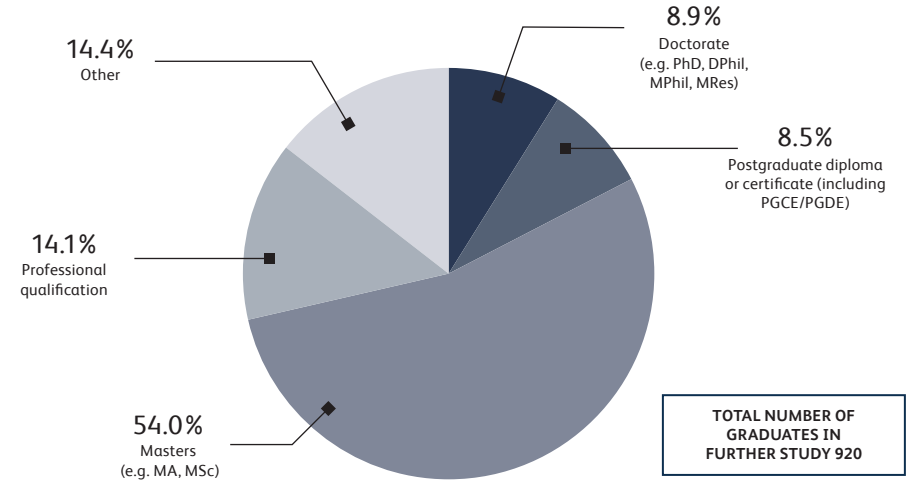
(compared to 9.2% for all graduates)

Computer science

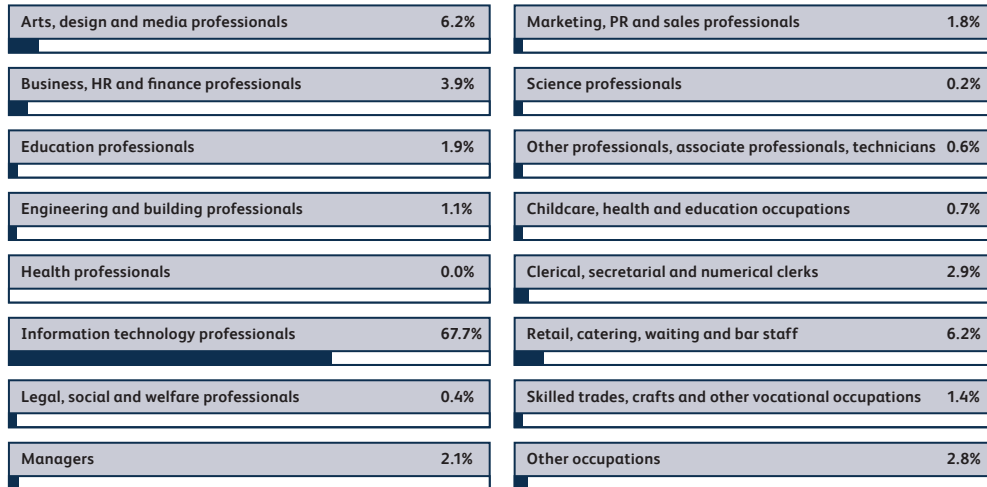
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

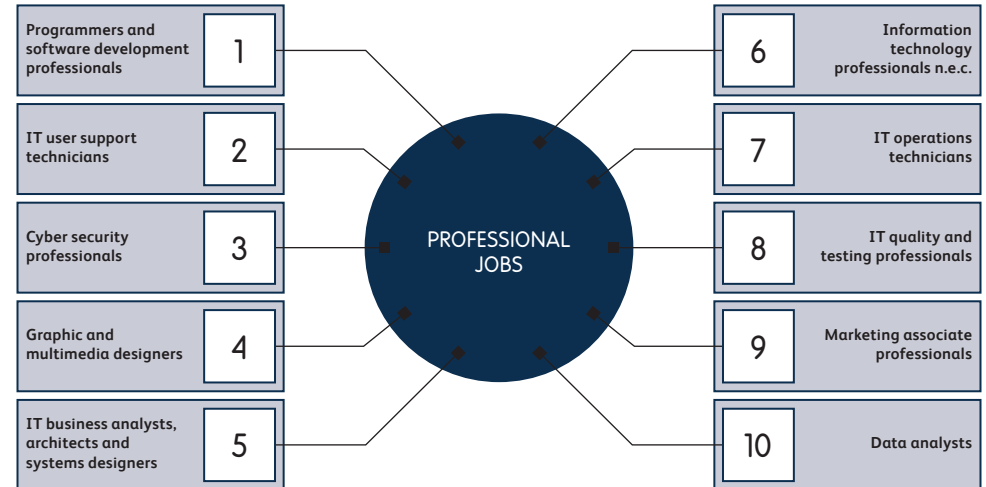


TYPE OF WORK FOR THOSE IN EMPLOYMENT

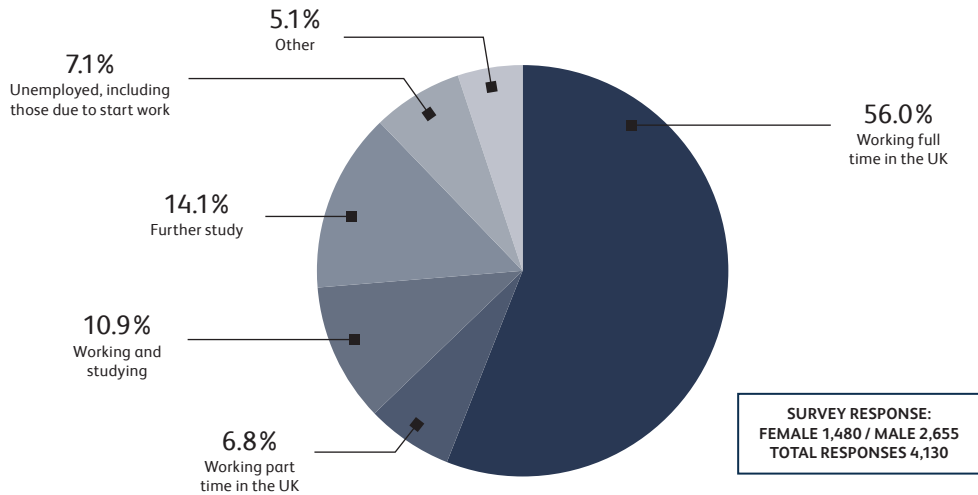


FEMALE 835 / MALE 4,980 / TOTAL IN EMPLOYMENT IN THE UK: 5,820

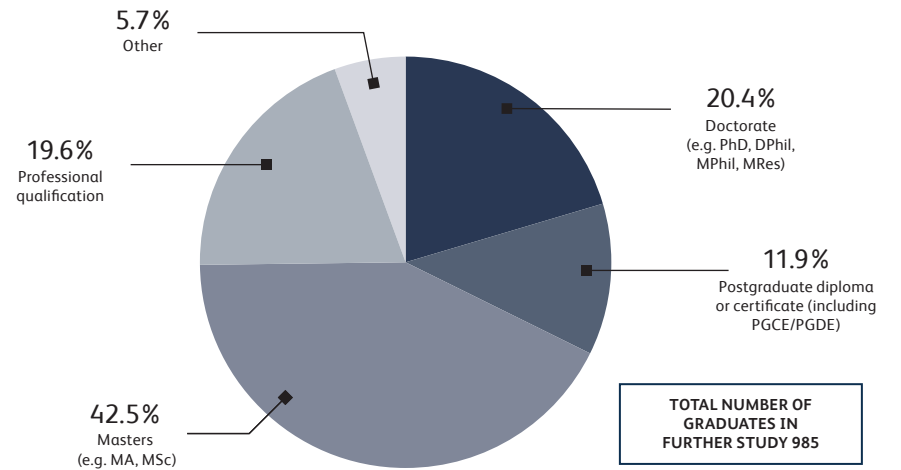
TOP TEN PROFESSIONAL JOBS



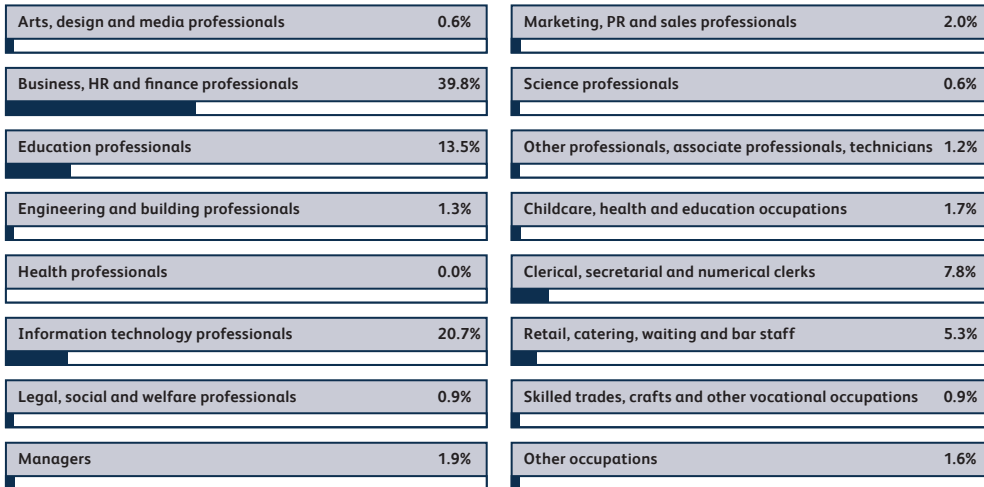
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

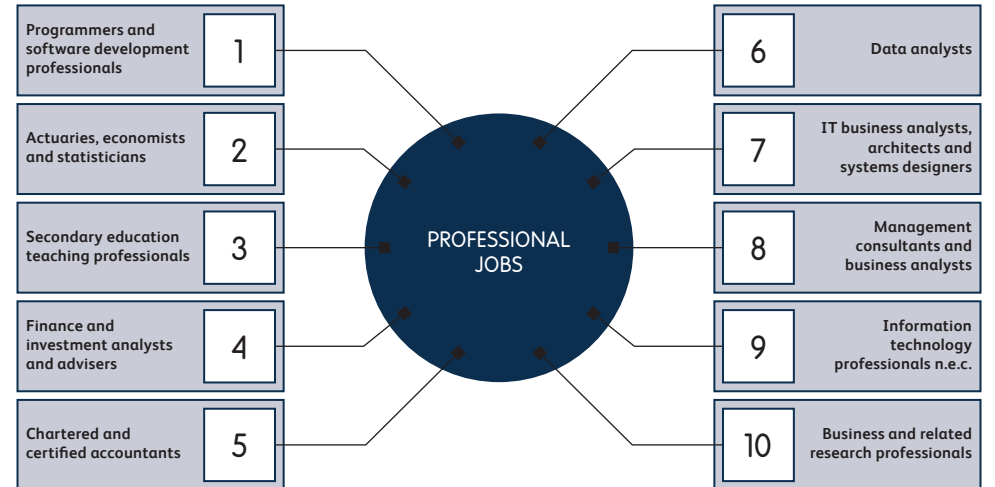


TYPE OF WORK FOR THOSE IN EMPLOYMENT



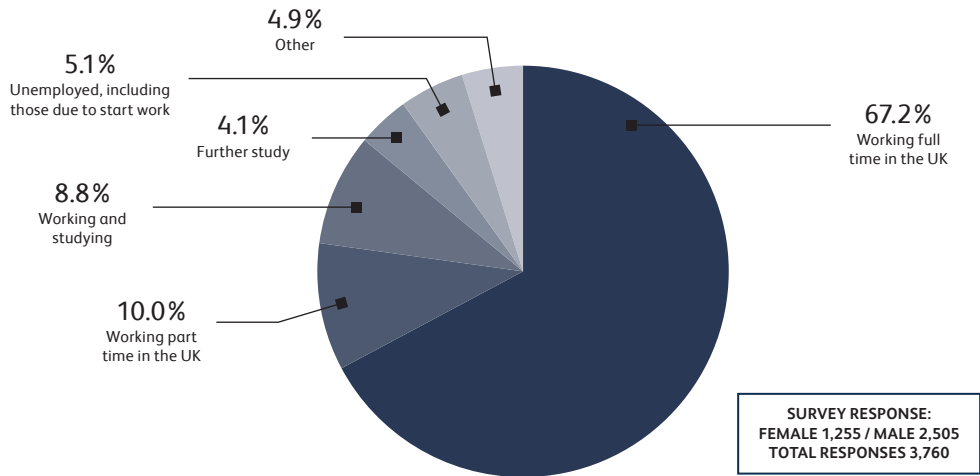
FEMALE 1,055 / MALE 1,705 / TOTAL IN EMPLOYMENT IN THE UK: 2,755

TOP TEN PROFESSIONAL JOBS

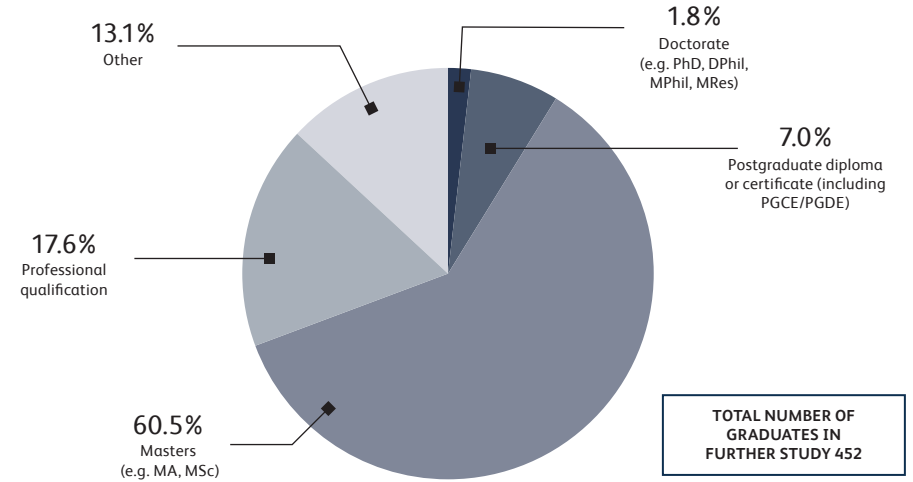


Architecture and building

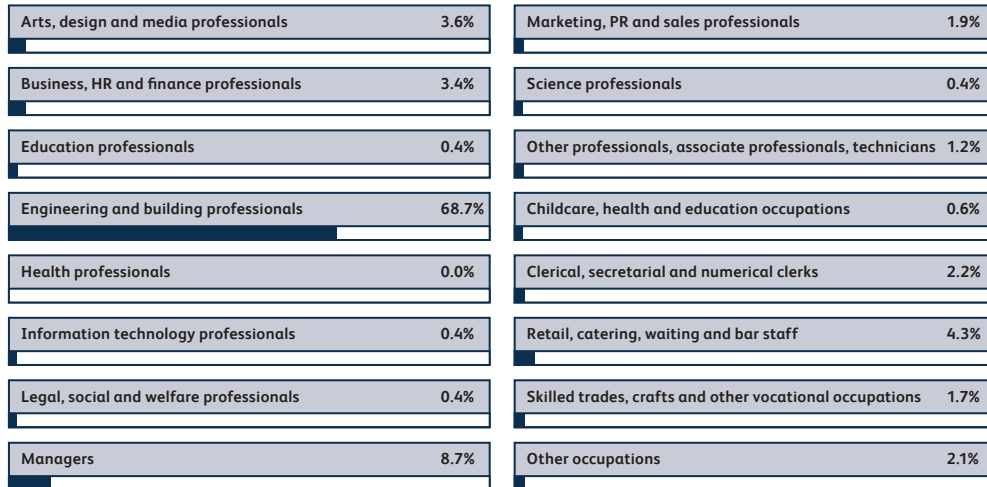
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

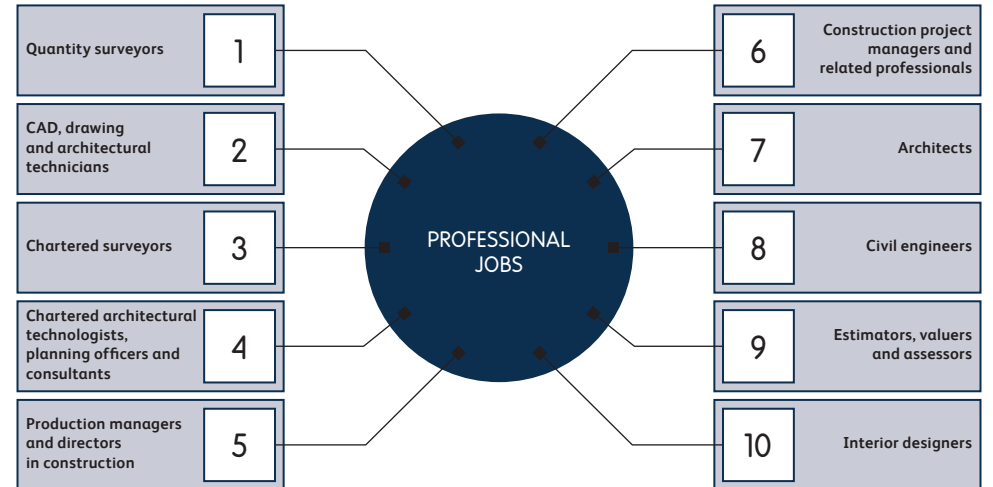


TYPE OF WORK FOR THOSE IN EMPLOYMENT



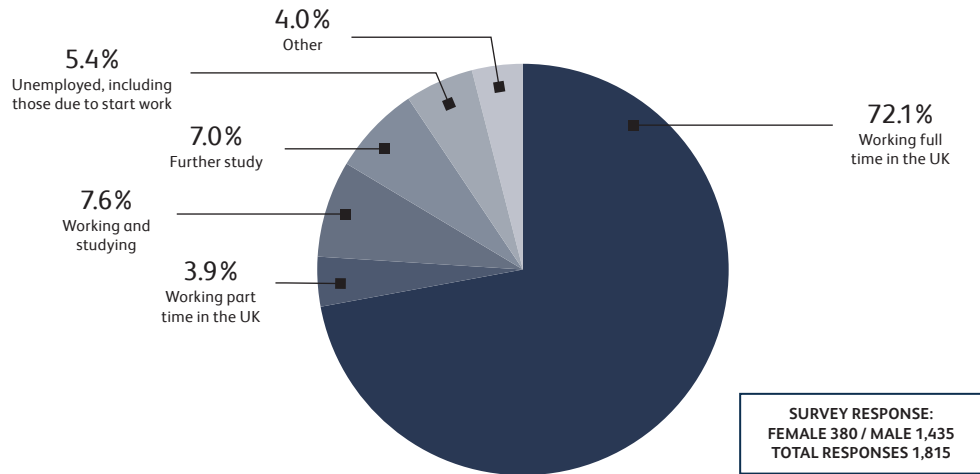
FEMALE 875 / MALE 1,895 / TOTAL IN EMPLOYMENT IN THE UK: 2,770

