

# What do graduates do?



**Science**

**Mathematics, IT  
and Computing**

**Engineering and  
Building Management**

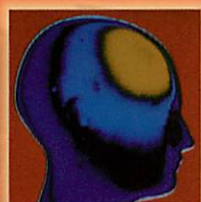
**Social sciences**

**Arts, Creative Arts  
and Humanities**

**Business and  
Administrative  
Studies**

**Foundation Degrees**

**Career planning  
for higher education  
and beyond**



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**The Association of Graduate Careers Advisory Services** (AGCAS) is the association for careers professionals in higher education. Membership is open to both institutions and individuals. Most of its training programmes and products are also available to non-members. See [www.agcas.org.uk](http://www.agcas.org.uk) for more information.

**UCAS** is the organisation responsible for managing applications to higher education courses in the UK. It provides an extensive range of publications, online

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services and events to enable students to make informed decisions about their higher education choices, and which keep education staff up-to-date with developments in the application process.

The UCAS website ([www.ucas.com](http://www.ucas.com)) is one of the most popular websites in the UK and the most heavily used educational one, with over 1.8 million unique users a month, mainly applicants searching the database of courses.

# Introduction – What Do Graduates Do?

This edition of What Do Graduates Do? (WDGD) presents the destinations of UK-domiciled first degree and Foundation degree graduates from the 2009/10 academic year. It gives a profile of how many leavers entered employment, the type of work they were doing, how many went on to further study, and the numbers unemployed six months after graduation.

To complement the data, there is an editorial for each subject area, written by specialist careers advisers, which discusses the data and presents case studies describing the career journeys that graduates have been on since they left university.

The publication aims to help those who are considering entering higher education, as well as teachers and advisers with responsibility for careers guidance, and parents concerned about their child's future prospects immediately after university.

## Where the figures in WDGD come from

The Higher Education Statistics Agency (HESA) is a government agency which collects national first destination information from higher education graduates on an annual basis. The information for this report was collected through a questionnaire sent out in winter 2010/11 to all UK- and EU-domiciled students who graduated in the previous academic year. The results of this 'Destinations of Leavers from Higher Education' (DLHE) survey represent a snapshot of the employment status and types of work of graduates six months after they graduated.

## What the data can tell us

The DLHE survey asks graduates what their current activity is, whether it be work, study, looking for work or even travelling. If employed, it asks for the job description and the kind of company the graduate works for, to give us a better understanding of the nature of the graduate's employment. It also helps us to get a picture of the patterns of further study and how destinations differ across subjects.

## What the data cannot tell us

The DLHE survey only presents a snapshot of graduates' destinations six months after they have received their qualifications. It does not ask for future career plans and as a result, cannot be used to answer questions about the intentions of new graduates, nor of their reasons for choosing some of the career options. In addition, only UK-domiciled graduates have been included in this publication.

## How the pages work

Each subject has two sets of data. The first data set and pie chart look at what all those graduates who replied to the DLHE survey were doing six months after graduating. This is the place to look if you want to know, for example, how many people studied that subject, the gender balance and how many were working or unemployed.

Under the further study categories, you will see illustrative examples of actual courses of further study taken by graduates from the year in question. They are provided to help students and advisers understand the range of options available with the subject.

The second section looks specifically at the types of work graduates were employed in six months after graduation. These figures refer to all UK-

domiciled graduates who were employed in the UK in either full-time paid work, part-time paid work, voluntary/ unpaid work or were working and studying. These jobs are arranged into a standard classification system devised by the Editorial Team and you will see illustrative examples of jobs that graduates from that subject were doing in the winter of 2010/11 at the time of the DLHE survey. Some employers, in particular small organisations and those who might only have recruited a very small number of graduates in the year, are not named directly so that the anonymity of their employees can be respected.

## How WDGD can help you....

### ...if you are a school pupil or student

You might be thinking about going to university and may also have an idea of what subject you might like to study, or you may already be at university looking at what career paths you could take with your degree and what to expect of the job market immediately after graduation. By reviewing the information in WDGD, you will get a better understanding of the options open to you from studying a degree or Foundation degree, and of how a particular subject might impact on your immediate career path after graduation. Looking at the subject lists, you can find out how many of the graduates secure employment and what jobs they go on to do, which might give you some ideas of where graduates begin in their careers. You can also find out how graduates from other subjects fare. There is also more general information about the current state of the job market, how to use your time at university to enhance your prospects and becoming self employed.

### ...if you are a teacher or adviser offering careers guidance

You can use WDGD as a basis for a wide range of guidance work including one-to-one guidance, tutor groups, career sessions for parents and higher education evenings and events.

### ...if you are a parent

You can use WDGD to get a better understanding of the graduate labour market so you can help your child prepare for what's ahead. You can also review the subject level information to help your child make the best decision for them.

## Have a broader perspective

It is important to remember that there are external factors which impact upon the figures presented, such as the state of the economy and the individual choices and circumstances of the graduates. As such, the information should not be used in isolation to make decisions about university or a particular career to aim for. The Real Prospects 2011 survey may help you understand more about what it is like to work in the specific roles that are identified in this book and can give you some examples of how to prepare for them and what to expect. The report of the findings from the Real Prospects 2011 survey can be found online at [www.hecsu.ac.uk](http://www.hecsu.ac.uk).

All of the information from this edition of 'What Do Graduates Do?' can also be found online at [www.prospects.ac.uk](http://www.prospects.ac.uk).

We hope you find this edition useful.

*Jennifer Redman/Paul Youngson*

# What do employers want?

A good degree is a pre-requisite in the graduate employment market, but this alone is not enough to secure your first graduate job.

With over 400,000 graduates leaving university every year, what can you do to stand out from the crowd? The skills you develop whilst at school/college and university and the experiences you gain will all help to give you the edge over the next candidate. This means it is essential to be proactive and engage in interests and work experience alongside your degree to help to enrich your life and your CV.

## So what employability skills do employers want?

The CBI defines employability skills as:

"a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy."<sup>1</sup>

The Future Fit report echoes this view, stressing that employability skills are essential for all graduates in today's job market.<sup>2</sup>

Analysis of years of national employer surveys suggests the desired skills for graduates fall into four broad areas. Table 1 lists some of these skills, along with examples of how you can develop them. Take a look at the examples given and take time to review your own skills. You may have already started this process if you have a Progress File/Personal Development Plan. Many university courses may require certain skills, especially vocational subjects like medicine or law. Look carefully at prospectuses and entry profiles on the UCAS website ([www.ucas.com](http://www.ucas.com)) to find out what they are looking for.

## Work experience and the benefits of volunteering

The Department for Education and Skills (DfES) research report, *Employer and University Engagement in the Use and Development of Graduate Level Skills*, highlighted that many employers preferred graduates from sandwich degrees, because they have gained practical experience and had a better idea about what the world of work had in store for them.<sup>3</sup> It isn't just paid work that is valued by employers; many also emphasise the benefits of volunteering in terms of skills development. According to Andrea Grace Rannard, Head of Infrastructure Development, Volunteering England:

"Volunteering is a savvy use of an individual's time, valued by employers. Volunteering provides an insight into a profession and a company, allows an individual to build confidence in a role, develop or enhance relevant skills, generate useful contacts that can offer "insider" knowledge, and potentially lead to paid positions. Overall, it is a great way of improving a CV."

A national survey exploring graduate employment: The Real Prospects 2011 survey highlighted that careers services have a role to play in convincing students of the benefits of getting some work experience while they are still at university. The report highlighted the fact that many students don't realise how important it is to have work experience on their CV until they begin applying for graduate jobs, by which point it is too late for them to take advantage of all the extracurricular activities on campus.<sup>4</sup>

## The value of a degree

There is compelling evidence that employers increasingly demand more skilled workers. Terence Perrin, Chairman of the Association of Graduate Recruiters (AGR), comments on the value of a university degree:

"There is no doubt that a university degree still has a very high currency with employers and a profound effect on a person's earning potential over a lifetime. Our membership of over 800 organisations involved in graduate recruitment still attaches great value to a university education and has remained committed to recruiting graduate talent through the recession. A degree remains an extremely worthwhile investment."<sup>5</sup>

This view is echoed by Libby Hackett, Director of University Alliance, who argues that the value of a degree is worth the investment for individuals and society.<sup>6</sup>

According to a study of graduates from 2005, three-and-a-half years after graduation, 81% of graduates were working in occupations classed as 'graduate occupations' and the most common reason for taking on their current job was 'It fitted into my career plans'.<sup>7</sup> Almost nine in ten (87%) graduates were also either very satisfied or fairly satisfied with their career to date. Another study, *The Class of '99*, conducted earlier on the 1999 graduate cohort three years after graduation also revealed that many graduates reported the advantages a degree brought to the workplace, in terms of writing, analysis, problem-solving and presentation skills, and these were skills most commonly felt to be used in graduate employment.<sup>8</sup>

It is, however, important to note that there is not always a correlation between the level of graduate skills or qualifications required in a job and the salary. As *The Class of '99* noted, some of the lowest-paid graduates were the most highly qualified, in areas such as academic research, librarianship and journalism.<sup>9</sup> For some graduates, the attraction of a psychologically rewarding career is greater than a "cash career".

## The university experience

Looking beyond financial considerations, the process of obtaining a degree and taking part in the whole university experience is often life changing – a time when knowledge, skills and personality are developed and values and networks are established. Obtaining a good degree along with some work experience will be of great benefit to your graduate job search, and probably financially lucrative too!

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9. *ibid*

**Useful Websites**

[www.prospects.ac.uk](http://www.prospects.ac.uk) – for a wealth of careers information specific to graduates

[www.volunteering.org.uk](http://www.volunteering.org.uk) – Volunteering England

[www.do-it.org.uk](http://www.do-it.org.uk) – for local volunteering opportunities

[www.worldwidevolunteering.org.uk](http://www.worldwidevolunteering.org.uk) – for international volunteering opportunities

**Table 1. Skills that employers want and how they can be developed**

Type of skill	Employers' requirements - "Buzz" words	Some examples of how the skills can be developed through interests, work experience and education
<b>Self-reliance skills</b>	<ul style="list-style-type: none"> <li>Self-awareness – purposeful, focused, self-belief, realistic</li> <li>Proactivity – resourceful, drive, self-reliant</li> <li>Willingness to learn – inquisitive, motivated, enthusiastic</li> <li>Self-promotion – positive, persistent, ambitious</li> <li>Networking – initiator, relationship-builder, resourceful</li> <li>Planning action – decision-maker, planner, able to prioritise</li> </ul>	<ul style="list-style-type: none"> <li>Duke of Edinburgh Award</li> <li>Young Enterprise Award</li> <li>Music band (play regularly at local venues)</li> <li>Participate in competitive sport</li> <li>Public speaking/debating society</li> <li>Amateur dramatics</li> </ul>
<b>People skills</b>	<ul style="list-style-type: none"> <li>Team working – supportive, organised, co-ordinator, deliverer</li> <li>Interpersonal skills – listener, adviser, co-operative, assertive</li> <li>Oral communication – communicator, presenter, influencer</li> <li>Leadership – motivator, energetic, visionary</li> <li>Customer orientation – friendly, caring, diplomatic</li> <li>Foreign language – specific language skills</li> </ul>	<ul style="list-style-type: none"> <li>Working in a shop/supermarket/restaurant</li> <li>Fundraising for charity</li> <li>Voluntary work</li> <li>Member of orchestra</li> <li>Play sport for team</li> <li>Guide/Scout leader</li> <li>Air Training Corps</li> </ul>
<b>General employment skills</b>	<ul style="list-style-type: none"> <li>Problem-solving – practical, logical, results orientated</li> <li>Flexibility – versatile, willing, multi-skilled</li> <li>Business acumen – entrepreneurial, competitive, risk taker</li> <li>IT/computer literacy – office skills, keyboard skills, software packages</li> <li>Numeracy – accurate, quick-thinker, methodical</li> <li>Commitment – dedicated, trustworthy, conscientious</li> </ul>	<ul style="list-style-type: none"> <li>Work experience/work shadowing</li> <li>Internships</li> <li>Young Enterprise Award</li> <li>Project work through studies</li> <li>Mensa membership</li> <li>Book club</li> <li>Member of local club/society</li> <li>Music grades</li> </ul>
<b>Specialist skills</b>	<ul style="list-style-type: none"> <li>Specific occupational skills – specialist relevant knowledge, e.g. languages, IT</li> <li>Technical skills – e.g. journalism, engineering, accounting, sales</li> </ul>	<ul style="list-style-type: none"> <li>European Computer Driving Licence (ECDL)</li> <li>Language skills</li> <li>Web design skills</li> <li>Writing for school/college newspaper</li> <li>First Aid at Work qualification</li> <li>NVQ qualification</li> </ul>

# Graduate employment review

2010 has seen a small but encouraging turnaround for the graduate labour market. Whilst there are signs of growth in the business and financial services sector creating more opportunities for recent graduates, 2011's ongoing reduction in public sector employment is likely to affect graduates. However, there is the suggestion that the private sectors modest growth in employment activities may offset slowing public sector recruitment<sup>1</sup> and there are certainly indications that for the graduates of 2010, the impact on employment in the early stages of the government's cuts in public spending have been buffered by the increase in job opportunities in the business and financial services sector.

## Graduate employment and unemployment

The figures taken from the Destinations of Leavers from Higher Education (DLHE) survey 2009/10 sparked debates on just how well the graduate labour market is improving since the depths of the recession in 2008/09. The number of graduates in employment six months after graduating in 2009/10 is recovering and seeing figures almost as high as in 2007. However, although the unemployment of graduates in 2010 has fallen, it remains high in comparison to the levels reported at the beginning of the recession.

## Types of work

In November 2008 The Daily Telegraph<sup>2</sup> reported that graduates were turning away from the salaries offered by organisations in the banking and finance sector to apply for roles within the public sector with increases in applications across the different services as they searched for job security. It appears that in 2010 there has been a reversal as there are fewer graduates in 2009/10 entering employment in the public sector and an increase in those entering the banking and finance sector. The 2010 edition of 'What Do Graduates Do?' reported a decline in the number of graduate entrants to the business and financial services sector six months after graduating, with a fall of 1% between 2008 and 2009. The new edition shows that the number of graduates in employment in the business and financial services sector has recovered to 7.5%, the same as that recorded in 2008. The number of graduates securing employment as financial analysts increased by 45.9% compared to 2008/09 levels.

Within the business and financial professionals and associate professionals classification, financial analyst wasn't the only occupation that showed an increase in the number of graduates securing employment compared to those graduating in 2008/09. The number of personnel and recruitment consultants/advisers increased by 81.8%. This makes it the occupation<sup>3</sup> with the largest gain in numbers on last year's figures.

The marketing, sales and advertising sector has seen the biggest increase by far in the number of graduates working in the sector, with a 30.8% increase on 2008/09. There is evidence that it's not just the graduates who studied marketing and advertising related degrees securing roles in the industry. It appears that the upturn in the marketing, sales and advertising sector is also providing more opportunities for employment to languages graduates.

However, science graduates have not fared as well this year in the graduate labour market, with fewer opportunities for employment. Unemployment has risen for chemistry and biology graduates as fewer graduates found employment as biochemists and biologists, a year-on-year decrease of 19% and 18% respectively. The number of graduates working as scientific researchers saw a decrease of 29.8% which may be due to the decline in spending in R&D in the UK<sup>4</sup> and to cuts in public sector technical services. In addition, the number of graduates securing

occupations as scientific research, analysis and development professionals decreased by 12.1% year-on-year.

The cuts in public spending are already having an impact on the number of graduates securing employment within the public sector. There is no major decline in the numbers of graduates working as nurses, doctors, and primary and secondary school teachers from the 2009/10 cohort but the clerical and secretarial posts in local government and the public administration and defence sector have been affected this year. Graduates working as local government clerical officers and assistants dropped from 530 in 2008/09 to 220 in 2009/10. There are also some graduate level public sector job roles that have employed fewer graduates, including social workers (2100 down to 1860 in 2009/10) and physiotherapists (1175 down to 895 in 2009/10).

## Employment in 'graduate occupations'

The recent recession has left the UK labour market in a state of uncertainty. But, whilst there are more redundancies still expected in the public sector, at the start of 2010 jobs were being created in the business and financial services sector. During the recession many of the organisations offering graduate vacancies reduced recruitment budgets.<sup>5</sup> In this kind of climate graduates are no longer just competing with the previous year's cohort, they are also competing against graduates from past cohorts who are still trying to get a graduate level occupation.<sup>6</sup> This has put more emphasis on knowing the type of job that graduates are undertaking in order to establish whether there is improvement in the graduate labour market.

A record number of graduates from 2009/10, 100,265, or 63.4% of those known to be working six months after graduation, found graduate level jobs.<sup>7</sup> This is an increase of 9.2% on the 2008/09 figure, further evidence of an improvement in the graduate employment market in the last year.

## Salaries

Although the employment rate has risen for graduates domiciled in the UK six months after graduating in 2009/10 the average salary, in common with salaries across the economy, hasn't seen a great change. Amongst first degree graduates working full time in the UK who have reported their salaries in the DLHE survey, the average salary ranged from £17,720 to £23,335 with London reporting the highest average salary of £22,480. As seen in the 2007/08 cohort of graduates, the average salary in Scotland saw the largest year-on-year increase from £19,965 in 2008/09 to £20,300 in 2009/10.

Not all regions across the UK experienced a rise in the average salary of graduates in full time employment six months after graduating in 2009/10. The North West and North East saw a year-on-year decrease of 2% and 2.8% respectively.

Table 2 shows the ranges of salary for some of the types of work reported in What Do Graduates Do? Protective service officers (e.g. armed forces officers) had a higher average salary than all of the other types of work (including those not in the table), this has not changed throughout the recession since they overtook health professionals as the highest average earners in 2007. The lower end of salary ranges, reported in the DLHE survey, are earned in administrative and clerical occupations. Many graduates begin their careers working in these occupations but do gradually move toward a higher level occupation relatively quickly, often within months.<sup>8</sup> Currently the salaries earned by graduates in general administrative jobs range between £13,600 and £17,575.

Table 1. Comparison for destinations of first degree graduates from 2009 to 2010, six months after graduation

Source: DLHE 2009/10	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
2009 graduates	224895	59.2%	15.4%	8.0%	8.9%	8.4%
2010 graduates	233864	62.2%	13.5%	7.6%	8.5%	8.3%

### Looking towards the future

There have been a lot of factors which have affected both the outcome and impact of the data presented in the previous editions of What Do Graduates Do? and will continue to affect the impact of this edition. The UK economy is still recovering from the recession which began in the second half of 2008. Graduates are still facing tough competition in the labour market and not just from their peers but also from recent year's graduates still trying to enter into graduate level employment.

Employers who participated in the AGR Graduate Recruitment Survey 2011: Summer Review found that the number of actual vacancies that they were able to offer in the beginning of the 2010/11 season were lower than expected as a result of the continuing slow pace of economic recovery.<sup>9</sup> The report shows signs of trepidation in the engineering and construction and building sectors, where a time of uncertainty due to changes in the structure of the sector in engineering and the continuing decline in work available in the construction and building sector due to cuts on public spending have had an impact on the recruitment budgets available for the latter part of the 2010/11 recruitment season.<sup>10</sup> However, the AGR employers remain optimistic for the growth in most private sector organisations as they are expecting to increase the number of vacancies offered to graduates and in some sectors increase salaries to compete for graduates.

This edition of What Do Graduates Do? shows that the graduate labour market did improve in 2010 with the employment rate increasing, the unemployment rate decreasing and the number of graduates securing a graduate level job reaching a record high. Slow but sustained economic recovery should be mirrored by a slow but sustained recovery in graduate employment but developments over the next few months will need to be closely monitored.

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Table 2. Range of average salaries of full time, first degree 2010 leavers who entered full-time employment in the UK by type of work

Protection service officers (e.g. officers in the armed forces)	£25,390 - £29,390
Health professionals (e.g. doctors, dentists and pharmacists)	£23,430 - £26,955
Business and statistical professionals (e.g. accountants, management consultants, economists)	£15,030 - £28,175
Engineering professionals	£19,665 - £26,890
Legal professionals (e.g. solicitors and lawyers)	£18,000 - £35,000
Information and communication technology professionals	£19,360 - £26,625
Science professionals	£17,890 - £25,580
Teaching professionals (e.g. secondary and primary school teachers)	£19,195 - £23,000
Architects, town planners, surveyors	£16,110 - £22,230
Artistic and literary occupations (e.g. artists, writers, musicians, directors)	£15,445 - £19,230
Social welfare associate professionals (e.g. youth and community workers, housing officers)	£15,655 - £18,710
General administrative occupations	£13,600 - £17,575
<b>All occupations</b>	<b>£17,720 - £23,335</b>

Source: DLHE 2009/10

# Working for yourself

'Universities are now called upon to play a key role in nurturing entrepreneurial skills in all graduates as well as ensuring that those who wish to start their own business are equipped to do so' Here Be Dragons? Enterprising Graduates in the Humanities.<sup>1</sup>

In today's economy entrepreneurial capability is deemed appropriate to success in any employment context. Initiatives embedded within curriculum development and wider teaching and learning strategies not only aim to encourage entrepreneurial and creative attitudes, but also increase the development of skills such as initiative, flexibility, leadership, problem solving, creativity, personal effectiveness and communication. Considerable emphasis continues to be placed on support, experience and encouragement for young people as pupils and students are increasingly being introduced to initiatives such as 'Make Your Mark', Young Enterprise and annual involvement with Enterprise Week. As a result many students entering university already have some exposure to and understanding of entrepreneurship. The creation of National Enterprise Academies is a recent initiative, designed to support 16-19 year olds. Led by Peter Jones of Dragons Den fame, the scheme offers courses and qualifications in enterprise.<sup>2</sup>

For students in higher education, funded initiatives are available to encourage business start-ups and small business growth. Students and graduates from all disciplines who are interested in gaining entrepreneurial skills alongside insight into what it takes to set up an enterprise should seek out events, workshops, resources, specialist advice and any funding and incubation facilities which might be available at their own institution. There may also be access to programmes and facilities enabling students to fully explore their business idea via an accredited programme, as part of their studies, or through a placement opportunity. An increasing number of students are now choosing to undertake courses of study which have enterprise and entrepreneurship as a component of their degree course. Examples of this might be 'Business and Enterprise' or 'Employability and Entrepreneurship'.

Many universities offer students the opportunity to join student led enterprise societies which are often associated with NACUE (National Consortium of University Entrepreneurs). These societies encourage and facilitate student participation in a variety of activities which enhance entrepreneurial knowledge and skills, and also create support networks for these budding entrepreneurs.

The National Council for Graduate Entrepreneurship (NCGE) offers funded programmes at a regional level, such as 'Flying Start' which supports students and 'Make it Happen' programme which supports graduates.

## Self Employed Graduates

The Destinations of Leavers from Higher Education (DLHE) survey is the data source from which this edition of What Do Graduates Do? is produced. As the framework for the data collection is six months after graduation, in terms of gauging trends in self-employment of new graduates, the conclusions we can draw from this are limited for several reasons. Businesses take time to establish and new graduates wishing to establish their own business often have no choice but to become employed for a period of time. This can be for financial reasons or to gain knowledge and experience of the sector in which they intend to start a business. A survey conducted six months after graduation is therefore a relatively short time to track the transition from university to self-employment. The data provides a useful "snapshot" that enables self employment in new graduates to be gauged by variables such as participation, subject, region, gender and ethnicity. This has been particularly important in recent years as the labour market has been severely affected by the recession.

What Do Graduates Do? recognises self employment as 'working for yourself', 'freelancing' and 'running your own business'.

- Of the 163,090 UK-domiciled first degree graduates who were in employment six months after graduation 7,225 were self-employed.
- The proportion of Foundation degree (4.9%) graduates who were self-employed within six months of graduation is slightly higher than the proportion of first degree graduates starting their own business (4.4%).
- Amongst first degree graduates who became self employed within six months of graduation, over half were male (54.4%). Self employed males accounted for 5.9% of all male first degree graduates in employment compared with 3.4% of females.
- Of those who completed Foundation degrees, males in self employment accounted for 5.1% of the total in employment - the figure was 4.8% for females.
- Graduates from ethnic minorities were slightly less likely than white graduates to be self employed six months after graduation. 3.7% of ethnic minority graduates were self employed compared to 4.5% of white graduates.
- Graduates from HEIs in London were the most likely to be self employed: 7.7% of first degree graduates from the region's institutions were self employed as a percentage of the total in employment six months after graduation. Graduates from the South East, South West and the East of England all showed higher rates of self employment compared to all first degree graduates in employment in the UK the overall national figure, accounting for 5.3%, 5.6% and 5.3% respectively. Overall, just under a quarter (22.2%) of self employed graduates studied at a London institution. 16.5% came from a university in the South East, 10.9% from the South West, and just under one in 10 (9.6%) studied at an institution in the North West.
- Not only do HEIs in London account for more self employed graduates than other regions, it is also the most popular region for self employed graduates to base their businesses. 17% of graduates who were self employed were working in London six months after graduation, compared with 13.8% of the total number of graduates who were in employment in London.

## Subjects of Study

Table 1 shows the subject areas with the highest numbers of graduates from 2009/10 in self employment. Graduates from design studies courses were most likely to be self employed within six months of graduation with 13.9% opting for this route. Self employment was also a popular choice for graduates who studied music (8.4%), drama (6.2%) and fine art (4.6%).

**Table 1: Subjects with highest numbers of graduates from 2010 in self employment (self employed as a % of all graduates in self employment)**

Design studies	13.9%	Computer science	3.1%
Music	8.4%	Business studies	3.0%
Drama	6.2%	Sports science	3.0%
Fine art	4.6%	English studies	2.6%
Cinematics & photography	4.5%	Combined	2.4%
Complementary medicine	3.8%	Psychology	2.0%
Media studies	3.4%		

Source: DLHE 2009/10

## Types of Work

Using the job classification system developed by Elias and Purcell for the Seven Years On study,<sup>3</sup> self employed graduates are less likely to be working in non graduate occupations: 14.5% of self employed graduates were classified as being in non graduate employment compared to 36.6% of all UK first degree graduates in employment. Self employed graduates are less likely to be in traditional graduate occupations (3.9%), but are more likely to work in niche areas (32.2%).



Evidence from this survey shows that the creative areas of art, design and media continue to lead the field in terms of those working for themselves, 32.1% of all graduates working as arts, design, culture and sports professionals in the UK are self employed or freelance.

It is likely that entrepreneurial initiatives, an increasing awareness of global markets including the electronic delivery of goods and services, and the raised profile of entrepreneurship (as a result of TV programmes such as Dragon's Den) may result in many other types of graduates considering and exploring self employment as a career option.

### Industry Sectors

Self employment was a popular choice for those working in the creative industries and this becomes evident when considering a range of indicators such as graduate employment choices, trends and job roles. 20% of self employed graduates working in the UK were employed in creative arts and entertainment activities. This was followed by other professional and scientific activities (11.6%), education (9.6%) and human health activities (6.9%).

Using the type of work categories developed for What Do Graduates Do?, 46.4% of self employed first degree graduates working in the UK were employed as arts, design, culture, or sports professionals. Common roles in this category are fine artists, commercial artists, clothing designers, photographers, musical instrument players, actors, directors and producers and web designers.

A vast array of resources exist to create awareness, inform and support self employment. These may be provided by specialist start up services and initiatives targeting groups such as women, ethnic minorities, STEM subject graduates, as well as regional initiatives and the growth of 'social enterprise' in the UK.<sup>4</sup> Many of these can be found in university careers services and enterprise centres who also offer advice, support and guidance on self employment.

### References

- 1 *Here Be Dragons? Enterprising Graduates in the Humanities*. Croucher et al, Sept 2007. A Higher Education Academy report published by the Languages Linguistic Area Studies (LLAS)s
- 2 Peter Jones Enterprise Academy - <http://pjea.org.uk/>
- 3 *Seven Years On: Graduate Careers in a Changing Labour Market*, Kate Purcell and Peter Elias, June 2004. See [www.hecsu.ac.uk](http://www.hecsu.ac.uk)
- 4 According to the Cabinet Office of the Third Sector ([www.cabinetoffice.gov.uk/third\\_sector](http://www.cabinetoffice.gov.uk/third_sector)), social enterprises are businesses with primarily social objectives whose surpluses are reinvested in the business or community, rather than being driven by the need to maximise profits for shareholders and owners.

### Further Reading

- *Good Small Business Guide: How to Start and Grow Your Own Business*, A&C Black, 2008.
- *Working for Yourself*, J.Reuvid, Kogan Page, 2009.
- *My big idea: 30 successful entrepreneurs reveal how they found inspiration*, R.Bridge, Kogan Page, 2006.
- *Your chance to save the world: the no-fibbing guide to Social Entrepreneurship*, Craig Dearden-Phillips, Directory of Social Change, 2008.
- *Anyone Can Do It: My Story*, Duncan Bannatyne, Orion, 2007.
- *Starting Your Own Business*, D Lester, Crimson, 2008.

### Useful Websites

[www.prospects.ac.uk/startup](http://www.prospects.ac.uk/startup) - Prospects website  
[www.nacue.com/](http://www.nacue.com/) - The National Consortium of University Entrepreneurs

[www.fsb.org.uk](http://www.fsb.org.uk) - The Federation of Small Businesses  
[www.chamberonline.co.uk](http://www.chamberonline.co.uk) - British Chamber of Commerce  
[www.freelanceuk.com](http://www.freelanceuk.com) - Creative freelance support  
[www.nesta.org.uk](http://www.nesta.org.uk) - NESTA  
[www.bis.gov.uk](http://www.bis.gov.uk) - Department for Business Innovation and Skills  
[www.thedesigntrust.co.uk](http://www.thedesigntrust.co.uk) - The Design Trust  
[www.flyingstartonline.com](http://www.flyingstartonline.com) - Flying Start Programme  
[www.makeyourmark.org.uk](http://www.makeyourmark.org.uk) - Make Your Mark  
[www.startups.co.uk](http://www.startups.co.uk) - Setting up a Business

### Case Study

#### Edwin, Entrepreneur

*Edwin recently completed a PhD in Financial Mathematics at the University of Manchester where he previously gained a first class degree in computer science and mathematics. Edwin is a social entrepreneur with a passion for water-related issues. He is known as The Water Guy and is the founder of GiveMeTap.*

During my studies I was an active member of the student enterprise society and I was inspired by the water supply difficulties and the plight of many of my relatives in Ghana. GiveMeTap is delivering solutions to enable easy access to water through developing water technologies, infrastructure and fundraising. You buy a blue recycled aluminium bottle for £7 and when you want a drink of water you take it into 'taps' - cafés and restaurants which have signed up as providers of the scheme. 70% of the company's profits go towards providing clean water and irrigation in Africa, helping communities in drought-stricken areas install clear water pumps.

I travelled to Namibia, Africa, where I worked alongside the local community and volunteers from All4One to help complete a water borehole project, helping 1,200 people get access to safe drinking water. With GiveMeTap, I created a business model connecting people in different parts of the world.

With the idea of 'the reusable water bottle with benefits', I entered a number of competitions and was awarded a series of awards and grants including, Shell LiveWIRE Grand Ideas Award of £1,000 at a National Consortium of University Entrepreneurs (NACUE) event, Venture Further Business Award (University of Manchester's business plan competition), Catalyst Award and UnLtd Development Award of £15,000. I also successfully gained access to new sponsors, mentors and new outlets, which are all vital to the development of the business.

In September 2010, I was nominated as 'Britain's top black graduate' by Future Leaders magazine.

There are currently 49 'taps' in the Manchester area and the businesses which take part all benefit from increased footfall and sales as well as good PR for being involved in a socially conscious scheme.

Now based in London, my target is the London 2012 Olympic Games. I am aiming to implement the scheme so that people can access free water when visiting the Olympic sites. However, my overall ambition is to provide one million people with access to clean water by 2015.

My advice to would-be student entrepreneurs is to choose to make meaning in this world and thus do something that you love to do instead of thinking about how much money you can make. Secondly, be bold and remember that 'if you don't ask you don't get'. Especially important to me since I frequently need to speak to company owners and ask them to support my water scheme. Above all, my key to success in both academic pursuits and social endeavours is to have as much fun as possible.

