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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HECSU (the Higher Education Careers Services Unit) is a registered charity that supports the work of higher education careers services in the UK and Republic of Ireland and funds major research projects that benefit the higher education careers sector. Graduate Prospects is the commercial subsidiary of HECSU and has been bringing students, graduates and recruiters together for almost 40 years.

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 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 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) 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.

All of the information from this edition of ‘What Do Graduates Do?’ can also be found online at 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.”1

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

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) 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.3 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.4

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.”5

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.6

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’7. 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.8

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.9 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!

References
6. The value of a degree is worth the investment for individuals and society, Libby Hackett, Director of University Alliance, 18th August 2011. www.university-alliance.ac.uk/2011/ 08/ the-value-of-a-degree-is-worth-the-investment-for-individuals-and-society/
8. The Class of ’99: A study of the early labour market experiences of recent graduates, Peter Ellias, Kate Purcell, Rhys Davies and Nick Wilton, October 2005. See http://www2.warwick.ac.uk/fac/soc/ier/research/class99/
9. ibid

Useful Websites
www.prospects.ac.uk – for a wealth of careers information specific to graduates
www.volunteering.org.uk – Volunteering England
www.do-it.org.uk – for local volunteering opportunities
www.worldwidevolunteering.org.uk – for international volunteering opportunities

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

<table>
<thead>
<tr>
<th>Type of skill</th>
<th>Employers’ requirements - “Buzz” words</th>
<th>Some examples of how the skills can be developed through interests, work experience and education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reliance skills</td>
<td>- Self-awareness – purposeful, focused, self-belief, realistic</td>
<td>- Duke of Edinburgh Award</td>
</tr>
<tr>
<td></td>
<td>- Proactivity – resourceful, drive, self-reliant</td>
<td>- Young Enterprise Award</td>
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<td></td>
<td>- Willingness to learn – inquisitive, motivated, enthusiastic</td>
<td>- Music band (play regularly at local venues)</td>
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<tr>
<td></td>
<td>- Self-promotion – positive, persistent, ambitious</td>
<td>- Participate in competitive sport</td>
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<td></td>
<td>- Networking – initiator, relationship-builder, resourceful</td>
<td>- Public speaking/debating society</td>
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<td></td>
<td>- Planning action – decision-maker, planner, able to prioritise</td>
<td>- Amateur dramatics</td>
</tr>
<tr>
<td>People skills</td>
<td>- Team working – supportive, organised, co-ordinator, deliverer</td>
<td>- Working in a shop/supermarket/restaurant</td>
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<td></td>
<td>- Interpersonal skills – listener, adviser, co-operative, assertive</td>
<td>- Fundraising for charity</td>
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<tr>
<td></td>
<td>- Oral communication – communicator, presenter, influencer</td>
<td>- Member of orchestra</td>
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<tr>
<td></td>
<td>- Leadership – motivator, energetic, visionary</td>
<td>- Play sport for team</td>
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<tr>
<td></td>
<td>- Customer orientation – friendly, caring, diplomatic</td>
<td>- Guide/Scout leader</td>
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<td></td>
<td>- Foreign language – specific language skills</td>
<td>- Air Training Corps</td>
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<tr>
<td>General employment skills</td>
<td>- Problem-solving – practical, logical, results orientated</td>
<td>- Work experience/work shadowing</td>
</tr>
<tr>
<td></td>
<td>- Flexibility – versatile, willing, multi-skilled</td>
<td>- Internships</td>
</tr>
<tr>
<td></td>
<td>- Business acumen – entrepreneurial, competitive, risk taker</td>
<td>- Young Enterprise Award</td>
</tr>
<tr>
<td></td>
<td>- IT/computer literacy – office skills, keyboard skills, software packages</td>
<td>- Project work through studies</td>
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<tr>
<td></td>
<td>- Numeracy – accurate, quick-thinker, methodical</td>
<td>- Mensa membership</td>
</tr>
<tr>
<td></td>
<td>- Commitment – dedicated, trustworthy, conscientious</td>
<td>- Book club</td>
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<tr>
<td></td>
<td>- European Computer Driving Licence (ECDL)</td>
<td>- Member of local club/society</td>
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<tr>
<td></td>
<td>- Language skills</td>
<td>- Music grades</td>
</tr>
<tr>
<td></td>
<td>- Web design skills</td>
<td>- First Aid at Work qualification</td>
</tr>
<tr>
<td></td>
<td>- Writing for school/college newspaper</td>
<td>- NVQ qualification</td>
</tr>
<tr>
<td></td>
<td>- Technical skills – e.g. journalism, engineering, accounting, sales</td>
<td></td>
</tr>
<tr>
<td>Specialist skills</td>
<td>- Specific occupational skills – specialist relevant knowledge, e.g. languages, IT</td>
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</table>
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 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 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 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 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. 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. 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. 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. Currently the salaries earned by graduates in general administrative jobs range between £13,600 and £17,575.
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. 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.

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.

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

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

References
3. ‘Occupation’, as classified under the 5 digit Standard Occupational Classification system of 2010. The Standard Occupational Classification 2010 was developed by the Office of National Statistics and adapted by HESA for the DLHE survey.
6. Carl Gilleard (CEO of the Association of Graduate Recruiters) was interviewed on the BBC Radio 4’s Today Programme 28th June 2011 as saying that 2010 graduates applying for a graduate role are competing with graduates from recent years as well as their peers. www.bbc.co.uk/news/education-13934518 accessed on 7/09/2011
7. Determined using the graduate job classifications developed in Seven Years On: Graduate Careers in a Changing Labour Market, Kate Purcell and Peter Elias, June 2004, www2.warwick.ac.uk/fac/soc/ier/research/completed/7yrs2/ and adapted by HESA for the DLHE survey.

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 - £22,230 |
| 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 |
| All occupations | £17,720 - £23,335 |

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? Entering Graduates in the Humanities.1

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.2

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.


• 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>
<thead>
<tr>
<th>Subjects of Study</th>
<th>2009/10 Employment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design studies</td>
<td>13.9%</td>
</tr>
<tr>
<td>Music</td>
<td>8.4%</td>
</tr>
<tr>
<td>Drama</td>
<td>6.2%</td>
</tr>
<tr>
<td>Fine art</td>
<td>4.6%</td>
</tr>
<tr>
<td>Complementary medicine</td>
<td>4.5%</td>
</tr>
<tr>
<td>Media studies</td>
<td>3.8%</td>
</tr>
<tr>
<td>Computer science</td>
<td>3.1%</td>
</tr>
<tr>
<td>Business studies</td>
<td>3.0%</td>
</tr>
<tr>
<td>Sports science</td>
<td>3.0%</td>
</tr>
<tr>
<td>English studies</td>
<td>2.6%</td>
</tr>
<tr>
<td>Combined</td>
<td>2.4%</td>
</tr>
<tr>
<td>Psychology</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Types of Work

Using the job classification system developed by Elias and Purcell for the Seven Years On study,3 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%).

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

Source: DLHE 2009/10
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 artists, 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 initiatives targeting groups such as women, ethnic minorities, STEM professionals and web designers.

References

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
4 According to the Cabinet Office of the Third Sector (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

• My big idea: 30 successful entrepreneurs reveal how they found inspiration, R.Bridge, Kogan Page, 2006.
• 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 - Prospects website
www.nacue.com/ - The National Consortium of University Entrepreneurs
www.fsb.org.uk - The Federation of Small Businesses
www.chamberonline.co.uk - British Chamber of Commerce
www.freelanceuk.com - Creative freelance support
www.nesta.org.uk - NESTA
www.bis.gov.uk - Department for Business Innovation and Skills
www.thedesigntrust.co.uk - The Design Trust
www.flyingstartonline.com - Flying Start Programme
www.makemymark.org.uk - Make Your Mark
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 Ali4One 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

GRADUATES FROM 2010

<table>
<thead>
<tr>
<th>Code</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>60.4%</td>
<td>In UK employment</td>
</tr>
<tr>
<td>b</td>
<td>1.8%</td>
<td>In overseas employment</td>
</tr>
<tr>
<td>c</td>
<td>7.6%</td>
<td>Working and studying</td>
</tr>
<tr>
<td>d</td>
<td>7.3%</td>
<td>Studying in the UK for a higher degree</td>
</tr>
<tr>
<td>e</td>
<td>2.0%</td>
<td>Studying in the UK for a teaching qualification</td>
</tr>
<tr>
<td>f</td>
<td>4.0%</td>
<td>Undertaking other further study or training in the UK</td>
</tr>
<tr>
<td>g</td>
<td>0.2%</td>
<td>Undertaking further study or training overseas</td>
</tr>
<tr>
<td>h</td>
<td>8.5%</td>
<td>Believed to be unemployed</td>
</tr>
<tr>
<td>i</td>
<td>3.4%</td>
<td>Not available for employment, study or training</td>
</tr>
<tr>
<td>j</td>
<td>4.9%</td>
<td>Other</td>
</tr>
</tbody>
</table>

| Total responses | 233865 |
| Total graduates | 284165 |
| Response | 82.3% |

<table>
<thead>
<tr>
<th>Code</th>
<th>Value</th>
<th>Description</th>
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</thead>
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<tr>
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<td>2.0%</td>
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<tr>
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<td>8.5%</td>
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<td>i</td>
<td>3.4%</td>
<td>Not available for employment, study or training</td>
</tr>
<tr>
<td>j</td>
<td>4.9%</td>
<td>Other</td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
### Type of work for those in employment