TOP TEN PROFESSIONAL JOBS

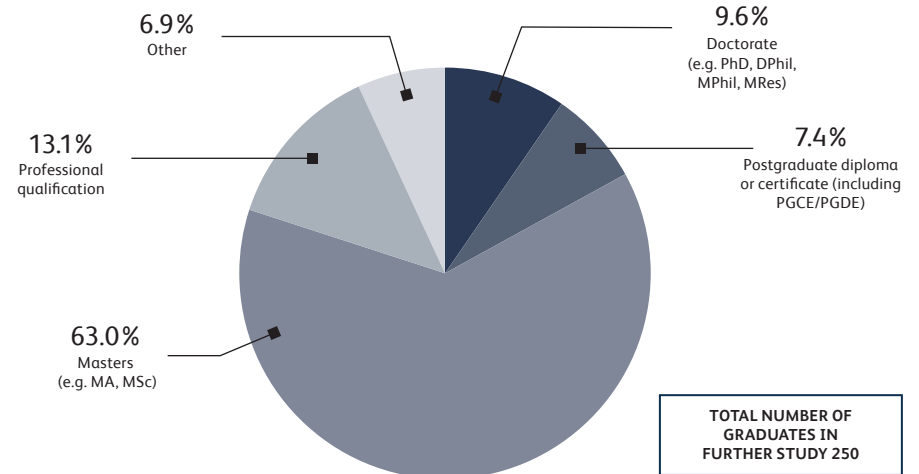


Civil engineering

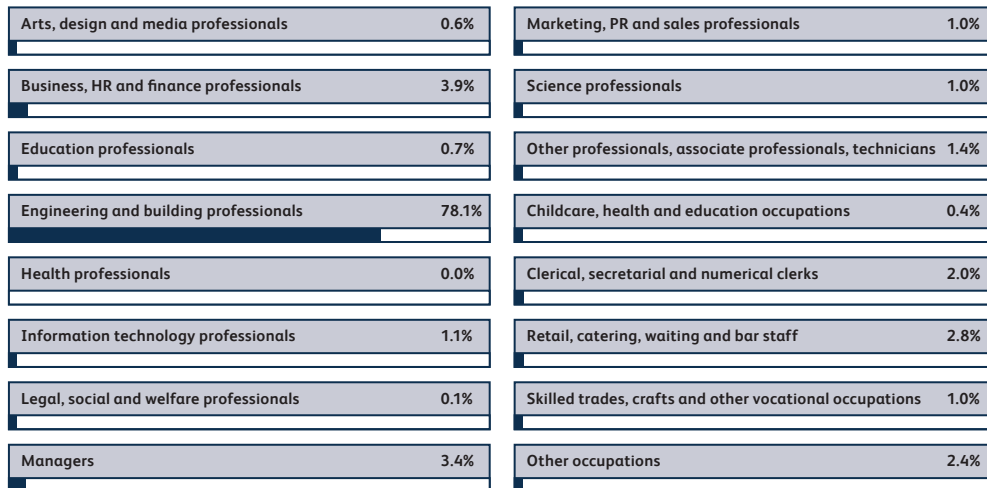
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

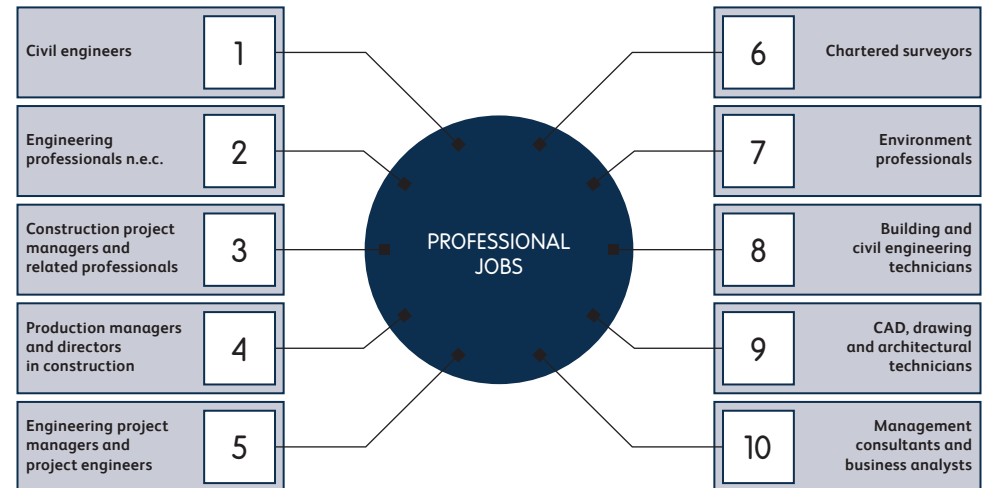


TYPE OF WORK FOR THOSE IN EMPLOYMENT



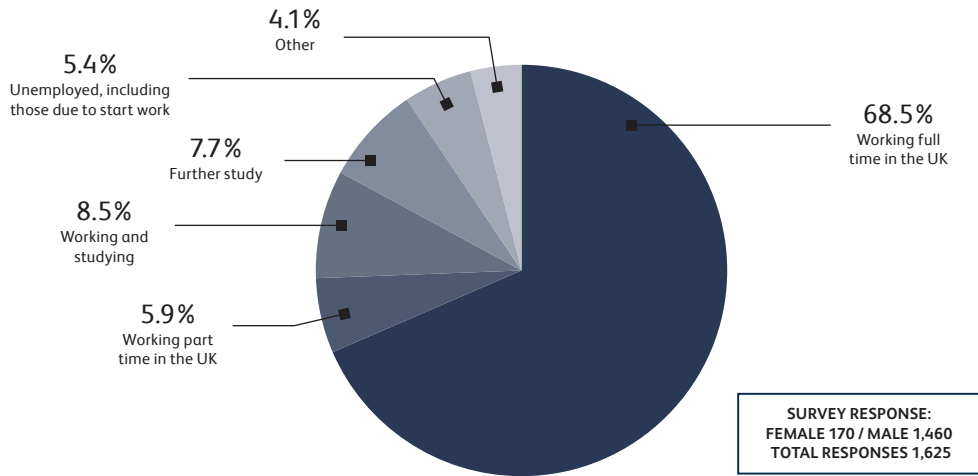
FEMALE 295 / MALE 1,085 / TOTAL IN EMPLOYMENT IN THE UK: 1,380

TOP TEN PROFESSIONAL JOBS

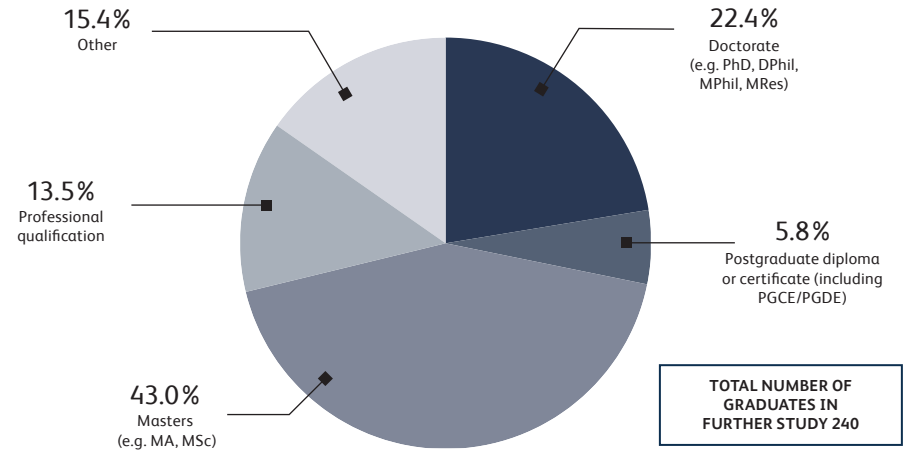


Electrical and electronic engineering

OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

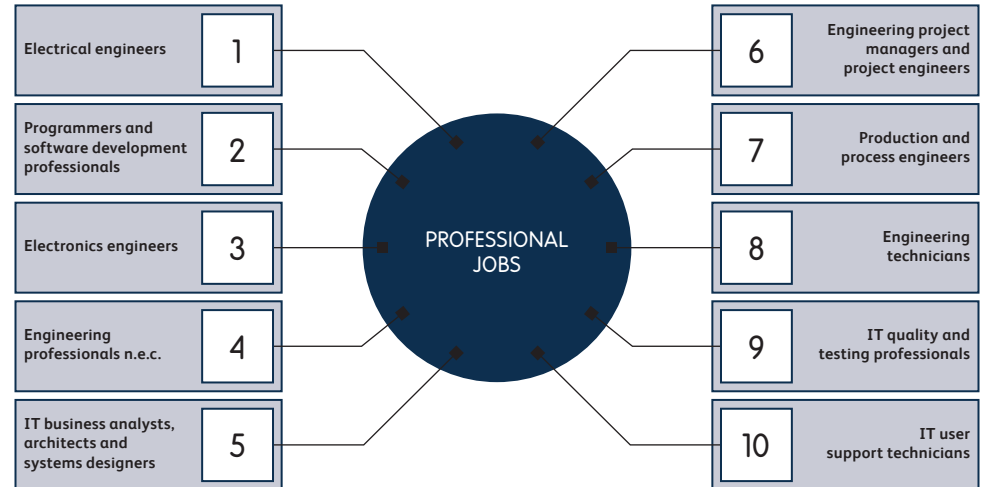


TYPE OF WORK FOR THOSE IN EMPLOYMENT



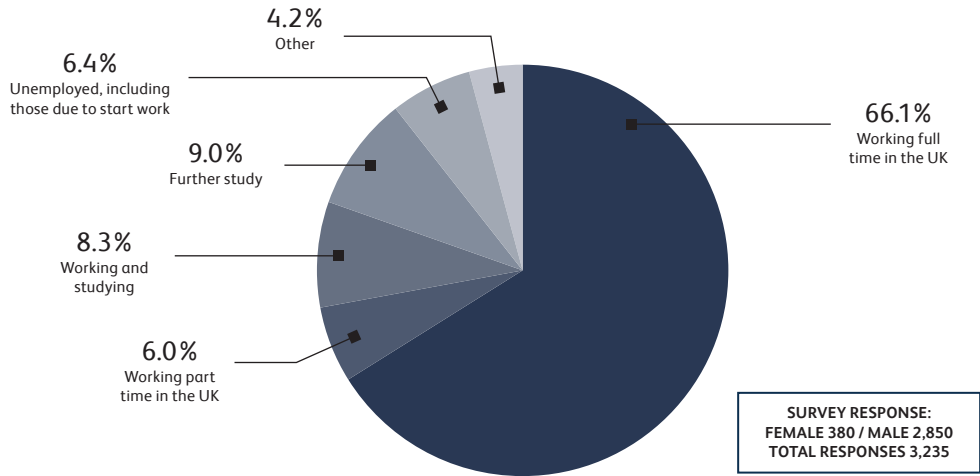
FEMALE 120 / MALE 1,075 / TOTAL IN EMPLOYMENT IN THE UK: 1,195

TOP TEN PROFESSIONAL JOBS

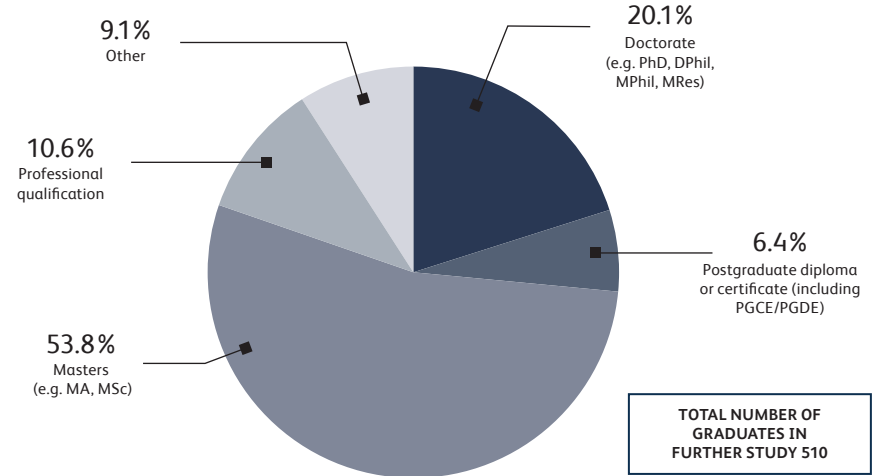


Mechanical engineering

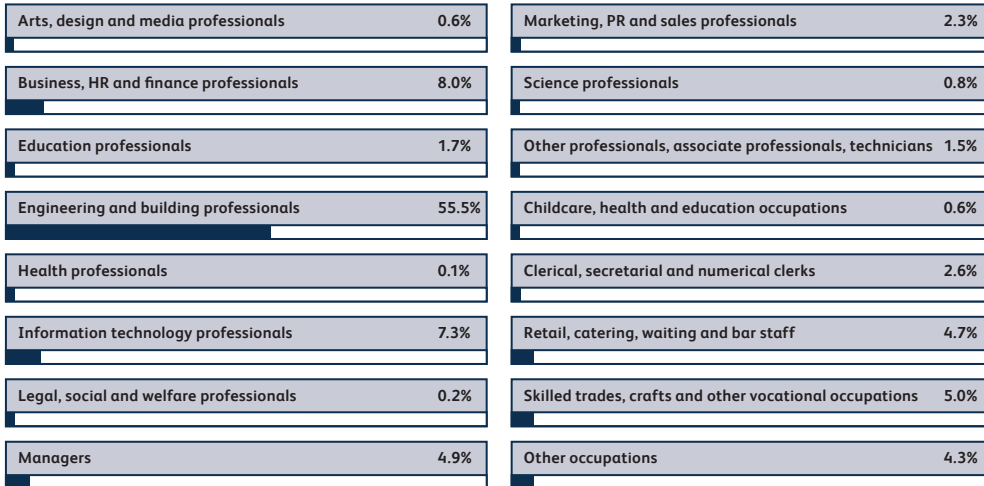
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

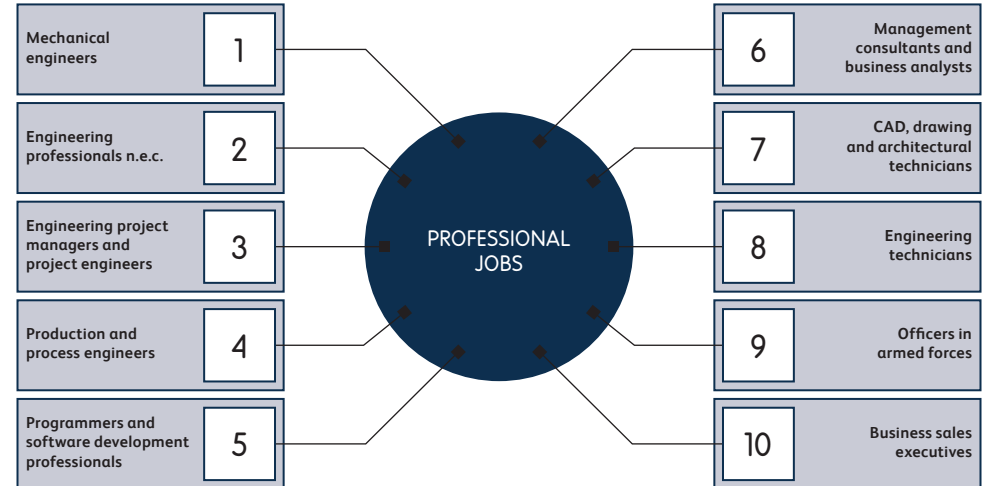


TYPE OF WORK FOR THOSE IN EMPLOYMENT



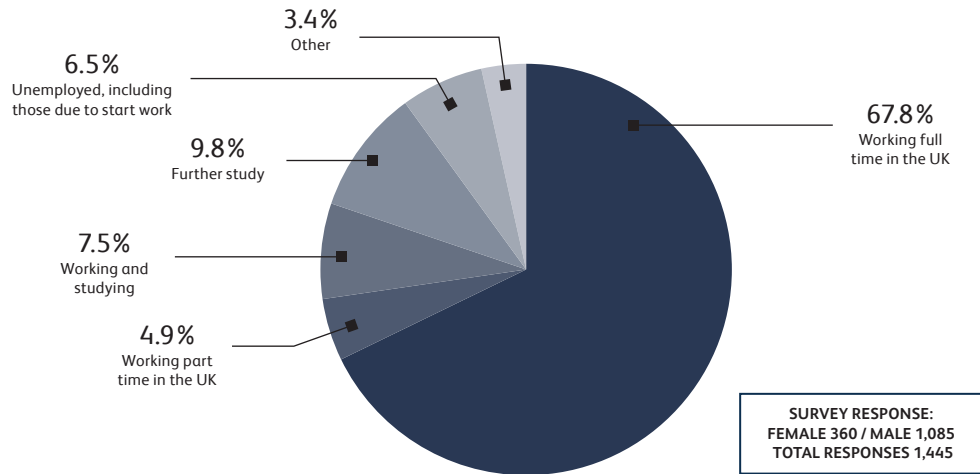
FEMALE 285 / MALE 2,055 / TOTAL IN EMPLOYMENT IN THE UK: 2,340

TOP TEN PROFESSIONAL JOBS

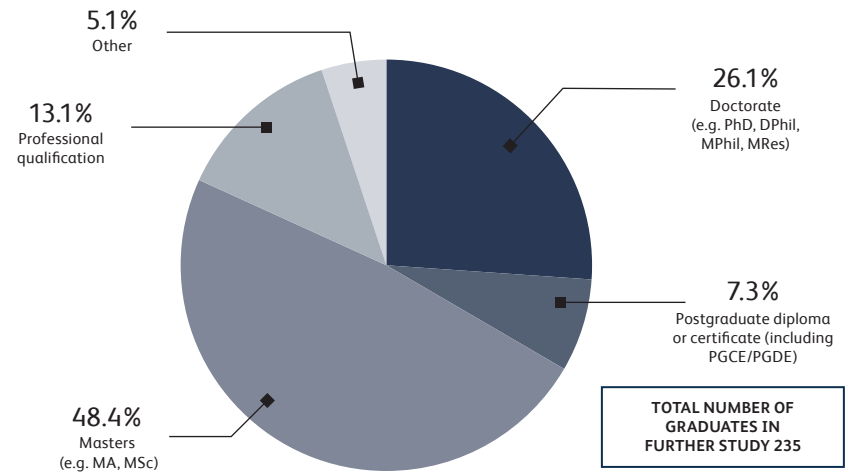


Chemical engineering

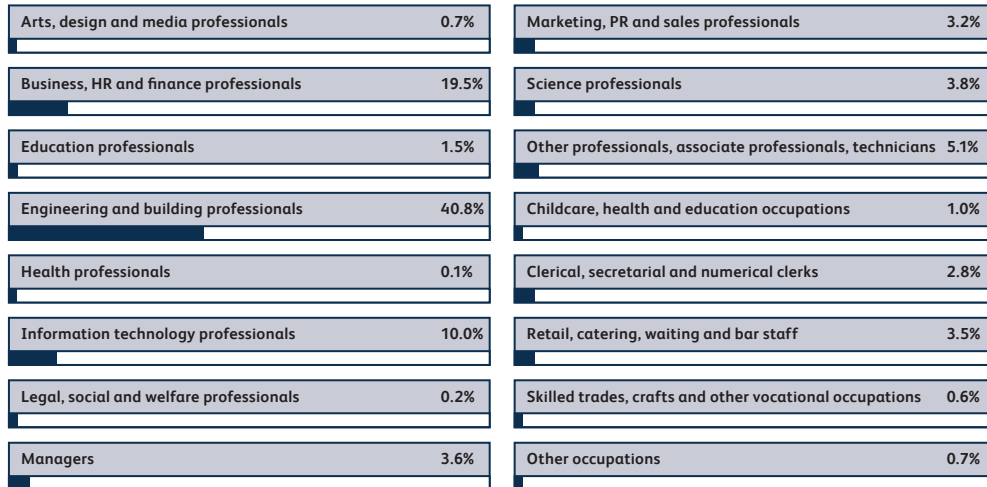
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