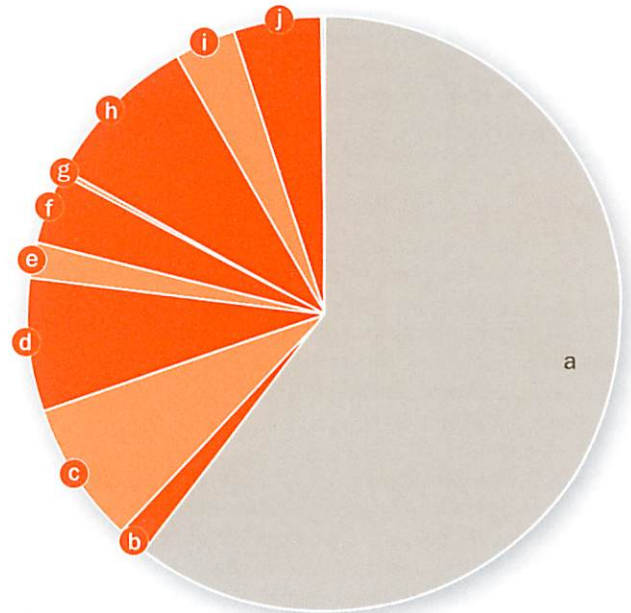
# All subjects

Survey response

GRADUATES FROM 2010

134695 Female  
 99170 Male  
 233865 Total responses  
 284165 Total graduates  
 82.3% Response

- a 60.4% In UK employment**  
 Includes those listing their activity as 'Full time paid work', 'Part time paid work', 'Voluntary or unpaid work' or 'Self-employed', in the UK
- b 1.8% In overseas employment**  
 Includes those listing their activity as 'Full time paid work', 'Part time paid work', 'Voluntary or unpaid work' or 'Self-employed', overseas
- c 7.6% Working and studying**  
 Includes those listing their activity as 'Full time work and full time study', 'Full time work and part time study', 'Part-time work and full-time study' and 'Part time work and part time study'
- d 7.3% Studying in the UK for a higher degree**  
 Includes those listing their activity as 'Entered study or training', in the UK, and describing it as 'Higher degree by research' or 'Higher degree - taught'
- e 2.0% Studying in the UK for a teaching qualification**  
 Includes those listing their activity as 'Further study', in the UK, and describing it as 'Diploma or certificate' or 'professional qualification' for teaching professionals
- f 4.0% Undertaking other further study or training in the UK**  
 Includes those listing their activity as 'Further study', in the UK, and describing it as 'Diploma or certificate (excluding PGCE) or professional qualification' for other than teaching professionals, 'First degree course', 'Private study' or 'Other study or training', in the UK
- g 0.2% Undertaking further study or training overseas**  
 Includes those listing their principal activity as 'Further study', overseas
- h 8.5% Believed to be unemployed**  
 Includes those describing their employment circumstances as 'Unemployed, and looking for employment, further study or training' or 'Due to start a job within the next month'
- i 3.4% Not available for employment, study or training**  
 Includes those describing their employment circumstances as 'Permanently unable to work', 'Temporarily unable to work', 'Retired', 'Looking after the home or family' and 'Taking time out in order to travel'
- j 4.9% Other**



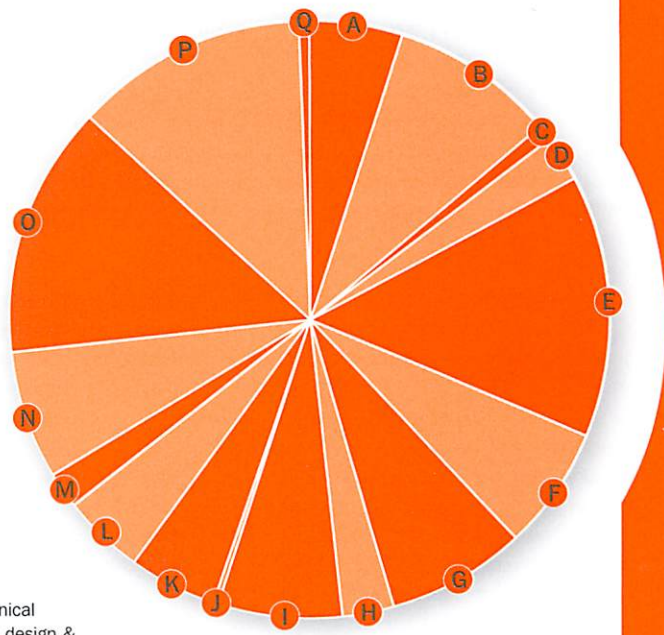
## Type of work for those in employment

# All subjects

GRADUATES FROM 2010

96680 Female  
66410 Male  
163090 Total

<b>A</b>	<b>5.1%</b>	<b>Marketing, Sales and Advertising Professionals</b> Includes advertising writers and executives; auctioneers, buying and purchasing officers; contract officers; estate, land or letting agents; fundraising, appeals and campaign organisers; market research analysts; marketing professionals; media planners; public relations officers; sales controllers, administrators, representatives and agents
<b>B</b>	<b>8.8%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Includes officers in the armed forces; general managers & administrators in national & local government, large companies & organisations; production managers in manufacturing, construction, mining & energy industries; specialist managers; financial institution & office managers, & civil service executive officers; managers in transport & storage; protective service officers; managers in farming, horticulture, forestry & fishing; managers & proprietors in service industries; and other managers & administrators
<b>C</b>	<b>0.8%</b>	<b>Scientific Professionals</b> Includes chemists; biological scientists & biochemists; physicists, geologists & meteorologists; and other natural scientists
<b>D</b>	<b>2.7%</b>	<b>Engineering Professionals</b> Includes civil, structural, municipal, mining & quarrying engineers; mechanical engineers; electrical engineers; electronic engineers; chemical engineers; design & development engineers; process & production engineers; planning & quality control engineers; and other engineers & technologists
<b>E</b>	<b>14.2%</b>	<b>Health Professionals and Associate Professionals</b> Includes medical practitioners; house officers; registrars & consultants; pharmacists & pharmacologists; ophthalmic & dispensing opticians; dental practitioners; veterinarians; nurses; midwives; medical radiographers; physiotherapists; chiropodists; medical technicians & dental auxiliaries; occupational & speech therapists, psychotherapists & other therapists; and other health professionals
<b>F</b>	<b>6.5%</b>	<b>Education Professionals</b> Includes university teaching professionals; further education teaching professionals; education officers, school inspectors; secondary (& middle school deemed secondary) education teaching professionals; primary (& middle school deemed primary) & nursery education teaching professionals; special education teaching professionals; examiners & moderators and other teaching professionals
<b>G</b>	<b>7.5%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Includes chartered & certified accountants; management accountants; actuaries, economists & statisticians; management consultants & business analysts; estimators & valuers; underwriters, claims assessors, brokers & investment analysts; taxation experts; personnel & industrial relations officers; transport and traffic advisors; events co-ordinators; recruitment agents; organisation & methods & work study officers
<b>H</b>	<b>2.9%</b>	<b>Information Technology Professionals</b> Includes computer systems & data processing managers; software engineers; computer analysts & programmers; computer & IT consultants; telecommunications professionals and network systems professionals
<b>I</b>	<b>6.4%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Includes authors, writers & journalists; artists, commercial artists & graphic designers; industrial designers & textile designers; clothing designers; actors, entertainers, stage managers, producers & directors; musicians; photographers, camera, sound & video equipment operators; professional athletes & sports officials; web designers and desk top publishers, assistants and operators.
<b>J</b>	<b>0.6%</b>	<b>Legal Professionals</b> Includes adjudicators, tribunal & panels members; barristers & advocates; clerks & officers of court; judges, magistrates, coroners & sheriffs; legal advisers, executives & paralegals and solicitors
<b>K</b>	<b>4.7%</b>	<b>Social &amp; Welfare Professionals</b> Includes community workers; counsellors; drug workers; housing and welfare officers; clinical, education, occupational & general psychologists; probation officers; social workers and youth workers
<b>L</b>	<b>4.4%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Includes general researchers; social science researchers; architects; town planners; surveyors; public service administrative professionals; registrars; clergy; librarians, archivists & curators; technicians; aircraft pilots, flight engineers & navigators; conservation, heritage & environmental protection officers; health and safety officers; industrial & trading standards inspectors; environmental health officers and careers advisers
<b>M</b>	<b>1.9%</b>	<b>Numerical Clerks and Cashiers</b> Includes accounts & wages clerks, book-keepers, & other financial clerks; counter clerks & cashiers; and debt, rent & other cash collectors
<b>N</b>	<b>6.8%</b>	<b>Other Clerical and Secretarial Occupations</b> Includes administrative & clerical officers & assistants in civil service & local government; filing & records clerks; other clerks; stores & despatch clerks & storekeepers; secretaries, personal assistants, typists, word processor operators; receptionists, telephonists & related occupations; and other clerical & secretarial occupations
<b>O</b>	<b>13.8%</b>	<b>Retail, Catering, Waiting and Bar Staff</b> Includes chefs & cooks, waiters & waitresses & bar staff; and sales assistants & check-out operators
<b>P</b>	<b>12.5%</b>	<b>Other Occupations</b> Includes assistant nurses & nursing auxiliaries; hospital ward assistants; ambulance staff; dental nurses; care assistants & attendants; nursery nurses; playground leaders; educational assistants; ncos and other ranks, armed forces; police officers; fire service officers; prison service officers; customs & excise officers & immigration officers; traffic wardens; security guards & related occupations; craft & related occupations (skilled and unskilled); other sales occupations; agricultural occupations; plant & machine operatives; and other occupations
<b>Q</b>	<b>0.3%</b>	<b>Unknown occupations</b>





# Science

2011 university application figures showed an increase in interest in all science subjects. By the end of June 2011, application figures for biology were up by 8.3% from the previous year, chemistry by 9.5% and physics by a massive 17.4%. There were also smaller increases for sports science (3.7%) and environmental science (5.2%)<sup>1</sup>.

A recent review by the National Higher Education Science, Technology, Engineering and Mathematics (STEM) Programme found that the 'analytical, problem-solving, numeracy and intellectual rigour skills' which these graduates have are rated most highly by employers and the industries which require these skills will be those driving the country as we move towards economic growth<sup>2</sup>.

There were increasing numbers of graduates in almost all areas with only environmental sciences seeing a small drop. Sports science saw the largest increase in numbers with approximately 400 more graduates this year.

## Destinations

In addition to the large increase in numbers, sports science graduates also enjoy the highest employment rate amongst scientists, at 64.7%, and the lowest unemployment, at just 6% (see Table 1), this is significantly less than the average unemployment for 09/10 graduates as a whole which currently stands at 8.5%.

Six months after graduation, science graduates, especially those from physics and chemistry, were more likely to have entered further study/training than those from other disciplines. 36.6% of physics graduates and 35.6% of chemistry graduates went on to further study (as a sole activity) compared with 13.5% of all first-degree graduates. The numbers of science graduates entering further study is a reflection on the fact that a postgraduate qualification is often very useful and, in many cases, even a prerequisite in order to pursue a research and development career within science.

Surprisingly, unemployment for biology and chemistry rose this year from 10.0% and 8.7% respectively whilst unemployment for the rest of the science cohort fell along with the average unemployment for all graduates. This represents the mixed picture that is being seen throughout the UK with only slow economic growth reported for the previous year<sup>3</sup> and an actual drop in production output<sup>4</sup>. These two indicators have a direct impact on the confidence of manufacturing and development companies to recruit scientists.

## Types of work

As mentioned, many graduates aspiring to enter science research and development take postgraduate degrees in order to improve their job prospects. This means that although scientific jobs remain important for many subjects, chemistry is the only course here where science is the most likely job outcome six months after graduation. In the most recent study 17.9% of employed chemistry graduates were working as scientific researchers six months following completion of their degree.

The types of work that physics graduates entered were perhaps more like their counterparts in mathematics than the other science subjects. Physics graduates were much more likely to enter a role in the finance industry than science. Nearly one in six, 16.2%, physics graduates went into business or finance jobs in a range of roles such as accountants, auditors, analysts and actuaries. This displays the adaptability of many science degrees and shows that there are more roles than the traditional science occupations open to science graduates.

## Salaries

Access to accurate salary data for prospective students is becoming more and more important to the current government and much is now available on the unistats<sup>5</sup> website and will soon be an integral part of Key Information Sets – comparable data which will be published about each course.

From the data available it is clear that physics graduates are well remunerated for their skills with an average salary of £18,300 in the North West of England and £27,200 in London just six months after graduation.

Biology and environmental science graduates earn slightly less than the national average with £14,100 (East Midlands) - £21,200 (London) and £13,700 (North East) - £21,600 (London) respectively. These graduates can however expect their salaries to rise quickly as they gain skills and experience within the workplace.

Chemistry graduates fare slightly better with averages of £16,800 in the East Midlands and £25,100 in London which is up on the averages seen around the UK. Sports scientists also receive a reasonable level of remuneration when compared to the national average at £15,100 (North East) - £19,800 (London).

A long-term study last decade found that science graduates earned £40,000 more than the average graduate over their working lives and around £70,000 for those with a postgraduate qualification<sup>6</sup>. Even those science graduates who enter on an average salary will be able to progress much quicker than those from some other subjects.

## References

1. UCAS media release, 7 July 2011.
2. National HE STEM Programme – Employability skills review, 17 May 2011.
3. Quarterly national accounts – ONS – 28 June 2011.
4. Index of Production – ONS – 9 August 2011.
5. [www.unistats.direct.gov.uk](http://www.unistats.direct.gov.uk).
6. The Economic Benefits of Higher Education Qualifications, PwC – January 2005.

## Case Studies

### Reuben, PhD student, molecular and genetic medicine

*Reuben graduated with a degree in biological sciences from the University of Birmingham in 2008. He went on to pursue an MRes in Molecular and Cellular Biology at the same university and is now pursuing a PhD in Molecular and Genetic Medicine at the University of Sheffield.*

I really enjoyed both my undergraduate and Masters courses. My undergraduate course gave me good broad knowledge of biology and biological concepts and was very useful for understanding how to approach certain scientific questions. My Masters course then provided me with crucial hands-on laboratory skills as well as practical and planning skills.

I particularly enjoyed the Masters course as it was lab based and allowed for more practical learning. I found it rewarding to have my own lab project to work on. This has continued as I've started pursuing my PhD. After earning my Masters degree, I knew I wanted to go on and pursue a PhD. I applied for PhDs at several universities. Upon applying to separate projects at Sheffield, my current supervisor emailed me about her PhD and the opportunities available in her lab. We then submitted a proposal

for funding. My background in biology was very important and relevant to securing my place in the PhD programme. I consistently use the skills and knowledge gained in my previous academic experience, and I have found that my undergraduate and Masters courses have helped prepare me to be successful in my current work.

A typical working day for me is split 50:50 between working in the labs on experiments and working in the office on paperwork, my lab book, compulsory modules, data interpretation and presentation. My favourite part of the work is having my own individual project to work on with various questions to answer. I like spending my time doing experiments in the lab in order to answer these questions. The independence is rewarding but the work also allows for collaboration and joint effort with colleagues. The most challenging part of the PhD programme has been writing up and doing the compulsory modules alongside the lab work.

My advice for students and graduates who want to pursue a PhD is to get as much experience as you can. Laboratory experience is particularly helpful in the biological sciences. It is also important to learn from experienced people quickly and find a topic which you can get really interested in.

**Remya, Development technologist**

*Remya has a degree in chemistry and works as a development technologist for International Paint.*

I started applying for jobs in my final year of university. I had completed a year in industry during my course and so had some experience of the application process. It was all about visibility, getting my CV on job websites and sending a tailored CV and covering letter out to employers and specialist recruitment agencies. Phone interviews, interviews and assessment centres were all part of the application process. I was eventually successful in gaining the role of development technologist for International Paint.

A chemistry degree is essential for my role. I work in research, trying to understand how individual components of a coating can affect properties. This means that I need to understand the chemistry of these components and whether there might be a more efficient way of using them.

Other key skills include communication, teamwork and results orientation. It is also important to be innovative, have a customer and quality focus and, most importantly, knowledge of health and safety requirements. I was heavily involved with the Royal Society of Chemistry during my time at university, and still am. The opportunities for networking and finding out about career options are really helpful. I also carry out visits to schools and meet other chemists to discuss how to spread the love of chemistry. There are a lot of employers who value membership of a professional body and the associated benefits.

I work with marine coatings, trying to ensure that marine vessels have the best protection and functionality with their coatings. I specifically look at environmentally-friendly coatings, which is where the future challenge lies. There is no fixed routine to my day - it just depends on the work that needs to be done. I work on a project by myself so control my own schedule, working in the lab or spending time in the office. Lab tasks can involve manufacture of paint, quality checking, performance testing of coatings and small scale lab tests such as dry times and viscosity measurements. Office tasks include formulating paint systems, updating lab books, research and meetings.

I also get the opportunity to experience the issues first hand by going to shipyards, attending training courses and visiting different parts of the world to meet experts and understand what is needed.

What I enjoy most about my job is the diversity, I'm not just the typical 'white coat' chemist that people normally associate with chemistry. I also like the responsibility, which gives me the opportunity to develop both myself and the technology. Working for a large company, the parent company is the largest coatings company in the world, also means that I have many opportunities for career development.

My advice to students is to get some work experience in the chemical industry. My placement year gave me an insight into the industry, as well as valuable skills, and prepared me for the real world when applying for jobs.

**Table 1. Destinations of first degree science graduates from 2010, six months after graduation**

Source: DLHE 2009/10	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
Biology	3490	48.2%	26.6%	6.8%	10.7%	7.7%
Chemistry	2330	42.8%	35.6%	6.0%	9.5%	6.1%
Environmental, Physical Geographical and Terrestrial Sciences	2645	54.3%	21.5%	7.1%	8.1%	8.9%
Physics	1960	37.7%	36.6%	7.3%	11.1%	7.3%
Sports Science	6495	64.7%	13.5%	7.7%	6.0%	8.0%
All subjects	233865	62.2%	13.5%	7.6%	8.5%	8.3%

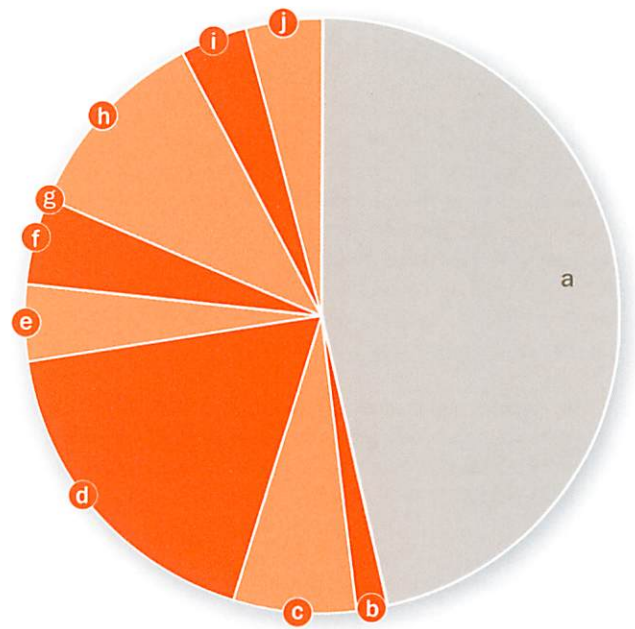
# Biology

Survey response

GRADUATES FROM 2010

**2130** Female  
**1360** Male  
**3490** Total responses  
**4200** All graduates  
**83.1** % response

- a **46.7%** In UK employment
- b **1.5%** In overseas employment
- c **6.8%** Working and studying
- d **17.8%** Studying in the UK for a higher degree
  - PhD Educational Psychology
  - PhD Medical Science
  - MRes Bioscience
  - MSc Nutrition
  - MSc Mechanical Engineering
- e **4.1%** Studying in the UK for a teaching qualification
  - PGCE Primary Science
  - PGCE Secondary Biology
- f **4.6%** Undertaking other further study or training in the UK
  - Professional Actuary Qualification
- g **0.2%** Undertaking other further study or training overseas
- h **10.7%** Believed to be unemployed
- i **3.7%** Not available for employment, study or training
- j **4.0%** Other



## Disciplines included

APPLIED BIOLOGY	CELL BIOLOGY	FRESHWATER BIOLOGY
APPLIED CELL BIOLOGY	DEVELOPMENTAL BIOLOGY	MARINE BIOLOGY
BEHAVIOURAL BIOLOGY	DEVELOPMENTAL/REPRODUCTIVE BIOLOGY	MARINE/FRESHWATER BIOLOGY
BIODIVERSITY	ECOLOGY	PARASITOLOGY
BIOLOGY	ENVIRONMENTAL BIOLOGY	POPULATION BIOLOGY
BIOLOGY NOT ELSEWHERE CLASSIFIED	EVOLUTION	REPRODUCTIVE BIOLOGY
BIOMETRY		

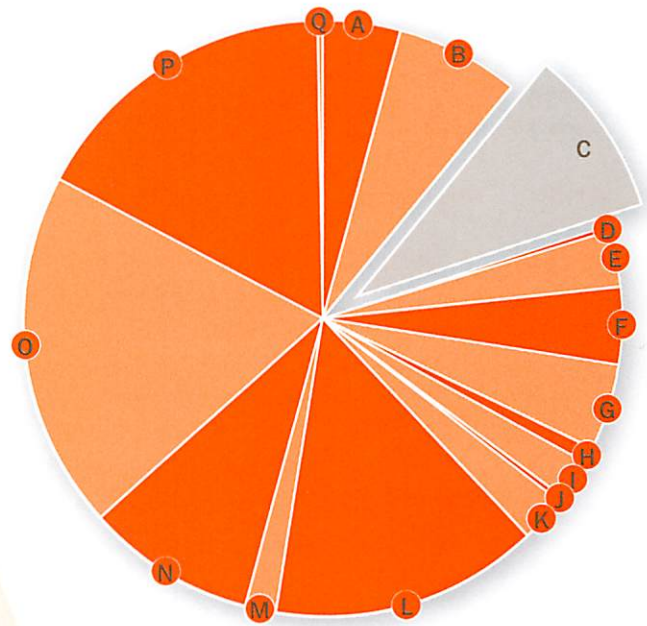
## Type of work for those in employment

# Biology

GRADUATES FROM 2010

1210 Female  
710 Male  
1920 Total

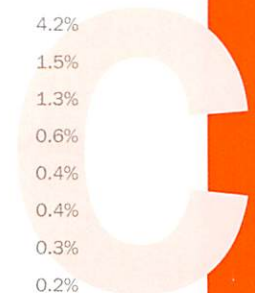
Category	Percentage	Occupation	Example
A	4.4%	Marketing, Sales and Advertising Professionals	Area Sales Manager, Menarini UK International Sales Executive, an international publishing and events organisation
B	6.7%	Commercial, Industrial and Public Sector Managers	
C	8.9%	Scientific Research, Analysis & Development Professionals	Biomedical Scientist, a hospital Analytical Chemist, Severn Trent Analytical Services Research Assistant, a UK university
D	0.5%	Engineering Professionals	
E	2.9%	Health Professionals and Associate Professionals	Medical Technician, NHS
F	4.3%	Education Professionals	
G	4.7%	Business and Financial Professionals and Associate Professionals	Chartered Accountant, Ernst and Young
H	0.9%	Information Technology Professionals	
I	2.1%	Arts, Design, Culture and Sports Professionals	Tennis Coach, a local tennis club
J	0.3%	Legal Professionals	
K	2.4%	Social & Welfare Professionals	
L	14.5%	Other Professionals, Associate Professional and Technical Occupations	Publishing Assistant, a professional body
M	1.8%	Numerical Clerks and Cashiers	
N	9.1%	Other Clerical and Secretarial Occupations	
O	19.5%	Retail, Catering, Waiting and Bar Staff	
P	16.8%	Other Occupations	
Q	0.2%	Unknown Occupations	



### Further breakdown

Scientific Research, Analysis & Development Professionals

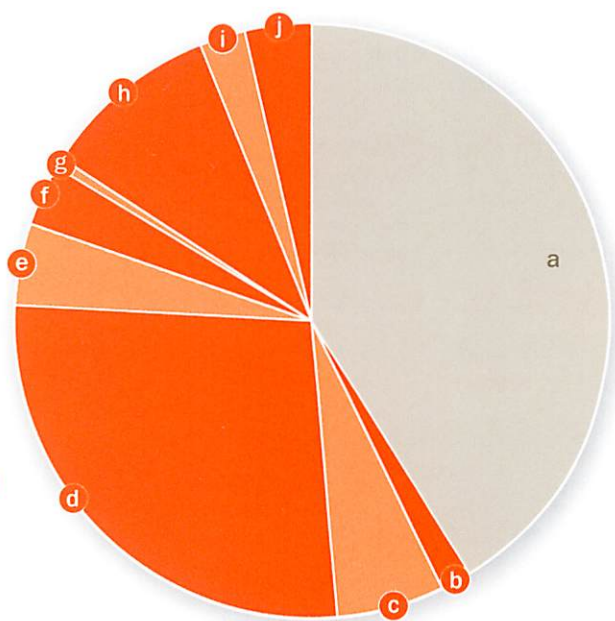
BIOCHEMISTS, MEDICAL SCIENTISTS	4.2%
SCIENTIFIC RESEARCHERS	1.5%
BIOLOGISTS	1.3%
AGRICULTURAL SCIENTISTS	0.6%
BIOLOGICAL SCIENTISTS AND BIOCHEMISTS	0.4%
PHYSIOLOGISTS	0.4%
BACTERIOLOGISTS, MICROBIOLOGISTS ETC.	0.3%
OTHER SCIENTISTS	0.2%



GRADUATES FROM 2010

**1010** Female  
**1315** Male  
**2330** Total responses  
**2720** All graduates  
**85.7** % response

a	<b>41.3%</b>	In UK employment
b	<b>1.5%</b>	In overseas employment
c	<b>6.0%</b>	Working and studying
d	<b>27.2%</b>	Studying in the UK for a higher degree MSc Catalysis
e	<b>4.4%</b>	Studying in the UK for a teaching qualification PGCE Secondary Chemistry
f	<b>3.4%</b>	Undertaking other further study or training in the UK
g	<b>0.5%</b>	Undertaking other further study or training overseas
h	<b>9.5%</b>	Believed to be unemployed
i	<b>2.5%</b>	Not available for employment, study or training
j	<b>3.6%</b>	Other



## Disciplines included

ANALYTICAL CHEMISTRY

APPLIED CHEMISTRY

BIOMOLECULAR CHEMISTRY

BIO-ORGANIC CHEMISTRY

CHEMISTRY

CHEMISTRY NOT ELSEWHERE CLASSIFIED

COLOUR CHEMISTRY

CRYSTALLOGRAPHY

ENVIRONMENTAL CHEMISTRY

INDUSTRIAL CHEMISTRY

INORGANIC CHEMISTRY

MARINE CHEMISTRY

MEDICINAL CHEMISTRY

ORGANIC CHEMISTRY

ORGANOMETALLIC CHEMISTRY

PETROCHEMICAL CHEMISTRY

PHARMACEUTICAL CHEMISTRY

PHYSICAL CHEMISTRY

POLYMER CHEMISTRY

STRUCTURAL CHEMISTRY



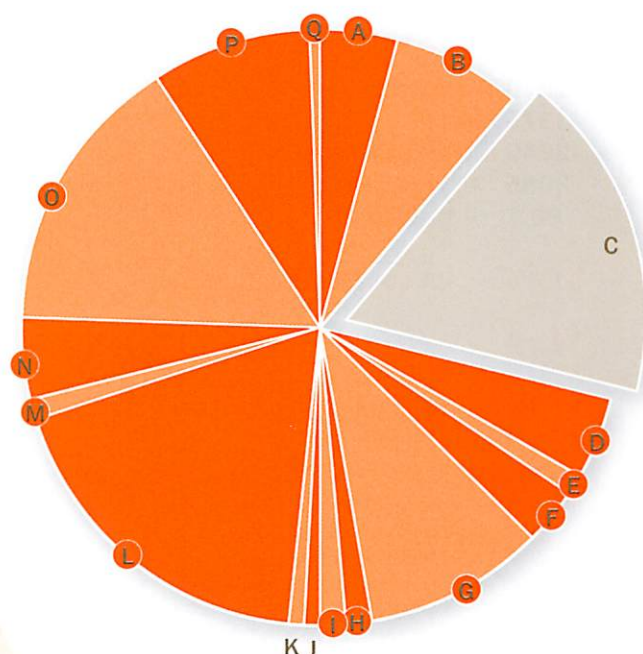
## Type of work for those in employment

# Chemistry

GRADUATES FROM 2010

525 Female  
610 Male  
1135 Total

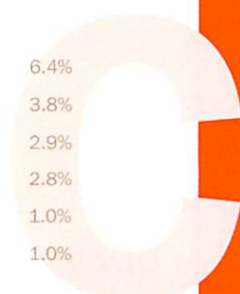
A	<b>4.2%</b>	Marketing, Sales and Advertising Professionals
B	<b>7.0%</b>	Commercial, Industrial and Public Sector Managers International Operations Graduate, British Sugar
C	<b>17.9%</b>	Scientific Research, Analysis & Development Professionals Research Assistant, a UK university Product Characterisation Scientist, Lonza Biologics Chemical Analyst, ICL Fertilizers Formulation Chemist, Unilever
D	<b>4.4%</b>	Engineering Professionals
E	<b>1.2%</b>	Health Professionals and Associate Professionals Paramedic, Yorkshire Ambulance Service
F	<b>3.1%</b>	Education Professionals
G	<b>9.7%</b>	Business and Financial Professionals and Associate Professionals Accountant, KPMG Tax Analyst, Barclays
H	<b>1.2%</b>	Information Technology Professionals
I	<b>1.6%</b>	Arts, Design, Culture and Sports Professionals
J	<b>0.5%</b>	Legal Professionals Trainee Patent Attorney, Procter & Gamble
K	<b>1.0%</b>	Social & Welfare Professionals
L	<b>18.2%</b>	Other Professionals, Associate Professional and Technical Occupations Validation Technician, Severn Trent Water
M	<b>1.1%</b>	Numerical Clerks and Cashiers
N	<b>4.5%</b>	Other Clerical and Secretarial Occupations
O	<b>15.5%</b>	Retail, Catering, Waiting and Bar Staff
P	<b>8.5%</b>	Other Occupations Officer Cadet, HM Forces
Q	<b>0.4%</b>	Unknown occupations



### Further breakdown

Scientific Research, Analysis & Development Professionals

CHEMISTS	6.4%
RESEARCH/DEVELOPMENT CHEMISTS	3.8%
ANALYTICAL CHEMISTS	2.9%
SCIENTIFIC RESEARCHERS	2.8%
BIOCHEMISTS, MEDICAL SCIENTISTS	1.0%
OTHER SCIENTISTS	1.0%



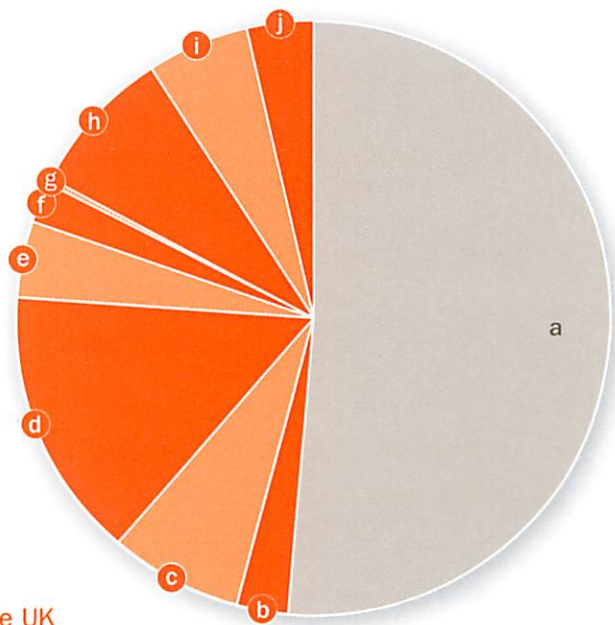
# Environmental, physical geographical and terrestrial sciences

Survey response

GRADUATES FROM 2010

**1270** Female  
**1375** Male  
**2645** Total responses  
**3085** All graduates  
**85.7** % response

- a **51.6%** In UK employment
- b **2.7%** In overseas employment
- c **7.1%** Working and studying
- d **14.9%** Studying in the UK for a higher degree  
 PhD Biological Science  
 MSc Environmental Economics  
 MSc Physical Geography  
 MSc Freshwater and Coastal Sciences
- e **4.0%** Studying in the UK for a teaching qualification
- f **2.3%** Undertaking other further study or training in the UK
- g **0.3%** Undertaking other further study or training overseas
- h **8.1%** Believed to be unemployed
- i **5.4%** Not available for employment, study or training
- j **3.6%** Other



## Disciplines included

APPLIED ENVIRONMENTAL SCIENCES  
 BIOGEOGRAPHY  
 CARTOGRAPHY  
 CLIMATOLOGY  
 ENVIRONMENTAL GEOGRAPHY  
 ENVIRONMENTAL SCIENCES

GEOGRAPHICAL AND ENVIRONMENTAL SCIENCES  
 NOT ELSEWHERE CLASSIFIED  
 GEOGRAPHICAL INFORMATION SYSTEMS  
 GEOMORPHOLOGY  
 HYDROLOGY  
 MARITIME GEOGRAPHY

METEOROLOGY  
 PHYSICAL GEOGRAPHY  
 POLLUTION CONTROL  
 REMOTE SENSING  
 SOIL SCIENCE  
 TOPOGRAPHY

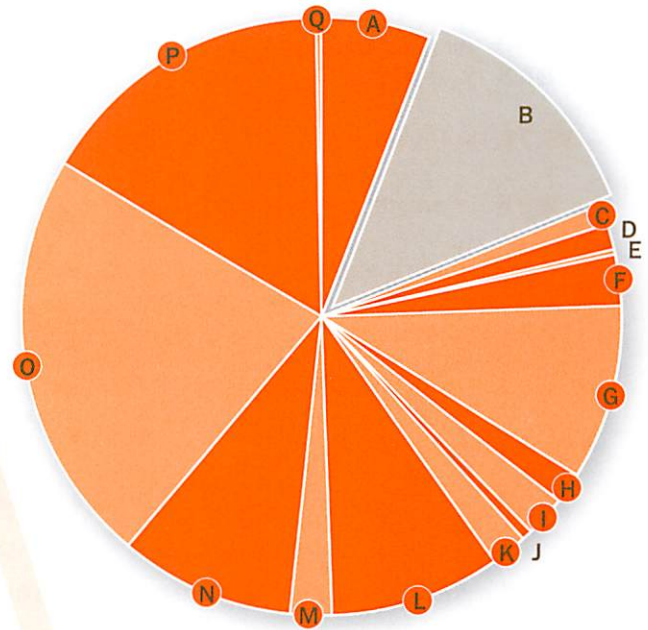
Type of work  
for those in  
employment

# Environmental, physical geographical and terrestrial sciences

GRADUATES FROM 2010

790 Female  
835 Male  
1625 Total

A	<b>6.1%</b>	Marketing, Sales and Advertising Professionals
B	<b>12.9%</b>	Commercial, Industrial and Public Sector Managers
C	<b>1.1%</b>	Scientific Research, Analysis & Development Professionals
D	<b>1.4%</b>	Engineering Professionals Construction Engineer, an environmental organisation
E	<b>0.4%</b>	Health Professionals and Associate Professionals
F	<b>2.8%</b>	Education Professionals
G	<b>9.4%</b>	Business and Financial Professionals and Associate Professionals Graduate Project Manager, a marine maintenance organisation
H	<b>1.6%</b>	Information Technology Professionals
I	<b>2.5%</b>	Arts, Design, Culture and Sports Professionals
J	<b>0.3%</b>	Legal Professionals
K	<b>2.2%</b>	Social & Welfare Professionals
L	<b>9.0%</b>	Other Professionals, Associate Professional and Technical Occupations Conservation Officer, a wildlife trust Quality Assurance Technician, DSM Nutritional Products
M	<b>2.4%</b>	Numerical Clerks and Cashiers
N	<b>9.2%</b>	Other Clerical and Secretarial Occupations
O	<b>22.5%</b>	Retail, Catering, Waiting and Bar Staff
P	<b>16.1%</b>	Other Occupations
Q	<b>0.2%</b>	Unknown Occupations



## Further breakdown

Commercial, Industrial and Public Sector Managers

RETAIL AND WHOLESALE MANAGERS	2.4%
PRODUCTION, WORKS AND MAINTENANCE MANAGERS	1.0%
MANAGERS AND PROPRIETORS IN OTHER SERVICES NOT ELSEWHERE CLASSIFIED	0.7%
SALES MANAGERS	0.6%
PUBLICANS AND MANAGERS OF LICENSED PREMISES	0.5%
RESTAURANT AND CATERING MANAGERS	0.4%
ARMY OFFICERS	0.4%
OFFICE MANAGERS	0.4%
CHARITY OFFICERS	0.4%
OTHER COMMERCIAL, INDUSTRIAL AND PUBLIC SECTOR MANAGERS	6.1%



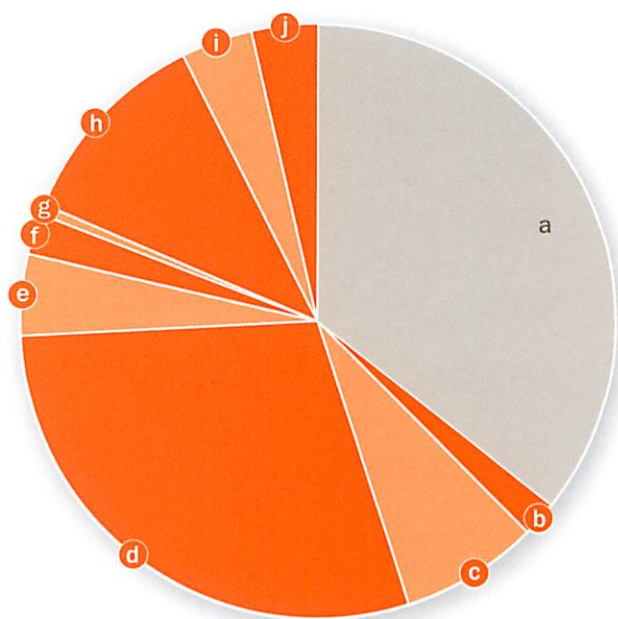
# Physics

Survey response

GRADUATES FROM 2010

**410** Female  
**1550** Male  
**1960** Total responses  
**2240** All graduates  
**87.5** % response

- a **35.7%** In UK employment
- b **2.0%** In overseas employment
- c **7.3%** Working and studying
- d **29.3%** Studying in the UK for a higher degree  
 PhD Manufacturing Engineering  
 PhD Theoretical Physics  
 MSc Biophotonics  
 MA Systems Engineering
- e **4.4%** Studying in the UK for a teaching qualification  
 PGCE Physics
- f **2.2%** Undertaking other further study or training in the UK  
 BSc Maths
- g **0.6%** Undertaking other further study or training overseas
- h **11.1%** Believed to be unemployed
- i **3.9%** Not available for employment, study or training
- j **3.4%** Other



## Disciplines included

ACOUSTICS

APPLIED PHYSICS

ATMOSPHERIC PHYSICS

CHEMICAL PHYSICS

COMPUTATIONAL PHYSICS

ELECTROMAGNETISM

ENGINEERING PHYSICS

ENVIRONMENTAL PHYSICS

LASER PHYSICS

MARINE PHYSICS

MATHEMATICAL & THEORETICAL PHYSICS

MEDICAL PHYSICS

NUCLEAR AND PARTICLE PHYSICS

OPTICAL PHYSICS

PHYSICS

PHYSICS NOT ELSEWHERE CLASSIFIED

QUANTUM MECHANICS

RADIATION PHYSICS

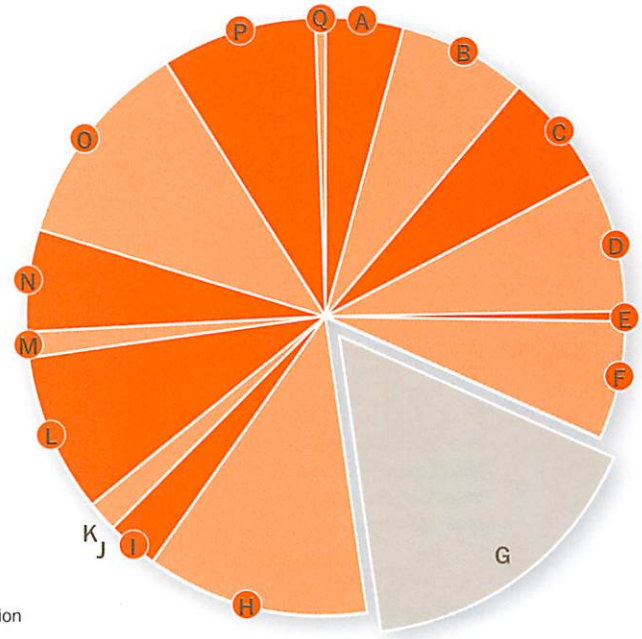
SOLID STATE PHYSICS

## Type of work for those in employment

# Physics

GRADUATES FROM 2010

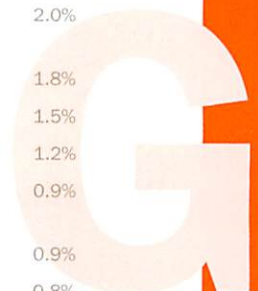
	<b>205</b>	Female
	<b>675</b>	Male
	<b>880</b>	Total
<b>A</b>	<b>4.3%</b>	<b>Marketing, Sales and Advertising Professionals</b> Sales Manager, Next
<b>B</b>	<b>7.1%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Programme Management Graduate, Rolls Royce
<b>C</b>	<b>5.9%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b> Mathematical Modeller, a car manufacturer Research Scientist, a UK university
<b>D</b>	<b>7.6%</b>	<b>Engineering Professionals</b> Quality Assurance Engineer, a carrier system and software solutions organisation Sound Engineer, a students' union Systems Engineer, Lockheed Martin UK Graduate Scheme Engineer, a technology solutions organisation
<b>E</b>	<b>0.6%</b>	<b>Health Professionals and Associate Professionals</b> Dosimetrist, a hospital Trainee Medical Physicist, NHS
<b>F</b>	<b>6.3%</b>	<b>Education Professionals</b>
<b>G</b>	<b>16.2%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Business Analyst, American Express Strategy and Change Consultant, IBM Valuations Assistant, an investment company
<b>H</b>	<b>12.1%</b>	<b>Information Technology Professionals</b> Software Development Engineer, Cisco Information Systems Graduate, Centrica
<b>I</b>	<b>2.6%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Jazz Pianist, an entertainment lounge
<b>J</b>	<b>0.2%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>1.6%</b>	<b>Social &amp; Welfare Professionals</b>
<b>L</b>	<b>8.5%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
<b>M</b>	<b>1.6%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>5.6%</b>	<b>Other Clerical and Secretarial Occupations</b>
<b>O</b>	<b>11.4%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>8.3%</b>	<b>Other Occupations</b>
<b>Q</b>	<b>0.4%</b>	<b>Unknown Occupations</b>



