

Graduate wellbeing recorded in the Graduate Outcomes survey

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Summary

1. This report summarises the wellbeing of graduates as reported in the Graduate Outcomes survey, which graduates have responded to 15 months after completing their higher education course. We consider how responses differ by age, disability, ethnicity, sex and subject of study, as well as where the graduate was domiciled at the start of their study and what they considered their main activity to be at the time they responded to the survey. All findings are based on the proportion of graduates scoring 'very high' for life satisfaction, feeling the things done in life are worthwhile and happiness, and the proportion of graduates scoring 'very low' for anxiety.
2. The survey's findings were as follows:
 - Graduates rated their life satisfaction and happiness less highly than the general population.
 - Graduates were more anxious than the general population, with those who had previously studied full-time reporting the most anxiety.
 - Out of all graduates, those who were unemployed were the least satisfied with their life, had the lowest level of feeling that the things they do in life are worthwhile, and were the least happy. Those who were unemployed were also the most anxious.
 - In general, older graduates were more likely to score highly for life satisfaction, the feeling that things done in life are worthwhile and happiness than younger ones.
 - Those graduates who had reported a mental health condition during their studies were more anxious than those who had not.
 - Female graduates reported higher life satisfaction, the feeling that things done in life are worthwhile and happiness than men, although women were more anxious.

Personal wellbeing recorded in the Graduate Outcomes survey

3. The Graduate Outcomes survey seeks to understand the outcomes and destinations of graduates roughly 15 months after the completion of a higher education course. Students completing any level of higher education are eligible to respond.
4. The survey was run for the first time for students who graduated in the academic year 2017-18. The Graduate Outcomes survey has replaced two previous surveys – the Destination of Leavers from Higher Education survey, which was completed roughly six months after graduation, and the Longitudinal Destination of Leavers from Higher Education survey, which was completed roughly 40 months after graduation.
5. The survey asks a range of questions, including about the current activity graduates are undertaking, whether they think they are on track in their career and their personal wellbeing¹. The personal wellbeing questions had also been included on the last Longitudinal Destination of Leavers from Higher Education survey.
6. The Office for National Statistics (ONS) has used these wellbeing questions as part of its Annual Population Survey since 2011. These questions gained National Statistics status in 2014 and have undergone rigorous testing to ensure their validity². These wellbeing questions are often referred to as the 'ONS4'.
7. Survey respondents are asked to respond to the questions on a scale from 0 to 10, where 0 is 'not at all' and 10 is 'completely'. The questions are:
 - 'Overall, how satisfied are you with your life nowadays?' ('life satisfaction')
 - 'Overall, to what extent do you feel the things you do in your life are worthwhile?' ('worthwhile')
 - 'Overall, how happy did you feel yesterday?' ('happiness')
 - 'Overall, how anxious did you feel yesterday?' ('anxiety').
8. As these questions measure distinct aspects of personal wellbeing it is not appropriate to combine them to give a single score or measure.
9. Following the Government Statistical Service harmonisation guidance and principles for personal wellbeing³, scores are grouped for reporting the data as shown in Tables 1 and 2.

¹ For a full list of questions, see <https://www.hesa.ac.uk/innovation/outcomes/survey>.

² For reports exploring the cognitive testing of these questions and further quantitative testing, see Question 8 of the ONS's 'Personal well-being frequently asked questions' pages: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/personalwellbeingfrequentlyaskedquestions>.

³ See <https://gss.civilservice.gov.uk/policy-store/personal-well-being/>.

Table 1: Scores and groupings for life satisfaction, feeling the things done in life are worthwhile and happiness

Response on 11-point scale	Group
0 to 4	Low
5 to 6	Medium
7 to 8	High
9 to 10	Very high

Table 2: Scores and groupings for anxiety

Response on 11-point scale	Group
0 to 1	Very low
2 to 3	Low
4 to 5	Medium
6 to 10	High

10. To be consistent with how the ONS reports the results for personal wellbeing as part of its wellbeing dashboard, these findings show the proportions for those reporting very high for three of the wellbeing questions: life satisfaction, feeling the things done in life are worthwhile and happiness. For the question on anxiety, the proportion reporting very low is shown.
11. Results are displayed for respondents to the survey from English providers only, and are given for four distinct groups:
- full-time undergraduates
 - part-time undergraduates
 - full-time postgraduates
 - part-time postgraduates.

Throughout this document these groups are referred to as ‘the four graduate groups’.

12. All groups responded to the survey 15 months after completing their undergraduate or postgraduate courses. Data is only included for graduates who completed at least one of the four wellbeing questions. For these four groups we have analysed how the proportions vary depending on whether they were domiciled in the UK immediately prior to their studies or were EU or international students. We have also carried out further analysis for those who were UK-domiciled and considered how these proportions differ by their main activity being undertaken at the time of the survey, their various personal characteristics and the subject they studied.
13. Alongside this publication, a download is available containing the counts of graduates and percentages for all the activity, student and study characteristics discussed.

Domicile

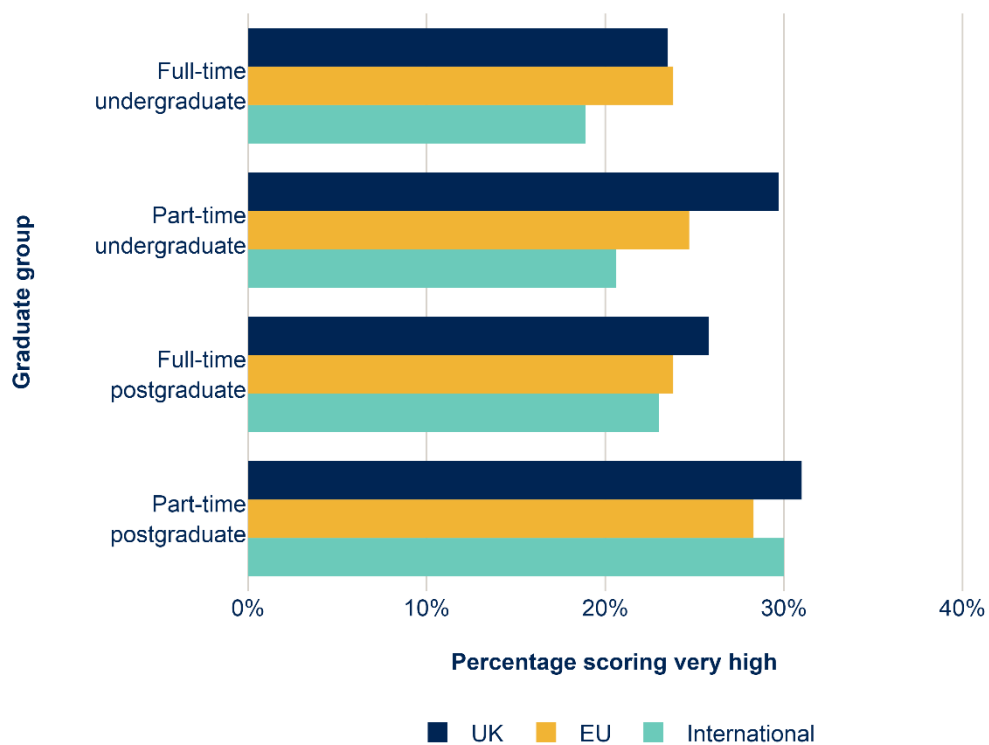
14. We have considered the proportion of graduates scoring very high (or very low for anxiety) across the four graduate groups by domicile. This allows us to gain an understanding of whether personal wellbeing differs between those who were domiciled in the UK, the EU and elsewhere immediately prior to their studies.

Table 3: Number of respondents by domicile, level and mode of study

Domicile at start of study	Level of study	Mode of study	Number of graduates who answered all four wellbeing questions
UK	Undergraduate	Full-time	139,525
UK	Undergraduate	Part-time	17,255
UK	Postgraduate	Full-time	35,750
UK	Postgraduate	Part-time	20,385
EU	Undergraduate	Full-time	7,895
EU	Undergraduate	Part-time	215
EU	Postgraduate	Full-time	7,160
EU	Postgraduate	Part-time	940
International	Undergraduate	Full-time	13,380
International	Undergraduate	Part-time	285
International	Postgraduate	Full-time	18,345
International	Postgraduate	Part-time	1,410

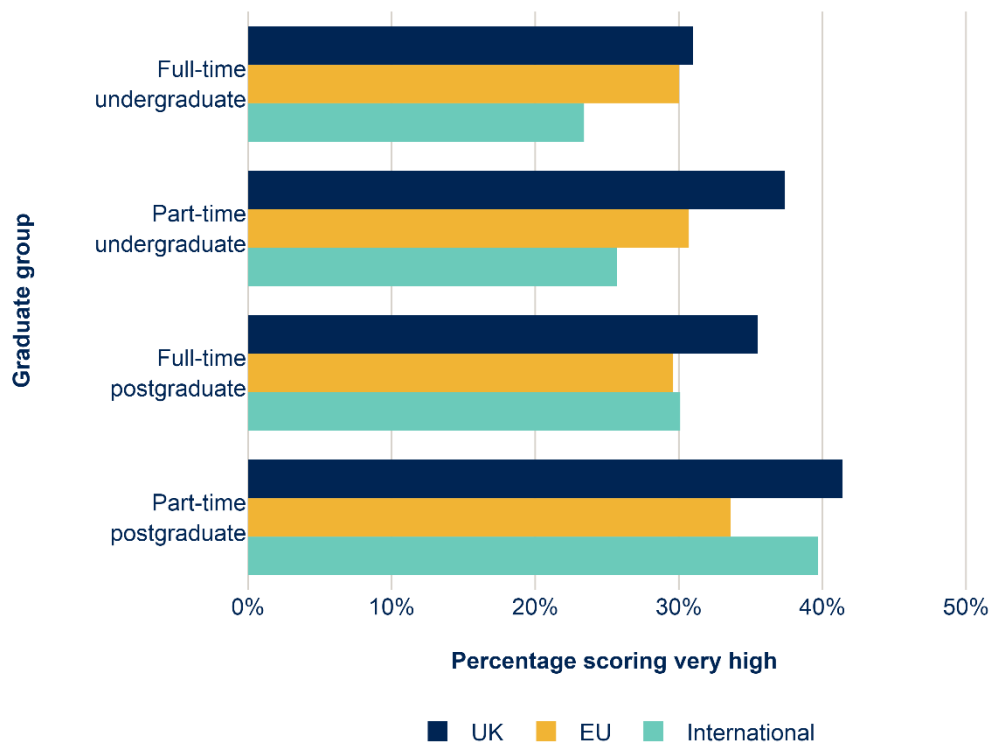
15. Table 3 shows the number of respondents to the survey who answered all four personal wellbeing questions across the four graduate groups, for those who were UK-domiciled at the start of their studies and also for those who were EU or international students. It should be noted that the numbers in the part-time groups at both levels for EU and international students are particularly small.