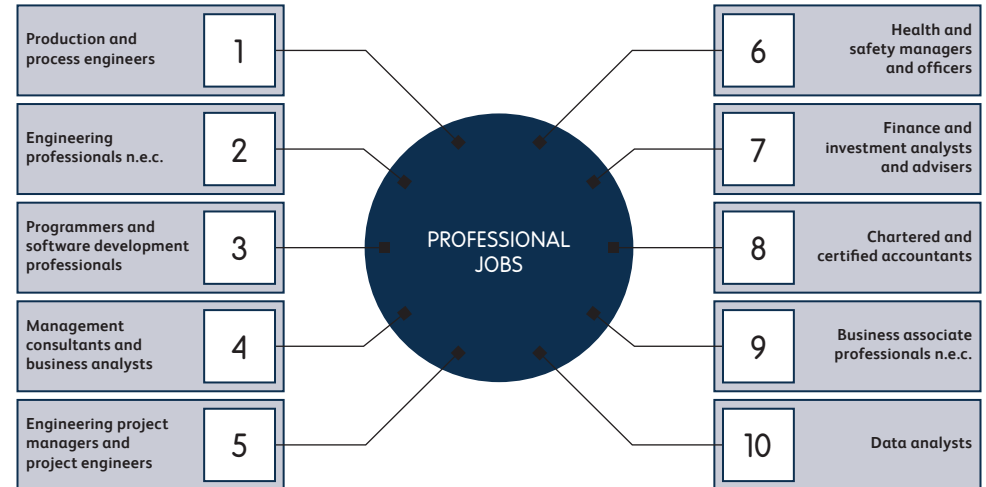


TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 275 / MALE 770 / TOTAL IN EMPLOYMENT IN THE UK: 1,040

TOP TEN PROFESSIONAL JOBS



HUMANITIES



Humanities overview

Louise Ogle, careers consultant at Royal Holloway, University of London, takes a look at employment, salary and type of work outcomes for humanities graduates

Humanities degrees have made headlines for all the wrong reasons in 2022. Attacks have come from those who believe the field is elitist and outdated¹ and politicians have promised to 'phase out university degrees that do not improve students' earning potential.'² Less directly, student numbers have fallen as a 'result of the systematic promotion of other fields, particularly, for instance, business management.'³

Data on graduate earnings, work and further study reveals that humanities graduates enter a very broad range of professions and are more inclined than average to carry on studying after graduation.

Work and study

The Graduate Outcomes survey results show the proportion of humanities graduates in full or part-time work across all subjects is below average (average 68.7%). This is balanced by above average percentages of graduates engaging in study, or work and study, across all humanities subjects. For example, 27.8% of history graduates were engaged in further study compared to the overall average of 19.8%. The humanities graduates that chose to study were most likely to be enrolled in a Masters course or a postgraduate diploma or certificate (including PGCE/PGDE).

Unemployment

Unemployment for humanities graduates was above the overall average rate of 5.9%, especially in English (7.3%), history (7.9%) and philosophy (7.3%). However, these rates were comparable with some science and social science subjects including physics (7.7%), law (7.4%) and IT (7.8%).

Salaries

For humanities graduates, mean salaries were below the overall average of £24,974 (for those without significant further study). For example, the average salary for English literature graduates 15 months after graduation was £20,593, and for history graduates, £22,589. The jobs and sectors chosen by humanities graduates are likely to contribute to this lower earnings figure. In addition, the high proportion of females studying humanities subjects (for example 82% of English literature graduates in the survey were female, and 73% of languages graduates) exacerbates the adverse impact of the graduate gender pay gap.⁴

Sectors

Education was the most popular sector chosen by graduates from all humanities subjects in the Graduate Outcomes survey. Many graduates were also engaged in 'Public administration and defence; compulsory social security', and in a wide range of other sectors, from 'Human health

activities' to 'Financial service activities, except insurance and pension funding' and 'Legal and accounting activities'.

This breadth of options demonstrates the versatility of an education that teaches problem solving, critical thinking and social awareness. It also highlights the potentially overwhelming choice faced by graduates, and therefore the benefit of work-related exploration and experiences while studying.

Skills and confidence

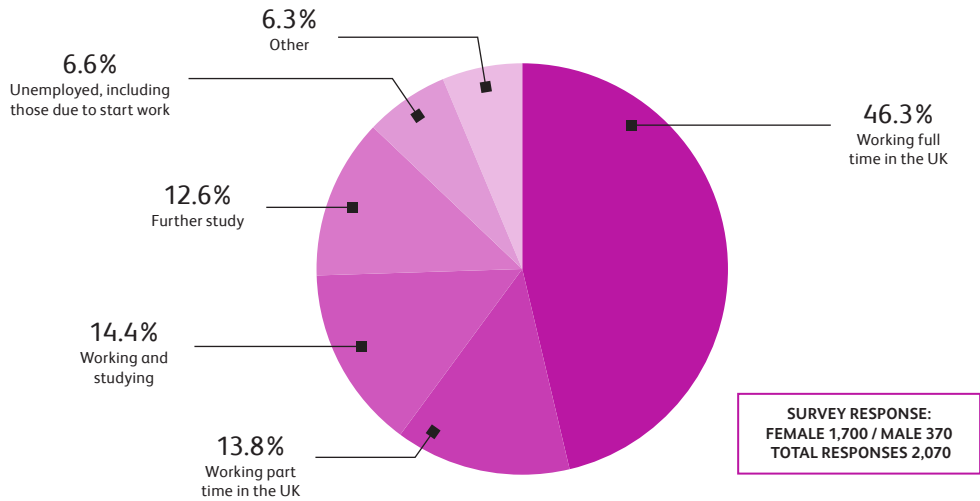
The Handshake 2032 report⁵ suggested that 'career confidence' drops throughout university, with 33% of students surveyed saying they feel very confident about their career prospects during year one, dropping to 31% in year two - and to 17% in year three. However, according to the British Academy's 2020 report *Qualified for the Future*⁶, skills such as 'communication, collaboration, research and analysis, independence, creativity and adaptability' give humanities graduates access to 'sectors which underpin the UK economy and are among the fastest growing'. Accessing these opportunities requires students to have both the necessary skills and crucially, the confidence to recognise their own employability.

Humanities graduates enter a very broad range of professions and are more inclined than average to carry on studying after graduation.

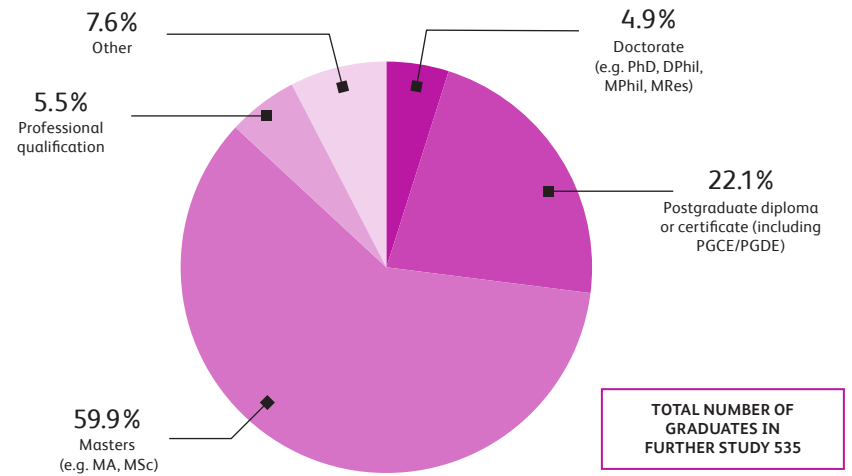


English literature

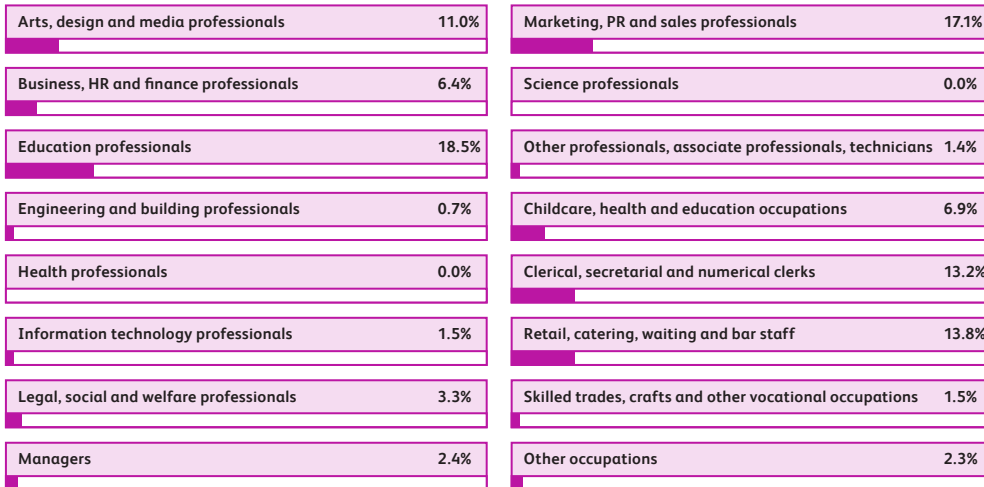
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

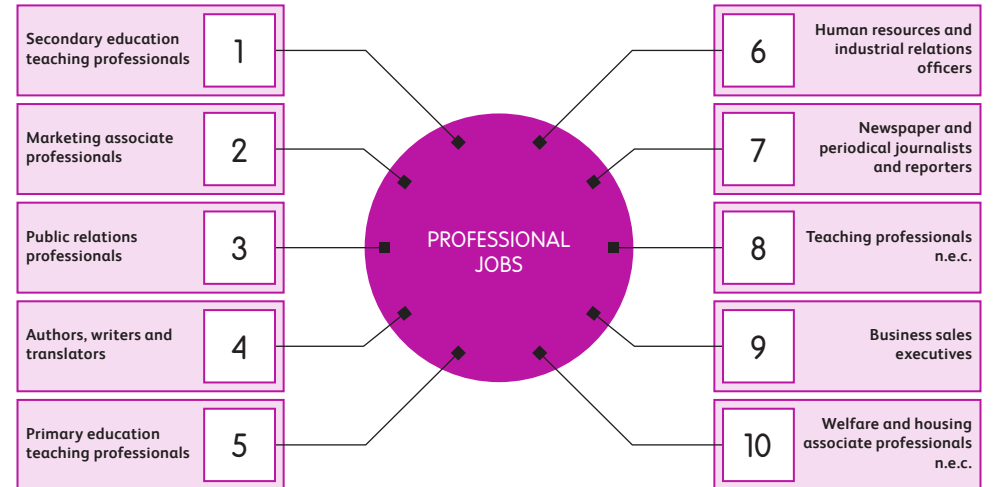


TYPE OF WORK FOR THOSE IN EMPLOYMENT

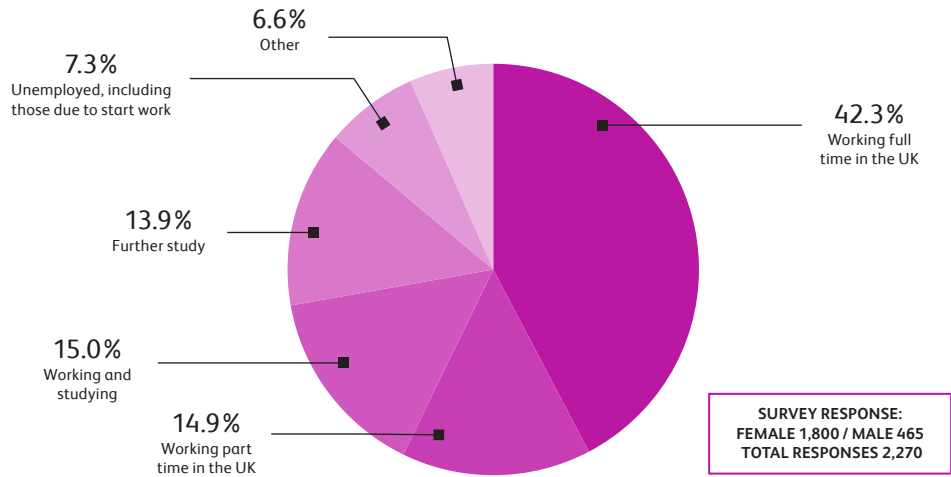


FEMALE 1,105 / MALE 200 / TOTAL IN EMPLOYMENT IN THE UK: 1,305

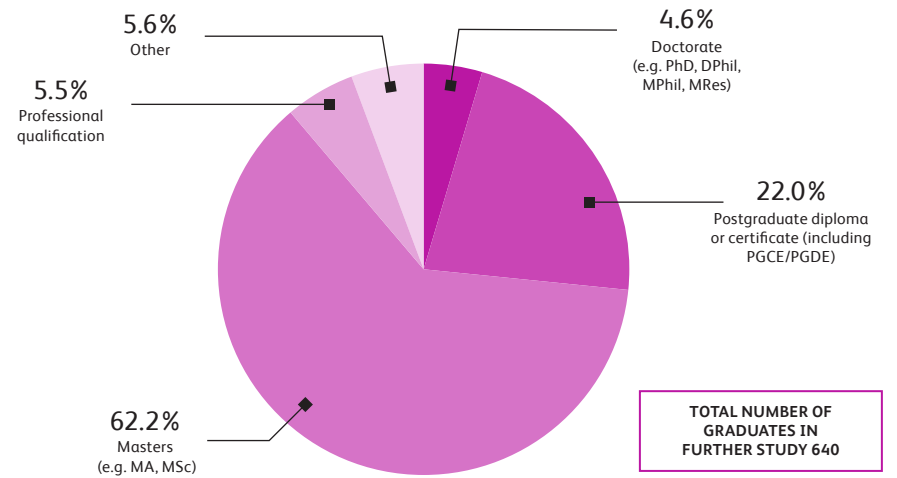
TOP TEN PROFESSIONAL JOBS



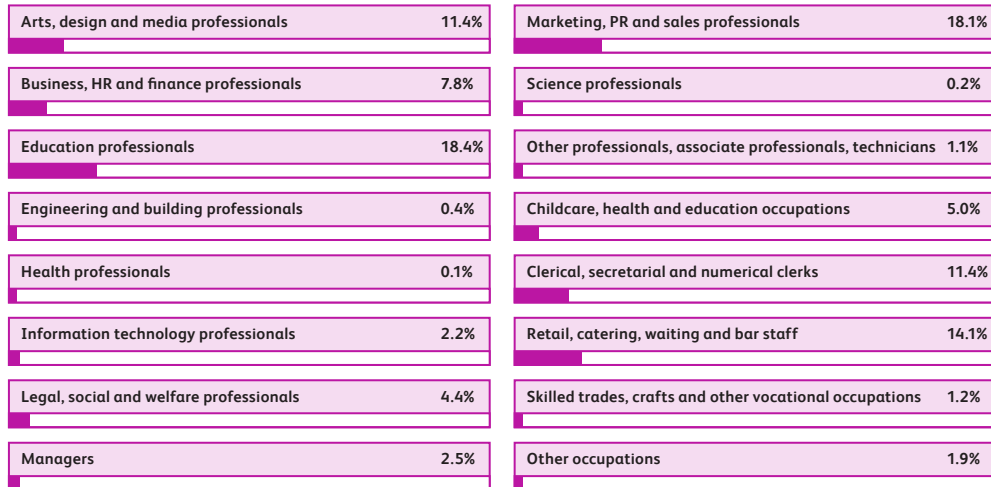
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

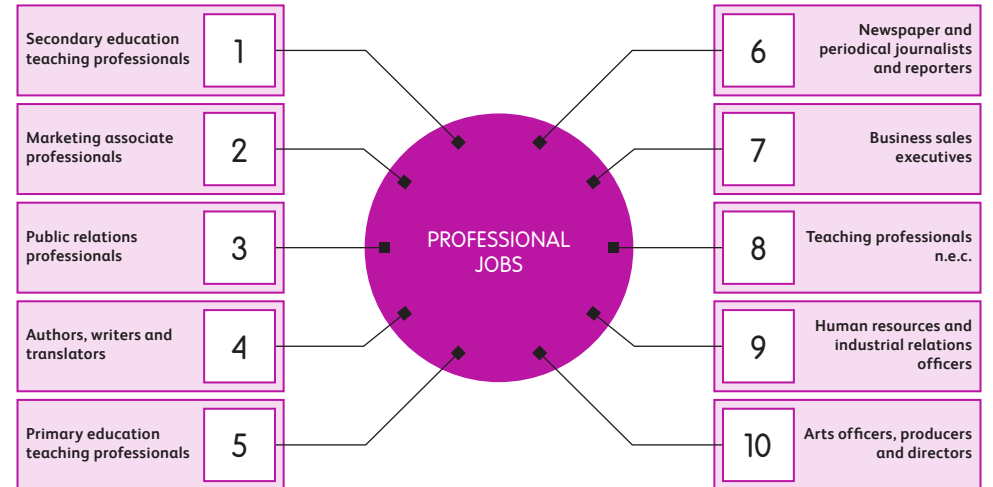


TYPE OF WORK FOR THOSE IN EMPLOYMENT



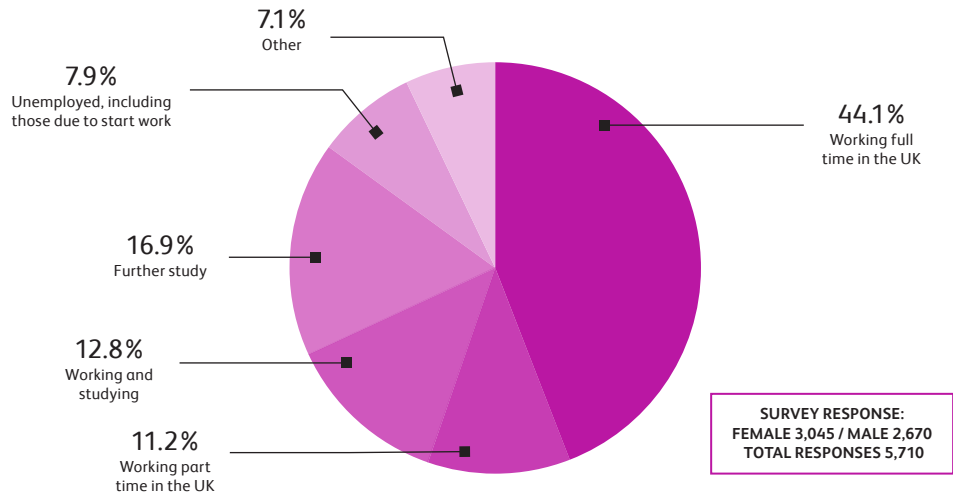
FEMALE 1,105 / MALE 255 / TOTAL IN EMPLOYMENT IN THE UK: 1,360

