

THE RIGHT SKILLS: CELEBRATING SKILLS IN THE ARTS, HUMANITIES AND SOCIAL SCIENCES



We are extremely grateful for the input of the Steering Group which oversaw this project. The full membership of the group is as follows:

Professor Sir Ian Diamond FBA, Vice Chancellor and Principal,
University of Aberdeen (Chair)

Simon Blake, Chief Executive Officer, National Union of Students

Philippa De Villoutreys, Head of Talent, Bank of England

Dr Rita Gardner, Director, Royal Geographical Society

Professor Roger Goodman, Chair, Academy of Social Sciences

Shelagh Green, President, Association of Graduate Careers Advisory Services (AGCAS) and University of Edinburgh

Professor Martin Halliwell, Co-Chair, Arts and Humanities Alliance, and University of Leicester

Professor Tony McEnery, Director of Research / **Dr Frances Burstow**, Strategic Lead for Skills and Methods, Economic and Social Research Council (ESRC)

Dr Julie McLaren, Associate Director of Programmes / **Anne Sofield**, Associate Director of Programmes, Arts and Humanities Research Council (AHRC)

Chris Millward, Director of Policy, Higher Education Funding Council for England (HEFCE)

Dame Una O'Brien, Executive coach and leadership consultant on the Civil Service. Previously Chair of the Civil Service Talent Board and Permanent Secretary, Department of Health (2010–16)

Professor Simon Swain FBA, Pro-Vice-Chancellor External Engagement, University of Warwick

Professor Michael Wright FBA, Professor of Entrepreneurship, Imperial College London Business School

The project also benefited enormously from the input of its Advisory Group, the full membership of which is available at Annex 2.

British Academy staff

Harriet Barnes

Joseph Buckley

Maxime Delattre

THE BRITISH ACADEMY
10–11 Carlton House Terrace
London SW1Y 5AH
+44 (0)20 7969 5200

Registered Charity: Number 233176

britishacademy.ac.uk

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**THE RIGHT SKILLS:
CELEBRATING SKILLS
IN THE ARTS,
HUMANITIES AND SOCIAL
SCIENCES (AHSS)**

FOREWORD



At a time when the UK economy aims for inclusive growth; where it faces up to the prospect of greater engagement in bilateral relationships across the world; where the creative industries are a national success story; where design, marketing and human relations are critical to industrial and commercial success; and at a time when societies across the world are ever more diverse and where the need for inclusive social policies are paramount, the skills that come from graduates of the arts, humanities and social sciences become ever more critical to the creation of the sort of society to which we would all like to belong.

Yet, at the same time, the benefits of degrees in the arts, humanities and social sciences are sometimes questioned. They are seen sometimes as 'not being relevant' or not imbuing students with a set of tangible skills. This report addresses this disjuncture of views by analysing the evidence on the skills that arts, humanities and social sciences graduates gain. It does so first by looking at the skills that almost all arts, humanities and social science graduates will gain by nature of their study; second, by asking what skills are gained by specific courses; and third, by discussing those skills, not typically taught, but where employers in particular see a potential demand.

It would be wrong to suggest that some of the skills gained by arts, humanities and social sciences graduates are unique – for example strong analytic skills are a feature of graduates from many disciplines – but the arts, humanities and social sciences bring a specific element, the 'human', that is so necessary in today's world. And the many case studies that appear in the report show how valued arts, humanities and social sciences graduates are across a wide spectrum of employment, not only themselves but as members of interdisciplinary teams.

It may seem obvious but there is no situation when every history graduate will become a historian. Instead, the breadth of employment of historians is testament to the education that history graduates receive – and for history one can substitute any of the arts, humanities and social sciences! Arts, humanities and social sciences education prepares well-rounded graduates for the twenty first century; and a working life when they will likely move between more than one career.

Yet it would be wrong to say that there were no gaps: the UK needs more people with language skills, particularly those gained alongside an understanding of society and culture; surely everyone should be able to interpret and manipulate numbers; and as a nation we need a debate on the entrepreneurial and intrapreneurial skills that every arts, humanities and social sciences graduate should have.

Notwithstanding these gaps, there is an awful lot to celebrate in this report. Sometimes we underplay the breadth and diversity of our teaching and the dedication, commitment and brilliance of our students. I hope this report

helps to address this and leads the British Academy to a programme of work that continues to enunciate further the skills that arts, humanities and social sciences graduates gain.