### Further breakdown

Business and financial professionals and associate professionals

FINANCIAL ANALYSTS	2.6%
ACTUARIES	2.0%
ORGANISATION, METHODS AND BUSINESS SYSTEMS ANALYSTS	1.8%
CHARTERED ACCOUNTANTS	1.5%
MANAGEMENT CONSULTANTS	1.2%
BUSINESS ANALYSTS	0.9%
PERSONNEL AND RECRUITMENT CONSULTANTS/ADVISERS	0.9%
EXAMINERS/AUDITORS	0.8%
OTHER BUSINESS AND FINANCIAL PROFESSIONALS	4.5%



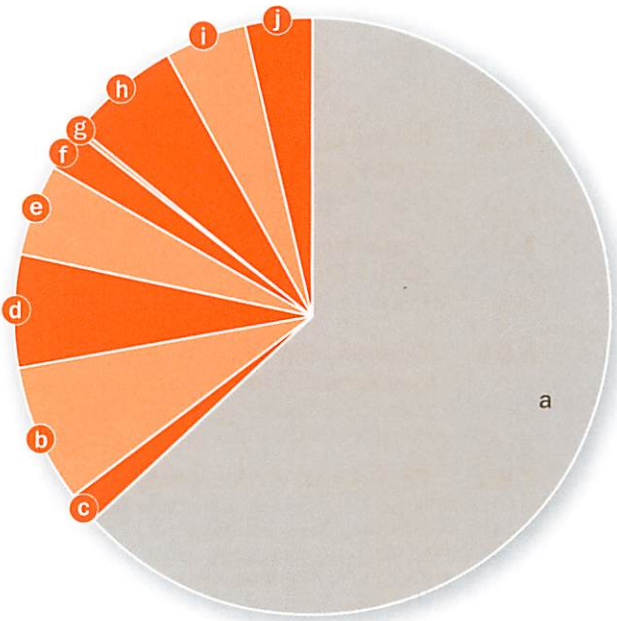
# Sports science

Survey response

GRADUATES FROM 2010

2455 Female  
 4035 Male  
 6495 Total responses  
 7835 All graduates  
 82.9 % response

- a **63.3%** In UK employment
- b **1.5%** In overseas employment
- c **7.7%** Working and studying
- d **6.0%** Studying in the UK for a higher degree  
 PhD Sports Science  
 MSc Clinical Physiology  
 MSc Sport Science  
 MSc Sport Nutrition
- e **4.9%** Studying in the UK for a teaching qualification  
 PGCE Primary
- f **2.4%** Undertaking other further study or training in the UK
- g **0.2%** Undertaking other further study or training overseas
- h **6.0%** Believed to be unemployed
- i **4.4%** Not available for employment, study or training
- j **3.6%** Other



## Disciplines included

- EXERCISE SCIENCE
- SPORTS CONDITIONING
- SPORTS SCIENCE AND TECHNOLOGY DEVELOPMENT
- PHYSICAL EDUCATION AND SPORTS SCIENCE
- SPORTS DEVELOPMENT
- SPORTS THERAPY
- SCIENCE IN HEALTH, EXERCISE AND SPORT
- SPORTS REHABILITATION AND INJURY PREVENTION
- SPORTS BIOMEDICINE
- SPORTS SCIENCE AND COACHING

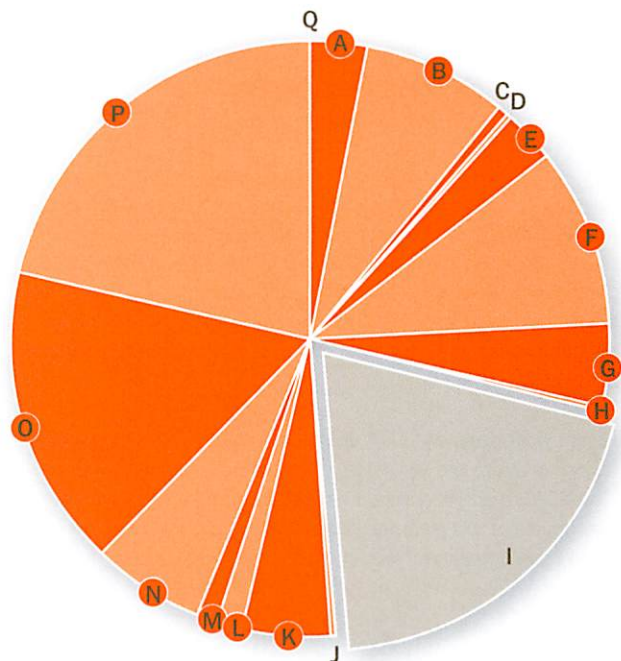
## Type of work for those in employment

# Sports science

GRADUATES FROM 2010

1760 Female  
2940 Male  
4705 Total

A	<b>3.2%</b>	<b>Marketing, Sales and Advertising Professionals</b> Marketing Executive, a sportswear design company Public Relations Officer, a nightclub
B	<b>7.8%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Community Manager, a local sports authority Retail Manager, O2 Army Officer, Ministry of Defence
C	<b>0.6%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>0.3%</b>	<b>Engineering Professionals</b>
E	<b>2.6%</b>	<b>Health Professionals and Associate Professionals</b> Physiotherapist, a rugby club
F	<b>9.8%</b>	<b>Education Professionals</b> Sports Coordinator, a secondary school Development Officer, a rugby club Vocational Trainer, Fire and Rescue Service
G	<b>4.3%</b>	<b>Business and Financial Professionals and Associate Professionals</b>
H	<b>0.5%</b>	<b>Information Technology Professionals</b> Web Developer, a football club website
I	<b>19.7%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Sports Coach, a football club Sports Scientist, a football club
J	<b>0.1%</b>	<b>Legal Professionals</b>
K	<b>4.7%</b>	<b>Social &amp; Welfare Professionals</b>
L	<b>1.6%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
M	<b>1.0%</b>	<b>Numerical Clerks and Cashiers</b>
N	<b>6.1%</b>	<b>Other Clerical and Secretarial Occupations</b>
O	<b>16.4%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
P	<b>21.2%</b>	<b>Other Occupations</b>
Q	<b>0.0%</b>	<b>Unknown Occupations</b>



### Further breakdown

Arts, Design, Culture and Sports Professionals

SPORTS COACHES, INSTRUCTORS	10.3%
FITNESS INSTRUCTORS	4.2%
SPORTS COACHES, INSTRUCTORS AND OFFICIALS	1.6%
SPORTS OFFICIALS	1.6%
SPORTS AND FITNESS OCCUPATIONS NOT ELSEWHERE CLASSIFIED	0.9%
SPORTS PLAYERS	0.4%
OTHER SPORTS AND FITNESS PROFESSIONALS	0.7%



# Mathematics, IT and Computing

Employment figures for graduates from mathematics and information technology (IT) related degrees have benefited from the tentative recovery in the graduate labour market in 2010. They have traditionally favoured careers in business, finance and IT, areas where, according to the 2011 High Fliers report, graduate recruitment levels have seen a slow improvement in the past year, with an increase of 12.6% in vacancies.<sup>1</sup>

The skills gained from undertaking a science, technology, engineering or mathematics (STEM) degree are valued by companies across sectors (according to the Education and Skills Survey 2011, 41% of firms favour graduates from STEM degrees<sup>2</sup>). Alongside their academic knowledge and technical ability, graduates can demonstrate their employability through evidence of 'softer' skills (e.g. team working, problem solving and creative thinking skills).

Gaining relevant work experience will enable graduates - in the application process - to demonstrate the skills and competencies required by the employer. The 2011 High Fliers report estimated that around a third of this year's vacancies at top graduate recruiters are to be filled by applicants who have already worked for the company.

## Graduate Destinations

### Mathematics

- Table 1 shows that, according to the Destinations of Leavers from Higher Education survey, the employment levels rose amongst mathematics graduates by 3.7 percent to 45.3% in 2010.
- Around a quarter of mathematics graduates chose to undertake further study after leaving university (almost twice the proportion of UK graduates across all disciplines).
- Unemployment levels improved by almost one percent to 9.5% alongside the initial recovery in the graduate labour market.

### IT

- In 2010, the proportion of IT graduates who were employed six months after graduation (including those working and studying) went up to 68.6% compared to 64% in the previous year.
- The proportion of those going on to further study fell in 2010 to 9.5%, with the biggest drop seen in those studying for a higher degree in the UK (6.4% compared to 7.5% last year).
- The unemployment rate for IT graduates from 2009/10 reflects the improving graduate labour market, with a decrease of over 2% to 14.2%.
- Students beginning IT-related degrees now will hopefully benefit from an improved economic climate by the time they graduate.

## Types of Work

Over a third of mathematics graduates who found employment were working as business or financial professionals, reflecting the increase in the number of graduate vacancies in this career area during 2010. The analytical skills and mathematical competence developed during their course continue to make these graduates attractive to employers. Graduates found work as actuaries (7.6%), chartered accountants (5.0%) and financial analysts (5.0%). Government and industry are working together to promote STEM subjects at schools<sup>3</sup>, so it is encouraging that 7.9% of employed mathematic graduates work as education professionals after their degree and 7.5% undertook a teaching qualification.

It is not surprising that, six months after graduating in 2009/10, 44.2% (up from 38.9% in 2009) of employed IT graduates are working as IT professionals, especially as the jobs in this area require the application of technical knowledge gained during their course. Within this group, the majority became software designers and engineers (14.4%), computer

analysts and programmers (7.4%) or web developers and producers (5.8%). The increase of over five percent in this group of professionals since last year reflects the significant improvement in the number of opportunities offered by top IT graduate recruiters in 2010 who reported a 77% increase in their vacancies in the High Fliers report 2011.

Graduates in mathematics and IT need to emphasise their technical knowledge and analytical skills to employers. They should also seek to sell themselves by gaining relevant work experience, demonstrating employability skills and targeting their applications to the specific organisation to ensure they stand out.

## Graduate Salaries

According to figures from the Destination of Leavers from Higher Education survey, starting salaries in 2010 for mathematics graduates ranged from £16,500 to £27,500 and those from IT-related degrees were earning between £17,200 and £26,000. According to the AGR Graduate Recruitment Survey 2011 Summer Review, the average expected salary for IT professionals in 2011 is £25,500<sup>4</sup> (almost half of IT graduates are employed in this capacity six months after graduation). The report also gave anticipated initial salaries for some of the most popular occupations for mathematics graduates, including actuarial work (£27,750), accountancy (£25,000) and financial management (£26,500).

## References

1. The Graduate Market in 2011, High Fliers Research Limited, January 2011
2. Building for Growth: Business Priorities for Education and Skills (Education and Skills Survey 2011), CBI, May 2011
3. Industry leaders back government's STEM skills drive, UK Trade and Investment, Thursday 15th September 2011, [www.ukti.gov.uk/export/howwehelp/item/194640.html](http://www.ukti.gov.uk/export/howwehelp/item/194640.html)
4. The AGR Recruitment Survey 2011 Summer Review, Association of Graduate Recruiters, June 2011

## Further Reading

AGCAS Options Series including:

- Accountancy and Finance
- Computer Science/IT
- Mathematics
- Multimedia
- Statistics

AGCAS Options Series are available online at [www.prospects.ac.uk/links/options](http://www.prospects.ac.uk/links/options).

Detailed information about types of work, written by AGCAS higher education careers advisers can be accessed at [www.prospects.ac.uk/links/occupations](http://www.prospects.ac.uk/links/occupations). Occupations especially relevant to mathematics and IT graduates can be found under Financial Management & Accountancy, Information Technology, Insurance & Pensions and Management & Statistics.

These AGCAS publications are also available in your local higher education careers service, or from Graduate Prospects, tel: 0161 277 5274.

## Useful websites

- [www.prospects.ac.uk](http://www.prospects.ac.uk) - careers related information specific to graduates
- [www.bcs.org](http://www.bcs.org) - British Computer Society
- [www.e-skills.com](http://www.e-skills.com) - e-Skills UK (the sector skills council for IT and Telecoms)
- [www.ncc.co.uk](http://www.ncc.co.uk) - National Computing Centre
- [www.actuaries.org.uk](http://www.actuaries.org.uk) - Institute of Actuaries
- [www.iap.org.uk](http://www.iap.org.uk) - Institution of Analysts and Programmers



[www.bima.co.uk](http://www.bima.co.uk) - British Interactive Media Association  
[www.imis.org.uk](http://www.imis.org.uk) - Institute for the Management of Information Systems  
[www.ima.org.uk](http://www.ima.org.uk) - Institute of Mathematics and its Applications  
[www.rss.org.uk](http://www.rss.org.uk) - Royal Statistical Society  
[www.mathscareers.org.uk](http://www.mathscareers.org.uk) – information on potential careers for those who study mathematics

**Case Studies**

**John, Projects officer**

*John graduated with a Masters in Mathematics from the University of Manchester.*

I work as a projects officer at the Co-operative on their graduate training programme. I secured this position after searching for graduate schemes online. I found it was important to start the application process as early as possible and started applying around October.

Although the Co-operative takes graduates with any degree, I believe doing a maths degree gave me an advantage over the other candidates going for the finance role as I had completed many financial modules during my studies.

My initial role involved very basic finance work but it allowed me to get to grips with the operations of the business. I then spent approximately seven months working across another couple of departments. The projects in these departments had completely different objectives so I had to adapt and learn quickly.

My first project involved a lot of data analysis and I had to produce presentations for senior management. I had to come up with different

ways to approach problems and persuade senior managers that this was the best way to go about things. In my next project I have to provide financial training to non-financial managers.

My ambition is to complete a professional qualification as soon as possible, and during my last year of study I would like to have moved into a specialised area, to then become an expert over the coming years. I enjoy the variety of problems I deal with and am glad that my job involves a lot of new challenges rather than the same repetitive processes every day.

Putting in place new ways of working can be incredibly difficult if a person has worked a particular way for a long time. Being able to persuade staff that a new system or way of working will be better in the long run can be difficult to accomplish.

The retail sector is highly competitive and ensures innovation has to be at the heart of everything you do. Standing still means everyone will overtake you, so constantly adapting and improving is the only way of staying ahead in the market.

You need a lot more than just a good degree from a decent university to get on a graduate scheme. Taking part in activities outside of your degree is really important. Try to get yourself involved in sports teams, hobby groups or committees. Part-time work will also enable you to put something relevant on your CV to help you stand out.

Make use of careers fairs and visit your careers adviser. Don't pigeon hole yourself too early - look at lots of companies and sectors and be sure to apply early.

**Table 1. Destinations of first degree mathematics and IT graduates from 2010, six months after graduation**

Source: DLHE 2009/10	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
Mathematics	4150	45.3%	24.4%	12.6%	9.5%	8.1%
IT and Computing	8845	63.9%	9.5%	4.7%	14.2%	7.7%
All subjects	233865	62.2%	13.5%	7.6%	8.5%	8.3%

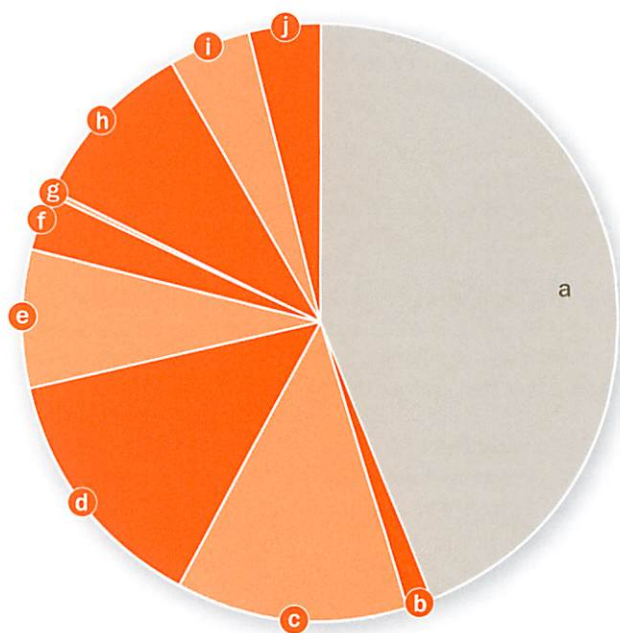
# Mathematics

Survey response

GRADUATES FROM 2010

**1695** Female  
**2455** Male  
**4150** Total responses  
**4845** All graduates  
**85.7** % response

- a **44.0%** In UK employment
- b **1.3%** In overseas employment
- c **12.6%** Working and studying
- d **13.6%** Studying in the UK for a higher degree
  - PhD Artificial Intelligence
  - PhD Medicine
  - MRes Computer Modelling in Engineering
  - MSc Theoretical and Applied Fluid Dynamics
  - MSc Pure Mathematics
  - MSc Information Technology
  - MSc Financial Mathematics
  - MSc Mathematics of Cryptography and Communications
  - MSc Medical Statistics
  - MSc Quantitative Finance
  - MSc Actuarial Science
  - MSc Risk Management and Financial Regulation
  - MSc Speech and Language Processing
  - MSc Applied Statistics and Operational Research
  - MSc Statistics with Applications in Medicine
- e **7.5%** Studying in the UK for a teaching qualification
  - MSc Mathematics Education
  - MEd Education and PGCE Mathematics
  - PGCE Secondary Mathematics
- f **2.9%** Undertaking other further study or training in the UK
  - ACA, ICAEW
  - Association of Taxation Technicians, BPP
  - CIMA
  - Chartered Public Finance, CIPFA
  - Fellowship of the Institute of Actuaries
  - Graduate Diploma in law
  - IITT BSc Certificate
  - LPC
  - Professional Diploma in Banking Practice and Management
- g **0.3%** Undertaking other further study or training overseas
- h **9.5%** Believed to be unemployed
- i **4.4%** Not available for employment, study or training
- j **3.7%** Other



## Disciplines included

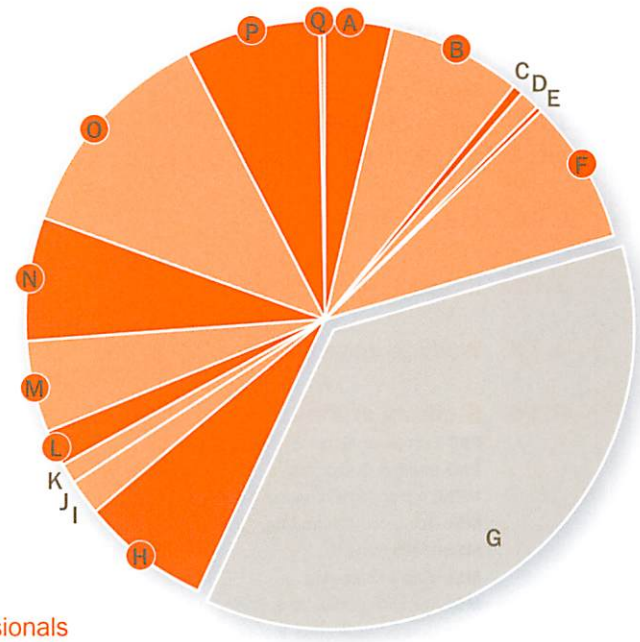
APPLIED MATHEMATICS	MATHEMATICAL METHODS	NUMERICAL ANALYSIS
COMPUTATIONAL MATHEMATICS	MATHEMATICAL MODELLING	NUMERICAL METHODS
ENGINEERING MATHEMATICS	MATHEMATICS NOT ELSEWHERE CLASSIFIED	PURE MATHEMATICS
INDUSTRIAL MATHEMATICS	MATHEMATICAL MECHANICS	

## Type of work for those in employment

# Mathematics

GRADUATES FROM 2010

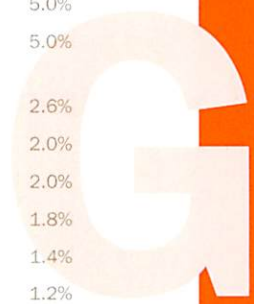
	<b>1005</b>	Female
	<b>1400</b>	Male
	<b>2405</b>	Total
<b>A</b>	<b>3.7%</b>	<b>Marketing, Sales and Advertising Professionals</b> Advertising Planner, a radio station E-Business Marketing Analyst, JD Williams Project Assistant, a small publishing company
<b>B</b>	<b>7.2%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Quality and Performance Management Officer, City Council Supply Chain Manager, Unipart
<b>C</b>	<b>0.6%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b> Mathematician, Civil Service
<b>D</b>	<b>1.2%</b>	<b>Engineering Professionals</b> Structural Engineer, small engineering business
<b>E</b>	<b>0.2%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>7.9%</b>	<b>Education Professionals</b> Mathematics Teacher, Local Authority TEFL Teacher, Airbus Executives
<b>G</b>	<b>36.3%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Auditor, KPMG Energy Trading Analyst, SSE Quantitative Analyst, RBS Financial Contract and Performance Analyst, NHS Supply Planner, Proctor & Gamble Decision Science Analyst, Barclays
<b>H</b>	<b>7.1%</b>	<b>Information Technology Professionals</b> Games Developer, Self-employed Software Developer, IT organisation
<b>I</b>	<b>1.7%</b>	<b>Arts, Design, Culture and Sports Professionals</b>
<b>J</b>	<b>0.1%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>1.1%</b>	<b>Social &amp; Welfare Professionals</b>
<b>L</b>	<b>2.1%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Interpreter/Translator, Refugee Council
<b>M</b>	<b>5.0%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>6.5%</b>	<b>Other Clerical and Secretarial Occupations</b>
<b>O</b>	<b>12.1%</b>	<b>Retail, Catering, Waiting and Bar Staff</b> Merchandise Distribution Analyst, Karen Millen Supply Associate, Arcadia Group Plc
<b>P</b>	<b>7.1%</b>	<b>Other Occupations</b>
<b>Q</b>	<b>0.3%</b>	<b>Unknown Occupations</b>



### Further breakdown

Business and financial professionals and associate professionals

ACTUARIES	7.6%
FINANCIAL ANALYSTS	5.0%
CHARTERED ACCOUNTANTS	5.0%
ORGANISATION, METHODS AND BUSINESS SYSTEMS ANALYSTS	2.6%
CHARTERED AND CERTIFIED ACCOUNTANTS	2.0%
EXAMINERS/AUDITORS	2.0%
BUSINESS ANALYSTS	1.8%
FINANCE AND INVESTMENT ANALYSTS/ADVISORS	1.4%
STATISTICIANS	1.2%
OTHER BUSINESS AND FINANCIAL PROFESSIONALS AND ASSOCIATE PROFESSIONALS	7.7%



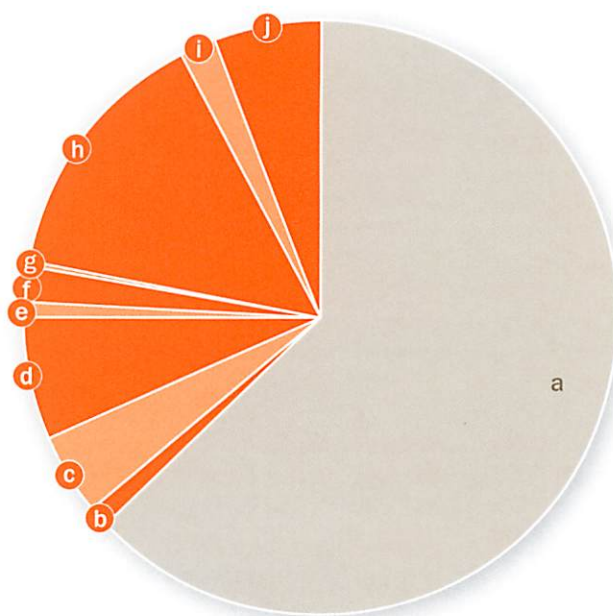
# Computer science and IT

Survey response

GRADUATES FROM 2010

**1540** Female  
**7305** Male  
**8845** Total Responses  
**11040** All graduates  
**80.1** % response

- a **62.9%** In UK employment
- b **1.0%** In overseas employment
- c **4.7%** Working and studying
- d **6.4%** Studying in the UK for a higher degree
  - PhD Computer Science
  - PhD Internet Computing
  - MPhil Advanced Computer Science
  - MSc Advanced Computing
  - MSc Management
  - MSc Web Intelligence
  - MSc Telecommunications Engineering
  - MSc Computer Games Technology
  - MSc Computer Security and Resilience
  - MSc E-Business (E-Marketing)
  - MSc Financial Systems Engineering
  - MSc Advanced Computer Animation and Special Effects
  - MSc Artificial Intelligence
  - MSc Games Programming
  - MSc Mechanical Engineering
  - MA International Human Resource Management
  - LLM Law
- e **1.0%** Studying in the UK for a teaching qualification
- f **2.0%** Undertaking other further study or training in the UK
  - C Sharp Programming Language ACA
- g **0.1%** Undertaking other further study or training overseas
- h **14.2%** Believed to be unemployed
- i **2.1%** Not available for employment
- j **5.6%** Other



## Disciplines included

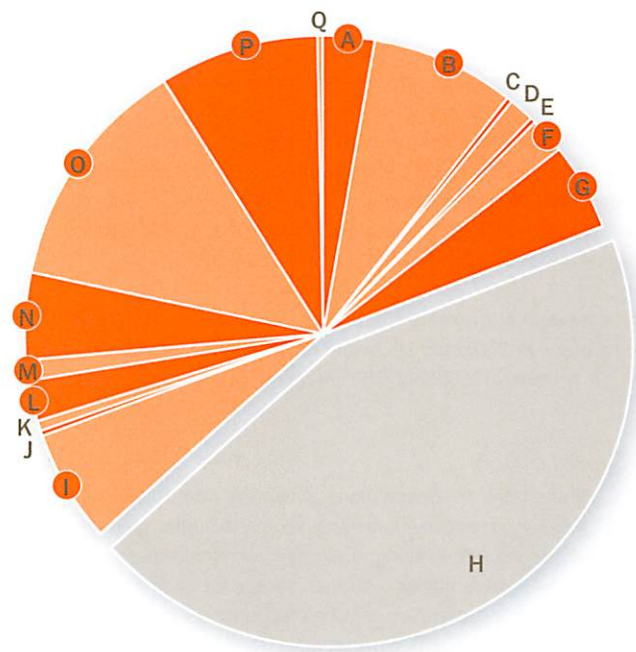
ARTIFICIAL INTELLIGENCE	DATA MANAGEMENT	PROCEDURAL PROGRAMMING
ARTIFICIAL INTELLIGENCE NOT ELSEWHERE	DATABASES	PROGRAMMING
CLASSIFIED	DECLARATIVE PROGRAMMING	SOFTWARE DESIGN
AUTOMATED REASONING	HUMAN-COMPUTER INTERACTION	SOFTWARE ENGINEERING
COGNITIVE MODELLING	INFORMATION MODELLING	SOFTWARE ENGINEERING NOT ELSEWHERE
COMPUTATIONAL SCIENCE FOUNDATIONS	INFORMATION SYSTEMS	CLASSIFIED
COMPUTER ARCHITECTURES	KNOWLEDGE REPRESENTATION	SPEECH AND NATURAL LANGUAGE
COMPUTER ARCHITECTURES & OPERATING	MACHINE LEARNING	PROCESSING
SYSTEMS	MULTI-MEDIA COMPUTING SCIENCE	SYSTEMS ANALYSIS AND DESIGN
COMPUTER SCIENCE	NETWORKS AND COMMUNICATIONS	SYSTEMS ANALYSIS AND DESIGN NOT
COMPUTER VISION	NEURAL COMPUTING	ELSEWHERE CLASSIFIED
COMPUTING SCIENCE NOT ELSEWHERE	OBJECT ORIENTED PROGRAMMING	SYSTEMS AUDITING
CLASSIFIED	OPERATING SYSTEMS	SYSTEMS DESIGN METHODOLOGIES

## Type of work for those in employment

# Computer science and IT

GRADUATES FROM 2010

	<b>1020</b>	Female
	<b>5050</b>	Male
	<b>6065</b>	Total
<b>A</b>	<b>2.8%</b>	<b>Marketing, Sales and Advertising Professionals</b> Online Marketing Executive, a small marketing firm Sales Executive, online services firm
<b>B</b>	<b>8.0%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Civil Servant, GCHQ Deputy Information Manager, NHS
<b>C</b>	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>1.6%</b>	<b>Engineering Professionals</b> Graduate System Engineer, BAE Systems Systems Engineer, Tata Steel
<b>E</b>	<b>0.2%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>1.8%</b>	<b>Education Professionals</b> ICT Lecturer, Further education
<b>G</b>	<b>4.9%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Business Analyst, Credit Suisse Forensic Examiner, Ernst and Young Junior Pricing Analyst, Lloyds TSB Banking Group
<b>H</b>	<b>44.2%</b>	<b>Information Technology Professionals</b> IT Engineer, Airbus Java Programmer, system supplier to trading companies Software Development Engineer, Microsoft Web Developer, Self employed Technical Services Associate, Google UK Ltd Security Analyst, Qinetiq IT Consultant, Detica BAE Systems Software Engineer, Accenture Application Support & Development Analyst, BSKyB Data Centre Planner, Unilever
<b>I</b>	<b>6.1%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Graphic Designer, a laboratory 3D Web Designer, a Higher Education Institution Freelance Media Designer
<b>J</b>	<b>0.1%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>0.6%</b>	<b>Social &amp; Welfare Professionals</b> Aid Worker, Red Cross
<b>L</b>	<b>2.2%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Army Officer Cadet, British Army Web Editor & Author, academic journal
<b>M</b>	<b>1.3%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>4.6%</b>	<b>Other Clerical and Secretarial Occupations</b> Multi-media Production Assistant, a university
<b>O</b>	<b>12.9%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>8.5%</b>	<b>Other Occupations</b> Ministry Apprentice, Evangelical Church Police Officer, Strathclyde Police
<b>Q</b>	<b>0.2%</b>	<b>Unknown Occupations</b>



## Further breakdown

### Information technology professionals

SOFTWARE DESIGNERS AND ENGINEERS	14.4%
COMPUTER ANALYSTS AND PROGRAMMERS	7.4%
WEB DEVELOPERS AND PRODUCERS	5.8%
IT USER SUPPORT TECHNICIANS (HELP DESK SUPPORT)	5.0%
IT CONSULTANTS AND PLANNERS	3.1%
NETWORK/SYSTEMS DESIGNERS AND ENGINEERS	3.0%
SOFTWARE PROFESSIONALS	2.6%
IT OPERATIONS TECHNICIANS (NETWORK SUPPORT)	2.6%
OTHERS IN COMPUTING AND IT	0.3%



# Engineering and building management

This section covers four degree subjects which are closely linked, and graduates from these disciplines often work together professionally. The engineering and building management sectors are starting to see the green shoots of recovery and the picture is more positive this year than last, in terms of employment levels and the number of predicted vacancies for graduates in these sectors. The Association of Graduate Recruiters (AGR) Graduate Recruitment Survey Summer Review 2011 for example forecasts that in the engineering or industrial sectors there will be a 46.5% increase in vacancies from 2009-2010 to 2010-2011<sup>1</sup>. Construction Skills forecasts that from 2011 to 2015 the construction workforce is predicted to increase by nearly 8%<sup>2</sup>.

The construction and engineering sectors are considered crucial to UK economic recovery. In 2010 the UK engineering sector made up nearly a fifth of the UK economy (19.6% of GDP) and employed over 4.5 million people<sup>3</sup>.

## Destinations

According to figures from the Destinations of Leavers from Higher Education (DLHE) survey, employment rates six months after graduation in 2010 for architecture and building, civil engineering and mechanical engineering graduates were higher than the average for all first degree disciplines (see Table 1). Unemployment has fallen for all four of the engineering and building subjects covered here. Amongst architecture and building graduates, 9.5% of 2010 graduates were unemployed six months after graduation, compared with 10.9% from 2009. Similarly, the unemployment rate fell from 11.9% to 11.4% for civil engineering graduates, from 13.3% to 11.2% for electrical and electronic engineering graduates, and from 11.8% to 9.3% for mechanical engineering graduates. However, the level of unemployment is still higher than for all first degree subjects, which has seen unemployment decrease from 8.9% in 2009 to 8.5% in 2010.

It is forecast that due to an ageing workforce, significant numbers of staff will be needed in the engineering and construction sectors to replace those who leave their jobs because of retirement or other reasons. The majority of job opportunities in the medium term will come from meeting replacement demand rather than from any growth or expansion<sup>4</sup>. This is in addition to new jobs being created.

The sector is taking steps to encourage women into engineering and building management careers, but at the moment the UK has the lowest proportion of female engineering professionals in the EU, at only 8.7%<sup>5</sup>.

## Types of Work

The types of work entered by engineering and building management graduates are clustered around the career areas directly relating to their degree subjects. For example, 54.6% of civil engineering and 59.4% of mechanical engineering graduates from 2010 working in the UK entered careers as engineering professionals. The majority of employed electronic and electrical engineering graduates entered one of two careers: 30.9% as professional engineers, and 18.3% becoming IT professionals. Employment in the 'other professional, associate professional and technical occupations', which includes architects, building surveyors and town planners, was the option for 48.1% of architecture and building graduates.

Whilst engineers may be employed across virtually all sectors as their skills are well regarded, a report by Engineering UK shows the top employer destination for those graduating with a first degree in engineering and technology subject areas in 2009 was the manufacturing sector. This is followed by professional, scientific and technical activities companies<sup>6</sup>.

Engineering is also important to the growth of the low carbon economy. The Department for Energy and Climate Change estimates that the renewable energy sector alone could create 500,000 new jobs by 2020<sup>7</sup>.

## Graduate Salaries

According to the DLHE survey of 2010 graduates, six months after graduation, the average salaries for full time, first degree building and engineering graduates entering full-time employment in the UK were above the average for all first degree graduates (£19,794). Graduates who studied civil engineering, mechanical engineering, and electrical and electronic engineering earned on average, £22,819, £23,993 and £21,852 respectively, whilst building graduates earned on average £20,527.

There are though regional variations in salary. For example, salaries for electrical and electronic engineering range from an average of £18,800 in Humber to an average of £24,500 in Scotland. For civil engineering the range is from £19,000 in Northern Ireland to £25,600 in London, whereas for mechanical engineering it varies from £19,700 in the North East to £26,500 in Scotland.

## References

1. AGR Graduate Recruitment Survey 2011: Summer Review, Association of Graduate Recruiters, June 2011
2. Construction Skills Strategy Plan 2011-2015, Construction Skills. [www.cskills.org](http://www.cskills.org)
3. Engineering UK 2011, Engineering UK. [http://www.engineeringuk.com/\\_db/\\_documents/6152\\_EngUK11\\_ES&C.pdf](http://www.engineeringuk.com/_db/_documents/6152_EngUK11_ES&C.pdf)
- 4 -7. *ibid*

## Further Reading

AGCAS Options Series including:

- Architecture
- Building/construction Management
- Civil Engineering
- Electrical/electronic Engineering
- Landscape and garden design
- Mechanical Engineering

AGCAS Options Series are available online at [www.prospects.ac.uk/links/options](http://www.prospects.ac.uk/links/options)

Detailed information about types of work, written by AGCAS higher education careers advisers can be accessed at [www.prospects.ac.uk/links/Occupations](http://www.prospects.ac.uk/links/Occupations). Occupations especially relevant to engineering and building management graduates can be found under Engineering, Manufacturing and Production, Construction and Property and Environment.

The sector briefings for Construction, Energy and Utilities, Engineering and Manufacturing are available online at [www.prospects.ac.uk/links/SectorBs](http://www.prospects.ac.uk/links/SectorBs).