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing, Sales and Advertising Professionals</td>
<td>5.1%</td>
<td>Includes advertising writers and executives; auctioneers, buying and purchasing officers; contract officers; estate, land or letting agents; fundraising, appeals and campaign officers; market research analysts; marketing professionals; media planners; public relations officers; sales controllers, administrators, representatives and agents</td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>8.8%</td>
<td>Includes officers in the armed forces; general managers &amp; administrators in national &amp; local government, large companies &amp; organisations; production managers in manufacturing, construction, mining &amp; energy industries; specialist managers; financial institution &amp; office managers, &amp; civil service executive officers; managers in transport &amp; storage; protective service officers; managers in farming, horticulture, forestry &amp; fishing; managers &amp; proprietors in service industries; and other managers &amp; administrators</td>
</tr>
<tr>
<td>Scientific Professionals</td>
<td>0.8%</td>
<td>Includes chemists; biological scientists &amp; biochemists; physicists, geologists &amp; meteorologists; and other natural scientists</td>
</tr>
<tr>
<td>Engineering Professionals</td>
<td>2.7%</td>
<td>Includes civil, structural, municipal, mining &amp; quarrying engineers; mechanical engineers; electrical engineers; electronic engineers; chemical engineers; design &amp; development engineers; process &amp; production engineers; planning &amp; quality control engineers; and other engineers &amp; technologists</td>
</tr>
<tr>
<td>Health Professionals and Associate Professionals</td>
<td>14.2%</td>
<td>Includes medical practitioners; house officers; registrars &amp; consultants; pharmacists &amp; pharmacologists; ophthalmic &amp; dispensing opticians; dental practitioners; veterinarians; nurses; midwives; medical radiographers; physiotherapists; chiropractors; medical technicians &amp; dental auxiliaries; occupational &amp; speech therapists, psychotherapists &amp; other therapists; and other health professionals</td>
</tr>
<tr>
<td>Education Professionals</td>
<td>6.5%</td>
<td>Includes university teaching professionals; further education teaching professionals; education officers, school inspectors; secondary &amp; (middle school) teaching professionals; primary &amp; (middle school) teaching professionals; &amp; nursery teaching professionals; special education teaching professionals; examiners &amp; moderators and other teaching professionals</td>
</tr>
<tr>
<td>Business and Financial Professionals and Associate Professionals</td>
<td>7.5%</td>
<td>Includes charter &amp; certified accountants; management accountants; actuaries, economists &amp; statisticians; management consultants &amp; business analysts; estimators &amp; valuers; underwriters, claims assessors, brokers &amp; investment analysts; taxation experts; personnel &amp; industrial relations officers; transport and traffic advisors; events co-ordinators; recruitment agents; organisation &amp; methods &amp; work study officers</td>
</tr>
<tr>
<td>Information Technology Professionals</td>
<td>2.9%</td>
<td>Includes computer systems &amp; data processing managers; software engineers; computer analysts &amp; programmers; computer &amp; IT consultants; telecommunications professionals and network systems professionals</td>
</tr>
<tr>
<td>Arts, Design, Culture and Sports Professionals</td>
<td>6.4%</td>
<td>Includes authors, writers &amp; journalists; artists, commercial artists &amp; graphic designers; industrial designers &amp; textile designers; clothing designers; actors, entertainers, stage managers, producers &amp; directors; musicians; photographers, camera, sound &amp; video equipment operators; professional athletes &amp; sports officials; web designers and desk top publishers, assistants and operators</td>
</tr>
<tr>
<td>Legal Professionals</td>
<td>0.6%</td>
<td>Includes adjudicators, tribunal &amp; panels members; barbites &amp; advocates; clerks &amp; officers of court; judges, magistrates, coroners &amp; sheriffs; legal advisers, executives &amp; paralegists and solicitors</td>
</tr>
<tr>
<td>Social &amp; Welfare Professionals</td>
<td>4.7%</td>
<td>Includes community workers; counsellors; drug workers; housing and welfare officers; clinical, education, occupational &amp; general psychologists; probation officers; social workers and youth workers</td>
</tr>
<tr>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
<td>4.4%</td>
<td>Includes general researchers; social science researchers; architects; town planners; surveyors; public service administrative professionals; registrars; clergy; librarians, archivists &amp; curators; technicians; aircraft pilots, flight engineers &amp; navigators; conservation, heritage &amp; environmental protection officers; health and safety officers; industrial &amp; trading standards inspectors; environmental health officers and careers advisers</td>
</tr>
<tr>
<td>Numerical Clerks and Cashiers</td>
<td>1.9%</td>
<td>Includes accounts &amp; wages clerks, book-keepers, &amp; other financial clerks; counter clerks &amp; cashiers; and debt, rent &amp; other cash collectors</td>
</tr>
<tr>
<td>Other Clerical and Secretarial Occupations</td>
<td>6.8%</td>
<td>Includes administrative &amp; clerical officers &amp; assistants in civil service &amp; local government; filing &amp; record clerks; other clerks; stores &amp; despatch clerks &amp; storekeepers; secretaries, personal assistants, typists, word processor operators; receptionists, telephone operators &amp; related occupations; and other clerical &amp; secretarial occupations</td>
</tr>
<tr>
<td>Retail, Catering, Waiting and Bar Staff</td>
<td>13.8%</td>
<td>Includes chefs &amp; cooks, waiters &amp; waitresses &amp; bar staff; and sales assistants &amp; check-out operators</td>
</tr>
<tr>
<td>Other Occupations</td>
<td>12.5%</td>
<td>Includes assistant nurses &amp; nursing auxiliaries; hospital ward assistants; ambulance staff; dental nurses; care assistants &amp; attendants; nursery nurses; playgroup leaders; educational assistants; ncos &amp; other ranks, armed forces; police officers; fire service officers; prison service officers; customs &amp; excise officers &amp; immigration officers; traffic wardens; security guards &amp; related occupations; craft &amp; related occupations (skilled and unskilled); other sales occupations; agricultural occupations; plant &amp; machine operatives; and other occupations</td>
</tr>
<tr>
<td>Unknown occupations</td>
<td>0.3%</td>
<td>Includes those in employment in other occupations not shown on the chart.</td>
</tr>
</tbody>
</table>

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**All subjects**

**GRADUATES FROM 2010**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>96680</td>
<td>66410</td>
<td>20270</td>
<td>66410</td>
</tr>
<tr>
<td>163090</td>
<td>125870</td>
<td>37220</td>
<td>125870</td>
</tr>
</tbody>
</table>
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%).

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.

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 and an actual drop in production output. 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 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. 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.
5. www.unistats.direct.gov.uk.

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

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

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
APPLIED CELL BIOLOGY
BEHAVIOURAL BIOLOGY
BIODIVERSITY
BIOLOGY
BIOLOGY NOT ELSEWHERE CLASSIFIED
BIOMETRY
CELL BIOLOGY
DEVELOPMENTAL BIOLOGY
DEVELOPMENTAL/REPRODUCTIVE BIOLOGY
ECOLOGY
ENVIRONMENTAL BIOLOGY
EVOLUTION
FRESHWATER BIOLOGY
MARINE BIOLOGY
MARINE/FRESHWATER BIOLOGY
PARASITOLOGY
POPULATION BIOLOGY
REPRODUCTIVE BIOLOGY
Type of work for those in employment

1210 Female
710 Male
1920 Total

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%
Chemistry

GRADUATES FROM 2010

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

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

Disciplines included

ANALYTICAL CHEMISTRY
APPLIED CHEMISTRY
BIOMOLECULAR CHEMISTRY
BIO-ORGANIC CHEMISTRY
CHEMISTRY
CHEMISTRY NOT ELSEWHERE CLASSIFIED
COLOUR CHEMISTRY
CRISTALLOGRAPHY
ENVIRONMENTAL CHEMISTRY
INDUSTRIAL CHEMISTRY
INORGANIC CHEMISTRY
MARINE CHEMISTRY
MEDICINAL CHEMISTRY
ORGANIC CHEMISTRY
ORGANOMETALLIC CHEMISTRY
PETROCHEMICAL CHEMISTRY
PHARMACEUTICAL CHEMISTRY
PHYSICAL CHEMISTRY
POLYMERS CHEMISTRY
STRUCTURAL CHEMISTRY

www.prospects.ac.uk/links/wdgd
### Type of work for those in employment

#### Chemistry GRADUATES FROM 2010

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

#### Further breakdown

### Scientific Research, Analysis & Development Professionals

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEMISTS</td>
<td>6.4%</td>
</tr>
<tr>
<td>RESEARCH/DEVELOPMENT CHEMISTS</td>
<td>3.8%</td>
</tr>
<tr>
<td>ANALYTICAL CHEMISTS</td>
<td>2.9%</td>
</tr>
<tr>
<td>SCIENTIFIC RESEARCHERS</td>
<td>2.8%</td>
</tr>
<tr>
<td>BIOCHEMISTS, MEDICAL SCIENTISTS</td>
<td>1.0%</td>
</tr>
<tr>
<td>OTHER SCIENTISTS</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
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
GEOSPHERICAL INFORMATION SYSTEMS
GEOMORPHOLOGY
HYDROLOGY
MARITIME GEOGRAPHY
METEOROLOGY
PHYSICAL GEOGRAPHY
POLLUTION CONTROL
REMOTE SENSING
SOIL SCIENCE
TOPOGRAPHY

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

Environmental, physical geographical and terrestrial sciences
GRADUATES FROM 2010

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6.1%</td>
</tr>
<tr>
<td>Male</td>
<td>12.9%</td>
</tr>
<tr>
<td>Total</td>
<td>29.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>790 Female</td>
<td>6.1%</td>
</tr>
<tr>
<td>835 Male</td>
<td>12.9%</td>
</tr>
<tr>
<td>1625 Total</td>
<td>29.0%</td>
</tr>
</tbody>
</table>

Female: 790
Male: 835
Total: 1625

A 6.1% Marketing, Sales and Advertising Professionals
B 12.9% Commercial, Industrial and Public Sector Managers
C 1.1% Scientific Research, Analysis & Development Professionals
D 1.4% Engineering Professionals
E 0.4% Health Professionals and Associate Professionals
F 2.8% Education Professionals
G 9.4% Business and Financial Professionals and Associate Professionals
H 1.6% Information Technology Professionals
I 2.5% Arts, Design, Culture and Sports Professionals
J 0.3% Legal Professionals
K 2.2% Social & Welfare Professionals
L 9.0% Other Professionals, Associate Professional and Technical Occupations
M 2.4% Numerical Clerks and Cashiers
N 9.2% Other Clerical and Secretarial Occupations
O 22.5% Retail, Catering, Waiting and Bar Staff
P 16.1% Other Occupations
Q 0.2% Unknown Occupations

Further breakdown Commercial, Industrial and Public Sector Managers

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail and Wholesale Managers</td>
<td>2.4%</td>
</tr>
<tr>
<td>Production, Works and Maintenance Managers</td>
<td>1.0%</td>
</tr>
<tr>
<td>Managers and Proprietors in Other Services Not Elsewhere Classified</td>
<td>0.7%</td>
</tr>
<tr>
<td>Sales Managers</td>
<td>0.6%</td>
</tr>
<tr>
<td>Publicans and Managers of Licensed Premises</td>
<td>0.5%</td>
</tr>
<tr>
<td>Restaurant and Catering Managers</td>
<td>0.4%</td>
</tr>
<tr>
<td>Army Officers</td>
<td>0.4%</td>
</tr>
<tr>
<td>Office Managers</td>
<td>0.4%</td>
</tr>
<tr>
<td>Charity Officers</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other Commercial, Industrial and Public Sector Managers</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
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

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
Type of work for those in employment