Figure 1: Percentage by domicile of graduates scoring very high life satisfaction



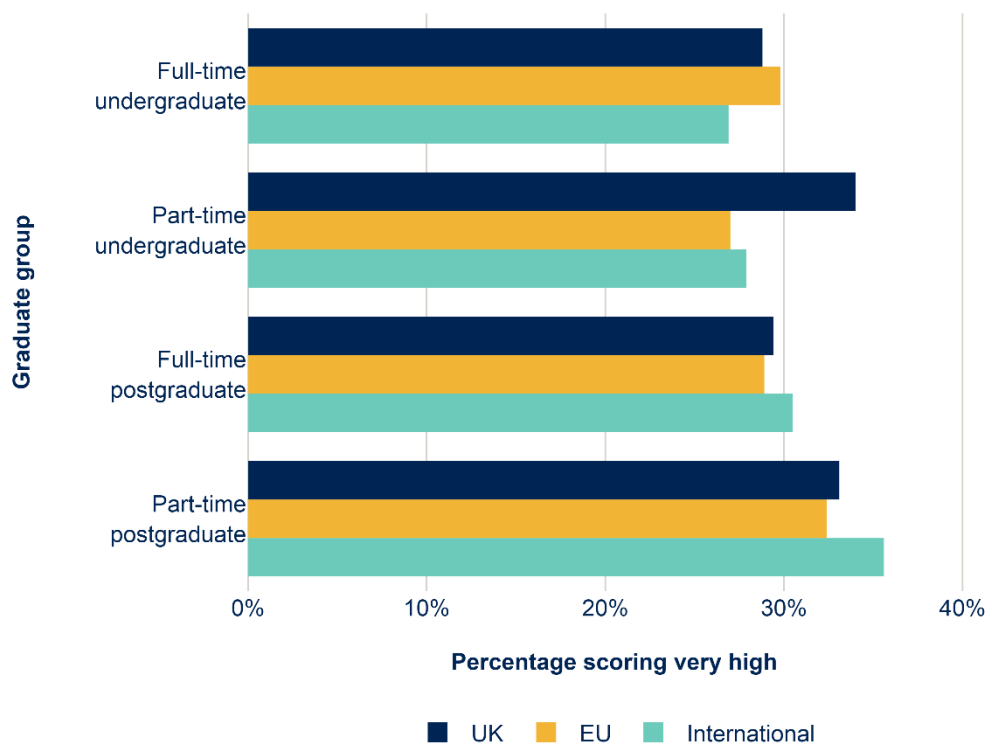
16. Figure 1 shows that the percentage of graduates scoring very high for life satisfaction differs across the domiciles. For all except full-time undergraduate, those who were UK-domiciled had the highest proportion scoring very high; while those who were international students had the lowest for all except in the part-time postgraduate group.

Figure 2: Percentage by domicile of graduates scoring very high for feeling the things done in life are worthwhile



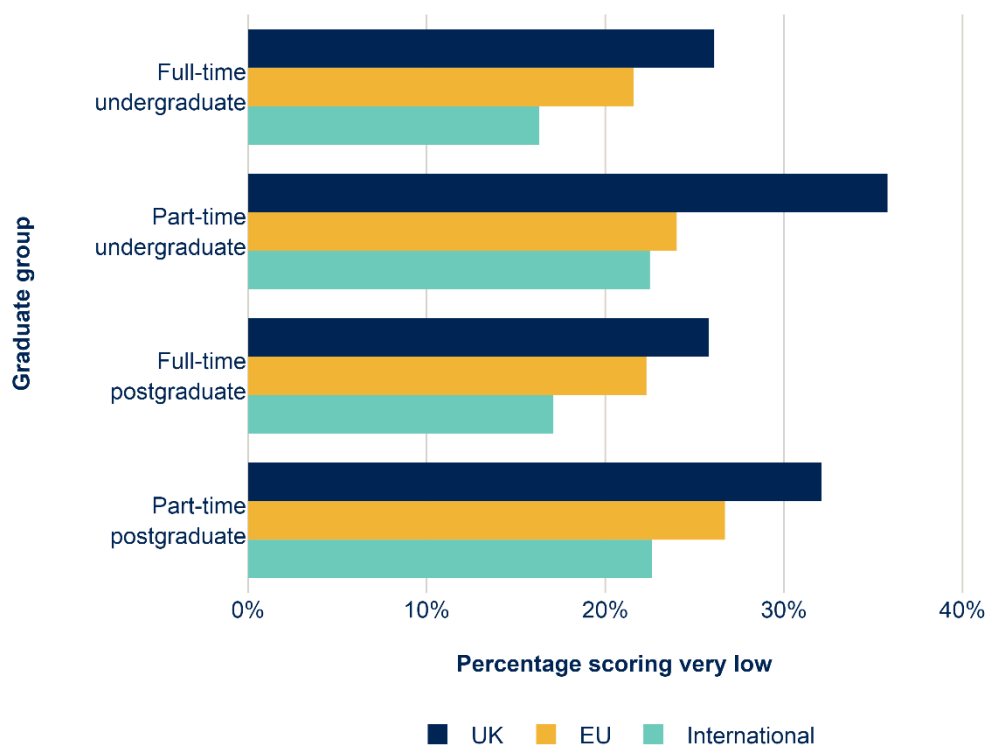
17. Similarly, regarding life satisfaction, Figure 2 shows that those who were UK-domiciled at the start of their studies had the highest proportion scoring very high for feeling that things done in life are worthwhile across all four graduate groups. In both undergraduate groups, international students were the least likely to score very high, although this was not the case for those completing postgraduate courses.

Figure 3: Percentage by domicile of graduates scoring very high happiness



18. Figure 3 shows that there is no clear pattern of one domicile having either the highest or lowest proportion scoring very high for happiness across the four graduate groups.

Figure 4: Percentage by domicile of graduates scoring very low anxiety



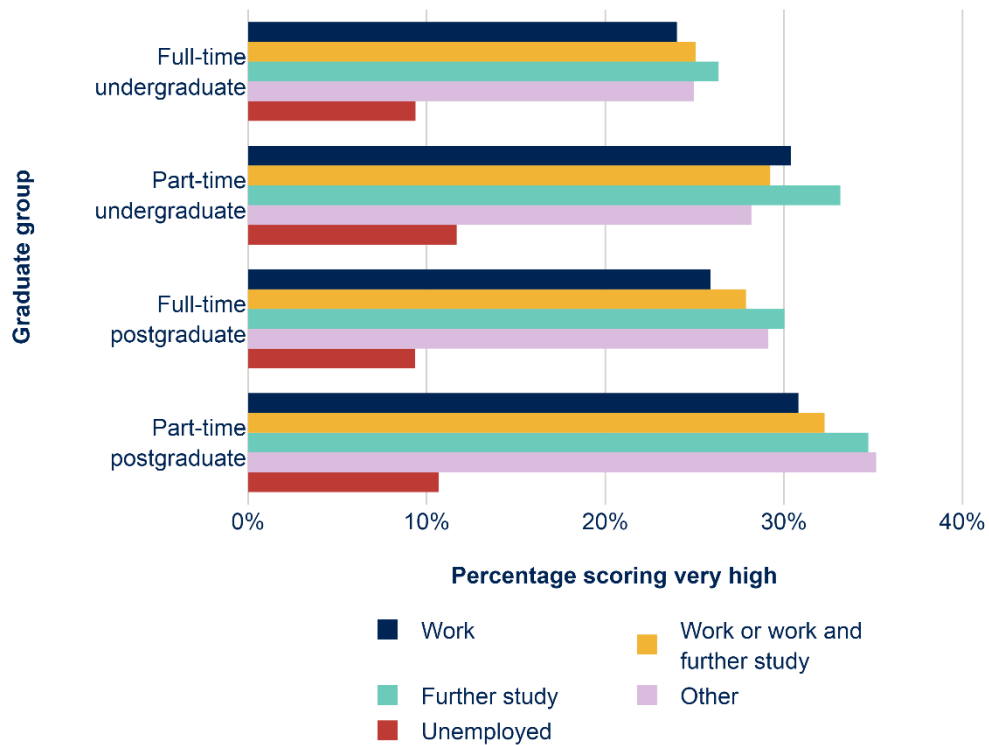
19. The distinct pattern seen between the domiciles for life satisfaction and feeling the things done in life are worthwhile can also be seen for anxiety (Figure 4), although in contrast we are looking at the proportions scoring very low, rather than very high. In all groups, UK-domiciled students were the most likely to score very low, followed by EU then international students. This is most pronounced in the part-time undergraduate group, where 35.8 per cent of those who were UK-domiciled scored very low, compared with 24.0 per cent of EU students and 22.5 per cent of international students.
20. Since the wellbeing scores clearly differ across the domicile groups, we do not report on the three domicile groups combined. Instead, all statistics that follow are for only those graduates who were UK-domiciled at the start of their studies, as this group makes up by far the largest share of all respondents. The numbers of UK-domiciled students who responded to the wellbeing questions are as follows:
- 231,000 responded to the life satisfaction question
 - 218,990 responded to the worthwhile question
 - 217,120 responded to the happiness question
 - 215,120 responded to the anxiety question.

Wellbeing for graduates undertaking different activities

21. As part of the Graduate Outcomes survey, respondents are asked about the main activities they are currently undertaking. Here, we report the activity identified as the 'most important' by the respondent⁴, unless they were undertaking both employment and further study, in which case they are recorded as being in 'work and further study'. Where the most important activity at the time of recording was unemployment but the respondent is due to start work or further study, they are identified separately. It should be noted that, as Graduate Outcomes is a new survey, analytical standards are still being developed and therefore our approach to reporting a graduate's current activity may change.
22. There are 11 different activities. Tables A1 to A3 in Annex A show the percentages scoring very high for life satisfaction, feeling the things done in life are worthwhile and happiness across the four graduate groups split by activity. Similarly, Table A4 shows the percentages scoring very low for anxiety across the four graduate groups split by activity. For the charts in this section, these 11 different activities have been grouped into five in order to make them clearer.
23. All the data referred to in this section relates to graduates who were UK-domiciled at the start of their higher education course.

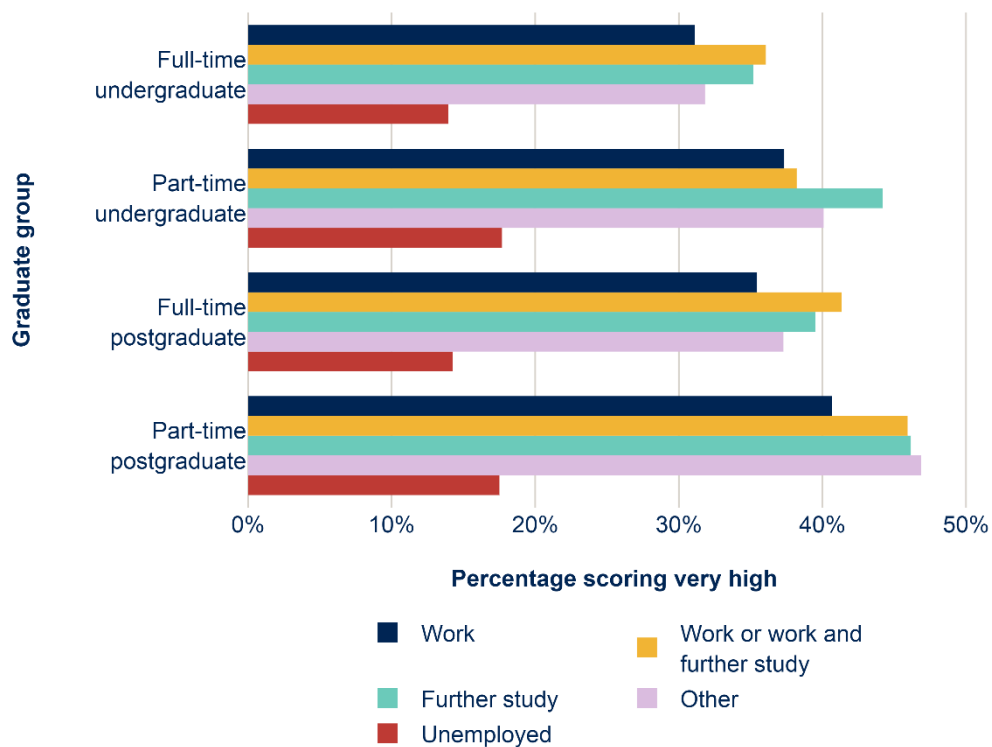
⁴ The Higher Education Statistics Agency derived field XACTIVITY is used. See <https://www.hesa.ac.uk/collection/c17072/derived/xactivity>.