I would like to thank wholeheartedly all those people on the Steering Group and Advisory Group who have given so freely of their time to make this project a success. I would also like to thank all those people who contributed to the call for evidence or took part in the focus groups. In particular, though, I would like to acknowledge all those people at the British Academy who contributed to the project, most notably Harriet Barnes, Joe Buckley and Maxime Delattre whose work has at all times been exemplary and beyond the call of duty.

A handwritten signature in blue ink, appearing to read 'Ian Diamond', written in a cursive style.

Professor Sir Ian Diamond FBA FRSE FAcSS

Chair of the British Academy Skills Flagship Project Steering Group
Lead Fellow and Chair of the British Academy High Level Strategy Group
for Quantitative Skills
Aberdeen, November 2017

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SUMMARY

INTRODUCTION

- **The arts, humanities and social sciences help us to understand ourselves, our society and our place in the world.** They are vital to our ability to understand and learn from the past and analyse the present, in order to innovate and build for the future.
- **The services sector represents 80% of the UK's economy,** and it has a crucial role to play in the UK's current and future economic growth. The financial services, legal services, professional services such as IT, accountancy and architecture, heritage, hospitality, retail and advertising, and the rapidly growing creative industries, **depend on the skills which study of the arts, humanities and social sciences develops.** These are areas in which the UK has a strong competitive advantage, and which can contribute to raising the productivity of our economy and to growing the nation's overall wealth.
- **We need a better understanding of whether the UK has the right balance of skills for the future.** So it is timely to hold a debate about the place of education and skills in securing prosperity for society. It is critical that the arts, humanities and social sciences are included at the heart of this debate.
- **This is the first overarching study of the skills developed through the study of the arts, humanities and social science.** In this report we identify the skills which are innate to the study of these disciplines, and look at the contribution which their graduates make, to the economy through the employment routes they take and in other ways they engage with society.
- The study is underpinned by a body of evidence which includes new analyses of data on employment outcomes of graduates and focus groups with students, as well as existing literature.

WHAT SKILLS DOES THE STUDY OF AHSS DEVELOP?

- **We have identified a common core of skills shared across the arts, humanities and social sciences (AHSS).**
- Our analysis has shown that **this core of skills is shared by undergraduate and postgraduate students, and early career researchers,** although the level of proficiency changes as an individual becomes more advanced in their study.
- These can be divided under three broad headings:
 - **communication and collaboration;**
 - **research and analysis and;**
 - **attitudes and behaviours characterised by independence and adaptability.**
- In addition to this set of core skills, there are skills more specific to individual AHSS disciplines, **including languages, high-level numeracy, qualitative analysis and data processing skills, geospatial skills and practical production skills, content production, recording and broadcasting and archival retrieval skills.**

- **The arts, humanities and social sciences provide a particular context for the development of skills** with an understanding of the human dimension in which they can be applied. AHSS students are able to use their skills in employment, research, education and broader social contexts in ways which are complementary to the skills and knowledge gained from other disciplines.

Communication and collaboration

Communication

- Clear and coherent explanation and description
- Persuasive argument underpinned by evidence
- Appropriate to purpose and audience, in tone and format, using technology in ways which help convey the message

Working with others

- Listening to and recognising different viewpoints, being sensitive to cultural contexts
- Working with others to achieve common goals, using diplomacy and negotiation
- Taking on different roles and respecting others' views
- Leading and motivating others, by understanding how to influence human behaviour

Research and analysis

Designing research and collecting evidence

- Formulating a research question and determining the evidence needed to answer it
- Locating and retrieving textual, numerical and visual information from existing sources
- Generating information through primary data collection
- Organising information from multiple sources, recognising its relevance and identifying gaps

Analysing

- Manipulating information and data, using technology where appropriate
- Applying qualitative and quantitative methods of analysis
- Assessing what the evidence might mean, recognising where it is incomplete, ambiguous or unreliable
- Evaluating findings to come to a conclusion, taking into account different perspectives and evaluating the complexity of the material
- Critical thinking and reflection on taken-for-granted 'answers' to problems and value assumptions

Decision making

- Establishing criteria and evaluating evidence against them
- Generating a range of recommendations and assessing the merits of each
- Taking responsibility for the decision reached

Attitudes and behaviours

Independence

- Working autonomously and motivating themselves
- Enthusiasm for enquiry, using initiative and taking responsibility for achieving goals
- Self-discipline, organisation and time management

Problem solving

- Applying knowledge to find solutions, in a creative and innovative way
- Using resources effectively
- A positive, proactive and receptive attitude

Adaptability and creativity

- Willingness to try different approaches, open and receptive to new ideas
- Ability to anticipate and accommodate change
- Commitment to ongoing learning and development, building on strengths and addressing weaknesses

WHAT CONTRIBUTIONS DO AHSS GRADUATES MAKE?

