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# 2023/24

## WHAT DO GRADUATES DO?

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

Published October 2023



## FOREWORDS

This year's *What do graduates do?* provides valuable insight into the resilience of the 2020/2021 graduating class, and the employability professionals supporting them. It is gratifying to see that this cohort have achieved good employability outcomes, despite the significant disruption caused by the pandemic on their university study and career planning.

The demand for graduates is strong, business confidence is increasing, and AGCAS members are evolving their practice as they prepare students for a changing workplace landscape.

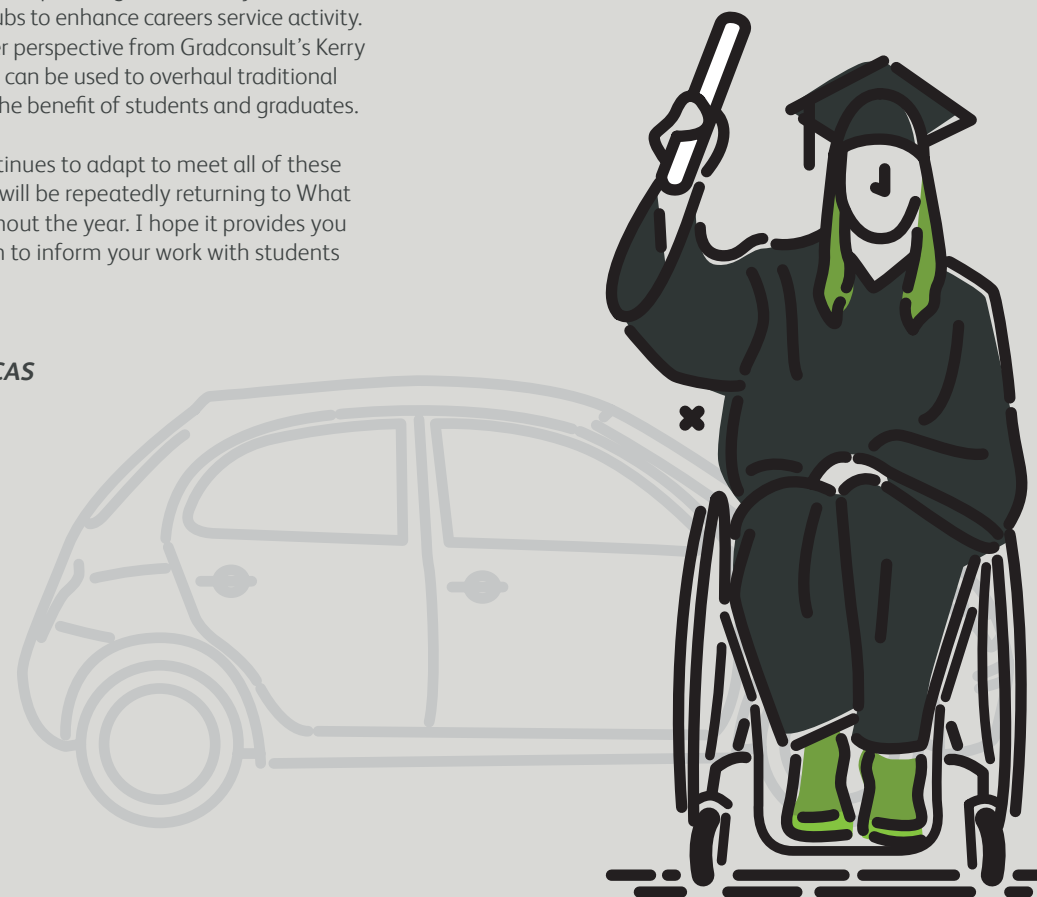
The significant rise in hybrid working has created unique challenges for those entering the workforce for the first time. As Dr Helen Hughes and Dr Nalayini Thambar explain in this report, graduates can struggle to assimilate to workplace culture and develop a sense of belonging without the in-person office dynamics we previously took for granted. Careers services have a vital role to play here.

Yet to prepare students, we need to engage them. Student engagement is a key challenge for employability professionals, who are noting a drop in student numbers at events and fewer clicks on online resources. Money is a key factor, with students more likely to be working paid jobs or less willing to incur travel costs for careers activities. Mental health concerns and increased commitments are also having an impact. AGCAS members Pinar Mehmet and Nicola Varley explore how practitioners can make the most of all student interactions.

The growth in generative artificial intelligence is already having a significant impact on career planning. Read Danny Mirza's take on using ChatGPT Hubs to enhance careers service activity. We also hear the employer perspective from Gradconsult's Kerry McElroy, exploring how AI can be used to overhaul traditional recruitment practices, to the benefit of students and graduates.

As the careers sector continues to adapt to meet all of these challenges, I know that I will be repeatedly returning to *What do graduates do?* throughout the year. I hope it provides you with valuable information to inform your work with students and graduates.

***Elaine Boyes***  
***Executive director, AGCAS***



## FOREWORDS

The importance of What do graduates do? to our collective understanding of the graduate labour market cannot be overestimated. This Graduate Outcomes survey captures the activities of graduates who completed their studies during the pandemic, graduated as restrictions were lifted and were surveyed at a time when recruitment took off and occupational shortages were high, and the findings demonstrate the adaptability and strength of this cohort of graduates.

What do graduates do? is a state of the nation report on the reality of graduate employability and is essential reading for careers and employability professionals, institutional planners, employers, postgraduate course providers, policy advisers and researchers.

The publication speaks to some of the perennial themes that exercise graduate labour market professionals such as regional employment, artificial intelligence and student engagement but perhaps most significantly, it vindicates year after year the importance and value of a university education.

This year's survey showed that 15 months from graduation, 76% of working graduates were in professional-level employment. This is surely the definitive rejoinder to the lazy stereotype that has graduates struggling to find meaningful employment or stuck in low-paying, non-graduate work.

The resilience of both graduates and the job market they enter shines through the pages of What do graduates do? As Dr Charlie Ball explains in his overview, their outcomes were some of the best in the short history of Graduate Outcomes. There is every reason to believe that graduates will continue to be in demand however difficult economic conditions become.

The merger between Jisc and HESA, following on from the Jisc-HECSU merger in 2020, has brought together two of three bodies responsible for What do graduates do? Jisc is proud to partner with AGCAS on this important publication.

**Rob Phillpotts**  
*Chief data officer, Jisc*



## INTRODUCTION

What do graduates do? is an annual publication that provides valuable insight into the career destinations of UK-domiciled first-degree graduates 15 months after finishing university. It takes an in-depth look at HESA's Graduate Outcomes survey, which captures recent graduate employment trends.

The report features an overview of the graduate labour market by Jisc's head of labour market intelligence, Charlie Ball, which provides an understanding of the economy these graduates entered into. This is followed by expert insight pieces written by AGCAS-members, Gradconsult and the Institute of Student Employers.

The remaining pages focus on the destinations of UK-domiciled first-degree graduates from six subject areas. Subject overviews can be found at the beginning of each section to provide more context to the following data pages. Each page contains data on graduate activity, further study courses, occupations entered, and the type of professional-level jobs held by graduates from that discipline. More information on the data can be found in 'data explained'.

Graduate destination surveys are a longstanding method of assessing employment trends. The Graduate Outcomes survey takes place 15 months after graduation, and the most recent edition received 206,795 responses from UK-domiciled first-degree graduates who completed their studies in 2020/21. Data from the Graduate Outcomes survey cannot be compared with data from its predecessor, Destinations of Leavers from Higher Education (DHLE), due to the change in methodology.

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

**Laura Greaves, editor**

Partners:



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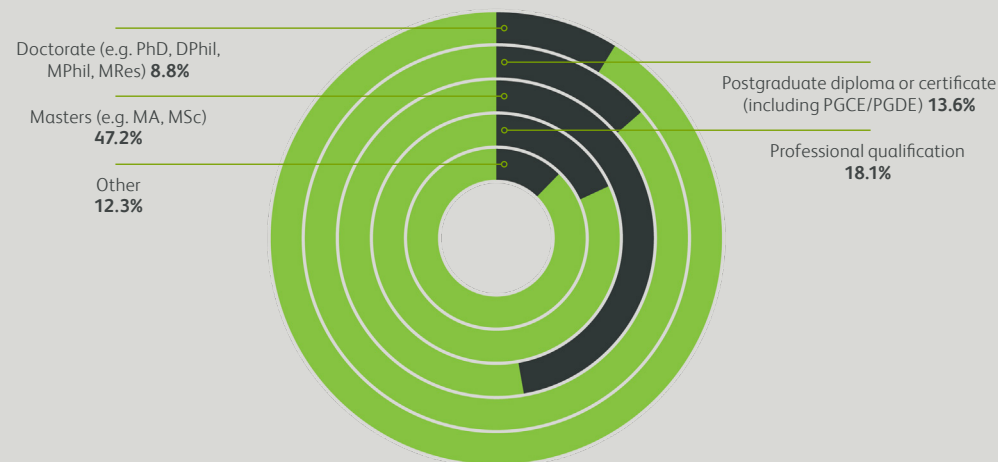
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## OUTCOMES 15 MONTHS AFTER GRADUATION



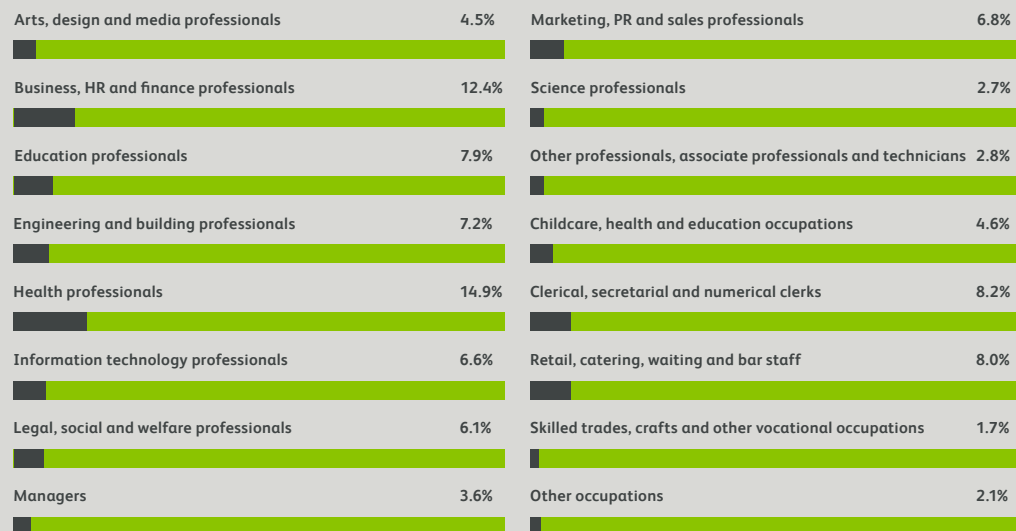
FEMALE 119,925 / MALE 86,540 / TOTAL RESPONSES 206,465

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 36,145

## TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 87,485 / MALE 62,025 / TOTAL IN EMPLOYMENT IN THE UK: 149,510

## TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES



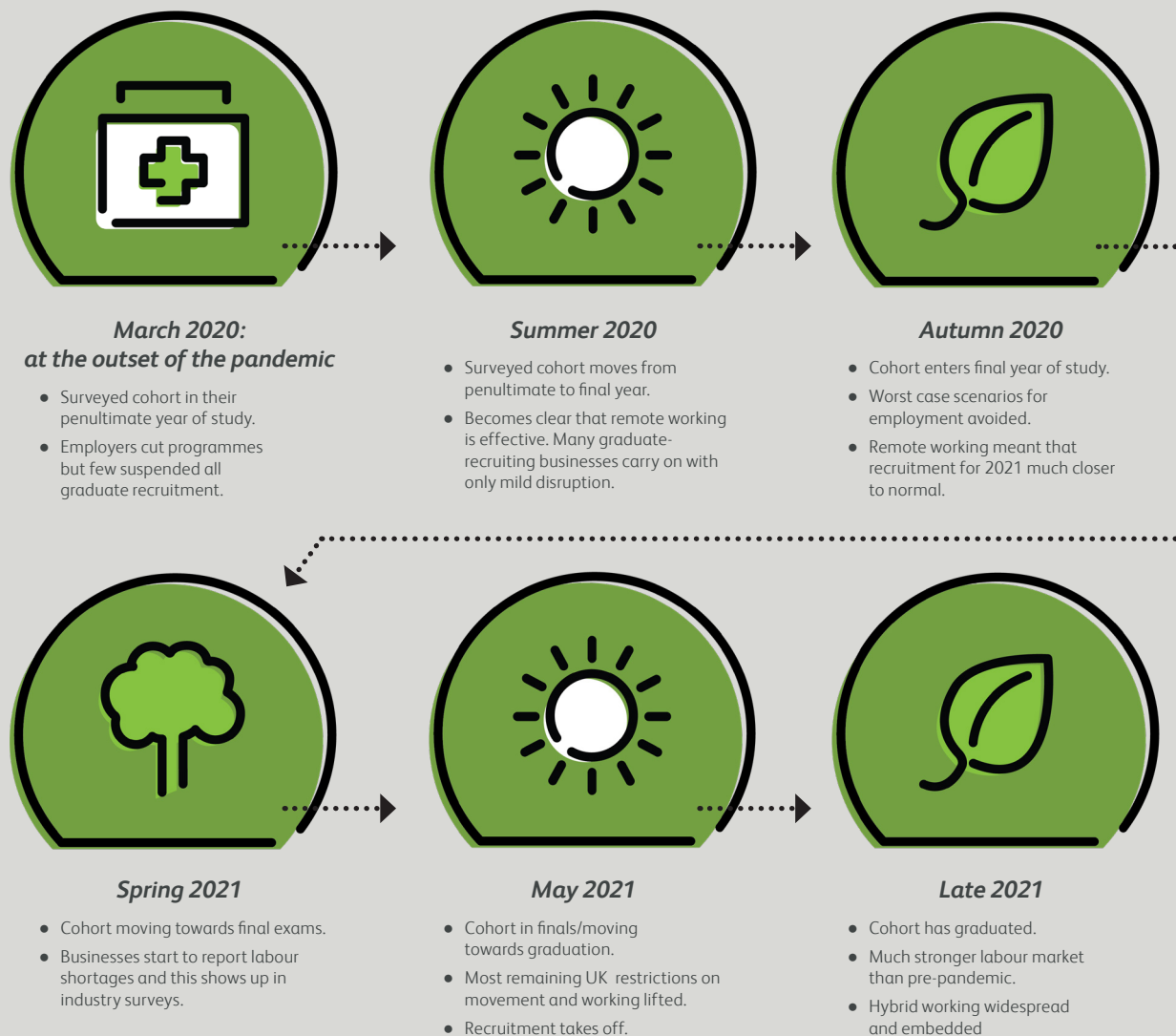
Jisc’s head of labour market intelligence, Charlie Ball, provides a detailed examination of this year’s Graduate Outcomes data and considers the current and future state of the UK labour market

This edition of What do graduates do? covers the cohort who graduated in 2020/21 and were surveyed 15 months later in late 2022. This means that they had an extremely unusual experience in the lead up to the survey. They spent a substantial amount of time at university in the COVID-19 pandemic, only to emerge when lockdowns were lifted, and were subsequently questioned at a time when the labour market was experiencing widespread occupational shortages, including many at graduate level.

This cohort experienced a level of disruption to their career plans that has rarely been experienced by UK graduates, and although UK restrictions had been lifted by the time that they came to graduate, they had had little time to prepare. In addition, while they were at university, the professional labour market they had been anticipating, with office-based working by far the dominant model, had changed out of all recognition with hybrid work becoming the norm in many industries.

It is therefore a testament to the skills, adaptability and resilience of this cohort that their outcomes were some of the best in the short history of Graduate Outcomes since it began as a survey after 15 months.

81% of the cohort were employed either full time or part time, with full-time employment up 3.1 percentage points on the previous year, to 59.6%. A small number were working on an unpaid or voluntary basis, but only around 1%. Meanwhile, 19% of the cohort were in further study, and of those, nearly half (44%) were taking a Masters. A quarter of the ‘work and further study’ group were taking professional qualifications while employed, such as legal or accountancy qualifications.



Further study numbers were actually down on the previous cohort by 1.4 percentage points, but this is a counter-cyclical measure (the proportion of graduates entering further study tends to go up if the labour market becomes difficult), so a fall is generally a signal that the jobs market had improved.

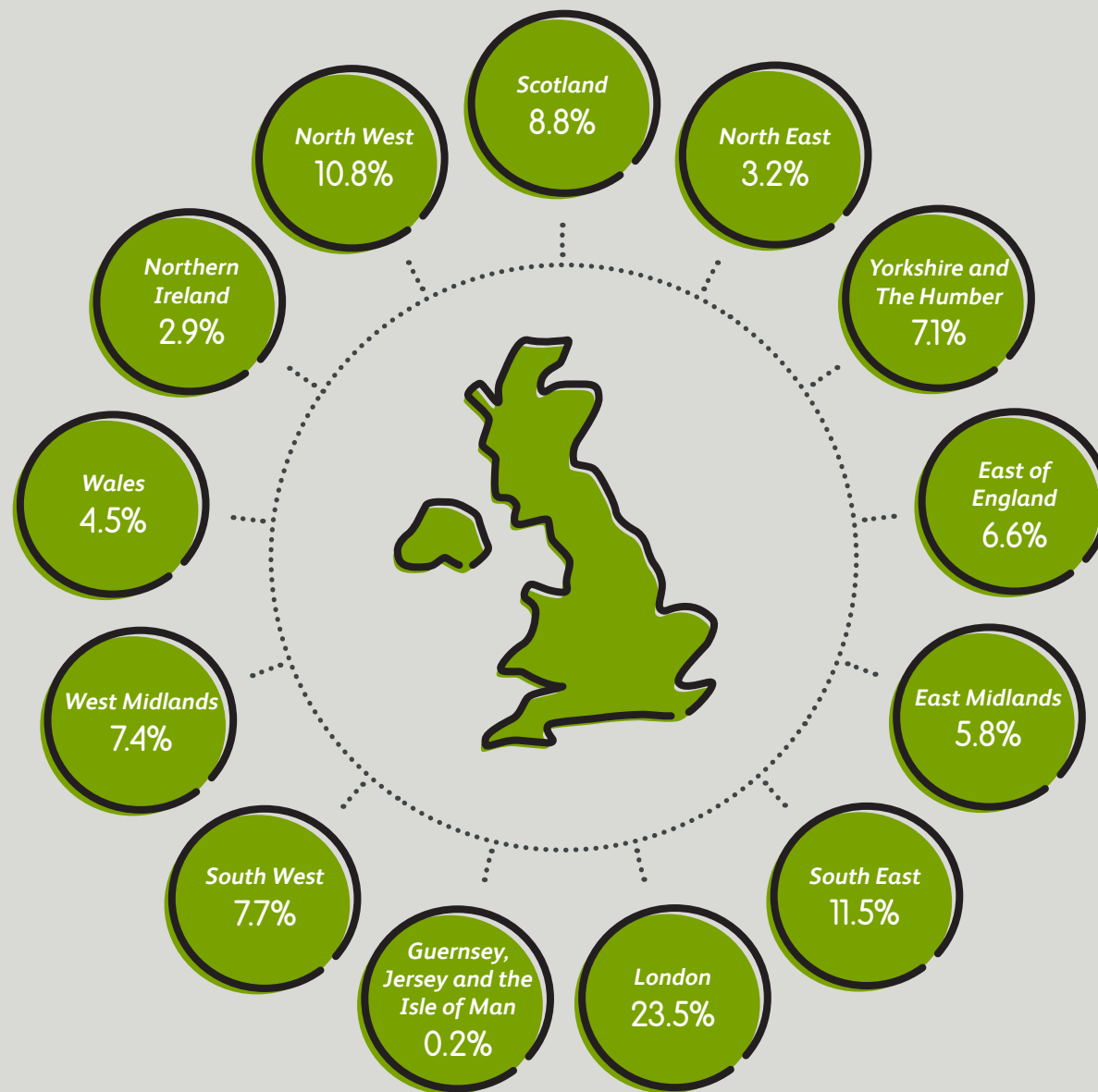
Just 5.0% were unemployed at the time of the survey, down 0.9 percentage points from the previous year, a very substantial fall for this figure over one year.