Figure 5: Percentage of graduates scoring very high for life satisfaction by activity being undertaken at the point of responding to the survey



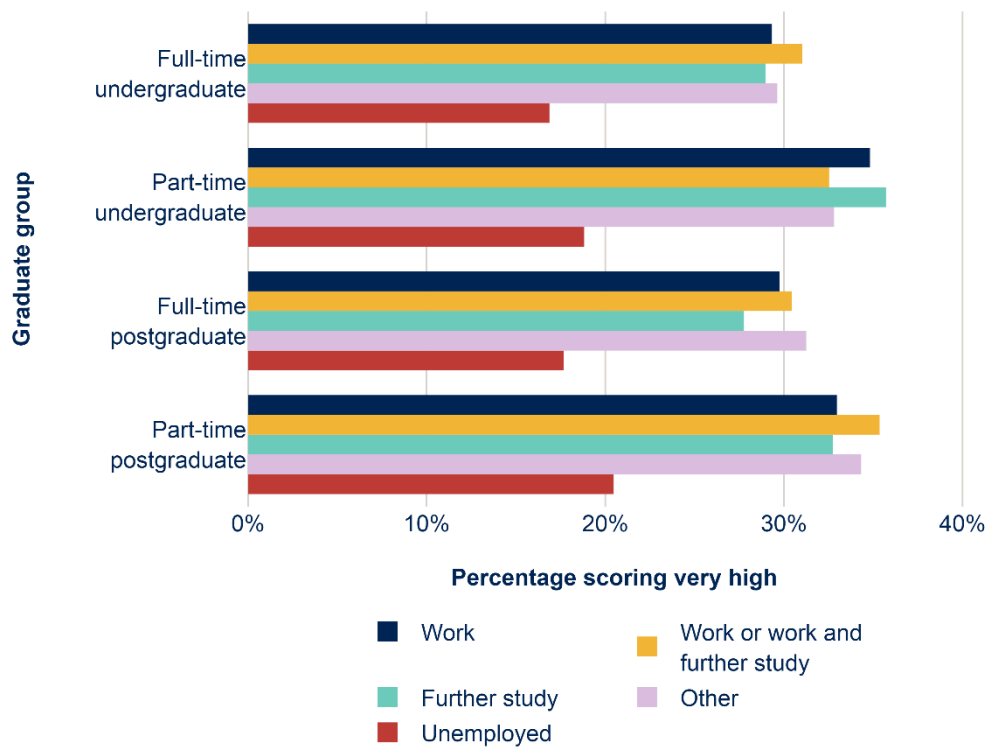
24. Figure 5 shows that across all four graduate groups, those who were unemployed had the smallest percentages of those scoring very high for life satisfaction, significantly below the other activities. Apart from the part-time postgraduate group, those who were studying had the highest percentages scoring very high for life satisfaction.

Figure 6: Percentage of graduates scoring very high for feeling the things done in life are worthwhile by activity being undertaken at the point of responding to the survey



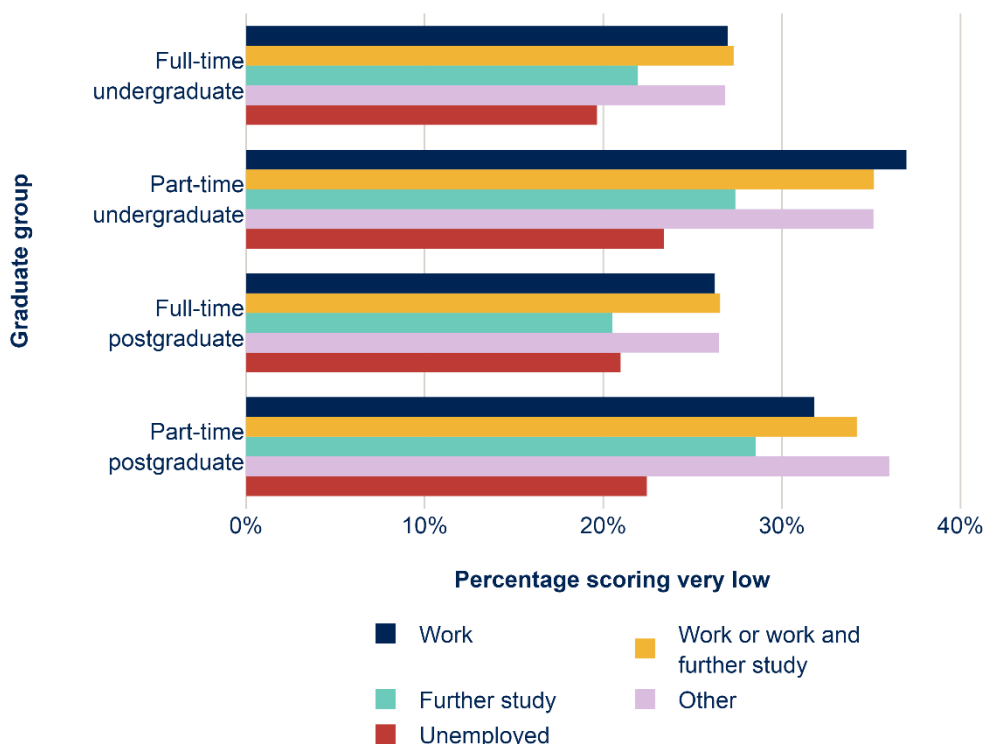
25. The patterns for graduates scoring very high for feeling the things done in life are worthwhile follow those seen in life satisfaction. This is shown in Figure 6. Again, those who were unemployed had the smallest percentages of those scoring very high. Those who were either studying or both working and studying had the highest percentages in the full-time undergraduate and full-time postgraduate groups. In the part-time undergraduate group, those in further study had the highest percentages, while for part-time postgraduates, the highest percentage was for those doing some other activity.

Figure 7: Percentage of graduates scoring very high for happiness by activity being undertaken at the point of responding to the survey



26. Again, the percentage of graduates scoring very high for happiness is the lowest for those who were unemployed, as shown in Figure 7. Slightly different from the previous two personal wellbeing measures, however, is the fact that those who were working have similarly high percentages to those who were studying or both working and studying.

Figure 8: Percentage of graduates scoring very low for anxiety by activity being undertaken at the point of responding to the survey



27. Figure 8 shows that across all graduate groups, those who were unemployed were the least likely to score very low for anxiety. In contrast to the other wellbeing measures, the percentages for those who were studying were also low, while those for graduates who were either working or both working and studying were the highest in most cases.

Comparison of wellbeing with the Annual Population Survey

28. To put the wellbeing figures for UK-domiciled students into context, they have been compared with those from the Office for National Statistics' Annual Population Survey (APS) for the year ending March 2019⁵. This period overlaps with when the first two Graduate Outcomes cohorts would have been surveyed.

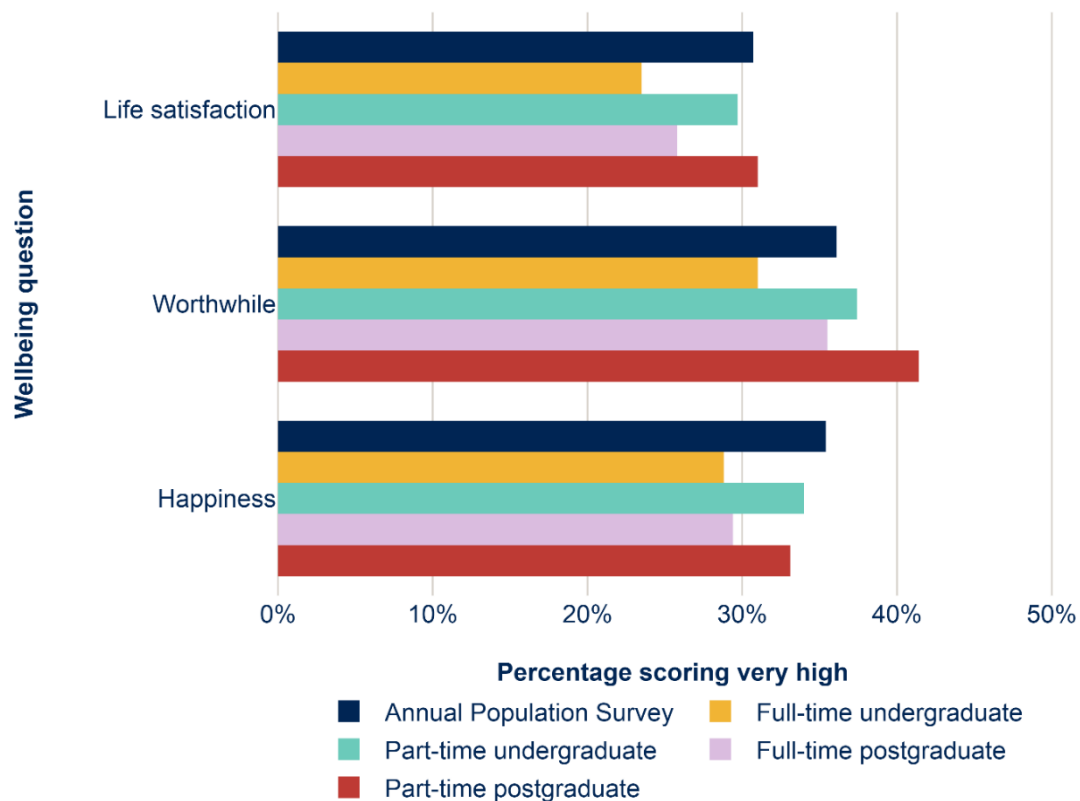
29. The APS surveys UK-domiciled people aged 16 and over. For this reason, it was judged inappropriate to compare the results of the EU and international student groups with the APS. As the APS population represents a slice of the general population, it will naturally include both non-graduates and graduates and therefore could potentially overlap with the Graduate Outcomes population in some cases.

30. It should not be assumed that any differences between the results for the graduates and the general population are due solely to the fact that the former consists entirely of graduates. Differences could be due to any number of factors, including the way in which the two surveys

⁵ See the April to March 2011 to 2019 (UK only) edition of this dataset <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/headlineestimatesofpersonalwellbeing>.