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Percentage</th>
<th>Example Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing, Sales and Advertising Professionals</td>
<td>4.3%</td>
<td>Sales Manager, Next</td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>7.1%</td>
<td>Programme Manager Graduate, Rolls Royce</td>
</tr>
<tr>
<td>Scientific Research, Analysis &amp; Development Professionals</td>
<td>5.9%</td>
<td>Mathematical Modeler, a car manufacturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Scientist, a UK university</td>
</tr>
<tr>
<td>Engineering Professionals</td>
<td>7.6%</td>
<td>Quality Assurance Engineer, a carrier system and software solutions organisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sound Engineer, a students' union</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems Engineer, Lockheed Martin UK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Scheme Engineer, a technology solutions organisation</td>
</tr>
<tr>
<td>Health Professionals and Associate Professionals</td>
<td>0.6%</td>
<td>Dosimetrist, a hospital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trainee Medical Physicist, NHS</td>
</tr>
<tr>
<td>Education Professionals</td>
<td>6.3%</td>
<td></td>
</tr>
<tr>
<td>Business and Financial Professionals and Associate Professionals</td>
<td>16.2%</td>
<td>Business Analyst, American Express</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy and Change Consultant, IBM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Valuations Assistant, an investment company</td>
</tr>
<tr>
<td>Information Technology Professionals</td>
<td>12.1%</td>
<td>Software Development Engineer, Cisco</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Systems Graduate, Centrica</td>
</tr>
<tr>
<td>Arts, Design, Culture and Sports Professionals</td>
<td>2.6%</td>
<td>Jazz Pianist, an entertainment lounge</td>
</tr>
<tr>
<td>Legal Professionals</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Welfare Professionals</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
<td>8.5%</td>
<td></td>
</tr>
<tr>
<td>Numerical Clerks and Cashiers</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Other Clerical and Secretarial Occupations</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>Retail, Catering, Waiting and Bar Staff</td>
<td>11.4%</td>
<td></td>
</tr>
<tr>
<td>Other Occupations</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>Unknown Occupinations</td>
<td>0.4%</td>
<td></td>
</tr>
</tbody>
</table>

Further breakdown

Business and financial professionals and associate professionals

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Analysts</td>
<td>2.6%</td>
</tr>
<tr>
<td>Actuaries</td>
<td>2.0%</td>
</tr>
<tr>
<td>Organisation, Methods and Business Systems Analysts</td>
<td>1.8%</td>
</tr>
<tr>
<td>Chartered Accountants</td>
<td>1.5%</td>
</tr>
<tr>
<td>Management Consultants</td>
<td>1.2%</td>
</tr>
<tr>
<td>Business Analysts</td>
<td>0.9%</td>
</tr>
<tr>
<td>Personnel and Recruitment Consultants/Advisers</td>
<td>0.9%</td>
</tr>
<tr>
<td>Examiners/Auditors</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other Business and Financial Professionals</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
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
PHYSICAL EDUCATION AND SPORTS SCIENCE
SCIENCE IN HEALTH, EXERCISE AND SPORT
SPORTS BIOMEDICINE

SPORTS CONDITIONING
SPORTS DEVELOPMENT
SPORTS REHABILITATION AND INJURY PREVENTION
SPORTS SCIENCE AND COACHING

SPORTS SCIENCE AND TECHNOLOGY DEVELOPMENT
SPORTS THERAPY

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOT1760 2940 4705</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3.2%</td>
</tr>
<tr>
<td>Male</td>
<td>7.8%</td>
</tr>
<tr>
<td>Total</td>
<td>9.8%</td>
</tr>
<tr>
<td>Marketing, Sales and Advertising Professionals</td>
<td>4.2%</td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>0.6%</td>
</tr>
<tr>
<td>Scientific Research, Analysis &amp; Development Professionals</td>
<td>0.3%</td>
</tr>
<tr>
<td>Health Professionals and Associate Professionals</td>
<td>2.6%</td>
</tr>
<tr>
<td>Education Professionals</td>
<td>3.2%</td>
</tr>
<tr>
<td>Business and Financial Professionals and Associate Professionals</td>
<td>4.7%</td>
</tr>
<tr>
<td>Information Technology Professionals</td>
<td>0.5%</td>
</tr>
<tr>
<td>Arts, Design, Culture and Sports Professionals</td>
<td>0.1%</td>
</tr>
<tr>
<td>Legal Professionals</td>
<td>4.7%</td>
</tr>
<tr>
<td>Social &amp; Welfare Professionals</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
<td>6.1%</td>
</tr>
<tr>
<td>Numerical Clerks and Cashiers</td>
<td>16.4%</td>
</tr>
<tr>
<td>Other Clerical and Secretarial Occupations</td>
<td>21.2%</td>
</tr>
<tr>
<td>Unknown Occupations</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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%

www.prospects.ac.uk/links/wdgd
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.1

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 degrees2). 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 schools1, so it is encouraging that 7.9% of employed mathematics 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 £25,5003 (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

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. Detailed information about types of work, written by AGCAS higher education careers advisers can be accessed at 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

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

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

**GRADUATES FROM 2010**

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

- **44.0%** In UK employment
- **1.3%** In overseas employment
- **12.6%** Working and studying
- **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
- **7.5%** Studying in the UK for a teaching qualification
  - MSc Mathematics Education
  - MEd Education and PGCE Mathematics
  - PGCE Secondary Mathematics
- **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
  - IIT BSc Certificate
  - LPC
  - Professional Diploma in Banking Practice and Management
- **0.3%** Undertaking other further study or training overseas
- **9.5%** Believed to be unemployed
- **4.4%** Not available for employment, study or training
- **3.7%** Other

**Disciplines included**

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

Type of work for those in employment

1005 Female
1400 Male
2405 Total

A 3.7% Marketing, Sales and Advertising Professionals
Advertising Planner, a radio station
E-Business Marketing Analyst, JD Williams
Project Assistant, a small publishing company

B 7.2% Commercial, Industrial and Public Sector Managers
Quality and Performance Management Officer, City Council
Supply Chain Manager, Unipart

C 0.6% Scientific Research, Analysis & Development Professionals
Mathematician, Civil Service

D 1.2% Engineering Professionals
Structural Engineer, small engineering business

E 0.2% Health Professionals and Associate Professionals

F 7.9% Education Professionals
Mathematics Teacher, Local Authority
TEFL Teacher, Airbus Executives

G 36.3% Business and Financial Professionals and Associate Professionals
Auditor, KPMG
Energy Trading Analyst, SSE
Quantitative Analyst, RBS
Financial Contract and Performance Analyst, NHS
Supply Planner, Proctor & Gamble
Decision Science Analyst, Barclays

H 7.1% Information Technology Professionals
Games Developer, Self-employed
Software Developer, IT organisation

I 1.7% Arts, Design, Culture and Sports Professionals

J 0.1% Legal Professionals

K 1.1% Social & Welfare Professionals

L 2.1% Other Professionals, Associate Professional and Technical Occupations
Interpreter/Translator, Refugee Council

M 5.0% Numerical Clerks and Cashiers

N 6.5% Other Clerical and Secretarial Occupations

O 12.1% Retail, Catering, Waiting and Bar Staff
Merchandise Distribution Analyst, Karen Millen
Supply Associate, Arcadia Group Plc

P 7.1% Other Occupations

Q 0.3% Unknown Occupations

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
ARTIFICIAL INTELLIGENCE NOT ELSEWHERE
CLASSIFIED
AUTOMATED REASONING
COGNITIVE MODELLING
COMPUTATIONAL SCIENCE FOUNDATIONS
COMPUTER ARCHITECTURES
COMPUTER ARCHITECTURES & OPERATING SYSTEMS
COMPUTER SCIENCE
COMPUTER VISION
COMPUTING SCIENCE NOT ELSEWHERE
CLASSIFIED

DATA MANAGEMENT
DATABASES
DECLARATIVE PROGRAMMING
HUMAN-COMPUTER INTERACTION
INFORMATION MODELLING
INFORMATION SYSTEMS
KNOWLEDGE REPRESENTATION
MACHINE LEARNING
MULTI-MEDIA COMPUTING SCIENCE
NETWORKS AND COMMUNICATIONS
NEURAL COMPUTING
OBJECT ORIENTED PROGRAMMING
OPERATING SYSTEMS

PROCEDURAL PROGRAMMING
PROGRAMMING
SOFTWARE DESIGN
SOFTWARE ENGINEERING
SOFTWARE ENGINEERING NOT ELSEWHERE
CLASSIFIED
SPEECH AND NATURAL LANGUAGE
PROCESSING
SYSTEMS ANALYSIS AND DESIGN
SYSTEMS ANALYSIS AND DESIGN NOT ELSEWHERE
CLASSIFIED
SYSTEMS AUDITING
SYSTEMS DESIGN METHODOLOGIES
Type of work for those in employment

**Computer science and IT GRADUATES FROM 2010**

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

Further breakdown

Information technology professionals

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOFTWARE DESIGNERS AND ENGINEERS</td>
<td>14.4%</td>
</tr>
<tr>
<td>COMPUTER ANALYSTS AND PROGRAMMERS</td>
<td>7.4%</td>
</tr>
<tr>
<td>WEB DEVELOPERS AND PRODUCERS</td>
<td>5.8%</td>
</tr>
<tr>
<td>IT USER SUPPORT TECHNICIANS (HELP DESK SUPPORT)</td>
<td>5.0%</td>
</tr>
<tr>
<td>IT CONSULTANTS AND PLANNERS</td>
<td>3.1%</td>
</tr>
<tr>
<td>NETWORK/SYSTEMS DESIGNERS AND ENGINEERS</td>
<td>3.0%</td>
</tr>
<tr>
<td>SOFTWARE PROFESSIONALS</td>
<td>2.6%</td>
</tr>
<tr>
<td>IT OPERATIONS TECHNICIANS (NETWORK SUPPORT)</td>
<td>2.6%</td>
</tr>
<tr>
<td>OTHERS IN COMPUTING AND IT</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
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. Construction Skills forecasts that from 2011 to 2015 the construction workforce is predicted to increase by nearly 8%.

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.

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 11.6% 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. 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%.

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.

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.

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
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

Detailed information about types of work, written by AGCAS higher education careers advisers can be accessed at 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.

Useful websites
www.prospects.ac.uk – Careers related information specific to graduates.
www.cibse.org – Chartered Institution of Building Services Engineers
www.ciob.org.uk – Chartered Institute of Building
www.ice.org.uk – Institution of Civil Engineers
www.theiet.org.uk – Institution of Engineering and Technology
www.imeche.org – Institution of Mechanical Engineers
www.architecture.com – Royal Institute of British Architects
www.stemnet.org.uk – STEM Network
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 structures.

