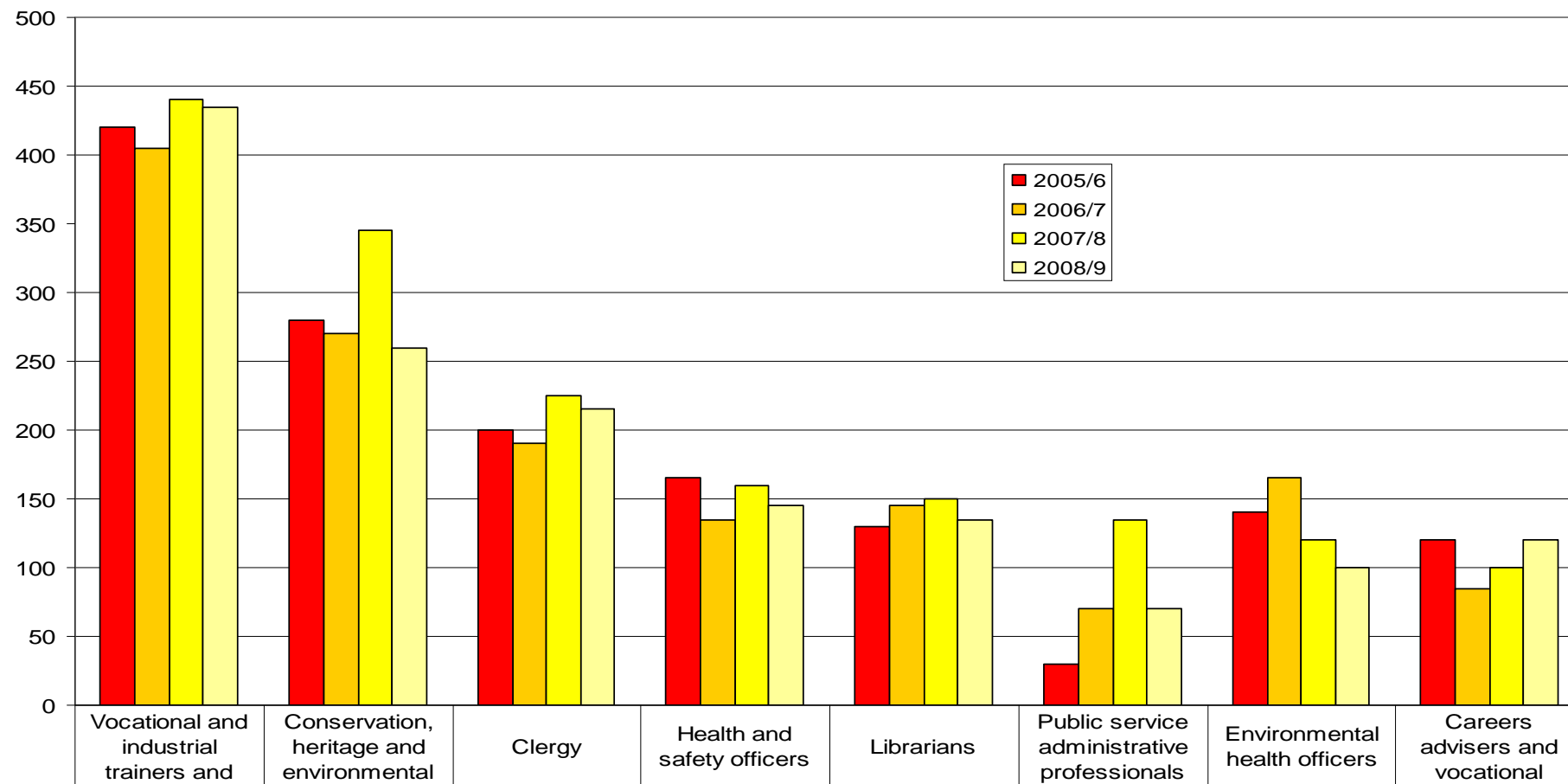


Graduate Destinations: where do Bankers come from?