## Useful websites

[www.prospects.ac.uk](http://www.prospects.ac.uk) – Careers related information specific to graduates.  
[www.cibse.org](http://www.cibse.org) – Chartered Institution of Building Services Engineers  
[www.ciob.org.uk](http://www.ciob.org.uk) – Chartered Institute of Building  
[www.ice.org.uk](http://www.ice.org.uk) – Institution of Civil Engineers  
[www.theiet.org.uk](http://www.theiet.org.uk) – Institution of Engineering and Technology  
[www.imeche.org](http://www.imeche.org) – Institution of Mechanical Engineers  
[www.architecture.com](http://www.architecture.com) – Royal Institute of British Architects  
[www.stemnet.org.uk](http://www.stemnet.org.uk) – STEM Network  
[www.wisecampaign.org.uk](http://www.wisecampaign.org.uk) – Women into Science, Engineering and Construction

## Case Studies

### Phil, Graduate electrical engineer

Phil graduated with a MEng from the University of Durham in 2007. He specialised in new and renewable energy and currently works as an electrical engineer at Arup.

During my fourth year at university, I saw an advert in a graduate recruitment magazine. I applied online through the company's website and subsequently had an interview later in the year, before I graduated. I was offered the position pending my overall degree result and in September 2007 I had a week-long graduate induction before starting with my group in Sheffield.

The subject of my degree was vital in securing my current role. The interview for the job consisted of electrical engineering exam-style questions, which I had to answer, explaining my thought process to the interviewers. Arup encourages chartership through the IET (Institution of Engineering and Technology) for their electrical engineers so studying on an IET-accredited course was very valuable.

I studied a general engineering course so I only use some of the technical content I learnt on a day to day basis. In particular, I use what I learnt from subjects such as energy generation/conversion, and energy delivery and network integration. My general engineering background has been helpful when understanding other engineering disciplines, such as mechanical and structural engineering. This especially helps when you need to coordinate an overall design. I also indirectly use the non-technical skills I developed at university, such as engineering design principles and management skills.

A typical day as an electrical engineer might include attending a design team meeting with architects and cost consultants, carrying out various calculations and simulations and going on-site to check construction progress. I also mark-up and review CAD drawings and contact manufacturers to discuss the use of their products within a particular project. I enjoy the variety of work and the people I interact with; in the past year, my work has included designing installations for ecclesiastic clients in the north of England, a hotel complex in Italy and also for industrial clients in the Middle East. I also enjoy the types of tasks I do, from high voltage distribution networks to the lightning protection of structures.

Working in the 'built environment' can be challenging as it means that every project has unique problems, which often require lateral thinking to solve. This becomes very demanding when cost-effective and sustainable solutions to these problems must be found within a restricted timeframe. This can be further complicated when working on international projects with different environmental factors and engineering standards to here in the UK.

I would advise any other electrical engineering graduate to gain good work experience. This can be almost as important as the degree itself. I think that my summer jobs at two engineering firms not only helped me through my interview but also gave me a better understanding of the industry.

### Paul, Building control surveyor

Paul studied a RICS-accredited BSc (Hons) in Building Surveying at Sheffield Hallam University and is currently an assistant project manager.

I started job hunting at the start of my final year, taking full advantage of employee presentations at university, career fairs and open evenings at the big companies. I applied for a lot of graduate schemes, getting to the final stages with some of the big companies but was unsuccessful. As the months progressed, I decided to make a different plan and started writing to the small and medium companies who weren't advertising. Out of the hundreds of letters I sent the response rate was probably about 2-3%, despite finding a named contact to write to. It paid off in the end and after a few interviews I decided to take a job with a building inspection company.

Without my degree I wouldn't have secured the job. Some modules have proved to be more useful than others, but overall it has given me a good grounding to build upon in my career.

It's hard not to use the standard cliché 'no two days are ever the same', but nothing else sums it up better. Some days I'll be in the office doing anything from replying to water authorities, consulting with fire authorities, checking plans, writing up my APC diary or responding to emails. Then other days I'll be out on-site, inspecting foundations for a small, one-storey extension, completing a final certificate for a 160-bedroom hotel or attending a project team meeting. I've been in this job for just under six months now and my first ambition is to complete the Assessment of Professional Competency (APC). Although this can theoretically be achieved in 24 months, the first time pass rate is low, so realistically I think I'll be going for my assessment after 36 months.

Getting to grips with all the building regulations has to be the most challenging part of my job. No doubt when I get to know them back to front they'll change again. Gaining the respect of more experienced builders can be challenging at times; they don't take too kindly to a 22-year-old telling them that something they've done isn't right.

Building control is a changing sector, with the building regulations updated regularly and new legislation coming in frequently, I expect to be kept on my toes during my career. I've also heard of people emigrating to work around the world. Once I'm chartered with RICS, I would love to work in Australia for a few years.

Table 1. Destinations of first degree engineering and building graduates from 2010, six months after graduation

Source: DLHE 2009/10

	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
Architecture and Building	6845	65.9%	8.5%	7.3%	9.5%	8.8%
Civil Engineering	2185	62.6%	12.5%	6.4%	11.4%	7.1%
Electrical and Electronic Engineering	2150	64.1%	12.0%	5.5%	11.2%	7.2%
Mechanical Engineering	2470	64.8%	12.9%	5.5%	9.3%	7.6%
All subjects	233865	62.2%	13.5%	7.6%	8.5%	8.3%

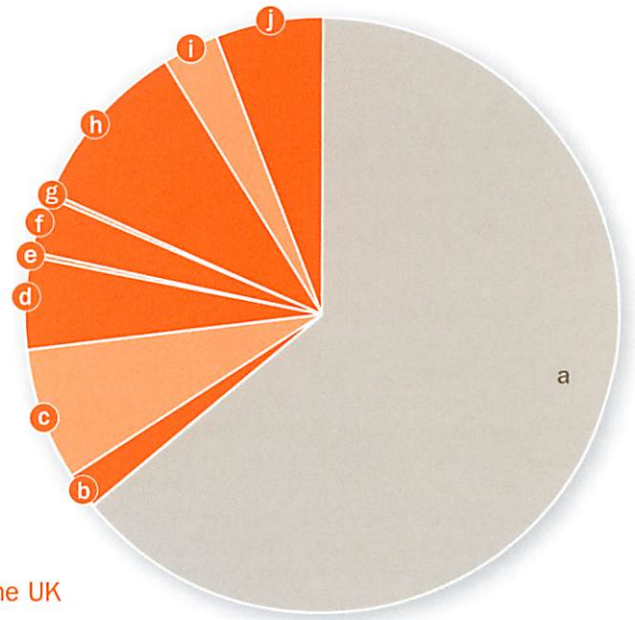
# Architecture and building

Survey response

GRADUATES FROM 2010

**1750** Female  
**5095** Male  
**6845** Total responses  
**8260** All graduates  
**82.9** % response

- a **63.9%** In UK employment
- b **2.0%** In overseas employment
- c **7.3%** Working and studying
- d **5.0%** Studying in the UK for a higher degree  
MSc Marketing  
MSc Construction Management
- e **0.2%** Studying in the UK for a teaching qualification  
PGCE Primary
- f **3.2%** Undertaking other further study or training in the UK
- g **0.1%** Undertaking other further study or training overseas
- h **9.5%** Believed to be unemployed
- i **3.2%** Not available for employment, study or training
- j **5.6%** Other



## Disciplines included

ARCHITECTURAL DESIGN THEORY	HOUSING	QUANTITY SURVEYING
ARCHITECTURAL TECHNOLOGY	INTERIOR ARCHITECTURE	REGIONAL PLANNING
ARCHITECTURE, BUILDING AND PLANNING NOT ELSEWHERE CLASSIFIED	LANDSCAPE ARCHITECTURE	RURAL PLANNING
BUILDING SURVEYING	LANDSCAPE DESIGN	TRANSPORT PLANNING
BUILDING TECHNOLOGY	LANDSCAPE STUDIES	URBAN PLANNING
CONSERVATION OF BUILDINGS	OTHERS IN ARCHITECTURE, BUILDING AND PLANNING	URBAN AND RURAL PLANNING
CONSTRUCTION MANAGEMENT	PLANNING (URBAN, RURAL AND REGIONAL)	URBAN STUDIES
	PLANNING STUDIES	



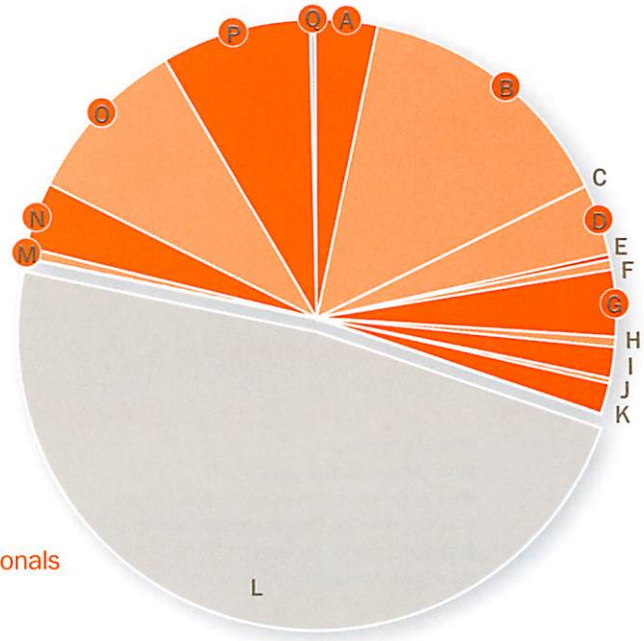
Type of work for those in employment

# Architecture and building

GRADUATES FROM 2010

1275 Female  
3735 Male  
5010 Total

A	<b>3.4%</b>	<b>Marketing, Sales and Advertising Professionals</b> Marketing Manager, a clothing store
B	<b>14.4%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Office Manager, a marketing company Assistant Project Manager, Transport for London Commercial Graduate, Scottish Water
C	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>4.0%</b>	<b>Engineering Professionals</b> Project Engineer, Housing Group
E	<b>0.1%</b>	<b>Health Professionals and Associate Professionals</b>
F	<b>0.6%</b>	<b>Education Professionals</b>
G	<b>3.7%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Trainee Accountant, an accountancy firm Project Management Office Analyst, Accenture Graduate Associate, Deloitte
H	<b>0.6%</b>	<b>Information Technology Professionals</b>
I	<b>1.6%</b>	<b>Arts, Design, Culture and Sports Professionals</b> 3D Modeller, a film company Interior Designer, a design company
J	<b>0.1%</b>	<b>Legal Professionals</b>
K	<b>1.7%</b>	<b>Social &amp; Welfare Professionals</b> Youth Worker, a church
L	<b>48.1%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Planning Officer, a city council Housing Officer, Housing Trust Architectural Assistant, an architectural firm Surveyor, a city council Architectural Assistant, Galliford Try Assistant Town Planner, a county council Architectural Assistant, Sheppard Robson Trainee Building Surveyor, Amey
M	<b>0.7%</b>	<b>Numerical Clerks and Cashiers</b> Bank Clerk, HSBC
N	<b>3.5%</b>	<b>Other Clerical and Secretarial Occupations</b>
O	<b>9.3%</b>	<b>Retail, Catering, Waiting and Bar Staff</b> Customer Service Assistant, Comet
P	<b>7.9%</b>	<b>Other Occupations</b> Security Guard, Marks & Spencer Chef, a pub/restaurant
Q	<b>0.2%</b>	<b>Unknown Occupations</b>



## Further breakdown

Other Professionals, Associate Professional and Technical Occupations

QUANTITY SURVEYORS	15.5%
ARCHITECTURAL TECHNICIANS, ASSISTANTS	11.7%
BUILDING SURVEYORS	5.7%
ARCHITECTS	5.4%
GENERAL PRACTICE SURVEYORS	3.4%
CHARTERED SURVEYORS (NOT QUANTITY SURVEYORS)	1.2%
TOWN PLANNERS	1.2%
LANDSCAPE ARCHITECTS	0.9%
BUILDING AND CIVIL ENGINEERING TECHNICIANS	0.7%
OTHER PROFESSIONALS AND ASSOCIATE PROFESSIONALS	2.4%

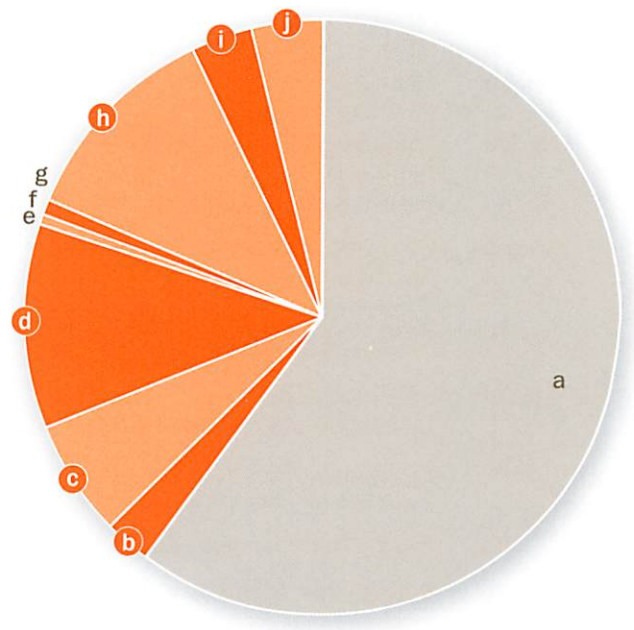
# Civil engineering

Survey response

GRADUATES FROM 2010

325 Female  
 1860 Male  
 2185 Total responses  
 2550 All graduates  
 85.7 % response

- a **60.2%** In UK employment
- b **2.4%** In overseas employment
- c **6.4%** Working and studying
- d **11.1%** Studying in the UK for a higher degree
  - PhD Engineering
  - MSc Concrete Structures
  - MSc Engineering in the Coastal Environment
  - MSc Construction Design and Management
  - MSc Structural Engineering
  - MA Project Management
- e **0.4%** Studying in the UK for a teaching qualification
  - PGCE Secondary Mathematics
- f **0.9%** Undertaking other further study or training in the UK
- g **0.1%** Undertaking other further study or training overseas
- h **11.4%** Believed to be unemployed
- i **3.2%** Not available for employment, study or training
- j **3.8%** Other



## Disciplines included

CIVIL ENGINEERING NOT ELSEWHERE CLASSIFIED  
 COASTAL DECAY  
 ENERGY RESOURCES  
 ENGINEERING SURVEYING  
 ENVIRONMENTAL ENGINEERING

ENVIRONMENTAL IMPACT ASSESSMENT  
 GENERAL PRACTICE SURVEYING  
 GEOTECHNICAL ENGINEERING  
 PERMANENT WAY ENGINEERING  
 STRUCTURAL ENGINEERING

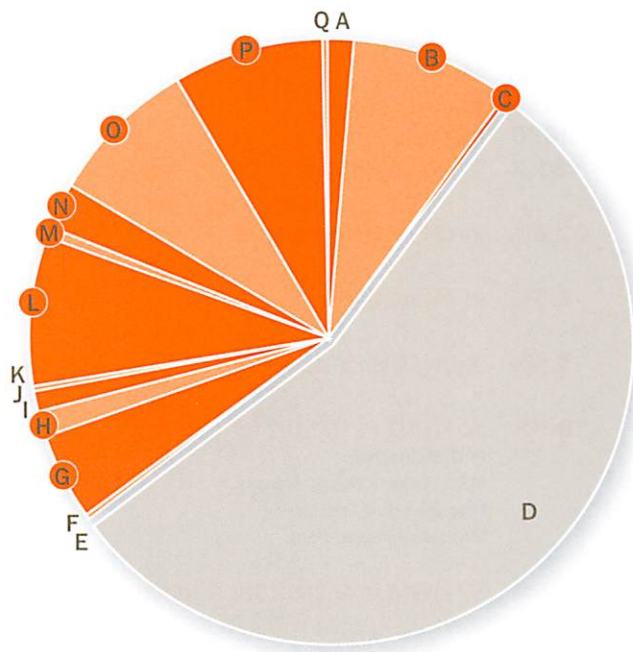
SURVEYING SCIENCE  
 TRANSPORT ENGINEERING  
 URBAN STUDIES

## Type of work for those in employment

# Civil engineering

GRADUATES FROM 2010

	<b>235</b>	Female
	<b>1275</b>	Male
	<b>1510</b>	Total
<b>A</b>	<b>1.4%</b>	<b>Marketing, Sales and Advertising Professionals</b>
<b>B</b>	<b>8.9%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Trainee Building Site Manager, a private construction company
<b>C</b>	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>54.6%</b>	<b>Engineering Professionals</b> Graduate Project Manager, BAE Systems Information Management Engineer, Shell Graduate Engineer, Kier Civil Engineer, Atkins Aeronautical Engineer, Rolls Royce Civil Engineer, Amey Assistant Highway Engineer, a county council Graduate Civil Engineer, Balfour Beatty Design Engineer, Siemens
<b>E</b>	<b>0.0%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>0.4%</b>	<b>Education Professionals</b> Maths Teacher, a further education college Teacher of English as a Foreign Language, Thailand
<b>G</b>	<b>4.6%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Auditor, Pricewaterhouse Coopers Strategy Consultancy Analyst, Deloitte Tax Analyst, RSM Tenon
<b>H</b>	<b>1.6%</b>	<b>Information Technology Professionals</b> Service Delivery Manager, Logica
<b>I</b>	<b>1.0%</b>	<b>Arts, Design, Culture and Sports Professionals</b>
<b>J</b>	<b>0.0%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>0.3%</b>	<b>Social &amp; Welfare Professionals</b>
<b>L</b>	<b>7.9%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
<b>M</b>	<b>0.7%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>2.6%</b>	<b>Other Clerical and Secretarial Occupations</b>
<b>O</b>	<b>8.1%</b>	<b>Retail, Catering, Waiting and Bar Staff</b> Shop Assistant, Sainsbury's Waiter, Pizza Express
<b>P</b>	<b>8.0%</b>	<b>Other Occupations</b>
<b>Q</b>	<b>0.1%</b>	<b>Unknown Occupations</b>



## Further breakdown

### Engineering Professionals

CIVIL ENGINEERS	36.6%
CONSTRUCTION ENGINEERS	6.2%
ENGINEERING PROFESSIONALS NOT ELSEWHERE CLASSIFIED	4.5%
DESIGN AND DEVELOPMENT ENGINEERS	2.8%
MECHANICAL ENGINEERS	2.7%
WATER, SANITATION, DRAINAGE AND PUBLIC HEALTH ENGINEERS	0.5%
OTHER ENGINEERING PROFESSIONALS	1.3%

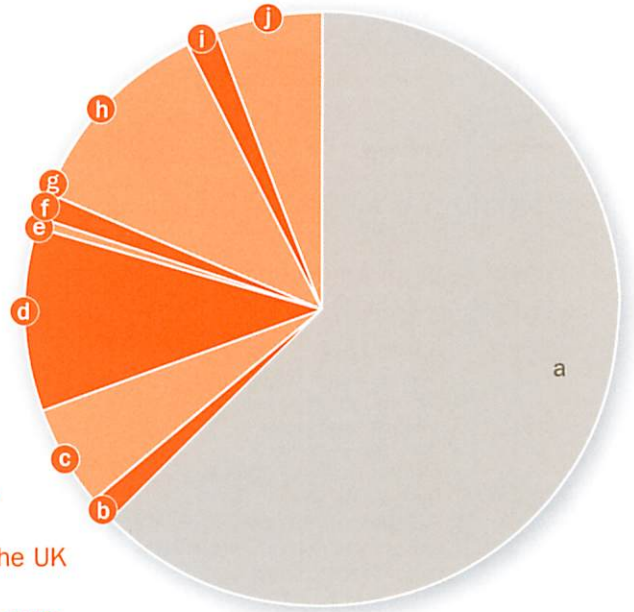
# Electrical & electronic engineering

Survey response

GRADUATES FROM 2010

**215** Female  
**1940** Male  
**2150** Total responses  
**2630** All graduates  
**81.7** % response

- a **62.6%** In UK employment
- b **1.5%** In overseas employment
- c **5.5%** Working and studying
- d **9.9%** Studying in the UK for a higher degree  
 PhD Engineering  
 MSc Electrical Energy Systems  
 MSc Electronic Engineering  
 MA Telecommunications
- e **0.5%** Studying in the UK for a teaching qualification
- f **1.5%** Undertaking other further study or training in the UK
- g **0.0%** Undertaking other further study or training overseas
- h **11.2%** Believed to be unemployed
- i **1.6%** Not available for employment, study or training
- j **5.7%** Other



## Disciplines included

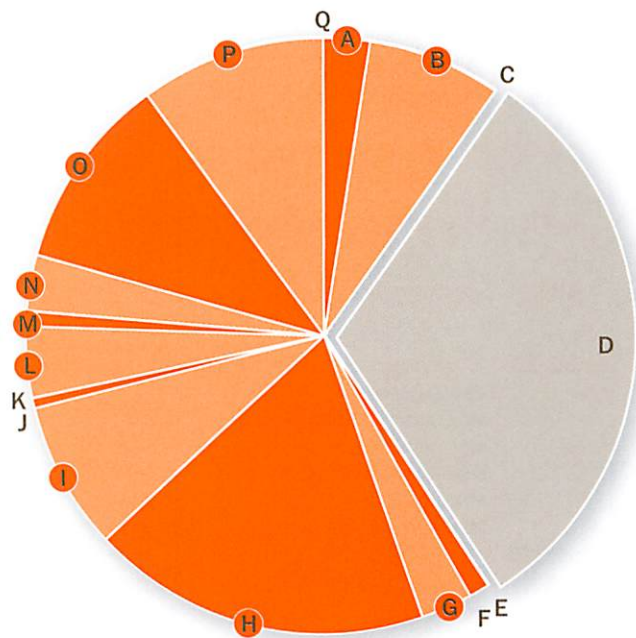
ANALOGUE CIRCUIT ENGINEERING  
 BIOENGINEERING  
 BROADCAST ENGINEERING  
 COMMUNICATIONS ENGINEERING  
 CONTROL BY LIGHT SYSTEMS  
 CONTROL SYSTEMS  
 CYBERNETICS  
 DIGITAL CIRCUIT ENGINEERING  
 ELECTRICAL ENGINEERING

ELECTRICAL POWER  
 ELECTRICAL POWER DISTRIBUTION  
 ELECTRICAL POWER GENERATION  
 ELECTRONIC AND ELECTRICAL ENGINEERING  
 ELECTRONIC ENGINEERING  
 INSTRUMENTATION CONTROL  
 INTEGRATED CIRCUIT DESIGN  
 MICROELECTRONIC ENGINEERING  
 MICROWAVE ENGINEERING

OPTOELECTRONIC ENGINEERING  
 ROBOTICS  
 ROBOTICS AND CYBERNETICS  
 SATELLITE ENGINEERING  
 SYSTEMS ENGINEERING  
 TELECOMMUNICATIONS ENGINEERING  
 VIRTUAL REALITY ENGINEERING

**145** Female  
**1350** Male  
**1500** Total

A	<b>2.7%</b>	Marketing, Sales and Advertising Professionals
B	<b>7.2%</b>	Commercial, Industrial and Public Sector Managers Naval Officer, Royal Navy
C	<b>0.1%</b>	Scientific Research, Analysis & Development Professionals
D	<b>30.9%</b>	Engineering Professionals Graduate Engineer, Babcock Marine Power Systems Engineer, National Grid Weapons Engineer, Royal Navy Electronics Design, Dyson Engine Design & Release Engineer, Ford Internal Engineer, Schneider Electric Graduate Engineer, EDF Energy Control & Automation Engineer, BP
E	<b>0.2%</b>	Health Professionals and Associate Professionals
F	<b>0.9%</b>	Education Professionals
G	<b>3.0%</b>	Business and Financial Professionals and Associate Professionals Finance Graduate, Network Rail
H	<b>18.3%</b>	Information Technology Professionals Software Developer, IBM
I	<b>8.0%</b>	Arts, Design, Culture and Sports Professionals Web Designer, a web design company
J	<b>0.1%</b>	Legal Professionals
K	<b>0.5%</b>	Social & Welfare Professionals
L	<b>3.8%</b>	Other Professionals, Associate Professional and Technical Occupations
M	<b>0.8%</b>	Numerical Clerks and Cashiers
N	<b>3.3%</b>	Other Clerical and Secretarial Occupations Call Centre Operator, British Gas
O	<b>10.4%</b>	Retail, Catering, Waiting and Bar Staff Sales Assistant, Blacks
P	<b>9.9%</b>	Other Occupations Care Worker, Care UK
Q	<b>0.1%</b>	Unknown Occupations



## Further breakdown

### Engineering Professionals

ELECTRICAL ENGINEERS	7.7%
ELECTRONIC ENGINEERS	7.2%
ENGINEERING PROFESSIONALS NOT ELSEWHERE CLASSIFIED	3.8%
DESIGN AND DEVELOPMENT ENGINEERS	3.6%
MECHANICAL ENGINEERS	2.8%
BROADCASTING ENGINEERS	1.1%
PRODUCTION AND PROCESS ENGINEERS	0.9%
ELECTRICITY GENERATION AND SUPPLY ENGINEERS	0.8%
OTHER ENGINEERING PROFESSIONALS	3.0%

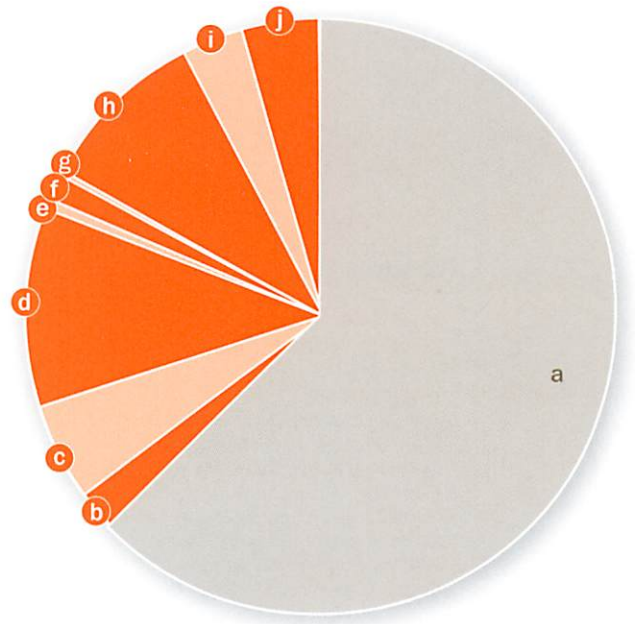
# Mechanical engineering

Survey response

GRADUATES FROM 2010

**180** Female  
**2290** Male  
**2470** Total responses  
**2895** All graduates  
**85.3** % response

- a **62.6%** In UK employment
- b **2.2%** In overseas employment
- c **5.5%** Working and studying
- d **10.7%** Studying in the UK for a higher degree
  - PhD Engineering
  - MSc Sustainable Energy and the Environment
  - MSc Offshore & Ocean Technology
  - MSc Regeneration Studies
  - MSc Housing
  - MSc Aeronautical Engineering
- e **0.5%** Studying in the UK for a teaching qualification
  - PGCE Physics
- f **1.4%** Undertaking other further study or training in the UK
- g **0.3%** Undertaking other further study or training overseas
- h **9.3%** Believed to be unemployed
- i **3.4%** Not available for employment, study or training
- j **4.2%** Other



## Disciplines included

ACOUSTICS

ACOUSTICS AND VIBRATION

AGRICULTURAL ENGINEERING

AGRICULTURAL MECHANICS

AUTOMOBILE ASSESSMENT

AUTOMOTIVE ENGINEERING

DYNAMICS

ELECTROMECHANICAL ENGINEERING

FARM ENGINEERING

FLUID POWER ENGINEERING

HEAT EXCHANGER TECHNOLOGY

MARINE ENGINEERING

MECHANISMS AND MACHINES

OFFSHORE ENGINEERING

RAIL VEHICLE ENGINEERING

ROAD VEHICLE ENGINEERING

SHIP PROPULSION ENGINEERING

THERMODYNAMICS

TURBINE TECHNOLOGY

VIBRATION

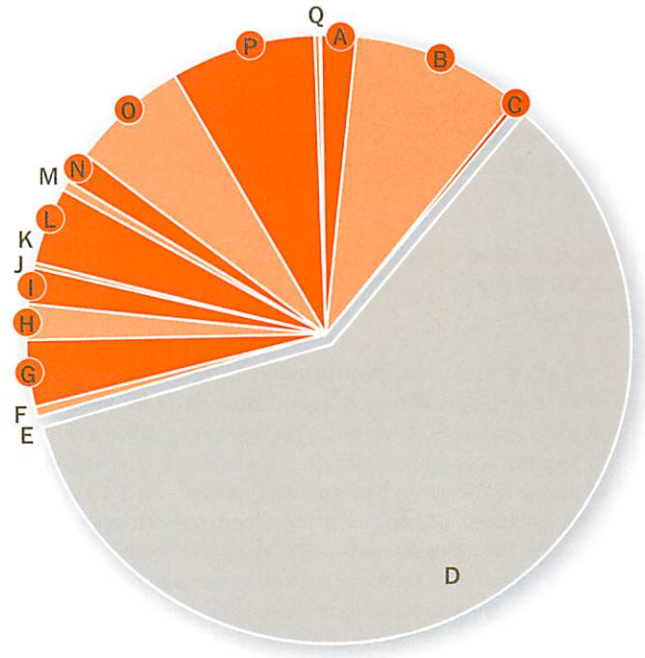
Type of work for those in employment

# Mechanical engineering

GRADUATES FROM 2010

**110** Female  
**1625** Male  
**1735** Total

A	<b>1.8%</b>	Marketing, Sales and Advertising Professionals
B	<b>9.1%</b>	Commercial, Industrial and Public Sector Managers Graduate Trainee, Morrisons
C	<b>0.4%</b>	Scientific Research, Analysis & Development Professionals
D	<b>59.4%</b>	Engineering Professionals Graduate Engineer, Ministry of Defence Mechanical Design Engineer, BAE Systems Nuclear Graduate Trainee, EDF Energy Graduate Engineer, Rolls Royce Development Technician, JCB Body Design Engineer, Nissan Race Engineer, a race car engineering company Instrumentation Engineer, Endress and Hauser Product Development Engineer, Jaguar Landrover
E	<b>0.0%</b>	Health Professionals and Associate Professionals
F	<b>0.6%</b>	Education Professionals
G	<b>3.7%</b>	Business and Financial Professionals and Associate Professionals Associate Auditor, Deloitte Business Analyst, Centrica Graduate Analyst, Barclays Capital
H	<b>1.9%</b>	Information Technology Professionals Graduate IT Management Trainee, a consulting company Platform Analyst, Google
I	<b>1.8%</b>	Arts, Design, Culture and Sports Professionals Reporter, a trade magazine
J	<b>0.2%</b>	Legal Professionals
K	<b>0.4%</b>	Social & Welfare Professionals
L	<b>4.2%</b>	Other Professionals, Associate Professional and Technical Occupations
M	<b>0.4%</b>	Numerical Clerks and Cashiers
N	<b>1.7%</b>	Other Clerical and Secretarial Occupations
O	<b>6.5%</b>	Retail, Catering, Waiting and Bar Staff
P	<b>7.8%</b>	Other Occupations
Q	<b>0.2%</b>	Unknown Occupations



## Further breakdown

### Engineering Professionals

MECHANICAL ENGINEERS	25.7%
DESIGN AND DEVELOPMENT ENGINEERS	13.3%
ENGINEERING PROFESSIONALS NOT ELSEWHERE CLASSIFIED	7.0%
AUTOMOBILE ENGINEERS	4.4%
PRODUCTION AND PROCESS ENGINEERS	2.5%
AERONAUTICAL ENGINEERS	1.4%
QUALITY CONTROL ENGINEERS	1.1%
OTHER ENGINEERING PROFESSIONALS	4.0%



# Social sciences

Traditionally, graduates from these subjects have a lower than average employment rate six months after graduation and tend to have a higher than average representation in further study/training. This is largely explained by a drive to acquire more specialist qualifications which are necessary for certain careers such as law, social work, psychology and teaching. However, as with all the data in *What Do Graduates Do?*, it is important to bear in mind that figures collected six months after graduation only tell a partial story about career prospects.

## Destinations and types of work

Table 1 shows the destinations of 2010 social science graduates six months after graduation.

**Economics** – 66.1% of economics graduates who finished their study in 2010 were either in employment or working and studying six months later. Amongst these graduates, there was a strong representation in numerical and financial occupations, with 46.1% working as business and financial professionals or associate professionals – up from 39.3% for 2009 economics graduates; perhaps reflecting a more buoyant labour market in this sector. This compares with 7.5% for all first degree graduates entering these roles. An above average percentage of economics graduates were also found to be working as commercial, industrial or public sector managers (11.2% compared with 8.8% for all first degree graduates).

**Geography** – Geographers demonstrated an above average participation (21.2%) in further study/training (as a sole activity), perhaps reflecting a desire to gain more specialist skills. Geography graduates who entered employment were relatively highly represented in the business and financial professions and associate professions (14.0%). They were also well-represented in the commercial, industrial and public sector managers category (11.5%), which includes positions in general graduate schemes, and in the marketing, sales and advertising professionals category (9.7%).

**Law** – A third of law graduates (33.9%) from 2010 chose further study/training as a sole activity compared with the overall graduate average of 13.5%, with many opting for vocational study in law, ie the Diploma in Law/Legal Practice and Bar Vocational Courses. In addition, 10.7% were engaged in work and study. Of those in employment in the UK, 14.4% entered legal professions including legal and paralegal occupations, 9.4% were in the commercial, industrial and public sector managers category with the same percentage (9.4%) working in the business and financial professionals or associate professionals category.

**Politics** – 60.4% of politics graduates were in employment or were working and studying six months after graduation. Of these graduates, 15.9% went into commercial, industrial and public sector management positions. A further 13.5% entered business and financial professions or associate professions. Over a fifth (21.1%) of politics graduates chose further study/training as a sole activity (compared with the overall graduate average of 13.5%).

**Psychology** – Psychology graduates had a strong representation in the other occupations category, with just under a quarter (24.8%) of graduates who were employed in the UK or working and studying entering these types of jobs. Examples of jobs in this category are nursing auxiliaries and assistants and educational assistants. This perhaps reflects the need for many psychology graduates to gain relevant experience prior to embarking on postgraduate psychology study. A further 14.5% of psychology graduates entered social and welfare related work, again, suggesting a desire to gain experience in this field prior to embarking on further training. In addition, 7.0% were employed as commercial,

industrial or public sector managers. Interestingly, the British Psychological Society (BPS) estimates that only 15-20% of psychology graduates actually end up working as professional psychologists<sup>1</sup>.

**Sociology** – As with psychology graduates, sociology graduates have a wide variety of occupational destinations. A relatively high proportion (20.9%) entered the other occupations category, which includes health care and educational assistants. A further 12.6% fell into social and welfare related work, which includes social care and community roles and, in particular, probation officers. In addition, 9.4% of graduates working in the UK were found to be in the commercial, industrial and public sector managers category.

## Salaries

According to the Destinations of Leavers from Higher Education (DLHE) survey, the average salary for 2010 graduates who were in full-time employment in the UK six months following graduation was £19,794. Economics graduates commanded a well-above average salary, at £24,215 – the highest of the six social science subjects covered here. This is followed by politics (£19,317), human and social geography (£18,555), sociology (£17,001), psychology (£16,091), whilst law graduates typically earned between £16,000 and £19,000.

## Employment in graduate occupations

The job classifications developed by Peter Elias and Kate Purcell in the *Seven Years On* report identify niche graduate occupations as a growing trend<sup>2</sup>. This expanding area includes many occupations that do not require graduate level qualifications, but contains within it specialist niches that do require degrees as an entry requirement. For 2010 graduates, over a fifth (23.0%) of those in employment in the UK went into these types of work. Social science graduates are well represented within this category, with almost a third of economics (32.4%) graduates, and 29.9% of law graduates entering niche graduate occupations. Almost a quarter (23.4%) of politics graduates and (22.9%) of geography graduates entered these occupations, although sociology and psychology graduates had lower numbers entering niche graduate occupations 19.3% and 16.2% respectively. For economics graduates, these include jobs in the finance industry and in particular, financial analysis; for law graduates, examples include legal executives and paralegal jobs, and for politics graduates, specialist management and finance jobs as well as personnel and recruitment consultants.

It should be noted that a significant number of graduates from some of these subjects were found in what could be considered sub-graduate employment such as clerical and secretarial or retail and bar staff occupations. Many graduates, especially those from non-vocational subjects, take transitional or stop-gap jobs before they find a job that more clearly utilises their graduate skills. Research into graduates' careers three years and seven years after graduation has found that many of these graduates will gradually move into 'graduate-level' occupations as they gain experience in the job market<sup>3</sup>.