TOP TEN PROFESSIONAL JOBS

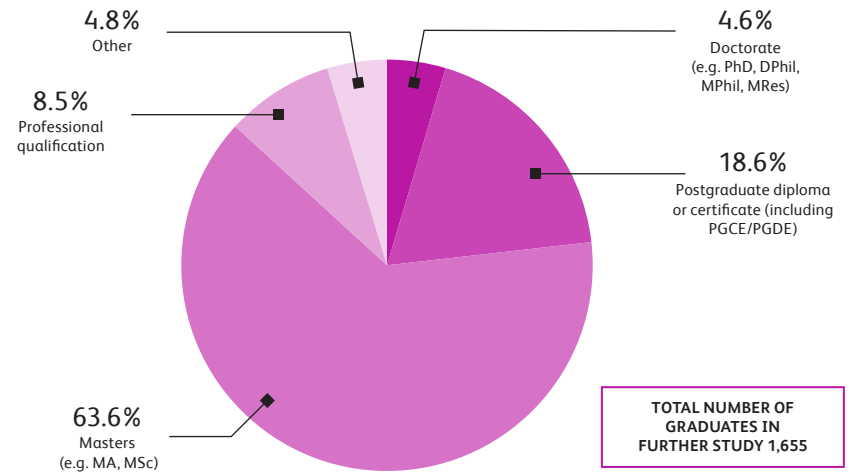


History

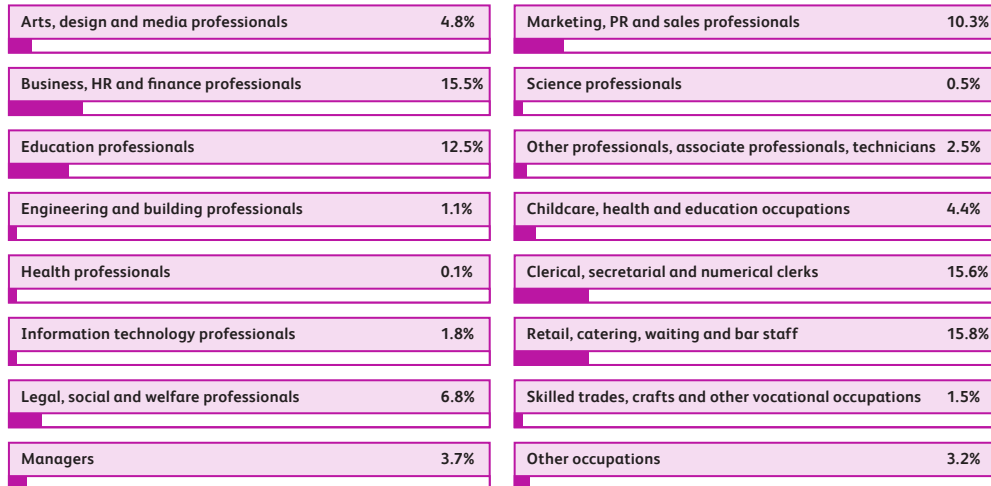
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

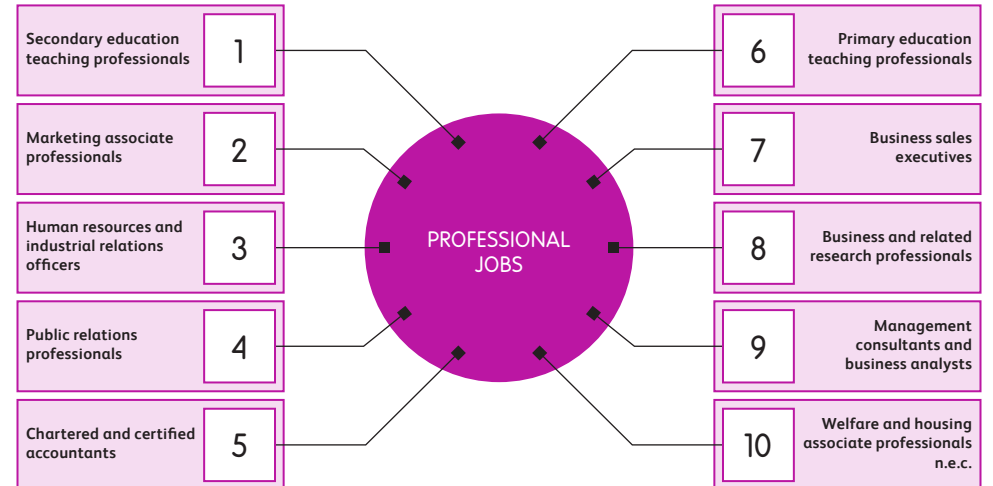


TYPE OF WORK FOR THOSE IN EMPLOYMENT



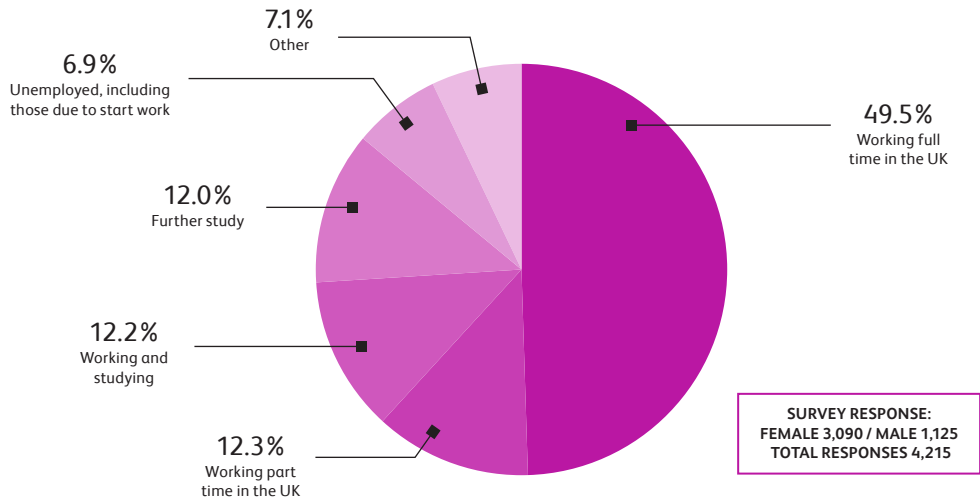
FEMALE 1,920 / MALE 1,555 / TOTAL IN EMPLOYMENT IN THE UK: 3,475

TOP TEN PROFESSIONAL JOBS

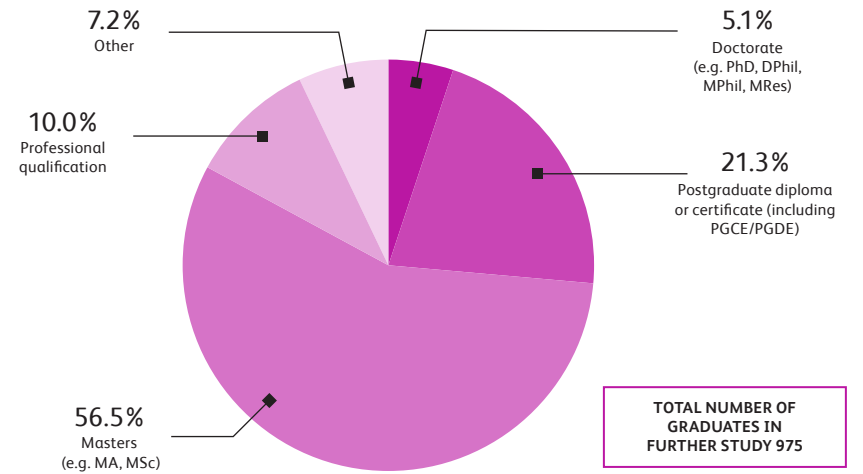


Languages

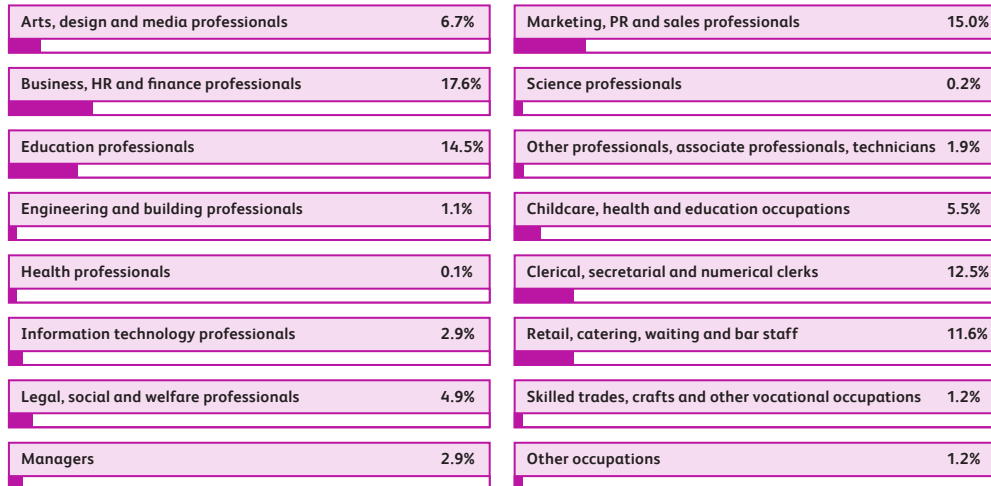
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

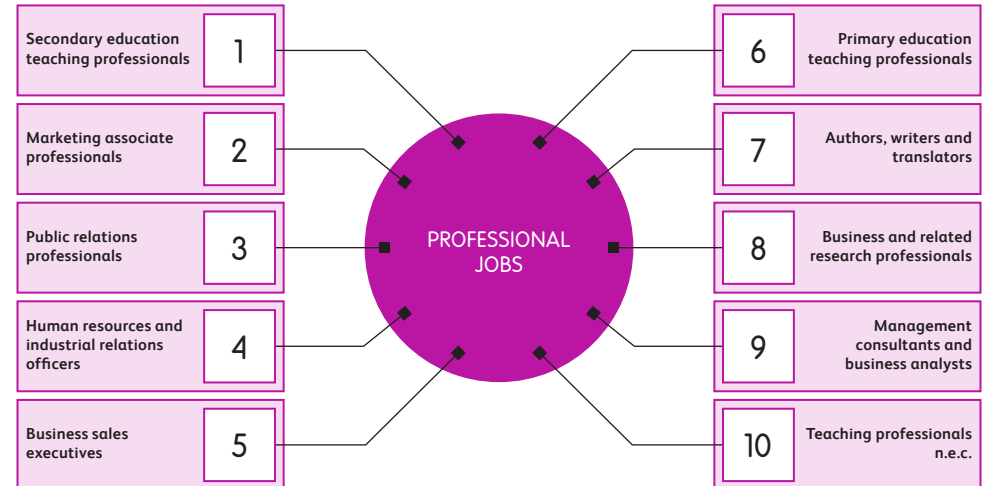


TYPE OF WORK FOR THOSE IN EMPLOYMENT



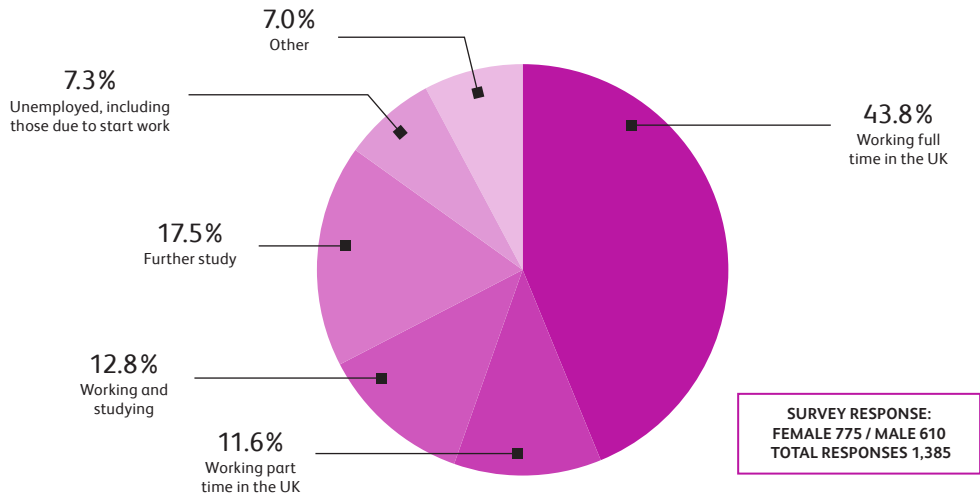
FEMALE 1,940 / MALE 665 / TOTAL IN EMPLOYMENT IN THE UK: 2,605

TOP TEN PROFESSIONAL JOBS

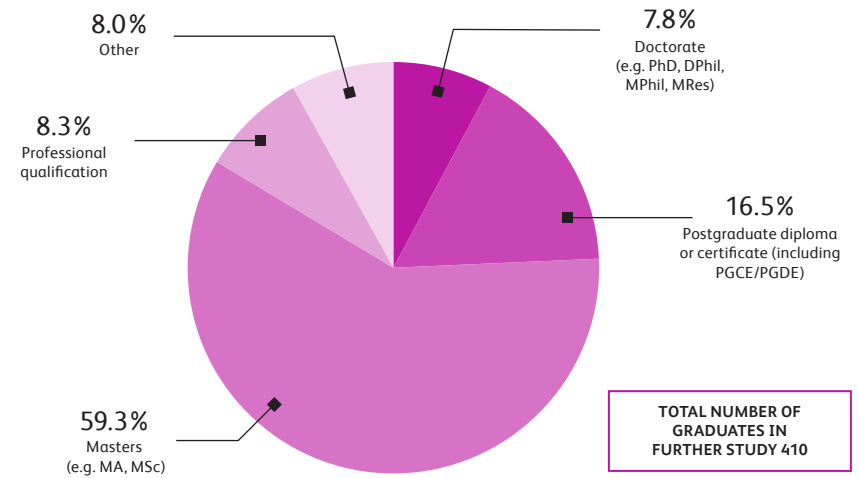


Philosophy

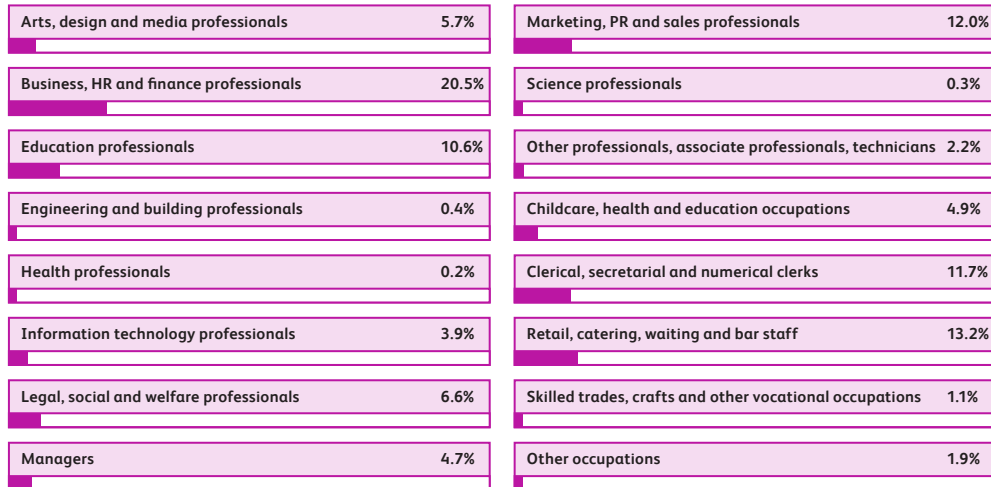
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

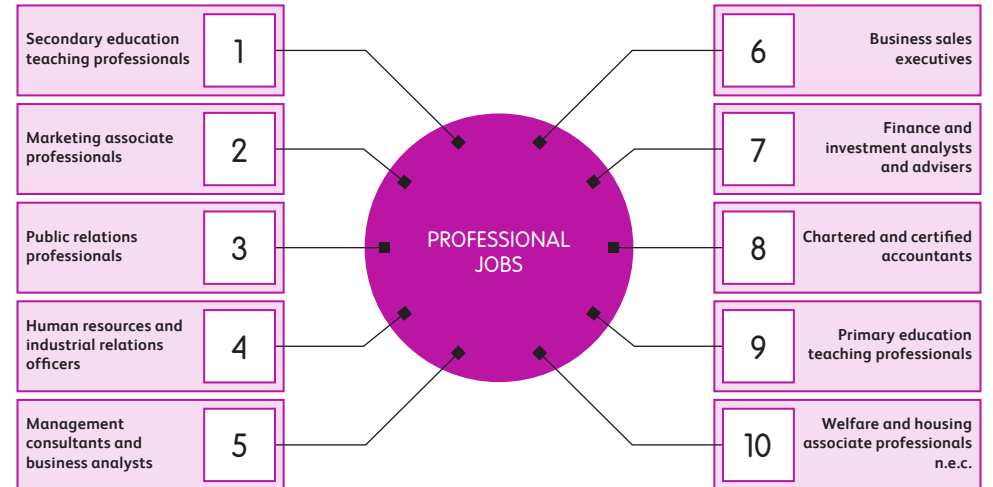


TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 480 / MALE 335 / TOTAL IN EMPLOYMENT IN THE UK: 815

TOP TEN PROFESSIONAL JOBS





SCIENCE

Science overview

Robert Bowles, careers and professional development adviser at the Royal Society of Chemistry, sets out the key outcomes data for those 2019/20 graduates who studied science subjects

Science graduates entered a wide range of well-paying jobs. They are in demand in sectors that seek to solve some of the biggest challenges that we face, such as human healthcare and environmental degradation, as we seek a sustainable future.

Most graduates of science subjects entered graduate-level jobs. Physics graduates had the highest level of employment in graduate jobs (85%), while the lowest was still an impressive 60%, for sports science graduates.

Chemistry graduates had the highest levels of full-time employment (55%), although this was comparable for all science subjects. Physics had the lowest figure for full-time employment (47%), but this is partially explained by higher numbers of them going into full-time study (25%).

Full-time further study was lowest in sports science graduates (11%), although graduates of this subject did have higher levels of further study while working (14%), which is often undertaken in fields such as sports physiotherapy or sports psychology. A fifth of chemistry and biology graduates went into further study, consisting of a Masters science degree to achieve further specialisation in a chosen field, or a PhD, for those keen to pursue either academic or applied research.