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

<table>
<thead>
<tr>
<th>Source: DLHE 2009/10</th>
<th>Numbers graduating (survey respondents)</th>
<th>Entering employment</th>
<th>Entering further study/training</th>
<th>Working and studying</th>
<th>Unemployed at time of survey</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Building</td>
<td>6845</td>
<td>65.9%</td>
<td>8.5%</td>
<td>7.3%</td>
<td>9.5%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>2185</td>
<td>62.6%</td>
<td>12.5%</td>
<td>6.4%</td>
<td>11.4%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Electrical and Electronic Engineering</td>
<td>2150</td>
<td>64.1%</td>
<td>12.0%</td>
<td>5.5%</td>
<td>11.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>2470</td>
<td>64.8%</td>
<td>12.9%</td>
<td>5.5%</td>
<td>9.3%</td>
<td>7.6%</td>
</tr>
<tr>
<td>All subjects</td>
<td>233865</td>
<td>62.2%</td>
<td>13.5%</td>
<td>7.6%</td>
<td>8.5%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
Architecture and building

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
ARCHITECTURAL TECHNOLOGY
ARCHITECTURE, BUILDING AND PLANNING NOT ELSEWHERE CLASSIFIED
BUILDING SURVEYING
BUILDING TECHNOLOGY
CONSERVATION OF BUILDINGS
CONSTRUCTION MANAGEMENT
HOUSING
INTERIOR ARCHITECTURE
LANDSCAPE ARCHITECTURE
LANDSCAPE DESIGN
LANDSCAPE STUDIES
OTHERS IN ARCHITECTURE, BUILDING AND PLANNING
PLANNING (URBAN, RURAL AND REGIONAL)
PLANNING STUDIES
QUANTITY SURVEYING
REGIONAL PLANNING
RURAL PLANNING
TRANSPORT PLANNING
URBAN PLANNING
URBAN AND RURAL PLANNING
URBAN STUDIES
www.prospects.ac.uk/links/wdgd
Type of work for those in employment

Architecture and building

GRADUATES FROM 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3.4%</td>
<td>Marketing Manager, a clothing store</td>
</tr>
<tr>
<td>Male</td>
<td>14.4%</td>
<td>Commercial, Industrial and Public Sector Managers</td>
</tr>
<tr>
<td>Total</td>
<td>48.1%</td>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
</tr>
<tr>
<td>3.7%</td>
<td>Business and Financial Professionals and Associate Professionals</td>
<td></td>
</tr>
<tr>
<td>0.6%</td>
<td>Education Professionals</td>
<td></td>
</tr>
<tr>
<td>1.7%</td>
<td>Social &amp; Welfare Professionals</td>
<td></td>
</tr>
<tr>
<td>4.0%</td>
<td>Engineering Professionals</td>
<td></td>
</tr>
<tr>
<td>3.5%</td>
<td>Numerical Clerks and Cashiers</td>
<td></td>
</tr>
<tr>
<td>1.6%</td>
<td>Other Clerical and Secretarial Occupations</td>
<td></td>
</tr>
<tr>
<td>7.9%</td>
<td>Other Occupations</td>
<td></td>
</tr>
<tr>
<td>0.2%</td>
<td>Unknown Occupations</td>
<td></td>
</tr>
</tbody>
</table>

Further breakdown
Other Professionals, Associate Professional and Technical Occupations

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUANTITY SURVEYORS</td>
<td>15.5%</td>
</tr>
<tr>
<td>ARCHITECTURAL TECHNICIANS, ASSISTANTS</td>
<td>14.7%</td>
</tr>
<tr>
<td>BUILDING SURVEYORS</td>
<td>5.7%</td>
</tr>
<tr>
<td>ARCHITECTS</td>
<td>5.4%</td>
</tr>
<tr>
<td>GENERAL PRACTICE SURVEYORS</td>
<td>3.4%</td>
</tr>
<tr>
<td>CHARTERED SURVEYORS (NOT QUANTITY SURVEYORS)</td>
<td>1.2%</td>
</tr>
<tr>
<td>TOWN PLANNERS</td>
<td>1.2%</td>
</tr>
<tr>
<td>LANDSCAPE ARCHITECTS</td>
<td>0.9%</td>
</tr>
<tr>
<td>BUILDING AND CIVIL ENGINEERING TECHNICIANS</td>
<td>0.7%</td>
</tr>
<tr>
<td>OTHER PROFESSIONALS AND ASSOCIATE PROFESSIONALS</td>
<td>2.4%</td>
</tr>
</tbody>
</table>
Civil engineering

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

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

**Civil engineering GRADUATES FROM 2010**

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

**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%

www.prospects.ac.uk/links/wdgd
Electrical & electronic engineering

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

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
### Type of work for those in employment

#### Electrical & electronic engineering

**GRADUATES FROM 2010**

<table>
<thead>
<tr>
<th>Work Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>145</td>
</tr>
<tr>
<td>Male</td>
<td>1350</td>
</tr>
<tr>
<td>Total</td>
<td>1500</td>
</tr>
</tbody>
</table>

#### 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%

**Further breakdown**

<table>
<thead>
<tr>
<th>Work Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing, Sales and Advertising Professionals</td>
<td>2.7%</td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>7.2%</td>
</tr>
<tr>
<td>Naval Officer, Royal Navy</td>
<td></td>
</tr>
<tr>
<td>Scientific Research, Analysis &amp; Development Professionals</td>
<td>0.1%</td>
</tr>
<tr>
<td>Engineering Professionals</td>
<td>30.9%</td>
</tr>
<tr>
<td>Graduate Engineer, Babcock Marine</td>
<td></td>
</tr>
<tr>
<td>Power Systems Engineer, National Grid</td>
<td></td>
</tr>
<tr>
<td>Weapons Engineer, Royal Navy</td>
<td></td>
</tr>
<tr>
<td>Electronics Design, Dyson</td>
<td></td>
</tr>
<tr>
<td>Engine Design &amp; Release Engineer, Ford</td>
<td></td>
</tr>
<tr>
<td>Internal Engineer, Schneider Electric</td>
<td></td>
</tr>
<tr>
<td>Graduate Engineer, EDF Energy</td>
<td></td>
</tr>
<tr>
<td>Control &amp; Automation Engineer, BP</td>
<td></td>
</tr>
<tr>
<td>Health Professionals and Associate Professionals</td>
<td>0.2%</td>
</tr>
<tr>
<td>Education Professionals</td>
<td>0.9%</td>
</tr>
<tr>
<td>Business and Financial Professionals and Associate Professionals</td>
<td>3.0%</td>
</tr>
<tr>
<td>Finance Graduate, Network Rail</td>
<td></td>
</tr>
<tr>
<td>Information Technology Professionals</td>
<td>18.3%</td>
</tr>
<tr>
<td>Software Developer, IBM</td>
<td></td>
</tr>
<tr>
<td>Arts, Design, Culture and Sports Professionals</td>
<td>8.0%</td>
</tr>
<tr>
<td>Web Designer, a web design company</td>
<td></td>
</tr>
<tr>
<td>Legal Professionals</td>
<td>0.1%</td>
</tr>
<tr>
<td>Social &amp; Welfare Professionals</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
<td>3.8%</td>
</tr>
<tr>
<td>Numerical Clerks and Cashiers</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other Clerical and Secretarial Occupations</td>
<td>3.3%</td>
</tr>
<tr>
<td>Call Centre Operator, British Gas</td>
<td></td>
</tr>
<tr>
<td>Retail, Catering, Waiting and Bar Staff</td>
<td>10.4%</td>
</tr>
<tr>
<td>Sales Assistant, Blacks</td>
<td></td>
</tr>
<tr>
<td>Other Occupations</td>
<td>9.9%</td>
</tr>
<tr>
<td>Care Worker, Care UK</td>
<td></td>
</tr>
<tr>
<td>Unknown Occupations</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**www.prospects.ac.uk/links/wdgd**
**Mechanical engineering**

**Survey response**

**GRADUATES FROM 2010**

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

- **62.6%** In UK employment
- **2.2%** In overseas employment
- **5.5%** Working and studying
- **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
- **0.5%** Studying in the UK for a teaching qualification
  - PGCE Physics
- **1.4%** Undertaking other further study or training in the UK
- **0.3%** Undertaking other further study or training overseas
- **9.3%** Believed to be unemployed
- **3.4%** Not available for employment, study or training
- **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

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

**Mechanical engineering**

**GRADUATES FROM 2010**

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>1625</td>
<td>1735</td>
</tr>
</tbody>
</table>

**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%

**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%

**Marketing, Sales and Advertising Professionals**

- Female 1.8%
- Total 1.8%

**Commercial, Industrial and Public Sector Managers**

- Female 9.1%
- Male 9.1%
- Total 9.1%

**Scientific Research, Analysis & Development Professionals**

- Female 0.4%
- Male 0.4%
- Total 0.4%

**Further breakdown**

- 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

- Marketing, Sales and Advertising Professionals
  - Female 1.8%
  - Total 1.8%

- Commercial, Industrial and Public Sector Managers
  - Female 9.1%
  - Male 9.1%
  - Total 9.1%

- Scientific Research, Analysis & Development Professionals
  - Female 0.4%
  - Male 0.4%
  - Total 0.4%
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.

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. 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.

References
1. So you want to be a Psychologist? British Psychological Society. 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
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/ler/research/class99/
Further reading
AGCAS Options Series are available online at 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. 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.

AGCAS 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
• 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 - for a wealth of careers-related information specific to graduates
www.britsoc.co.uk - British Sociological Association
www.bized.co.uk/ - Biz/ed
www.esrc.ac.uk - Economic and Social Research Council
www.lawsociety.org.uk - The Law Society
www.pnarchive.org/ - The Higher Education Academy Psychology Network
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

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

Source: DLHE 2009/10
Economics

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

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

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

Further breakdown
Business and Financial Professionals

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Analysts</td>
<td>8.5%</td>
</tr>
<tr>
<td>Chartered Accountants</td>
<td>6.4%</td>
</tr>
<tr>
<td>Finance and Investment Analysts/Advisers</td>
<td>3.2%</td>
</tr>
<tr>
<td>Business Analysts</td>
<td>2.8%</td>
</tr>
<tr>
<td>Examiners/Auditors</td>
<td>2.4%</td>
</tr>
<tr>
<td>Economists</td>
<td>2.2%</td>
</tr>
<tr>
<td>Chartered and Certified Accountants</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other Business and Financial Professionals</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
Geography

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

735  Female
595  Male
1330  Total

A  9.7%  Marketing, Sales and Advertising Professionals
  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  11.5%  Commercial, Industrial and Public Sector Managers
  Management Trainee, Royal Mail; Centrica

C  0.4%  Scientific Research, Analysis & Development Professionals

D  0.7%  Engineering Professionals

E  0.2%  Health Professionals and Associate Professionals

F  4.8%  Education Professionals
  Outdoor Education Assistant, an education centre
  Geography Tutor, a private agency

G  14.0%  Business and Financial Professionals and Associate Professionals
  Strategy Analyst, Accenture
  Assurance Associate, PricewaterhouseCoopers
  Associate Auditor, National Audit Office

H  1.1%  Information Technology Professionals

I  2.6%  Arts, Design, Culture and Sports Professionals
  Trainee Producer, a film production company
  Ski Instructor, a ski resort
  Musician, a production company
  Studio Co-ordinator, a media company

J  0.3%  Legal Professionals
  Environmental Law Paralegal, an environmental law firm

K  2.5%  Social & Welfare Professionals
  Strategic Housing Administrator, Local Government