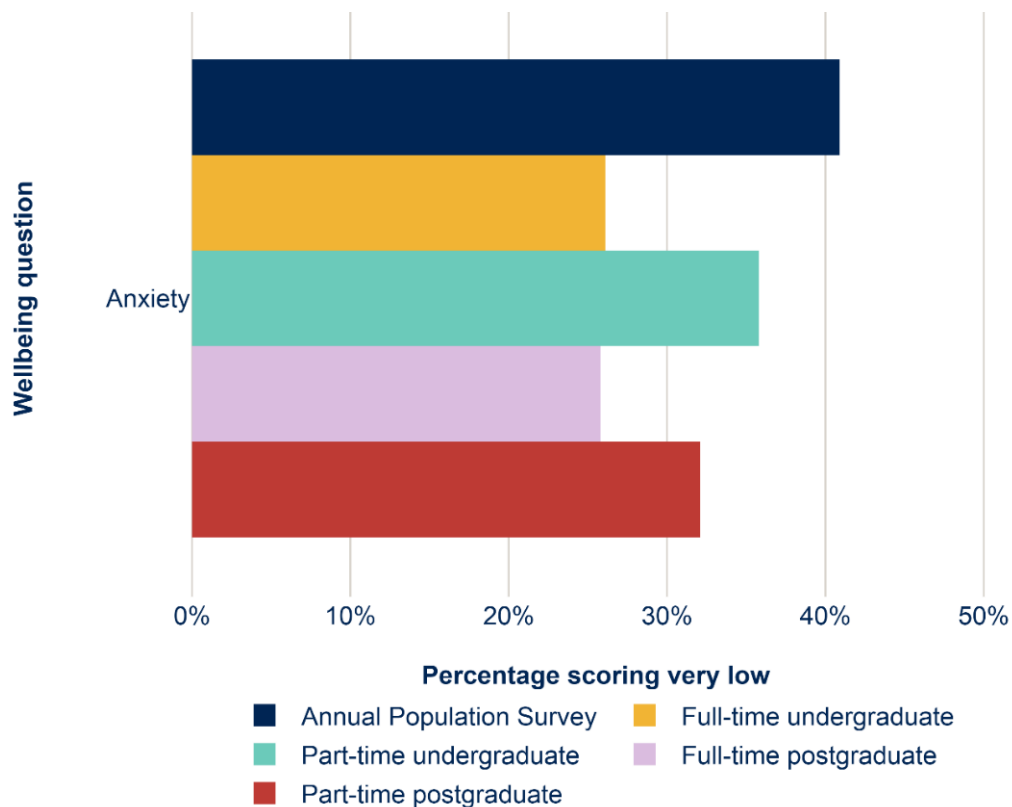
were collected, i.e. face to face, online or over the telephone, and also, the fact that the general population covers a broader age range.

Figure 9: Percentage of graduates scoring very high for life satisfaction, feeling the things done in life are worthwhile and happiness in comparison with the APS



31. Figure 9 shows that a lower proportion of full-time graduates scored very high for any of these three personal wellbeing questions than those who studied part-time at both undergraduate and postgraduate level.
32. For happiness, all graduate groups were less likely to score very high than the general population (as reported in the APS), while for life satisfaction this was true for all graduate groups apart from part-time postgraduates, who had a slightly higher percentage than the general population. For feeling that things done in life are worthwhile, those in the part-time undergraduate and postgraduate groups had a higher proportion scoring very high than the general population (37.4 per cent and 41.4 per cent respectively, compared with 36.1 per cent in the general population).

Figure 10: Proportion of graduates scoring very low for anxiety by mode and level of study in comparison with the APS



33. Figure 10 shows that the proportion scoring very low for anxiety is highest for the APS (40.9 per cent). Among respondents to the Graduate Outcomes survey, those who studied full-time were less likely to score very low than those who had studied part-time.

Personal wellbeing for different graduate groups

34. In this section, we consider responses to the life satisfaction, feeling that things done in life are worthwhile and happiness questions separately from the anxiety responses. We consider how responses differ by age, disability, ethnicity, sex and subject of study. It should be noted that, when looking at a particular characteristic, any differences seen between groups may not be solely related to that characteristic, but may also be related to one or more other characteristics that it correlates with.

35. All data included in this section is for graduates who were UK-domiciled at the start of their higher education course.

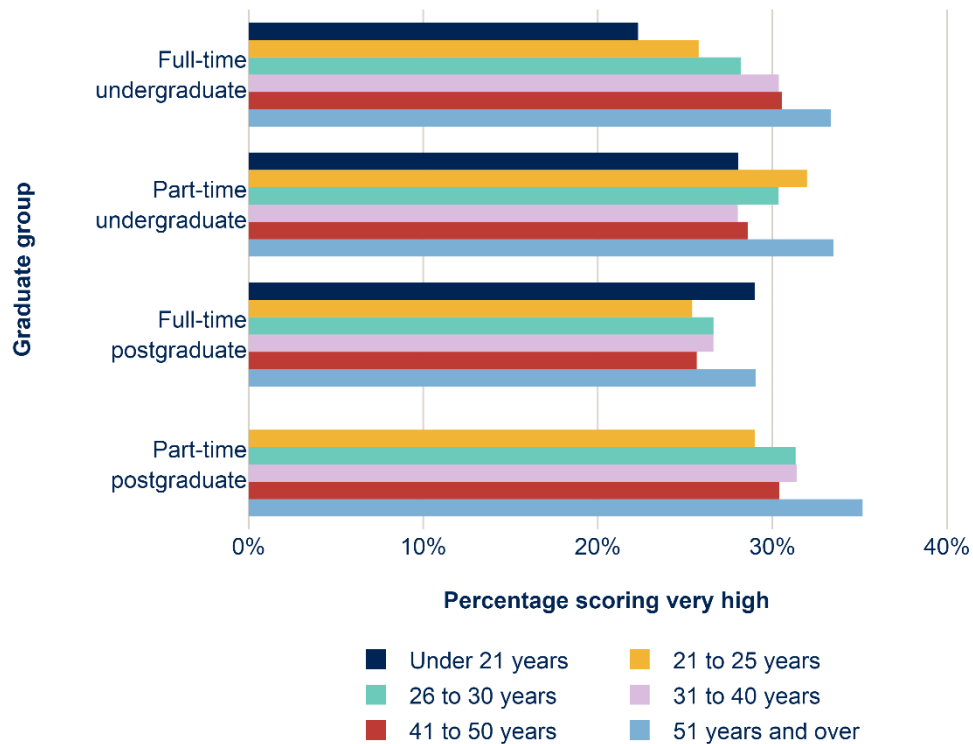
Life satisfaction, feeling the things done in life are worthwhile and happiness

36. The percentages shown in the charts in this section for these three personal wellbeing questions relate to those scoring very high. The higher the percentage for life satisfaction in a particular graduate group, for example, the more graduates in this group rate their life satisfaction to be very high. This is a positive outcome.

Age

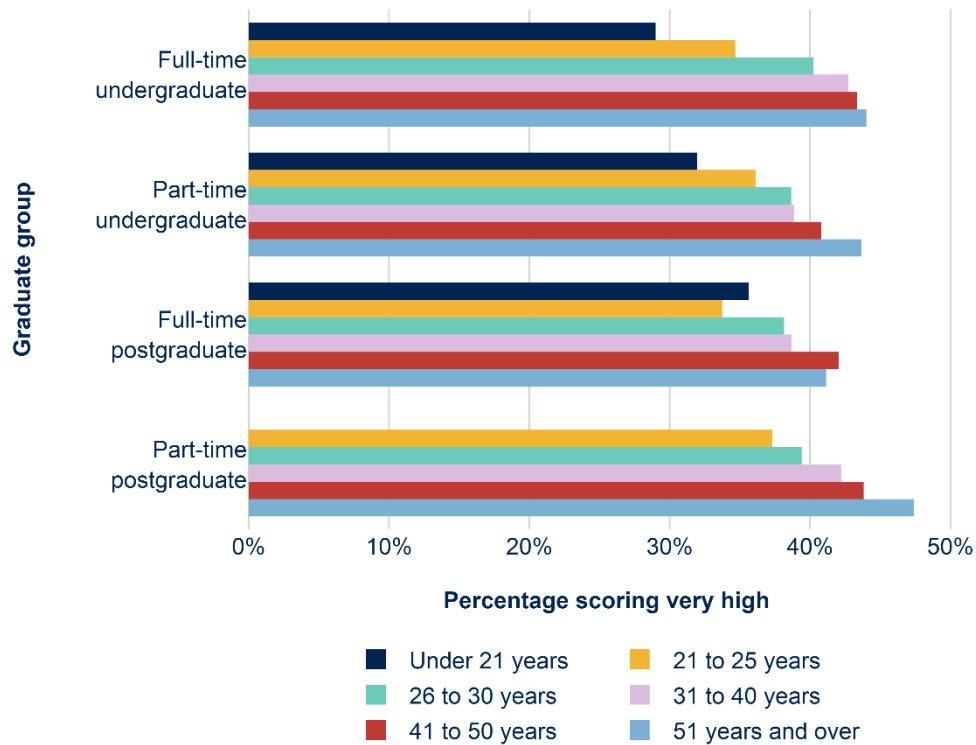
37. The age of the graduate is taken to be their age at the time of starting their course.

Figure 11: Percentage by age group of graduates scoring very high for life satisfaction



38. Figure 11 shows that, for undergraduates, those in the under 21 age group had the smallest percentages reporting very high for life satisfaction. In the full-time undergraduate group, the percentages increased with age, whereas in the part-time undergraduate group they fluctuated somewhat. For postgraduates, those who were 51 and over had the highest percentages, although there was little variation across the age bands.

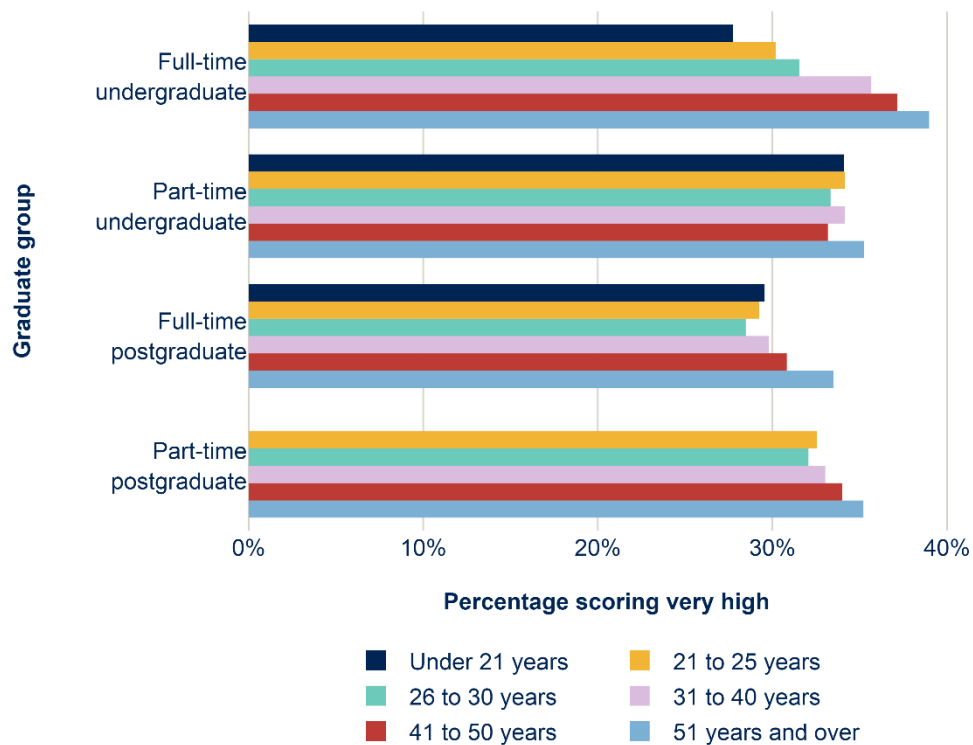
Figure 12: Percentage by age group of graduates scoring very high for feeling the things done in life are worthwhile



Note: Data not included for part-time postgraduates aged under 21 as numbers are small.