Salaries

Physics graduates commanded the highest salaries for science graduates (£28,116), followed closely behind by chemistry graduates (£25,593). Sports science graduates had the lowest average starting salary of (£20,274). Biology graduates' average salary 15 months after graduation was £23,631, which is comparable with those of physical and geographical sciences (£23,745).

Destinations

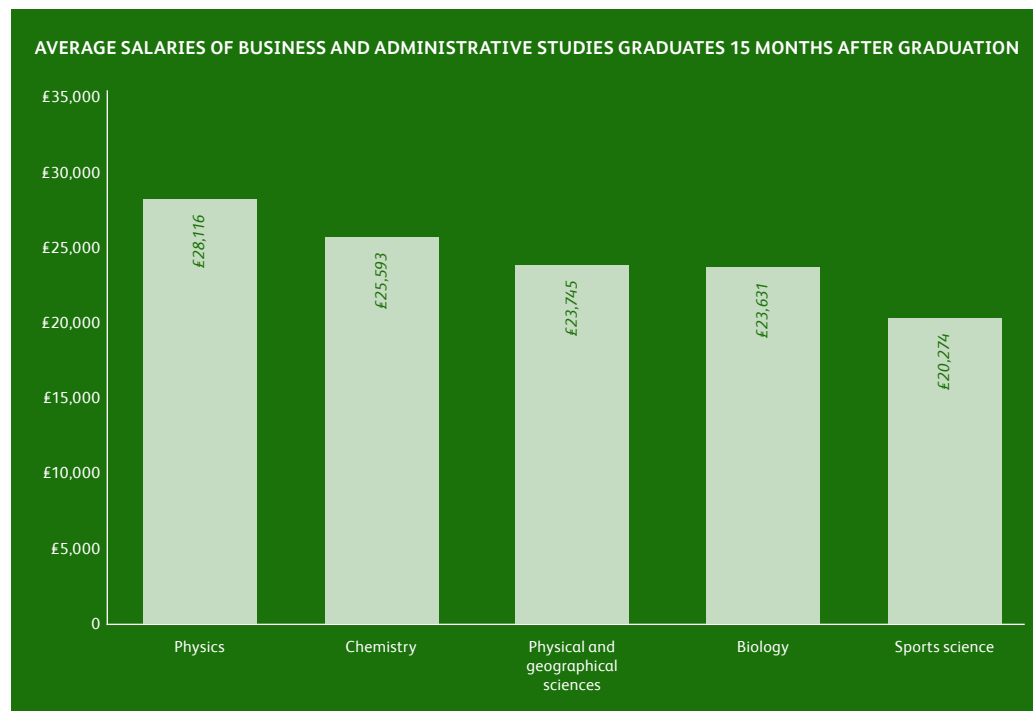
IT jobs were the destination for 29% of physics graduates. Another 22% went into roles classified as business, HR and finance, which is also a popular destination for physical and geographical science graduates (21%). Physics graduates are also in demand across critical industries, such as engineering, construction, manufacturing, energy and transport, as well as in business and finance, digital, teaching, health, and the public sectors. This reflects the numeracy and technical skills that this group gain from studying physics and explains their overall higher average salary, as these sectors often attract higher salaries.¹

Chemistry graduates had the highest percentage going into science-based jobs, 33%, reflecting the diversity of scientific organisations

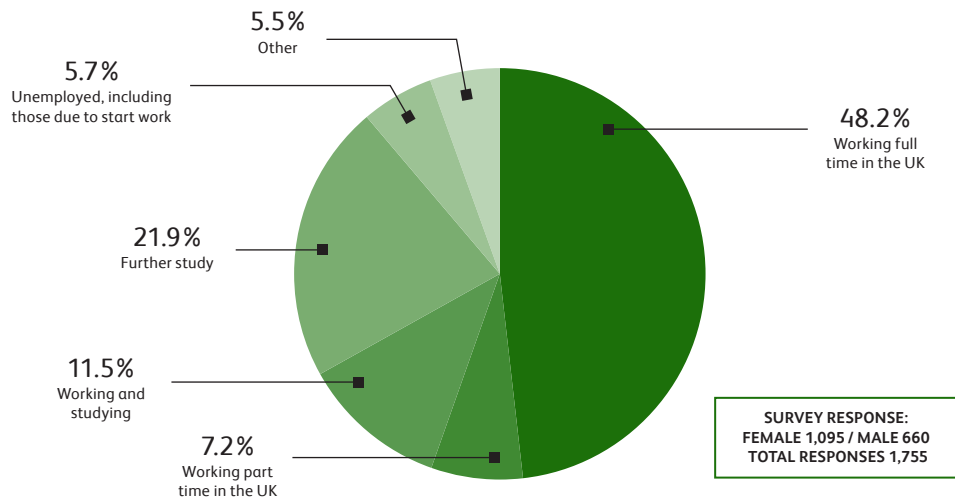
and sectors that value chemistry as a first degree. The chemical sciences contribute an average of £83billion in economic output per year² and many of these roles are in manufacturing and research and development roles, which can command higher salaries. Biology graduates also had a high percentage

Science graduates are in demand in sectors that seek to solve some of the biggest challenges that we face, such as human healthcare and environmental degradation, as we seek a sustainable future.

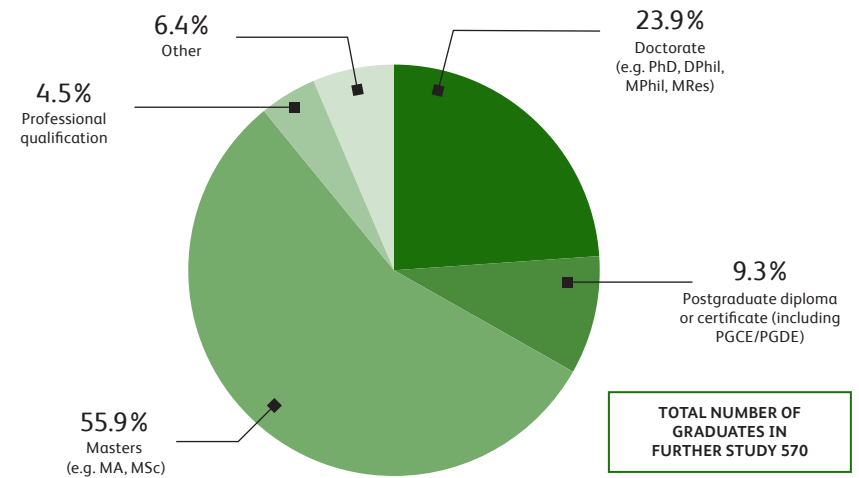
(30%) going into scientific roles, where they can use the scientific knowledge gained during their degree. This is likely to reflect the strength of the life sciences sector in the UK, which generates a wide range of products, from pharmaceuticals to medical devices and testing through to consumer health.³



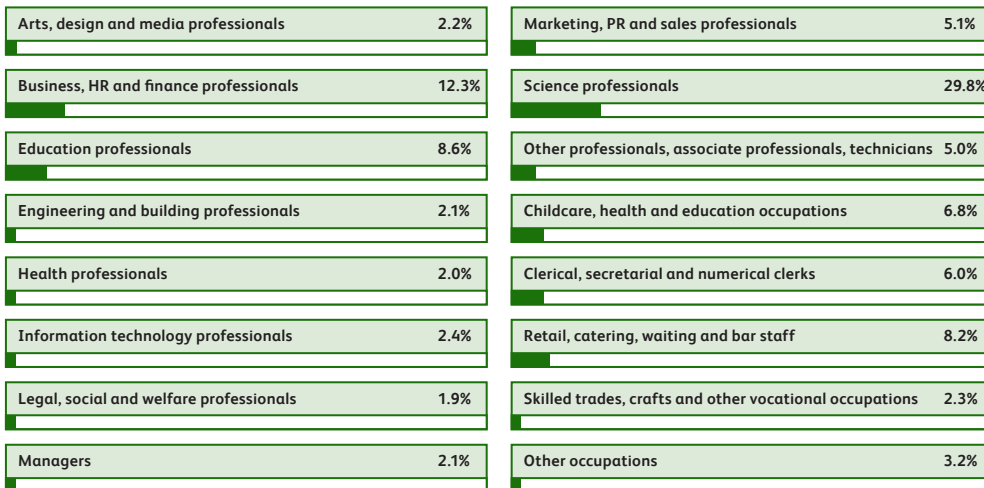
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

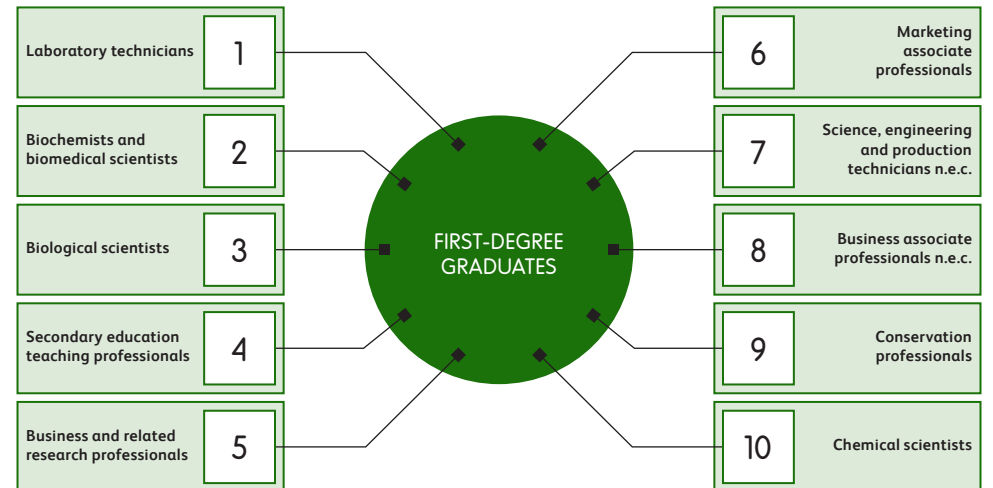


TYPE OF WORK FOR THOSE IN EMPLOYMENT

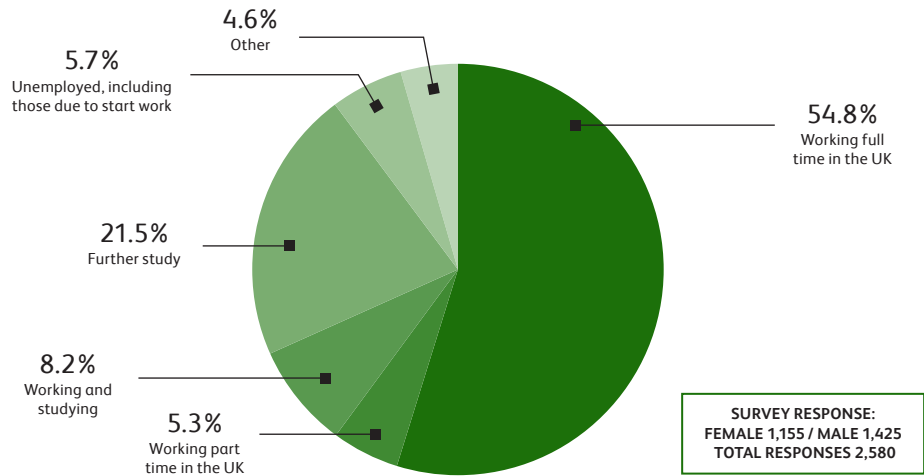


FEMALE 665 / MALE 375 / TOTAL IN EMPLOYMENT IN THE UK: 1,040

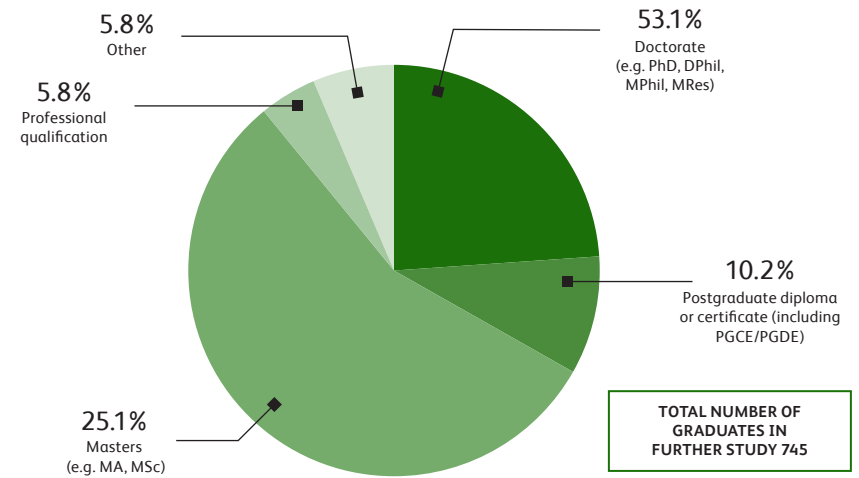
TOP TEN PROFESSIONAL JOBS



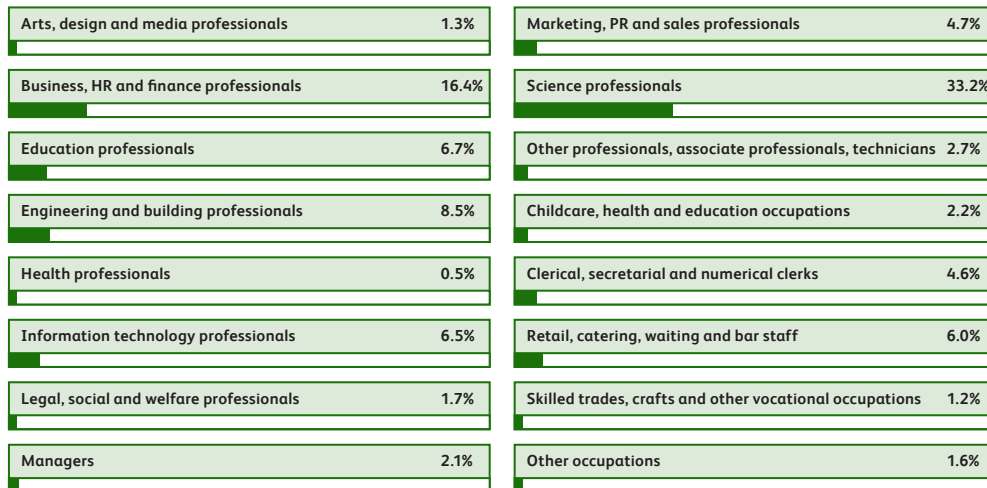
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

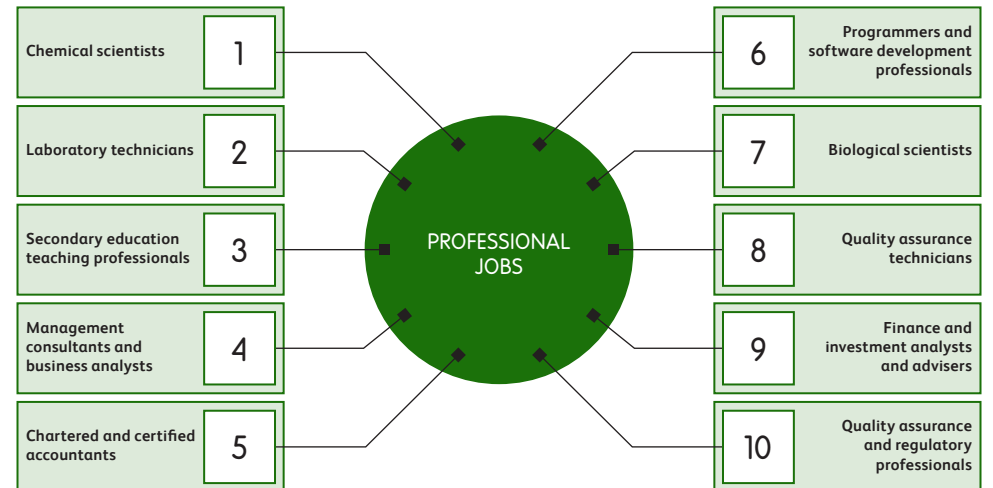


TYPE OF WORK FOR THOSE IN EMPLOYMENT



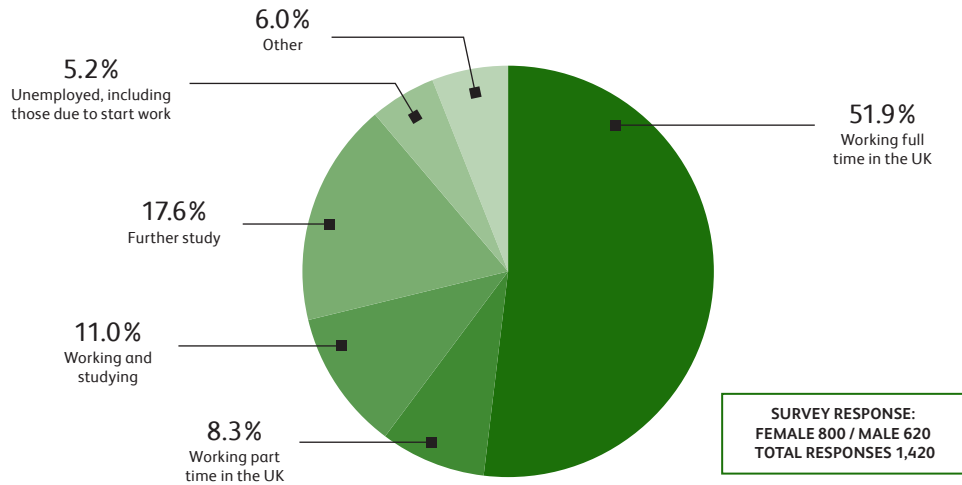
FEMALE 765 / MALE 850 / TOTAL IN EMPLOYMENT IN THE UK: 1,615