The large majority of working graduates were in professional-level employment, with almost all professional job categories seeing a rise in their share of employment. Health was the biggest faller, not surprisingly with the pandemic abating, down 1.9 percentage points, and science was down a marginal 0.1 percentage points (but bear in mind that many new entrants to the science industry from university come in with postgraduate qualifications).

Business, HR and finance was up an impressive 1.3 percentage points as demand for workers in the wake of the pandemic and the successful adoption of flexible working meant a glut of opportunities. Engineering, IT and the arts also saw healthy rises. The proportion of graduates in jobs below professional level, meanwhile, fell 2.4 percentage points to 24.5%, with the only areas not seeing falls being clerical and secretarial and skilled trades, both up 0.1 percentage points. Only one of the top six roles seeing the largest falls in new graduate entrants was a professional level job - but unfortunately it was nursing, which saw 1,455 fewer reported graduate entrants.

There was one particularly interesting observation in the new data. When we take a look at where graduates worked by region, it's notable that the proportion starting work in London has increased substantially, from 22.6% to 23.5%.

Location of work 15 months after graduation





At present, Graduate Outcomes data only asks where respondents were working, rather than reflecting the new hybrid realities that where a job is based, and where a worker usually undertakes that work, may be different. It is possible (indeed, likely) that this data reflects a hybrid workforce that can more easily access jobs in London without having to move there and experience the high rents and costs of living that act as a significant deterrent for many would-be workers. In future years, we will have both measures and be able to examine what is happening here more effectively.

### *The labour market now and in the future*

At the time this cohort graduated, we were in an extremely strong jobs market, one of the strongest this country had seen for some time. Since then, the market has weakened somewhat as economic uncertainty grows, but at present the UK graduate labour market appears to be bearing up well.

The number of vacancies in April to June 2023 was 1,034,000, down a little on previous quarters but still a healthy figure. The number of unemployed people per vacancy was 1.3, up from 1.1 the previous quarter. This remains a very low ratio of unemployed per vacancy, however, and it must be noted that around half of vacancies are at professional level, but most of the unemployed have low levels of formal qualifications, so it is quite likely that at present there are more vacancies for workers with degree or equivalent qualifications than there are unemployed graduates.

At the same time, Annual Population Survey data shows that in 2022, the number of people working in graduate-level employment in the UK rose by 469,800 - effectively an entire graduating cohort. Jobs below degree level fell by 165,400. The demand for graduates is strong and apparently increasing. Universities UK's recent report, 'Jobs of the future' examines data on supply and demand of graduates and notes that eight employment areas are expected to need more than a million new entrants each in the years to 2035.<sup>1</sup>

Six of them are at graduate level - senior managers, STEM professionals (such as computing and engineering), teaching and education professionals, business services professionals (such as lawyers, accountants, actuaries, architects and surveyors), business services associate professionals (including data analysts, professionals in HR, advertising, marketing and sales) and health and social care associate professionals (such as opticians, medical technicians, housing officers and youth and community workers). Health professionals - including doctors and nurses - are also expected to grow by just below a million in that time period.

The two non-graduate areas expected to need over a million new entrants are administrative occupations and caring and personal services occupations.

And there are other changes as well. As mentioned before, hybrid working has become more important. At the end of March 2023, figures from the Office for National Statistics' BICS survey of business conditions showed that 29.2% of the UK workforce was working in a hybrid or wholly home-based way, and this figure had remained relatively stable since the COVID pandemic.

Prior to the pandemic, around 12% of the workforce was estimated as working in a hybrid way.<sup>2</sup> However, in the IT industry, this rose to 78% of workers, and 64% in the business services sector. Both these industries are overwhelmingly staffed by graduates. The National Foundation for Economic Research estimated that 44% of graduates were hybrid working in 2022, and it seems likely that the ability to work in a hybrid, flexible way will be more common for graduates than non-graduates.<sup>3</sup>

When we take a look at where graduates worked by region, it's notable that the proportion starting work in London has increased substantially.



# 01

## EXPERT INSIGHTS

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## Danny Mirza provides a summary of a pilot scheme that explored how generative AI - if handled correctly - could liberate rather than replace careers professionals

A recent pilot scheme at the University of Northampton (which I initiated and led in my role at the time as careers consultant for the Faculty of Business and Law) explored integrative use of generative AI tools like ChatGPT for higher education career services. The five-month project uncovered valuable insights across four key areas using ChatGPT hubs.

### What is a ChatGPT hub?

A major innovation was developing custom ChatGPT hubs. These are interfaces preset with specialised prompts tailored to the university and careers office needs. Properly tuned, prompts elicit helpful, on-brand responses from ChatGPT for any careers query.

Hubs can provide 24/7 support while still referring complex cases to careers professionals. Hubs have tremendous potential to engage and empower students as it's just scan and play.<sup>1</sup>

1. **Enhancing one-on-ones** - AI assisted in appointments by generating personalised action plans, optimising LinkedIn profiles, preparing for interviews, reviewing CVs, and more.<sup>2</sup>
2. **Developing engaging workshops** - AI facilitated creating detailed workshop plans, presentations, activities, and interactive chat-based games on career topics.<sup>3</sup>
3. **Streamlining strategy and planning** - AI helped produce newsletters, proposals, assessments, handbooks, grant applications and other key strategy documents.<sup>4</sup>
4. **Improving careers events** - AI aided in planning events, developing branding, and creating feedback forms.<sup>5</sup>

### How does this help ensure responsible AI use?

Creating customised ChatGPT hubs allows career services to curate the prompts and parameters students interact with. Rather than freely engaging with ChatGPT, students are guided to specific hubs designed for their institution. This enables monitoring of use cases and prompts to ensure students employ AI appropriately and ethically. Hubs solve the issue of unfettered AI access, allowing some oversight to mitigate risks and coach positive usage focused on career skill-building. With the right prompts and guardrails encoded into hubs, generative AI can be implemented conscientiously.

### How did students respond?

In this pilot, across 89 one-on-one appointments and 250+ workshops, student feedback was resoundingly positive. Over 90% felt AI made advising more engaging and empowering. 91% were better prepared with AI for appointments. The technology enhanced accessibility, efficiency, and impact of career services in this pilot.

### Where can AI address inefficiencies?

AI tools can help address key limitations and inefficiencies in the career services status quo:

- **Limitation of responsibilities** - professionals spend significant time on administrative responsibilities like basic FAQ-like appointments, making lengthy strategy documents and developing basic resources from scratch. AI can expedite these repetitive tasks.
- **Limitation of scale** - even the most dedicated careers professional cannot feasibly provide personalised one-on-one guidance at scale to caseloads of hundreds of students. ChatGPT hubs can provide customised support tailored to each individual.

Over 90% of students felt AI made careers advising more engaging and empowering.

- **Limitation of specialism** - lacking specialist-level mastery across all career domains. AI systems can incorporate comprehensive expertise from millions of data points.

Targeted AI implementation in these areas of inefficiency can free up careers professionals' time for deeper human connections and advancement of the field. AI can address system-level limitations, while humans provide irreplaceable value.

### How will careers professionals' role evolve?

The future role of careers professionals will be as curators - evaluating, customising, and guiding appropriate AI use for each student. This allows more capacity for irreplaceable human connections. AI doesn't replace careers professionals, it liberates them to focus on their exclusive value.

In summary, generative AI marks an exciting evolution in student career empowerment. As with any technology, responsible design and policies are critical. If implemented collaboratively with care, AI could enable more equitable, personalized careers interventions.

Danny Mirza has since moved to Coventry University (London Hub) where he is lead consultant (talent team). See the References on page 67 for links to cheat sheets and more

## Kerry McElroy, senior consultant at Gradconsult, identifies the challenges and opportunities that developments in AI technology present to graduate employers

AI, specifically Chat GPT, is certainly the topic du jour across all sectors - with its potential impact on the early careers recruitment process no exception. While some larger employers have been using generative AI to streamline their screening process for a number of years, the rapid advancement of ChatGPT means that, rather suddenly, AI has the potential to streamline the process for applicants too.

A recent Cibyl report suggested that as many as 7 in 10 students will use ChatGPT to support their job applications.<sup>1</sup> As we head into the traditional recruitment period for graduates and interns with the first ChatGPT-literate applicant pool, what are the challenges for employers and how are they addressing these?

### **What's the issue?**

The vulnerability of assessment methods with existing recruitment processes is a growing concern. According to stress testing carried out by the team at Neurosight, most methods used by recruitment teams to streamline their screening process, such as application questions, cover letters, online assessments and pre-recorded video interviews, are now highly vulnerable to being completed to a good standard by GPT-3.5, and an almost perfect one by use of GPT-4.<sup>2</sup>

### **Implications**

The implications of this are that it will be almost impossible to distinguish the quality of one application from another. Taking into account the previously mentioned statistic, it could be the case that 7 in 10 applicants meet the requirement to progress in the recruitment process, with next stage often face-to-face or live video interview. This risks increased pressure on already stretched recruitment teams dealing with applications in their thousands.

To add to the challenge, we know that GPT-4 is a key differentiator. It can elevate an application from good (using GPT-3.5) to outstanding. The Neurosight stress test shows that it is much more capable than its predecessor with situational judgement, logical and numerical tests. Why is this a concern? Since the newer version sits behind a paywall, students using this tool are more likely to be from socially mobile groups. This adds another unwelcome barrier to recruiters who want to increase the diversity of their candidate pool.

### **Employer responses**

Despite the changes afoot, many recruiters we hear from are not worried yet. Results from a poll we held at a recent meeting with graduate recruiters in Germany suggested that 65% of those in attendance were not concerned about the impact of ChatGPT on the 2024 applicant pool.

When asked about making changes to their process in response to AI advancement, only 22% of attendees had done or considered it, with 38% saying they were not changing anything for this year. Their preference is to let this year play out before making significant changes that could increase their budgets in an already tumultuous time for the sector.

The remaining 40% said they did not yet know enough about ChatGPT, indicating that for the some, the potential impact has not yet been fully considered.

### **Opportunities for change**

It seems that both preparation and openness to candidates using AI in the recruitment process are key. The client view we hear most often is that incoming candidates will need to use AI in their work, so we fully expect they will use it in the recruitment process. Therefore, being clear with your applicant pool about how and

Employers should state during their recruitment process that the use of AI is encouraged, share tips on how best to use it ethically and fairly, and how they will assess this.

where they should use it is important. Increasingly, employers should state during their recruitment process that the use of AI is encouraged, share tips on how best to use it ethically and fairly, and how they will assess this.

For some employers, this period of intense change brings much-needed opportunity to support what has been for many, the long-standing business case to overhaul traditional recruitment processes in favour of assessments that review potential over experience. The tools less vulnerable at present are game-based tools or live video interviews with questions that focus on an individual's personal strengths and behaviours, so now seems a perfect time to bring those into a recruitment process. Of course, incorporating these assessments will bring added strain from a budget and resource perspective so is not an option for all employers.

AI is making most employers reflect on their recruitment processes, not just to find out whether they are fit for purpose in screening, but whether they are truly testing talent that has potential to succeed in a modern working world. This is a world that will certainly be taking full advantage of its benefits - so recruitment processes will need to embrace this too.

## Dr Helen Hughes from the University of Leeds and the University of Nottingham's Dr Nalayini Thambar consider how careers services can help graduates prepare for the hybrid workplace

Seven years ago, the term 'Fourth Industrial Revolution' was coined by the World Economic Forum and the prospect of big data, AI and robots transforming the workplace and jobs became a hot topic. There was much speculation and evidence of change, and then the global pandemic diverted us all.

The crisis phase of the pandemic triggered many workplace changes, including the mainstreaming of hybrid work, for white collar workers. And then, at the end of 2022, along came ChatGPT - currently the most prolific form of generative AI - making everyone, including its creators, reflect on the seismic impact it could have on all aspects of life.

### ***An altered landscape***

Against this backdrop, discussions on hybrid working can seem mundane. Yet, for those only just entering the workforce, the shift to hybrid work remains pivotal. Since 2020/21, graduates, school leavers, and interns have been expected to enter a new world of work that is devoid of cues that those of us with more work experience can too easily take for granted.

Work environments and the way they are used set expectations for office etiquette. The size and organisation of space can provide insights into hierarchy, culture, and politics, and navigating these aspects can be crucial for employees as they seek to thrive in their work.

Research undertaken at the University of Leeds has found that hybrid workplaces create unique challenges for graduates and school leavers entering the workforce for the first time.<sup>1</sup> Students transitioning to the hybrid workplace struggled to understand the intricacies of workplace culture. They felt confident in undertaking their core work tasks, but needed help understanding how these core job tasks contributed to wider business activities.

Some believed this hampered the 'learn through osmosis' opportunities that were afforded by a physical office environment, such as picking up on snippets of information from colleagues that could shape their work. They reported difficulties in working out how their day-to-day work fitted in with the rest of the company, and in working out who were in positions of seniority and how formally to address them.

New graduates needed clearer and more candid guidance on workplace etiquette and norms (e.g. for messaging and online interactions), and found it difficult to instigate and maintain relationships with more senior colleagues, where there were fewer obvious opportunities for informal interaction.

Graduates also spoke about the challenge of feeling committed to their employer, when they interacted with them entirely, or almost entirely, online. They struggled to feel a part of the company, but were often reluctant to reach out to co-workers, not wishing to be seen as needy or time-wasters.

These challenges could lead to misunderstandings with more senior colleagues, for example, who expressed dissatisfaction that they were not being kept in the loop by interns about their daily projects. From the interns' perspectives, they were showing respect to their employers by trying to present as capable, intelligent, and independent workers.

Problems with remote communication, such as having fewer social cues and engaging predominantly in task-related conversations, also caused graduates to perceive networking as harder in a remote workforce than a face-to-face one.

Being proactive, therefore, became of paramount importance both to learning the ins-and-outs of the practices, behaviours and culture of a workforce, and to building connections with peers and superiors who could act as mentors.

The new hybrid way of work life is affecting every part of the university-to-workplace transition.



## Supporting adaptation

The new hybrid way of work life is affecting every part of the university-to-workplace transition: from engaging with prospective employers, to being selected for work; from those early days of induction, to the day-to-day learning and job performance; all the way through to the longer term art of building of career networks.

This significantly alters the ways that recent graduates can access tacit knowledge, develop appropriate workplace behaviours, and maintain their career wellbeing. Social mobility can be undermined, as can wider matters of equality, diversity and inclusion.

Careers services are critical to meeting this challenge, uniquely positioned to simultaneously support students through an increasingly hybrid and dispersed student experience, work with academics to help embed revised employability skills in curriculum, and partner with employers to understand their evolving workplaces and support their attraction, recruitment and retention.

Careers service expertise can be deployed to:

- Help graduates develop strategies and techniques to improve visibility, without being overly demanding or intrusive.
- Help graduates develop confidence to ask the right questions, at the right time, and of the right people, when working remotely.
- Enable graduates to develop skills to approach conflict and uncomfortable topics with colleagues (in hybrid environments, it can be easier to avoid people).
- Help graduates learn about different types of collaboration platform, how and when organisations might use them, and likely etiquette.
- Help graduates see the value in informal social interaction with colleagues, as well as purposeful task-related communication.
- Help graduates manage their online presence - not just for network building, but also for day-to-day relationship management, so they can keep in touch with colleagues, and interpret cues about the organization's culture and politics.

- Prepare graduates for peaks and troughs in workload, and help them develop strategies for seeking support when needed.
- Help graduates refine techniques for focusing when there might be personal distractions.

You can learn more about these challenges and how they might be addressed in our recent publications. Find details in the References on page 67.<sup>2,3</sup>

*Dr Helen Hughes is associate professor at the University of Leeds, and Dr Nalayini Thambar is director of planning, performance and strategic change and getting in shape (lean, continuous improvement) at the University of Nottingham*



## Careers consultant Pinar Mehmet and Nicola Varley, careers consultant at Nottingham Trent University, consider how to boost student engagement and the best ways to measure success

For many colleagues working in higher education, student engagement has been a hot topic for several years and one that has become even more pertinent both during and in the aftermath of the pandemic.

Most - if not all - HE careers practitioners will have anecdotal evidence of low student engagement, whether that is fewer 'bums on seats', limited interactions within sessions, lack of clicks on online resources or lower than hoped for numbers applying for advertised roles.

A 2022 survey by Jisc showed that 46% of the careers advisory service respondents believed student engagement to be their biggest challenge.<sup>1</sup> This evidence was backed by the recent Early Careers Survey 2023, which found that 'student engagement with careers advice sessions dropped across all types of activity'.<sup>2</sup>

### **What challenges are students facing?**

Based on the Early Careers Survey, over half listed mental health concerns, balancing commitments, and money among the biggest challenges they faced. These financial concerns may further impact commuting students, whereby the benefits of engaging in extra-curricular activities need to be weighed up against the costs of travel. However, as employability becomes more embedded into the curriculum - whether they realise it or not - many students will be engaging with employability activities by default.

Many students will also be engaged in outside activities that contribute to their employability skills, but how do HE careers advisory services measure this and how do we encourage students to actively reflect on and understand how their experiences link to careers and employability? Methods may include reflective assignments within a module, or via an Employability award.

### **What can practitioners do?**

Knowing your students is the key to understanding their needs. Every careers advisory service has their own matrix requirements and KPIs, but it can be easy to overlook or assume what the student needs are. Finding out preferred methods of communication including using current and preferred social media platforms can help, and also be used to support the promotion of online and digital careers resources.

An effective marketing strategy will hopefully elevate engagement with these resources. Combining the effective use of digital resources alongside advisers may increase overall engagement with services and thus support students' career planning.

The Early Careers Survey showed the most popular forms of engagement were with events such as jobs fairs and for CV, cover letter and application advice, but how do we know the impact of these interactions? One method is to look at career readiness data and how this is impacted by students who engage with their careers service as well as considering confidence levels before and after an interaction.

There are no easy solutions when it comes to student engagement and, with the increased pressure of the cost of living crisis, it is unlikely that the challenge will go away any time soon. As career practitioners we should take heart from the fact that those students who do engage with us recognise the benefits of doing so.

As employability becomes more embedded into the curriculum - whether they realise it or not - many students will be engaging with employability activities by default.



Stephen Isherwood, CEO of the Institute of Student Employers (ISE), writes that the graduate jobs market has recovered - with online recruitment and remote working here to stay

Graduate jobs bounced back in 2021/22 from the COVID-19 suppressed market of 2020. ISE data shows graduate vacancies increased by 9% in 2021 and another 17% in 2022.<sup>1</sup> Graduates whose university experience was marred by lockdowns found employers keen to catch-up on hiring and a labour market experiencing widespread shortages.

Not to say that graduates found the job hunting experience easy. Applications per vacancy dropped by 31% as employers returned to the market, but graduates still competed with an average of 61 other applicants per job.<sup>2</sup> The graduate market remained, as always, competitive.

Employers in the engineering and energy sectors, along with finance and professional firms, increased their vacancies the most, by over a third on average. Charity and public sector employers reported one of the lowest rates of increase at 7%, but these employers were the least likely to reduce hiring during the pandemic.

Employers also told us they had to work harder to hire graduates, particularly in the charity and public sector where only 75% of graduates made a job offer accepted it. And just over a tenth of graduates who accepted a job offer later reneged. This caused a headache for employers when graduates pulled out just before joining as the roles then became impossible to backfill. More and more employers now 'over' recruit so they aren't left with unfilled vacancies.

#### **Online recruitment 'aids diversity efforts'**

While the jobs market returned to normal, hiring practices didn't. Graduates had to contend with online interviews, tests and assessment centres (mostly, they still do). Employers find the online process more efficient in terms of time and office space used - they also report that students appreciate the time saved.

Anecdotally, many employers found that online recruitment practices also aided their diversity efforts, perhaps negating the bias that can creep in based on how a candidate presents themselves. The continued emphasis on diversity combined with an increased use of testing, also meant that the number of employers who use a 2.1 degree classification to screen out candidates fell below half to 48% for the first time.<sup>3</sup>

#### **Remote working a 'permanent outcome'**

As the move to online recruitment seems a permanent outcome of the pandemic, so does remote working. Only 5% of employers expected their graduate hires to be fully office based and nearly a quarter expect them to work from home for at least three days per week.<sup>4</sup> We've yet to see a change in the skills profile employers hire to, but long-term changes to the way graduates work may cause employers to focus on hybrid working and collaboration skills.