To the economy...

- Our evidence shows that **AHSS graduates are employed in a wide range of sectors and roles across the workforce**, from financial services to education, social work, the media and creative industries. AHSS students have skills which open up a wide range of options, across the private, public and third sectors.
- **AHSS graduates are able to move between careers over their working life**, using their generic skills to adapt to different industries and become **successful leaders and managers**. In addition, there are a number of discipline-specific employment routes, and AHSS graduates are also found throughout the creative industries and the cultural sectors, where they apply the skills and knowledge of their disciplines more directly.

The results of research from the British Council in 2015, showed that over half of global leaders have either a social sciences (44%) or arts or humanities (11%) bachelor's degree.

A closer look at the education background of Chief Executives of FTSE 100 Index Companies revealed that 58% have studied AHSS at some stage in higher education.

A recent survey conducted by NESTA in relation to the last UK General Election demonstrated that 62% of the candidates had an AHSS background.

The 2015 Fast Stream and Fast Track Annual report revealed that over 65% of the successful candidates in the Civil Service had an AHSS background (humanities (24.3%), economics (20.5%) and social sciences (20.4%)).

To society...

- AHSS graduates contribute to society in many ways:
 - They are a **highly-skilled workforce** employed in sectors which underpin society's cohesiveness;
 - **They become academics who produce world-leading research** which underwrites the social and economic health, wealth and reputation of the UK;
 - **They are active and engaged citizens** and responsible media professionals;
 - **They contribute to arts and culture** and the wellbeing of the wider population.

- Their skills of **critical analysis, problem solving, negotiation and communication, speaking other languages and understanding other cultures** has intrinsic value with huge benefits for society, contributing to social cohesion at home and the UK's prosperity and security abroad.

ARE AHSS GRADUATES FIT FOR THE FUTURE?

- Technological, socio-economic, geopolitical and demographic changes are transforming the way we work. New jobs are constantly being created, and existing roles evolve.
- We have found that **AHSS graduates are well placed both to shape the future and to take advantage of the opportunities the future will present.**

Growth in high-skilled jobs and increasing demand for high-level skills

- Skills such as teaching, social perceptiveness and coordination, and related knowledge from disciplines including psychology and anthropology, will be vital for organisations to operate in a cultural context where globalisation and digital technology are at the forefront.
- AHSS graduates are well placed to meet this demand, with skills in **collecting and analysing evidence, decision-making, creativity and recognition of multiple perspectives.**
- **AHSS graduates also bring an understanding of the human consequences** of developments such as artificial intelligence, which can be used to shape the legal, moral and ethical frameworks which need to be created as part of the new digital age.
- **The UK must recognise and invest in these high-level skills**, which are crucial for the jobs of the future, the UK economy, and ensuring that our graduates are ready and can flourish in a global marketplace.

We recommend that Government continues to invest in research and education in AHSS to enable the disciplines to make a difference in solving the challenges of the future.

Adaptability, flexibility and life-long learning

- We know that in future we will need to be ready to adapt to changing circumstances and demands, and be comfortable navigating uncertainty.
- AHSS graduates develop the skills to deal with this: **a positive, open mindset, and willingness to try different approaches, anticipating and accommodating change.** They also demonstrate a commitment, desire and ability to constantly improve their own learning and performance.
- Our evidence shows the depth and diversity of AHSS graduates' careers, across many different sectors of the economy, and the private, public and third sector. But our research has also shown that it is difficult to track the varied career paths that many AHSS graduates take, particularly for postgraduate research students in employment outside higher education.
- It is vital that the **future development of data sets to measure the contribution of graduates recognises all the dimensions of the contribution AHSS graduates make** and do not become crude metrics based on salary.

We recommend that Government, universities, higher education sector bodies, learned societies and employers work together to build a collective strategy for collecting evidence about the career paths of AHSS students so that the

contribution they make to society and the economy can be properly measured and celebrated.

Entrepreneurial skills

- Entrepreneurial skills, the ability to generate new ideas and turn them into a new venture or business, will be key for future workers, whether self-employed or within an existing company.
- **AHSS graduates have the latent skills to allow them to flourish as entrepreneurs.** Their positive attitude, originality, creativeness and openness to new ideas, flexibility, ability to work autonomously and motivate themselves, combined with their strong communication, collaborative and team working skills make them ideal entrepreneurs.
- Support is needed to enable this huge potential to be fully realised.

We recommend that universities continue to encourage and support AHSS students to develop a mindset of innovation and enterprise, to prepare them for roles in a global future where change is constant and where working environments are likely to be more fluid than they were for previous generations of graduates.