TOP TEN PROFESSIONAL JOBS

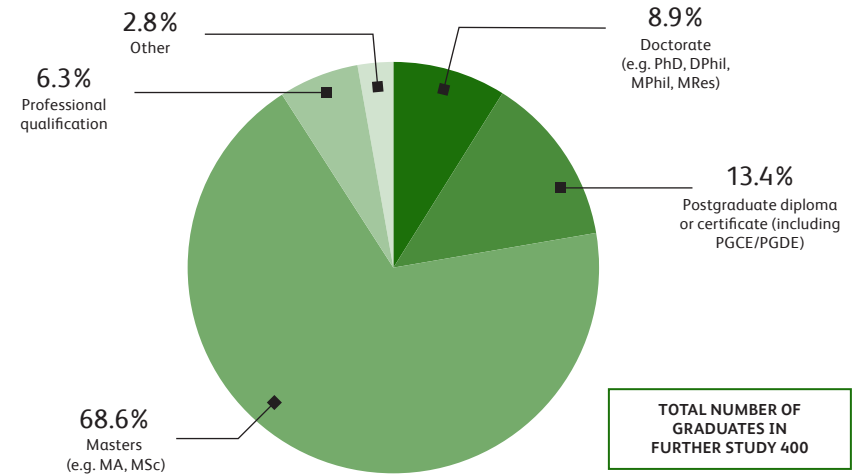


Physical and geographical sciences

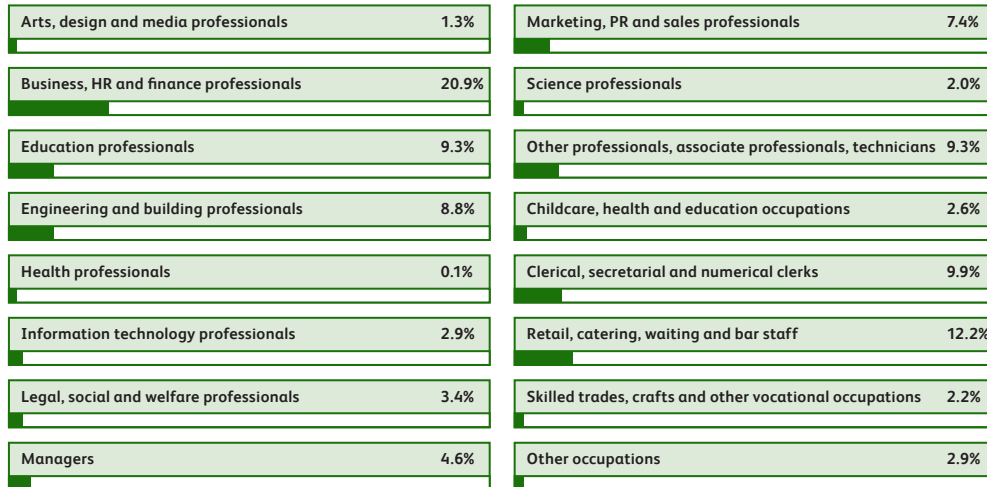
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

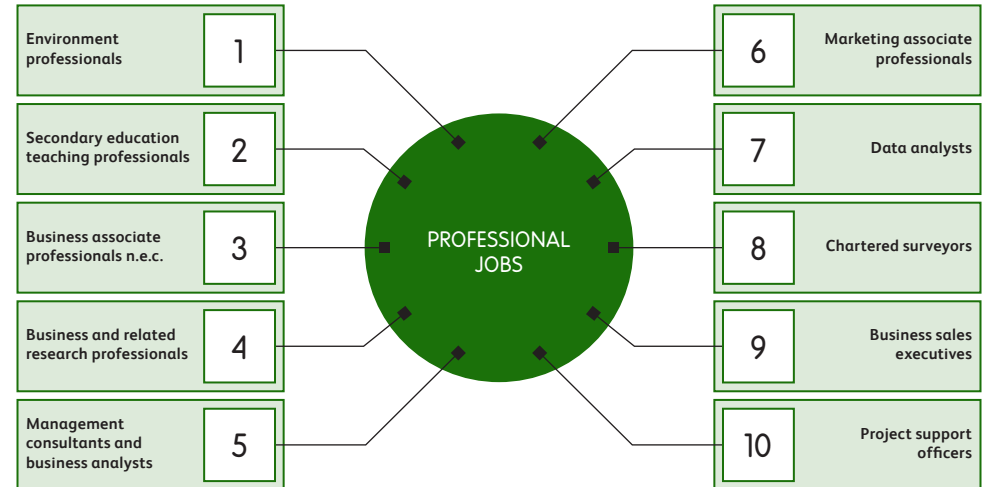


TYPE OF WORK FOR THOSE IN EMPLOYMENT

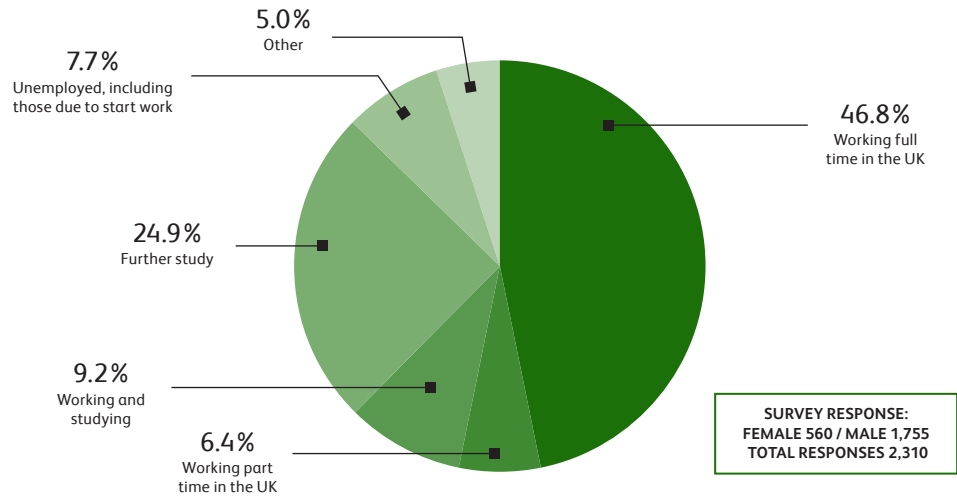


FEMALE 520 / MALE 400 / TOTAL IN EMPLOYMENT IN THE UK: 920

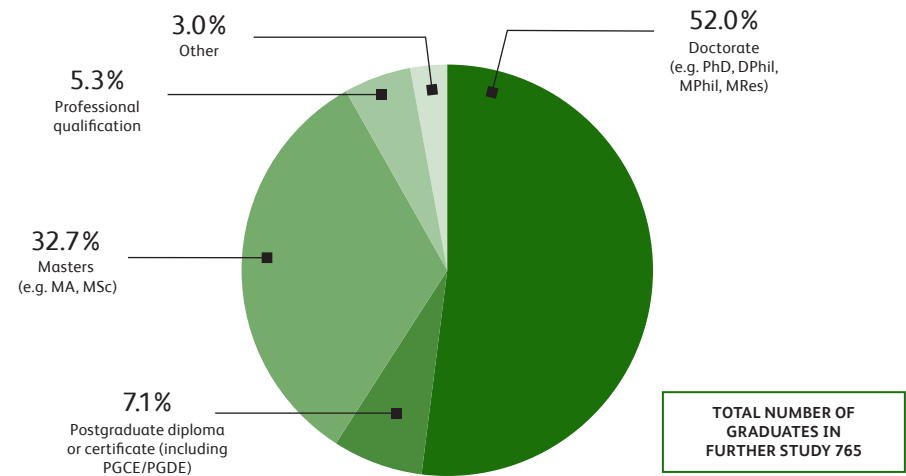
TOP TEN PROFESSIONAL JOBS



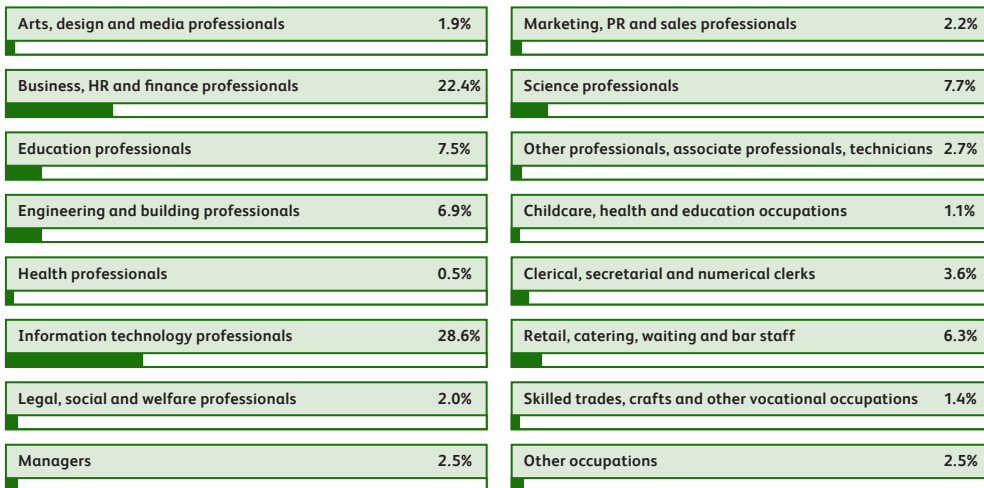
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

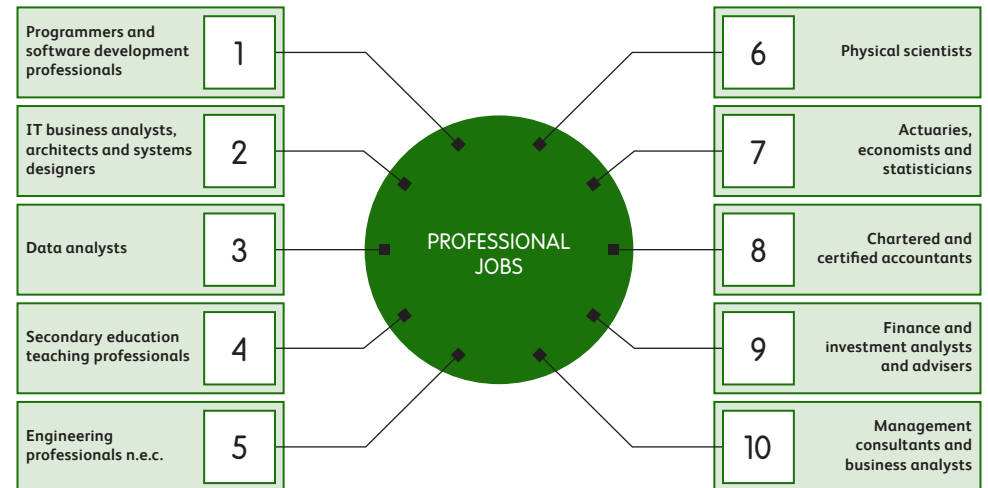


TYPE OF WORK FOR THOSE IN EMPLOYMENT



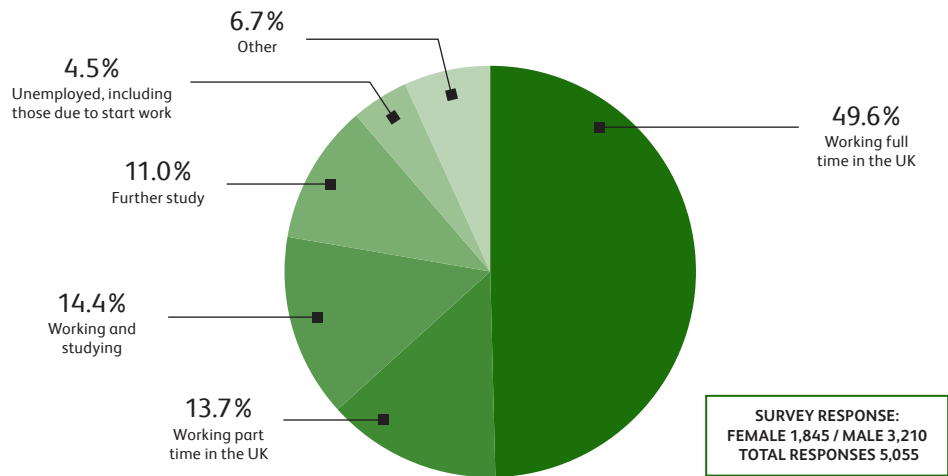
FEMALE 315 / MALE 950 / TOTAL IN EMPLOYMENT IN THE UK: 1,265

TOP TEN PROFESSIONAL JOBS

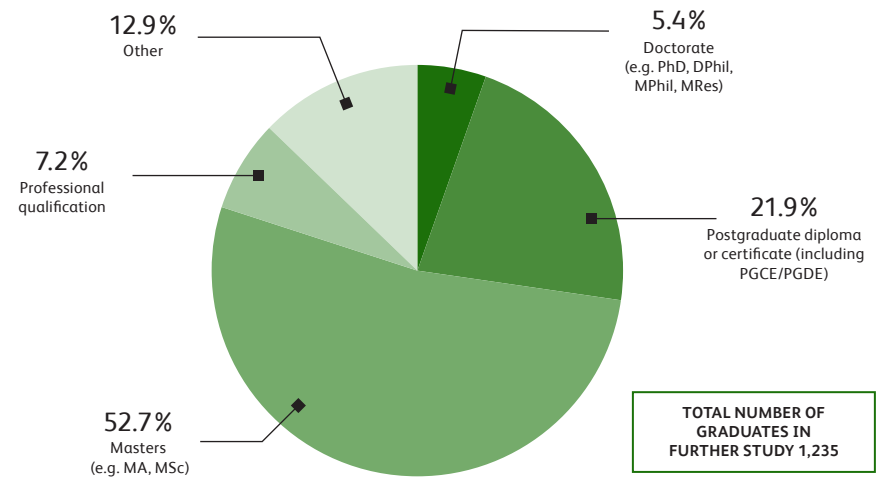


Sports science

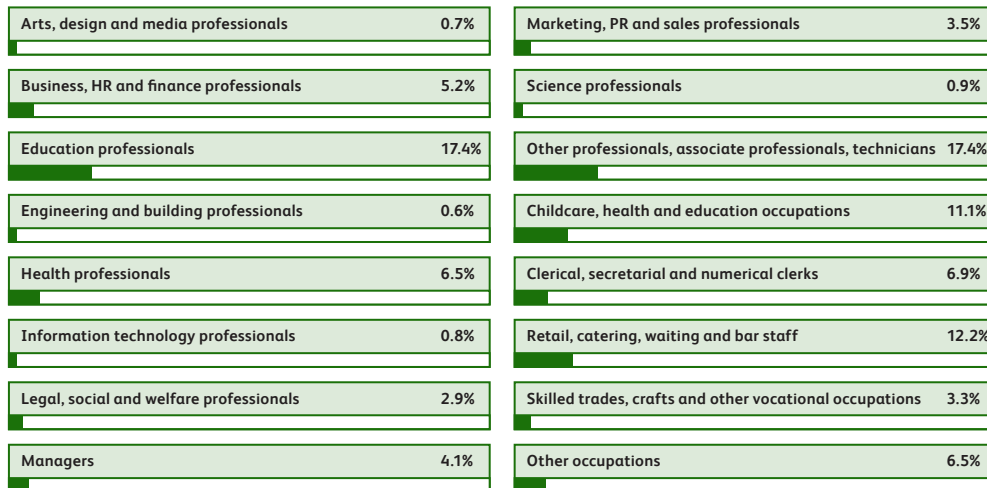
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

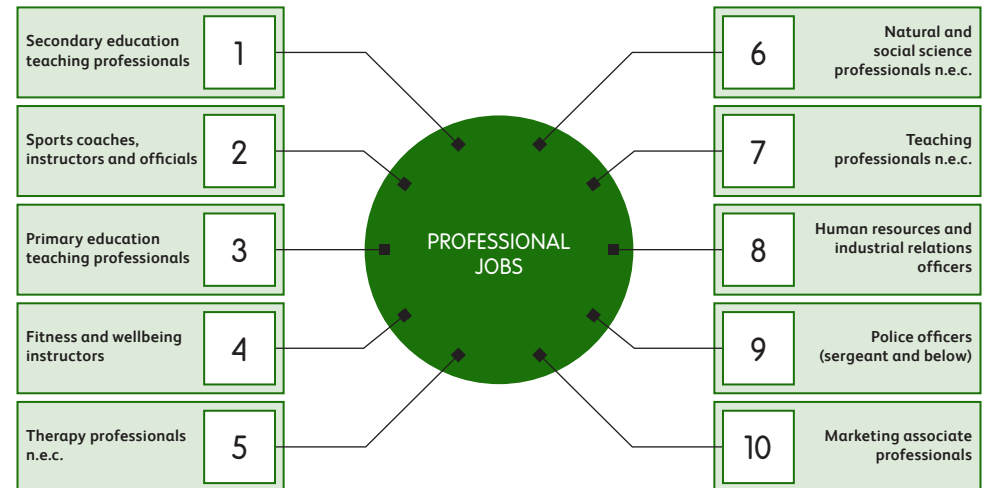


TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,265 / MALE 2,090 / TOTAL IN EMPLOYMENT IN THE UK: 3,360

TOP TEN PROFESSIONAL JOBS





SOCIAL
SCIENCES

Social sciences overview

Jenny Sloan, careers consultant (Graduate Transitions) at The University of Manchester, examines the employment outcomes and salaries of social science graduates, as well as how many went on to further study

A social science degree enables students to develop a diverse, valuable, and transferable skillset. These skills can grant them access to a range of professional occupations. Many of the world's most pressing issues, from climate change to cyber-security, can only be confronted with interdisciplinary action, and social science graduates are well-equipped with the skills needed to work with their STEM counterparts to solve these problems.¹

In fact, not only can they contribute to change, but they can also lead it, with 44% of global leaders holding a social science degree in 2015.² It therefore makes sense that these degrees are attractive to employers across the public, private, and third sectors.^{3,4}

A total of 29,710 social science graduates completed HESA's latest Graduate Outcomes survey, comprising 15.2% of all responses. Almost three quarters of social science respondents identified as female (73.2%).

Employment vs unemployment

Over half of social science graduates (50.1%) were in full-time employment. This is below the average for all subjects (57.3%). Education and geography graduates were most likely to be in full-time employment (54.9%), and psychology the least (46.6%).

Of social science graduates in employment, 64.2% were employed on a permanent or open-ended contract. A further 16.4% had a fixed-term contract lasting 12 months or longer.

Social science graduates were less likely to be in part-time employment than their peers (11% compared to 11.4% for all subjects).

They were more likely to be unemployed (6.8% compared to 5.9% for all subjects) and only geography had below-average unemployment figures (5.7%). These figures included those who were unemployed and due to start work or further study.

A nuanced picture

Although social science graduates were less likely to be in full- or part-time employment, this doesn't necessarily equate to negative outcomes.

Many professions popular with social science graduates, including social work, psychology, education, and law, often require extra qualifications. Therefore, it is unsurprising that social science graduates were more likely to be engaged in further study than other subjects (11.7% compared to 10.6%) or to be working and studying simultaneously (13.8% compared to 9.2% for all subjects).

The majority of social science graduates in further study (61.3%) were enrolled in a postgraduate taught degree (e.g. MA, MSc, MBA). A further 17.4% were working towards a postgraduate diploma or certificate. One in ten (10.5%) were studying for a professional qualification.

Salaries

The average salaries of social science graduates were lower than their peers. Those without further study all earned a below-average salary (£24,974). Law was the only subject where those with significant further study earned more (£25,061) than the average for all subjects (£24,889).

These figures show that within social sciences, those who undertook significant further study

No matter their destination, most respondents agreed or strongly agreed that their current activity allowed them to use the skills they gained from their social science degree.

earned more than those who did not. The most pronounced salary increase was seen among education graduates, who earned £4,038 more on average following significant further study.

The only exception to this was politics graduates, who earned a nominal £49 less on average with significant further study. However, out of all social science subjects, politics reported the highest total salaries (£24,748 without significant study, £24,699 with significant study).