One area where this cohort of graduates will struggle more than most is the cost of living crisis. Average ISE member graduate salaries did increase by 1.2% in 2022, but at a far lower rate than inflation.<sup>5</sup> This reflects a trend we've seen since the financial crisis of 2008 where many companies focus pay increases on existing employees. This trend may prove unsustainable as competition for graduate talent increases over the coming decade.

While all employer graduate hiring practices may not have returned to pre-COVID norms, we expect ISE employers to remain committed to their graduate hires. ISE graduate employers' comments on their increasing need for highly skilled employees echo the findings of Universities UK's recent report, 'Jobs of the future'.<sup>6</sup> ISE employers remain positive about the quality of their graduate hires: 88% tell us they are 'almost always' or 'often' able to recruit the quality of graduate hires that they need.

Just over a tenth of graduates who accepted a job offer later reneged - causing a headache for employers.





# BUSINESS AND ADMINISTRATIVE STUDIES

18	Overview
20	Economics
21	Finance and accountancy
22	Business and management studies
23	Hospitality, leisure, tourism and transport
24	Marketing



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

A degree in a business and administrative subject can open doors to careers in multiple sectors, combining skills in problem solving and communication with business acumen and innovation.

Graduates from this cohort demonstrate strong career progression, with Graduate Outcomes data showing 65.4% of business and administrative studies graduates in full-time employment as opposed to the average of 58% from all subjects surveyed. Subjects included within this professional skills cluster include economics, finance and accountancy, business and management studies, hospitality, leisure, tourism and transport (HLTT), and marketing.

#### **Employment status**

Within this academic grouping, the employability prospects of graduates showed consistently higher than average numbers in full-time employment, the highest being marketing (71.3%) and the lowest finance and accountancy (62.4%), still surpassing the all-subject average of 58%. Both fields have demonstrated an increase from last year, up from 68.7% (marketing) and 58.8% (finance and accountancy).

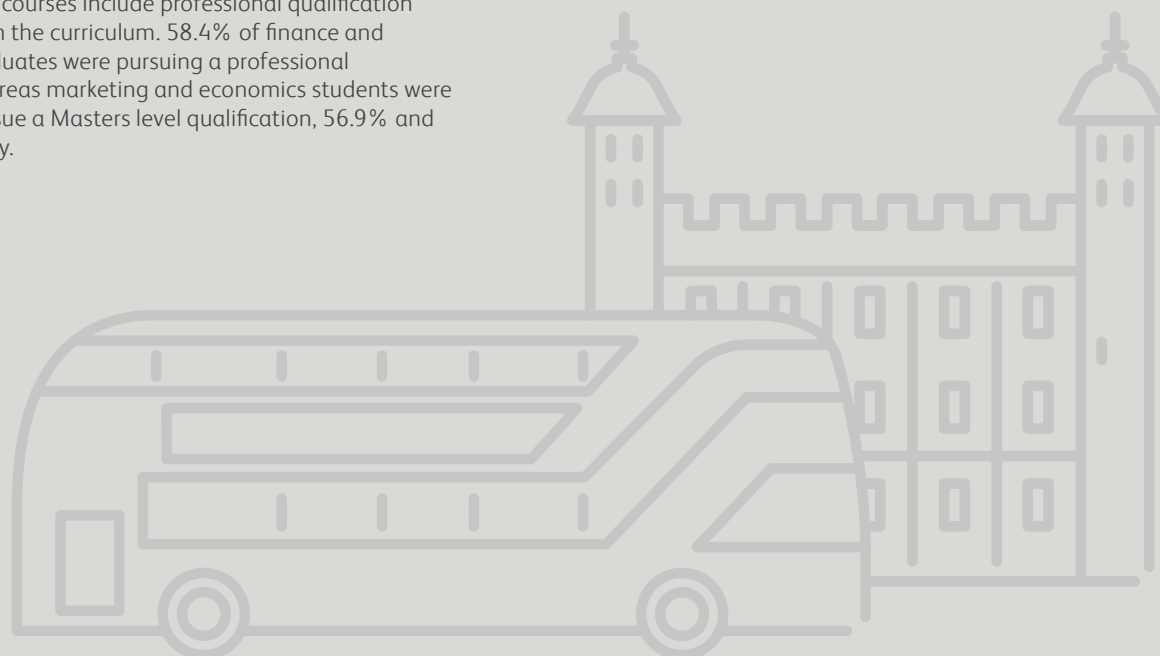
Within this subject group the landscape of graduate destinations is diverse, highlighting both the variety of industries and professional pathways available. The number of these graduates in part-time employment ranged from 9.7% for HLTT and 8.8% for marketing, to 4.3% for economics, reflecting the flexible hours and project-orientated work of the sectors. Interestingly, the two subjects showing the highest numbers of part-time graduates were the two most dominated by female responses - 1,570 female to 820 male for HLTT, and 1,375 female to 1,000 male for marketing. Economics, finance and accountancy, and business and management studies had significantly higher male responses.

#### **Further study**

11% of all survey participants reported both working and studying post graduation. Within this professional skills group, economics and finance and accountancy graduates were higher again with 13.1% and 15.9% engaged respectively. While 8.1% of all graduates reported pursuing solely further study, business and administrative studies graduates reported a significantly lower average of 4.7%.

This difference could reflect either the reduced necessity for additional higher education, or that the upskilling qualifications are gained alongside the practical aspect of their job. It could also indicate that courses include professional qualification exemptions within the curriculum. 58.4% of finance and accountancy graduates were pursuing a professional qualification, whereas marketing and economics students were most likely to pursue a Masters level qualification, 56.9% and 52.1% respectively.

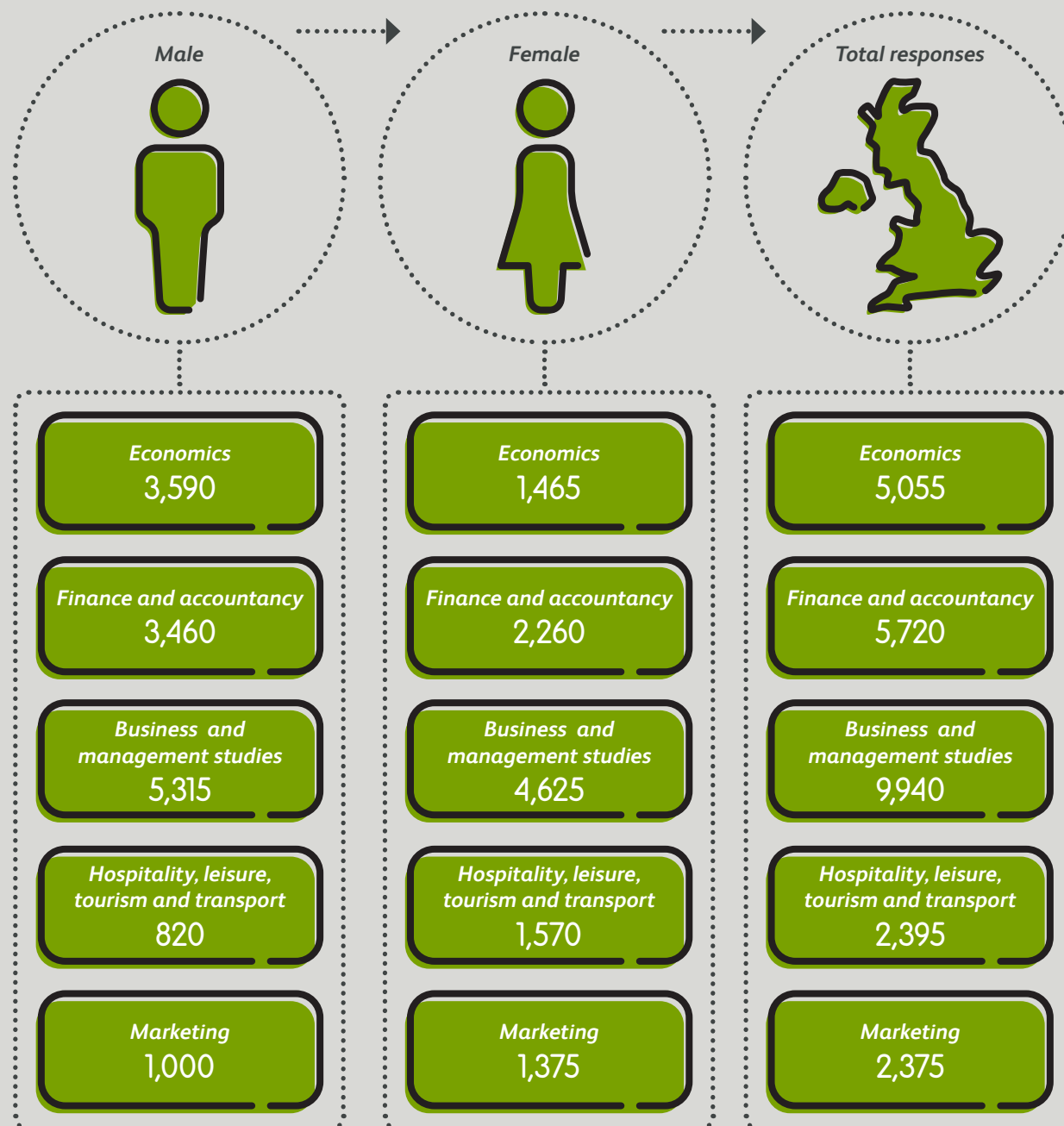
Within this subject group the landscape of graduate destinations is diverse, highlighting both the variety of industries and professional pathways available.



## Salary

Notably this year there was very little increase, and sometimes a decrease in salary, when data compared no further study since graduation with those who had completed significant study since graduation. This could be influenced by macroeconomic factors impacting the economy nationally as this pattern is consistent with all subjects surveyed.

Economics graduates had the highest average salaries with 61.9% reporting their industry as business and finance, highlighting the range of professional career paths and graduate schemes open to this cohort. Conversely HLTT graduates had the lowest salaries reported. Despite lower numbers of graduate schemes available, 25.1% of these graduates reported working in their chosen sector, mainly in a business, HR and finance capacity (22.4%). This data highlights the contrasting opportunities and potential career paths for graduates in different fields.

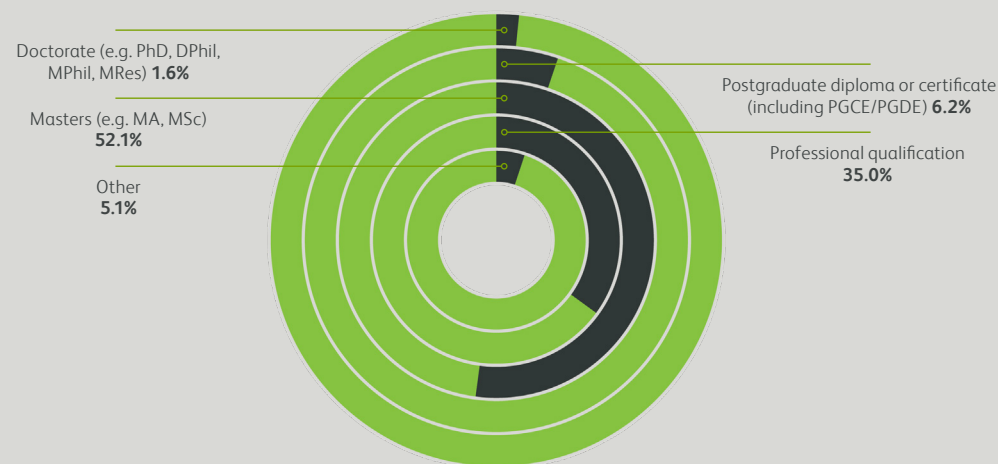


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,465 / MALE 3,590 / TOTAL RESPONSES 5,055

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,030

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,140 / MALE 2,650 / TOTAL IN EMPLOYMENT IN THE UK: 3,790

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

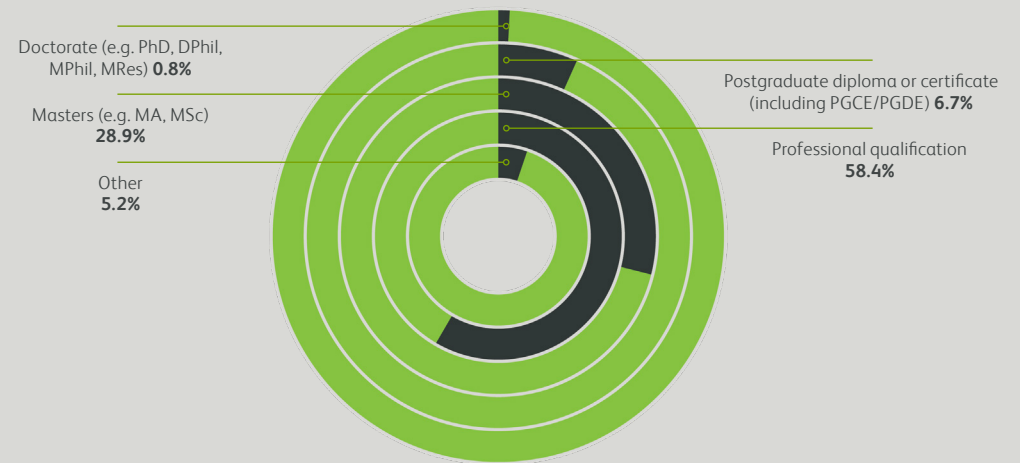


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 2,260 / MALE 3,460 / TOTAL RESPONSES 5,720

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,080

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,760 / MALE 2,670 / TOTAL IN EMPLOYMENT IN THE UK: 4,430

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

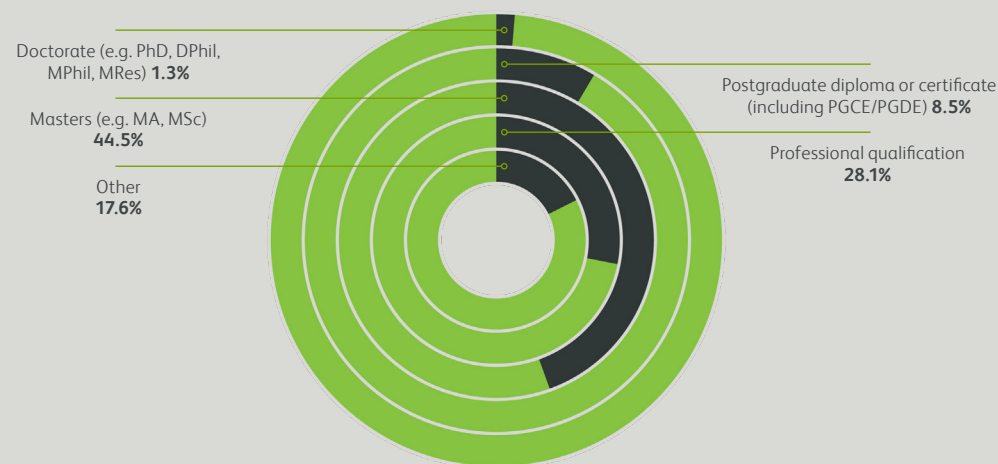


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 4,625 / MALE 5,315 / TOTAL RESPONSES 9,940

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,360

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 3,485 / MALE 3,915 / TOTAL IN EMPLOYMENT IN THE UK: 7,400

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

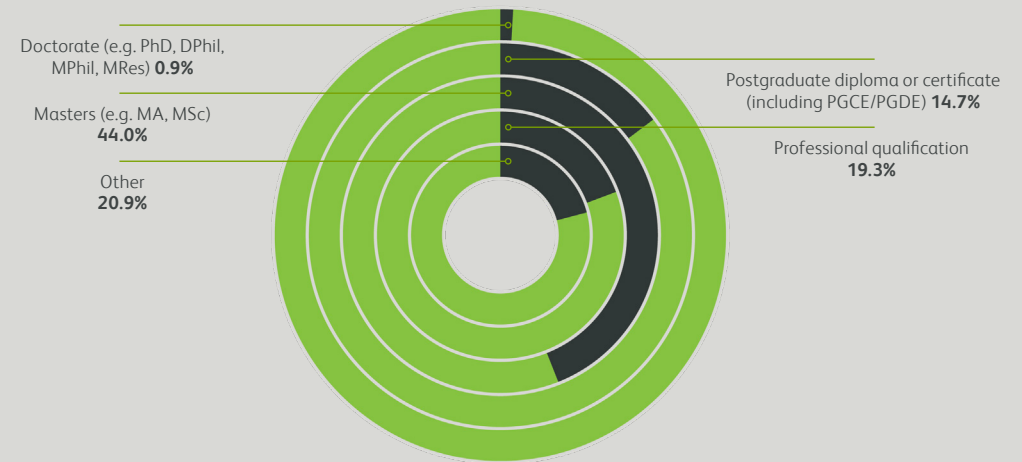


## OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,570 / MALE 820 / TOTAL RESPONSES 2,395

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 265

## TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,150 / MALE 590 / TOTAL IN EMPLOYMENT IN THE UK: 1,740

## TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

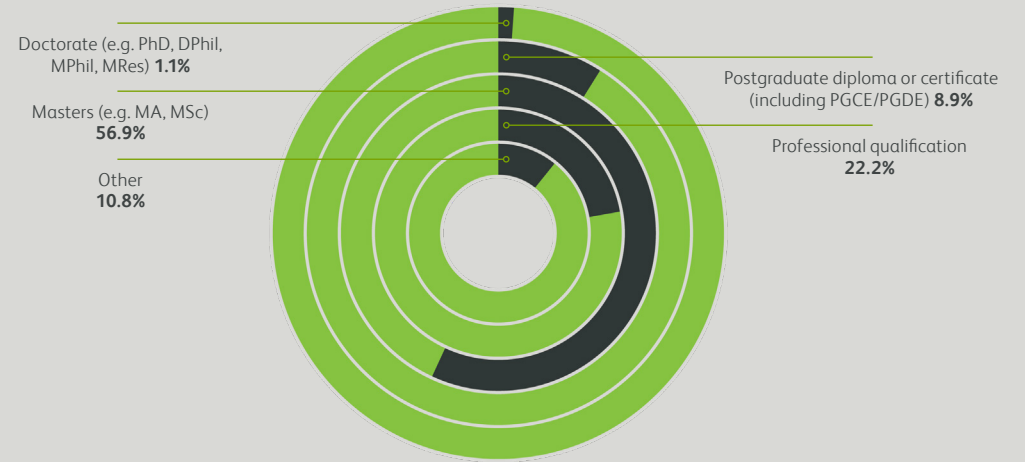


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,375 / MALE 1,000 / TOTAL RESPONSES 2,375

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 220

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,085 / MALE 760 / TOTAL IN EMPLOYMENT IN THE UK: 1,845

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES





# Q&A

## CREATIVE ARTS

- 26 Overview
- 27 Art
- 28 Design
- 29 Media studies
- 30 Performing arts
- 31 Cinematics and photography



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

The Graduate Outcomes data offers data on five areas associated with the creative arts: fine arts, design, media studies, performing arts, and cinematics and photography.

### Key data points

Just over half of creative arts graduates worked in full-time roles, around 10% lower than the overall average. However, almost a quarter (22.8%) worked in part-time roles, significantly higher than other disciplines (average 10.4%). Creative arts graduate unemployment remained consistent with the overall average (approximately 5%).

The number of creative arts graduates developing a creative portfolio (9.2%), running their own business (2.3%) or self-employed/freelancing (9.9%) far exceeded the numbers in other subjects (21.5% compared to 6.8%).

Fewer creative arts graduates went on to further study (4.5%) or were working and studying (8.6%) than the overall average (7.8% and 10.5% respectively).

Average salaries of creative arts graduates were around £23,000, which is below the overall average of approximately £27,000.

An average of 13.8% of these graduates went into arts, sports and leisure jobs (with a high of 17.3% for fine art graduates); 3.9% went into marketing and PR (with a high of 8.4% for media studies graduates); and 11.3% went into media and publishing (with a high of 25.9% for cinematography and photography graduates). These averages far exceed those of the overall average going into the creative industries.

### Putting the data in context

Around 20,000 creative arts graduates completed the survey (10% of all respondents), of which 63% identified as female and 37% male.