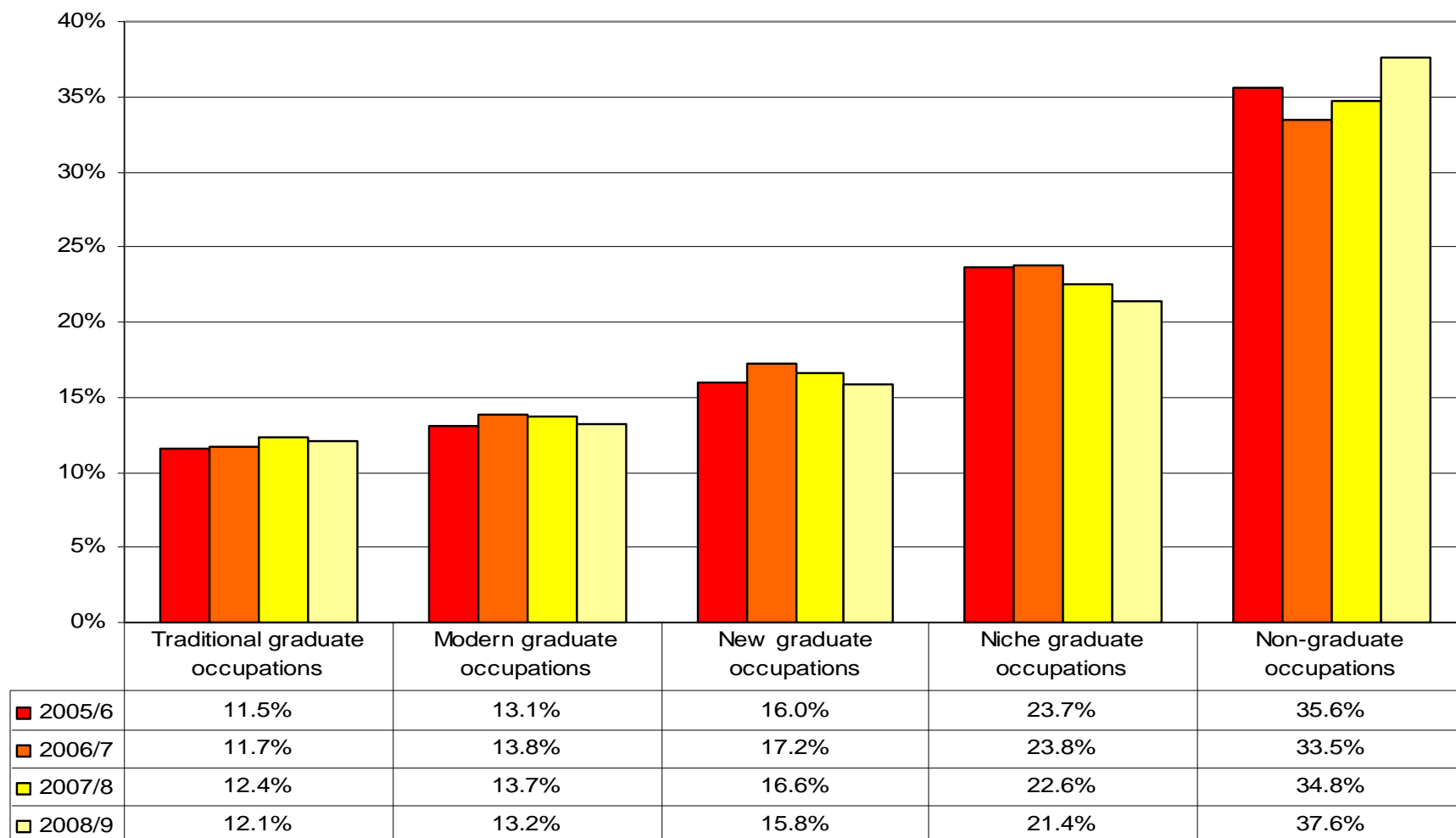
Jane Artess
Employability Conference
March 30th 2011