## References

1. So you want to be a Psychologist? British Psychological Society. [www.bps.org.uk](http://www.bps.org.uk)
2. *Seven Years On: Graduate Careers in a Changing Labour Market*, Kate Purcell and Peter Elias, June 2004. See [www.hecsu.ac.uk/research\\_reports.htm](http://www.hecsu.ac.uk/research_reports.htm)
3. *The Class of '99: A study of the early labour market experiences of recent graduates*, Peter Elias, Kate Purcell, Rhys Davies and Nick Wilton, October 2005. See [www2.warwick.ac.uk/fac/soc/ier/research/class99/](http://www2.warwick.ac.uk/fac/soc/ier/research/class99/)



### Further reading

AGCAS Options Series are available online at [www.prospects.ac.uk/links/options](http://www.prospects.ac.uk/links/options)

- Economics
- Geography
- Law
- Politics
- Psychology
- Sociology

Detailed information about types of work, written by AGCAS higher education careers advisers, can be accessed at [www.prospects.ac.uk/links/Occupations](http://www.prospects.ac.uk/links/Occupations). Occupations especially relevant to social sciences graduates can be found under Administration, Education, Teaching and Lecturing, Natural Resources and the Environment, and Counselling, Social and Guidance Services.

ACCAS publications are also available in your local higher education careers service, or from Graduate Prospects, tel: 0161 277 5274.

- Careers in Law, Research and Policy Planning Unit, Law Society. [www.lawsoc.org.uk](http://www.lawsoc.org.uk)
- *What can I do with a Social Sciences degree?* Trotman.
- *What to do with your psychology degree*, Matthew McDonald, McGraw-Hill Publishing Group.
- *What can I do with a Law degree?* Trotman.
- *Careers using Geography*, Kogan Page.

### Useful websites

- [www.prospects.ac.uk](http://www.prospects.ac.uk) - for a wealth of careers-related information specific to graduates
- [www.britisoc.co.uk](http://www.britisoc.co.uk) - British Sociological Association
- [www.bized.co.uk/](http://www.bized.co.uk/) - Biz/ed
- [www.esrc.ac.uk](http://www.esrc.ac.uk) - Economic and Social Research Council
- [www.lawsociety.org.uk](http://www.lawsociety.org.uk) - The Law Society
- [www.pnarchive.org/](http://www.pnarchive.org/) - The Higher Education Academy Psychology Network
- [www.intute.ac.uk/socialsciences](http://www.intute.ac.uk/socialsciences) - Intute. Social sciences information

### Case studies

**Hannah, Graduate projects officer**

*BSocSci Politics and International Relations*

I work as a graduate projects officer at The Co-operative Group where I am currently completing a graduate training scheme. I found out about

the scheme while working part-time for The Co-operative Financial Services during my studies.

One of the most appealing aspects of the scheme is the diversity of the project placements on offer. The organisation primarily looks for leadership qualities, shared values and transferable skills in their applicants, so your degree subject does not really have an impact on your application.

I am nearing the end of my first four-month project, where I have been working for the Co-op's membership department in the UK while seconded to their European head office in Brussels. My project is mostly centred on international co-operative members' preparations for the upcoming International Year of Co-operatives 2012.

My work in communications involves contacting and updating members, designing workshops to aid the development of their 2012 strategies, producing a newsletter and updating the website of an international consumer co-operative organisation. The high level of responsibility has been amazing and I feel a great sense of achievement in completing the objectives I have been set. After only one project I feel I have learnt so much and look forward to my next challenge.

The pace and work involved in the four month projects can be quite a challenge. Moving into a new business area means that you need to understand what that area does quickly before dealing with the set objectives. Also you have to frequently adapt to a new team with different working practices and cultures, while getting straight into the task at hand. I hope, through the placements in different areas of the business, to gain as much experience as possible and to find an area I am most suited to.

The Co-operative's diversity is unparalleled and I enjoy sampling the range of roles within it and find the different projects refreshing and exciting. I also like the knowledge that a new project is round the corner and feel proud to say that I work for an organisation that doesn't compromise its ethics for the sake of profit.

My advice to recent graduates would be to do as much as you can to make yourself stand out, voluntary work, university societies and work experience will go a long way to achieving that. Make sure you present your skills well on your application, showing how they will benefit an employer and ask your university careers advisers for help with CVs and applications.

**Table 1. Destinations of first degree social science graduates from 2010, six months after graduation**

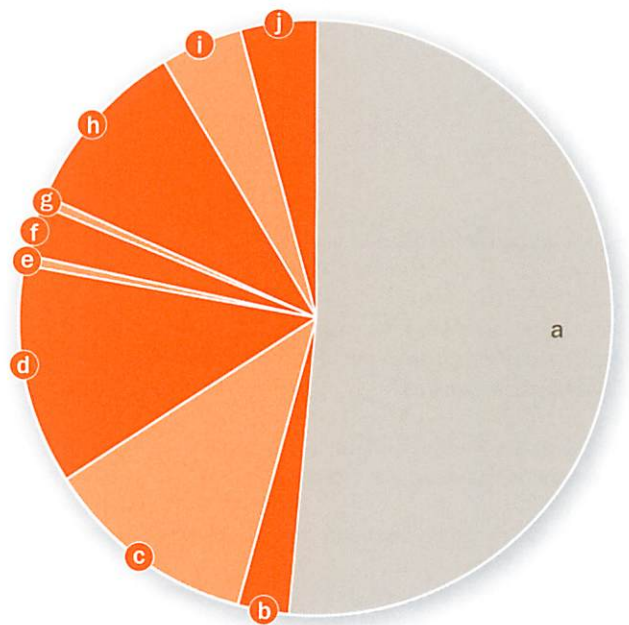
	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
Economics	3645	54.4%	15.8%	11.7%	9.5%	4.1%
Geography	2100	56.8%	21.2%	6.6%	8.0%	3.0%
Law	10190	39.8%	33.9%	10.7%	6.8%	5.3%
Politics	3875	53.3%	21.1%	7.1%	8.9%	5.2%
Psychology	9700	59.0%	14.6%	9.6%	7.9%	4.7%
Sociology	4745	65.0%	11.8%	6.4%	9.3%	4.2%
All subjects	233865	62.2%	13.5%	7.6%	8.5%	8.3%

Source: DLHE 2009/10

GRADUATES FROM 2010

**1030** Female  
**2615** Male  
**3645** Total Responses  
**4470** All graduates  
**81.5** % response

- a **51.5%** In UK employment
- b **2.9%** In overseas employment
- c **11.7%** Working and studying
- d **11.9%** Studying in the UK for a higher degree
  - PhD Development Economics
  - MSc Investment Management
  - MSc Business Economics
  - MA Contemporary European Studies
  - MA Economics
- e **0.5%** Studying in the UK for a teaching qualification
  - PGCE Social Sciences
  - PGCE Information & Communication Technology
- f **2.8%** Undertaking other further study or training in the UK
  - Graduate Diploma in Law
  - Adult Nursing Diploma
- g **0.6%** Undertaking other further study or training overseas
- h **9.5%** Believed to be unemployed
- i **4.5%** Not available for employment, study or training
- j **4.1%** Other



## Disciplines included

AGRICULTURAL ECONOMICS  
 APPLIED ECONOMICS  
 CAPITALISM  
 COLLECTIVISM  
 ECONOMETRICS

ECONOMIC POLICY  
 ECONOMIC SYSTEMS  
 ECONOMICS NOT ELSEWHERE CLASSIFIED  
 FINANCIAL ECONOMICS  
 INTERNATIONAL ECONOMICS

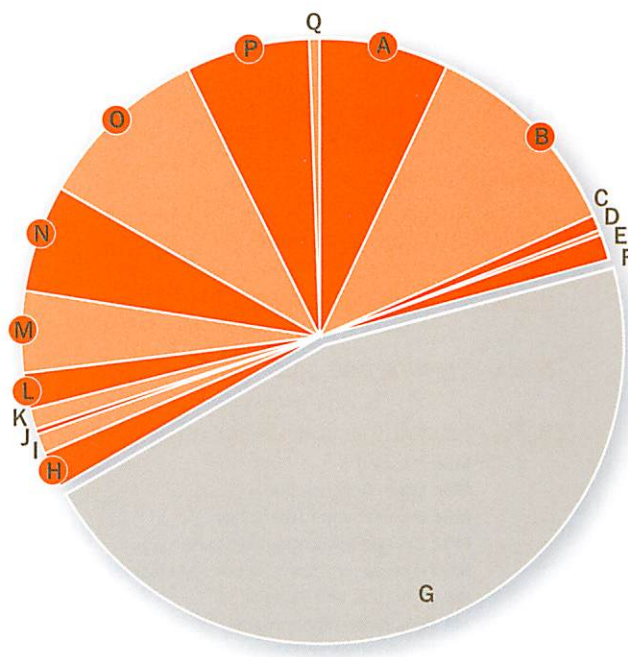
KEYNESIANISM  
 MACROECONOMICS  
 MICROECONOMICS  
 MONETARISM  
 POLITICAL ECONOMICS

## Type of work for those in employment

# Economics

GRADUATES FROM 2010

	<b>695</b>	Female
	<b>1715</b>	Male
	<b>2410</b>	Total
<b>A</b>	<b>7.2%</b>	<b>Marketing, Sales and Advertising Professionals</b> Media Planning Assistant, a publishing company Marketing Executive, a marketing company Account Executive, Leo Burnett Promotions Planner, Estee Lauder
<b>B</b>	<b>11.2%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Management Trainee, Enterprise Rent-A-Car Retail Manager, Lidl Investment Banker, Bank of America
<b>C</b>	<b>0.0%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>0.9%</b>	<b>Engineering Professionals</b>
<b>E</b>	<b>0.2%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>1.4%</b>	<b>Education Professionals</b> Maths Teacher, Teach First English Teacher, in Spain Economics Teacher, a private school
<b>G</b>	<b>46.1%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Management Consultant, Accenture Economist, Ministry of Defence; HM Treasury; HMRC; Margin Manager, Deutsche Bank MI Analyst, Santander Audit Associate, Deloitte Financial Analyst, Bloomberg; Credit Suisse; HSBC; Accountant, Bank of New York Trader, Citigroup Credit Risk Analyst, Goldman Sachs Tax Technician, Mazars Recruitment Consultant, Hays
<b>H</b>	<b>1.9%</b>	<b>Information Technology Professionals</b>
<b>I</b>	<b>1.2%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Sports Coach, a sports centre Production Assistant, a media production company
<b>J</b>	<b>0.3%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>0.9%</b>	<b>Social &amp; Welfare Professionals</b>
<b>L</b>	<b>2.1%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Economic Strategy Officer, Local Government Parliamentary Assistant, European Union Researcher, The Cabinet Office
<b>M</b>	<b>4.5%</b>	<b>Numerical Clerks and Cashiers</b> Claims Loss Adjustment Adviser, Admiral Insurance
<b>N</b>	<b>5.6%</b>	<b>Other Clerical and Secretarial Occupations</b> Charity Administrator, The Church of England Admin Officer, Local Government
<b>O</b>	<b>9.5%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>6.7%</b>	<b>Other Occupations</b> Soldier, HM Forces Chef, a café
<b>Q</b>	<b>0.4%</b>	<b>Unknown Occupations</b>



### Further breakdown

Business and Financial Professionals and Associate Professionals

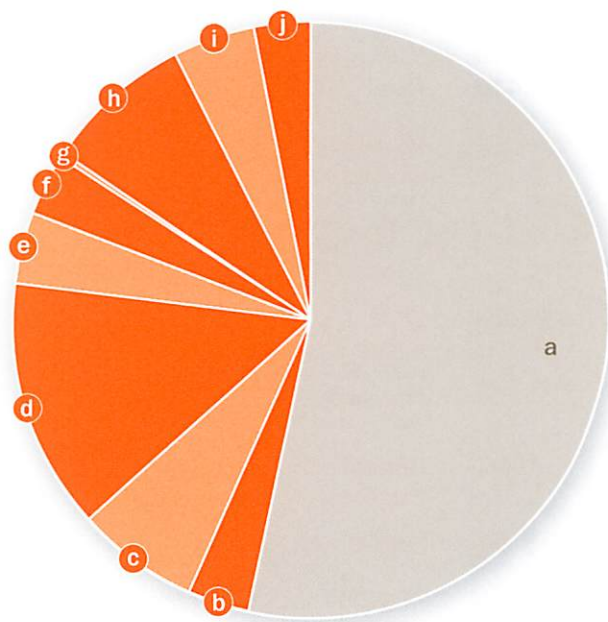
FINANCIAL ANALYSTS	8.5%
CHARTERED ACCOUNTANTS	6.4%
FINANCE AND INVESTMENT ANALYSTS/ADVISERS	3.2%
BUSINESS ANALYSTS	2.8%
EXAMINERS/AUDITORS	2.4%
ECONOMISTS	2.2%
CHARTERED AND CERTIFIED ACCOUNTANTS	2.2%
OTHER BUSINESS AND FINANCIAL PROFESSIONALS AND ASSOCIATE PROFESSIONALS	18.5%



GRADUATES FROM 2010

**1155** Female  
**945** Male  
**2100** Total responses  
**2470** All graduates  
**85.0** % response

- a **53.5%** In UK employment
- b **3.3%** In overseas employment
- c **6.6%** Working and studying
- d **13.7%** Studying in the UK for a higher degree
  - MSc Planning
  - MSc Urban Regeneration
  - MSc Environmental Technology
  - MSc GIS and Environmental Modelling
  - MSc Forensic and Crime Scene Investigation
  - MSc Transport and Planning
  - MA Real Estate Management
  - MA Human Resource Management
- e **3.9%** Studying in the UK for a teaching qualification
  - PGCE Secondary Geography
  - PGCE Secondary Maths
  - PGCE Primary
- f **3.3%** Undertaking other further study or training in the UK
  - Graduate Diploma in Law
  - GIS: Geographical Information Science
- g **0.3%** Undertaking other further study or training overseas
- h **8.0%** Believed to be unemployed
- i **4.5%** Not available for employment, study or training
- j **3.0%** Other



## Disciplines included

AGRICULTURAL GEOGRAPHY

CULTURAL GEOGRAPHY

ECONOMIC GEOGRAPHY

HISTORICAL GEOGRAPHY

HUMAN AND SOCIAL GEOGRAPHY

HUMAN AND SOCIAL GEOGRAPHY BY AREA

HUMAN AND SOCIAL GEOGRAPHY BY TOPIC

HUMAN AND SOCIAL GEOGRAPHY NOT ELSEWHERE CLASSIFIED

HUMAN AND SOCIAL GEOGRAPHY OF AFRICA

HUMAN AND SOCIAL GEOGRAPHY OF ARCTIC/ANTARCTIC

HUMAN AND SOCIAL GEOGRAPHY OF ASIA

HUMAN AND SOCIAL GEOGRAPHY OF AUSTRALASIA

HUMAN AND SOCIAL GEOGRAPHY OF EUROPE

HUMAN AND SOCIAL GEOGRAPHY OF THE AMERICAS

POLITICAL GEOGRAPHY

TRANSPORT GEOGRAPHY

URBAN GEOGRAPHY

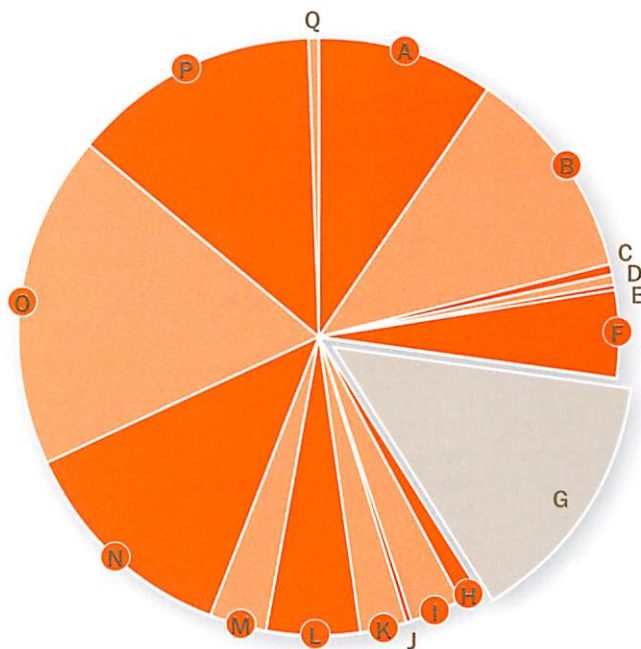
## Type of work for those in employment

# Geography

GRADUATES FROM 2010

**735** Female  
**595** Male  
**1330** Total

<b>A</b>	<b>9.7%</b>	<b>Marketing, Sales and Advertising Professionals</b> Account Executive, a digital marketing and integrated communications agency Strategy Assistant, a marketing company Marketing Co-ordinator, Chanel Events Co-ordinator, Ramada Jarvis Hotel
<b>B</b>	<b>11.5%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Management Trainee, Royal Mail; Centrica
<b>C</b>	<b>0.4%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>0.7%</b>	<b>Engineering Professionals</b>
<b>E</b>	<b>0.2%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>4.8%</b>	<b>Education Professionals</b> Outdoor Education Assistant, an education centre Geography Tutor, a private agency
<b>G</b>	<b>14.0%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Strategy Analyst, Accenture Assurance Associate, PricewaterhouseCoopers Associate Auditor, National Audit Office
<b>H</b>	<b>1.1%</b>	<b>Information Technology Professionals</b>
<b>I</b>	<b>2.6%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Trainee Producer, a film production company Ski Instructor, a ski resort Musician, a production company Studio Co-ordinator, a media company
<b>J</b>	<b>0.3%</b>	<b>Legal Professionals</b> Environmental Law Paralegal, an environmental law firm
<b>K</b>	<b>2.5%</b>	<b>Social &amp; Welfare Professionals</b> Strategic Housing Administrator, Local Government
<b>L</b>	<b>5.2%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Policy Adviser, DEFRA Research Fellow, a university Environmental Adviser, Groundwork UK Landscape Architect, a private company Museum Assistant, Local Government Conservation Officer, a conservation charity Land Surveyor, a construction consultancy Trainee Library Assistant, a gallery Assistant Surveyor, a land survey company
<b>M</b>	<b>2.8%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>12.2%</b>	<b>Other Clerical and Secretarial Occupations</b>
<b>O</b>	<b>18.2%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>13.5%</b>	<b>Other Occupations</b> Travel Consultant, STA Travel Officer Cadet, Ministry of Defence; British Army
<b>Q</b>	<b>0.3%</b>	<b>Unknown Occupations</b>



### Further breakdown

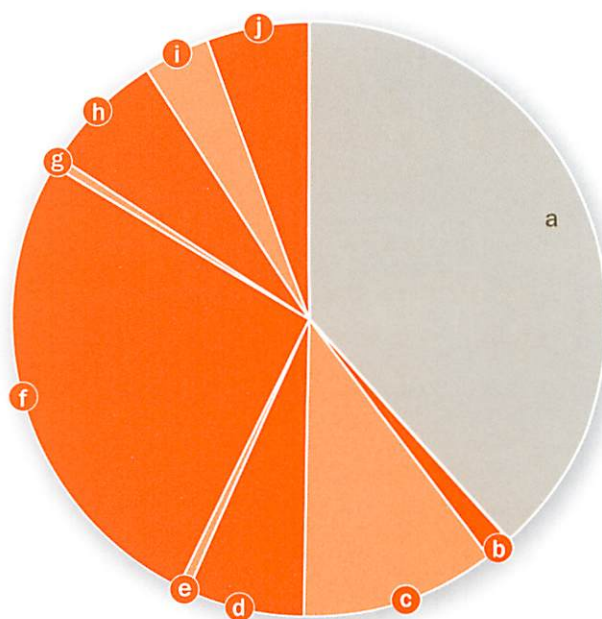
#### Business and Financial Professionals and Associate Professionals

PERSONNEL AND RECRUITMENT CONSULTANTS/ADVISERS	2.6%
BUSINESS AND RELATED ASSOCIATE PROFESSIONALS NOT ELSEWHERE CLASSIFIED	1.2%
FINANCIAL ANALYSTS	1.1%
CONFERENCE, EXHIBITION AND EVENTS CO-ORDINATORS AND CONSULTANTS	0.9%
BUSINESS ANALYSTS	0.9%
ORGANISATION, METHODS AND BUSINESS SYSTEMS ANALYSTS	0.9%
PERSONNEL OFFICERS	0.9%
OTHER BUSINESS AND FINANCIAL PROFESSIONALS AND ASSOCIATE PROFESSIONALS	5.6%

### GRADUATES FROM 2010

**6415** Female  
**3775** Male  
**10190** Total responses  
**12515** All graduates  
**81.4** % response

- a **38.4%** In UK employment
- b **1.4%** In overseas employment
- c **10.7%** Working and studying
- d **6.4%** Studying in the UK for a higher degree
  - PhD Law
  - MSc Human Resource Management
  - MA Medical Law & Ethics
  - MA Social Work
  - MA Law
  - MA Advertising and Marketing
  - LLM International Business Law
  - LLM International Commercial Law
  - LLM Media Law
- e **0.5%** Studying in the UK for a teaching qualification
  - PGCE Citizenship
  - PGCE Secondary German
- f **26.4%** Undertaking other further study or training in the UK
  - Legal Practice Course
  - Bar Professional Training Course
  - ILEX
- g **0.6%** Undertaking other further study or training overseas
- h **6.8%** Believed to be unemployed
- i **3.6%** Not available for employment, study or training
- j **5.3%** Other



### Disciplines included

BUSINESS AND COMMERCIAL LAW  
 COMPARATIVE LAW  
 CONTRACT LAW  
 CRIMINAL LAW  
 ENGLISH LAW  
 EUROPEAN UNION LAW  
 JURISPRUDENCE  
 LAW  
 LAW BY AREA

LAW BY AREA NOT ELSEWHERE CLASSIFIED  
 LAW BY TOPIC  
 LAW BY TOPIC NOT ELSEWHERE CLASSIFIED  
 LAW NOT ELSEWHERE CLASSIFIED  
 LEGAL PRACTICE  
 MEDICAL LAW  
 NORTHERN IRISH LAW  
 OTHERS IN LAW  
 PRIVATE LAW

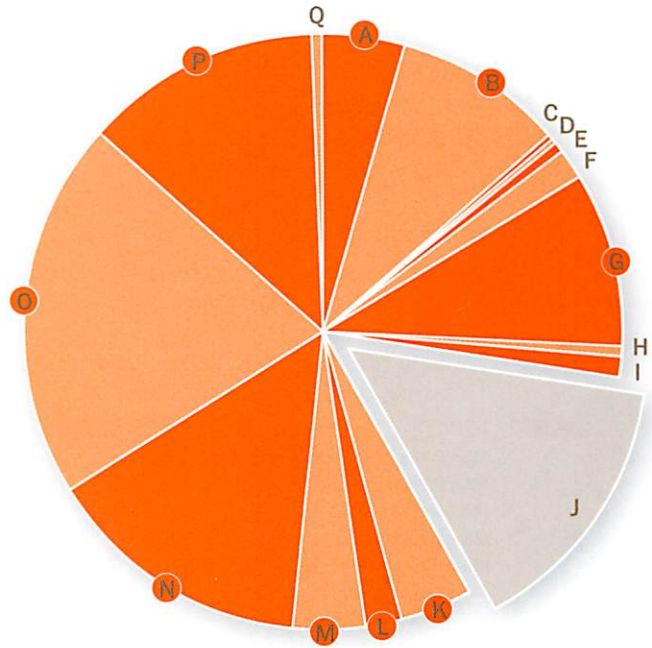
PROPERTY LAW  
 PUBLIC INTERNATIONAL LAW  
 PUBLIC LAW  
 SCOTTISH LAW  
 TORTS  
 UK LEGAL SYSTEMS  
 WELSH LAW

# Type of work for those in employment

GRADUATES FROM 2010

**3300** Female  
**1855** Male  
**5155** Total

A	<b>4.5%</b>	<b>Marketing, Sales and Advertising Professionals</b> Corporate Communications Assistant, Warner Brothers Marketing Executive, Thompson Reuters Marketing Assistant, a university
B	<b>9.4%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Trainee Manager, an estate agents Graduate Trainee, Boots; Lidl; Bank Manager, HSBC Hotel Manager, a hotel
C	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>0.2%</b>	<b>Engineering Professionals</b>
E	<b>0.6%</b>	<b>Health Professionals and Associate Professionals</b>
F	<b>1.7%</b>	<b>Education Professionals</b> Assistant Director, Explore Learning English Teaching Assistant, an international school in China University Teacher, a university
G	<b>9.4%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Business Analyst, Goldman Sachs Finance Analyst, British Airways Management Consultant, Accenture Audit Assistant, KPMG Personnel Officer, Reckitt Benckiser
H	<b>0.6%</b>	<b>Information Technology Professionals</b>
I	<b>1.2%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Production Assistant, a media production company
J	<b>14.4%</b>	<b>Legal Professionals</b> Paralegal, a community legal advice centre Legal Executive, a law firm Legal Adviser, Citizen's Advice Bureau; DWF Trainee Solicitor, various law firms Legal Research Assistant, Law Commission
K	<b>3.9%</b>	<b>Social &amp; Welfare Professionals</b> Housing Officer, Housing Association Support Worker, Local Council
L	<b>2.1%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> International Relations Officer, a UK university Political Caseworker, an MP Public Advice Worker, Citizen's Advice Bureau
M	<b>3.9%</b>	<b>Numerical Clerks and Cashiers</b> Insurance Clerk, Aviva Mortgage Adviser, First Direct
N	<b>14.4%</b>	<b>Other Clerical and Secretarial Occupations</b> Justices' Law Clerk, Legal Services Commission
O	<b>20.5%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
P	<b>12.9%</b>	<b>Other Occupations</b> Army Officer Cadet, British Army
Q	<b>0.2%</b>	<b>Unknown Occupations</b>



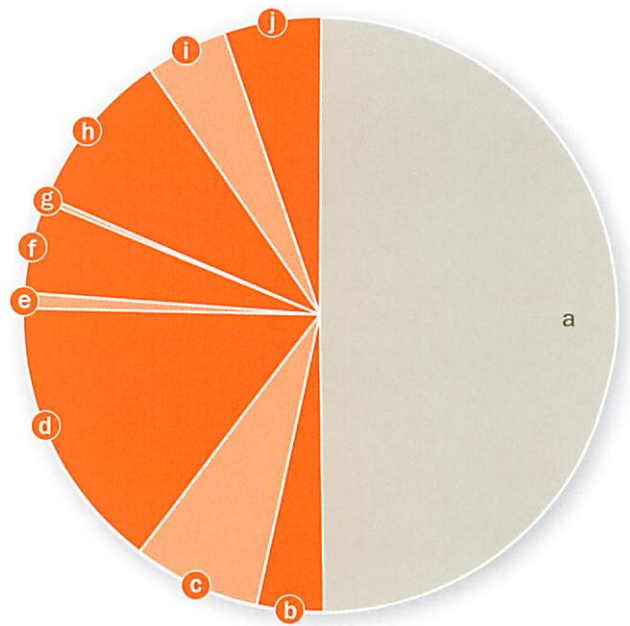
## Further breakdown

Legal professionals	
LEGAL EXECUTIVES AND PARALEGALS	9.5%
SOLICITORS	2.0%
LEGAL ADVISERS IN NON-LAW FIRMS	1.0%
LEGAL ASSOCIATE PROFESSIONALS	0.7%
OTHER LEGAL PROFESSIONALS	1.1%

GRADUATES FROM 2010

**1650** Female  
**2220** Male  
**3875** Total responses  
**4875** All graduates  
**79.5** % response

- a **50.0%** In UK employment
- b **3.4%** In overseas employment
- c **7.1%** Working and studying
- d **14.9%** Studying in the UK for a higher degree
  - MSc Economics, Politics and Public Administration
  - MSc International Politics
  - MA European Integration
  - MA International Security
  - MA Social and Political Thought
  - MA Government and Public Policy
  - MA Magazine Journalism
  - MA Publishing
- e **1.0%** Studying in the UK for a teaching qualification
  - PGCE Secondary
  - PGCE Primary
- f **4.8%** Undertaking other further study or training in the UK
  - Graduate Diploma in Law
  - TEFL – Teaching English as a Foreign Language
  - NCTJ (Journalism)
- g **0.4%** Undertaking other further study or training overseas
- h **8.9%** Believed to be unemployed
- i **4.4%** Not available for employment, study or training
- j **5.2%** Other



## Disciplines included

- |                         |                                      |                                       |
|-------------------------|--------------------------------------|---------------------------------------|
| ANARCHISM               | INTERNATIONAL CONSTITUTIONAL STUDIES | POLITICS NOT ELSEWHERE CLASSIFIED     |
| AUTOCRACY               | INTERNATIONAL POLITICS               | POLITICS OF A SPECIFIC COUNTRY/REGION |
| COMMONWEALTH POLITICS   | INTERNATIONAL RELATIONS              | PUBLIC ADMINISTRATION                 |
| COMPARATIVE POLITICS    | LIBERALISM                           | SOCIALISM                             |
| CONSERVATISM            | NATIONALISM                          | STRATEGIC STUDIES                     |
| DEMOCRACY               | OLIGARCHY                            | UK CONSTITUTIONAL STUDIES             |
| ENVIRONMENTALISM        | PLUTOCRACY                           | UK GOVERNMENT/PARLIAMENTARY STUDIES   |
| EUROPEAN UNION POLITICS | POLITICAL SYSTEMS                    | WAR & PEACE STUDIES                   |
| FASCISM                 | POLITICAL THEORIES                   |                                       |
| FEMINISM                | POLITICS                             |                                       |

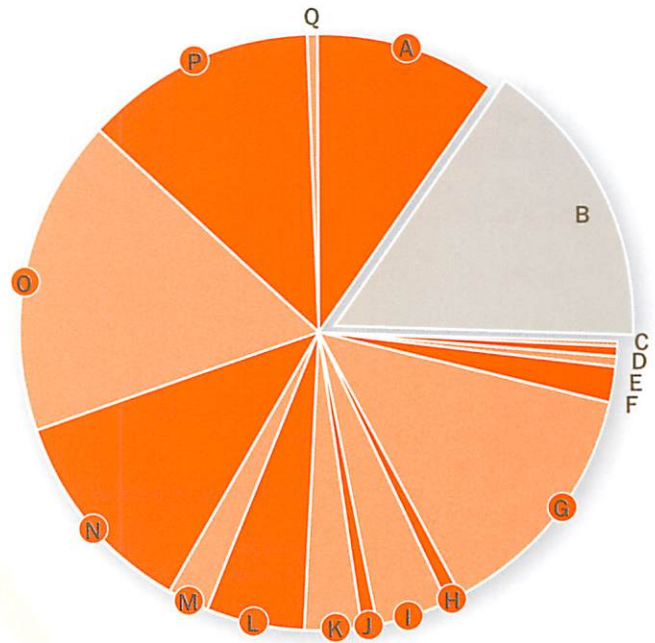


## Type of work for those in employment

# Politics

GRADUATES FROM 2010

	1040	Female
	1300	Male
	2340	Total
<b>A</b>	<b>9.9%</b>	<b>Marketing, Sales and Advertising Professionals</b> Client Account Manager, a direct marketing company Public Relations Officer, an integrated marketing company Account Executive, an advertising agency Communication Consultant, a communications company
<b>B</b>	<b>15.9%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Development Programme (NGDP) Management Trainee, Marks & Spencer Assistant Manager, a charity
<b>C</b>	<b>0.2%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>0.7%</b>	<b>Engineering Professionals</b>
<b>E</b>	<b>0.3%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>2.0%</b>	<b>Education Professionals</b> English Teacher, in Germany Assistant Language Teacher, a teaching organisation in Japan
<b>G</b>	<b>13.5%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Financial Adviser, Deloitte Trainee Accountant, KPMG Project Management Investment, Barclays
<b>H</b>	<b>0.9%</b>	<b>Information Technology Professionals</b>
<b>I</b>	<b>3.9%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Junior Digital Producer, a digital production company Media Assistant, a media production company Video Website Reporter, a digital media company Editorial Assistant, a magazine publisher Online Production Manager, a national newspaper Photographer, a photography company Entertainer, self-employed Fitness Professional, a leisure and fitness company
<b>J</b>	<b>0.5%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>3.2%</b>	<b>Social &amp; Welfare Professionals</b> Youth Support Worker, Local Council
<b>L</b>	<b>5.3%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Parliamentary Adviser, UK Parliament Project Support Worker, a university Research Fellow, a university Researcher, Member of Parliament; Ministry of Defence General Secretary, a university students' union
<b>M</b>	<b>2.3%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>11.3%</b>	<b>Other Clerical and Secretarial Occupations</b> Library Assistant, a university library Personal Assistant, MP House of Commons
<b>O</b>	<b>17.2%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>12.6%</b>	<b>Other Occupations</b>
<b>Q</b>	<b>0.4%</b>	<b>Unknown Occupations</b>



### Further breakdown

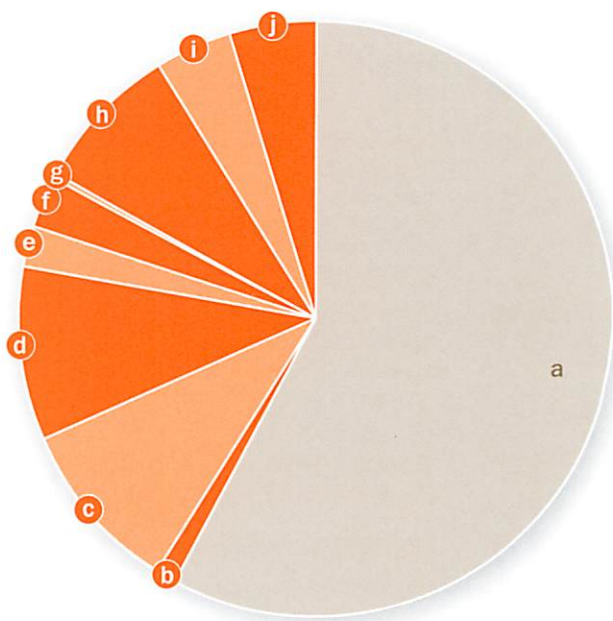
#### Commercial, Industrial and Public Sector Managers

RETAIL AND WHOLESALE MANAGERS	1.4%
SALES MANAGERS	0.9%
CHARITY OFFICERS	0.7%
ARMY OFFICERS	0.6%
PUBLICANS AND MANAGERS OF LICENSED PREMISES	0.6%
TRADE UNION OFFICERS	0.6%
OTHER COMMERCIAL, INDUSTRIAL AND PUBLIC SECTOR MANAGERS	11.2%

GRADUATES FROM 2010

**8050** Female  
**1650** Male  
**9700** Total responses  
**11840** All graduates  
**81.9** % response

- a **57.8%** In UK employment
- b **1.2%** In overseas employment
- c **9.6%** Working and studying
- d **9.2%** Studying in the UK for a higher degree
  - PhD Clinical Psychology
  - PhD Psychology
  - MSc Mental Health and Psychological Therapies
  - MSc Psychology
  - MSc Occupational Psychology
  - MSc Cognitive Clinical Neuroscience
  - MSc Health Psychology
  - MSc Forensic Psychology
  - MSc Sports Psychology
  - MA Citizenship Identity and Human Rights
  - MA Human Resource Management
  - MA Publishing
  - MRes Psychology
  - Graduate Certificate Counselling
- e **2.4%** Studying in the UK for a teaching qualification
  - PGCE Primary Education
  - PGCE Secondary Psychology
- f **2.8%** Undertaking other further study or training in the UK
  - NCTJ: Journalism
  - Graduate Diploma in Law
- g **0.2%** Undertaking other further study or training overseas
- h **7.9%** Believed to be unemployed
- i **4.1%** Not available for employment, study or training
- j **4.7%** Other