The ability to reason and thrive in a data and digital-driven environment

- The ability to understand and interpret data developed through the study of AHSS is an essential feature of life in the 21st century: vital for the economy, for our society and for us as individuals.
- With the explosion of videos, blogs, podcasts and social media publications, in the future we will not only need to be digitally literate but will need to be able to manage a world rich in information streams and deal with cognitive overload.
- **AHSS disciplines offer a rich context for developing these skills and applying them to real-life situations,** as well as making the acquisition of such skills open to a far wider range of students.

The ability to thrive in a global context

- We live in an increasingly diverse, multicultural society. In an increasingly global labour market and with more mobility in the workforce, the world is more interconnected than ever. Language skills, intercultural understanding, global awareness and an international mind set will be crucial for the future of the UK economy, society and for UK security and diplomacy.
- **AHSS graduates are already equipped with many of the skills required to thrive in a global context.** These skills are not just limited to language and area studies graduates, but are found in many AHSS disciplines, including for example in history and geography, along with the broader skills of communication, diplomacy, negotiation and empathy which are shared across AHSS disciplines.

We recommend that Government, universities and learned societies work together to realise the potential and added value of AHSS as a context in which language, digital and data skills can be developed to ensure that the UK has the skills needed for productivity and growth in the 21st century.

An interdisciplinary approach

- In an age of rapid and far-reaching social and technological change, the big challenges facing society will only be resolved through the application of multiple perspectives and insights from a range of disciplines. Individuals will need to interpret and understand concepts across several disciplines as well as be able to work alongside those

from other disciplines to combine and integrate knowledge and skills together to solve complex problems.

- **AHSS graduates are effective communicators and listeners, with the knowledge and expertise necessary to work with others to achieve a common goal and understand their own and others' unique contributions.** Their openness and willingness to try different approaches are essential skills for effective interdisciplinary work and working with colleagues from other disciplines.
- Education at all stages needs to provide opportunities in which these skills can be applied and refined.

We recommend that Government and universities, working with learned societies, ensure that the curriculum at all stages of education in schools and higher education has opportunities for breadth and interdisciplinary working, in order to create a rounded, balanced population and workforce.

An engaged society embracing the challenges of the future

- AHSS graduates participate in and contribute to civil society, both in the UK and globally, drawing on their understanding of the human dimensions of society. Engagement with the arts and culture helps individuals understand themselves and their lives and appreciate the diversity of human experience and cultures.
- **AHSS graduates are valued in a wide range of professions,** not necessarily dependent on the specific knowledge of the subject they have studied. Their strong generic skills and flexibility mean that **they are able to adjust to the requirements of work in many different areas.** Others go into specialist employment routes which are vital to society, or go on to become the next generation of researchers enabling the disciplines to continue to contribute to the cultural, social and economic health, wealth and reputation of the UK.
- It is vital that this contribution continues to be recognised and valued.

We recommend that the AHSS subject community, universities and employers work together to recognise, promote and signal the distinctiveness of the skills which students of AHSS demonstrate, and to increase understanding of their contribution to the economy and wider society among employers, prospective students and the public.

1

INTRODUCTION

“The arts, humanities and social sciences are driven by a desire to examine and explain human behaviour, to understand how society functions, to learn from the past and apply those lessons to the present, and to analyse the drivers and implications of a changing world and how different countries, places and cultures interact.”

The arts, humanities and social sciences (AHSS) help us make sense of the world around us. They are driven by a desire to examine and explain human behaviour, to understand how society functions, to learn from the past and apply those lessons to the present, and to analyse the drivers and implications of a changing world and how different countries, places and cultures interact. With the challenges the world is facing – for example, new technologies, globalisation, a growing and ageing society and the need for sustainable development – the insights from these subjects, both alone and set alongside those from science, technology and engineering, will be crucial.

In an age of rapid and far-reaching social and technological change, the world is increasingly interconnected and complex. This requires resilient individuals who can adapt and thrive in changing environments and who have high-level skills which enable them to understand the big challenges facing society, which will only be resolved through the application of multiple perspectives and insights from a range of disciplines.

There is a growing need for a better understanding of whether the UK has got the right balance of skills for the future. It is timely therefore to hold an intelligent debate about the place of education and skills in securing prosperity for society and the critical role that the arts, humanities and social sciences will play at the heart of this debate.

ABOUT THIS PROJECT

The British Academy launched this project to articulate the skills that are inherent to the study of AHSS, and to explore their value to the individual, and the contribution they can make, in future, to society.