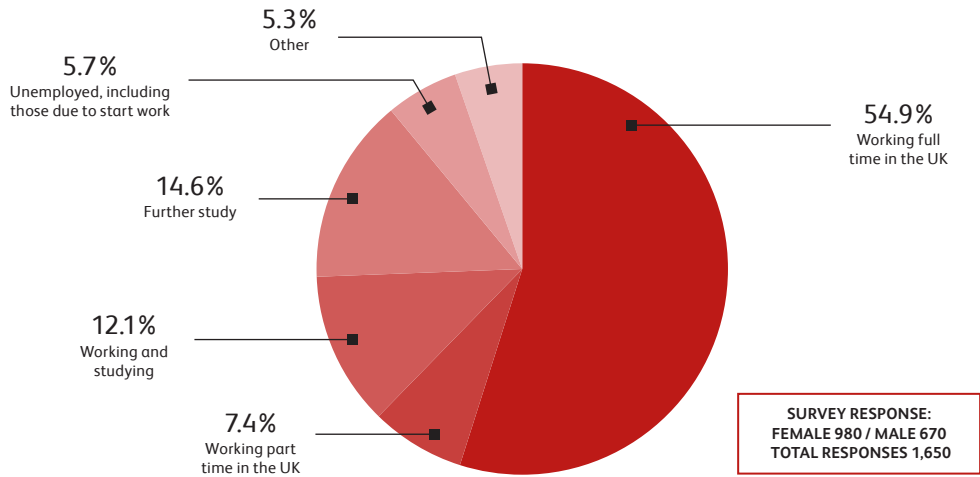
No matter their destination, most respondents agreed or strongly agreed that their current activity allowed them to use the skills they gained from their social science degree (60.9%).

THE TOP OCCUPATIONS FOR SOCIAL SCIENCE GRADUATES WERE:

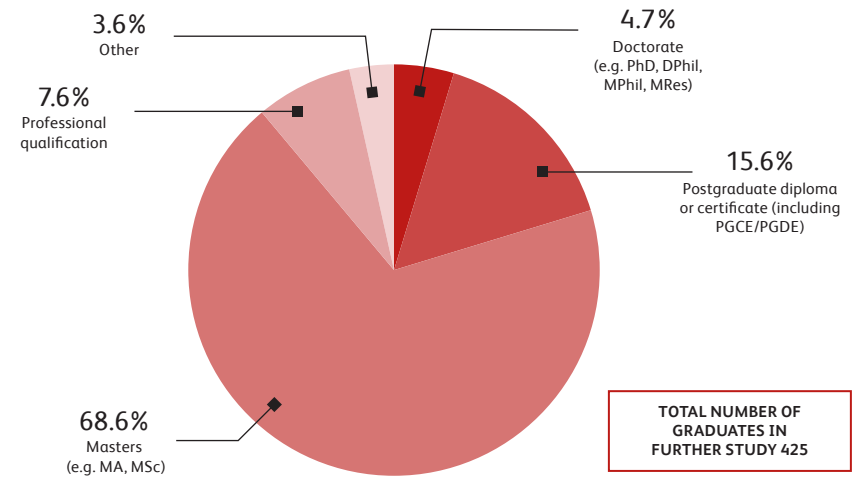
- 1 Legal professionals
- 2 Sales and retail assistants
- 3 Care workers and home carers
- 4 Primary education teaching professionals
- 5 Education support assistants

Geography

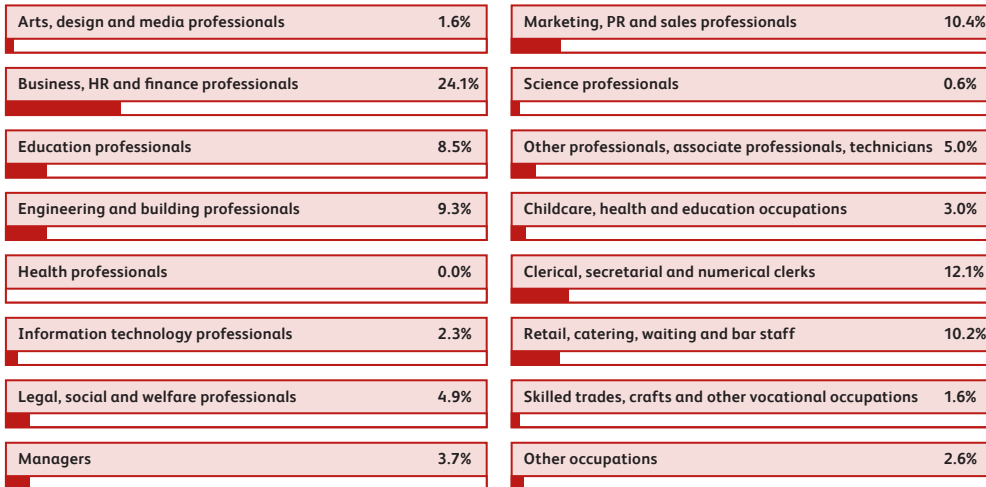
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

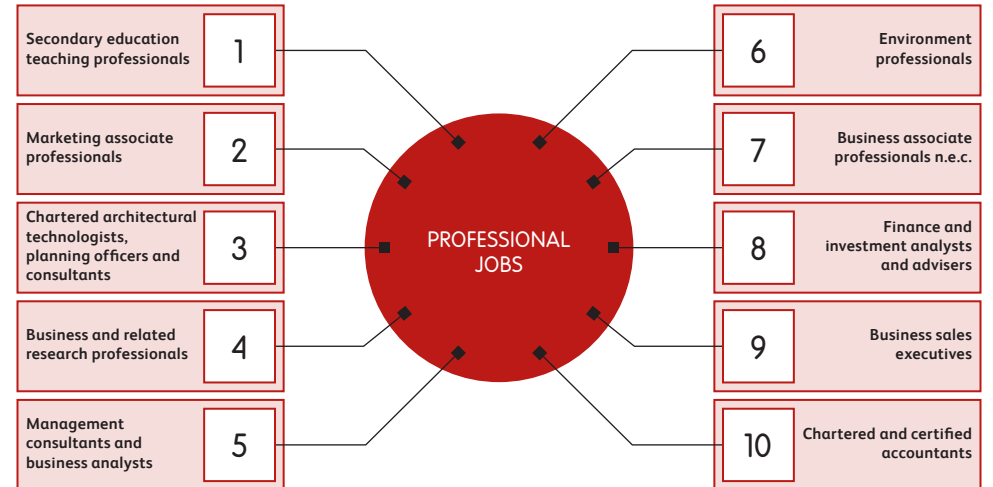


TYPE OF WORK FOR THOSE IN EMPLOYMENT

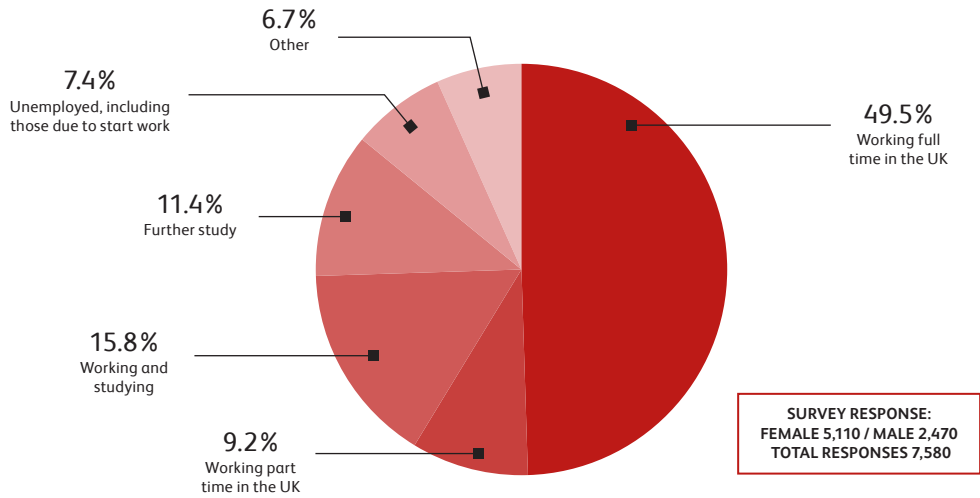


FEMALE 675 / MALE 435 / TOTAL IN EMPLOYMENT IN THE UK: 1,105

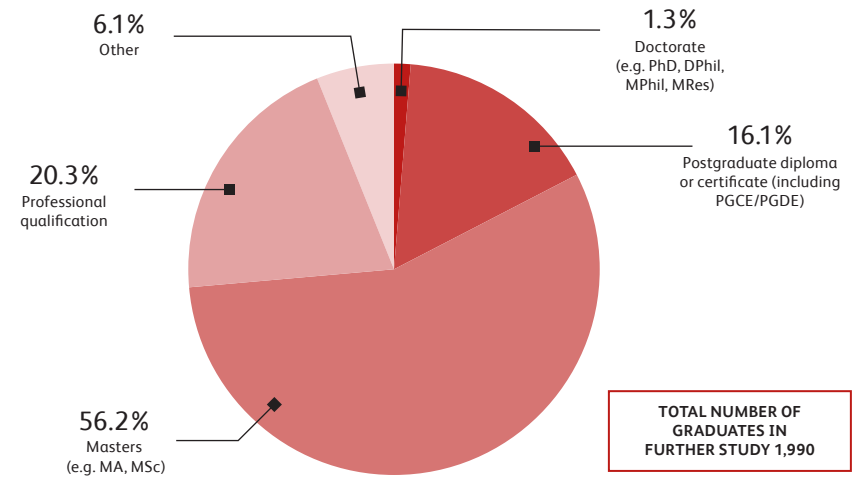
TOP TEN PROFESSIONAL JOBS



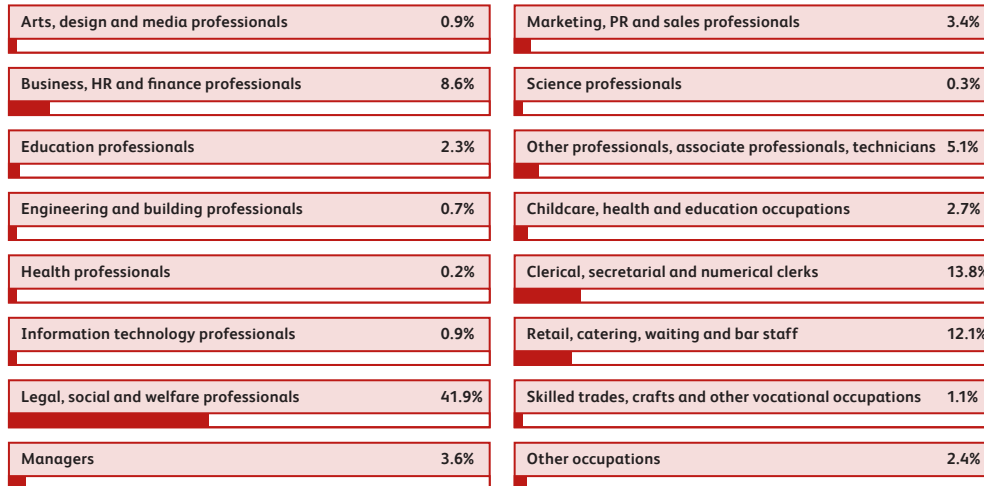
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

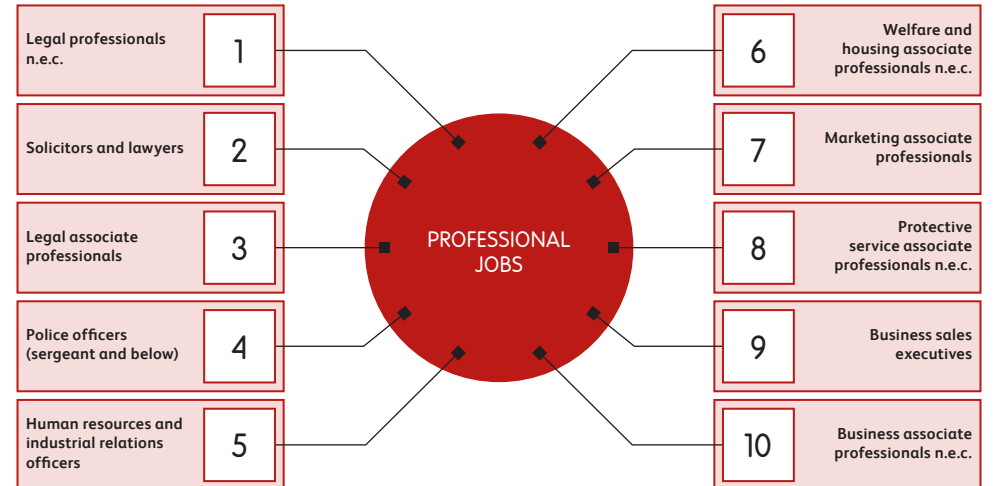


TYPE OF WORK FOR THOSE IN EMPLOYMENT

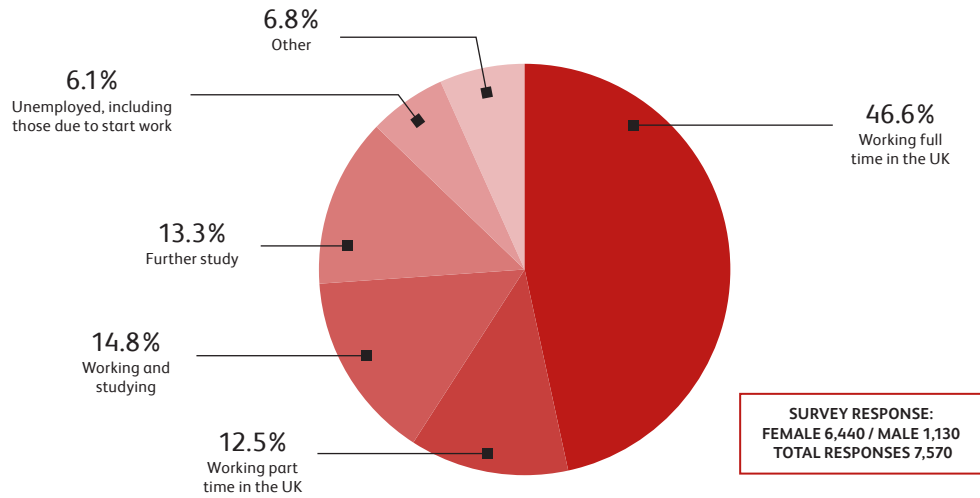


FEMALE 3,380 / MALE 1,590 / TOTAL IN EMPLOYMENT IN THE UK: 4,970

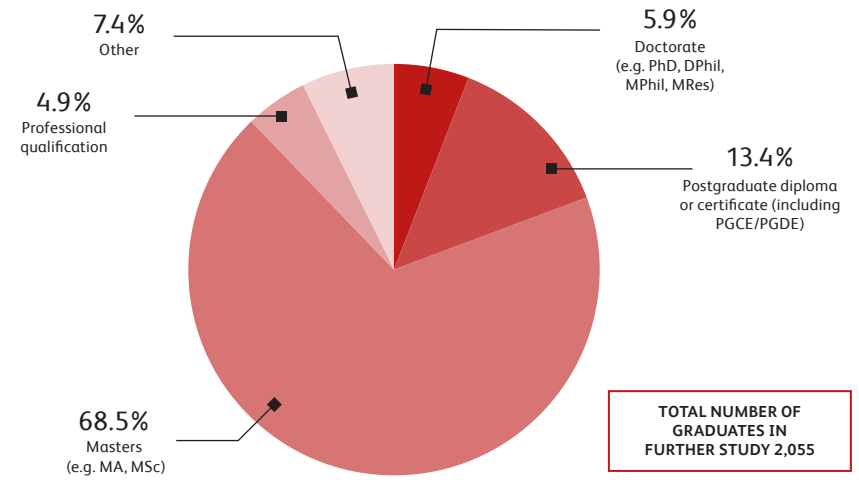
TOP TEN PROFESSIONAL JOBS



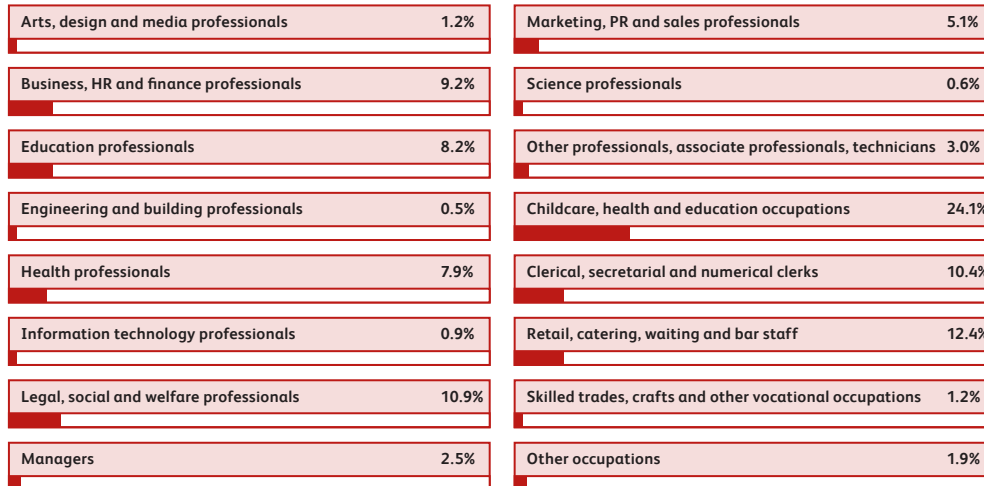
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