L  5.2%  Other Professionals, Associate Professional and Technical Occupations
  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

M  2.8%  Numerical Clerks and Cashiers

N  12.2%  Other Clerical and Secretarial Occupations

O  18.2%  Retail, Catering, Waiting and Bar Staff

P  13.5%  Other Occupations
  Travel Consultant, STA Travel
  Officer Cadet, Ministry of Defence; British Army

Q  0.3%  Unknown Occupations

Further breakdown

Business and Financial Professionals and Associate Professionals

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

www.prospects.ac.uk/links/wdgd
Law

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 NOT ELSEWHERE CLASSIFIED
LAW BY AREA
LAW BY AREA NOT ELSEWHERE CLASSIFIED
LAW BY TOPIC
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

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

GRADUATES FROM 2010

3300 Female
1855 Male
5155 Total

A 4.5% Marketing, Sales and Advertising Professionals
Corporate Communications Assistant, Warner Brothers
Marketing Executive, Thompson Reuters
Marketing Assistant, a university

B 9.4% Commercial, Industrial and Public Sector Managers
Trainee Manager, an estate agents
Graduate Trainee, Boots; Lidl;
Bank Manager, HSBC
Hotel Manager, a hotel

C 0.1% Scientific Research, Analysis & Development Professionals

D 0.2% Engineering Professionals

E 0.6% Health Professionals and Associate Professionals

F 1.7% Education Professionals
Assistant Director, Explore Learning
English Teaching Assistant, an international school in China
University Teacher, a university

G 9.4% Business and Financial Professionals and Associate Professionals
Business Analyst, Goldman Sachs
Finance Analyst, British Airways
Management Consultant, Accenture
Audit Assistant, KPMG
Personnel Officer, Reckitt Benckiser

H 0.6% Information Technology Professionals

I 1.2% Arts, Design, Culture and Sports Professionals
Production Assistant, a media production company

J 14.4% Legal Professionals
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 3.9% Social & Welfare Professionals
Housing Officer, Housing Association
Support Worker, Local Council

L 2.1% Other Professionals, Associate Professional and Technical Occupations
International Relations Officer, a UK university
Political Caseworker, an MP
Public Advice Worker, Citizen’s Advice Bureau

M 3.9% Numerical Clerks and Cashiers
Insurance Clerk, Aviva
Mortgage Adviser, First Direct

N 14.4% Other Clerical and Secretarial Occupations
Justices' Law Clerk, Legal Services Commission

O 20.5% Retail, Catering, Waiting and Bar Staff

P 12.9% Other Occupations
Army Officer Cadet, British Army

Q 0.2% Unknown Occupations

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%

www.prospects.ac.uk/links/wdgd
Politics

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

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

Politics

GRADUATES FROM 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>9.9%</td>
</tr>
<tr>
<td>Male</td>
<td>15.9%</td>
</tr>
<tr>
<td>Total</td>
<td>0.2%</td>
</tr>
<tr>
<td>Education Professionals</td>
<td>2.0%</td>
</tr>
<tr>
<td>Marketing, Sales and Advertising Professionals</td>
<td>9.9%</td>
</tr>
<tr>
<td>Client Account Manager, a direct marketing company</td>
<td></td>
</tr>
<tr>
<td>Public Relations Officer, an integrated marketing company</td>
<td></td>
</tr>
<tr>
<td>Account Executive, an advertising agency</td>
<td></td>
</tr>
<tr>
<td>Communication Consultant, a communications company</td>
<td></td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>15.9%</td>
</tr>
<tr>
<td>Development Programme (NGDP)</td>
<td></td>
</tr>
<tr>
<td>Management Trainee, Marks &amp; Spencer</td>
<td></td>
</tr>
<tr>
<td>Assistant Manager, a charity</td>
<td></td>
</tr>
<tr>
<td>Scientific Research, Analysis &amp; Development Professionals</td>
<td>0.2%</td>
</tr>
<tr>
<td>Business and Financial Professionals and Associate Professionals</td>
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</tr>
<tr>
<td>Financial Adviser, Deloitte</td>
<td></td>
</tr>
<tr>
<td>Trainee Accountant, KPMG</td>
<td></td>
</tr>
<tr>
<td>Project Management, Investment, Barclays</td>
<td></td>
</tr>
<tr>
<td>Information Technology Professionals</td>
<td>0.9%</td>
</tr>
<tr>
<td>Arts, Design, Culture and Sports Professionals</td>
<td>3.9%</td>
</tr>
<tr>
<td>Junior Digital Producer, a digital production company</td>
<td></td>
</tr>
<tr>
<td>Media Assistant, a media production company</td>
<td></td>
</tr>
<tr>
<td>Video Website Reporter, a digital media company</td>
<td></td>
</tr>
<tr>
<td>Editorial Assistant, a magazine publisher</td>
<td></td>
</tr>
<tr>
<td>Online Production Manager, a national newspaper</td>
<td></td>
</tr>
<tr>
<td>Photographer, a photography company</td>
<td></td>
</tr>
<tr>
<td>Entertainer, self-employed</td>
<td></td>
</tr>
<tr>
<td>Fitness Professional, a leisure and fitness company</td>
<td></td>
</tr>
<tr>
<td>Legal Professionals</td>
<td>0.5%</td>
</tr>
<tr>
<td>Social &amp; Welfare Professionals</td>
<td>3.2%</td>
</tr>
<tr>
<td>Youth Support Worker, Local Council</td>
<td></td>
</tr>
<tr>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
<td>5.3%</td>
</tr>
<tr>
<td>Parliamentary Adviser, UK Parliament</td>
<td></td>
</tr>
<tr>
<td>Project Support Worker, a university</td>
<td></td>
</tr>
<tr>
<td>Research Fellow, a university</td>
<td></td>
</tr>
<tr>
<td>Researcher, Member of Parliament; Ministry of Defence</td>
<td></td>
</tr>
<tr>
<td>General Secretary, a university students’ union</td>
<td></td>
</tr>
<tr>
<td>Numerical Clerks and Cashiers</td>
<td>2.3%</td>
</tr>
<tr>
<td>Other Clerical and Secretarial Occupations</td>
<td>11.3%</td>
</tr>
<tr>
<td>Library Assistant, a university library</td>
<td></td>
</tr>
<tr>
<td>Personal Assistant, MP House of Commons</td>
<td></td>
</tr>
<tr>
<td>Retail, Catering, Waiting and Bar Staff</td>
<td>17.2%</td>
</tr>
<tr>
<td>Other Occupations</td>
<td>12.6%</td>
</tr>
<tr>
<td>Unknown Occupations</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

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%

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Psychology
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

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

Further breakdown
Social & Welfare Professionals

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION/LEARNING SUPPORT WORKER</td>
<td>2.8%</td>
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<tr>
<td>PSYCHOLOGISTS</td>
<td>2.4%</td>
</tr>
<tr>
<td>COMMUNITY WORKERS</td>
<td>2.0%</td>
</tr>
<tr>
<td>HOUSING AND WELFARE OFFICERS</td>
<td>1.7%</td>
</tr>
<tr>
<td>SOCIAL WORKERS (MEDICAL, MENTAL HEALTH, REHAB)</td>
<td>1.2%</td>
</tr>
<tr>
<td>YOUTH WORKERS</td>
<td>1.0%</td>
</tr>
<tr>
<td>OTHER SOCIAL AND WELFARE PROFESSIONALS</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
Sociology
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     POLITICAL SOCIOLOGY     SOCIOLGY
DISABILITY IN SOCIETY   RELIGION IN SOCIETY     SOCIOLGY NOT ELSEWHERE CLASSIFIED
ETHNIC STUDIES          SOCIAL HIERARCHY         SOCIOLGY OF SCIENCE AND TECHNOLOGY
GENDER STUDIES          SOCIAL THEORY             WOMEN'S STUDIES
MEN'S STUDIES           SOCIO-ECONOMICS
Type of work for those in employment

Graduates from 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3385</td>
<td>100%</td>
</tr>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2605</td>
<td>77.3%</td>
</tr>
<tr>
<td>Male</td>
<td>780</td>
<td>22.7%</td>
</tr>
<tr>
<td>Overall</td>
<td>3385</td>
<td>100%</td>
</tr>
</tbody>
</table>

A 5.3% Marketing, Sales and Advertising Professionals
   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 9.4% Commercial, Industrial and Public Sector Managers
   Higher Executive Officer, Department for Education
   HR Manager, Sainsbury’s

C 0.1% Scientific Research, Analysis & Development Professionals

D 0.2% Engineering Professionals

E 0.5% Health Professionals and Associate Professionals

F 2.6% Education Professionals

G 5.9% Business and Financial Professionals and Associate Professionals
   Management Consultant, Accenture
   Insurance Broker, Capita
   Business Analyst, Accenture
   Accountancy Associate, Ernst & Young

H 0.5% Information Technology Professionals
   Technology Consultant, Tesco

I 1.7% Arts, Design, Culture and Sports Professionals
   Production Management Assistant, BBC
   Assistant Theatre Producer, a theatre company
   Service Manager, a leisure and fitness company

J 0.5% Legal Professionals

K 12.6% Social & Welfare Professionals
   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

L 1.9% Other Professionals, Associate Professional and Technical Occupations

M 2.5% Numerical Clerks and Cashiers

N 13.5% Other Clerical and Secretarial Occupations
   Library Assistant, Local Council
   Clerical Assistant, a housing company

O 21.6% Retail, Catering, Waiting and Bar Staff

P 20.9% Other Occupations
   Detention Custody Officer, Serco
   Fire Fighter, London Fire Brigade
   Health Care Assistant, NHS

Q 0.2% Unknown Occupations

Further breakdown

Social & Welfare Professionals

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation Officers</td>
<td>3.6%</td>
</tr>
<tr>
<td>Housing and Welfare Officers</td>
<td>1.8%</td>
</tr>
<tr>
<td>Education/Learning Support Worker</td>
<td>1.6%</td>
</tr>
<tr>
<td>Community Workers</td>
<td>1.4%</td>
</tr>
<tr>
<td>Youth Workers</td>
<td>1.3%</td>
</tr>
<tr>
<td>Social Workers</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other Social and Welfare Professionals</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
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. 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). 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. A new Creative Industries Council was created in March 2011 which will henceforth supervise this sector.

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.