Although employment appeared lower than the overall average, combined employment data of those whose main activity was 'paid work for an employer' with those who were undertaking enterprising activities - developing a creative portfolio, running their own business or self-employed/freelancing - totalled 78.8% for creative arts graduates, which exceeds the average across all subjects (76.1%). This reflects the creative industries, which reports 32% self-employment, compared with 14% across the UK workforce.<sup>1</sup>

The top occupations of creative arts graduates who were self-employed, running their own business or developing their portfolio were wholly creative. The top occupations of creative arts graduates working for an employer were primarily creative, although roles in hospitality, retail, teaching and administration also rated highly. Aside from the lateral move into teaching, this gives more weight to the argument that these graduates were working in non-creative part time roles to support a creative enterprise.

Average salaries of creative arts graduates were the lowest across all subject groups. However, low pay across the creative industries is a wider issue, with a recent report showing an overall median hourly rate of £2.60 per hour, dramatically below the UK minimum wage.<sup>2</sup>

Nonetheless, creative arts postgraduate earnings show a higher average positive increase after significant further study since graduation, with most other subjects showing an average decrease after graduation.

Self-employment and portfolio careers are a significant factor in employment for graduates of these subjects, considerably more than across other fields.

### Student and graduate support

The data shows that self-employment and portfolio careers are a significant factor in employment for graduates of these subjects, considerably more than across other fields. As such, students in higher education wanting to move into the creative arts will need specialist support to cover not only core careers but also enterprise education as standard.

The AGCAS Creative Industries Task Group have recently launched a toolkit for creative arts careers.<sup>3</sup>

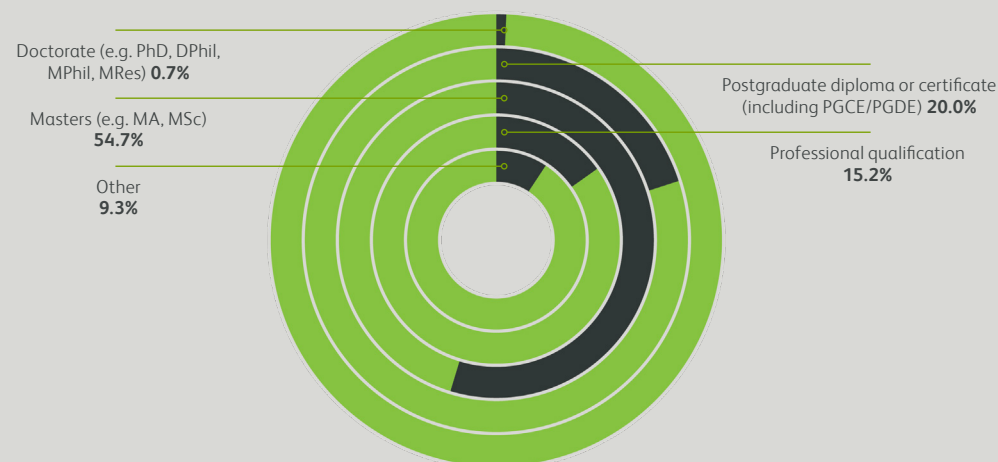


### OUTCOMES 15 MONTHS AFTER GRADUATION



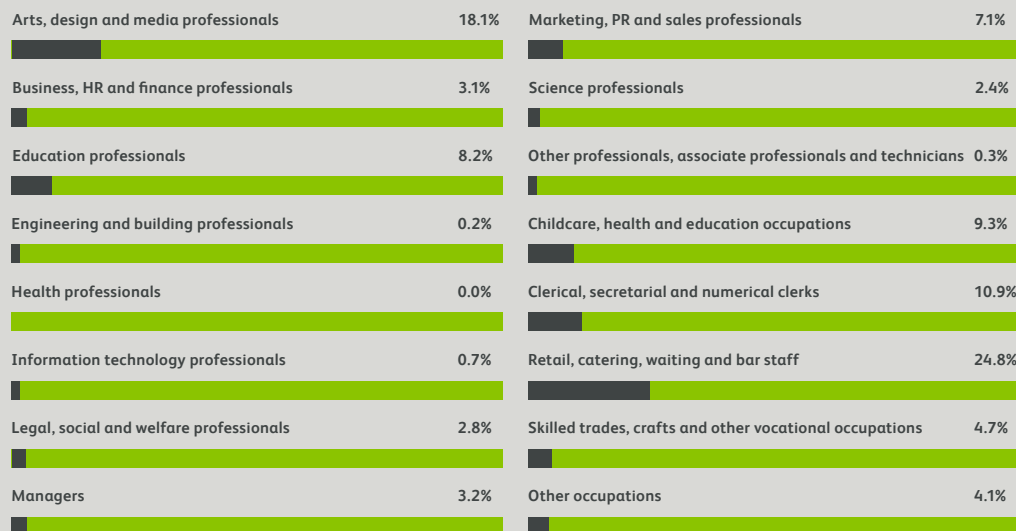
FEMALE 1,315 / MALE 300 / TOTAL RESPONSES 1,615

### TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 270

### TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 785 / MALE 180 / TOTAL IN EMPLOYMENT IN THE UK: 965

### TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

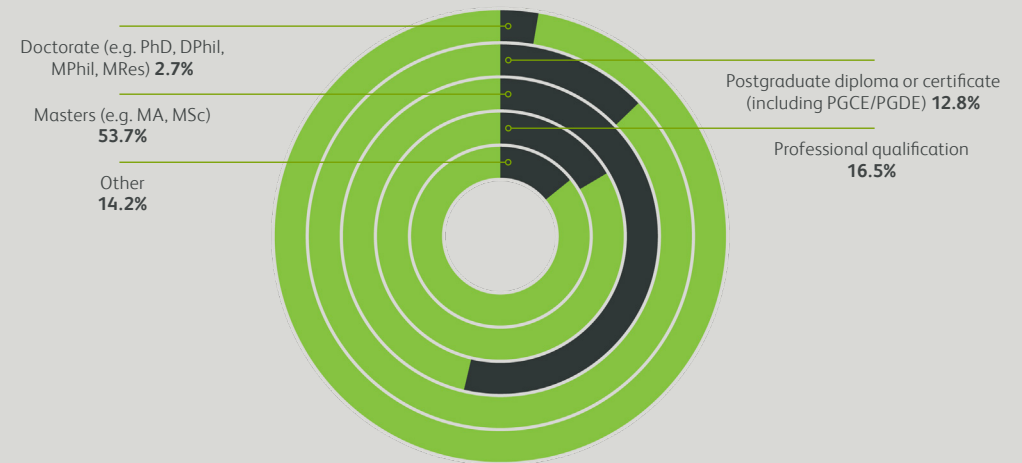


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 4,965 / MALE 2,030 / TOTAL RESPONSES 6,995

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 580

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 3,455 / MALE 1,395 / TOTAL IN EMPLOYMENT IN THE UK: 4,850

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

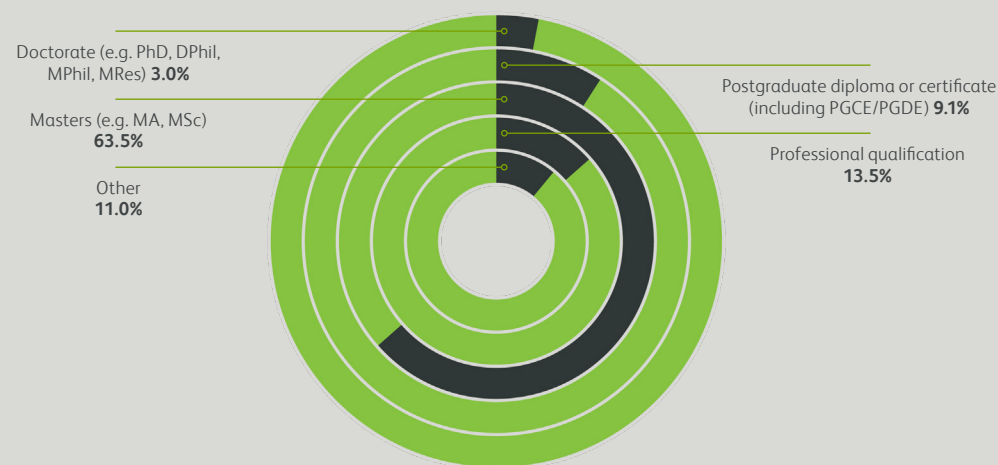


**OUTCOMES 15 MONTHS AFTER GRADUATION**



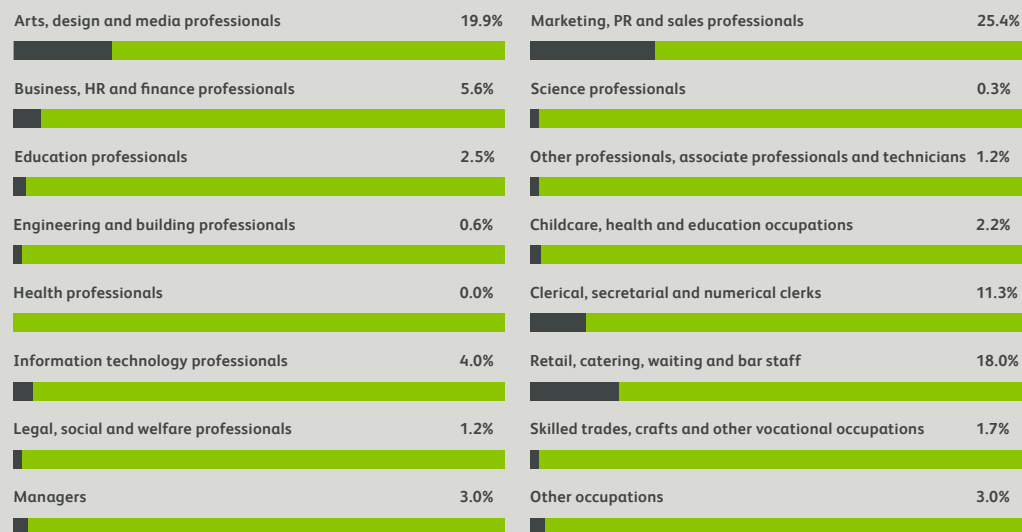
FEMALE 1,415 / MALE 1,070 / TOTAL RESPONSES 2,480

**TYPE OF COURSE FOR THOSE IN FURTHER STUDY**



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 320

**TYPE OF WORK FOR THOSE IN EMPLOYMENT**



FEMALE 980 / MALE 715 / TOTAL IN EMPLOYMENT IN THE UK: 1,700

**TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES**

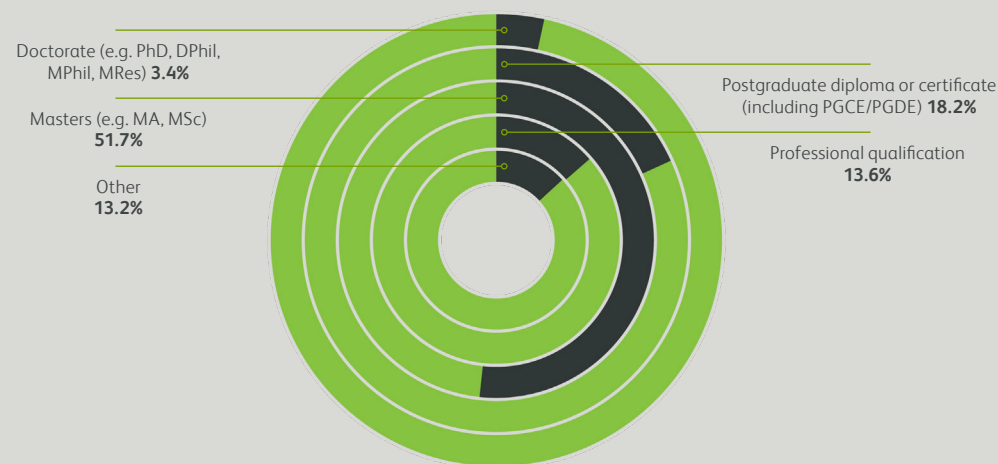


OUTCOMES 15 MONTHS AFTER GRADUATION



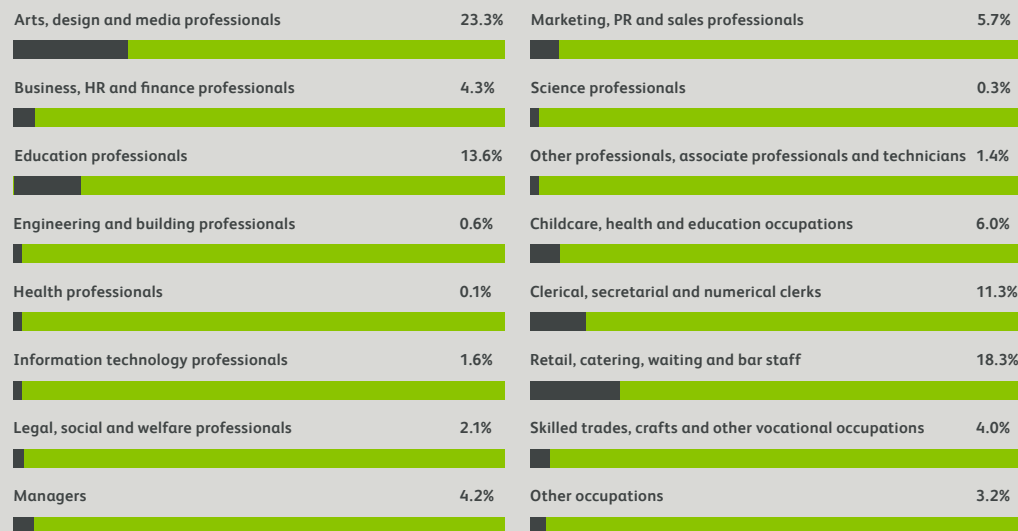
FEMALE 3,430 / MALE 2,330 / TOTAL RESPONSES 5,760

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 940

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 2,245 / MALE 1,405 / TOTAL IN EMPLOYMENT IN THE UK: 3,650

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

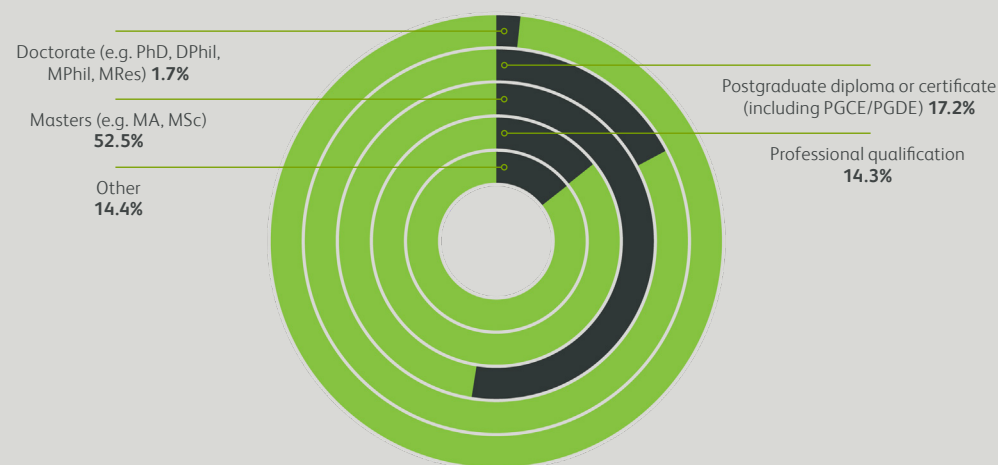


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,960 / MALE 1,810 / TOTAL RESPONSES 3,770

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 295

TYPE OF WORK FOR THOSE IN EMPLOYMENT



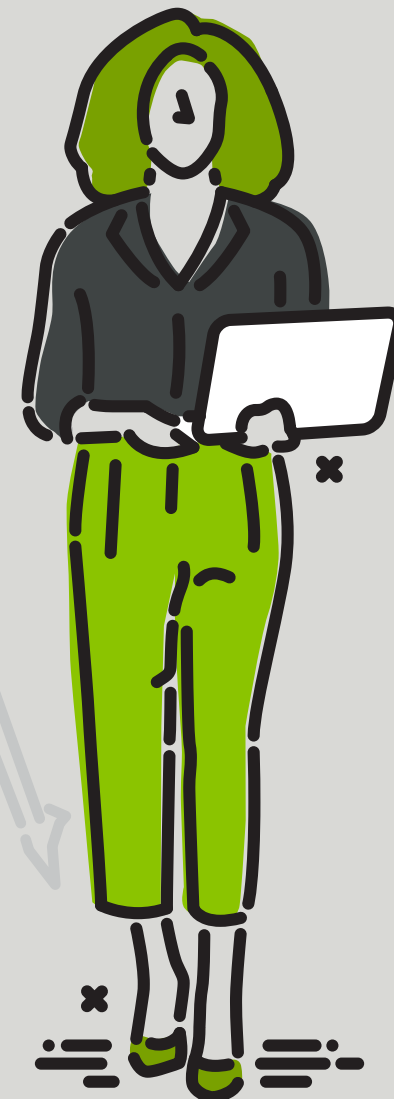
FEMALE 1,335 / MALE 1,155 / TOTAL IN EMPLOYMENT IN THE UK: 2,490

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES



# TECHNOLOGY, ENGINEERING AND MATHS

- 33 Overview
- 34 Computer science
- 35 Mathematics
- 36 Architecture and building
- 37 Chemical engineering
- 38 Civil engineering
- 39 Electrical and electronic engineering
- 40 Mechanical engineering





Ciaran Stoker, faculty placement consultant at the University of Exeter, summarises the latest outcomes data for those who studied technology, engineering and maths subjects

The Institution of Engineering and Technology Skills for a Digital Future 2023 survey, in conjunction with YouGov, highlighted findings that half of engineering employers reported issues with skills in the external labour market of technical workers (54%) and their current engineering/technological workforce (47%).<sup>1</sup>

With the advances of machine learning, quantum computing, and artificial intelligence, the demand for recent data science graduates in particular to fill this substantial gap is going to be as vital as upskilling the existing workforce.<sup>2</sup>

### **Destinations**

The latest Graduate Outcomes data highlights that STEM graduates were most likely to be in full-time employment after graduation with the highest rates being amongst civil engineers (75.6%), and electrical and electronic engineers (71.2%), both notably above the 59.6% average.

Of the STEM subjects, only maths graduates fell below the full-time employment average (59%) but this could be explained by the fact that 11.6% of maths graduates had reported moving on to further study - a significant variation from the 7.8% average across all subjects.

### **Types of work**

Unsurprisingly the data showed that the majority of mechanical and electrical engineers were employed in manufacturing with 44% and 41.3% of working graduates reporting employment in this sector. Architecture and building graduates, as well as civil engineering graduates, overwhelmingly operated in the construction, engineering, and R&D sector with 72.5% and 75.6% respectively. By comparison, these two sectors equated for just 7.1% and 8.3% of total graduate employment from all degree subjects.

For computer science graduates, the IT and telecoms sector accounted for 42.7% of employment despite an average of 6% for all employed graduates.

### **Salaries**

STEM graduate average salaries (where no significant further study since graduation had been undertaken) were consistently higher than the overall graduate average of £27,383, with chemical engineering and electrical engineering respectively reported at £31,637 and £31,874 on average. Significantly more variation in salaries was reported among computer science and architecture and building graduates, however, with computer science salaries ranging from £24,721 to £35,866 and architecture and building graduate salaries between £23,333 and £29,766.

Average salary where graduates had undertaken significant further study since graduation were marginally lower to those without further study, with the exception of civil and mechanical engineers where it was very marginally higher.

### **Further study**

Further study was most common amongst maths graduates (11.6%) and chemical engineering graduates (8.6%). All other STEM subjects reported fewer graduates in further study than the overall average of 7.8%, possibly due to higher employment rates than other disciplines.

The most popular type of further study undertaken by STEM students was a Masters qualification, which was roughly in line with the overall average of 47.2%. Also of note was that all STEM subjects had more than the 18.1% average of further study graduates focusing on a professional qualification, most significantly in computer science with 26.1% and maths with 25.4%.