This is the first time that an overarching study of skills across AHSS has been conducted. The project is the first stage of the British Academy’s programme of work on skills to 2020, providing the evidence base from which further activities can be developed.

The project has been framed around the following questions:

- What skills should studying AHSS develop?
- What skills do individuals who have studied AHSS demonstrate?
- What contribution do individuals with AHSS skills make to society and the economy?
- What skills do employers want?
- What skills will be needed in the future?

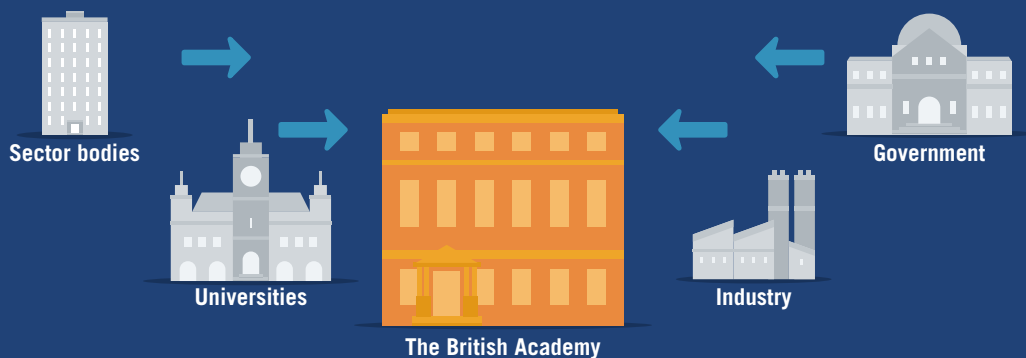
The report presents our findings in response to these questions.

WHAT DO WE MEAN BY SKILLS?

The term 'skills' is widely used in everyday life, political discourse and in educational contexts, often interchangeably with words such as 'ability', 'competence' and 'attribute'.¹ It has been observed that "‘skill’ is at once held to be a pivotal object for modern social and economic life, while also a concept with no consensus as to what exactly it refers to."² For this project, we have adopted a broad understanding of 'skills' which goes beyond 'what you can do', to include attitudes and behaviours.³

The scope of the project is 'high-level skills', those skills developed through the study of AHSS at degree level and above, including in the early stages of a career in research in these subjects.⁴

Over the course of our project on skills the British Academy has engaged with more than 200 stakeholders



HOW DID WE COLLECT EVIDENCE?

This report is the result of a year-long process of evidence-gathering and consultation, alongside analysis of the existing literature in this area. Underpinning the report is a portfolio of evidence, all of which is available in full on the British Academy website.⁵ This includes:

- **A Call for Evidence** opened between January and May 2017. This was underpinned by a synthesis of existing evidence. Respondents were invited to identify gaps and address the project questions. We received 34 responses from individual researchers, research councils, higher education institutions, learned societies, employer bodies, careers services, head-teachers, British Academy Fellows and government agencies.
- **A mapping exercise of the QAA subject benchmark statements for the arts, humanities and social sciences.** The analysis focussed on the

1 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates, section 2.2.1.

2 Green, F. (2011). What is Skill? An Inter-Disciplinary Synthesis, LLAKES Research Paper 20

3 Green, F. & Henseke, G. (2014). The changing graduate labour market: analysis using a new indication of graduate jobs, LLAKES Research Paper 50.

4 www.neighbourhood.statistics.gov.uk/HTMLDocs/dev3/ONS_SOC_hierarchy_view.html

5 <https://www.britac.ac.uk/skills>

subject-specific and generic skills defined in the current benchmark statements to identify common core skills which are shared across the disciplines and other recurring themes.

- **An analysis of the employment outcomes of graduates and postgraduates on courses in the arts, humanities and social sciences at UK higher education institution.** This included an analysis of the sectors in which they are employed, the jobs they do, and the skills that they demonstrate, as well as interviews with employers, and two focus groups with graduates.
- **A series of focus groups with current undergraduate and postgraduate AHSS students** to understand their perceptions and awareness of their skills and the value they attribute to them.

The findings were tested with stakeholder groups through a series of targeted roundtables, workshops and interviews with employers and representatives from the higher education sector (the full list can be found in Annex 2).

The project was overseen by a **Steering Group**, chaired by Professor Sir Ian Diamond, with expert representatives from the Academy's Fellowship, the UK research and funding councils, the National Union of Students, learned societies, careers services and employers.

The Steering Group was supported by an **Advisory Group** which included members from the academic community, employers, the voluntary sector and other stakeholder bodies.

2

WHAT SKILLS DOES THE STUDY OF AHSS DEVELOP?