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
2. www.ukperformingarts.co.uk/features/national_skills_academy.asp
4. www.ccskills.org.uk

Further reading

AGCAS Options Sheets are available online at 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. 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 - Arts Council England
www.artscouncil-ni.org.uk - Arts Council Northern Ireland
www.artswales.org.uk - Arts Council of Wales
www.ccskills.org.uk - Creative & Cultural Skills
www.cilt.org.uk - The National Centre for Languages
www.design-council.org.uk - Design Council
www.fashionunited.co.uk - Jobs in the fashion industry
www.intute.ac.uk/artsandhumanities - database of relevant arts and humanities websites
www.lsm.org - The Incorporated Society of Musicians
www.ncdt.org.uk - National Council for Drama Training
www.scottisharts.org.uk - Scottish Arts Council
www.skillset.org/careers - Sector Skills Council for Creative Media
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 fulfillment 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

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

GRADUATES FROM 2010

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

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

Disciplines included

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

Survey response

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

Art and Design

Graduates from 2010

6080 Female
3100 Male
9185 Total

A 5.5% Marketing, Sales and Advertising Professionals
   Communications Officer
   Fashion Buyer

B 6.5% Commercial, Industrial and Public Sector Managers
   Letting Manager

C 0.0% Scientific Research, Analysis & Development Professionals

D 0.9% Engineering Professionals

E 0.4% Health Professionals and Associate Professionals
   Health Care Adviser

F 2.3% Education Professionals
   University Sabbatical Officer
   Photography Teacher

G 1.8% Business and Financial Professionals and Associate Professionals

H 1.1% Information Technology Professionals

I 33.3% Arts, Design, Culture and Sports Professionals
   Web Designer
   Graphic Designer
   Costume Maker
   TV Production Assistant
   Artist, self employed

J 0.0% Legal Professionals

K 1.1% Social & Welfare Professionals
   Health Visitor
   Welfare Officer

L 2.4% Other Professionals, Associate Professional and Technical Occupations

M 0.7% Numerical Clerks and Cashiers

N 6.0% Other Clerical and Secretarial Occupations

O 24.7% Retail, Catering, Waiting and Bar Staff

P 13.2% Other Occupations
   Beauty Consultant
   Visual Merchandiser

Q 0.2% Unknown Occupations

Further breakdown

Arts, Design, Culture and Sports Professionals

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Artists</td>
<td>8.4%</td>
</tr>
<tr>
<td>Artists (Fine Art)</td>
<td>6.0%</td>
</tr>
<tr>
<td>Clothing Designers</td>
<td>3.3%</td>
</tr>
<tr>
<td>Graphic Artists and Designers</td>
<td>2.7%</td>
</tr>
<tr>
<td>Product, Clothing and Related Designers</td>
<td>2.3%</td>
</tr>
<tr>
<td>Industrial Designers</td>
<td>2.0%</td>
</tr>
<tr>
<td>Interior Decoration Designers</td>
<td>1.5%</td>
</tr>
<tr>
<td>Web Designers</td>
<td>1.2%</td>
</tr>
<tr>
<td>Textile Designers</td>
<td>1.0%</td>
</tr>
<tr>
<td>Photographers</td>
<td>0.9%</td>
</tr>
<tr>
<td>Others in Art and Design</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
English

GRADUATES FROM 2010

<table>
<thead>
<tr>
<th>Code</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6575</td>
<td>Female</td>
<td>53.4%</td>
</tr>
<tr>
<td>2310</td>
<td>Male</td>
<td>2.2%</td>
</tr>
<tr>
<td>8885</td>
<td>Total responses</td>
<td>7.6%</td>
</tr>
<tr>
<td>10840</td>
<td>All graduates</td>
<td>10.1%</td>
</tr>
<tr>
<td>82.0</td>
<td>% response</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Marketing, Sales and Advertising Professionals</td>
<td>8.3%</td>
</tr>
<tr>
<td>B. Commercial, Industrial and Public Sector Managers</td>
<td>8.3%</td>
</tr>
<tr>
<td>C. Scientific Research, Analysis &amp; Development Professionals</td>
<td>0.0%</td>
</tr>
<tr>
<td>D. Engineering Professionals</td>
<td>0.2%</td>
</tr>
<tr>
<td>E. Health Professionals and Associate Professionals</td>
<td>0.6%</td>
</tr>
<tr>
<td>F. Education Professionals</td>
<td>7.5%</td>
</tr>
<tr>
<td>G. Business and Financial Professionals and Associate Professionals</td>
<td>6.3%</td>
</tr>
<tr>
<td>H. Information Technology Professionals</td>
<td>0.8%</td>
</tr>
<tr>
<td>I. Arts, Design, Culture and Sports Professionals</td>
<td>7.1%</td>
</tr>
<tr>
<td>J. Legal Professionals</td>
<td>0.3%</td>
</tr>
<tr>
<td>K. Social &amp; Welfare Professionals</td>
<td>3.8%</td>
</tr>
<tr>
<td>L. Other Professionals, Associate Professional and Technical Occupations</td>
<td>2.0%</td>
</tr>
<tr>
<td>M. Numerical Clerks and Cashiers</td>
<td>2.1%</td>
</tr>
<tr>
<td>N. Other Clerical and Secretarial Occupations</td>
<td>13.9%</td>
</tr>
<tr>
<td>O. Retail, Catering, Waiting and Bar Staff</td>
<td>22.3%</td>
</tr>
<tr>
<td>P. Other Occupations</td>
<td>16.2%</td>
</tr>
<tr>
<td>Q. Unknown Occupations</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

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%
History

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
AMERICAN HISTORY
ANCIENT HISTORY
ASIAN HISTORY
AUSTRALASIAN HISTORY
AUSTRALIAN HISTORY
BRITISH HISTORY
BYZANTINE HISTORY
CANADIAN HISTORY
CENTRAL AFRICAN HISTORY
CENTRAL AMERICAN HISTORY
CHINESE HISTORY
EAST AFRICAN HISTORY
ECONOMIC HISTORY
ENGLISH HISTORY
EUROPEAN HISTORY

FAMILY HISTORY
FRENCH HISTORY
GERMAN HISTORY
HISTORY BY AREA
HISTORY BY AREA NOT ELSEWHERE CLASSIFIED
HISTORY BY PERIOD
HISTORY BY PERIOD NOT ELSEWHERE CLASSIFIED
HISTORY BY TOPIC
HISTORY BY TOPIC NOT ELSEWHERE CLASSIFIED
IBERIAN HISTORY
INDIAN HISTORY
INTELLECTUAL HISTORY
INTERNATIONAL HISTORY
IRISH HISTORY
ITALIAN HISTORY
LOCAL HISTORY

MEDITERANEAN HISTORY
MILITARY HISTORY
MODERN HISTORY
NEW ZEALAND HISTORY
NORTH AFRICAN HISTORY
ORAL HISTORY
RUSSIAN HISTORY
SCOTTISH HISTORY
SOCIAL HISTORY
SOUTH AMERICAN HISTORY
SOUTH EAST ASIAN HISTORY
SOUTHERN AFRICAN HISTORY
USA HISTORY
WELSH HISTORY
WEST AFRICAN HISTORY
WORLD HISTORY

www.prospects.ac.uk/links/udgd
**Type of work for those in employment**

**A** 7.8%  
Marketing, Sales and Advertising Professionals  
Operational Buyer, Tesco

**B** 10.0%  
Commercial, Industrial and Public Sector Managers  
Management Trainee, Abercrombie and Fitch  
Project Manager, Network rail  
Store Manager, Majestic wines  
Pub Manager  
Army Officer

**C** 0.1%  
Scientific Research, Analysis & Development Professionals

**D** 0.5%  
Engineering Professionals

**E** 0.4%  
Health Professionals and Associate Professionals  
Child Health Information Officer

**F** 4.1%  
Education Professionals

**G** 9.9%  
Business and Financial Professionals and Associate Professionals  
Ship Broker  
Commodities Trader  
Recruitment Consultant  
Human Resources Adviser, DWP  
Tax Associate, Deloitte

**H** 0.9%  
Information Technology Professionals

**I** 4.5%  
Arts, Design, Culture and Sports Professionals  
Freelance Video Journalist  
Film Cataloguer, a museum  
Sub Editor, Associated newspapers

**J** 0.7%  
Legal Professionals  
Paralegal, a law firm  
Solicitor, an international law firm

**K** 3.5%  
Social & Welfare Professionals

**L** 3.7%  
Other Professionals, Associate Professional and Technical Occupations  
Researcher, a corporate communications company  
Lobbyist  
Chartered surveyor

**M** 2.7%  
Numerical Clerks and Cashiers  
Cashier, Barclays Bank

**N** 12.7%  
Other Clerical and Secretarial Occupations

**O** 21.3%  
Retail, Catering, Waiting and Bar Staff

**P** 16.8%  
Other Occupations  
City Councillor, a city council  
Royal Marine  
Chef, Food and wine bar

**Q** 0.5%  
Unknown Occupations

**Further breakdown**

Commercial, Industrial and Public Sector Managers

- Retail and Wholesale Managers 1.3%
- Managers and Proprietors in Other Services Not Elsewhere Classified 1.0%
- Publicans and Managers of Licensed Premises 0.6%
- Sales Managers 0.6%
- Charity Officers 0.5%
- Restaurant and Catering Managers 0.5%
- Other Commercial, Industrial and Public Sector Managers 5.5%
Media studies
GRADUATES FROM 2010

- **2255** Female
- **2200** Male
- **4460** Total responses
- **5640** All graduates
- **79.1%** Response

<table>
<thead>
<tr>
<th>Survey response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>66.2% In UK employment</td>
</tr>
<tr>
<td>b</td>
<td>0.9% In overseas employment</td>
</tr>
<tr>
<td>c</td>
<td>3.5% Working and studying</td>
</tr>
<tr>
<td>d</td>
<td>3.7% Studying in the UK for a higher degree</td>
</tr>
<tr>
<td>e</td>
<td>0.8% Studying in the UK for a teaching qualification</td>
</tr>
<tr>
<td>f</td>
<td>1.7% Undertaking other further study or training in the UK</td>
</tr>
<tr>
<td>g</td>
<td>0.1% Undertaking other further study or training overseas</td>
</tr>
<tr>
<td>h</td>
<td>14.1% Believed to be unemployed</td>
</tr>
<tr>
<td>i</td>
<td>3.5% Not available for employment, study or training</td>
</tr>
<tr>
<td>j</td>
<td>5.5% Other</td>
</tr>
</tbody>
</table>

Disciplines included

- BROADCASTING
- COMMUNICATION AND MEDIA STUDIES
- CULTURE, MEDIA AND COMMUNICATION
- ELECTRONIC MEDIA STUDIES
- FILM AND CULTURAL STUDIES
- FILM AND MEDIA STUDIES
- FILM PRODUCTION
- FILM STUDIES
- MEDIA AND COMMUNICATION STUDIES
- MEDIA AND CULTURAL STUDIES
- MEDIA PRACTISES
- MEDIA PRODUCTION
- MEDIA STUDIES
- MEDIA STUDIES NOT ELSEWHERE
- CLASSIFIED
- MEDIA TECHNOLOGY