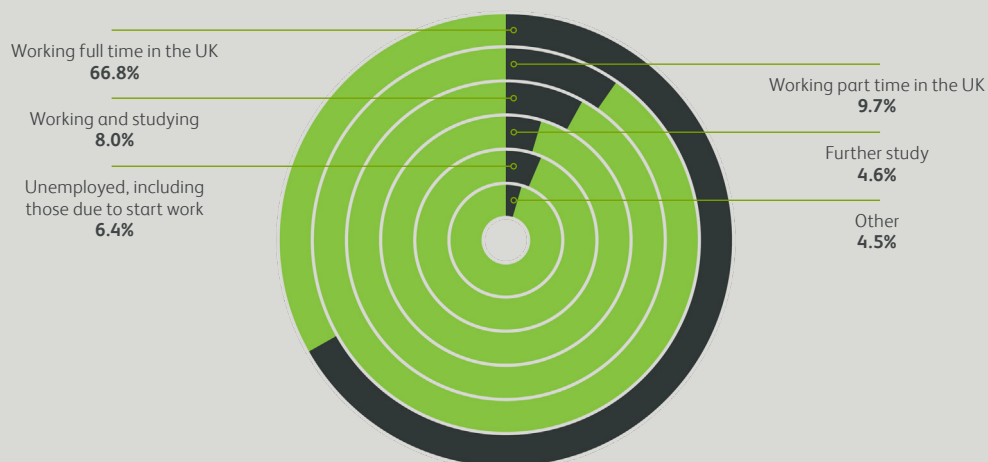
The outcomes data makes clear that STEM graduates are notably more successful than their peers at securing well-paid, degree-related employment.

The outcomes data makes clear that STEM graduates are notably more successful than their peers at securing well-paid, degree-related employment - testimony to the labour market's stark need for more engineers, technologists, and mathematicians.

What is also striking from the data is the gender disparity in STEM graduates remains huge, with just 5,710 female respondents by contrast to 21,120 male respondents. Addressing the issue of the lack of girls taking up STEM subjects at university is essential to meeting labour market needs.<sup>3</sup> It is a challenge that schools, higher education institutions, and employers will all have to work together to tackle.

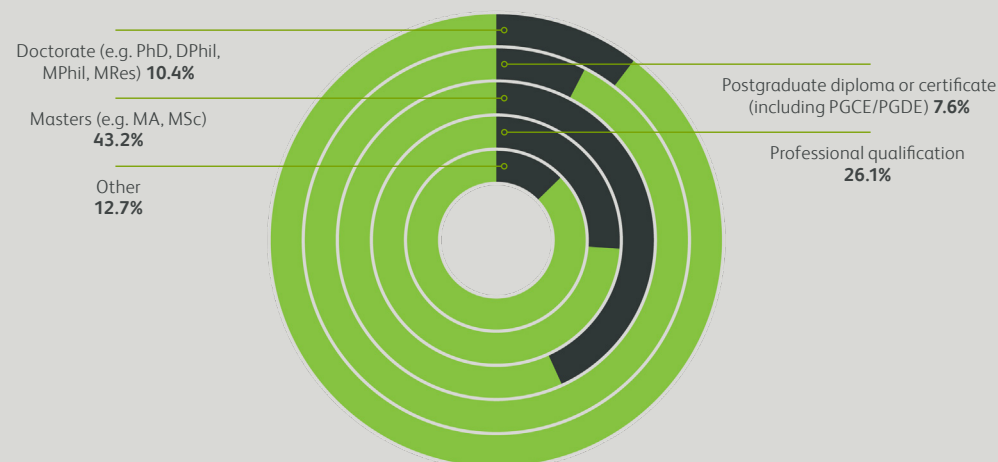


OUTCOMES 15 MONTHS AFTER GRADUATION



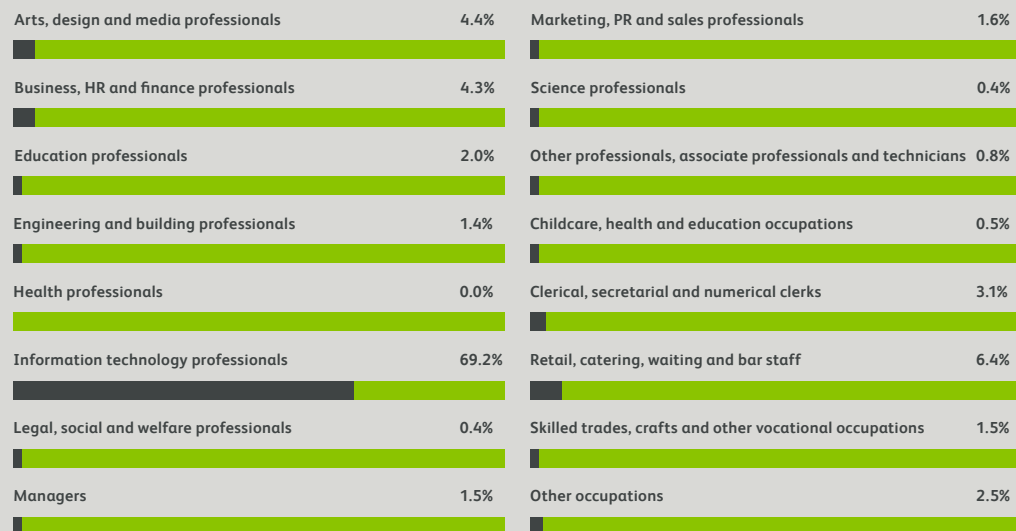
FEMALE 1,330 / MALE 7,685 / TOTAL RESPONSES 9,010

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,005

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 945 / MALE 5,630 / TOTAL IN EMPLOYMENT IN THE UK: 6,575

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

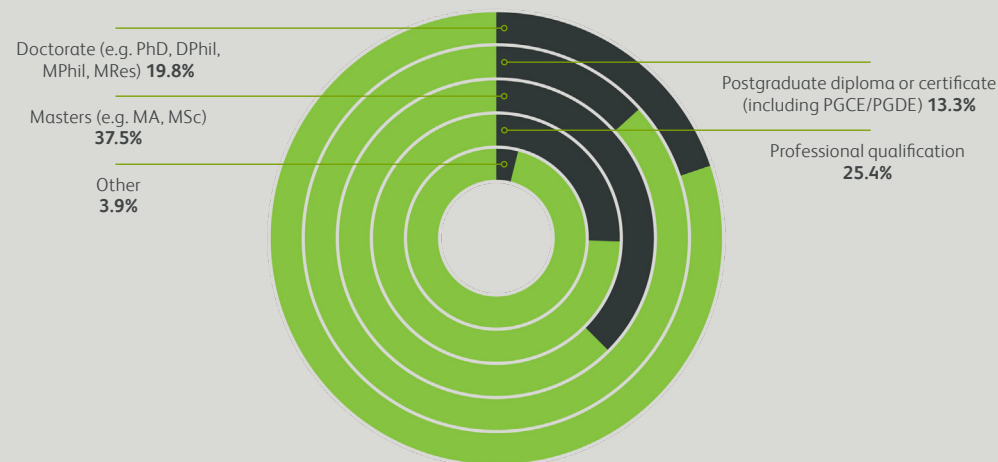


**OUTCOMES 15 MONTHS AFTER GRADUATION**



FEMALE 1,545 / MALE 2,750 / TOTAL RESPONSES 4,290

**TYPE OF COURSE FOR THOSE IN FURTHER STUDY**



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 955

**TYPE OF WORK FOR THOSE IN EMPLOYMENT**



FEMALE 1,125 / MALE 1,880 / TOTAL IN EMPLOYMENT IN THE UK: 3,010

**TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES**

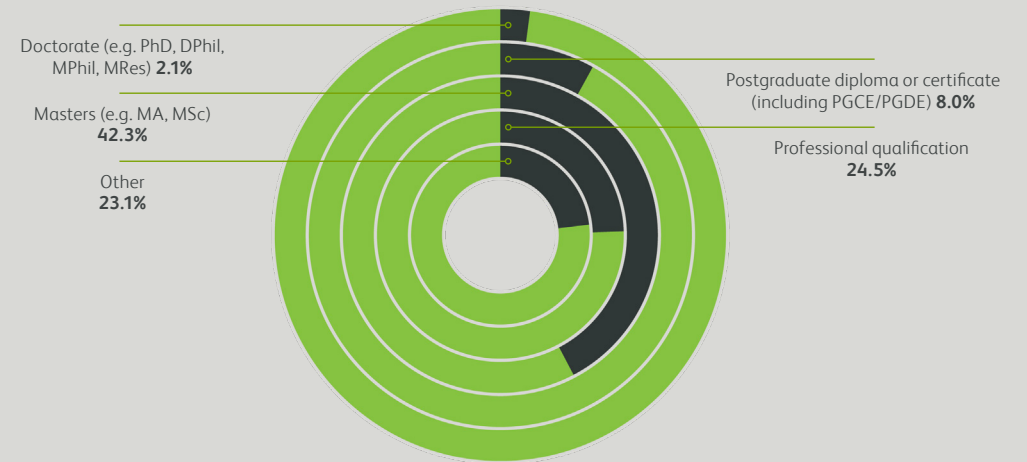


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,420 / MALE 2,975 / TOTAL RESPONSES 4,395

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 570

TYPE OF WORK FOR THOSE IN EMPLOYMENT

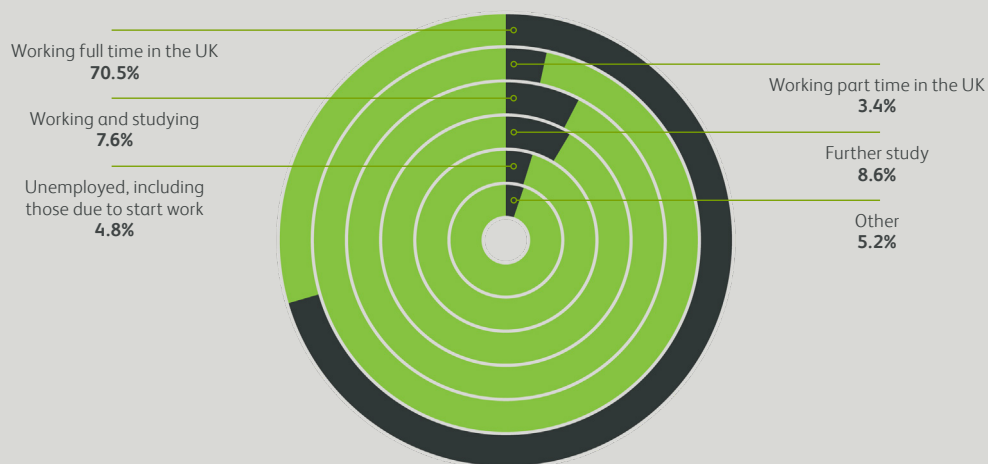


FEMALE 1,050 / MALE 2,360 / TOTAL IN EMPLOYMENT IN THE UK: 3,410

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

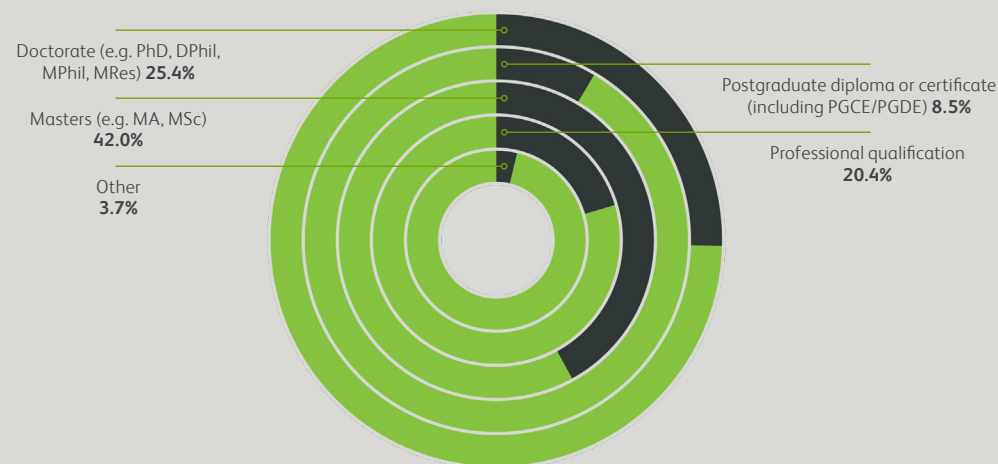


OUTCOMES 15 MONTHS AFTER GRADUATION



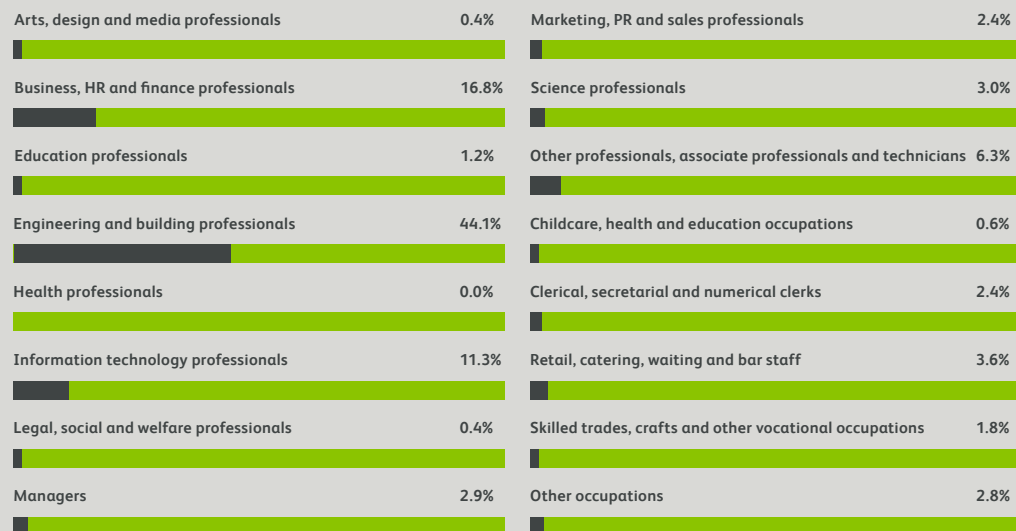
FEMALE 395 / MALE 1,030 / TOTAL RESPONSES 1,420

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 215

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 280 / MALE 780 / TOTAL IN EMPLOYMENT IN THE UK: 1,065

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

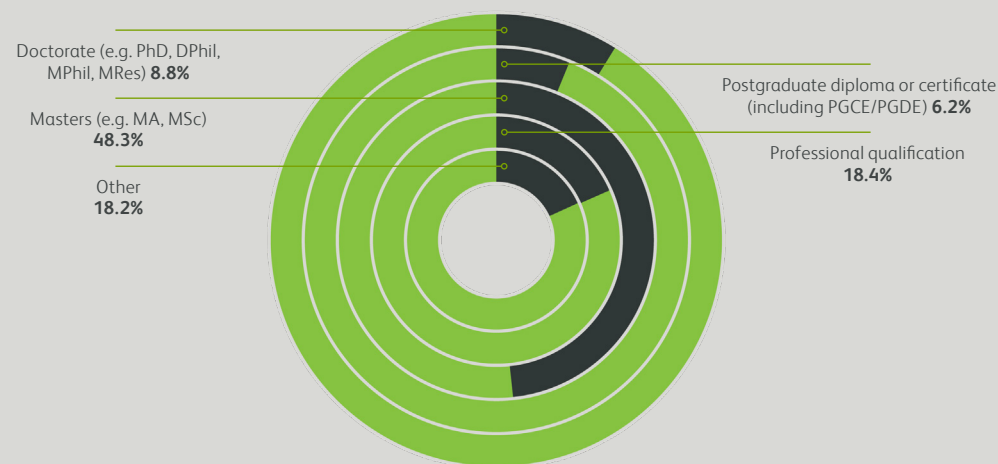


OUTCOMES 15 MONTHS AFTER GRADUATION



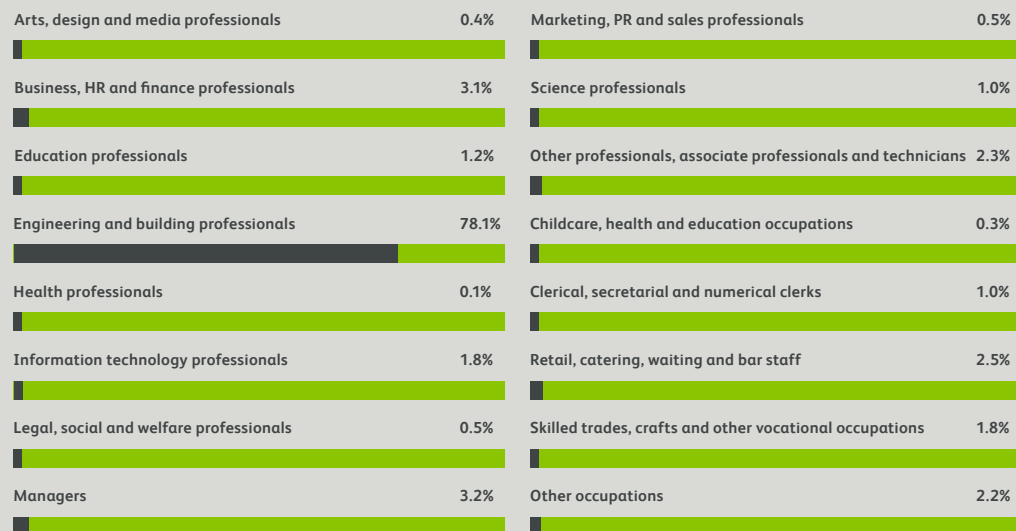
FEMALE 440 / MALE 1,675 / TOTAL RESPONSES 2,115

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 245

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 355 / MALE 1,350 / TOTAL IN EMPLOYMENT IN THE UK: 1,705

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

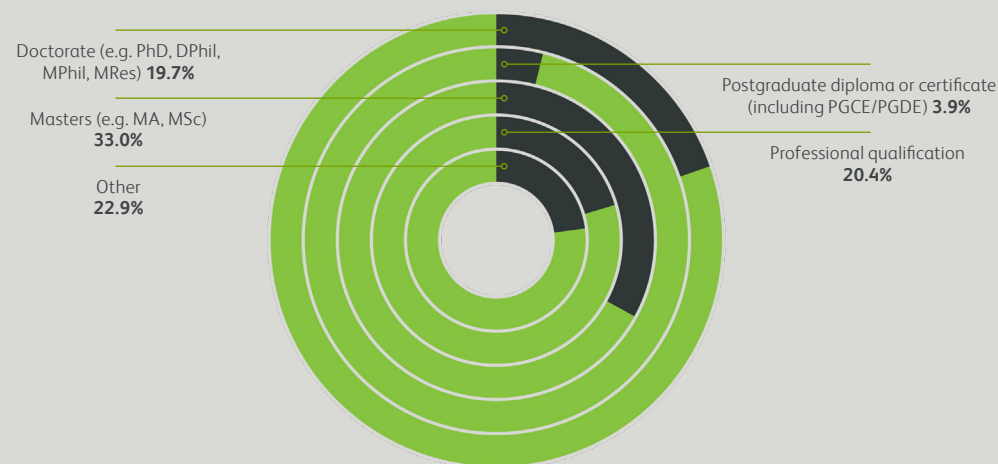


## OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 205 / MALE 1,775 / TOTAL RESPONSES 1,975

## TYPE OF COURSE FOR THOSE IN FURTHER STUDY



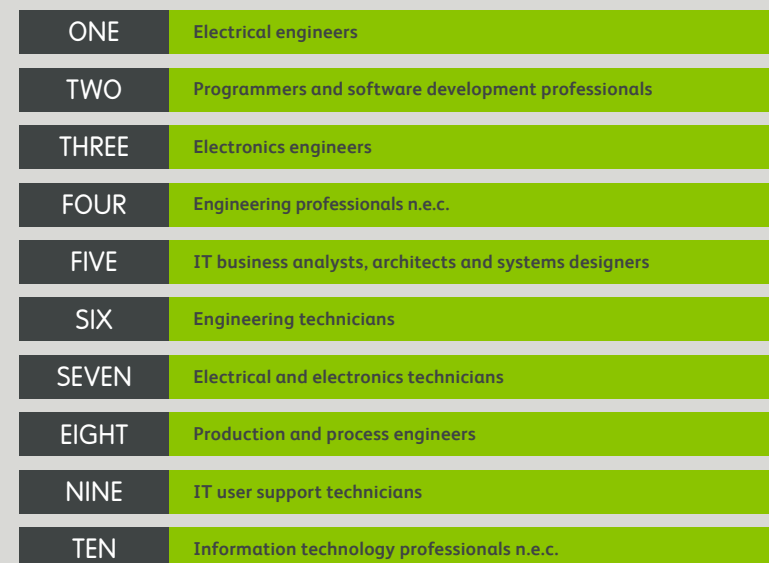
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 265

## TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 160 / MALE 1,360 / TOTAL IN EMPLOYMENT IN THE UK: 1,520

## TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

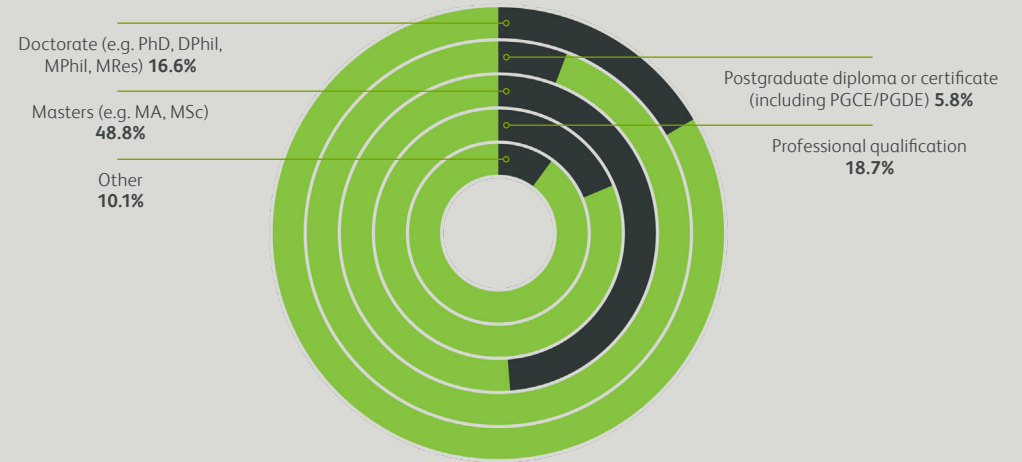


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 375 / MALE 3,230 / TOTAL RESPONSES 3,605

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



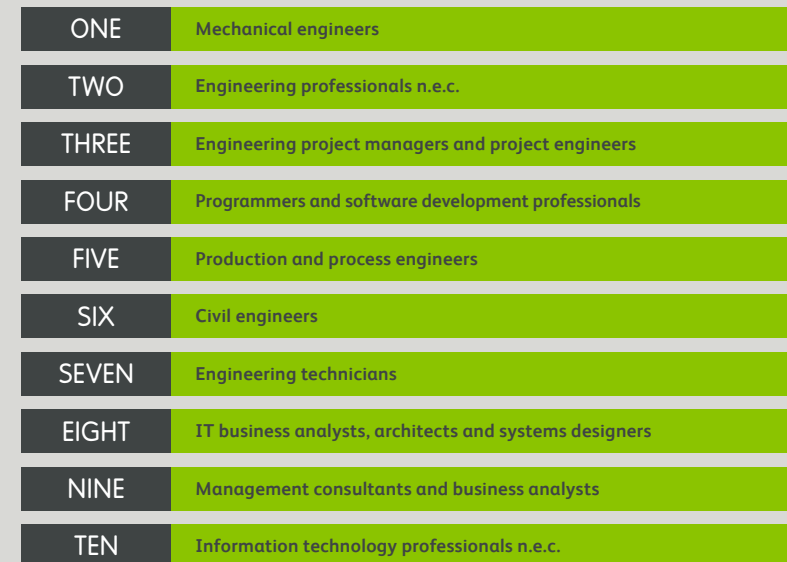
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 495

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 280 / MALE 2,470 / TOTAL IN EMPLOYMENT IN THE UK: 2,750

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES





# 05

## HUMANITIES

- 42 Overview
- 43 English literature
- 44 English
- 45 History
- 46 Languages
- 47 Philosophy



## Louise Ogle, careers consultant at Royal Holloway, University of London, examines the data on how humanities graduates fared 15 months after completing their course

The ongoing media commentary about a crisis facing humanities degrees was heightened in 2023 by a government ‘crackdown on rip-off university degrees’.<sup>1</sup>

As a result, HEPI’s 2023 report, ‘The Humanities in the UK today: what’s going on’, was very timely.<sup>2</sup> This report describes not a plummet in student numbers, but a redistribution of students across institutions, stating that humanities degrees have in fact remained relatively popular amongst UK home students. It also speaks of the resilience of humanities students who are equipped with ‘a firm foundation in critical thinking, independent research skills and sophisticated linguistic and textual-information handling, coupled with advanced communication skills’.

It seems that students are continuing to recognise the value of a degree that equips them not for a specific career but for a wide range, many of which we may not yet be able to imagine. In the latest Graduate Outcomes dataset, 12% of graduates studied a humanities subject - lower than social sciences at 24%, but higher than science at 10%.

### ***In work, study or both***

Around 85% of humanities graduates were in work, study or both 15 months after graduating (from philosophy at 84% to languages at 86.6%, with the other humanities subjects in between). These proportions are similar to law at 86.2% and biology at 86%, but lower than computer science at 89.1% and marketing at 90.7%. It is slightly below the overall average for the What do graduates do? population of 87.9%.

### ***Further study popular***

The proportion of students engaged in further study is slightly higher for humanities compared to other subjects, at between 10.6% and 15%. This is above the overall average for all subjects

at 8.1%. Over half of humanities students engaged in further study are completing academic Masters courses, and around 19% are completing a Postgraduate diploma or certificate (including PGCE/PGDE).

### ***Sectors of employment***

‘Secondary education teaching professionals’ was the most likely occupation for humanities students in work, and this was followed by those employed as ‘advertising and marketing associate professionals’. Popular sectors, after education and marketing, include ‘other business and finance’, ‘media and publishing’, and ‘local and central government’.

### ***Salary***

Average starting salaries (for humanities graduates without significant further study) ranged from £23,320 (English Literature) to £28,307 (Philosophy). Humanities starting salaries are generally higher than for psychology graduates (£23,446) and education graduates (£22,633), similar to graduates in biology (£25,975) and law (£24,849) and lower than graduates in economics (£33,483) and electrical and electronic engineering (£31,874).

This may reflect a high proportion of graduates working in the public sector and creative industries, and in some cases a high proportion of graduates in ‘retail, waiting and other customer service’ roles (14.6% for English literature graduates at the time of the survey).

### ***Greater connectivity***

It is worth noting that this dataset is divided into five humanities subjects and therefore does not differentiate joint honours and broad liberal arts programmes connecting a range of disciplines, which are becoming increasingly popular within the humanities.<sup>3</sup>

Students are continuing to recognise the value of a degree that equips them not for a specific career but for a wide range.

The HEPI 2023 report argues for this greater connection between disciplines, and new sectors like CreaTech (where creativity meets technology) and SHAPE (where the humanities and arts meet the social sciences).<sup>4,5</sup> These connections could present new opportunities for humanities graduates to use their skills in new ways in job sectors of the future.

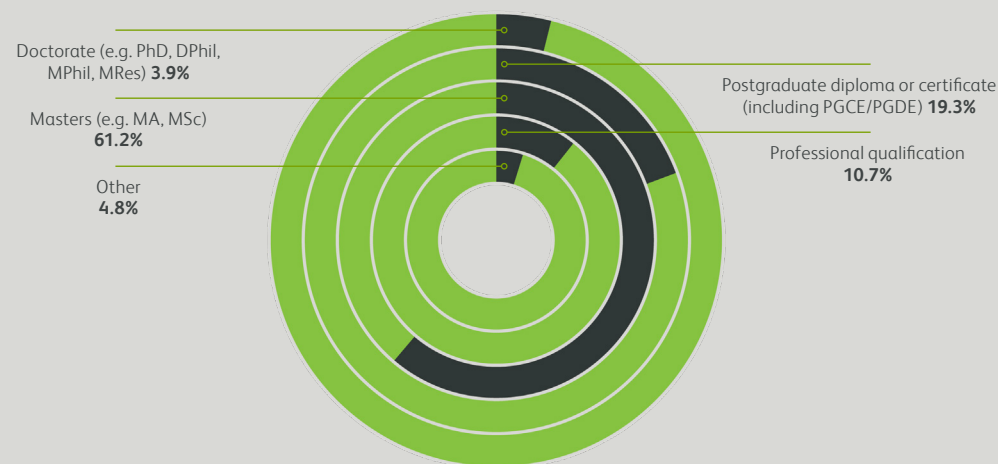


OUTCOMES 15 MONTHS AFTER GRADUATION



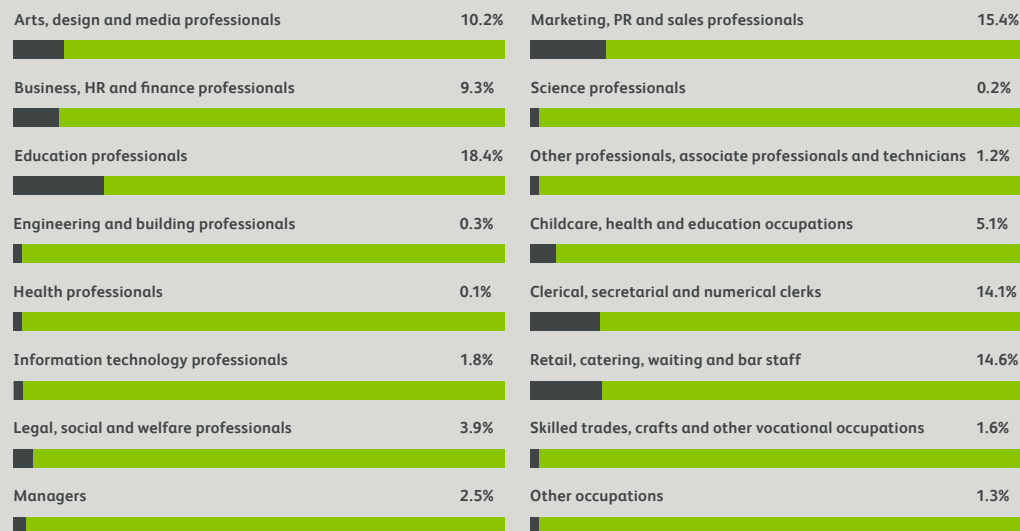
FEMALE 1,735 / MALE 445 / TOTAL RESPONSES 2,175

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 550

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,165 / MALE 275 / TOTAL IN EMPLOYMENT IN THE UK: 1,440

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

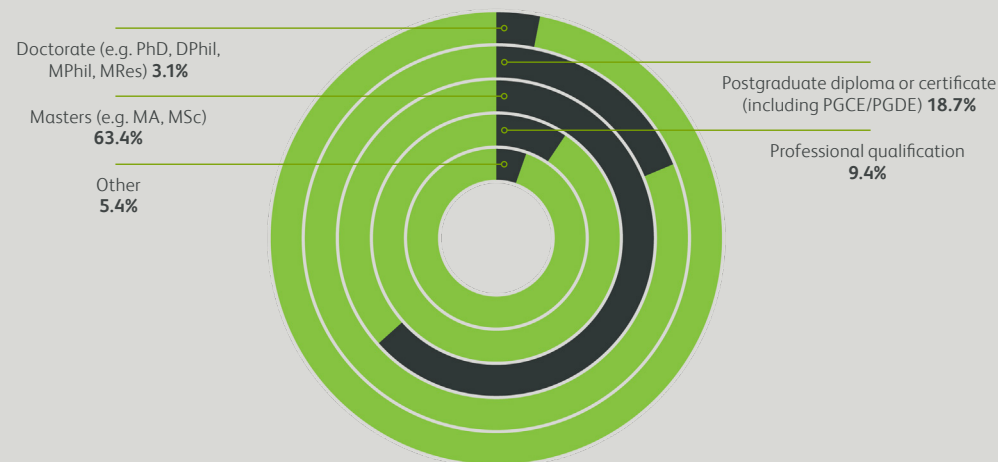


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,690 / MALE 430 / TOTAL RESPONSES 2,120

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 505

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,095 / MALE 255 / TOTAL IN EMPLOYMENT IN THE UK: 1,350

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

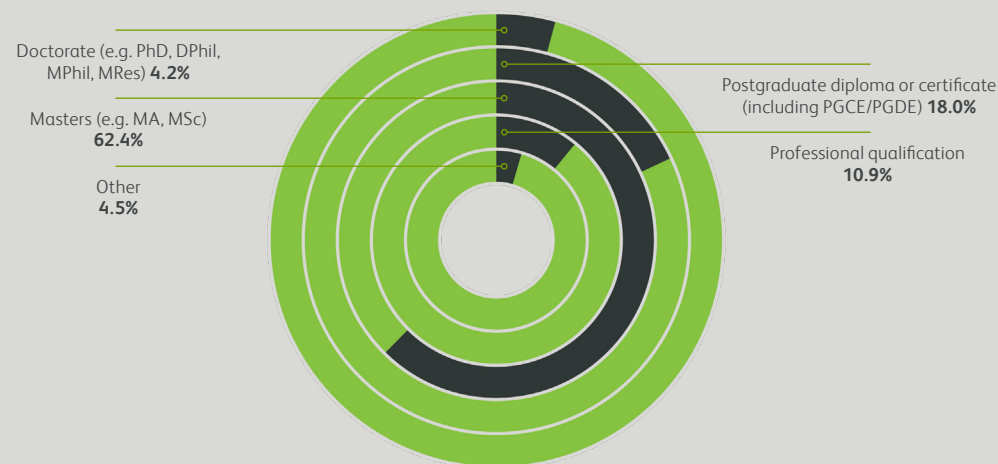


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 2,875 / MALE 2,550 / TOTAL RESPONSES 5,425

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,485

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,910 / MALE 1,655 / TOTAL IN EMPLOYMENT IN THE UK: 3,565

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

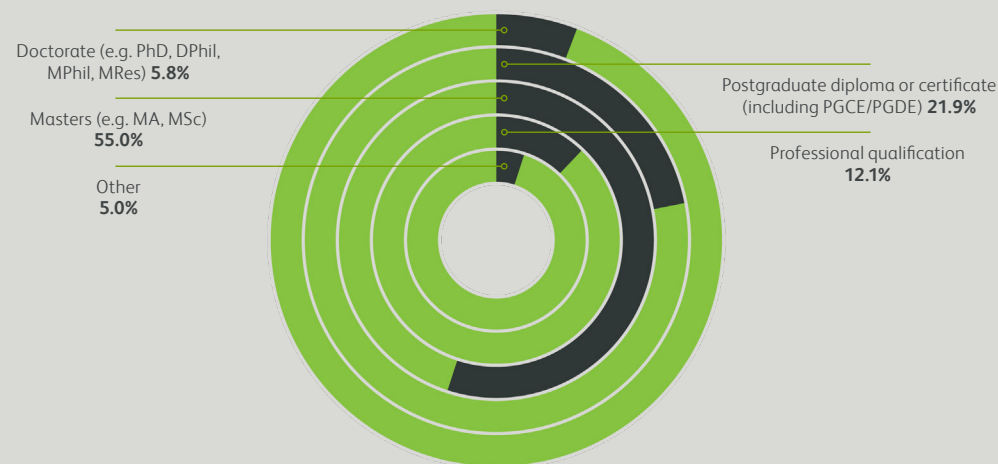


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 3,170 / MALE 1,190 / TOTAL RESPONSES 4,355

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 900

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 2,100 / MALE 755 / TOTAL IN EMPLOYMENT IN THE UK: 2,855

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

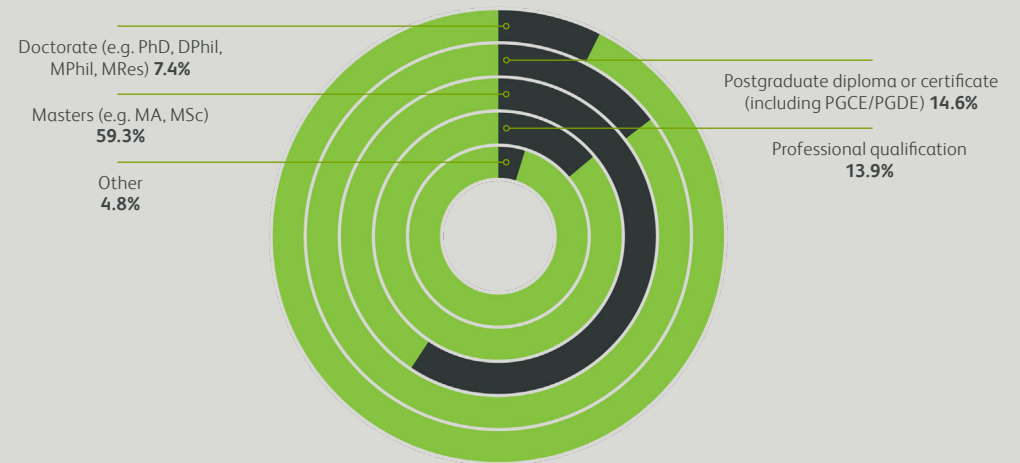


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 675 / MALE 650 / TOTAL RESPONSES 1,325

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 360

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 455 / MALE 380 / TOTAL IN EMPLOYMENT IN THE UK: 835

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES





# SCIENCE

- 49 Overview
- 50 Biology
- 51 Chemistry
- 52 Physics
- 53 Physical and geographical sciences
- 54 Sports science





## Robert Bowles, careers and professional development adviser at the Royal Society of Chemistry, provides an overview of the destinations of science graduates

Science graduates entered a wide range of well-paying jobs. They are in demand in sectors that seek to solve some of the biggest challenges that we face, such as human healthcare and environmental degradation, as we seek a sustainable future. Many of these sectors also offer increasingly socially conscious graduates the chance to participate in meaningful work, which is becoming increasingly important to graduates and other young people.

Chemistry graduates had the highest levels of full-time employment (57%), slightly ahead of physics (51%) and biology (49%). Around 20% of physics, biology and chemistry graduates surveyed went into further study, but this figure was lower than in last year's data. Of those pursuing further study, roughly 50% of chemistry and physics graduates chose to pursue a PhD, whereas 48% of biology and sports science graduates chose to pursue further specialisations with a Masters degree.

Full-time further study was lowest among sports science graduates (10%), although graduates of this subject did have the highest levels of further study while working (13%), which is often undertaken in fields such as sports physiotherapy or sports psychology.

Unemployment, including those due to start work, for all science graduates remained low, ranging from a maximum of 6.7% for biology graduates, through to just 3.5% for sports science graduates.

### Salaries

Physics graduates commanded the highest salaries for science graduates (£30,691), followed closely behind by chemistry graduates (£27,661). Sports science graduates had the lowest average starting salary of (£23,527). Biology graduates' average salary 15 months after graduation (£25,975) was comparable with those of physical and geographical sciences (£26,293).

### Destinations

IT jobs were the top destination for physics graduates, with 28% of them entering this industry. Another 21% went into roles classified as business, HR and finance, which were also popular destination for those who studied physical and geographical science (21%). Physics graduates are also in demand across critical industries, such as engineering, construction, manufacturing, energy and transport, as well as in health, and the public sectors. This reflects the numeracy and technical skills that this group gain from studying physics and explains their overall higher average salary, as these sectors often attract higher salaries. Meanwhile, 10% to 14% of biology, chemistry, physics, and physical and geographical sciences graduates entered the education sector, but this rose to 29% for sports science graduates.

Chemistry graduates had the highest percentage going into science-based occupations, 36.7%, reflecting the diversity of scientific organisations and sectors that value chemistry as a first degree. They were also more likely to enter manufacturing and R&D than other graduates. Biology graduates also had a high percentage (23%) going into scientific roles, where they can use the scientific knowledge they have gained during their degree. This is likely to reflect the strength of the life sciences sector in the UK, which generates a wide range of products, from pharmaceuticals to medical devices, through to consumer health..

Far fewer physics graduates moved into scientific roles (9%), while IT proved the most popular destination for physics graduates, with 28% of them entering this industry.