39. Figure 12 shows that graduates in the under 21 age group generally had the smallest percentages reporting very high agreement for feeling that the things they do in life are worthwhile, with the percentages tending to steadily increase with age.

Figure 13: Percentage by age group of graduates scoring very high for happiness

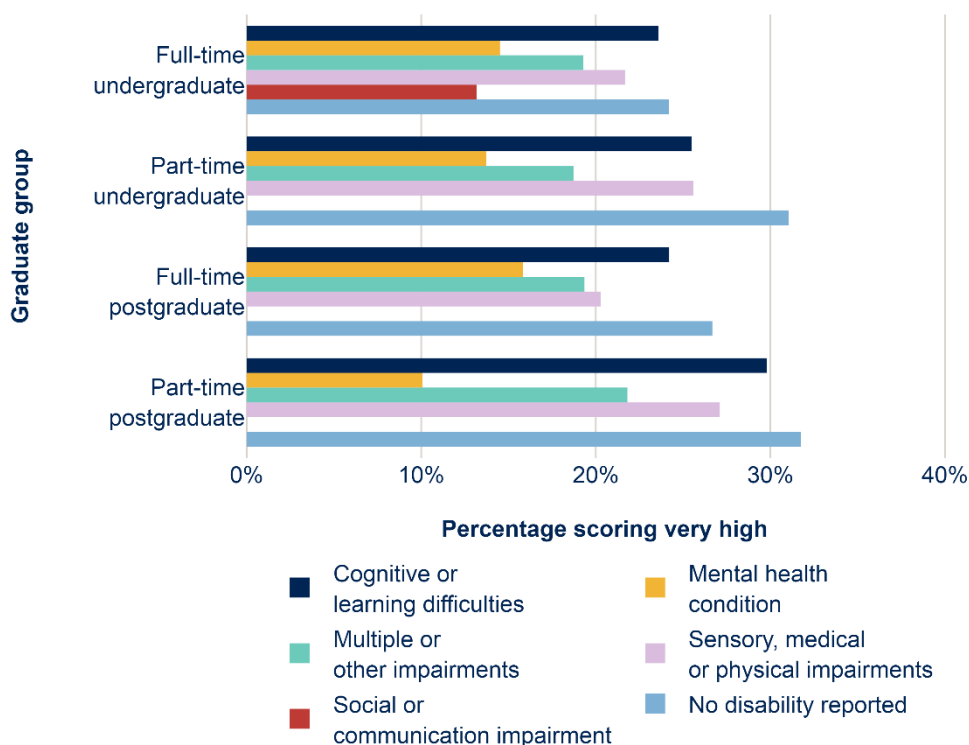


40. In the full-time undergraduate group, the under 21 age group has the lowest percentage scoring very high for happiness and the percentages gradually increase with age. This can be seen in Figure 13. In the other three graduate groups there is little variation in the percentage between the age groups.

Disability

41. Disability information is taken from the student record and so reflects the disability status of the individual reported in their final year of study.

Figure 14: Percentage by disability type of graduates scoring very high life satisfaction

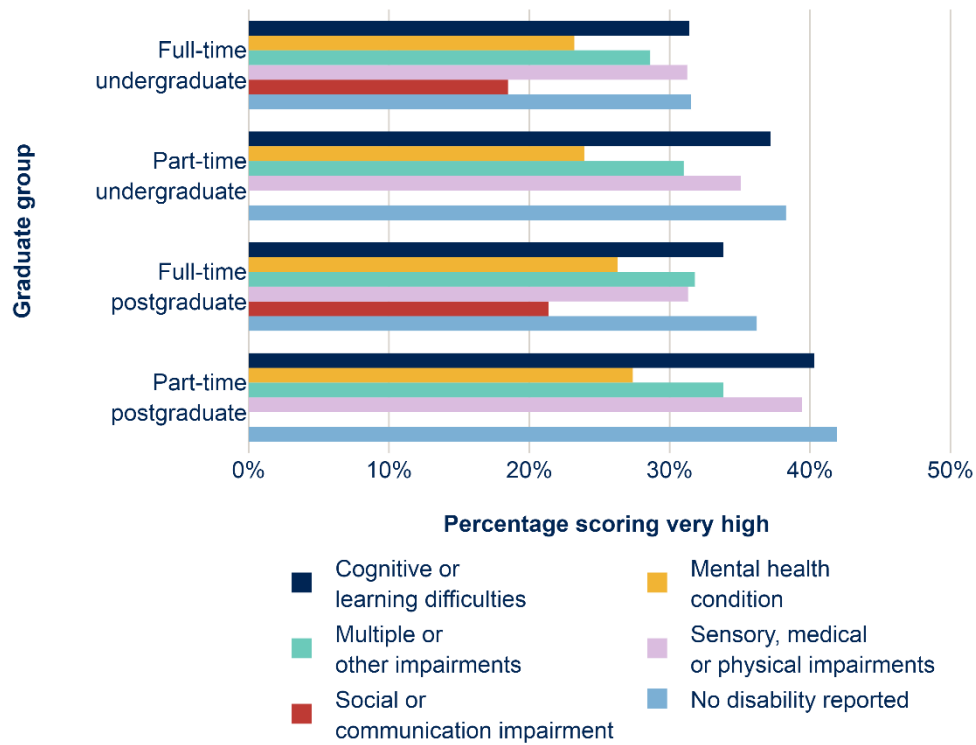


Note: Where bars are missing, data has been suppressed as numbers are small.

42. Figure 14 shows that the percentage of those scoring very high life satisfaction is consistently lower among those reporting a disability than for those with no disability reported. Students with either a mental health condition or a social or communication impairment have the smallest percentages of very high life satisfaction, which are all much lower than the percentages for those students with no disability reported. In the full-time undergraduate group, 24.2 per cent of those with no disability reported score very high for life satisfaction, compared with 14.5 per cent of those with a mental health condition and 13.2 per cent of those with social or communication impairments.

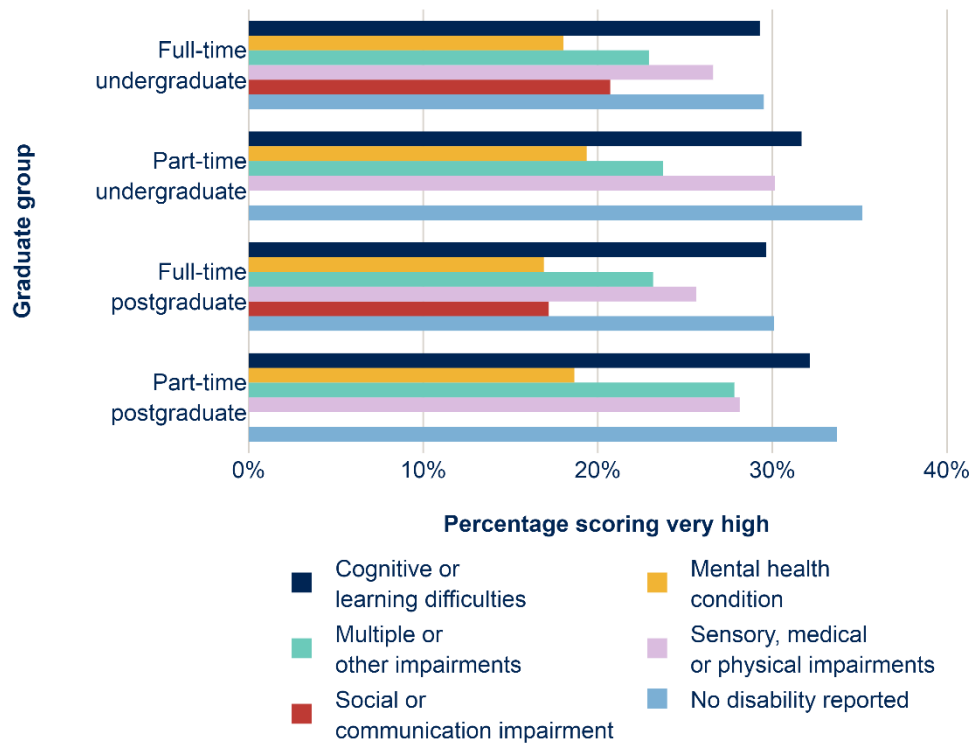
43. Only students with cognitive or learning difficulties appear to buck this trend. In the full-time undergraduate group, for instance, there is only a 0.6 percentage point difference between those with no disability reported scoring very high life satisfaction (24.2 per cent) and those reporting this type of disability (23.6 per cent).

Figure 15: Percentage by disability type of graduates scoring very high for feeling the things done in life are worthwhile



44. There are similarly large differences in the percentages for very high feelings that the things done in life are worthwhile. Figure 15 shows that the percentages among those reporting a disability are all below the percentages for those with no disability reported, apart from in the group with cognitive or learning difficulties, where they are similar across all graduate groups.

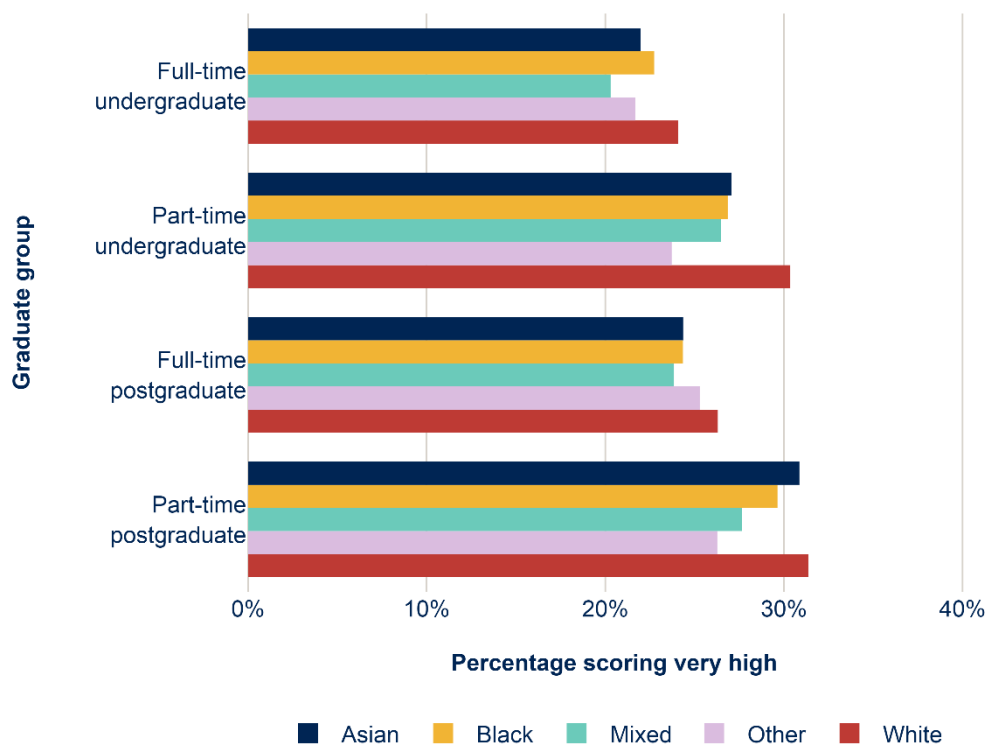
Figure 16: Percentage by disability type of graduates scoring very high for happiness



45. Figure 16 shows that the patterns for those reporting very high for happiness are similar to those for the previous two personal wellbeing questions. Those graduates with a mental health condition consistently have the lowest percentages.