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

GRADUATES FROM 2010

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

Further breakdown

Arts, Design, Culture and Sports Professionals

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcasters (Announcers, Disc Jockeys, News Readers)</td>
<td>4.1%</td>
</tr>
<tr>
<td>Directors, Producers</td>
<td>2.2%</td>
</tr>
<tr>
<td>TV and Film Camera Operators</td>
<td>1.2%</td>
</tr>
<tr>
<td>Journalists</td>
<td>1.2%</td>
</tr>
<tr>
<td>Researchers (Media)</td>
<td>1.0%</td>
</tr>
<tr>
<td>Editors</td>
<td>1.0%</td>
</tr>
<tr>
<td>Web Designers</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other Arts, Design, Culture and Sports Professionals</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
Languages

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

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

GRADUATES FROM 2010

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

Languages

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

GRADUATES FROM 2010

<table>
<thead>
<tr>
<th>Code</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTING</td>
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</tr>
<tr>
<td>BODY AWARENESS</td>
<td></td>
</tr>
<tr>
<td>CHOREOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>DANCE</td>
<td></td>
</tr>
<tr>
<td>DANCE NOT ELSEWHERE CLASSIFIED</td>
<td></td>
</tr>
<tr>
<td>DIRECTING FOR THEATRE</td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td></td>
</tr>
<tr>
<td>DRAMA NOT ELSEWHERE CLASSIFIED</td>
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</tr>
<tr>
<td>HISTORY OF DANCE</td>
<td></td>
</tr>
<tr>
<td>HISTORY OF MUSIC</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td></td>
</tr>
<tr>
<td>MUSIC NOT ELSEWHERE CLASSIFIED</td>
<td></td>
</tr>
<tr>
<td>MUSICAL INSTRUMENT HISTORY</td>
<td></td>
</tr>
<tr>
<td>MUSICIANSHIP/PERFORMANCE STUDIES</td>
<td></td>
</tr>
<tr>
<td>MUSICOLOGY</td>
<td></td>
</tr>
<tr>
<td>PRODUCING FOR THEATRE</td>
<td></td>
</tr>
<tr>
<td>STAGE DESIGN</td>
<td></td>
</tr>
<tr>
<td>STAGE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>THEATRE DESIGN</td>
<td></td>
</tr>
<tr>
<td>THEATRE STUDIES</td>
<td></td>
</tr>
<tr>
<td>THEATRICAL MAKE-UP</td>
<td></td>
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<tr>
<td>THEATRICAL WARDROBE DESIGN</td>
<td></td>
</tr>
<tr>
<td>TYPES OF DANCE</td>
<td></td>
</tr>
<tr>
<td>TYPES OF MUSIC</td>
<td></td>
</tr>
</tbody>
</table>

Survey response

- **5145** Female
- **3510** Male
- **8660** Total responses
- **10880** All graduates
- **79.6%** Response

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

Survey data from www.prospects.ac.uk/links/wdgd
### Type of work for those in employment

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>41.4%</td>
<td>PR officer, a PR company</td>
</tr>
<tr>
<td>Male</td>
<td>58.6%</td>
<td>Venue Manager, a music venue; Restaurant Manager</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Marketing, Sales and Advertising Professionals</td>
<td>4.3%</td>
<td></td>
</tr>
<tr>
<td>PR officer, a PR company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>6.4%</td>
<td>Company Manager, a music training company; Venue Manager, a music venue; Restaurant Manager</td>
</tr>
<tr>
<td>Scientific Research, Analysis &amp; Development Professionals</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Art Projects Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film Producer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editorial Assistant, a publishing house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Runner, a media company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zumba teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Professionals</td>
<td>11.6%</td>
<td>Lecturer, a further education college</td>
</tr>
<tr>
<td>Business and Financial Professionals and Associate Professionals</td>
<td>2.8%</td>
<td></td>
</tr>
<tr>
<td>PR officer, a PR company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>6.4%</td>
<td>Company Manager, a music training company; Venue Manager, a music venue; Restaurant Manager</td>
</tr>
<tr>
<td>Scientific Research, Analysis &amp; Development Professionals</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Art Projects Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film Producer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editorial Assistant, a publishing house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Runner, a media company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zumba teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts, Design, Culture and Sports Professionals</td>
<td>23.7%</td>
<td>Actress; Musical Director; Arts Projects Coordinator; Film Producer; Artistic Director; Editorial Assistant, a publishing house; Runner, a media company; Zumba teacher</td>
</tr>
<tr>
<td>Legal Professionals</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Welfare Professionals</td>
<td>2.6%</td>
<td>Youth Worker</td>
</tr>
<tr>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
<td>1.0%</td>
<td>Parliamentary Assistant; Logistics Officer, a food company</td>
</tr>
<tr>
<td>Arts, Design, Culture and Sports Professionals</td>
<td>23.7%</td>
<td>Actress; Musical Director; Arts Projects Coordinator; Film Producer; Artistic Director; Editorial Assistant, a publishing house; Runner, a media company; Zumba teacher</td>
</tr>
<tr>
<td>Numerical Clerks and Cashiers</td>
<td>1.2%</td>
<td>Cashier, a financial services company; Insolvency Administrator</td>
</tr>
<tr>
<td>Other Clerical and Secretarial Occupations</td>
<td>7.3%</td>
<td>Medical Records Clerk; Clerical Assistant, a university</td>
</tr>
<tr>
<td>Retail, Catering, Waiting and Bar Staff</td>
<td>23.0%</td>
<td></td>
</tr>
<tr>
<td>Other Occupations</td>
<td>14.7%</td>
<td>Tour Guide, a leisure company; Courier, Fed Ex</td>
</tr>
<tr>
<td>Unknown Occupations</td>
<td>0.1%</td>
<td></td>
</tr>
</tbody>
</table>

### Further breakdown

**Arts, Design, Culture and Sports Professionals**

- **Actors**: 4.4%
- **Musicians**: 2.7%
- **Directors, Producers**: 2.6%
- **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 (DHLE) 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 accounting 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’.

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 20111. 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 accounted 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 Fliers 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.3

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
3. ibid

Further Reading
AGCAS Options Series –
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: Marketing by Andi Robertson (2009)
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 – for a wealth of careers-related information specific to graduates
www.cim.co.uk – The Chartered Institute of Marketing
www.managers.org.uk – Chartered Management Institute
www.fssc.org.uk – Financial Skills Partnership
www.cimaglobal.com – Chartered Institute of Management Accountants
www.accia.org.uk – Association of Chartered Certified Accountants
www.iacw.co.uk – Institute of Chartered Accountants in England and Wales
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

<table>
<thead>
<tr>
<th></th>
<th>Numbers graduating (survey respondents)</th>
<th>Entering employment</th>
<th>Entering further study/training</th>
<th>Working and studying</th>
<th>Unemployed at time of survey</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>3610</td>
<td>50.9%</td>
<td>8.7%</td>
<td>20.7%</td>
<td>11.0%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Business &amp; Management Studies</td>
<td>14635</td>
<td>66.5%</td>
<td>7.5%</td>
<td>7.3%</td>
<td>9.7%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Marketing</td>
<td>2530</td>
<td>72.7%</td>
<td>4.4%</td>
<td>3.3%</td>
<td>9.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>All subjects</td>
<td>233865</td>
<td>62.2%</td>
<td>13.5%</td>
<td>7.6%</td>
<td>8.5%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
Accountancy

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

www.prospects.ac.uk/links/wdgd
**Type of work for those in employment**

1140  Female
1445  Male
2585  Total

A 2.5%  Marketing, Sales and Advertising Professionals
B 7.7%  Commercial, Industrial and Public Sector Managers
        Assistant Manager, a hotel
C 0.0%  Scientific Research, Analysis & Development Professionals
D 0.2%  Engineering Professionals
E 0.2%  Health Professionals and Associate Professionals
F 0.6%  Education Professionals
G 44.7%  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 1.1%  Information Technology Professionals
I 0.5%  Arts, Design, Culture and Sports Professionals
J 0.3%  Legal Professionals
K 0.4%  Social & Welfare Professionals
L 0.4%  Other Professionals, Associate Professional and Technical Occupations
M 16.2%  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 6.9%  Other Clerical and Secretarial Occupations
        Support Worker, Royal Mail
O 11.4%  Retail, Catering, Waiting and Bar Staff
        Waiter, a restaurant
P 6.7%  Other Occupations
        Security Officer, ASDA
Q 0.1%  Unknown Occupations

**Further breakdown**

Business and Financial Professionals and Associate Professionals

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARTERED ACCOUNTANTS</td>
<td>15.7%</td>
</tr>
<tr>
<td>CHARTERED AND CERTIFIED ACCOUNTANTS</td>
<td>6.7%</td>
</tr>
<tr>
<td>EXAMINERS/AUDITORS</td>
<td>3.2%</td>
</tr>
<tr>
<td>FINANCIAL ANALYSTS</td>
<td>3.1%</td>
</tr>
<tr>
<td>MANAGEMENT ACCOUNTANTS</td>
<td>3.1%</td>
</tr>
<tr>
<td>ACCOUNTING TECHNICIANS</td>
<td>2.6%</td>
</tr>
<tr>
<td>FINANCIAL AND ACCOUNTING TECHNICIANS</td>
<td>1.7%</td>
</tr>
<tr>
<td>FINANCE AND INVESTMENT ANALYSTS/ADVISERS</td>
<td>1.4%</td>
</tr>
<tr>
<td>CERTIFIED ACCOUNTANTS</td>
<td>1.2%</td>
</tr>
<tr>
<td>TAX CONSULTANTS, ADVISERS</td>
<td>0.9%</td>
</tr>
<tr>
<td>BUSINESS ANALYSTS</td>
<td>0.8%</td>
</tr>
<tr>
<td>OTHER BUSINESS AND FINANCIAL PROFESSIONALS AND ASSOCIATE PROFESSIONALS</td>
<td>4.3%</td>
</tr>
</tbody>
</table>
Business and management

Survey response

GRADUATES FROM 2010

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

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

Disciplines included

BUSINESS STUDIES
BUSINESS STUDIES NOT ELSEWHERE CLASSIFIED
CHANGE MANAGEMENT
CREATIVE MANAGEMENT
DOMESTIC MANAGEMENT
EUROPEAN BUSINESS STUDIES
HOTEL AND CATERING
INSTITUTIONAL MANAGEMENT

INTERNATIONAL BUSINESS STUDIES
LAND AND PROPERTY MANAGEMENT
LAND MANAGEMENT
MANAGEMENT AND ORGANISATION OF EDUCATION
MANAGEMENT STUDIES
MANAGEMENT STUDIES NOT ELSEWHERE CLASSIFIED
MANAGEMENT TECHNIQUES

ORGANISATIONAL DEVELOPMENT
PROJECT MANAGEMENT
PROPERTY MANAGEMENT
RECREATION/LEISURE MANAGEMENT
RETAIL MANAGEMENT
STRATEGIC MANAGEMENT
VALUATION AND AUCTIONEERING