## Disciplines included

APPLIED PSYCHOLOGY

CLINICAL PSYCHOLOGY

COGNITIVE PSYCHOLOGY

DEVELOPMENTAL PSYCHOLOGY

EDUCATIONAL PSYCHOLOGY

EXPERIMENTAL PSYCHOLOGY

HEALTH PSYCHOLOGY

NEUROPSYCHOLOGY

OCCUPATIONAL PSYCHOLOGY

PSYCHOLOGY

PSYCHOLOGY NOT ELSEWHERE CLASSIFIED

PSYCHOMETRICS

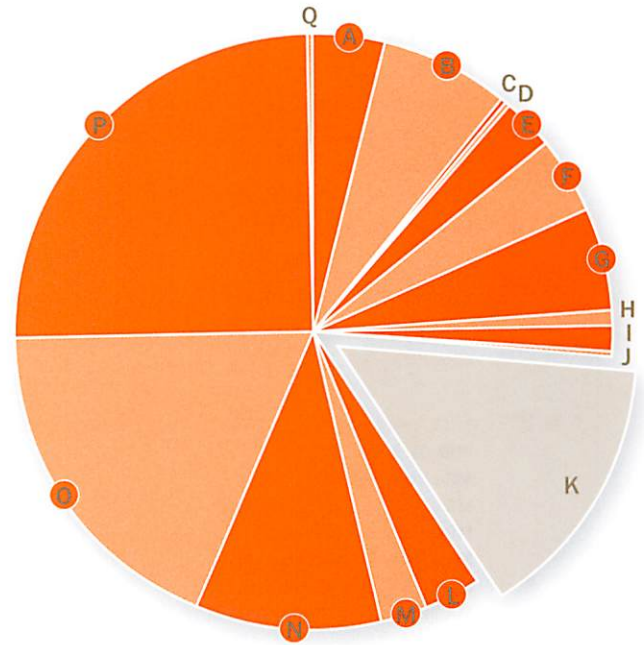
SOCIAL PSYCHOLOGY

## Type of work for those in employment

# Psychology

GRADUATES FROM 2010

	<b>5585</b>	Female
	<b>1070</b>	Male
	<b>6655</b>	Total
<b>A</b>	<b>4.0%</b>	<b>Marketing, Sales and Advertising Professionals</b> Marketing Executive, Kimberley Clark International Account Planner, an advertising agency
<b>B</b>	<b>7.0%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Pharmacy Store Manager, Boots
<b>C</b>	<b>0.3%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b> Research Assistant, NHS Research Scientist, Unilever
<b>D</b>	<b>0.2%</b>	<b>Engineering Professionals</b>
<b>E</b>	<b>2.7%</b>	<b>Health Professionals and Associate Professionals</b> Clinical Psychologist, NHS Psychologist, a mental health charity Psychological Wellbeing Practitioner, NHS Forensic Psychologist, HM Prison Mental Health Worker, NHS
<b>F</b>	<b>4.2%</b>	<b>Education Professionals</b> Assistant Director, Explore Learning Education Support Worker, a charity
<b>G</b>	<b>5.7%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Investment Banker, RBS Financial Analyst, Barclays
<b>H</b>	<b>0.6%</b>	<b>Information Technology Professionals</b> Technology Consultant, IBM
<b>I</b>	<b>1.4%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Arts Consultant, an art gallery
<b>J</b>	<b>0.2%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>14.5%</b>	<b>Social &amp; Welfare Professionals</b> Support Worker, NHS Trust Youth Worker, Youth Justice Service Social Worker, a children's charity Welfare Officer, CSV Housing Officer, Local Council
<b>L</b>	<b>3.1%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Library Assistant, Local Council Benefit Adviser, Jobcentre Plus
<b>M</b>	<b>2.3%</b>	<b>Numerical Clerks and Cashiers</b> Finance Officer, Legal & General
<b>N</b>	<b>10.0%</b>	<b>Other Clerical and Secretarial Occupations</b> Administrator, RBS Office Support Assistant, Co-operative
<b>O</b>	<b>18.5%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>24.8%</b>	<b>Other Occupations</b> Gunner, Territorial Army Nursery Nurse, a private nursery Chef, a restaurant
<b>Q</b>	<b>0.3%</b>	<b>Unknown Occupations</b>



### Further breakdown

#### Social & Welfare Professionals

EDUCATION/LEARNING SUPPORT WORKER	2.8%
PSYCHOLOGISTS	2.4%
COMMUNITY WORKERS	2.0%
HOUSING AND WELFARE OFFICERS	1.7%
SOCIAL WORKERS (MEDICAL, MENTAL HEALTH, REHAB)	1.2%
YOUTH WORKERS	1.0%
OTHER SOCIAL AND WELFARE PROFESSIONALS	3.5%

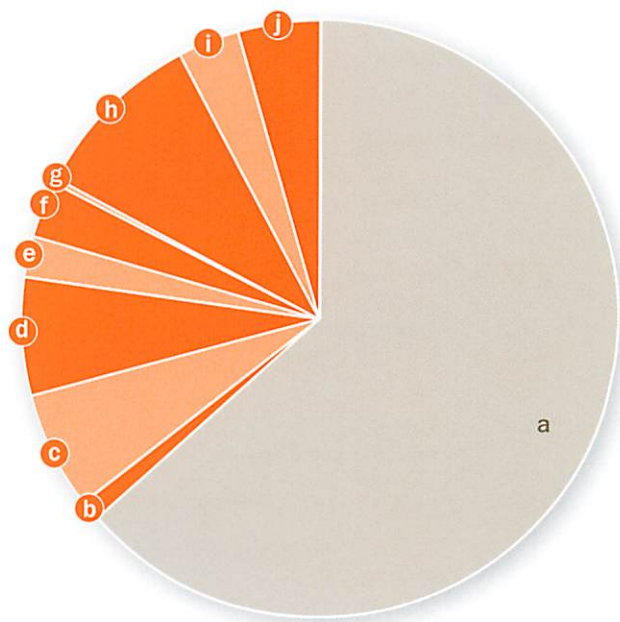
# Sociology

Survey response

GRADUATES FROM 2010

**3615** Female  
**1135** Male  
**4745** Total responses  
**6050** All graduates  
**78.4** % response

- a **63.8%** In UK employment
- b **1.1%** In overseas employment
- c **6.4%** Working and studying
- d **6.2%** Studying in the UK for a higher degree
  - PhD Sociology
  - MSc Management
  - MSc Finance and Accountancy
  - MSc Public Management
  - MA International Development
  - MA Sociological Research
  - MA International Politics and Human Relations
- e **2.4%** Studying in the UK for a teaching qualification
  - PGCE Primary
  - PGCE Secondary, Religious Education
  - PGCE Social Science
- f **3.1%** Undertaking other further study or training in the UK
  - Graduate Diploma in Law
  - NCTJ (Journalism)
  - Qualification in Careers Guidance: QCG
- g **0.1%** Undertaking other further study or training overseas
- h **9.3%** Believed to be unemployed
- i **3.5%** Not available for employment, study or training
- j **4.2%** Other



## Disciplines included

APPLIED SOCIOLOGY  
 DISABILITY IN SOCIETY  
 ETHNIC STUDIES  
 GENDER STUDIES  
 MEN'S STUDIES

POLITICAL SOCIOLOGY  
 RELIGION IN SOCIETY  
 SOCIAL HIERARCHY  
 SOCIAL THEORY  
 SOCIO-ECONOMICS

SOCIOLOGY  
 SOCIOLOGY NOT ELSEWHERE CLASSIFIED  
 SOCIOLOGY OF SCIENCE AND TECHNOLOGY  
 WOMEN'S STUDIES

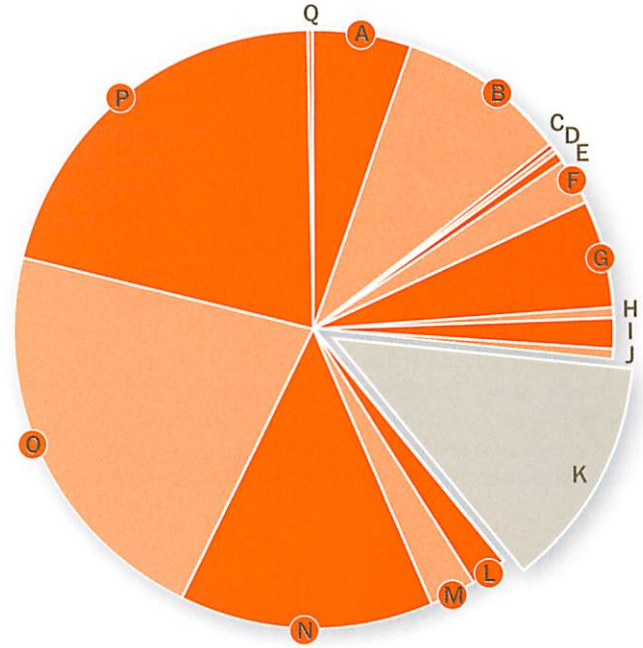
## Type of work for those in employment

# Sociology

GRADUATES FROM 2010

**2605** Female  
**780** Male  
**3385** Total

<b>A</b>	<b>5.3%</b>	<b>Marketing, Saless and Advertising Professionals</b> Data Analyst, Ipsos MORI Advertising Project Manager, a digital media company Account Executive, an advertising agency Brand Ambassador, Sony Marketing Executive, a marketing company Events Manager, a leisure organisation
<b>B</b>	<b>9.4%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Higher Executive Officer, Department for Education HR Manager, Sainsbury's
<b>C</b>	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>0.2%</b>	<b>Engineering Professionals</b>
<b>E</b>	<b>0.5%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>2.6%</b>	<b>Education Professionals</b>
<b>G</b>	<b>5.9%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Management Consultant, Accenture Insurance Broker, Capita Business Analyst, Accenture Accountancy Associate, Ernst & Young
<b>H</b>	<b>0.5%</b>	<b>Information Technology Professionals</b> Technology Consultant, Tesco
<b>I</b>	<b>1.7%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Production Management Assistant, BBC Assistant Theatre Producer, a theatre company Service Manager, a leisure and fitness company
<b>J</b>	<b>0.5%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>12.6%</b>	<b>Social &amp; Welfare Professionals</b> Health Care Support Worker, NHS Learning Support Worker, Local Council Social Worker, a church organisation Housing Officer, Local Council Youth Worker, a charity Probation Officer, Probation Service
<b>L</b>	<b>1.9%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
<b>M</b>	<b>2.5%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>13.5%</b>	<b>Other Clerical and Secretarial Occupations</b> Library Assistant, Local Council Clerical Assistant, a housing company
<b>O</b>	<b>21.6%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>20.9%</b>	<b>Other Occupations</b> Detention Custody Officer, Serco Fire Fighter, London Fire Brigade Health Care Assistant, NHS
<b>Q</b>	<b>0.2%</b>	<b>Unknown Occupations</b>



### Further breakdown

Social & Welfare professionals

PROBATION OFFICERS	3.6%
HOUSING AND WELFARE OFFICERS	1.8%
EDUCATION/LEARNING SUPPORT WORKER	1.6%
COMMUNITY WORKERS	1.4%
YOUTH WORKERS	1.3%
SOCIAL WORKERS	1.0%
OTHER SOCIAL AND WELFARE PROFESSIONALS	2.0%



# Arts, creative arts and humanities

The number of students graduating from courses in arts, creative arts and humanities in 2010 showed a slight increase on the figures for 2009 with the exception of languages which declined by 2.8%. Considerable growth took place in the number of performing arts graduates, with 8.4% more than in 2009.

The proportion of graduates entering employment following graduation in 2009/10 increased across these subjects on last year. Slightly fewer graduates were combining working and studying, most commonly found in professions related to accountancy, finance, insurance and psychology, but, since the numbers entering these professions held steady in 2009/10, the decrease was most probably the result of fewer graduates generally going into further study and working part time to fund their programmes. Unemployment fell amongst graduates across all these courses and remains around the average of 8.5% for graduates from across all disciplines, with the exception of art and design (11.3%) and media studies (14.1%), which may reflect the difficulty of sourcing employment in areas like fine art, design and broadcasting, where considerable unpaid work experience is common for entry into these occupations.

## Destinations

**Performing Arts** – The performing arts sector in the UK is buoyant with 5,480 businesses employing 75,000 people, although most work in small businesses of less than 10 employees.<sup>1</sup> Of these only around 30% are actually performers with the rest finding employment as agents, administrators, theatre managers, producers, directors and technical staff (from lighting technicians to make up artists).<sup>2</sup> The industry adds over £2.6 billion per year to the national economy and Arts Council England plays a major role in this sector investing £100 million per year in 230 theatre organisations and individuals.<sup>3</sup> A new Creative Industries Council was created in March 2011 which will henceforth supervise this sector.<sup>4</sup>

23.7% of graduates in performing arts were employed in art, design and culture occupations. This is a slight increase on 2009, suggesting more employment opportunities were available in fields related to their degree subject. A high proportion of performing arts graduates (11.6%) worked as education professionals, the same as history and English graduates combined. An even higher proportion (13.5%) went into marketing, management and business professions. Despite the uncertainties of many of the theatrical professions, their unemployment level was almost exactly the national average though this may have been compensated for by a fairly high level of employment in retail, catering and bar work six months after graduation (23%).

**English** – The 2010 cohort showed much more evidence of graduates going directly into work following graduation with a 3.7% increase on 2009 (to 55.6%) and 27.6% going on to some form of further study. Although over 30% were in numerical clerking, secretarial or retail, catering and bar work a significant number (22.9%) secured employment in business, marketing or management roles supplemented by 7.5% entering the field of education and 7.1% going in to art, design and culture occupations, which includes the media and journalism. This subject had the highest number going in to teacher training (5.2%) but that is still only one in every twenty graduates, illustrating that this is by no means the only option for English graduates.

**History** – Of all the disciplines reviewed in this section, history graduates have the highest proportion studying in the UK for a higher degree (13.2%), in part to meet the academic demands of careers in academia itself, as well as in work as archivists, librarians and museum curators. 9.9% secured employment as business and financial professionals and associate professionals and 17.8% entered professions in marketing, sales and advertising professions and commercial, industrial and public sector management (compared to the national average of 13.9%). This

indicates the diversity of roles undertaken on the basis of a history degree as well as the more obvious roles in art, design and culture (4.5%) and education professions (4.1%). These diverse roles have included army officers, commodities traders, parliamentary assistants and city councillors.

**Media Studies** – Graduates from this discipline were amongst those most likely to go straight into employment (67.1%). However, over a quarter of those were in retail and catering. This highlights some of the challenges involved in securing a career in the media and the need for early career planning and work experience. Nonetheless almost one in five (18.1%) did secure degree related employment in arts, design and culture occupations and many more became business, marketing and management professionals (21.7%).

**Languages** – These graduates had the highest rate of overseas employment (10.2%) as befits their enhanced language capacity and 36% went straight into business and finance, marketing and management occupations. Almost 28% went on to some form of further study in preparation for careers in journalism, management, translation, the media and teaching. Although the unemployment rate was close to the national average, far fewer language graduates ended up in retail and catering (16.1%). The success of languages graduates in obtaining a good level of employment may substantiate the assertion that graduate employers do set a premium on graduates with languages<sup>5</sup>.

**Art and Design** – Arts and design graduates had one of the highest employment rates of the disciplines reviewed in this section (67.2%) and above the average for all graduates in the 2009/10 cohort (62.2%). A third were employed as arts, design and culture professionals, 8.4% of whom were commercial artists, 3.3% clothing designers and 2.7% graphic artists and designers. Almost a quarter of the 2009/10 arts and design graduates were working as retail, catering and bar staff. A large number of the self-employed cohort are artists and designers, yet it often takes considerably longer than six months to launch a business, requiring a temporary job to provide support in the interim. Amongst graduates who were self employed in the UK six months after graduating, 13.9% were design graduates and 4.6% were fine art graduates.

## Salaries

Average salaries for graduates working full time in the UK from these disciplines varied considerably from fine arts graduates earning £11,800 in the North East of England and £17,200 in London. Similar disparities were found amongst languages graduates earning £13,400 in Northern Ireland and £26,800 in London. The disparities reflect the type of work undertaken as well as regional variations and are given only as examples. The average salary across all academic disciplines was £19,794.

## References

1. Creative and Cultural Skills Creative and Cultural Industry: Impact and footprint 2008/9
2. [www.ukperformingarts.co.uk/features/national\\_skills\\_acdemy.asp](http://www.ukperformingarts.co.uk/features/national_skills_acdemy.asp)
3. <http://getintothetheatre.org/overview-of-the-industry>
4. [www.ccskills.org.uk](http://www.ccskills.org.uk)
5. [www.languageswork.org.uk/home/why\\_languages/key\\_language\\_facts.aspx](http://www.languageswork.org.uk/home/why_languages/key_language_facts.aspx)

## Further reading

AGCAS Options Sheets are available online at [www.prospects.ac.uk/links/options](http://www.prospects.ac.uk/links/options)

'Your Degree in...': Art & Design; Graphic Design; Fine Art; Humanities; Combined Arts; Music; Performing Arts (Dance/Drama); English; History; Media/Communication Studies; Modern Languages; Film & Photography; Textiles; Multimedia

Detailed information about types of work, written by AGCAS higher

education careers advisers, can be accessed at [www.prospects.ac.uk/links/occupations](http://www.prospects.ac.uk/links/occupations). Amongst many other headings, occupations which may be of particular interest to arts and humanities graduates are Arts, Design and Crafts, Administration (specifically Arts Administration), Advertising, Marketing & PR and Publishing, Media & Performing Arts.

### Useful publications

Benn's media Directory UK Volume 2010  
 British performing Arts Yearbook 2009-10 Rhinegold 2009  
*Careers in Media and Film: The essential Guide* Georgina Gregory Sage, 2008  
*Careers Using Languages*, Edda Ostarhild, Kogan Page  
*Careers with an Arts or Humanities Degree*, Philip Schofield, Lifetime Publishing.  
 Contacts 2010, Kate Paynton (Ed) Spotlight 2009  
 How to Get a Job in Television Elsa Sharp, Methuen  
*What Can I Do With...an Arts Degree?* Gillian Sharp and Beryl Dixon, Trotman

### Useful Websites

[www.artscouncil.org.uk](http://www.artscouncil.org.uk) - Arts Council England  
[www.artscouncil-ni.org.uk](http://www.artscouncil-ni.org.uk) - Arts Council Northern Ireland  
[www.artswales.org.uk](http://www.artswales.org.uk) - Arts Council of Wales  
[www.ccskills.org.uk](http://www.ccskills.org.uk) - Creative & Cultural Skills  
[www.cilt.org.uk](http://www.cilt.org.uk) - The National Centre for Languages  
[www.design-council.org.uk](http://www.design-council.org.uk) - Design Council  
[www.fashionunited.co.uk](http://www.fashionunited.co.uk) - Jobs in the fashion industry  
[www.intute.ac.uk/artsandhumanities](http://www.intute.ac.uk/artsandhumanities) - database of relevant arts and humanities websites  
[www.ism.org](http://www.ism.org) - The Incorporated Society of Musicians  
[www.ncdt.org.uk](http://www.ncdt.org.uk) - National Council for Drama Training  
[www.scottisharts.org.uk](http://www.scottisharts.org.uk) - Scottish Arts Council  
[www.skillsset.org/careers](http://www.skillsset.org/careers) - Sector Skills Council for Creative Media  
[www.skillsfast-uk.org](http://www.skillsfast-uk.org) - UK Sector skills council for fashion and textiles

### Case Studies

#### Linda, Fine artist

Linda has a BA in Fine Art from Sheffield Hallam University. She currently works as a development assistant at an Arts Centre in London.

After graduating I went travelling for four months around Europe before returning to Sheffield. I then worked at an independent art house cinema and continued to make art, attending three exhibitions during the year.

After a year of making my own artwork I decided I wanted to enjoy the fulfilment of a full-time job in the arts and after applying for several jobs was offered a project manager job at a business support specialists. I helped artists, musicians and creatives get public funded money to aid their freelance occupation or new business. I loved doing this but really wanted to move into working in a gallery and was keen to move to a new city. As my job involved working with funding I decided to apply for jobs in galleries within fundraising departments. A year and a half ago I started working at an Arts Centre in London as a development assistant in the Development Department.

I'd have been able to get my current job with another degree but to progress my career within a gallery my fine art degree is very important. My degree gives me an understanding of the exhibitions we program at the Arts Centre and allows me to write our exhibition funding proposals with a clear artistic understanding.

On a typical day, I write funding proposals for education projects and exhibitions and update the development plan worksheet. I constantly add to this to keep track of progress. I record pending applications, when applications are completed, events that need to be organised, friends and patrons of the art centre that need to renew their membership, etc. I also write renewal letters to people who have joined our Friends Scheme as well as organise the copy for a Patrons programme of events and liaise with the designer and printer.

I particularly enjoy organising fundraising events at the Arts Centre. Organising events is the area of work I want to expand and move into to further my career progression. I find large fundraising applications challenging because they involve writing in a very statistical and more succinct writing style.

I'd advise other students and graduates who would like to get into this career to start looking early for a job if they want to start immediately after graduation. For me, travelling and continuing as an artist for a year was important in helping me find my focus and decide where I wanted to go. I would also say that sometimes you have to compromise when you are first starting out in the arts because it's a competitive sector.

Table 1. Destinations of first degree arts, creative arts and humanities graduates from 2010, six months after graduation

Source: DLHE 2009/10	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
Performing Arts	8660	64.1%	13.0%	6.1%	8.7%	8.1%
English	8885	55.6%	20.0%	7.6%	8.0%	8.8%
History	8255	52.9%	22.4%	6.9%	8.5%	9.3%
Media Studies	4460	67.1%	6.3%	3.5%	14.1%	9.0%
Languages	6610	54.8%	21.2%	6.6%	8.4%	9.0%
Art and Design	12685	67.2%	6.2%	5.2%	11.3%	6.6%
All subjects	233865	62.2%	13.5%	7.6%	8.5%	8.3%

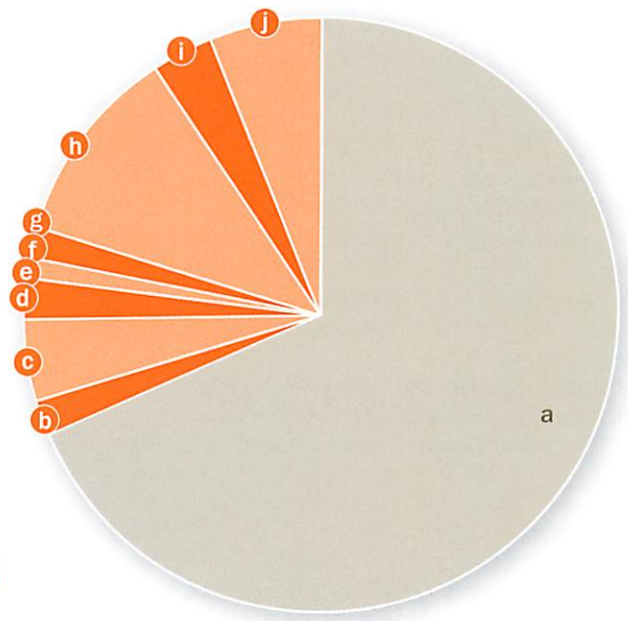
# Art and Design

Survey response

GRADUATES FROM 2010

**8360** Female  
**4325** Male  
**12685** Total responses  
**15605** All graduates  
**81.3** % response

- a **65.6%** In UK employment
- b **1.6%** In overseas employment
- c **5.2%** Working and studying
- d **2.8%** Studying in the UK for a higher degree  
 MA Translation  
 MA Fashion Photography  
 MA Christian Theology  
 MSc Graphic Design
- e **1.2%** Studying in the UK for a teaching qualification  
 PGCE Secondary Art
- f **2.0%** Undertaking other further study or training in the UK
- g **0.2%** Undertaking other further study or training overseas
- h **11.3%** Believed to be unemployed
- i **3.6%** Not available for employment, study or training
- j **6.6%** Other



## Disciplines included

- |                                   |   |                                   |
|-----------------------------------|---|-----------------------------------|
| CERAMICS DESIGN                   | MULTIMEDIA DESIGN                       | DRAWING                           |
| CLOTHING/FASHION DESIGN           | TEXTILE DESIGN                          | FINE ART CONSERVATION             |
| DESIGN STUDIES                    | TYPOGRAPHY                              | FINE ART PRACTISE                 |
| FURNITURE DESIGN                  | VISUAL COMMUNICATION                    | FINE ART RESTORATIONS             |
| GRAPHIC DESIGN                    | DESIGN STUDIES NOT ELSEWHERE CLASSIFIED | FINE ART THEORY                   |
| ILLUSTRATION                      | BOOK CONSERVATION                       | PAINTING                          |
| INDUSTRIAL/PRODUCT DESIGN         | CALLIGRAPHY                             | PRINTMAKING                       |
| INTERACTIVE AND ELECTRONIC DESIGN | CONTEMPORARY FINE ARTS                  | SCULPTURE                         |
| INTERIOR DESIGN                   | DECORATIVE ARTS                         | FINE ART NOT ELSEWHERE CLASSIFIED |



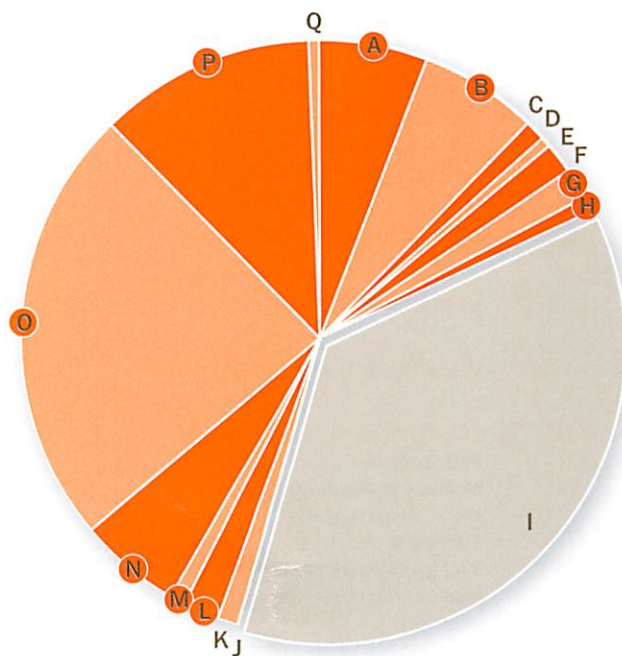
## Type of work for those in employment

# Art and Design

GRADUATES FROM 2010

**6080** Female  
**3100** Male  
**9185** Total

A	<b>5.5%</b>	<b>Marketing, Sales and Advertising Professionals</b> Communications Officer Fashion Buyer
B	<b>6.5%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Letting Manager
C	<b>0.0%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>0.9%</b>	<b>Engineering Professionals</b>
E	<b>0.4%</b>	<b>Health Professionals and Associate Professionals</b> Health Care Adviser
F	<b>2.3%</b>	<b>Education Professionals</b> University Sabbatical Officer Photography Teacher
G	<b>1.8%</b>	<b>Business and Financial Professionals and Associate Professionals</b>
H	<b>1.1%</b>	<b>Information Technology Professionals</b>
I	<b>33.3%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Web Designer Graphic Designer Costume Maker TV Production Assistant Artist, self employed
J	<b>0.0%</b>	<b>Legal Professionals</b>
K	<b>1.1%</b>	<b>Social &amp; Welfare Professionals</b> Health Visitor Welfare Officer
L	<b>2.4%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
M	<b>0.7%</b>	<b>Numerical Clerks and Cashiers</b>
N	<b>6.0%</b>	<b>Other Clerical and Secretarial Occupations</b>
O	<b>24.7%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
P	<b>13.2%</b>	<b>Other Occupations</b> Beauty Consultant Visual Merchandiser
Q	<b>0.2%</b>	<b>Unknown Occupations</b>



## Further breakdown

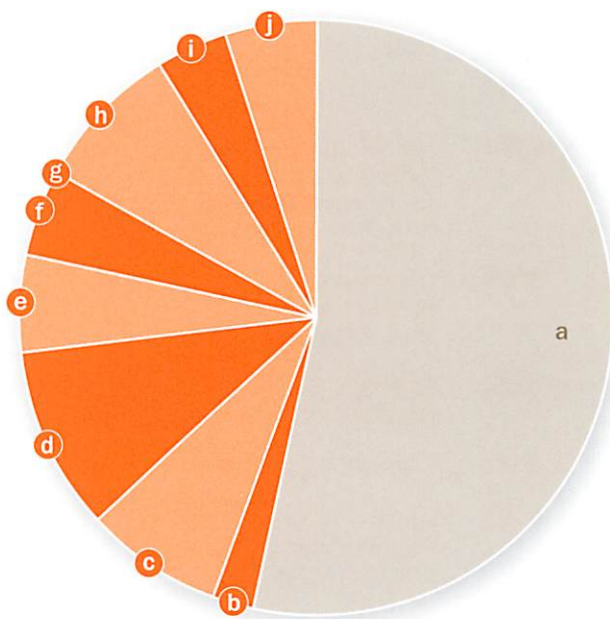
Arts, Design, Culture and Sports Professionals

COMMERCIAL ARTISTS	8.4%
ARTISTS (FINE ART)	6.0%
CLOTHING DESIGNERS	3.3%
GRAPHIC ARTISTS AND DESIGNERS	2.7%
PRODUCT, CLOTHING AND RELATED DESIGNERS	2.3%
INDUSTRIAL DESIGNERS	2.0%
INTERIOR DECORATION DESIGNERS	1.5%
WEB DESIGNERS	1.2%
TEXTILE DESIGNERS	1.0%
PHOTOGRAPHERS	0.9%
OTHERS IN ART AND DESIGN	3.9%

GRADUATES FROM 2010

**6575** Female  
**2310** Male  
**8885** Total responses  
**10840** All graduates  
**82.0** % response

- a **53.4%** In UK employment
- b **2.2%** In overseas employment
- c **7.6%** Working and studying
- d **10.1%** Studying in the UK for a higher degree
  - PhD English Literature
  - MLitt Social Research
  - MA International Multimedia Journalism
  - MA Gender, Society and Reputation
  - MA Advertising and Marketing
  - MSc Experimental Psychology
- e **5.2%** Studying in the UK for a teaching qualification
  - PGCE English and Drama
- f **4.6%** Undertaking other further study or training in the UK
  - Bachelor of Divinity
  - Graduate Diploma in Law
- g **0.2%** Undertaking other further study or training overseas
- h **8.0%** Believed to be unemployed
- i **3.8%** Not available for employment, study or training
- j **4.9%** Other



## Disciplines included

ENGLISH AS A SECOND LANGUAGE  
 ENGLISH LANGUAGE  
 ENGLISH LITERATURE  
 ENGLISH LITERATURE BY AUTHOR

ENGLISH LITERATURE BY PERIOD  
 ENGLISH LITERATURE BY TOPIC  
 ENGLISH LITERATURE WRITTEN AS A  
 SECOND LANGUAGE

ENGLISH STUDIES  
 ENGLISH STUDIES NOT ELSEWHERE  
 CLASSIFIED

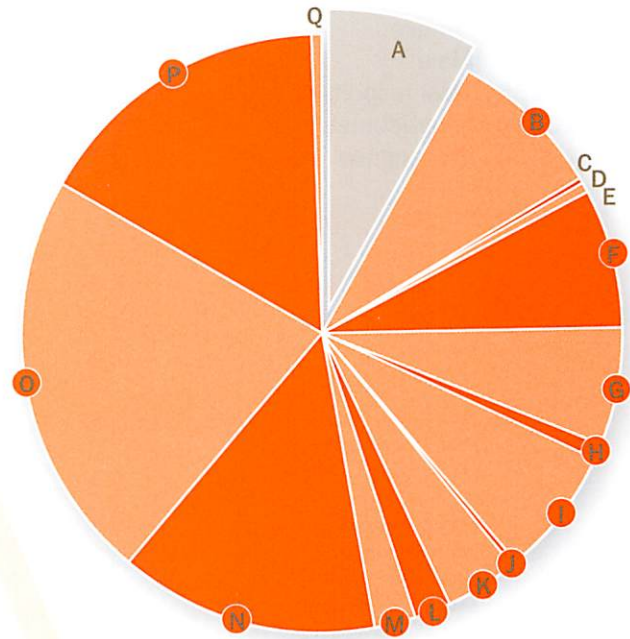
## Type of work for those in employment

# English

GRADUATES FROM 2010

**4220** Female  
**1395** Male  
**5620** Total

Category	Percentage	Occupation	Examples
A	8.3%	Marketing, Sales and Advertising Professionals	Accounts Executive, a PR company Trainee Buyer, Zara Copywriter
B	8.3%	Commercial, Industrial and Public Sector Managers	
C	0.0%	Scientific Research, Analysis & Development Professionals	
D	0.2%	Engineering Professionals	
E	0.6%	Health Professionals and Associate Professionals	
F	7.5%	Education Professionals	College Lecturer, a further education college
G	6.3%	Business and Financial Professionals and Associate Professionals	Procurement Officer, a pharmaceutical company Investment Banker, an asset management company Training Coordinator, Ernst and Young Tax Analyst, Deloitte
H	0.8%	Information Technology Professionals	
I	7.1%	Arts, Design, Culture and Sports Professionals	Operations Coordinator, a theatre group Runner, BBC Performance Director, a youth theatre TV Researcher, a media company Journalist
J	0.3%	Legal Professionals	Criminal Justice Officer, the Police force
K	3.8%	Social & Welfare Professionals	
L	2.0%	Other Professionals, Associate Professional and Technical Occupations	Research Assistant, an energy company Trainee Church Minister, a church organisation
M	2.1%	Numerical Clerks and Cashiers	
N	13.9%	Other Clerical and Secretarial Occupations	
O	22.3%	Retail, Catering, Waiting and Bar Staff	
P	16.2%	Other Occupations	Fraud Investigator, Amazon Intelligence Officer, Anti fraud
Q	0.3%	Unknown Occupations	



### Further breakdown

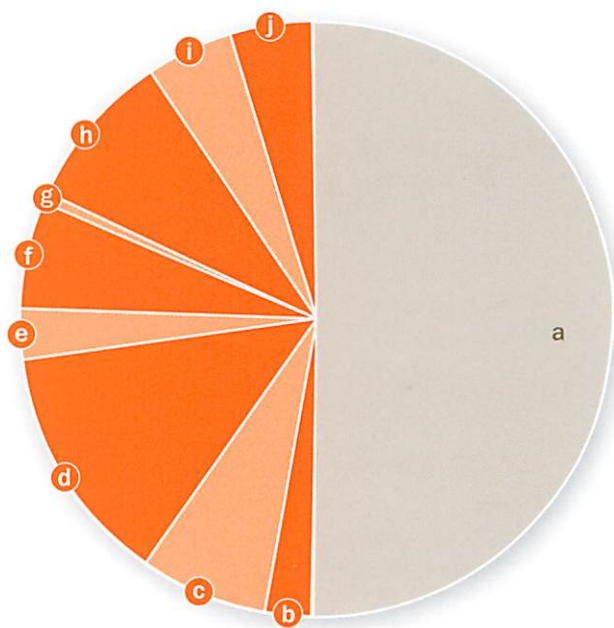
#### Marketing, Sales and Advertising Professionals

ADVERTISING AND MARKETING EXECUTIVES	2.7%
PUBLIC RELATIONS OFFICERS	1.5%
SALES REPRESENTATIVES AND AGENTS	1.2%
FUNDRAISING, CAMPAIGNS AND APPEALS ORGANISERS	0.6%
SALES CONTROLLERS, ADMINISTRATORS AND CO-ORDINATORS	0.5%
MARKET RESEARCH ANALYSTS	0.3%
MARKETING ASSOCIATE PROFESSIONALS	0.3%
OTHER MARKETING, SALES AND ADVERTISING PROFESSIONALS	1.1%

GRADUATES FROM 2010

**4235** Female  
**4015** Male  
**8255** Total responses  
**10030** All graduates  
**82.3** % response

- a **50.5%** In UK employment
- b **2.4%** In overseas employment
- c **6.9%** Working and studying
- d **13.2%** Studying in the UK for a higher degree
  - MSc Renewable energy
  - MA Heritage management
  - MA Museum studies
  - MA Creative writing
  - MA World politics
  - MA Gender studies
  - MA Broadcast journalism
- e **2.9%** Studying in the UK for a teaching qualification
  - PGCE Secondary History
  - PGCE Primary
- f **5.8%** Undertaking other further study or training in the UK
  - Yachting qualification
  - Graduate Diploma in Law
- g **0.5%** Undertaking other further study or training overseas
- h **8.5%** Believed to be unemployed
- i **4.7%** Not available for employment, study or training
- j **4.7%** Other



## Disciplines included

AFRICAN HISTORY	FAMILY HISTORY	MEDIEVAL HISTORY
AMERICAN HISTORY	FRENCH HISTORY	MILITARY HISTORY
ANCIENT HISTORY	GERMAN HISTORY	MODERN HISTORY
ASIAN HISTORY	HISTORY BY AREA	NEW ZEALAND HISTORY
AUSTRALASIAN HISTORY	HISTORY BY AREA NOT ELSEWHERE CLASSIFIED	NORTH AFRICAN HISTORY
AUSTRALIAN HISTORY	HISTORY BY PERIOD	ORAL HISTORY
BRITISH HISTORY	HISTORY BY PERIOD NOT ELSEWHERE CLASSIFIED	RUSSIAN HISTORY
BYZANTINE HISTORY	HISTORY BY TOPIC	SCOTTISH HISTORY
CANADIAN HISTORY	HISTORY BY TOPIC NOT ELSEWHERE CLASSIFIED	SOCIAL HISTORY
CENTRAL AFRICAN HISTORY	IBERIAN HISTORY	SOUTH AMERICAN HISTORY
CENTRAL AMERICAN HISTORY	INDIAN HISTORY	SOUTH EAST ASIAN HISTORY
CHINESE HISTORY	INTELLECTUAL HISTORY	SOUTHERN AFRICAN HISTORY
EAST AFRICAN HISTORY	INTERNATIONAL HISTORY	USA HISTORY
ECONOMIC HISTORY	IRISH HISTORY	WELSH HISTORY
ENGLISH HISTORY	ITALIAN HISTORY	WEST AFRICAN HISTORY
EUROPEAN HISTORY	LOCAL HISTORY	WORLD HISTORY