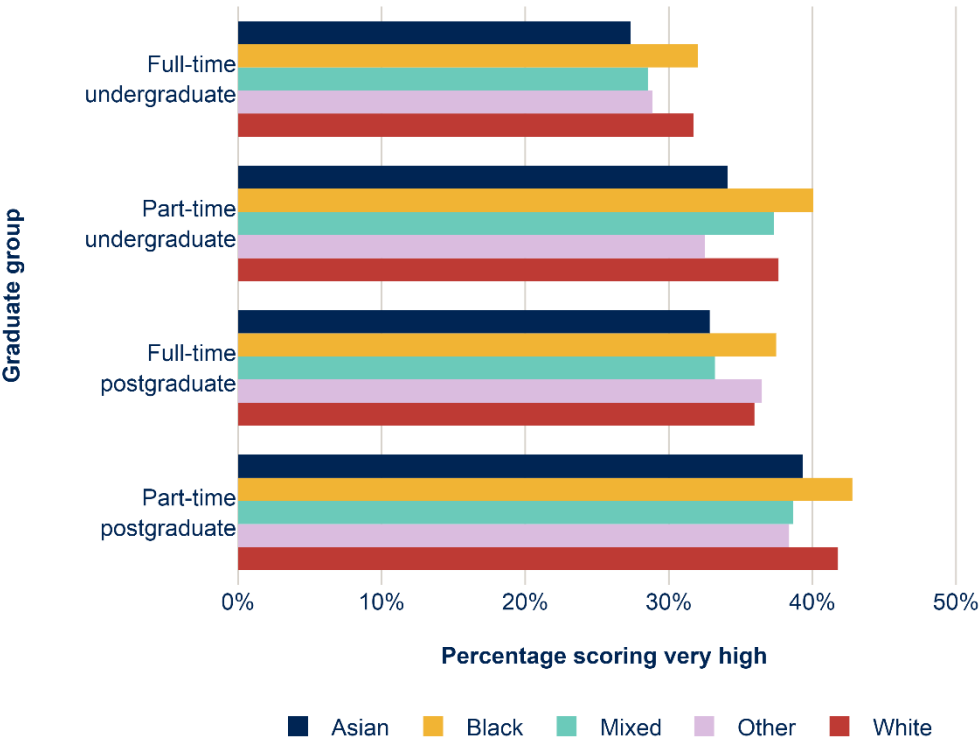
Ethnicity

Figure 17: Percentage by ethnic group of graduates scoring very high for life satisfaction



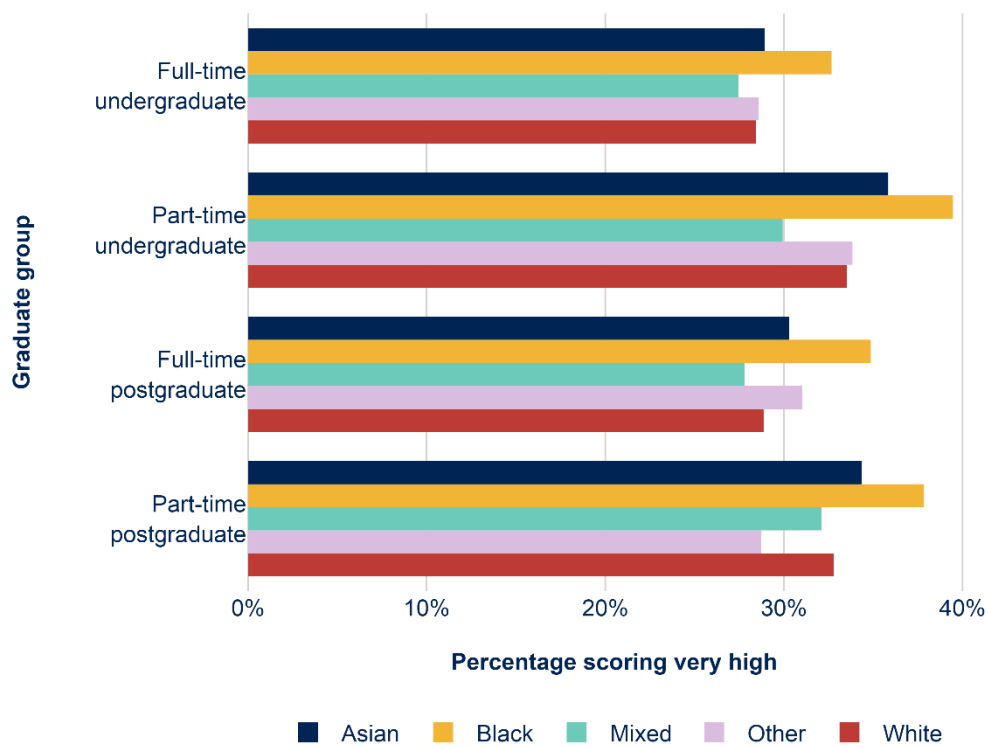
46. The percentages for those reporting very high life satisfaction are greatest for white graduates compared with those of other ethnic groups (Figure 17). Graduates of mixed or other ethnicity tend to have the smallest percentages, although even the greatest difference is less than seven percentage points lower than that for white graduates. The percentages for Asian and black graduates tend to be very similar.

Figure 18: Percentage by ethnic group of graduates scoring very high for feeling the things done in life are worthwhile



47. Figure 18 shows that the pattern for graduates scoring very high for feeling that the things done in life are worthwhile is not the same as that seen in life satisfaction. Here, the percentages for black graduates are the highest of all ethnicities across the four graduate groups, slightly higher than those for white graduates and significantly higher than those for Asian graduates.

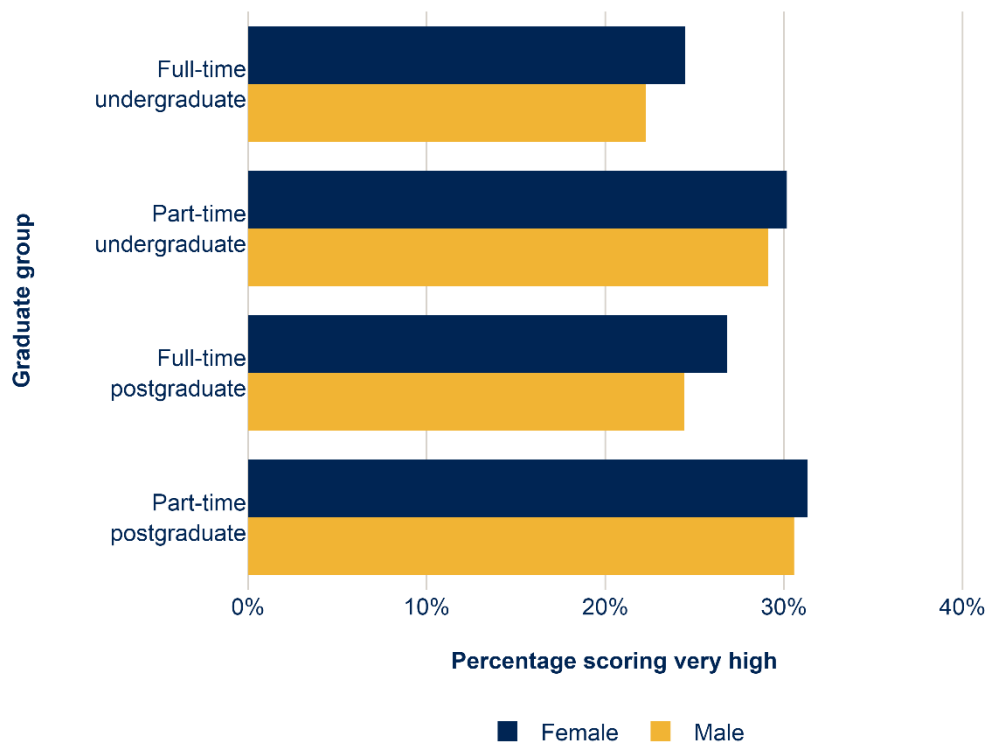
Figure 19: Percentage by ethnic group of graduates scoring very high happiness



48. The percentage scoring very high for happiness is the greatest for black graduates across all four graduate groups, as can be seen in Figure 19. The percentages for Asian graduates are consistently the second highest and are always above the percentages for white graduates.