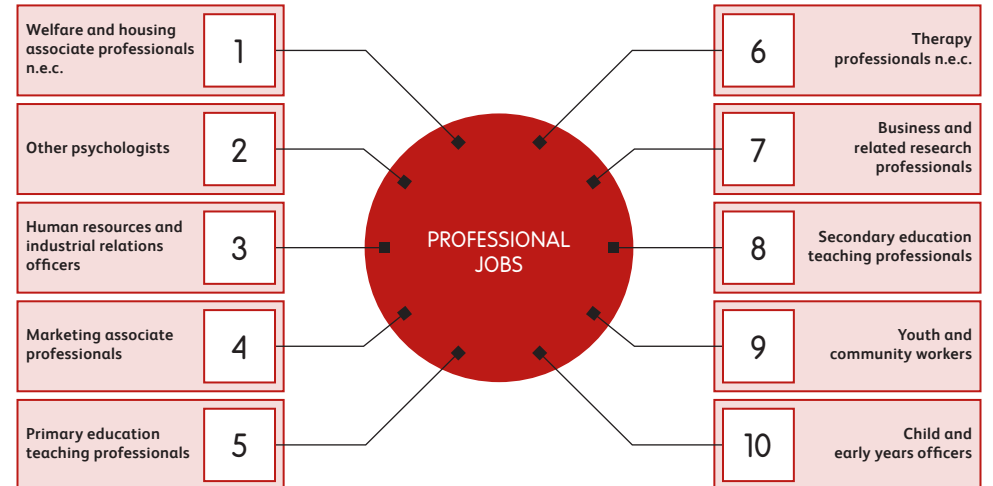


TYPE OF WORK FOR THOSE IN EMPLOYMENT

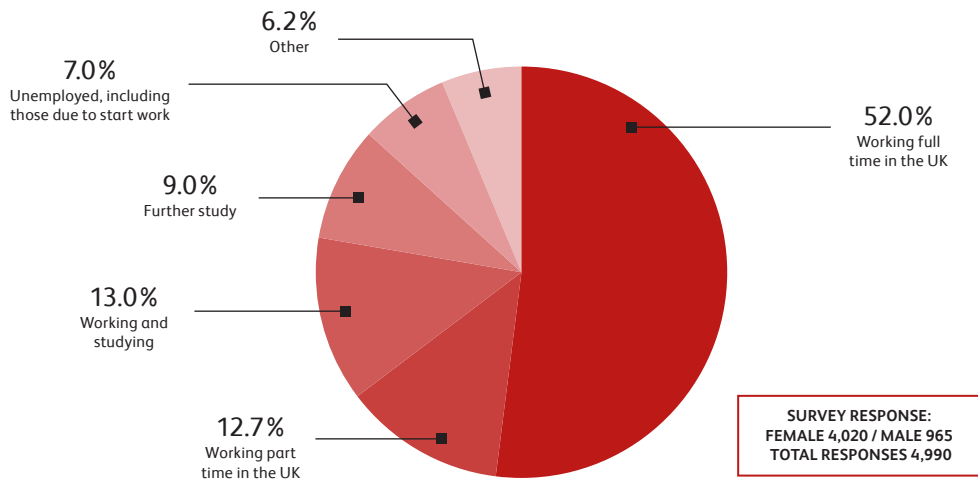


FEMALE 4,380 / MALE 690 / TOTAL IN EMPLOYMENT IN THE UK: 5,070

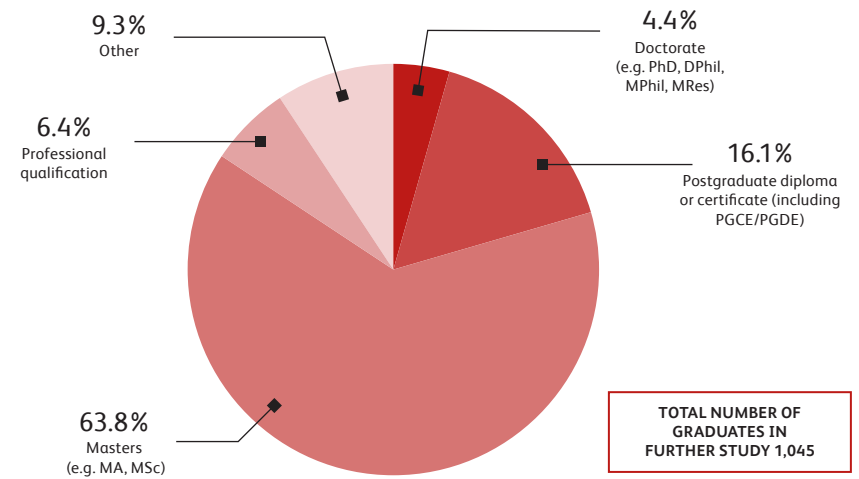
TOP TEN PROFESSIONAL JOBS



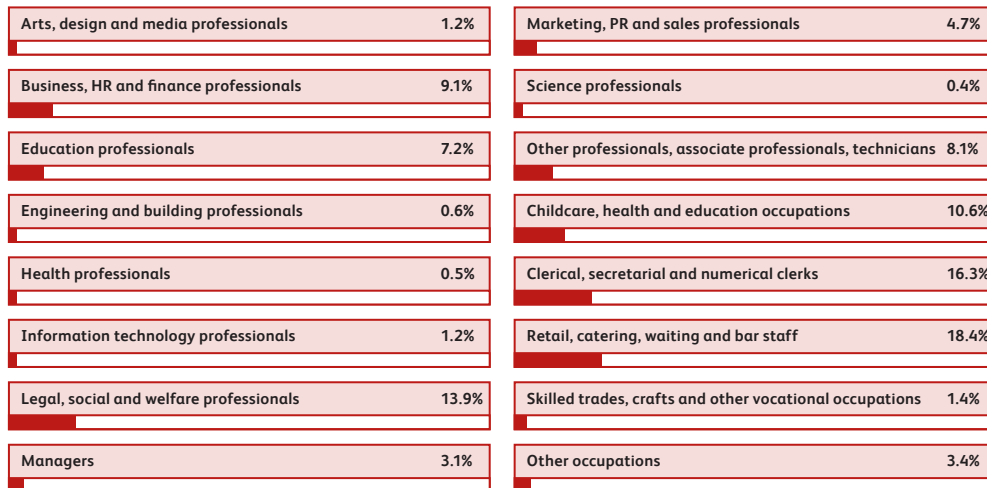
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

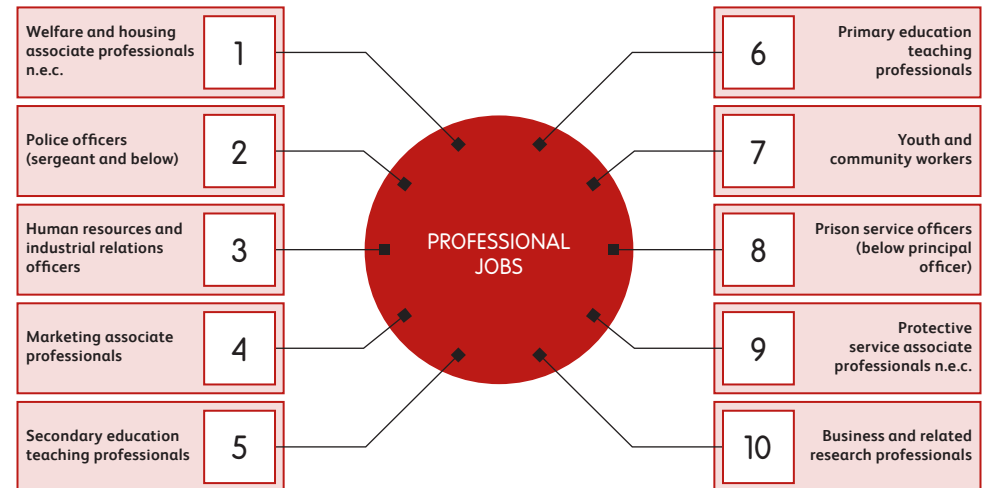


TYPE OF WORK FOR THOSE IN EMPLOYMENT

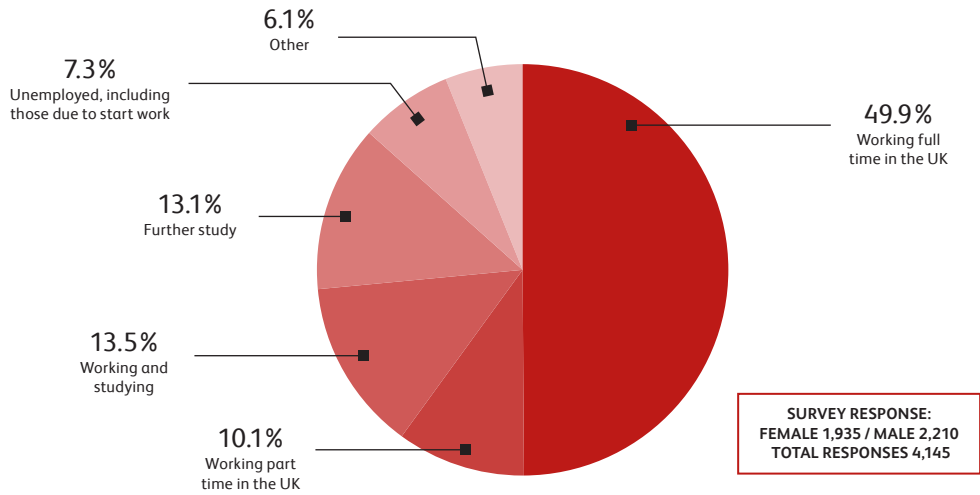


FEMALE 2,810 / MALE 670 / TOTAL IN EMPLOYMENT IN THE UK: 3,480

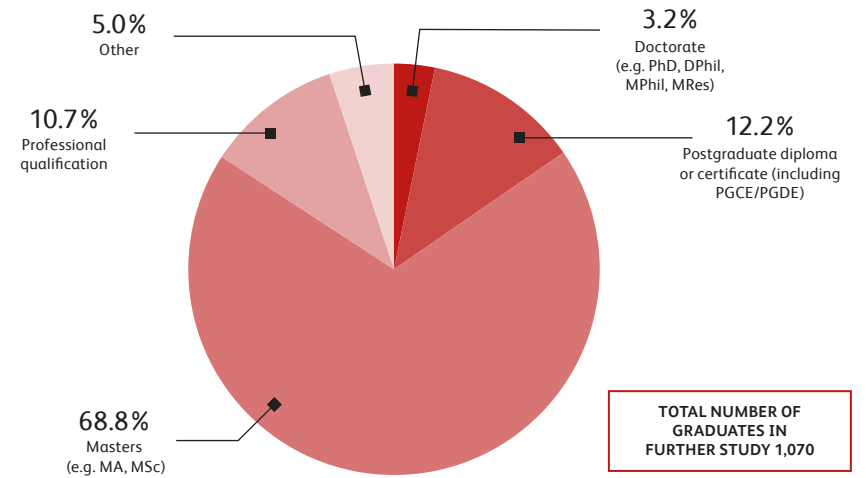
TOP TEN PROFESSIONAL JOBS



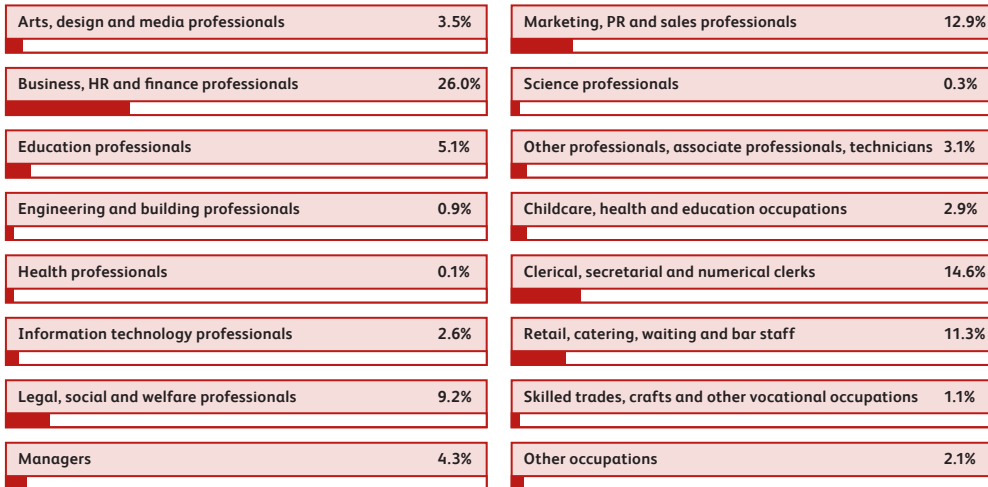
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

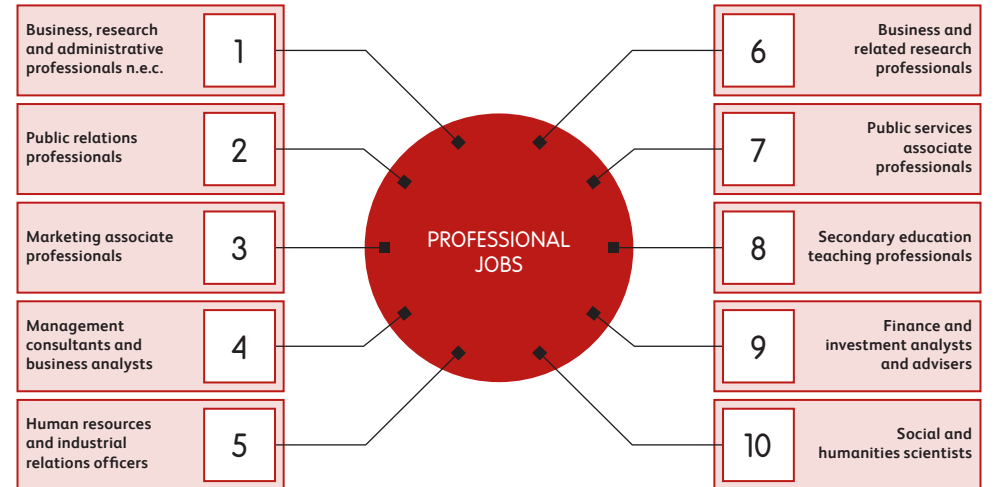


TYPE OF WORK FOR THOSE IN EMPLOYMENT



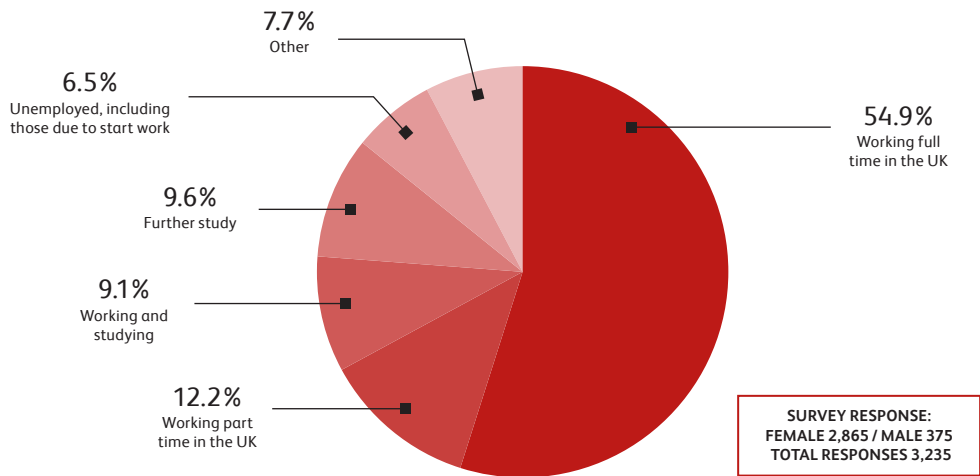
FEMALE 1,315 / MALE 1,390 / TOTAL IN EMPLOYMENT IN THE UK: 2,705

TOP TEN PROFESSIONAL JOBS

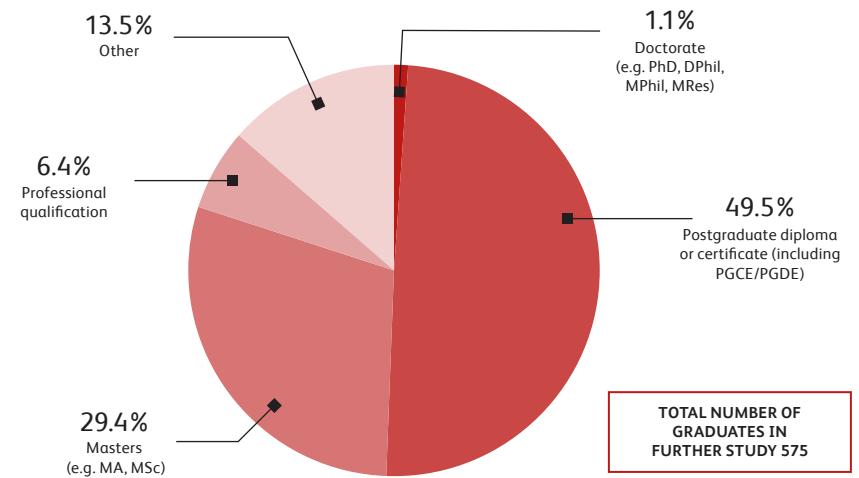


Education

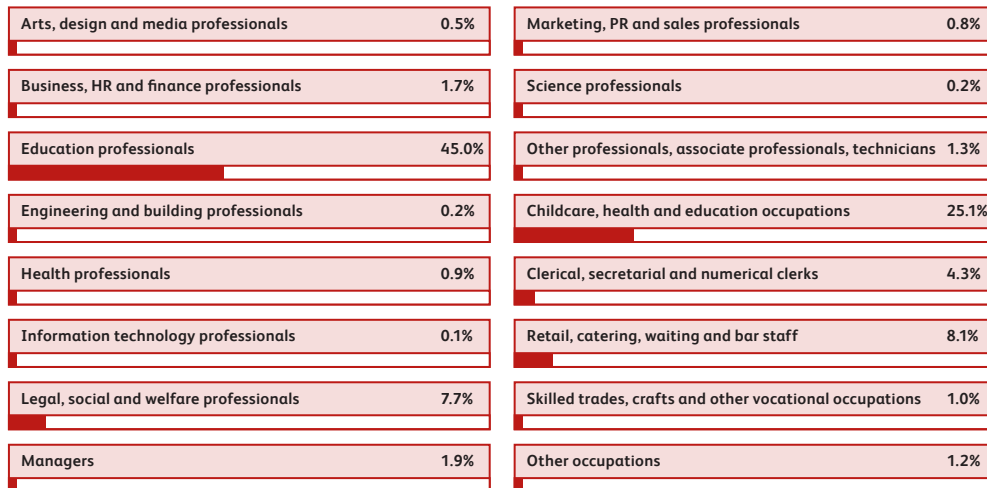
OUTCOMES FIFTEEN MONTHS AFTER GRADUATION



TYPE OF COURSE FOR THOSE IN FURTHER STUDY

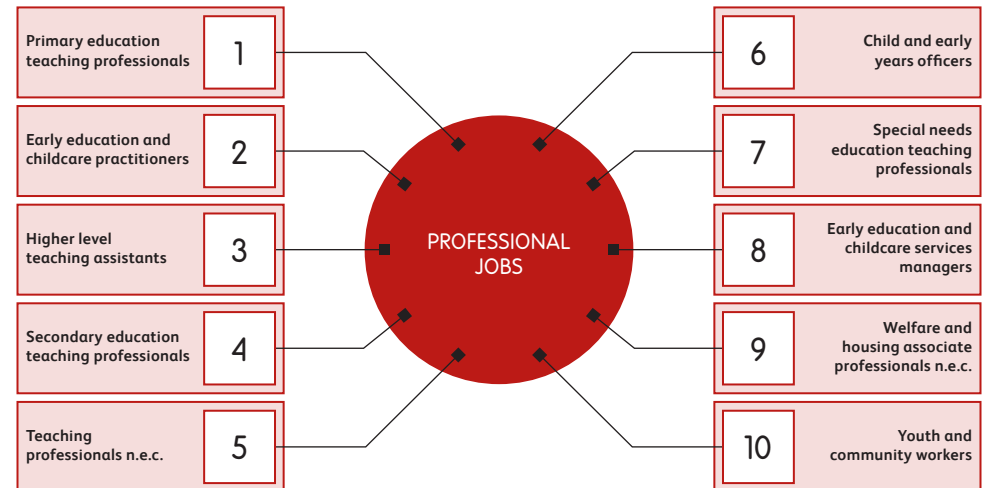


TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,930 / MALE 265 / TOTAL IN EMPLOYMENT IN THE UK: 2,195

TOP TEN PROFESSIONAL JOBS





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

Data explained: type of work

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.

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 / Book-keepers, 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 / Roundspersons 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 data

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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