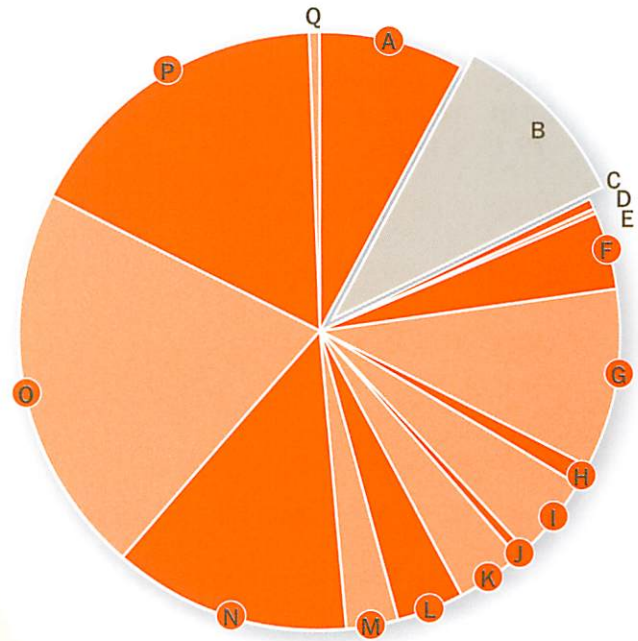
## Type of work for those in employment

# History

GRADUATES FROM 2010

**2620** Female  
**2320** Male  
**4940** Total

A	<b>7.8%</b>	<b>Marketing, Sales and Advertising Professionals</b> Operational Buyer, Tesco
B	<b>10.0%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Management Trainee, Abercrombie and Fitch Project Manager, Network rail Store Manager, Majestic wines Pub Manager Army Officer
C	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>0.5%</b>	<b>Engineering Professionals</b>
E	<b>0.4%</b>	<b>Health Professionals and Associate Professionals</b> Child Health Information Officer
F	<b>4.1%</b>	<b>Education Professionals</b>
G	<b>9.9%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Ship Broker Commodities Trader Recruitment Consultant Human Resource Adviser, DWP Tax Associate, Deloitte
H	<b>0.9%</b>	<b>Information Technology Professionals</b>
I	<b>4.5%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Freelance Video Journalist Film Cataloguer, a museum Sub Editor, Associated newspapers
J	<b>0.7%</b>	<b>Legal Professionals</b> Paralegal, a law firm Solicitor, an international law firm
K	<b>3.5%</b>	<b>Social &amp; Welfare Professionals</b>
L	<b>3.7%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Researcher, a corporate communications company Lobbyist Chartered surveyor
M	<b>2.7%</b>	<b>Numerical Clerks and Cashiers</b> Cashier, Barclays Bank
N	<b>12.7%</b>	<b>Other Clerical and Secretarial Occupations</b>
O	<b>21.3%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
P	<b>16.8%</b>	<b>Other Occupations</b> City Councillor, a city council Royal Marine Chef, Food and wine bar
Q	<b>0.5%</b>	<b>Unknown Occupations</b>



### Further breakdown

#### Commercial, Industrial and Public Sector Managers

RETAIL AND WHOLESALE MANAGERS	1.3%
MANAGERS AND PROPRIETORS IN OTHER SERVICES	1.0%
NOT ELSEWHERE CLASSIFIED	0.6%
PUBLICANS AND MANAGERS OF LICENSED PREMISES	0.6%
SALES MANAGERS	0.5%
CHARITY OFFICERS	0.5%
RESTAURANT AND CATERING MANAGERS	0.5%
OTHER COMMERCIAL, INDUSTRIAL AND PUBLIC SECTOR MANAGERS	5.5%

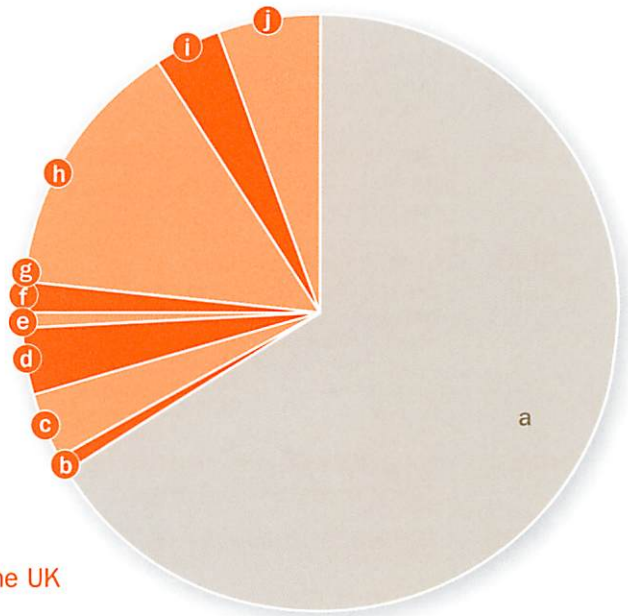
# Media studies

Survey response

GRADUATES FROM 2010

2255 Female  
 2200 Male  
 4460 Total responses  
 5640 All graduates  
 79.1 % response

- a **66.2%** In UK employment
- b **0.9%** In overseas employment
- c **3.5%** Working and studying
- d **3.7%** Studying in the UK for a higher degree  
MA Digital filmmaking  
 MA TV production
- e **0.8%** Studying in the UK for a teaching qualification
- f **1.7%** Undertaking other further study or training in the UK  
Driving training instruction  
 VCTC Beauty therapy
- g **0.1%** Undertaking other further study or training overseas
- h **14.1%** Believed to be unemployed
- i **3.5%** Not available for employment, study or training
- j **5.5%** Other



## Disciplines included

- |                                  |                                 |                           |
|----------------------------------|---------------------------------|---------------------------|
| BROADCASTING                     | MEDIA AND COMMUNICATION STUDIES | PAPER-BASED MEDIA STUDIES |
| COMMUNICATION AND MEDIA STUDIES  | MEDIA AND CULTURAL STUDIES      | RADIO PRODUCTION          |
| CULTURE, MEDIA AND COMMUNICATION | MEDIA PRACTISES                 | RADIO STUDIES             |
| ELECTRONIC MEDIA STUDIES         | MEDIA PRODUCTION                | SCREEN PRODUCTION         |
| FILM AND CULTURAL STUDIES        | MEDIA STUDIES                   | TELEVISION PRODUCTION     |
| FILM AND MEDIA STUDIES           | MEDIA STUDIES NOT ELSEWHERE     | TELEVISION STUDIES        |
| FILM PRODUCTION                  | CLASSIFIED                      |                           |
| FILM STUDIES                     | MEDIA TECHNOLOGY                |                           |

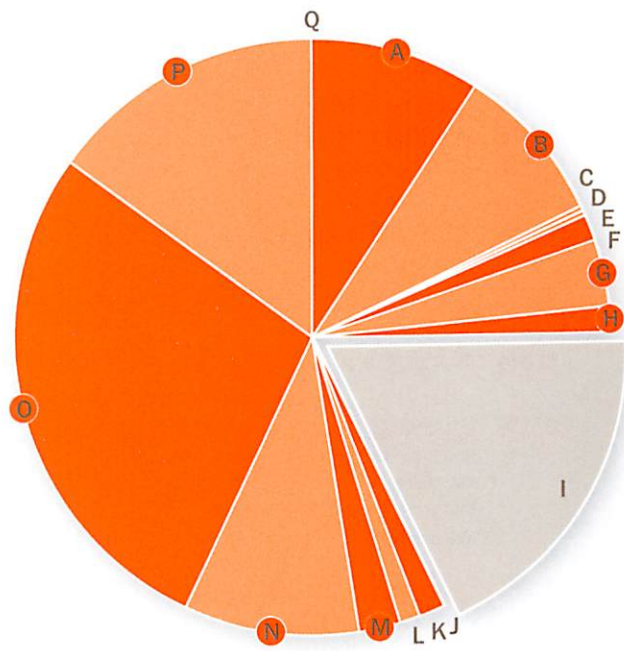
## Type of work for those in employment

# Media studies

GRADUATES FROM 2010

**1645** Female  
**1500** Male  
**3145** Total

A	<b>9.2%</b>	<b>Marketing, Sales and Advertising Professionals</b> Advertising Journalist PR and Communications Officer
B	<b>8.8%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Music Marketing Manager Media Manager IT Manager, Credit Suisse
C	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>0.2%</b>	<b>Engineering Professionals</b>
E	<b>0.2%</b>	<b>Health Professionals and Associate Professionals</b>
F	<b>1.3%</b>	<b>Education Professionals</b> Lecturer, a university
G	<b>3.7%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Recruitment Consultant Banking Consultant E-marketing Analyst, a bank
H	<b>1.2%</b>	<b>Information Technology Professionals</b> IT Developer, ambulance service Web Developer
I	<b>18.1%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Stage Manager Radio Producer Photo Editor Musical Technician Interactive Producer Runner, a TV company Cameraman Graphic Designer Journalist Visual effects specialist
J	<b>0.1%</b>	<b>Legal Professionals</b>
K	<b>1.4%</b>	<b>Social &amp; Welfare Professionals</b>
L	<b>1.1%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
M	<b>2.1%</b>	<b>Numerical Clerks and Cashiers</b>
N	<b>9.3%</b>	<b>Other Clerical and Secretarial Occupations</b> PA to managing director
O	<b>28.2%</b>	<b>Retail, Catering, Waiting and Bar Staff</b> Restaurant Supervisor, a restaurant Optical Assistant, ASDA
P	<b>14.7%</b>	<b>Other Occupations</b> Sound and Vision Engineer Postal Worker, Royal Mail
Q	<b>0.0%</b>	<b>Unknown Occupations</b>



## Further breakdown

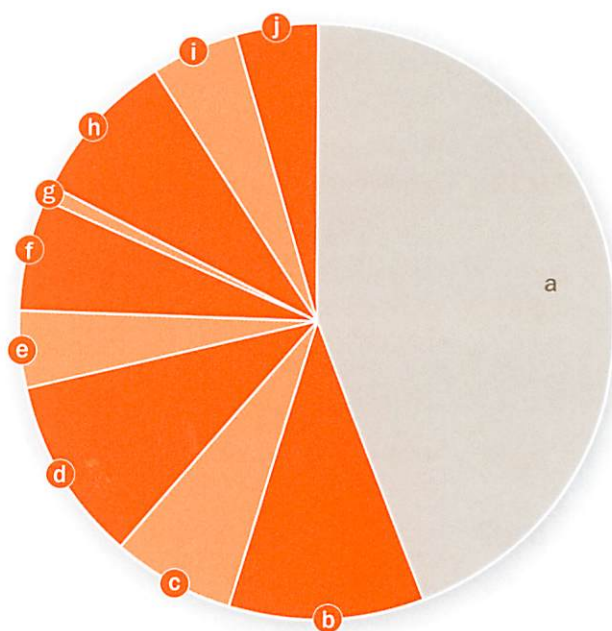
### Arts, Design, Culture and Sports Professionals

BROADCASTERS (ANNOUNCERS, DISC JOCKEYS, NEWS READERS)	4.1%
DIRECTORS, PRODUCERS	2.2%
TV AND FILM CAMERA OPERATORS	1.2%
JOURNALISTS	1.2%
RESEARCHERS (MEDIA)	1.0%
EDITORS	1.0%
WEB DESIGNERS	0.9%
OTHER ARTS, DESIGN, CULTURE AND SPORTS PROFESSIONALS	6.6%

### GRADUATES FROM 2010

**4540** Female  
**2070** Male  
**6610** Total responses  
**8105** All graduates  
**81.6** % response

- a **44.4%** In UK employment
- b **10.4%** In overseas employment
- c **6.6%** Working and studying
- d **10.1%** Studying in the UK for a higher degree  
 MSc International management  
 MA Acting  
 MA Translation and Interpretation  
 MA Journalism
- e **4.3%** Studying in the UK for a teaching qualification  
 PGDE Modern languages  
 PGCE Primary with German
- f **5.9%** Undertaking other further study or training in the UK  
 Diploma in Local Government Management  
 Japanese Language
- g **0.9%** Undertaking other further study or training overseas
- h **8.4%** Believed to be unemployed
- i **4.8%** Not available for employment, study or training
- j **4.2%** Other



## Disciplines included

AFRICAN LANGUAGE STUDIES	COMPARATIVE LITERARY STUDIES NOT ELSEWHERE CLASSIFIED	LATIN LANGUAGE
AFRICAN STUDIES	COPTIC	LATIN LITERATURE
AKKADIAN	CORNISH	LATIN LITERATURE IN TRANSLATION
ANCIENT CELTIC STUDIES	EASTERN, ASIATIC, AFRICAN, AMERICAN AND AUSTRALASIAN LANGUAGES, LITERATURE AND RELATED SUBJECTS	LATIN STUDIES
ANCIENT EGYPTIAN	EUROPEAN LANGUAGES, LITERATURE AND RELATED SUBJECTS NOT ELSEWHERE CLASSIFIED	LATIN STUDIES NOT ELSEWHERE CLASSIFIED
ANCIENT LANGUAGE STUDIES	FRENCH STUDIES	LINGUISTICS
ANCIENT LANGUAGE STUDIES NOT ELSEWHERE CLASSIFIED	GOIDELIC GROUP OF LANGUAGES	LINGUISTICS NOT ELSEWHERE CLASSIFIED
APPLIED LINGUISTICS	HEBREW	LITERATURE IN ITS ORIGINAL LANGUAGE
ARAMAIC	HISTORICAL LINGUISTICS	LITERATURE IN TRANSLATION
AUSTRALASIAN LANGUAGE STUDIES	IRISH GAELIC	MANX
AUSTRALASIAN STUDIES	IRISH GAELIC LITERATURE	MEDIEVAL LATIN
BRYTHONIC GROUP OF LANGUAGES	ITALIAN STUDIES	MODERN CELTIC STUDIES
CELTIC STUDIES	JAPANESE STUDIES	MODERN MIDDLE EASTERN STUDIES
CHINESE STUDIES	LANGUAGES NOT ELSEWHERE CLASSIFIED	OTHER LANGUAGES
CHURCH LATIN	LATE GREEK	OTHER LITERATURE
CLASSICAL ARABIC	LATIN AMERICAN LANGUAGE STUDIES	OTHER SOCIETIES AND CULTURES
CLASSICAL CHURCH GREEK	LATIN AMERICAN LITERATURE STUDIES	OTHERS IN LINGUISTICS, CLASSICS AND RELATED SUBJECTS
CLASSICAL GREEK STUDIES	LATIN AMERICAN SOCIETY AND CULTURE STUDIES	PHONETICS
CLASSICAL STUDIES		PHONETICS AND PHONOLOGY
COMPARATIVE LITERARY STUDIES		PHONOLOGY

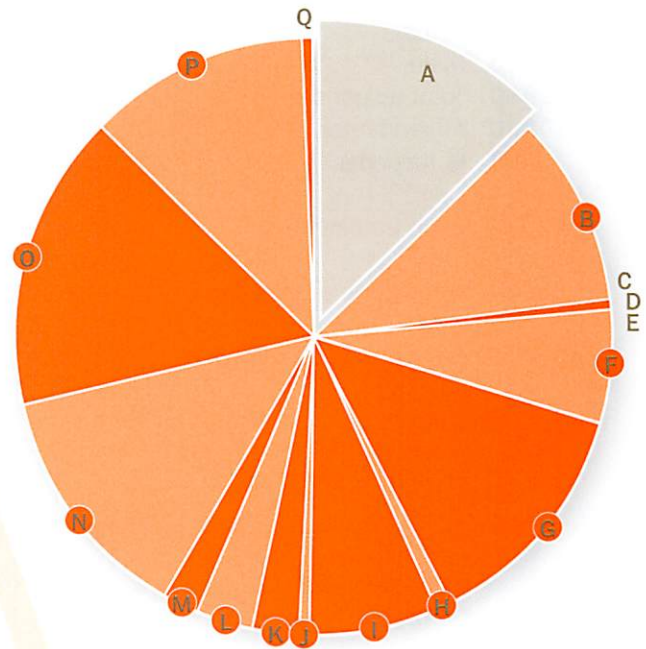


## Type of work for those in employment

# Languages

GRADUATES FROM 2010

	<b>2855</b>	Female
	<b>1205</b>	Male
	<b>4055</b>	Total
<b>A</b>	<b>13.0%</b>	<b>Marketing, Sales and Advertising Professionals</b> Territory Manager, Johnson and Johnson Account Executive, Nestle Sales Representative, a food company PR Officer, a rail company Marketing Officer, Mars
<b>B</b>	<b>10.2%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Commercial Manager, Marks and Spencer Management Trainee, L'Oreal Manager, Enterprise Rent a Car Trainee manager, Body Shop Management Trainee, Local Government
<b>C</b>	<b>0.0%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>0.5%</b>	<b>Engineering Professionals</b>
<b>E</b>	<b>0.2%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>5.9%</b>	<b>Education Professionals</b> Lecturer, a further education college Cello Teacher Teaching English as a Foreign Language
<b>G</b>	<b>12.8%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Tax Adviser, Deloitte Accountant, KPMG Accountant, a pharmaceutical company
<b>H</b>	<b>0.9%</b>	<b>Information Technology Professionals</b> Freelance Software Developer
<b>I</b>	<b>7.0%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Interior Designer Runner, a TV company Art Specialist, an auction house Journalist, Reuters Fashion Journalist Translator
<b>J</b>	<b>0.5%</b>	<b>Legal Professionals</b> Solicitor
<b>K</b>	<b>2.6%</b>	<b>Social &amp; Welfare Professionals</b> Youth Worker
<b>L</b>	<b>3.0%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Quality Assurance Officer, a pharmaceutical company International Officer, a university Research Assistant, a financial regulator
<b>M</b>	<b>2.0%</b>	<b>Numerical Clerks and Cashiers</b> Customer Assistant, HBOS
<b>N</b>	<b>13.1%</b>	<b>Other Clerical and Secretarial Occupations</b>
<b>O</b>	<b>16.1%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>12.0%</b>	<b>Other Occupations</b> Prison Officer, HMP prison service
<b>Q</b>	<b>0.3%</b>	<b>Unknown Occupations</b>



### Further breakdown

#### Marketing, Sales and Advertising Professionals

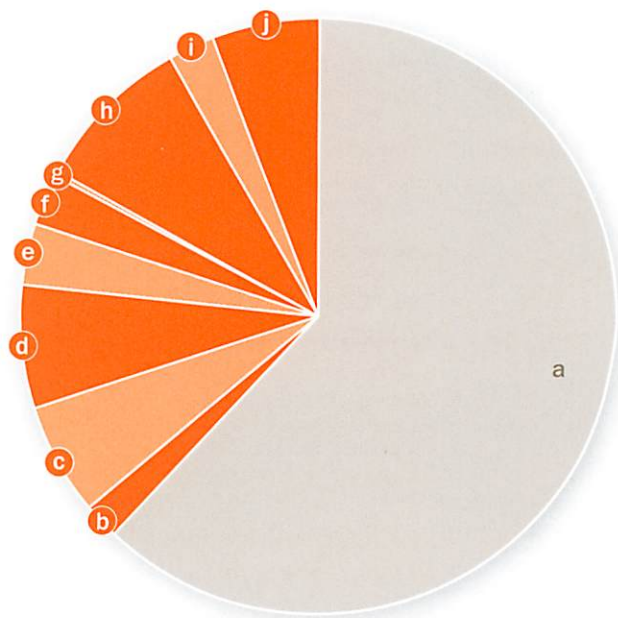
ADVERTISING AND MARKETING EXECUTIVES	4.2%
PUBLIC RELATIONS OFFICERS	2.0%
SALES REPRESENTATIVES AND AGENTS	2.0%
SALES CONTROLLERS, ADMINISTRATORS AND CO-ORDINATORS	1.1%
FUNDRAISING, CAMPAIGNS AND APPEALS ORGANISERS	0.7%
MARKET RESEARCH ANALYSTS	0.7%
BUYERS AND PURCHASING OFFICERS	0.6%
MARKETING ASSOCIATE PROFESSIONALS	0.5%
OTHER MARKETING, SALES AND ADVERTISING PROFESSIONALS	1.2%

# Performing arts

Survey response

GRADUATES FROM 2010

5145 Female  
3510 Male  
8660 Total responses  
10880 All graduates  
79.6 % response



- a **62.0%** In UK employment
- b **2.1%** In overseas employment
- c **6.1%** Working and studying
- d **6.5%** Studying in the UK for a higher degree  
MA Creative writing  
MA Theatre Studies
- e **3.5%** Studying in the UK for a teaching qualification  
PGCE Secondary Dance  
PGCE Secondary Music  
PGCE Primary
- f **2.7%** Undertaking other further study or training in the UK  
Certificate Introduction to counselling  
SVQ2 Children and Social Work
- g **0.3%** Undertaking other further study or training overseas
- h **8.7%** Believed to be unemployed
- i **2.5%** Not available for employment, study or training
- j **5.6%** Other

## Disciplines included

ACTING

BODY AWARENESS

CHOREOGRAPHY

DANCE

DANCE NOT ELSEWHERE CLASSIFIED

DIRECTING FOR THEATRE

DRAMA

DRAMA NOT ELSEWHERE CLASSIFIED

HISTORY OF DANCE

HISTORY OF MUSIC

MUSIC

MUSIC NOT ELSEWHERE CLASSIFIED

MUSICAL INSTRUMENT HISTORY

MUSICIANSHIP/PERFORMANCE STUDIES

MUSICOLOGY

PRODUCING FOR THEATRE

STAGE DESIGN

STAGE MANAGEMENT

THEATRE DESIGN

THEATRE STUDIES

THEATRICAL MAKE-UP

THEATRICAL WARDROBE DESIGN

TYPES OF DANCE

TYPES OF MUSIC

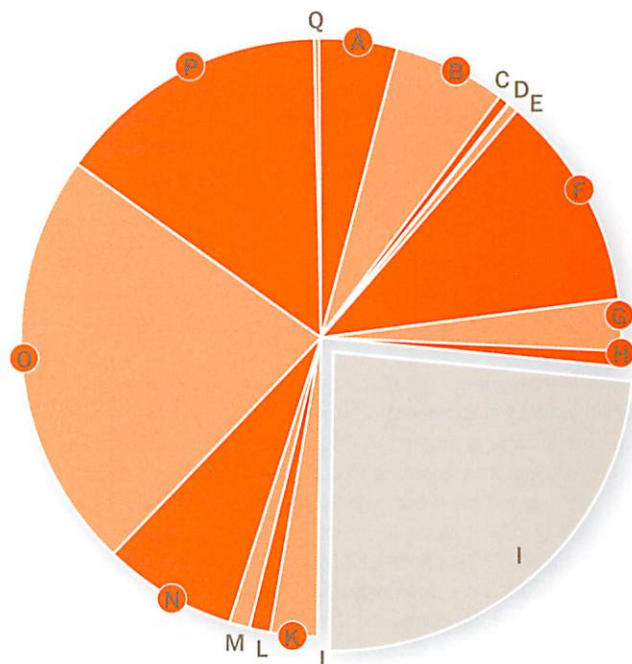
## Type of work for those in employment

# Performing arts

GRADUATES FROM 2010

**3675** Female  
**2400** Male  
**6080** Total

A	<b>4.3%</b>	<b>Marketing, Sales and Advertising Professionals</b> PR officer, a PR company
B	<b>6.4%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Company Manager, a music training company Venue Manager, a music venue Restaurant Manager
C	<b>0.0%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>0.2%</b>	<b>Engineering Professionals</b>
E	<b>0.2%</b>	<b>Health Professionals and Associate Professionals</b>
F	<b>11.6%</b>	<b>Education Professionals</b> Lecturer, a further education college
G	<b>2.8%</b>	<b>Business and Financial Professionals and Associate Professionals</b>
H	<b>0.9%</b>	<b>Information Technology Professionals</b>
I	<b>23.7%</b>	<b>Arts, Design, Culture and Sports Professionals</b> Actress Musical Director Arts Projects Coordinator Film Producer Artistic Director Editorial Assistant, a publishing house Runner, a media company Zumba teacher
J	<b>0.0%</b>	<b>Legal Professionals</b>
K	<b>2.6%</b>	<b>Social &amp; Welfare Professionals</b> Youth Worker
L	<b>1.0%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Parliamentary Assistant Logistics Officer, a food company
M	<b>1.2%</b>	<b>Numerical Clerks and Cashiers</b> Cashier, a financial services company Insolvency Administrator
N	<b>7.3%</b>	<b>Other Clerical and Secretarial Occupations</b> Medical Records Clerk Clerical Assistant, a university
O	<b>23.0%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
P	<b>14.7%</b>	<b>Other Occupations</b> Tour Guide, a leisure company Courier, Fed Ex
Q	<b>0.1%</b>	<b>Unknown Occupations</b>



## Further breakdown

### Arts, Design, Culture and Sports Professionals

ACTORS	4.8%
MUSICAL INSTRUMENT PLAYERS	2.7%
MUSICIANS	2.6%
DIRECTORS, PRODUCERS	1.3%
SOUND RECORDISTS, TECHNICIANS, ASSISTANTS	1.3%
PERFORMING ARTISTS	1.0%
STAGE AND STUDIO MANAGERS	1.0%
DANCERS AND CHOREOGRAPHERS	1.0%
SET DESIGNERS (STAGE, ETC)	0.7%
OTHER ARTS, DESIGN, CULTURE AND SPORTS PROFESSIONALS	7.3%



# Business and administrative studies

The figures from the Destinations of Leavers from Higher Education (DLHE) survey revealed that 9.1% of all students graduating from their undergraduate studies in 2010 had studied business, management, marketing or accounting. This proportion has remained relatively constant over the last few years as the overall number of students has grown year on year. Of the 25,830 graduates who studied these subjects, 70.9% completed business and management studies, 16.9% studied accountancy and 12.2% studied marketing.

## Destinations

Table 1, drawn from the Destinations of Leavers from Higher Education (DLHE) survey 2009-2010, shows the destinations of the first degrees that together make up the business and administrative studies cohort.

**Business and Management** - 73.8% of business and management graduates had entered employment or were working and studying six months after graduation, compared to 69.8% of all first degree graduates. The proportion of graduates choosing to continue in full time education and training has dropped back from the 2009 high of 8.9% to the figure reported in 2008 (7.5%). This continues to be below the average for all graduates from the 2009/10 cohort (13.5%). 9.7% of business and management graduates were unemployed at the time of the survey which has remained fairly constant compared to the proportion in 2009 (9.8%), and remains higher than the 8.5% of first degree graduates as a whole. It is worth noting that some of the larger organisations that offer management training programmes accept only those with a 2:1 or above.

**Accountancy** - 20.7% of accountancy students were working and studying compared with 7.6% of graduates from all subjects; this is not surprising as those wanting to follow their degree path into accountancy will need to supplement their qualifications with those of one of the professional accounting bodies, such as ICAEW, ACCA and CIMA. When those in full time employment are added to the working and studying figure, the employment rate of accountancy graduates is still higher compared to the employment rate of graduates from all disciplines (71.6% compared with 69.8%), and has increased from last year's 69.7%. Those recorded as unemployed continued to be higher than all first degree graduates (11.0% compared with 8.5%), but has decreased from 12.5% in 2009.

**Marketing** - Of the business and administrative graduates, those with marketing degrees are significantly more likely to be in employment or working and studying (76%, compared with accountancy 71.6% and business and management 73.8%). Only 4.4% of marketing graduates chose to do only further study/training, far below the 13.5% of all graduates as a whole, and significantly less than the 7.5% of 2009's marketing graduates. This low figure may be due to marketing employers not requiring an MSc to get into entry level marketing occupations, but this isn't the only factor that graduates take into consideration when thinking about starting a post-graduate qualification. Marketing graduates from 2009/10 had a higher than average unemployment rate at 9.9% compared to 8.5% of graduates from all disciplines.

## Types of Work

**Business and Management** - The largest two occupational groups that business and management graduates were working in at the time of the survey were 'commercial, industrial and public sector managers' and 'business and financial professionals and associate professionals', which combined, accounted for over 40% of the cohort. These occupational groups are closely linked with the degree area, so could imply that business and management graduates are successful in securing entrance into related areas and perhaps also that there are more vacancies available in the business and financial sectors. The Association of Graduate Recruiter's (AGR) Graduate Recruitment survey, Summer Review

2011, reported that 11.1% of their member's vacancies were classified as 'general management' and 20.6% 'accountancy and professional services'<sup>1</sup>.

The three other significant areas of employment for business and management graduates were 'other clerical and secretarial occupations', 'retail, catering, waiting and bar staff' and 'other occupations' with 9.6%, 13.5% and 9.1% employment respectively. These occupational groups may represent short-term, stop-gap employment opportunities and also the ability to enter an organisation at ground level to 'earn your spurs' for a career in management.

**Accountancy** - According to the High Fliers' 'Graduate Market in 2011' report, four of the five largest graduate recruiters will be accountancy and professional services firms, which combined were expected to offer 3840 vacancies in 2011<sup>2</sup>. The DLHE survey showed that the destinations of accountancy graduates is dominated by two categories: 'business and financial professionals and associate professionals' (44.7%) with 15.7% working as chartered accountants and 3.1% as financial analysts. 'Numerical clerks and cashiers' also account for 16.2% of the accountancy graduates destinations. Apart from 'retail, catering, waiting and bar staff' (11.4%), no other category accounts for more than 8% of the destinations, perhaps showing that these graduates have remained focussed on their vocation both throughout their studies and following graduation.

**Marketing** - Marketing graduates are successful in attaining related roles across small, medium and large organisations. The AGR's Graduate Recruitment Summer Survey 2011 constitutes mainly large organisations and indicated that only 5.6% of their members' vacancies were in marketing or sales. However, the DLHE survey showed that 33.6% of marketing graduates were successful in securing an associated position six months after graduation in 2009/10, which had increased year on year from 30.5%. This suggests that marketing graduates are finding employment as marketing professionals in a variety of organisations not just the larger companies offering graduate schemes.

32.8% of marketing graduates were working as 'other clerical and secretarial occupations', 'retail, catering, waiting and bar staff' and 'other occupations', these graduates may have been either earning their way whilst they secured a more closely related vocational position, or were re-evaluating their options. The High Flyers 2011 survey suggests that many students postpone career planning until after graduation; one of the effects of this is a slower transition into the world of work and the need to take any job to make ends meet in the meantime.<sup>3</sup>

The proportions securing employment as, 'commercial, industrial and public sector managers' (15.6%) or 'business and financial professionals and associate professionals' (8.7%) may indicate that a significant proportion of the marketing graduates had already decided to change their careers direction away from marketing into broader professional and managerial routes.

## Graduate Salaries

The average salary of graduates from all disciplines in full time employment six months after graduating in 2009/10 was £19,794 which is only a slight increase on last year's figure.

According to the DLHE survey, the average salary for graduates who studied accountancy and are in full time employment in the UK remains relatively flat at £19,055. Management graduates also had a broadly flat average salary at £20,305. The other business related subjects have shown increases in UK average salary: business studies up £660 to £19,675 and marketing up £380 to £18,640.

Average salaries vary widely according to region of employment, with London consistently offering the highest mean salaries; for instance the mean for an accountancy graduate working in the North East of England is £16,500 whilst in London it is £23,600.

**References**

1. The AGR Graduate Recruitment Survey: Summer Review, Association of Graduate Recruiters, June 2011
2. The Graduate Market in 2011. High Fliers Research Limited, 2011
3. *ibid*

**Further Reading**

AGCAS Options Series – [http://www.prospects.ac.uk/options\\_with\\_your\\_subject.htm](http://www.prospects.ac.uk/options_with_your_subject.htm), including:

- Accountancy and Finance
- Business Studies

The following books may also be useful:  
*Careers in Business*, 5/e (Careers In! Series) by Lila B. Stair, and Leslie Stair (2005)  
*Business* (Ferguson’s Careers in Focus) by Ferguson (2010)  
*Careers Uncovered: Accountancy* by Jenny Keaveney (2010)  
*Careers in Marketing* (McGraw-Hill Professional Careers) by Leslie Stair (2008)  
*Careers Uncovered: Marketing* by Andi Robertson (2009)  
*The City: A Guide to London’s Global Financial Centre* Economist (2008)  
*All You Need to Know About the City 2009/2010: Who Does What and Why in London’s Financial Markets* (All You Need to Know Guides) by Christopher Stoakes (2009)

**Useful Websites**

[www.prospects.ac.uk](http://www.prospects.ac.uk) – for a wealth of careers-related information specific to graduates  
[www.cim.co.uk](http://www.cim.co.uk) – The Chartered Institute of Marketing  
[www.managers.org.uk](http://www.managers.org.uk) – Chartered Management Institute  
[www.fssc.org.uk](http://www.fssc.org.uk) – Financial Skills Partnership  
[www.cimaglobal.com](http://www.cimaglobal.com) – Chartered Institute of Management Accountants  
[www.acca.org.uk](http://www.acca.org.uk) – Association of Chartered Certified Accountants  
[www.icaew.co.uk](http://www.icaew.co.uk) – Institute of Chartered Accountants in England and Wales  
[www.cipfa.org.uk](http://www.cipfa.org.uk) – Chartered Institute of Public Finance and Accountancy

**Case Studies**

**Caroline, Marketing coordinator, Alnwick Castle**

*Caroline studied Marketing Management at Newcastle Business School, Northumbria University. Prior to graduating, Caroline responded to an advertisement for a job at a well known local tourist attraction in Northumberland, where she now works as marketing coordinator.*

I love working within the tourism industry; not only do I get to work in fantastic surroundings but the tourism sector is fun and interesting. The job advertised on North East Jobs wasn’t a graduate post specifically so I faced some tough competition from more experienced marketers and I think that studying marketing at degree level was extremely helpful in securing this position. The first two years at Newcastle Business School provided a good introduction to the theory of marketing and ensured I was ready to take on the challenges I faced during my industrial placement year at Northumbria Law School. Coming back to university for my final year, I was able to relate theory to real marketing experience.

I am constantly taking on new responsibilities and developing new skills. I contribute to the delivery of strategic marketing plans and coordinate the creative, advertising and print delivery process from briefing, copywriting, proofing, booking and managing the delivery of adverts and print. I have also coordinated a broad range of events and have represented the organisation at national and regional exhibitions. I often need to identify and secure good PR opportunities. Recently I have secured filming for three BBC mainstream shows and submitted editorial content for numerous print and digital publications.

I love the diversity, there’s always something new to get your teeth into. I’m a very motivated person and I love to be busy - almost to the border of being stressed! So the marketing office is a great environment for me with lots of deadlines. I guess one of the less enjoyable parts of the job is the admin, which you just have to get on with, but there’s not that much. I hope one day to be a marketing manager leading regional, national and perhaps even international marketing strategies and initiatives.