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

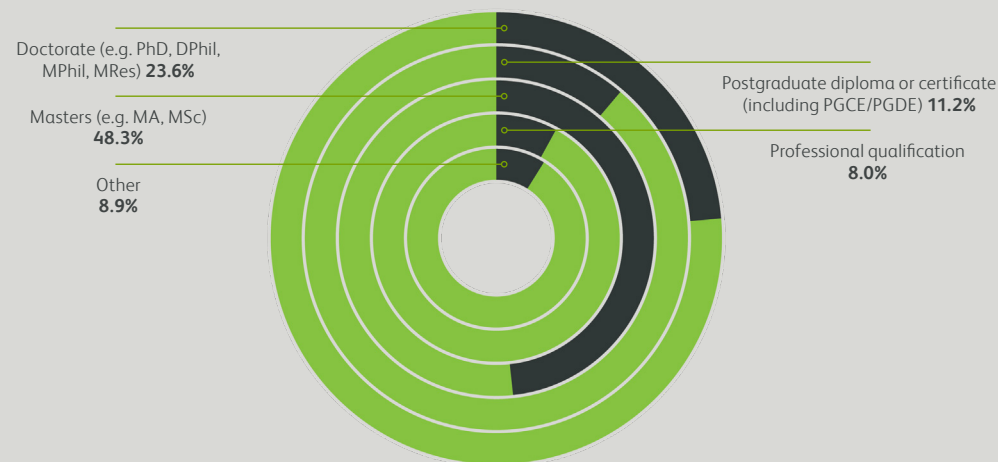


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,065 / MALE 615 / TOTAL RESPONSES 1,680

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 460

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 685 / MALE 380 / TOTAL IN EMPLOYMENT IN THE UK: 1,065

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

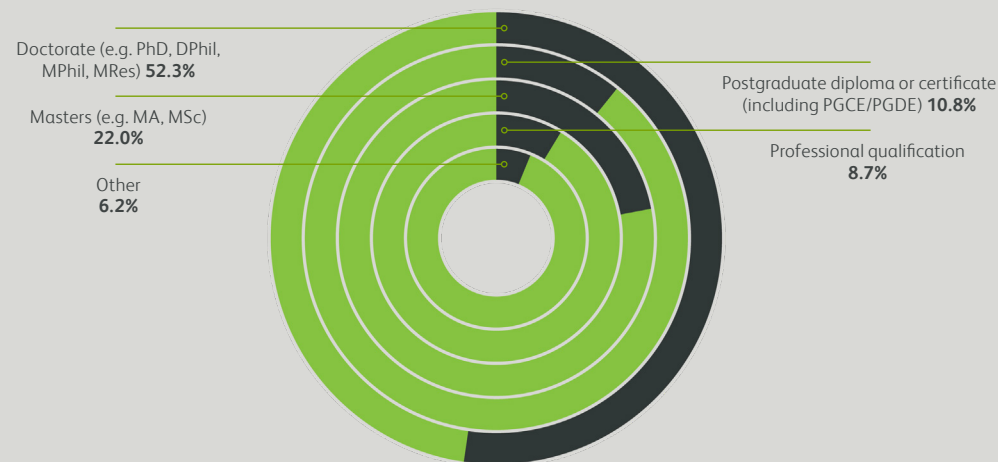


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 1,115 / MALE 1,345 / TOTAL RESPONSES 2,460

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 465

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 735 / MALE 865 / TOTAL IN EMPLOYMENT IN THE UK: 1,595

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

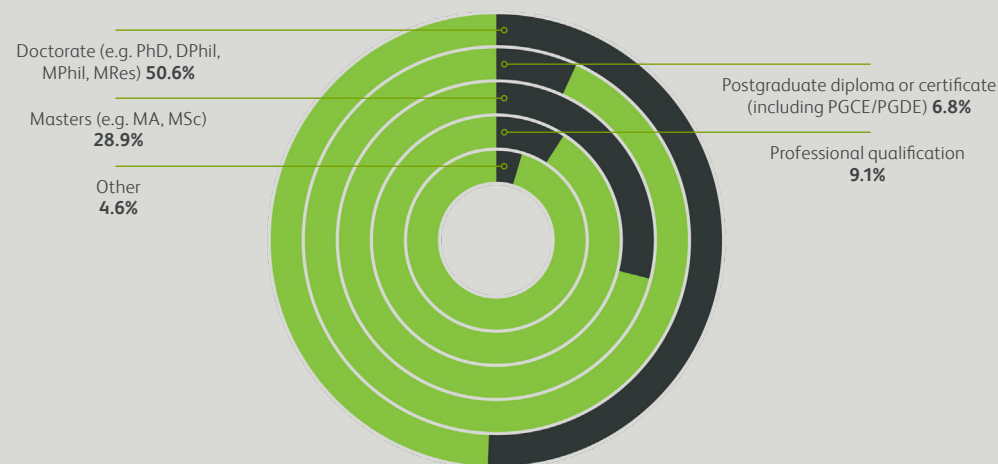


OUTCOMES 15 MONTHS AFTER GRADUATION



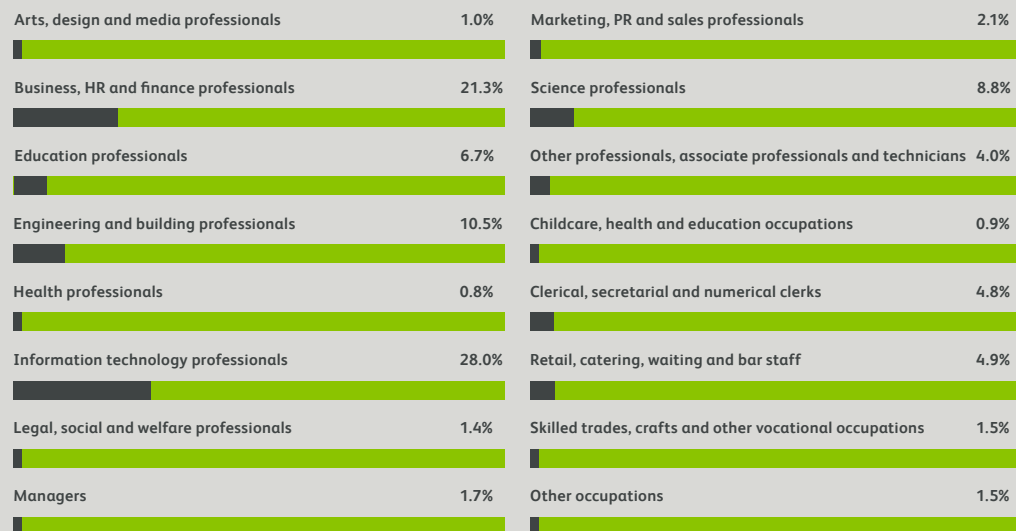
FEMALE 570 / MALE 1,655 / TOTAL RESPONSES 2,225

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 660

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 355 / MALE 1,010 / TOTAL IN EMPLOYMENT IN THE UK: 1,365

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

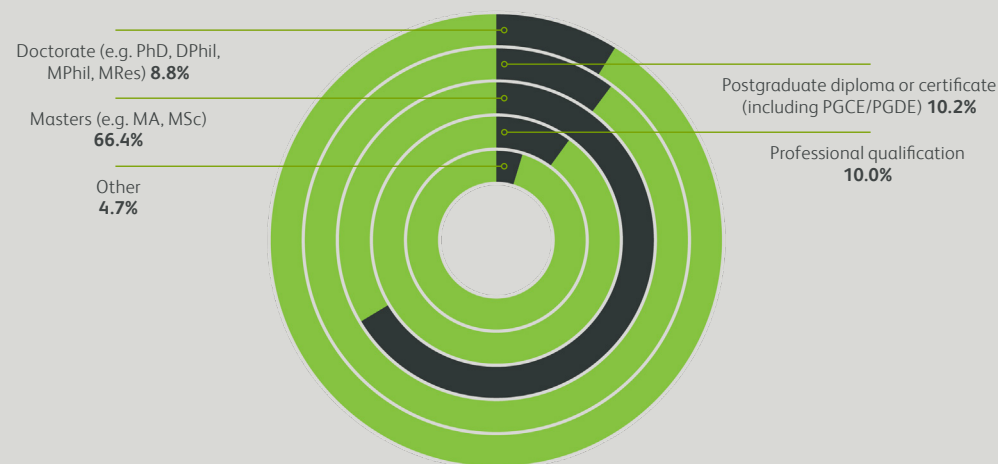


OUTCOMES 15 MONTHS AFTER GRADUATION



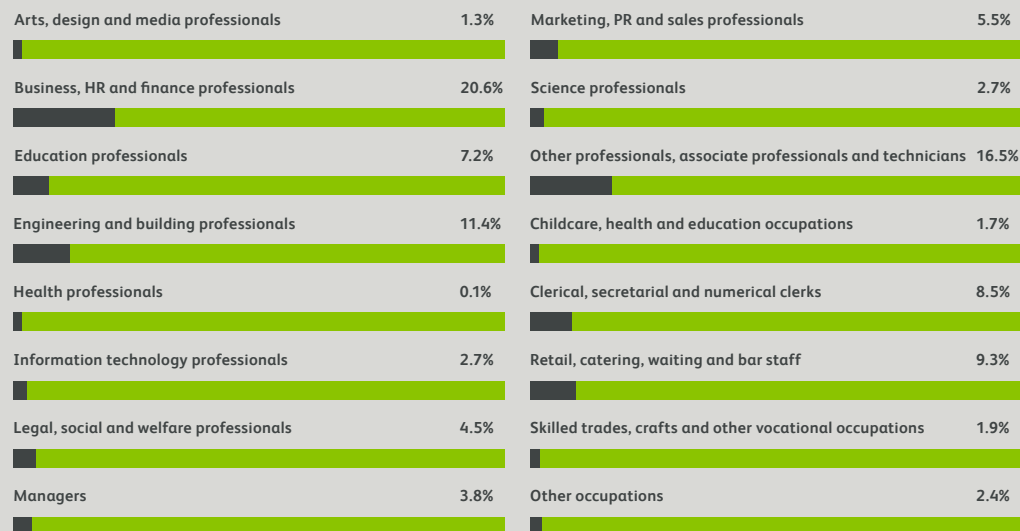
FEMALE 760 / MALE 510 / TOTAL RESPONSES 1,265

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 305

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 530 / MALE 355 / TOTAL IN EMPLOYMENT IN THE UK: 880

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

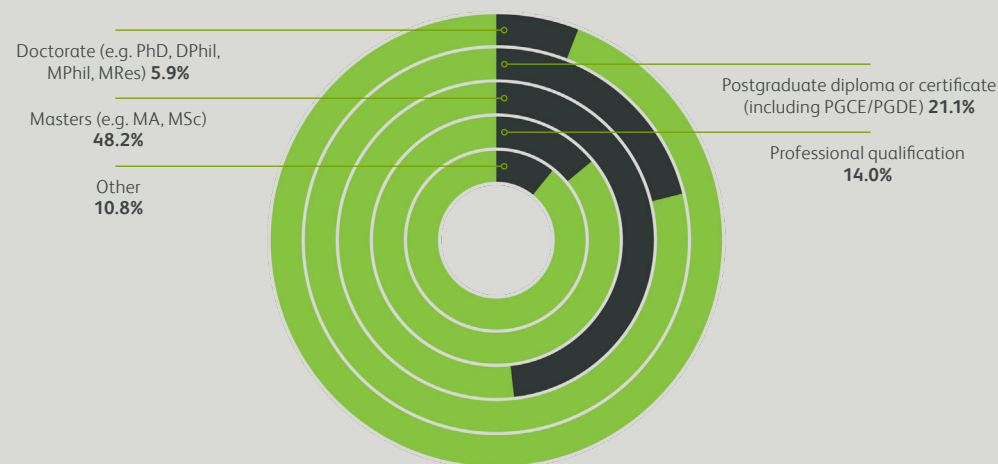


OUTCOMES 15 MONTHS AFTER GRADUATION



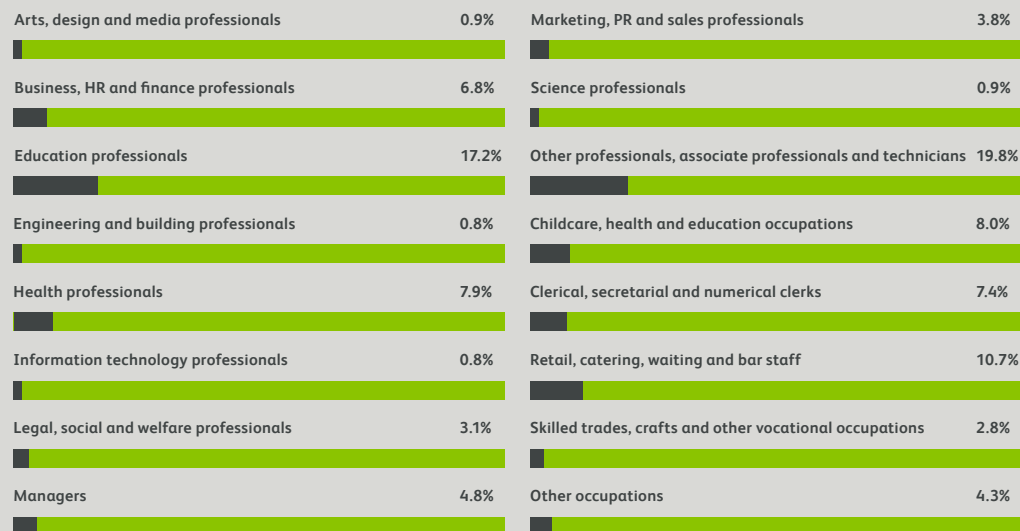
FEMALE 1,945 / MALE 3,250 / TOTAL RESPONSES 5,195

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,205

TYPE OF WORK FOR THOSE IN EMPLOYMENT



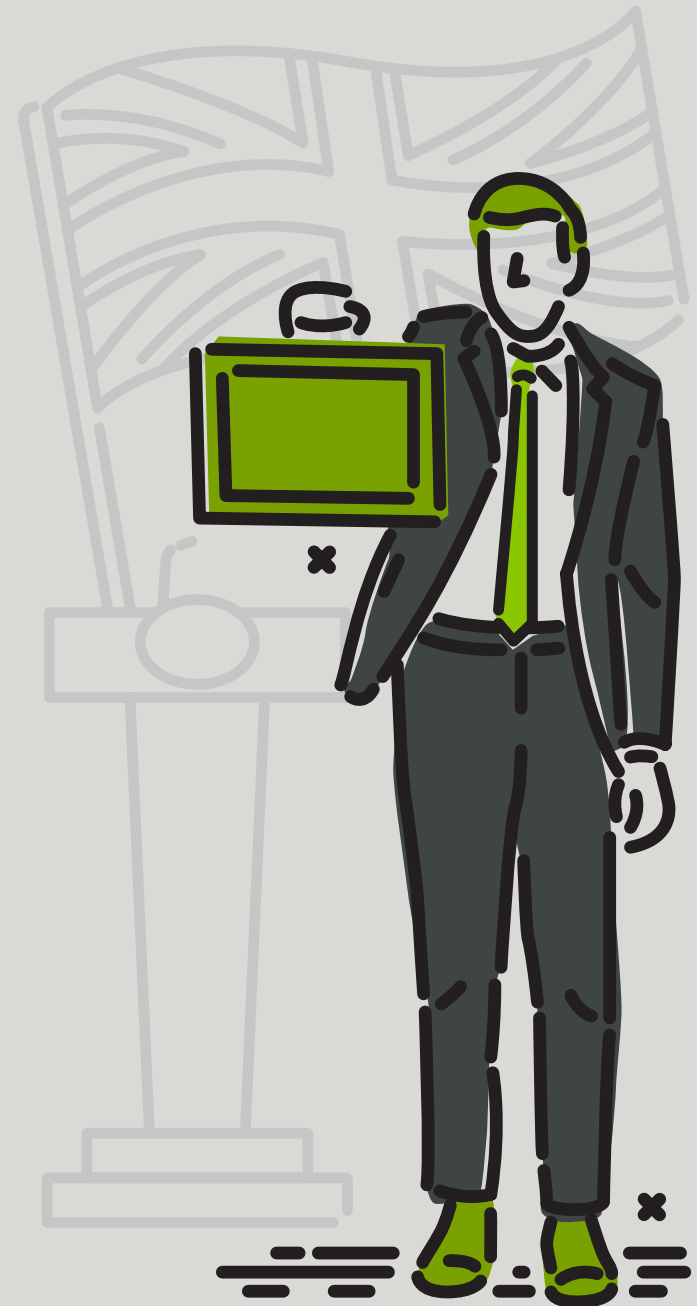
FEMALE 1,350 / MALE 2,380 / TOTAL IN EMPLOYMENT IN THE UK: 3,730

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES



# SOCIAL SCIENCES

- 56 Overview
- 57 Education
- 58 Geography
- 59 Law
- 60 Psychology
- 61 Sociology
- 62 Politics



### Jenny Sloan, careers consultant for graduate transitions at The University of Manchester, takes a look at Graduate Outcomes data for those who studied the social sciences

Social science graduates have the transferable skills needed to tackle society's most pressing issues from the inside, with the highest percentage of graduates entering government.

In the latest Graduate Outcomes survey, 15.9% of all responses came from social science graduates (32,750 in total). Almost three-quarters of social science respondents identified as female (73.3%).

#### **Employment outcomes**

Just over half of social science respondents were in full-time employment (53.6%), which is an increase of 3.5 percentage points from the previous year (50.1%). Nevertheless, this is still below the all-subject average of 59.6%.

Social science graduates were slightly more likely to be unemployed on average, with a combined average of 5.5% compared to a 5% all-subject average. Geography and education were exceptions, with average unemployment rates of 4.6% and 4.4% respectively. It should be noted, however, that unemployment figures include graduates due to start work.

#### **A richer picture**

Employment outcomes become more nuanced when we compare individual disciplines within social sciences. Out of all social science graduates, geography respondents were most likely to be in full-time employment (58.2%) and least likely to be working part-time (6.9%). On the flip side, psychology graduates were least likely to be in full-time work (48.7%) but most likely to be employed part-time (11.9%).

This is contextualised by considering that psychology graduates are also most likely to be working and studying simultaneously (15.3%) compared to an average of 13.3% for all social science graduates in this situation, and a 10.5% all-subject average.

Indeed, social science graduates were more likely in general to be engaged in further study, with one in ten in further study (9.9%), compared to an all-subject average of 7.8%. This is to be expected when we remember that many occupations popular with social science graduates, such as law, social work, education, and psychology, can often require additional qualifications.

#### **Further study: on closer inspection**

Social science graduates were more likely on average to engage in Masters study than other subjects. 68.9% of politics graduates, 65.8% of geography graduates, and 60.1% of psychology graduates went onto Masters study compared with an all-subject average of 47.2%.

Education graduates were the only exception, with only 26.1% doing a Masters. However, as is to be expected, this group were much more likely to study for a postgraduate diploma or certificate (45.1% compared with the all-subject average of 13.6%).

#### **The transferability of skills**

Social science graduates possess transferable skills vital to the prosperity of the UK, and many private sector businesses value social science knowledge and skills.<sup>1,2</sup> This is reflected in the sector preferences of social science graduates. 17.5% of geography graduates worked in construction, engineering and research and development. A further 17% worked in business and finance. Two-fifths of law graduates worked in the legal and accountancy sector (41.4%). Politics graduates were more likely to enter management consultancy on average than other subjects (5.6%) with a further 16.1% working in business and finance.

The top professions for social science graduates, however, were more traditionally linked to the public sector, with legal



Regardless of industry or sector, social science graduates recognise the contributions they can make to the economy and everyday lives of society.

professionals, primary education teaching professionals, and welfare and housing associate professionals coming in first, second and third place respectively.

The Academy for Social Sciences have declared that social science can 'level up' the UK, with its president Will Hutton stating, 'social science is rich in knowledge about how economy and society works best'.<sup>3</sup> Therefore, it makes sense that social science graduates are well-suited to working in government.

Social science graduates were much more likely to secure roles in local and central government, with a combined average of 11.7% compared to an all-subject average of 6.5%. Out of all the What do graduates do? subjects, the top three disciplines most likely to work in government were from social sciences. Almost one-fifth of sociology graduates (19.3%), nearly one-fifth of politics graduates (18.5%), and more than one-in-ten law graduates (12.2%) worked in local or central government.