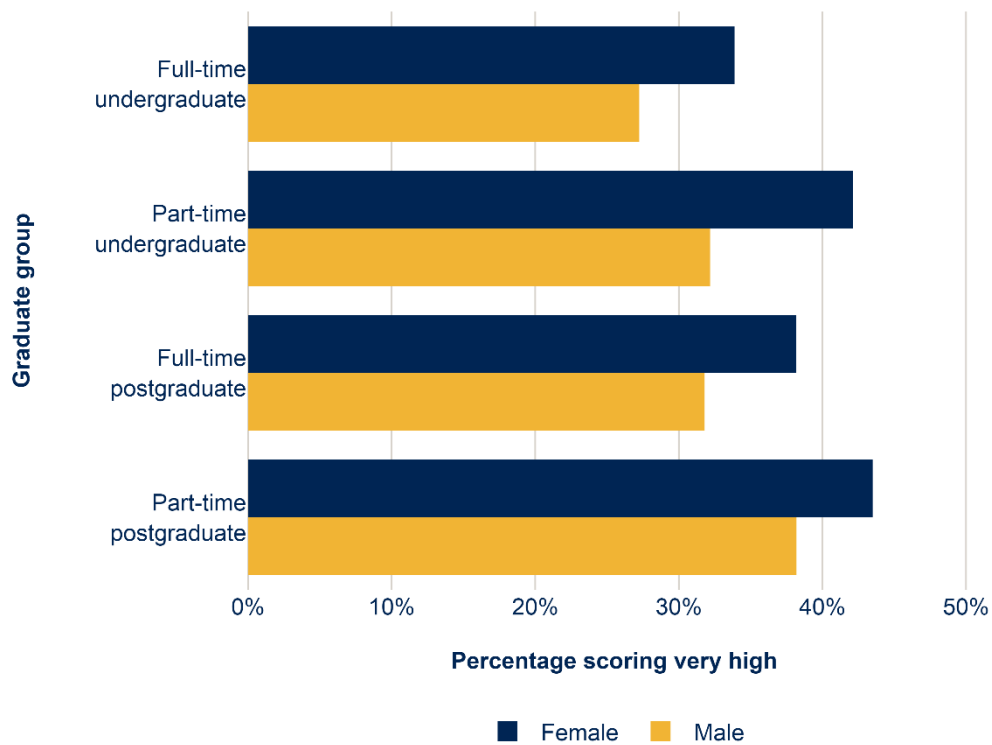
Sex

Figure 20: Percentage by sex of graduates scoring very high life satisfaction



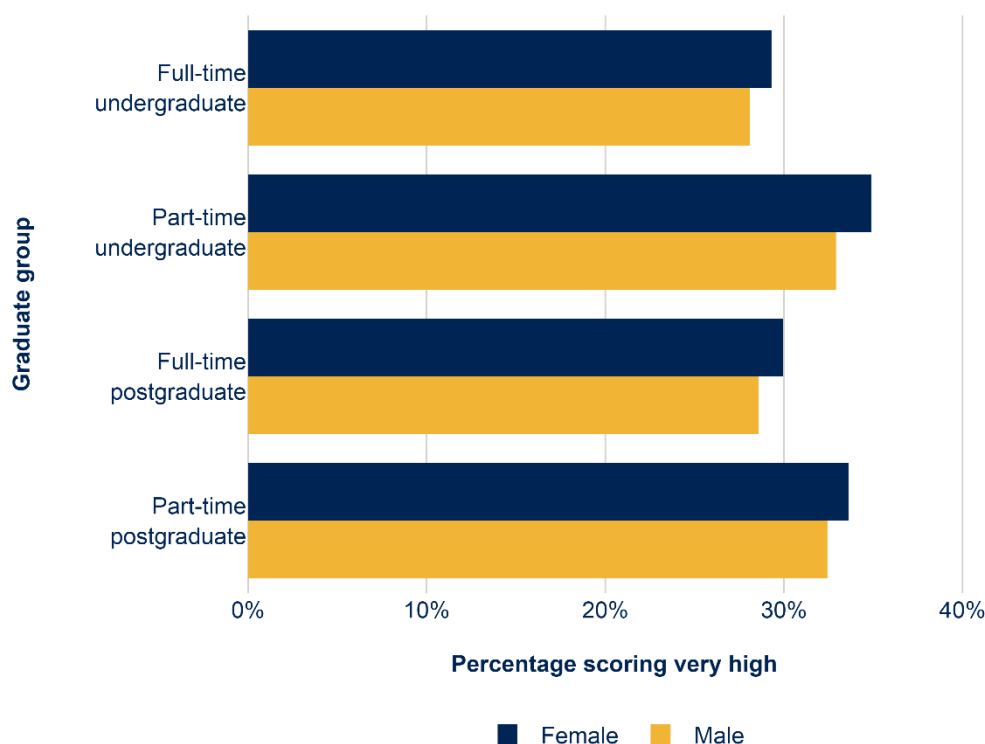
49. Across all four graduate groups, a greater percentage of women report very high life satisfaction compared with men. This can be seen in Figure 20.

Figure 21: Percentage by sex of graduates scoring very high for feeling the things done in life are worthwhile



50. Figure 21 shows that the percentages for women reporting very high for feeling that the things they do in life are worthwhile are greater than those of men across all four graduate groups. The differences range from 5.3 percentage points higher for women in the part-time postgraduate group to 10 percentage points higher in the part-time undergraduate group.

Figure 22: Percentage by sex of graduates scoring very high for happiness



51. Figure 22 shows that the percentages for women reporting very high for happiness are consistently higher than for men, although the differences are not quite as large as in feeling the things done in life are worthwhile. The greatest difference, two percentage points, is in the part-time undergraduate group.

Subject

52. Tables B1 to B3 in Annex B show the percentages scoring very high for life satisfaction, feeling the things they do in life are worthwhile and happiness across the four graduate groups and split by the 10 different subject groups.

53. The percentages scoring very high for life satisfaction vary significantly depending on the subject area previously studied. Regardless of the mode or level they studied at, those in three subject groups – education and teaching; medicine, dentistry and veterinary sciences; and nursing, allied health and psychology – had the highest percentages for very high life satisfaction. This contrasts with those who studied design, creative and performing arts or humanities and languages, which had the smallest percentages.

54. The pattern seen in life satisfaction is repeated in those scoring very high for feeling the things done in life are worthwhile. Again, the highest percentages are in three subject groups – education and teaching; medicine, dentistry and veterinary sciences; and nursing, allied health and psychology.

55. The percentages for those scoring very high for happiness are greatest in the same three subject groups as for the other two questions, but they are also quite high among those who studied business and management.

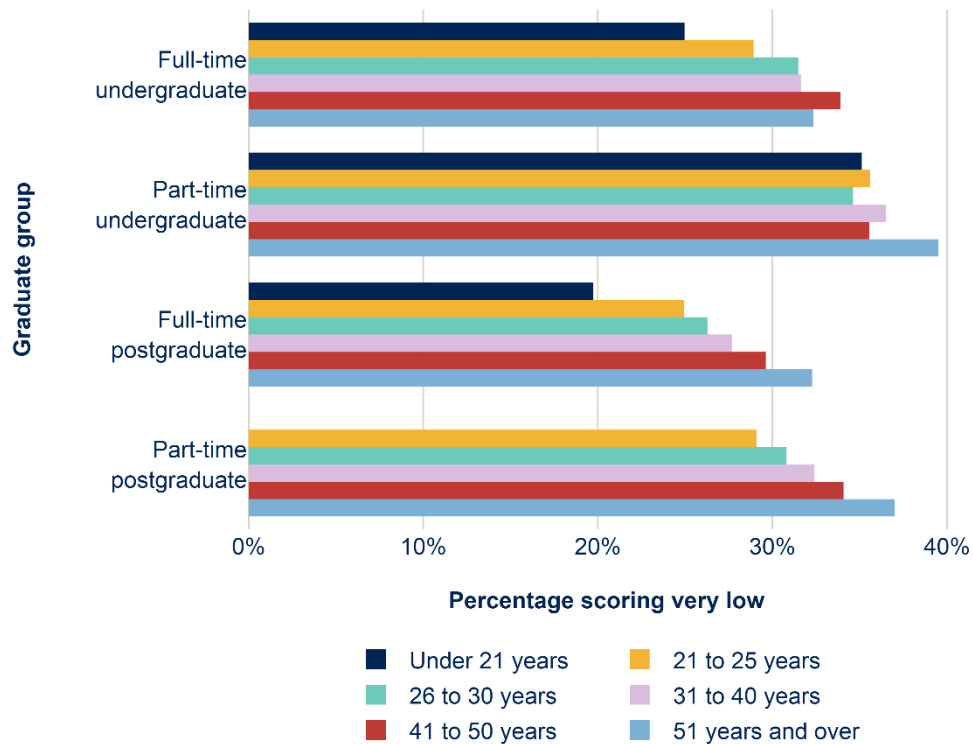
Anxiety

56. The percentages shown in the charts in this section all relate to those scoring very low for anxiety. This means that the higher the percentage in a particular graduate group, the more graduates in this group rate their anxiety very low, which is a positive outcome.

Age

57. The age of the graduate is taken to be their age at the time of starting their course.

Figure 23: Percentage by age group of graduates scoring very low anxiety

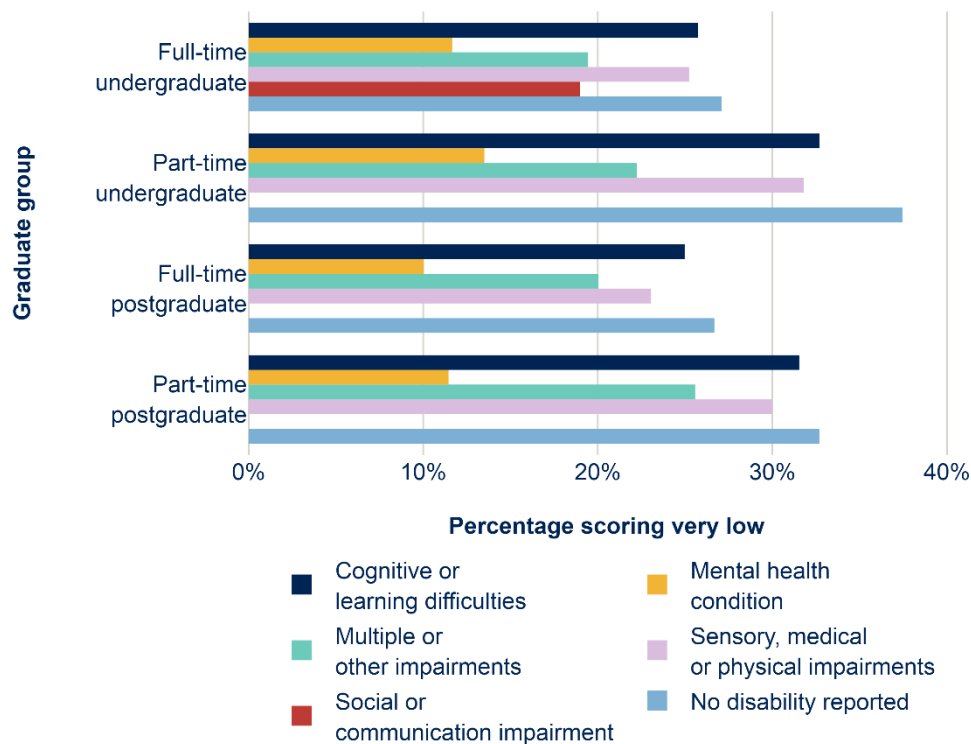


Note: Data not included for postgraduates aged under 21 as numbers are small.

58. Figure 23 shows that the percentage scoring very low for anxiety gradually increases with the age groups. This is independent of the mode and level graduates previously studied at. In all cases, one of the two upper age groups (41 to 50 and 51 and over) has the highest percentage of those scoring very low anxiety, although a smaller number responded in these older age groups than in the younger ones.

Disability

Figure 24: Percentage by disability type of graduates scoring very low anxiety

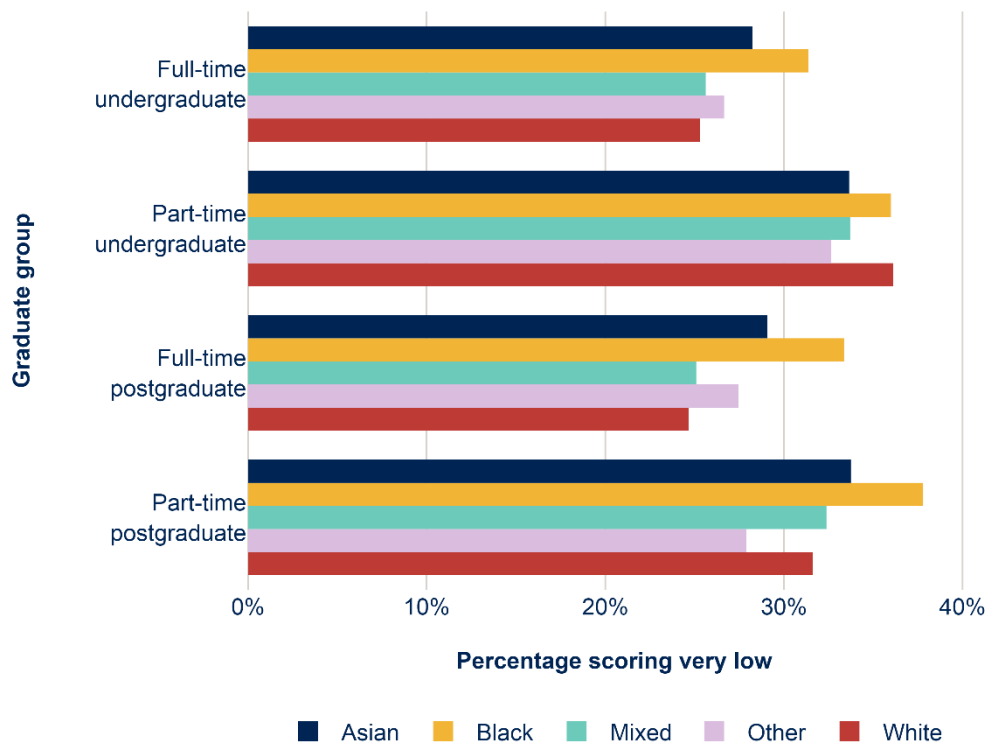


Note: Where bars are missing, data has been suppressed as numbers are small.