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

Business and management
GRADUATES FROM 2010

5220 Female
5575 Male
10800 Total

A 13.4% Marketing, Sales and Advertising Professionals
Business Development Executive, a publishing company
Marketing Assistant, Teletext

B 21.9% Commercial, Industrial and Public Sector Managers
Bistro Manager, a university
Management Trainee, Lloyds Banking Group
Project Manager, Network Rail
Product Manager, a charity

C 0.1% Scientific Research, Analysis & Development Professionals

D 1.0% Engineering Professionals

E 0.3% Health Professionals and Associate Professionals

F 1.1% Education Professionals

G 18.5% Business and Financial Professionals and Associate Professionals
Financial Analyst, Whitbread Group
Associate, Ernst and Young

H 1.9% Information Technology Professionals

I 1.4% Arts, Design, Culture and Sports Professionals

J 0.3% Legal Professionals

K 1.0% Social & Welfare Professionals

L 2.3% Other Professionals, Associate Professional and Technical Occupations

M 4.3% Numerical Clerks and Cashiers

N 9.6% Other Clerical and Secretarial Occupations
Assistant, a talent agency

O 13.5% Retail, Catering, Waiting and Bar Staff
Leisure Centre Assistant, a university

P 9.1% Other Occupations
Fencing Contractor, a fencing company

Q 0.3% Unknown Occupations

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%
## Survey response

<table>
<thead>
<tr>
<th>Code</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>71.1%</td>
</tr>
<tr>
<td>b</td>
<td>1.5%</td>
</tr>
<tr>
<td>c</td>
<td>3.3%</td>
</tr>
<tr>
<td>d</td>
<td>2.7%</td>
</tr>
<tr>
<td>e</td>
<td>0.3%</td>
</tr>
<tr>
<td>f</td>
<td>1.2%</td>
</tr>
<tr>
<td>g</td>
<td>0.2%</td>
</tr>
<tr>
<td>h</td>
<td>9.9%</td>
</tr>
<tr>
<td>i</td>
<td>3.8%</td>
</tr>
<tr>
<td>j</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

### Disciplines included

- Advertising
- Corporate Image
- Distribution
- International Marketing
- Market Research
- Marketing
- Marketing Not Elsewhere Classified
- Promotion and Advertising
- Sales Management
- Sponsorship

**All graduates**

- Total responses: 3150
- Female: 1395
- Male: 1135
- % response: 80.3

**In UK employment**

- 71.1%

**In overseas employment**

- 1.5%

**Working and studying**

- 3.3%

**Studying in the UK for a higher degree**

- 2.7%
  - MSc International Business
  - MA Public Relations

**Studying in the UK for a teaching qualification**

- 0.3%

**Undertaking other further study or training in the UK**

- 1.2%

**Undertaking other further study or training overseas**

- 0.2%

**Believed to be unemployed**

- 9.9%

**Not available for employment, study or training**

- 3.8%

**Other**

- 5.9%
Type of work for those in employment

**Marketing GRADUATES FROM 2010**

- **A 33.6%**  
  Marketing, Sales and Advertising Professionals  
  - Trainee Marketing Executive, a charity  
  - Market Researcher, a bathroom goods manufacturer  
  - Marketing Assistant, an events management company  
  - Marketing Manager, The Walt Disney Company

- **B 15.6%**  
  Commercial, Industrial and Public Sector Managers  
  - Graduate Trainee Manager, Aldi  
  - Director, a design agency

- **C 0.0%**  
  Scientific Research, Analysis & Development Professionals

- **D 0.8%**  
  Engineering Professionals

- **E 0.3%**  
  Health Professionals and Associate Professionals

- **F 0.4%**  
  Education Professionals

- **G 8.7%**  
  Business and Financial Professionals and Associate Professionals  
  - Assurance Associate, PWC  
  - Recruiter, Endsleigh Insurance

- **H 1.1%**  
  Information Technology Professionals

- **I 2.5%**  
  Arts, Design, Culture and Sports Professionals

- **J 0.1%**  
  Legal Professionals

- **K 0.7%**  
  Social & Welfare Professionals

- **L 0.8%**  
  Other Professionals, Associate Professional and Technical Occupations

- **M 2.2%**  
  Numerical Clerks and Cashiers

- **N 11.0%**  
  Other Clerical and Secretarial Occupations  
  - Temporary Clerical Worker, Reed  
  - Administrator, DHL

- **O 14.2%**  
  Retail, Catering, Waiting and Bar Staff  
  - Waitress, a restaurant  
  - Membership Sales Advisor, a leisure and fitness centre

- **P 7.6%**  
  Other Occupations  
  - Manual Worker, a construction company

- **Q 0.3%**  
  Unknown Occupations

**Further breakdown**

- 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%

www.prospects.ac.uk/links/wdgd
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’.

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 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, 13880 had studied full-time and 8205 (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, Rebecca Atwood 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”.

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. 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.

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”.

Reference
1. Foundation Degree Qualification Benchmark. May 2010 QAA 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/
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/pubId,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

Further reading
Your Foundation Degree: What Next? Abbott.N. 2009 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

Useful websites
www.higherlearningatwork.org/ - Higher Learning At Work, replaces the Foundation Degree Forward site, with lots of information about Foundation degrees
www.findfoundationdegree.co.uk - to search Foundation Degree courses 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.

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

<table>
<thead>
<tr>
<th>Source: DLHE 2009/10</th>
<th>Numbers graduating (survey respondents)</th>
<th>Entering employment</th>
<th>Entering further study/training</th>
<th>Working and studying</th>
<th>Unemployed at time of survey</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Degree</td>
<td>18495</td>
<td>36.8%</td>
<td>30.6%</td>
<td>24.3%</td>
<td>2.5%</td>
<td>5.8%</td>
</tr>
</tbody>
</table>
Foundation degrees

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>%</th>
<th>Source: DLHE 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Studies in Education</td>
<td>16.3%</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td>Design Studies</td>
<td>5.3%</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>4.1%</td>
<td></td>
</tr>
<tr>
<td>Hospitality, Leisure, Tourism and Transport</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Management Studies</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Social Policy</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Sports Science</td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td>Others in Subjects Allied to Medicine</td>
<td>2.8%</td>
<td></td>
</tr>
</tbody>
</table>

www.prospects.ac.uk/links/wdgd
Type of work for those in employment

Foundation degrees
GRADUATES FROM 2010

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1.0%</td>
</tr>
<tr>
<td>Male</td>
<td>15.4%</td>
</tr>
<tr>
<td>Total</td>
<td>8.5%</td>
</tr>
<tr>
<td>Marketing, Sales and Advertising Professionals</td>
<td>3.9%</td>
</tr>
<tr>
<td>Public Relations Account Executive, a PR and communications company</td>
<td></td>
</tr>
<tr>
<td>Commercial, Industrial and Public Sector Managers</td>
<td>0.3%</td>
</tr>
<tr>
<td>Social Services Manager</td>
<td></td>
</tr>
<tr>
<td>Nursery Manager</td>
<td></td>
</tr>
<tr>
<td>Store Manager</td>
<td></td>
</tr>
<tr>
<td>Trainee Assistant Manager, Mitchell &amp; Butlers</td>
<td></td>
</tr>
<tr>
<td>Scientific Research, Analysis &amp; Development Professionals</td>
<td>3.9%</td>
</tr>
<tr>
<td>Consumer Products Analyst</td>
<td></td>
</tr>
<tr>
<td>Engineering Professionals</td>
<td>8.5%</td>
</tr>
<tr>
<td>Production Engineer</td>
<td></td>
</tr>
<tr>
<td>Maintenance Engineer</td>
<td></td>
</tr>
<tr>
<td>Plant Manager</td>
<td></td>
</tr>
<tr>
<td>Measurement Surveyor</td>
<td></td>
</tr>
<tr>
<td>Health Professionals and Associate Professionals</td>
<td>6.9%</td>
</tr>
<tr>
<td>Optical Dispenser, Vision Express</td>
<td></td>
</tr>
<tr>
<td>Dental Technician, a dental laboratory</td>
<td></td>
</tr>
<tr>
<td>Education Professionals</td>
<td>0.3%</td>
</tr>
<tr>
<td>Learning Support Worker</td>
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<tr>
<td>Peripatetic Inclusion Mentor, SERCO</td>
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<tr>
<td>Functional Skills Lecturer, a further education college</td>
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</tr>
<tr>
<td>Dance Teacher</td>
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<tr>
<td>NVQ Assessor</td>
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</tr>
<tr>
<td>Business and Financial Professionals and Associate Professionals</td>
<td>1.4%</td>
</tr>
<tr>
<td>UK Business Development Manager</td>
<td></td>
</tr>
<tr>
<td>Account Manager</td>
<td></td>
</tr>
<tr>
<td>Information Technology Professionals</td>
<td>1.4%</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td></td>
</tr>
<tr>
<td>Quality Assurance Technician, Royal Air Force</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Welfare Professionals</td>
<td>3.9%</td>
</tr>
<tr>
<td>Antisocial Behaviour Officer, a housing trust</td>
<td></td>
</tr>
<tr>
<td>Resident Involvement Officer, a housing trust</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Other Professionals, Associate Professional and Technical Occupations</td>
<td>0.5%</td>
</tr>
<tr>
<td>Laboratory Technician, a baggage handling systems and services company</td>
<td></td>
</tr>
<tr>
<td>Other Clerical and Secretarial Occupations</td>
<td>3.9%</td>
</tr>
<tr>
<td>Other Occupations</td>
<td>0.2%</td>
</tr>
<tr>
<td>Numerical Clerks and Cashiers</td>
<td>1.4%</td>
</tr>
<tr>
<td>Retail, Catering, Waiting and Bar Staff</td>
<td>4.8%</td>
</tr>
<tr>
<td>Police Constable, Metropolitan Police</td>
<td></td>
</tr>
<tr>
<td>Complementary Therapist, self employed</td>
<td></td>
</tr>
<tr>
<td>Nursery Nurse</td>
<td></td>
</tr>
<tr>
<td>Unknown Occupations</td>
<td>0.1%</td>
</tr>
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</table>

Further breakdown
Other Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDCARE AND RELATED PERSONAL SERVICES</td>
<td>14.0%</td>
</tr>
<tr>
<td>POLICE OFFICERS (SERGEANT AND BELOW)</td>
<td>3.0%</td>
</tr>
<tr>
<td>HEALTHCARE AND RELATED PERSONAL SERVICES</td>
<td>3.0%</td>
</tr>
<tr>
<td>CUSTOMER SERVICE OCCUPATIONS</td>
<td>1.1%</td>
</tr>
<tr>
<td>ANIMAL CARE SERVICES</td>
<td>0.7%</td>
</tr>
<tr>
<td>LEISURE AND TRAVEL SERVICE OCCUPATIONS</td>
<td>0.7%</td>
</tr>
<tr>
<td>OTHER OCCUPATIONS</td>
<td>7.1%</td>
</tr>
</tbody>
</table>
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