Beyond government, social science graduates contribute to broader public services. Almost one-fifth of psychology graduates worked in education (19.6%), followed closely by healthcare (18.4%) and social care (14.2%). More than one-in-ten sociology graduates worked in education (12.5%). 66.8% of education graduates worked in education, with the second most popular industry being local and central government (6.6%).

Regardless of industry or sector, social science graduates recognise the contributions they can make to the economy and everyday lives of society. A total of 61.3% of respondents agreed or strongly agreed that their current activity enables them to use the skills they gained during their social science degrees.

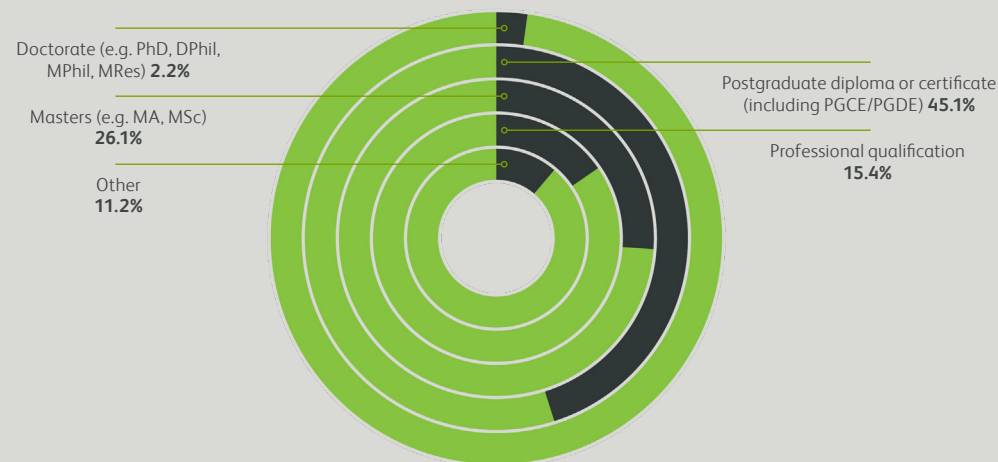


OUTCOMES 15 MONTHS AFTER GRADUATION



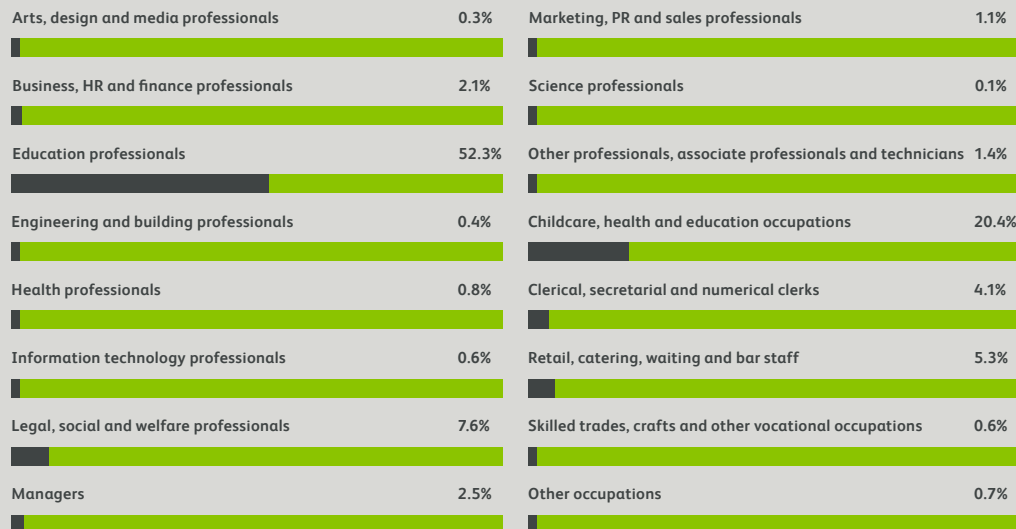
FEMALE 3,375 / MALE 485 / TOTAL RESPONSES 3,865

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 665

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 2,450 / MALE 375 / TOTAL IN EMPLOYMENT IN THE UK: 2,825

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

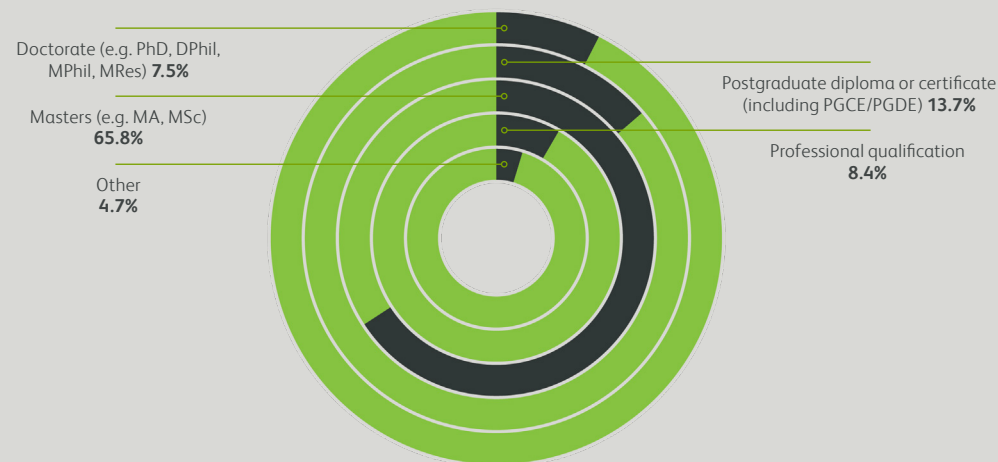


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 925 / MALE 565 / TOTAL RESPONSES 1,490

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 330

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 640 / MALE 400 / TOTAL IN EMPLOYMENT IN THE UK: 1,040

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

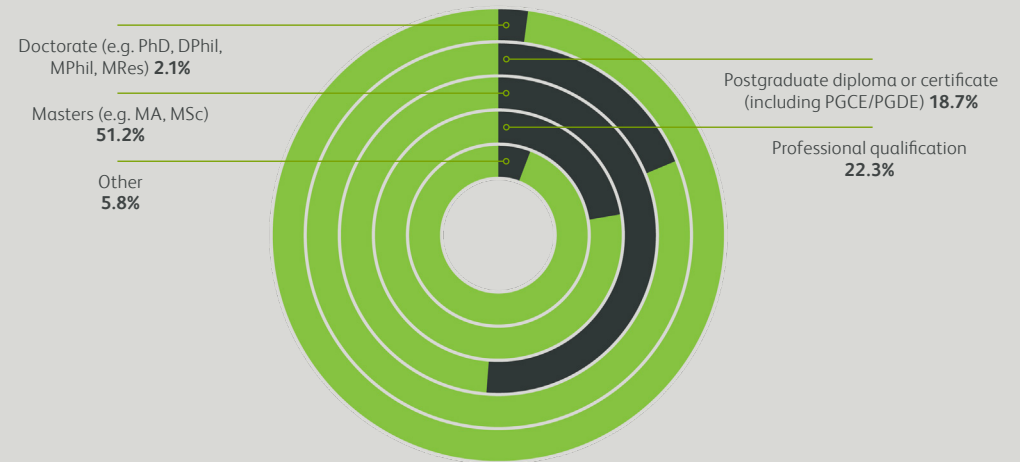


### OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 5,790 / MALE 2,925 / TOTAL RESPONSES 8,715

### TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,120

### TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 4,145 / MALE 1,995 / TOTAL IN EMPLOYMENT IN THE UK: 6,140

### TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

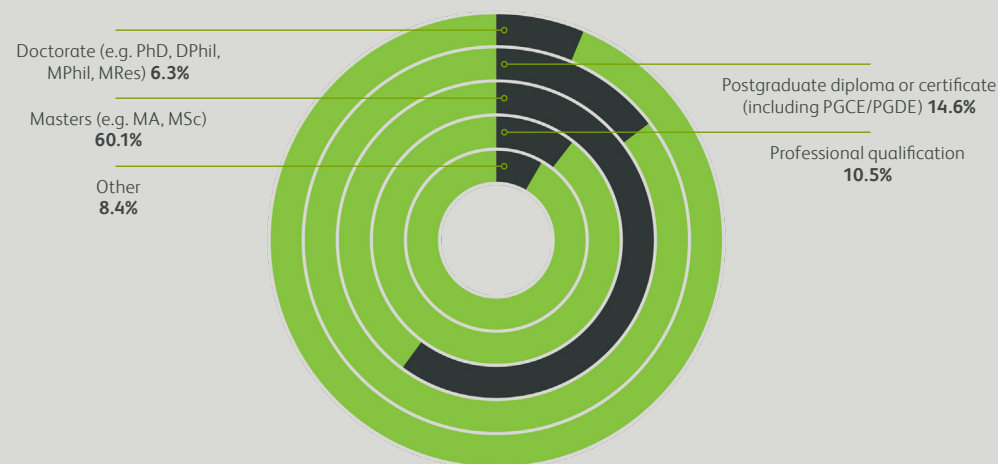


OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 7,555 / MALE 1,465 / TOTAL RESPONSES 9,020

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,265

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 5,470 / MALE 1,010 / TOTAL IN EMPLOYMENT IN THE UK: 6,480

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

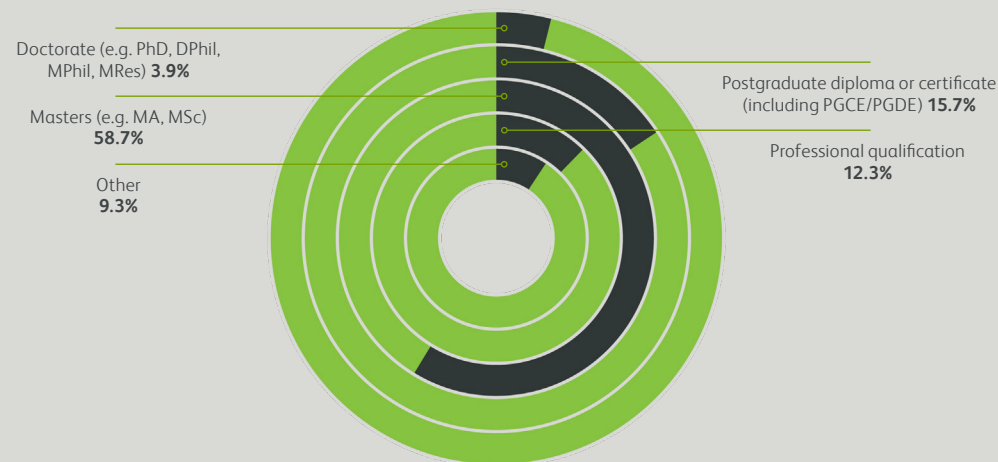


OUTCOMES 15 MONTHS AFTER GRADUATION



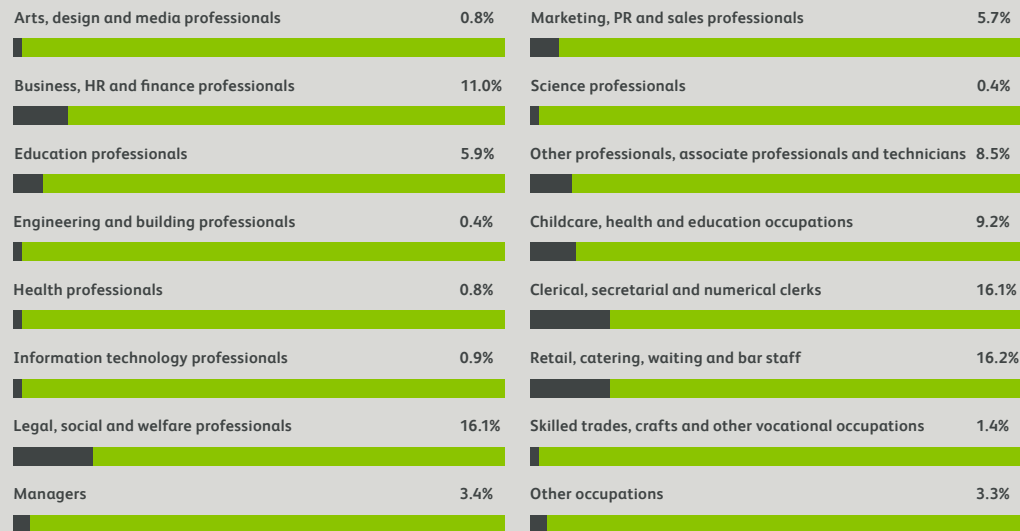
FEMALE 4,265 / MALE 1,030 / TOTAL RESPONSES 5,295

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,000

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 3,140 / MALE 750 / TOTAL IN EMPLOYMENT IN THE UK: 3,890

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES

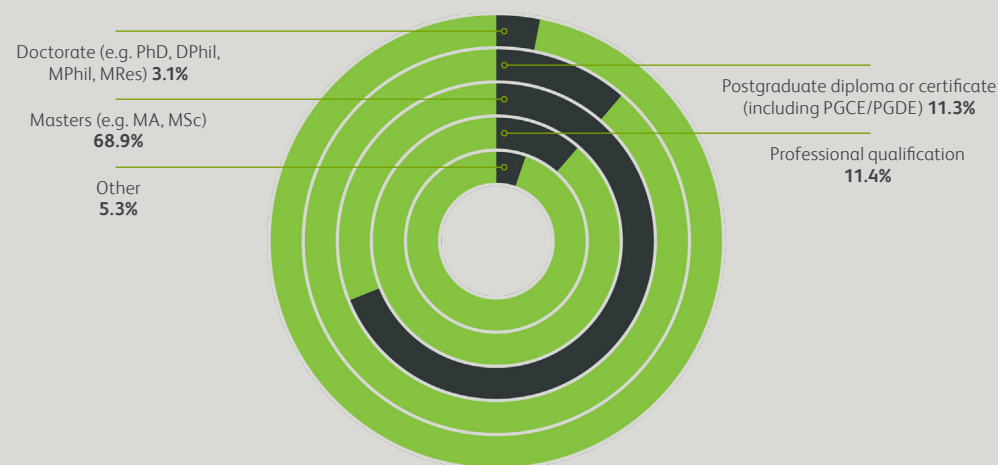


### OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 2,090 / MALE 2,270 / TOTAL RESPONSES 4,365

### TYPE OF COURSE FOR THOSE IN FURTHER STUDY



TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 1,050

### TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 1,450 / MALE 1,515 / TOTAL IN EMPLOYMENT IN THE UK: 2,960

### TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES





# APPENDIX

- 64 Data explained
- 67 References



## Respondents to the Graduate Outcomes survey are asked to give their main job title and a brief description of their role.

This information is used to derive their Standard Occupational Classification (SOC 2020). These SOC 2020 codes are used to calculate the types of work categories used in What do graduates do? Changes to SOC 2020 were only introduced for the 2018/19 survey onwards and so comparisons cannot be made with earlier data.

The Standard Occupational Classifications 2020, which are under each type of work category, are described below.

### MANAGERS

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

### HEALTH PROFESSIONALS

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

### EDUCATION PROFESSIONALS

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

### LEGAL, SOCIAL AND WELFARE PROFESSIONALS

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

### SCIENCE PROFESSIONALS

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

### ENGINEERING AND BUILDING PROFESSIONALS

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

### INFORMATION TECHNOLOGY (IT) PROFESSIONALS

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

### BUSINESS, HUMAN RESOURCES (HR) AND FINANCE PROFESSIONALS

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

### MARKETING, PUBLIC RELATIONS (PR) AND SALES PROFESSIONALS

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



## ARTS, DESIGN AND MEDIA PROFESSIONALS

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

## OTHER PROFESSIONALS, ASSOCIATE PROFESSIONALS AND TECHNICIANS

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

## CHILDCARE, HEALTH AND EDUCATION OCCUPATIONS

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

## CLERICAL, SECRETARIAL AND NUMERICAL CLERK OCCUPATIONS

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

## SKILLED TRADES, CRAFTS AND OTHER VOCATIONAL OCCUPATIONS

Farmers / Horticultural trades / Gardeners and landscape gardeners / Groundsmen and greenkeepers / Agricultural and fishing trades n.e.c. / Sheet metal workers / Metal plate workers, smiths, moulders and related occupations / Welding trades / Pipe fitters / Metal machining setters and setter-operators / Tool makers, tool fitters and markers-out / Metal working production and maintenance fitters / Precision instrument makers and repairers / Air-conditioning and refrigeration installers and repairers / Vehicle technicians, mechanics and electricians / Vehicle body builders and repairers / Vehicle paint technicians / Aircraft maintenance and related trades / Boat and ship builders and repairers / Rail and rolling stock builders and repairers / Electricians and electrical fitters / Telecoms and related network installers and repairers / TV, video and audio servicers and repairers / Computer system and equipment installers and servicers / Security system installers and repairers / Electrical service and maintenance mechanics and repairers / Electrical and electronic trades n.e.c. / Skilled metal, electrical and electronic trades supervisors / Steel erectors / Stonemasons and related trades / Bricklayers / Roofers, roof tilers and slaters / Plumbers and heating

and ventilating installers and repairers / Carpenters and joiners / Glaziers, window fabricators and fitters / Construction and building trades n.e.c. / Plasterers / Floorers and wall tilers / Painters and decorators / Construction and building trades supervisors / Upholsterers / Footwear and leather working trades / Tailors and dressmakers / Textiles, garments and related trades n.e.c. / Pre-press technicians / Printers / Print finishing and binding workers / Butchers / Bakers and flour confectioners / Fishmongers and poultry dressers / Chefs / Cooks / Catering and bar managers / Glass and ceramics makers, decorators and finishers / Furniture makers and other craft woodworkers / Florists / Other skilled trades n.e.c. / Hairdressers and barbers / Beauticians and related occupations / Crane drivers / Train and tram drivers

## RETAIL, CATERING, WAITING AND BAR STAFF

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

## OTHER OCCUPATIONS

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

## UNKNOWN OCCUPATIONS

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

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

**Survey response** is at the top of the page and details the outcomes, type of course studied by those in further study, training or research.

**Type of work** - for those in employment in the UK, this details the graduates who were employed in the type of work categories as percentages of the total of graduates working in the UK.



**Please note - Graduate Outcomes data cannot be compared with DLHE (Destinations of Leavers from Higher Education) data.**

Due to rounding of percentages to one decimal place on all data pages, the percentages may not equal 100.0% when added together.

All numbers used on these pages, where they refer to people, are rounded to the nearest five in accordance with HESA's data reporting requirements.

Throughout this publication the abbreviation n.e.c. refers to data not elsewhere classified.

**OUTCOMES.**

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

**Working full time in the UK**

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

**Working part time in the UK**

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

**Unknown pattern of employment**

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

**Working and studying**

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

**In further study, training or research**

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

**Unknown pattern of further study**

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

**Unemployed, including those due to start work**

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

**Other**

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

**TYPE OF COURSE FOR THOSE IN FURTHER STUDY.**

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

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

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

**Masters (e.g. MA, MSc)**

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

**Postgraduate diploma or certificate (including PGCE/PGDE)**

Includes those who were in further study, training or research for a 'Postgraduate diploma or certificate (including PGCE)' and were studying a subject in education. Also includes those who were in further study, training or research for a 'Postgraduate diploma or certificate' but were not studying a subject in education

**Professional qualification**

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

**Other study, training or research**

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

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2. [Flexible working: Remote and hybrid work](#), House of Commons Library, 2021.
3. [Teacher Labour Market in England Annual Report 2023](#), NFER, 2023.

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2. E.g. [CV hub](#)
3. E.g. [career game](#)
4. E.g. [careers handbook hub](#)
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2. [Structurally f-cked](#), a-n Research, 2023.
3. [AGCAS Creative Industries Task Group](#), Padlet, 2023.

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2. [Data science skills in the UK workforce](#), UK Parliament POST, 2023.
3. [From subject choice to career path: Female STEM graduates in the UK labour market](#), Oxford Review of Education, 2022.

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2. [The Humanities in the UK Today: What's Going On?](#), HEPI, 2023.
3. [Talk of humanities crisis 'overblown', UK sector leaders say](#), Times Higher Education, 2023.
4. [CreaTech](#), Creative Industries Council.
5. [Becoming SHAPE](#), The British Academy.

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2. [Vital Business: The Essential Role of the Social Sciences in the UK Private Sector](#), Academy of Social Sciences, 2020.
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## WHAT DO GRADUATES DO? 2023/24

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