The study of AHSS focusses on assessing and evaluating historical, cultural, economic, social and political experiences and behaviours, and better understanding the human world, past, present and future, across borders and cultures. Many of the skills which AHSS graduates develop may be described as generic graduate attributes, shared across all subject areas,⁶ but AHSS provide a particular context for their development which means that AHSS graduates demonstrate these skills in distinctive ways. By developing skills with an understanding of the human dimension in which they will be applied, AHSS students are able to use them in employment, research and wider society in ways which are complementary to the skills and knowledge gained from other disciplines.

Through this project, we have analysed a range of sources which describe the skills which individuals studying AHSS should develop.⁷ We have compared the skills set out in these frameworks to the skills which students themselves and employers suggest they demonstrate in practice and find that there is considerable alignment between the two.⁸

We have identified a common core of skills shared across the disciplines of AHSS.⁹ Our analysis has shown that this core of skills is shared by undergraduate and postgraduate students, and early career researchers, although the level of proficiency changes as an individual becomes more advanced in their study. These can be divided under three broad headings: **communication and collaboration; research and analytical skills; and attitudes and behaviours characterised by independence and adaptability.** They are expressed in different ways and developed in different contexts and with different underpinning knowledge within individual subjects.

In addition to the set of core skills which can be found across AHSS disciplines, there are other skills which are specific to individual disciplines or groups

6 Universities UK (2016). Higher education in England: provision, skills and graduates.

7 www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework

ESRC (2015). Postgraduate training and development guidelines, Second Edition

AHRC (2014). Research training framework, www.ahrc.ac.uk/skills/earlycareerresearchers/rtrframeworks/

8 UKCES (2016). Employer Skills Survey 2015: UK results, UKCES Evidence Report 97

Lowden, K. et al (2011). Employers' perceptions of the employability skills of new graduates, Edge Foundation

BIS (2015). Graduate recruitment and selection evidence report, BIS Research Paper 231

Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social

Sciences Graduates.

9 The summary explanations of skills in this section are drawn from the evidence portfolio constructed from the project; the core sources are:

- Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates.

- Burton, T.P. (2017). An analysis of the generic and subject-specific skills in the Arts, Humanities and Social Sciences based on 36 QAA Subject Benchmark Statements.

- NUS Insights Team (2017). AHSS Skills Research.

- Vitae (2011). What do Researchers do? Career paths of doctoral graduates.

In the analysis of subject benchmark statements, the skills have been identified in at least two-thirds of the 36 statements analysed.

“Subject specific skills include languages, high-level numeracy, qualitative analysis and data processing skills, geospatial skills in geography, practical production skills in the creative arts, content production, recording and broadcasting in the media industry and archival retrieval skills in historical disciplines.”

“Being able to write and communicate, skills which are honed and nurtured during a degree, are vital as a starting point in daily life and in your career.”

Postgraduate male,
Student Voices research

of disciplines. These include, for example, languages, high-level numeracy, qualitative analysis and data processing skills, geospatial skills in geography, practical production skills in the creative arts, content production, recording and broadcasting in the media industry and archival retrieval skills in historical disciplines. These subject-specific skills are described in detail in subject benchmark statements and the publications of learned societies, professional bodies and subject associations amongst others.¹⁰

COMMUNICATION AND COLLABORATION

Communicating

The ability to communicate is fundamental to the study of AHSS and is therefore a skill which AHSS students develop to a highly refined level. It has two main functions: to convey information (in description or explanation), and to convey an opinion (by making an argument or assessment). In both cases the communication requires structure and organisation, and fluency and clarity. When passing on information, AHSS graduates develop skills in describing, contextualising and analysing. To do this in a clear and coherent way, students must be able to recognise and unravel complexity. When expressing opinions or negotiating, these are supported by evidence (arrived at by the application of analytical skills described below) and marshalled in a way which succeeds in persuading, influencing and changing the minds of the audiences.

Students learn to communicate to different audiences and for different purposes, taking account of multiple perspectives and adjusting the style, format and language of the communication, depending on whether the audience is specialist or non-specialist. The resulting communication may be written or oral, and may use visual elements, including presenting data in the form of charts or graphs. Technology may also be employed to make the communication of the message more effective.

Psychology Subject Benchmark Statement

Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups.

Languages Subject Benchmark Statement

[Students are able to] use and present material in the target language and one's own language in written and oral forms in a clear and effective manner; effective communication, presentation and interaction; use language creatively and precisely for a range of purposes and audiences.