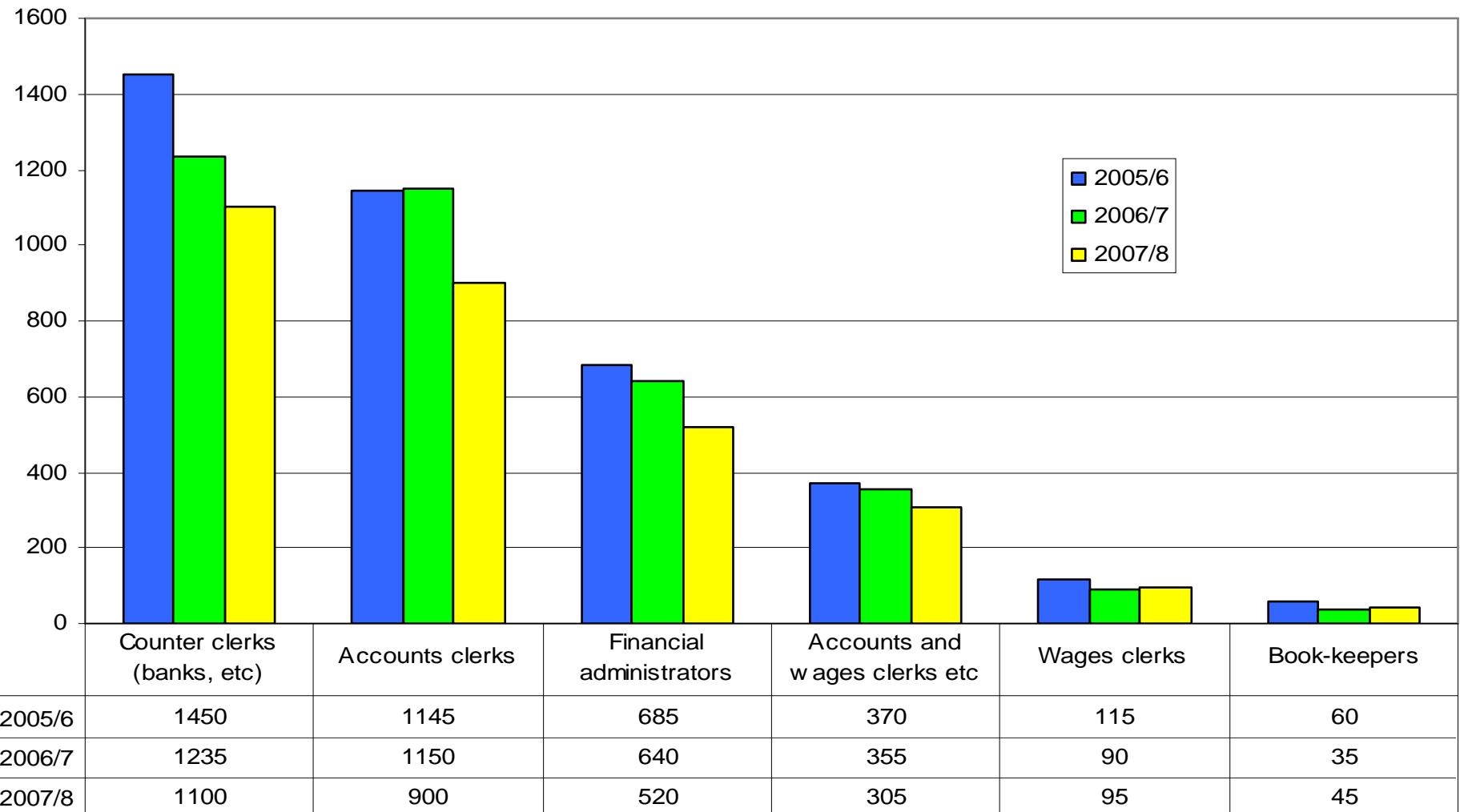
Graduate destinations in the UK

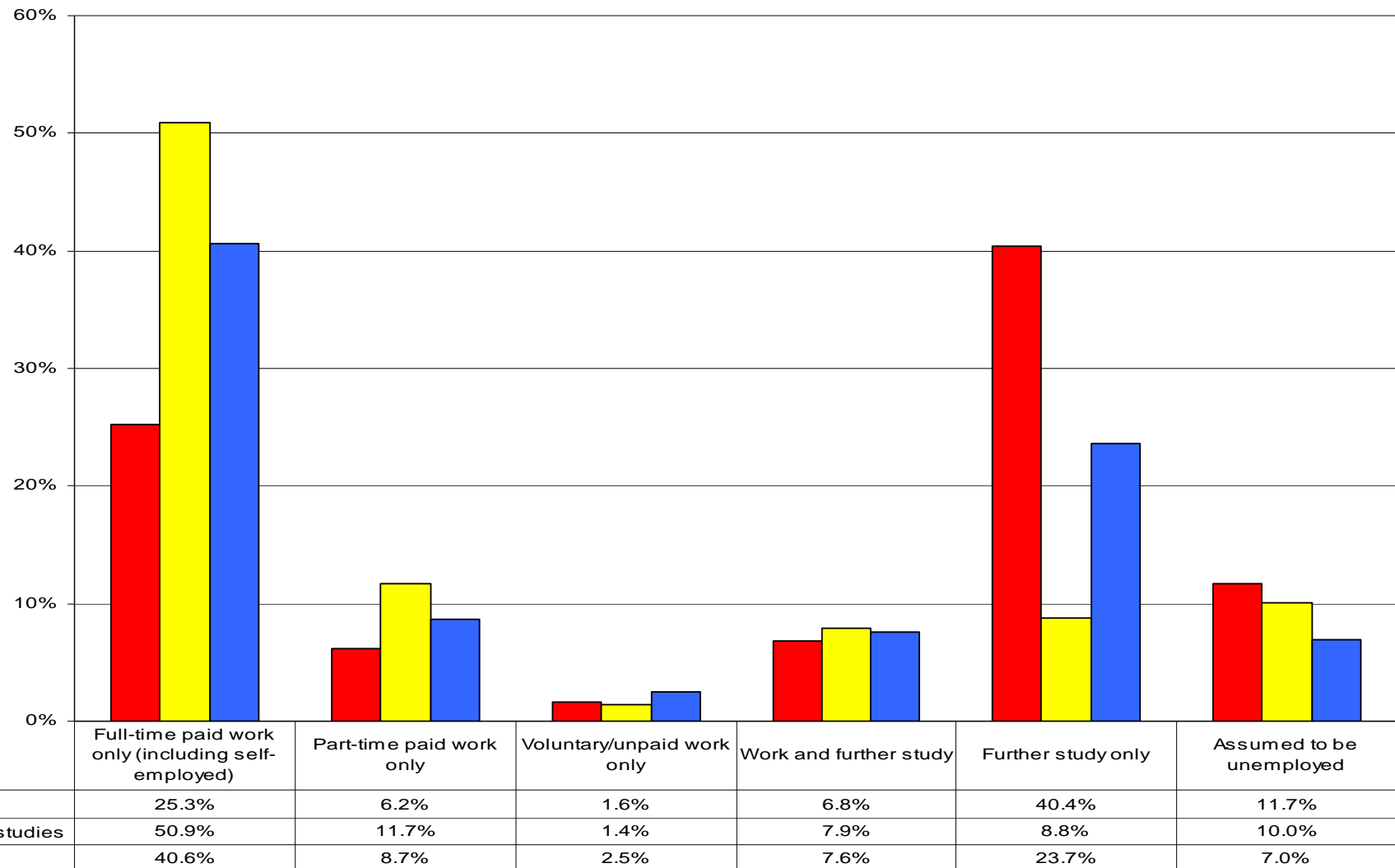
- Captured in the Destinations of Leavers from HE (DLHE) surveys at six and forty months following graduation.
- Data provides analysis of subject outcomes at depth.
- Top-line data reported in the annual [What Do Graduates Do?](#) publication.



	Vocational and industrial trainers and	Conservation, heritage and environmental	Clergy	Health and safety officers	Librarians	Public service administrative professionals	Environmental health officers	Careers advisers and vocational
2005/6	420	280	200	165	130	30	140	120
2006/7	405	270	190	135	145	70	165	85
2007/8	440	345	225	160	150	135	120	100
2008/9	435	260	215	145	135	70	100	120








Making data intelligible

- Contextual information is very important
- Labour market information is historical
- Some applicants to HE choose courses with a clear career plan, others have very little idea (see Futuretrack 1 and 2) but two of three top reasons to undertake HE are employment-related

WHY WERE REAL PROSPECTS GRADUATES ATTRACTED TO THEIR CURRENT EMPLOYER (MAIN REASON)?




$$\text{destination} = \frac{\text{choice}}{\text{skills}} \times \frac{\text{opportunity}}{\text{constraints}}$$

Futuretrack 3 – working whilst in HE

- 47% had paid work in term time (three quarters had worked in vacations) – just 22% had not worked – especially in Scotland and N. Ireland
- More working undertaken in ‘lower tariff’ institutions and had doubled in ‘highest tariff’
- Mens’ working had increased from 9 to 13 hours per week; womens’ from 8 to 12 hours
- Men less worried about debt than women (expectation of higher earnings, perhaps?) and higher earnings expected associated with type of institution attended rather than gender or socio economic group

Employability and Career Progression

- view of transition as stages can be misleading
- widespread use of informal guidance
- need to see transition into career as a process of learning

(Bowman et al, 2006)



Transition into employment as a learning process - “careership” which comprises the interaction of :

- disposition
- interaction with the field
- on-going development/change, plus
- the actions of others

Conceptions of “learning” ?

- acquisition
- participation
- construction
- participation + construction = becoming employed/employable

“ It was not only that people learned how to do whatever job they were aiming at. They also learned to construct their own employability. Rather than acquiring general core employability skills, this entailed getting to know the ways into particular, targeted arenas of employment, such as interpreting. It entailed developing and increasing their social and cultural capital in relation to the targeted field. For many if not all, this also entailed learning more about themselves – about their existing dispositions and abilities, and about what sort of person they wanted to become. For those who were successful, this also entailed a growing self-confidence, sometimes arising out of periods of adversity. For some, it entailed learning to become someone significantly different from the person they had originally thought they wanted to be.”

(Bowman, 2006 page 97)





Thank you for listening

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