**Table 1. Destinations of first degree business and administrative studies graduates from 2010, six months after graduation**

Source: DLHE 2009/10	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
Accountancy	3610	50.9%	8.7%	20.7%	11.0%	8.6%
Business & Management Studies	14635	66.5%	7.5%	7.3%	9.7%	9.1%
Marketing	2530	72.7%	4.4%	3.3%	9.9%	9.7%
<b>All subjects</b>	<b>233865</b>	<b>62.2%</b>	<b>13.5%</b>	<b>7.6%</b>	<b>8.5%</b>	<b>8.3%</b>

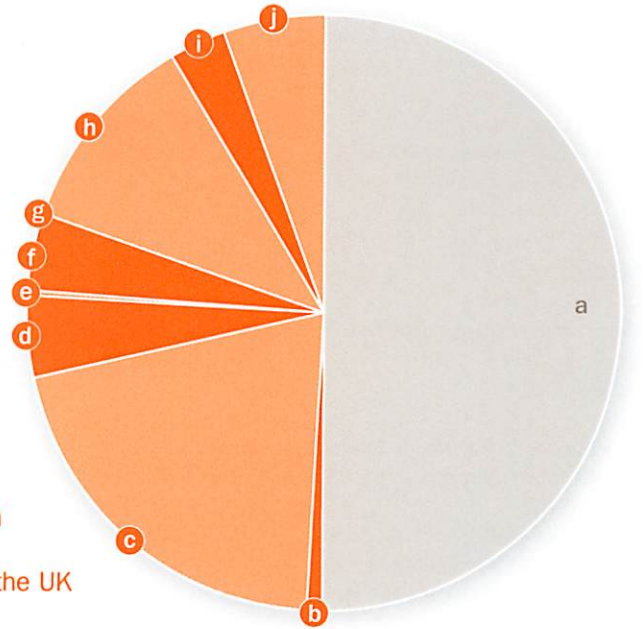
# Accountancy

Survey response

GRADUATES FROM 2010

**1530** Female  
**2080** Male  
**3610** Total responses  
**4370** All graduates  
**82.6** % response

- a **50.2%** In UK employment
- b **0.8%** In overseas employment
- c **20.7 %** Working and studying
- d **4.2 %** Studying in the UK for a higher degree  
MSc Innovation Management and Entrepreneurship  
 MA International Business and Commercial Law
- e **0.4 %** Studying in the UK for a teaching qualification
- f **4.0 %** Undertaking other further study or training in the UK
- g **0.1%** Undertaking other further study or training overseas
- h **11.0%** Believed to be unemployed
- i **3.3%** Not available for employment, study or training
- j **5.3%** Other



## Disciplines included

ACCOUNTANCY

ACCOUNTING

ACCOUNTING NOT ELSEWHERE CLASSIFIED

ACCOUNTING THEORY

AUDITING OF ACCOUNTS

BOOK-KEEPING

COST AND MANAGEMENT ACCOUNTANCY

FINANCIAL REPORTING

PUBLIC ACCOUNTANCY

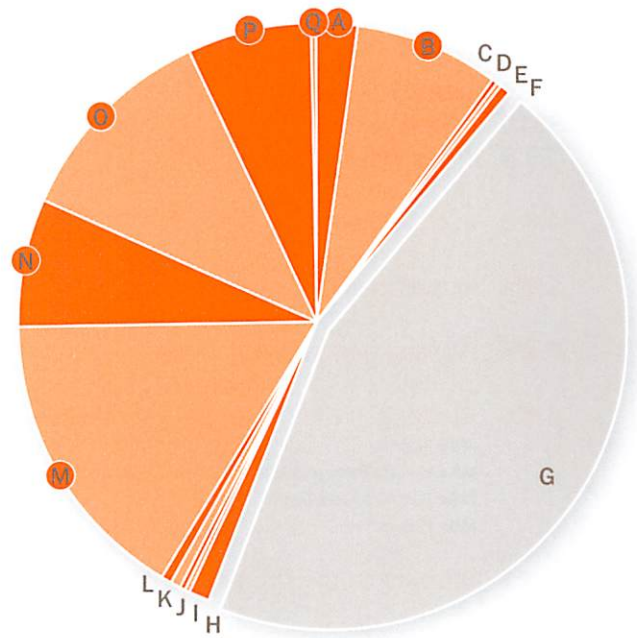
## Type of work for those in employment

# Accountancy

GRADUATES FROM 2010

**1140** Female  
**1445** Male  
**2585** Total

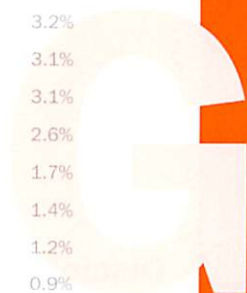
A	<b>2.5%</b>	Marketing, Sales and Advertising Professionals
B	<b>7.7%</b>	Commercial, Industrial and Public Sector Managers Assistant Manager, a hotel
C	<b>0.0%</b>	Scientific Research, Analysis & Development Professionals
D	<b>0.2%</b>	Engineering Professionals
E	<b>0.2%</b>	Health Professionals and Associate Professionals
F	<b>0.6%</b>	Education Professionals
G	<b>44.7%</b>	Business and Financial Professionals and Associate Professionals Financial Management Programme, GE Trainee Auditor, KPMG Graduate Tax Trainee, BDO LLP Chartered Accountant, National Audit Office
H	<b>1.1%</b>	Information Technology Professionals
I	<b>0.5%</b>	Arts, Design, Culture and Sports Professionals
J	<b>0.3%</b>	Legal Professionals
K	<b>0.4%</b>	Social & Welfare Professionals
L	<b>0.4%</b>	Other Professionals, Associate Professional and Technical Occupations
M	<b>16.2%</b>	Numerical Clerks and Cashiers Purchase Ledger Assistant, a communications company Customer Service Adviser, Bank of Scotland Project and Cost Control Officer, a design company
N	<b>6.9%</b>	Other Clerical and Secretarial Occupations Support Worker, Royal Mail
O	<b>11.4%</b>	Retail, Catering, Waiting and Bar Staff Waiter, a restaurant
P	<b>6.7%</b>	Other Occupations Security Officer, ASDA
Q	<b>0.1%</b>	Unknown Occupations



## Further breakdown

### Business and Financial Professionals and Associate Professionals

CHARTERED ACCOUNTANTS	15.7%
CHARTERED AND CERTIFIED ACCOUNTANTS	6.7%
EXAMINERS/AUDITORS	3.2%
FINANCIAL ANALYSTS	3.1%
MANAGEMENT ACCOUNTANTS	3.1%
ACCOUNTING TECHNICIANS	2.6%
FINANCIAL AND ACCOUNTING TECHNICIANS	1.7%
FINANCE AND INVESTMENT ANALYSTS/ADVISERS	1.4%
CERTIFIED ACCOUNTANTS	1.2%
TAX CONSULTANTS, ADVISERS	0.9%
BUSINESS ANALYSTS	0.8%
OTHER BUSINESS AND FINANCIAL PROFESSIONALS AND ASSOCIATE PROFESSIONALS	4.3%



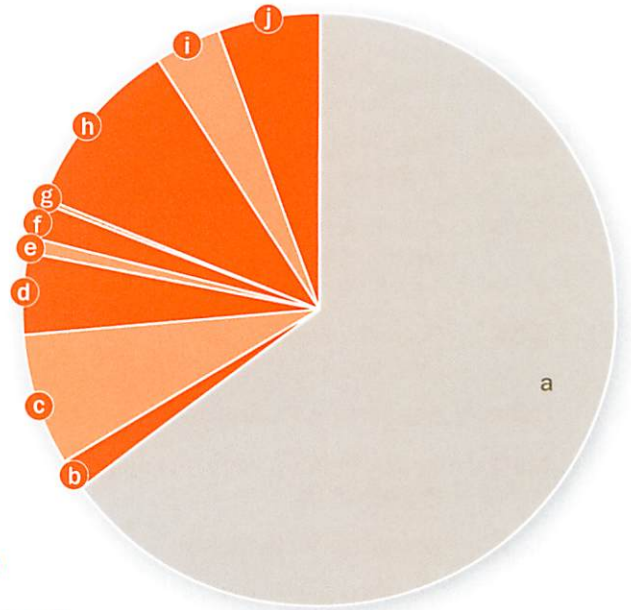
# Business and management

Survey response

GRADUATES FROM 2010

**6940** Female  
**7690** Male  
**14635** Total responses  
**18310** All graduates  
**79.9** % response

- a **64.8%** In UK employment
- b **1.6%** In overseas employment
- c **7.3%** Working and studying
- d **4.5%** Studying in the UK for a higher degree  
 MSc Finance  
 MSc Human Resource Management  
 MSc Post-Graduate Diploma  
 MSc Economics
- e **0.7%** Studying in the UK for a teaching qualification
- f **2.1%** Undertaking other further study or training in the UK
- g **0.2%** Undertaking other further study or training overseas
- h **9.7%** Believed to be unemployed
- i **3.5%** Not available for employment, study or training
- j **5.5%** Other



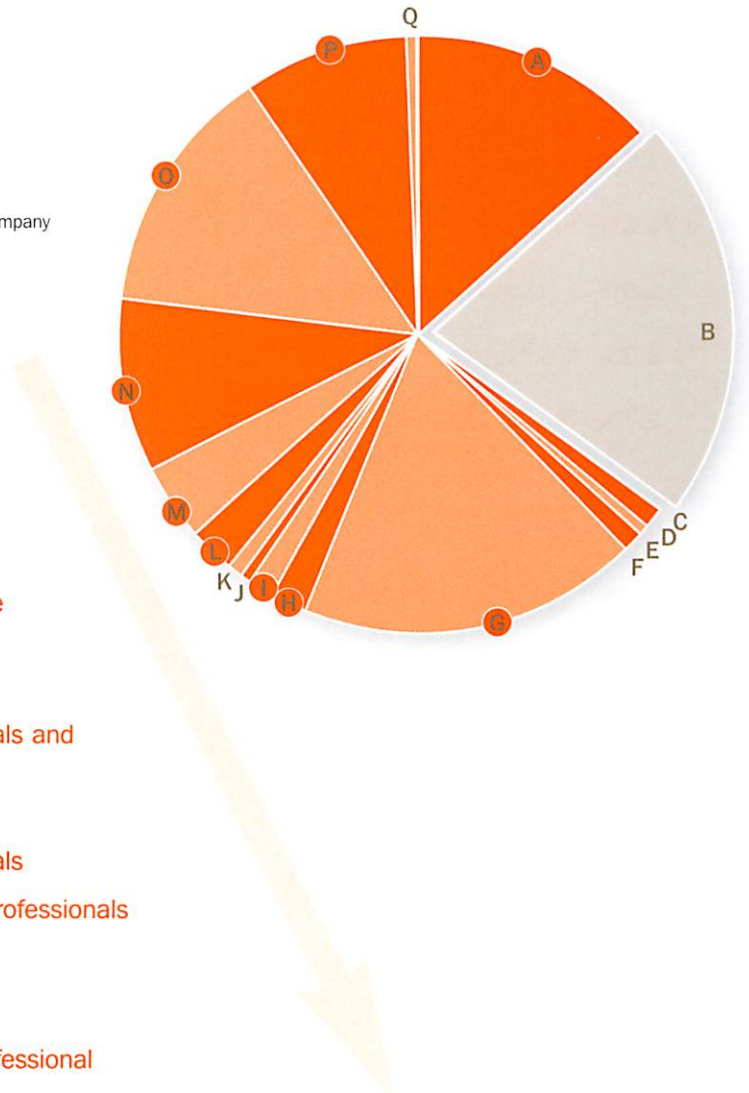
## Disciplines included

BUSINESS STUDIES	INTERNATIONAL BUSINESS STUDIES	ORGANISATIONAL DEVELOPMENT
BUSINESS STUDIES NOT ELSEWHERE CLASSIFIED	LAND AND PROPERTY MANAGEMENT	PROJECT MANAGEMENT
CHANGE MANAGEMENT	LAND MANAGEMENT	PROPERTY MANAGEMENT
CREATIVE MANAGEMENT	MANAGEMENT AND ORGANISATION OF EDUCATION	RECREATION/LEISURE MANAGEMENT
DOMESTIC MANAGEMENT	MANAGEMENT STUDIES	RETAIL MANAGEMENT
EUROPEAN BUSINESS STUDIES	MANAGEMENT STUDIES NOT ELSEWHERE CLASSIFIED	STRATEGIC MANAGEMENT
HOTEL AND CATERING	MANAGEMENT TECHNIQUES	VALUATION AND AUCTIONEERING
INSTITUTIONAL MANAGEMENT		



5220 Female  
5575 Male  
10800 Total

A	<b>13.4%</b>	<b>Marketing, Sales and Advertising Professionals</b> Business Development Executive, a publishing company Marketing Assistant, Teletext
B	<b>21.9%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Bistro Manager, a university Management Trainee, Lloyds Banking Group Project Manager, Network Rail Product Manager, a charity
C	<b>0.1%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
D	<b>1.0%</b>	<b>Engineering Professionals</b>
E	<b>0.3%</b>	<b>Health Professionals and Associate Professionals</b>
F	<b>1.1%</b>	<b>Education Professionals</b>
G	<b>18.5%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Financial Analyst, Whitbread Group Associate, Ernst and Young
H	<b>1.9%</b>	<b>Information Technology Professionals</b>
I	<b>1.4%</b>	<b>Arts, Design, Culture and Sports Professionals</b>
J	<b>0.3%</b>	<b>Legal Professionals</b>
K	<b>1.0%</b>	<b>Social &amp; Welfare Professionals</b>
L	<b>2.3%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
M	<b>4.3%</b>	<b>Numerical Clerks and Cashiers</b>
N	<b>9.6%</b>	<b>Other Clerical and Secretarial Occupations</b> Assistant, a talent agency
O	<b>13.5%</b>	<b>Retail, Catering, Waiting and Bar Staff</b> Leisure Centre Assistant, a university
P	<b>9.1%</b>	<b>Other Occupations</b> Fencing Contractor, a fencing company
Q	<b>0.3%</b>	<b>Unknown Occupations</b>



## Further breakdown

Commercial, Industrial and Public Sector Managers

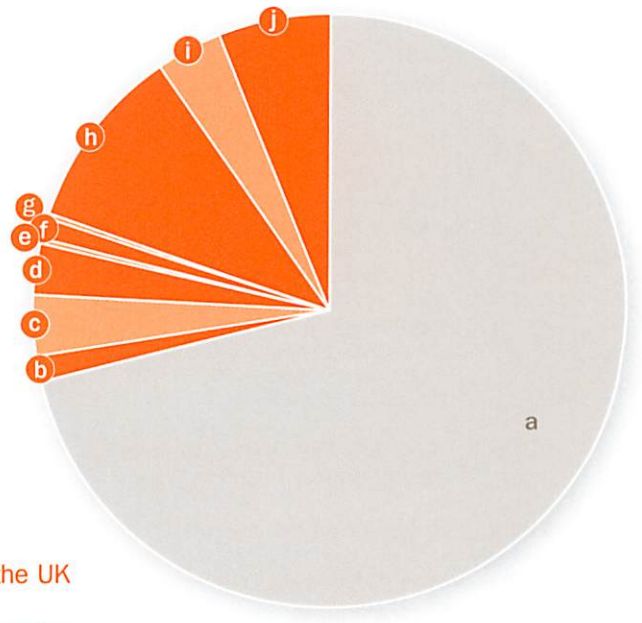
RETAIL AND WHOLESALE MANAGERS	3.2%
MARKETING MANAGERS	1.5%
SALES MANAGERS	1.4%
PRODUCTION, WORKS AND MAINTENANCE MANAGERS	1.0%
RESTAURANT AND CATERING MANAGERS	0.6%
FINANCE MANAGERS AND DIRECTORS	0.6%
OTHER COMMERCIAL, INDUSTRIAL AND PUBLIC SECTOR MANAGERS	13.6%



GRADUATES FROM 2010

1395 Female  
 1135 Male  
 2530 Total responses  
 3150 All graduates  
 80.3 % response

- a **71.1%** In UK employment
- b **1.5%** In overseas employment
- c **3.3%** Working and studying
- d **2.7%** Studying in the UK for a higher degree  
MSc International Business  
 MA Public Relations
- e **0.3%** Studying in the UK for a teaching qualification
- f **1.2%** Undertaking other further study or training in the UK
- g **0.2%** Undertaking other further study or training overseas
- h **9.9%** Believed to be unemployed
- i **3.8%** Not available for employment, study or training
- j **5.9%** Other



## Disciplines included

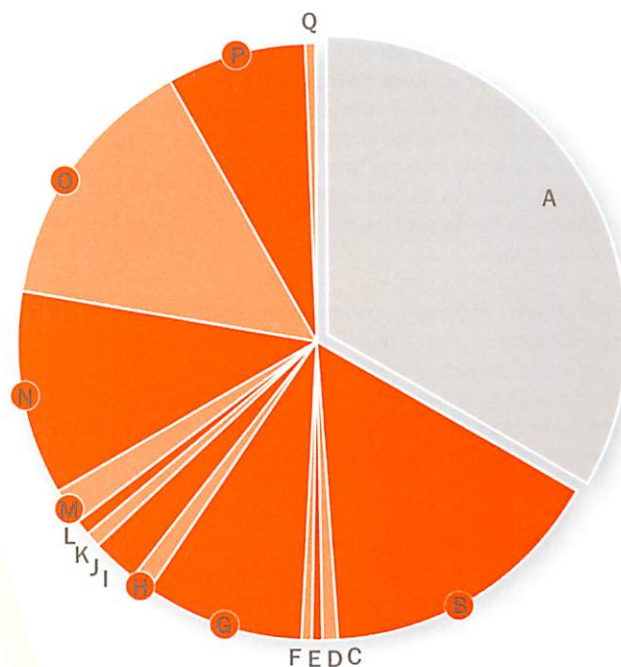
- |                         |                                    |                  |
|-------------------------|------------------------------------|------------------|
| ADVERTISING             | MARKET RESEARCH                    | SALES MANAGEMENT |
| CORPORATE IMAGE         | MARKETING                          | SPONSORSHIP      |
| DISTRIBUTION            | MARKETING NOT ELSEWHERE CLASSIFIED |                  |
| INTERNATIONAL MARKETING | PROMOTION AND ADVERTISING          |                  |

## Type of work for those in employment

# Marketing

GRADUATES FROM 2010

	<b>1070</b>	Female
	<b>850</b>	Male
	<b>1920</b>	Total
<b>A</b>	<b>33.6%</b>	<b>Marketing, Sales and Advertising Professionals</b> Trainee Marketing Executive, a charity Market Researcher, a bathroom goods manufacturer Marketing Assistant, an events management company Marketing Manager, The Walt Disney Company
<b>B</b>	<b>15.6%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Graduate Trainee Manager, Aldi Director, a design agency
<b>C</b>	<b>0.0%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b>
<b>D</b>	<b>0.8%</b>	<b>Engineering Professionals</b>
<b>E</b>	<b>0.3%</b>	<b>Health Professionals and Associate Professionals</b>
<b>F</b>	<b>0.4%</b>	<b>Education Professionals</b>
<b>G</b>	<b>8.7%</b>	<b>Business and Financial Professionals and Associate Professionals</b> Assurance Associate, PWC Recruiter, Endsleigh Insurance
<b>H</b>	<b>1.1%</b>	<b>Information Technology Professionals</b>
<b>I</b>	<b>2.5%</b>	<b>Arts, Design, Culture and Sports Professionals</b>
<b>J</b>	<b>0.1%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>0.7%</b>	<b>Social &amp; Welfare Professionals</b>
<b>L</b>	<b>0.8%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b>
<b>M</b>	<b>2.2%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>11.0%</b>	<b>Other Clerical and Secretarial Occupations</b> Temporary Clerical Worker, Reed Administrator, DHL
<b>O</b>	<b>14.2%</b>	<b>Retail, Catering, Waiting and Bar Staff</b> Waitress, a restaurant Membership Sales Advisor, a leisure and fitness centre
<b>P</b>	<b>7.6%</b>	<b>Other Occupations</b> Manual Worker, a construction company
<b>Q</b>	<b>0.3%</b>	<b>Unknown Occupations</b>



### Further breakdown

#### Marketing, Sales and Advertising Professionals

ADVERTISING AND MARKETING EXECUTIVES	19.7%
MARKETING ASSOCIATE PROFESSIONALS	3.5%
SALES REPRESENTATIVES AND AGENTS	2.8%
PUBLIC RELATIONS OFFICERS	2.0%
SALES CONTROLLERS, ADMINISTRATORS AND CO-ORDINATORS	1.1%
BUYERS AND PURCHASING OFFICERS	1.1%
MARKET RESEARCH ANALYSTS	1.0%
MEDIA PLANNERS	0.9%
OTHERS IN MARKETING, SALES AND ADVERTISING	1.5%



# Foundation degree

## What is a Foundation degree?

Foundation degrees (Fds) are higher education qualifications that combine academic study with work-based learning. They were introduced in 2000 and are designed in partnership with employers to address local, regional or national skills' needs. They blend academic and work-based learning, but are validated and awarded by universities. Graduates of Fds are entitled to progress to honours degree level (usually going into the final year), but the Fd is a stand-alone, recognised degree in its own right, which allows graduates to use letters after their name such as FdA, FdSc or FdEng, depending on the course of study.

Fds are aimed primarily at people who are already in the workplace, and designed and delivered with input from employers. This means that students work on real projects with relevance to the world of work and often receive the support of employers whilst studying. Fds aim to equip students with the knowledge, skills and work experience to enhance their career prospects and enable them to progress into a variety of areas including further study.

'Authentic and innovative work-based learning is an integral part of Foundation Degrees and their design. It enables learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme'.<sup>1</sup>

Fds have grown significantly since their introduction in 2001 and there are now over 3100 Fd courses available. In 2008/09, there were 16,225 Fd graduates, a rise of almost 25% from 13,010 in 2007/08. In 2010, there were 22,085 graduates, an increase of 36.1% on 2008/09.

## Length of study

Fds are designed to be flexible and accessible so they can be studied in a variety of ways: full time, part-time, through distance learning, via the internet and/or fitted around employment. Of the 22,085 who graduated in 2010, 13,880 had studied full-time and 8,205 (37.1%) part-time. A full-time programme should take two years to complete and successful completion allows progression on to an honours degree or some other higher level professional qualifications. If studied part time, or by flexible learning whilst working, an Fd will normally take three to four years. Entry qualifications are also flexible and relevant work experience is taken into account when applying for Fd courses.

## Destinations and types of work for Fd graduates

Destinations in this section of What Do Graduates Do? are based on respondents to the 2009/10 Destinations of Leavers from Higher Education (DLHE) survey, which identifies destinations six months after graduation. Of the 22,085 UK-domiciled Foundation degree graduates in 2010, nearly 83.7% (18,495) responded to the survey.

## Lower than average unemployment rate

Six months following graduation, only 2.5% of Fd graduates were unemployed, well below the average figure for all first degree graduates in 2010 (8.5%), and slightly down from the 2009 figure for Fd of 2.7%.

There are a number of reasons which may account for this:

- A large number of Fd students return to their employer on completion of their course.
- Progressing on to further study, particularly honours degrees, remains a popular option for a high percentage of Fd graduates.
- Fd courses are designed to prepare students for specific areas of employment. As well as including work experience, they also have employer input into their design ensuring students develop the knowledge and skills employers want.

Writing in the Times Higher Education,<sup>2</sup> Rebecca Attwood states that as graduates struggle to find employment, universities have to think more creatively about how to prepare them for the workplace and that employers need graduates with relevant experience of the workplace. Fds were designed with these goals in mind, and provide extensive opportunities for work experience and networking. The high employment rates of Fd graduates may demonstrate the success of this approach.

## Popularity of further study as an option

HEFCE's document Foundation degrees: Key statistics 2001-02 to 2009-10 found that in 2009 "More than half of students who studied full-time for their Foundation degree (59 per cent) went on to study an honours degree in 2008-09. Among part-time qualifiers this proportion was 42 per cent."<sup>3</sup>

The story in 2009-10 is similar: 54.9% of Fd graduates who responded to the survey were engaged in some form of further study six months following graduation, either as a sole activity (30.6%) or combined with work (24.3%). The overwhelming majority (95.1%) of those studying were working towards a first degree in the UK. As in 2009, studying to first-degree level is slightly more popular amongst those who studied full-time than those who studied part-time: 60.8% of those who had studied full-time continued to study, compared to 44.6% of those who had studied part-time.

## Employment destinations

Six months after graduation, 61.1% of Fd graduates had progressed into employment either as a primary activity (36.8%) or combined with study (24.3%).

The types of occupations that 2009/10 Fd graduates went into mirror the previous year's survey. Graduates entered a wide range of sectors, which demonstrates both the relevance of the Fd to the workplace and the diversity and breadth of Fd courses available. As Fds are vocational, Fd graduates usually seek to find employment related to their subject, although some may take the transferrable skills they have developed during their degree and move into new occupational areas.

The DLHE survey is conducted 6 months after graduation, but the evidence from longitudinal surveys also indicates that Fd graduates achieve excellent employment destinations and career progression. The Higher Education Statistics Agency (HESA) coordinated a longitudinal Destinations survey of those who graduated during 2004/5, following-up graduates three-and-a-half years after qualifying and included information on Foundation degree graduates<sup>4</sup>. This showed that 91.2% of the Fd graduates who responded were in employment after three-and-a-half years. As a significant number of Fd graduates from 2004/5 progressed into further study it can be concluded that a high percentage of these progressed into employment on successful completion of their courses. The Longitudinal DLHE was carried out again in 2011, with a sample of those who graduated in 2006/07 being asked about their current circumstances. The results of this survey were published in September 2011.

## Trends

FD graduates again completed courses in a wide range of subject areas including: Education, Design Studies, Social Work, Engineering, Materials Technology, Computer Science, Sports Science, Nursing, Agriculture and other subjects allied to medicine.

Among full-time entrants, academic studies in education was the most common subject area, studied by 16.3% of the cohort. Design studies was the second most popular choice for full-time students, but social

work was the second most popular for part-time students and across the whole cohort.

In August 2010, a new study by the (QAA) noted that Foundation “programmes had been developed in new and innovative disciplines such as Sport Coaching Rugby, Child and Adolescent Mental Health, and Marine Operations Programmes”, and that “[t]he development of Foundation Degrees has strengthened links with employers, ... demonstrated by nearly 50 cases of good practice in employer engagement and work-based learning reported”.<sup>5</sup>

**Reference**

1. *Foundation Degree Qualification Benchmark*. May 2010 QAA [www.qaa.ac.uk](http://www.qaa.ac.uk)
2. We can Work it Out, Rebecca Attwood 2010 *Times Higher Education*, 2nd September 2010
3. Foundation degrees Key statistics 2001-02 to 2009-10 HEFCE. [www.hefce.ac.uk/pubs/hefce/2010/10\\_12/](http://www.hefce.ac.uk/pubs/hefce/2010/10_12/)
4. *Longitudinal Destinations of Leavers from Higher Education Report 2004/05*, HESA published 2009 [www.hesa.ac.uk/index.php/component/option,com\\_pubs/Itemid,286/task,show\\_year/publd,1714/versionId,54/yearId,261/](http://www.hesa.ac.uk/index.php/component/option,com_pubs/Itemid,286/task,show_year/publd,1714/versionId,54/yearId,261/)
5. QAA Information bulletin 2010: Integrated quality and enhancement review (IQER) Foundation degrees [www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/IBFoundationDegrees.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/IBFoundationDegrees.pdf)

**Further reading**

*Your Foundation Degree: What Next?* Abbott.N. 2009 [www.prospects.ac.uk/links/yourFoundation](http://www.prospects.ac.uk/links/yourFoundation) - Written by a higher education careers adviser, this provides detailed information about employment and study options with a Foundation Degree.  
*What is a Foundation Degree?* - [www.higherlearningatwork.org/?page\\_id=20](http://www.higherlearningatwork.org/?page_id=20)

**Useful websites**

[www.higherlearningatwork.org/](http://www.higherlearningatwork.org/) - Higher Learning At Work, replaces the Foundation Degree Forward site, with lots of information about Foundation degrees  
[www.findfoundationdegree.co.uk](http://www.findfoundationdegree.co.uk) - to search Foundation Degree courses  
[www.direct.gov.uk](http://www.direct.gov.uk) - click the Education and Learning section for information on higher education options

**Case Study**

**Britta, Assistant warden**  
*Britta is an assistant warden at the National Trust. She has an FdSc in Conservation and Countryside Management from the University of the West of England, Hartpury College.*

Straight after finishing university I started volunteering with the National Trust for two/three days per week. After seven months I had the chance to apply for a post covering maternity leave as an assistant warden - and got it. Since the return of my colleague, my contract has been extended for another three months.

A degree or a Foundation degree in conservation or a similar subject is usually an essential criterion for getting a job in this sector. My studies gave me very good grounding in ecology, conservation and rural issues which are necessary to understand the reasons and impacts of the work.

Since working with the National Trust I gained my chainsaw and brushcutter licences and attended a first aid course, all essential qualifications for the job. I'm also working towards an NVQ 2 in Environmental Conservation which will prove to future employers that I am capable of the various practical aspects of the job and am aware of health and safety, manual handling, adequate communication and much more.

I would love to continue working as a warden (or ranger, as we will soon be called in the National Trust) and eventually be responsible for a specific site or property.

I continuously learn more about the species and habitats we protect and have been on courses to identify wild flowers and grasses, sedges and rushes. But one of the aspects I enjoy most is the daily contact with our visitors, meeting and greeting them and giving out information about the sites and our work.

Everyone in the sector is very committed to conservation and to their job; we have to be, as the pay doesn't reflect all of our expertise and hard work. The warden's job is very reputable among the general public, and people often comment on how great our job is. Seeing wildlife thriving and people enjoying our sites is a great reward for all the hard work we put in and makes me very proud.

The essential advice for students has to be to get work experience. I did three relevant work placements during my studies which provided me with invaluable experience and contacts. Expect to volunteer for a minimum of six months after graduation before getting your first job; everyone I know in the sector went through it and often for a lot longer than that. Another piece of advice is to get some licences under your belt to improve your chances. Typical licences required are chainsaw, brushcutter, pesticides, first aid, tractor and trailer. They are expensive but you might get a discount at your college, get a grant (I got my chainsaw licence through the Lantra Women and Work programme) or get the organisation you volunteer for to invest in your career.

**Table 1. Destinations of Foundation degree qualifiers from 2010, six months after graduation**

Source: DLHE 2009/10	Numbers graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
Foundation Degree	18495	36.8%	30.6%	24.3%	2.5%	5.8%

# Foundation degrees

Survey response

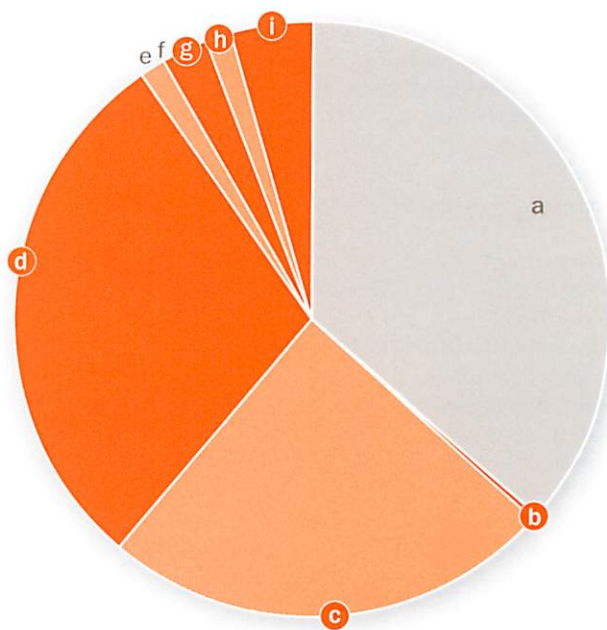
GRADUATES FROM 2010

11350 Female  
7145 Male  
18495 Total responses  
22085 All graduates  
83.7 % response

- a **36.4%** In UK employment
- b **0.4%** In overseas employment
- c **24.3%** Working and studying
- d **29.1%** Studying in the UK for a first degree

BSc Chemistry  
BSc Engineering Management  
BSc Optometry  
BSc Crime and Criminology  
BSc Radiography  
BSc Sport and Leisure Management  
BA Technical Theatre Studies  
BA Counselling Studies (Top-Up)  
BA Youth & Community Work  
BA Childhood Studies  
BA Social Work  
BA Creative Industries  
BA Building Surveying  
BA Quantity Surveying  
BA Learning and Teaching (Primary Education)  
BEng Electrical Engineering

- e **1.5%** Undertaking other further study or training in the UK  
PGCE Primary
- f **0.0%** Undertaking other further study or training overseas
- g **2.5%** Believed to be unemployed
- h **1.5%** Not available for employment, study or training
- i **4.2%** Other



## Top ten most popular subjects for Foundation degree qualifiers from 2010

% as total number of Foundation Degree qualifiers

Source: DLHE 2009/10

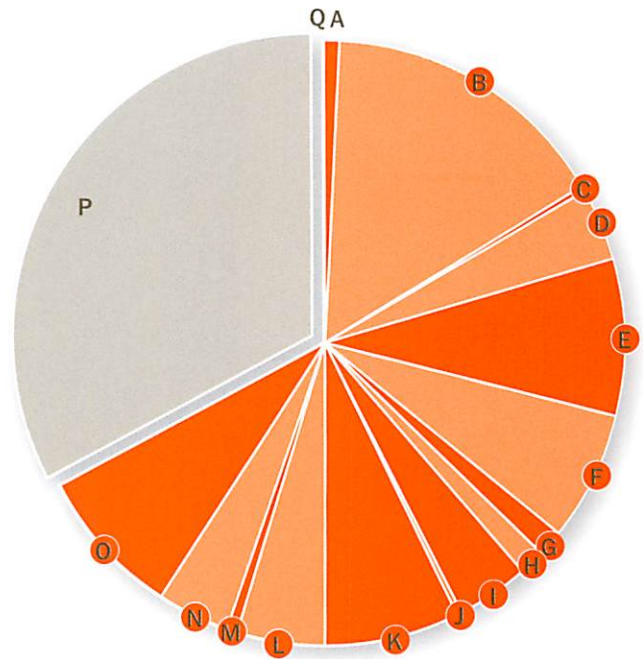
ACADEMIC STUDIES IN EDUCATION	16.3%	NURSING	3.8%
SOCIAL WORK	8.0%	MANAGEMENT STUDIES	3.8%
DESIGN STUDIES	5.3%	SOCIAL POLICY	3.6%
BUSINESS STUDIES	4.1%	SPORTS SCIENCE	3.4%
HOSPITALITY, LEISURE, TOURISM AND TRANSPORT	3.8%	OTHERS IN SUBJECTS ALLIED TO MEDICINE	2.8%

## Type of work for those in employment

# Foundation degrees

GRADUATES FROM 2010

	<b>4130</b>	Female
	<b>2675</b>	Male
	<b>6805</b>	Total
<b>A</b>	<b>1.0%</b>	<b>Marketing, Sales and Advertising Professionals</b> Public Relations Account Executive, a PR and communications company
<b>B</b>	<b>15.4%</b>	<b>Commercial, Industrial and Public Sector Managers</b> Social Services Manager Nursery Manager Store Manager Trainee Assistant Manager, Mitchell & Butlers
<b>C</b>	<b>0.3%</b>	<b>Scientific Research, Analysis &amp; Development Professionals</b> Consumer Products Analyst
<b>D</b>	<b>3.9%</b>	<b>Engineering Professionals</b> Production Engineer Maintenance Engineer Plant Manager Measurement Surveyor
<b>E</b>	<b>8.5%</b>	<b>Health Professionals and Associate Professionals</b> Optical Dispenser, Vision Express Dental Technician, a dental laboratory
<b>F</b>	<b>6.9%</b>	<b>Education Professionals</b> Learning Support Worker Peripatetic Inclusion Mentor, SERCO Functional Skills Lecturer, a further education college Dance Teacher NVQ Assessor
<b>G</b>	<b>1.4%</b>	<b>Business and Financial Professionals and Associate Professionals</b> UK Business Development Manager Account Manager
<b>H</b>	<b>1.4%</b>	<b>Information Technology Professionals</b>
<b>I</b>	<b>3.9%</b>	<b>Arts, Design, Culture and Sports Professionals</b>
<b>J</b>	<b>0.2%</b>	<b>Legal Professionals</b>
<b>K</b>	<b>7.1%</b>	<b>Social &amp; Welfare Professionals</b> Antisocial Behaviour Officer, a housing trust Resident Involvement Officer, a housing trust Counsellor
<b>L</b>	<b>4.8%</b>	<b>Other Professionals, Associate Professional and Technical Occupations</b> Laboratory Technician, a baggage handling systems and services company Quality Assurance Technician, Royal Air Force
<b>M</b>	<b>0.5%</b>	<b>Numerical Clerks and Cashiers</b>
<b>N</b>	<b>3.9%</b>	<b>Other Clerical and Secretarial Occupations</b>
<b>O</b>	<b>8.1%</b>	<b>Retail, Catering, Waiting and Bar Staff</b>
<b>P</b>	<b>32.7%</b>	<b>Other Occupations</b> Police Constable, Metropolitan Police Complementary Therapist, self employed Nursery Nurse
<b>Q</b>	<b>0.1%</b>	<b>Unknown Occupations</b>



## Further breakdown

### Other Occupations

CHILDCARE AND RELATED PERSONAL SERVICES	14.0%
POLICE OFFICERS (SERGEANT AND BELOW)	6.1%
HEALTHCARE AND RELATED PERSONAL SERVICES	3.0%
CUSTOMER SERVICE OCCUPATIONS	1.1%
ANIMAL CARE SERVICES	0.7%
LEISURE AND TRAVEL SERVICE OCCUPATIONS	0.7%
OTHER OCCUPATIONS	7.1%

# CHOOSE PROSPECTS



## Explore the Courses

Read Me

The inside track on postgrad study from students and universities

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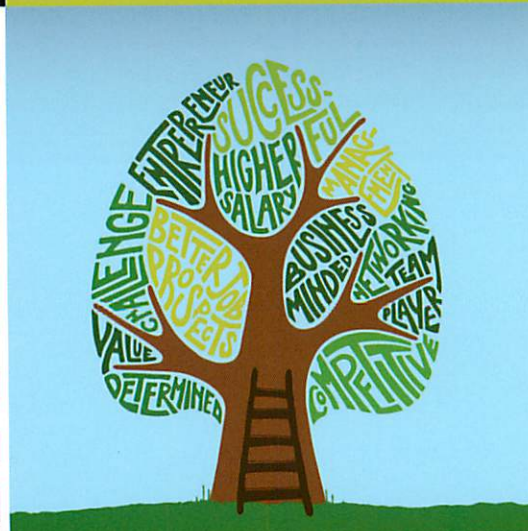
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