Working with others

AHSS disciplines are distinctive in the way in which students are required to consider how different cultural contexts may affect how individuals react and to be able to negotiate the tensions and opportunities this creates. Effective

¹⁰ For example, the Royal Geographical Society: www.rgs.org/OurWork/Research+and+Higher+Education/Accreditation+of+programmes/Application+forms+and+guidance.htm; the Bar Standards Board: www.barstandardsboard.org.uk/qualifying-as-a-barrister/current-requirements/academic-stage/ or the National Council for the Training of Journalists: <http://www.nctj.com/journalism-qualifications/diploma-in-journalism/Accreditedcourses?>

communication also involves taking account of the reaction of an audience, and being able to respond creatively to what is being said. This is a key component of team work, the ability to work with others to achieve common goals. Effective team working also involves the skills of diplomacy and empathy, skills which can then be applied in other contexts and workplace situations. Students learn what makes an effective team and how individual strengths and weakness can be harnessed to make one. They are able to take different roles in a team, and recognise the contribution of others, listening to and respecting different viewpoints. Students learn how to lead and motivate others to achieve the goals of the team, by understanding and influencing human behaviour.

“I think there’s an element of being able to understand human nature ... I think empathy is a skill that is required for doing my course.”

1st year male,
Student Voices research

Theology and Religious Studies Subject Benchmark Statement

The appreciation of the complexity of different worldviews, mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely how beliefs, worldviews, sacred texts and art forms have been shaped by society and politics.

Anthropology Subject Benchmark Statement

A reflexive approach to cultural assumptions and premises developed through a deep understanding of other ways of being in the world; the ability to recognise and challenge ethnocentric assumptions.

RESEARCH AND ANALYSIS

Designing research and collecting evidence

The study of AHSS develops a number of skills which may be described as relating to making meaning from information. This begins with formulating a research question, deciding what evidence is needed to answer it, and determining how that evidence can be collected. Distinctively within AHSS, the sources of information may be multiple and varied, depending on context and subject; they may be based on words (oral and written), numbers, images or sound, or a combination. In many cases students start by collecting this evidence themselves; they may need to locate and retrieve it from existing sources as secondary data, whether in books, databases, sources of ‘big data’ or physical artefacts. Often, they will assemble it through primary data collection methods, many of which are unique to AHSS disciplines, such as structured and non-structured interviews, ethnographic approaches and textual analysis. Students learn how to collect and use data in ethical and responsible ways. Students then organise the information, selecting information on the basis of its relevance to the question to be answered, and identify gaps, taking steps to fill them if necessary.

History of Art, Architecture and Design Subject Benchmark Statement

Use appropriate methodologies for locating, assessing and interpreting primary sources; select relevant evidence from the wide range of types of evidence used in the subject area, and apply it to the examination of historical issues and problems.

Geography Subject Benchmark Statement

Employing a variety of interpretative methods (for example, participant observation, ethnographic interviews, and auto-ethnography); employing a variety of social survey methods (for example, questionnaire surveys and structured interviews).

Sociology Benchmark Statement

Recognise the importance of ethical issues in all forms of sociological data collection, analysis and argumentation.

Analysing

Students are able to manipulate, analyse and filter information, interpreting and synthesising it, using both quantitative and qualitative methods, and where appropriate technology to assist in this processing. They are able to recognise partial or ambiguous information that may come from unreliable sources, and evaluate the consequences of this for the interpretation that may be placed upon it. They reach a conclusion by critically assessing the evidence, taking into account different perspectives and the complexity and diversity of the material. Their critical awareness allows them to reflect on taken-for-granted 'answers' to problems and value assumptions. The conclusions drawn are evidence-based, which means a student may need to change their mind, if the evidence suggests an outcome that differs from previously reported studies.

“There’s a lot more freedom for personal thought on Humanities courses, no right or wrong answer as long as you can back it up well.”

2nd & 3rd Year male,
Student Voices research

“Good at working with facts that aren’t concrete.”

Postgraduate female,
Student Voices research

Area Studies Subject Benchmark Statement

Compare and contrast ideas and concepts found within different disciplinary and geographical contexts; synthesise information, adopt critical appraisals and develop reasoned argument based on such appraisals; critically reflect upon the scope and limitations of what has been ascertained and understood.

Classics Subject Benchmark Statement

Engage in analytical and evaluative thinking about texts, sources, arguments and interpretations, independently estimating their relevance to the issue in question, discriminating between opposing theories, and forming judgements on the basis of evidence and argument.

Sociology Benchmark Statement

Use evidence to scrutinise and re-assess everyday understandings of the social world. Self-reflect and employ critical awareness, to question taken for granted assumptions.