59. The anxiety levels of graduates who reported a disability differ markedly from those with no disability reported, across both modes and levels. This is displayed in Figure 24. The percentage of students with a reported disability scoring very low anxiety is consistently smaller than that among those with no disability reported. Those who declared a mental health condition have even smaller percentages scoring very low anxiety compared with the groups of no disability reported. However, the percentages for those with a mental health condition relate to only a small number of graduates.

Ethnicity

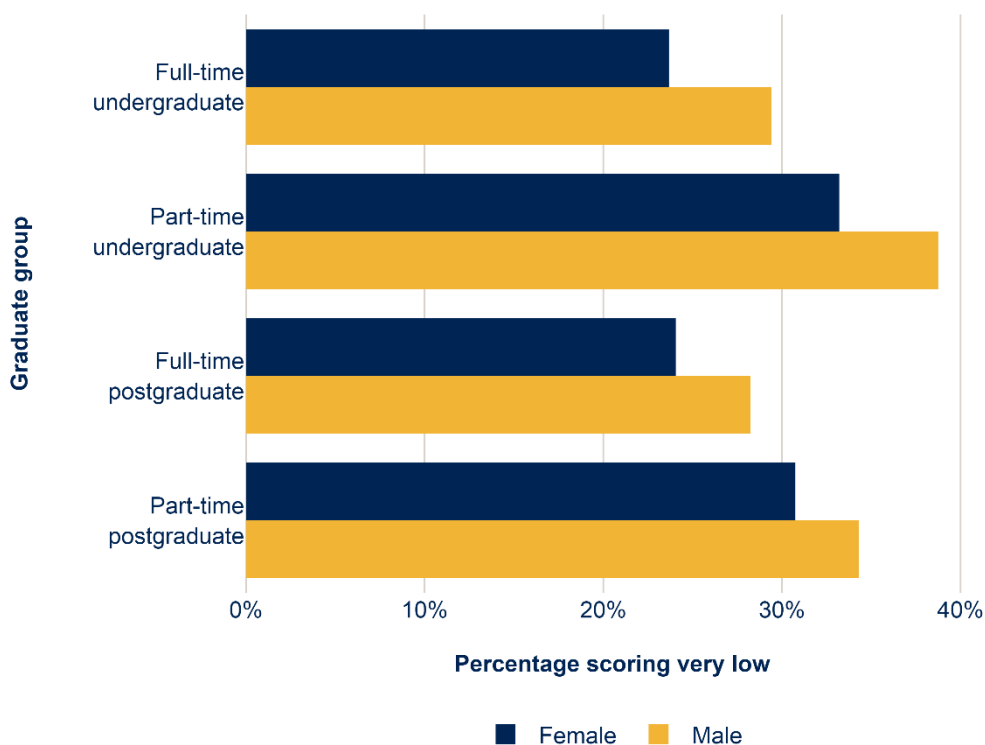
Figure 25: Percentage by ethnic group of graduates scoring very low anxiety



60. Generally, Figure 25 shows that both black and Asian graduates have greater percentages scoring very low anxiety than white graduates. The greatest difference is in the full-time postgraduate group, where the percentage of black graduates with very low anxiety is 31.4 per cent, compared with 25.3 per cent for white graduates.

Sex

Figure 26: Percentage by sex of graduates scoring very low anxiety



61. Women have a smaller percentage who scored very low for anxiety compared with men, as illustrated in Figure 26. This is regardless of the mode or level they previously studied at. The percentages for women range from 3.5 percentage points below men for the part-time postgraduate group to 5.7 percentage points below men for the full-time undergraduate group.

Subject

62. Table B4 in Annex B shows the percentages scoring very low for anxiety across the four graduate groups and split by the 10 different subject groups. The proportion scoring very low for anxiety varies considerably depending on the subject area the graduates previously studied. At both undergraduate and postgraduate level, those who previously studied humanities and languages or design, creative and performing arts have the lowest percentages scoring very low anxiety.

Annex A: Tables for wellbeing by activity

1. The tables in this section all relate to graduates who were domiciled in the UK at the start of their study. Where numbers are less than 23, numbers and their associated percentages have been suppressed and are shown as ‘.’.

Table A1: Percentage by activity of graduates scoring very high for life satisfaction

Activity	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Full-time employment	25.6%	31.1%	27.0%	31.3%
Part-time employment	16.5%	27.1%	18.6%	28.7%
Unknown pattern of employment	.	.	19.4%	.
Voluntary or unpaid work	18.0%	27.4%	18.4%	26.6%
Employment and further study	25.1%	29.2%	27.9%	32.3%
Full-time further study	26.7%	34.9%	30.5%	38.3%
Part-time further study	18.7%	29.1%	.	27.0%
Other including travel, caring for someone or retired	25.0%	28.2%	29.1%	35.2%
Unemployed and due to start work	15.7%	.	17.9%	.
Unemployed and due to start further study	13.7%	.	.	.
Unemployed	7.7%	9.8%	7.7%	9.5%

Table A2: Percentage by activity of graduates scoring very high for feeling the things done in life are worthwhile

Activity	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Full-time employment	32.6%	37.3%	36.3%	40.1%
Part-time employment	24.1%	37.5%	29.6%	43.6%
Unknown pattern of employment	.	.	28.5%	38.5%
Voluntary or unpaid work	28.4%	38.9%	30.0%	39.0%
Employment and further study	36.1%	38.2%	41.3%	45.9%
Full-time further study	35.7%	47.4%	39.9%	50.0%
Part-time further study	26.5%	36.9%	.	37.6%

Other including travel, caring for someone or retired	31.8%	40.1%	37.3%	46.9%
Unemployed and due to start work	20.4%	.	25.2%	.
Unemployed and due to start further study	20.8%	.	.	.
Unemployed	11.9%	15.2%	12.0%	15.3%

Table A3: Percentage by activity of graduates scoring very high for happiness

Activity	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Full-time employment	30.1%	35.2%	30.5%	33.2%
Part-time employment	25.6%	32.7%	24.4%	32.6%
Unknown pattern of employment	.	.	23.8%	.
Voluntary or unpaid work	25.9%	33.6%	26.0%	26.8%
Employment and further study	31.0%	32.5%	30.4%	35.4%
Full-time further study	29.2%	37.2%	27.6%	32.4%
Part-time further study	25.0%	32.4%	.	33.6%
Other including travel, caring for someone or retired	29.6%	32.8%	31.3%	34.3%
Unemployed and due to start work	24.3%	.	26.1%	.
Unemployed and due to start further study	21.5%	.	.	.
Unemployed	14.8%	17.6%	16.0%	19.1%

Table A4: Percentage by activity of graduates scoring very low for anxiety

Activity	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Full-time employment	27.5%	37.7%	26.8%	32.1%
Part-time employment	24.7%	33.7%	22.2%	30.3%
Unknown pattern of employment	.	.	23.0%	.
Voluntary or unpaid work	25.1%	30.3%	25.4%	33.6%
Employment and further study	27.3%	35.2%	26.5%	34.2%
Full-time further study	22.1%	26.8%	20.4%	27.0%

Part-time further study	19.5%	28.8%	.	31.9%
Other including travel, caring for someone or retired	26.8%	35.1%	26.5%	36.0%
Unemployed and due to start work	23.0%	.	24.2%	.
Unemployed and due to start further study	21.4%	.	.	.
Unemployed	18.7%	22.8%	20.1%	23.2%

Annex B: Tables for wellbeing by subject

1. The tables in this section all relate to graduates who were domiciled in the UK at the start of their study.

Table B1: Percentage by subject of graduates scoring very high for life satisfaction

Subject	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Business and management	24.0%	29.2%	24.0%	30.8%
Design, creative and performing arts	17.9%	26.9%	18.7%	25.9%
Education and teaching	32.7%	34.2%	31.3%	34.3%
Engineering, technology and computing	23.6%	30.6%	24.1%	29.8%
Humanities and languages	18.9%	26.2%	19.8%	27.1%
Law and social sciences	22.6%	27.3%	23.9%	29.0%
Medicine, dentistry and veterinary sciences	28.5%	36.7%	29.4%	34.5%
Natural and built environment	24.0%	29.8%	24.3%	26.6%
Natural and mathematical sciences	22.6%	22.0%	23.8%	30.1%
Nursing, allied health and psychology	28.5%	32.0%	27.5%	32.2%

Table B2: Percentage by subject of graduates scoring very high for feeling the things done in life are worthwhile

Subject	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Business and management	27.9%	34.5%	30.3%	37.0%
Design, creative and performing arts	25.8%	35.9%	29.9%	36.7%
Education and teaching	45.3%	46.3%	46.0%	47.2%
Engineering, technology and computing	25.8%	30.5%	27.6%	33.4%
Humanities and languages	25.2%	35.3%	26.5%	38.6%
Law and social sciences	29.5%	38.1%	31.6%	37.1%
Medicine, dentistry and veterinary sciences	45.7%	49.1%	40.3%	44.4%
Natural and built environment	30.2%	32.0%	29.3%	31.1%
Natural and mathematical sciences	28.7%	30.2%	30.3%	39.1%
Nursing, allied health and psychology	41.5%	46.3%	41.2%	47.1%

Table B3: Percentage by subject of graduates scoring very high for happiness

Subject	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Business and management	32.0%	35.0%	32.8%	34.8%
Design, creative and performing arts	25.9%	30.0%	25.9%	26.7%
Education and teaching	34.9%	39.7%	33.3%	35.8%
Engineering, technology and computing	27.9%	34.7%	30.3%	31.2%
Humanities and languages	24.2%	28.7%	22.8%	28.3%
Law and social sciences	28.7%	33.3%	27.6%	31.2%
Medicine, dentistry and veterinary sciences	28.4%	46.6%	29.0%	31.0%
Natural and built environment	28.7%	32.8%	28.5%	30.5%
Natural and mathematical sciences	27.8%	26.9%	27.0%	32.8%
Nursing, allied health and psychology	31.8%	35.4%	29.9%	34.7%

Table B4: Percentage by subject of graduates scoring very low for anxiety

Subject	Undergraduate full-time	Undergraduate part-time	Postgraduate full-time	Postgraduate part-time
Business and management	29.0%	36.2%	29.3%	31.9%
Design, creative and performing arts	22.0%	31.6%	18.7%	23.8%
Education and teaching	29.5%	34.6%	27.0%	32.6%
Engineering, technology and computing	29.6%	39.9%	28.8%	33.1%
Humanities and languages	20.0%	30.0%	20.1%	28.9%
Law and social sciences	25.5%	32.0%	23.9%	31.5%
Medicine, dentistry and veterinary sciences	25.7%	51.2%	27.4%	34.1%
Natural and built environment	26.3%	37.7%	24.6%	28.9%
Natural and mathematical sciences	25.8%	32.8%	26.2%	34.2%
Nursing, allied health and psychology	29.7%	37.8%	28.5%	34.7%



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