Decision making

The same evidence-based approach applies to the way in which AHSS teach students to make decisions. Students establish the criteria that will enable them to make a sound decision, and then select, analyse and evaluate the evidence against those criteria. They take responsibility for the decision they reach and can defend it, based on the process used to reach it.

Economics Subject Benchmark Statement

Effective decision making requires the skill of reacting in a context where people's behaviour is based on expectations that may be confounded by subsequent surprises. Students in economics are exposed to these issues and this enhances their potential effectiveness as decision-makers.

“The key foundation ... must be a positive attitude: a ‘can-do’ approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen.”

ATTITUDES AND BEHAVIOURS

The final category of core skills developed by the study of AHSS may be categorised as non-cognitive skills, attitudes or behaviours. They are ways of working, rather than abilities to carry out specific tasks, and are highly valued by employers, who look for individuals who are able to respond to the challenges of the workplace: “the key foundation...must be a positive attitude: a ‘can-do’ approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen.”¹¹

Independence

AHSS subjects are distinctive in the extent to which students learn to work autonomously, without constant supervision, especially in higher years of an undergraduate degree and at postgraduate level. They are able to motivate themselves, based on their enthusiasm for solving the challenges which their subject presents. They set goals about what they want to find out and then construct and follow through plans to discover answers. This requires using initiative and taking responsibility for their own actions, as well as self-discipline, organisation and time management, setting priorities and working to deadlines.

Independence is also demonstrated in the opinions which individuals hold: these are based on understanding and assessing evidence, but may be distinctive and original, challenging conventional wisdom and not necessarily repeating existing views.

Music Subject Benchmark Statement

Self-motivation: the ability to acquire new skills, to engage in further learning and exploration and to keep abreast of developments in ever-changing environments.

“AHSS students demonstrate a positive, proactive and receptive approach to challenges, integrating a variety of different ideas and perspectives to find multi-layered solutions and articulate multiple scenarios.”

Problem solving

Originality, and a creative, innovative approach are also key components in the approach AHSS students take to solving problems, applying the knowledge they have learnt to find solutions. An integral aspect of AHSS disciplines is that the problems may be complex, without a single solution or requiring the application of different methods. This contributes to AHSS students being able to demonstrate a positive, proactive and receptive approach to challenges, integrating a variety of different ideas and perspectives to find multi-layered solutions and articulate multiple scenarios.

Geography Subject Benchmark Statement

Geographers are adept at bringing together perspectives from multiple subjects, thinking laterally across debates, synthesising materials, and holding ideas in creative tension.

¹¹ UKCES (2016). Employer Skills Survey 2015: UK results, UKCES Evidence Report 97

Adaptability and creativity

A positive mindset, and willingness to try different approaches are also reflected in the adaptability, flexibility and creativity of AHSS students, which means that they are typically open and receptive to new ideas. The subject knowledge of AHSS disciplines is complex and often ambiguous, with no single right answer, and this means students are comfortable with uncertainty and unfamiliarity, with mechanisms which enable them to anticipate and accommodate change, as is necessary in a constantly shifting world.

In a changing environment, the ability to assess one's own strengths and weakness, and take action which builds on the former and addresses the latter is a key dimension of adaptability, and is developed in the study of AHSS by the frequent evaluation of numerous sources and arguments. The commitment to improving their own learning and performance, and an ability for self-reflection which reveals how an individual learns best, are skills which can be applied beyond the academic sphere to professional and personal development.

Classics Subject Benchmark Statement

Engage in lateral thinking, making creative connections between ideas and information in different fields of study; work creatively.

3

WHAT CONTRIBUTIONS DO AHSS GRADUATES MAKE?

We have collected evidence from a range of sources about the employment destinations and career paths of AHSS graduates, and the contribution which they make to society.¹² The evidence shows that the core skills and knowledge that AHSS graduates develop at university allow them to make significant contributions across UK society and the economy. Our evidence shows that AHSS graduates are employed in a wide range of sectors and roles across the workforce. Some areas are directly connected to their subjects of study, but many use their strong skill set in more generic roles. Nearly 80% of the UK economy derives from the services sector,¹³ which includes financial services, legal services, professional services such as IT, accountancy and architecture, heritage, hospitality, retail and advertising, all of which draw on both the skills and knowledge of AHSS disciplines. When the growing contribution of the creative industries to the economy is added to this picture, it is clear that AHSS graduates will only become more crucial to achieving economic growth.

Furthermore, skills of critical analysis, problem solving, negotiation and communication, speaking other languages and understanding other cultures have intrinsic value with huge benefits for society, contributing to social cohesion at home and the UK's prosperity and security abroad.

¹² For example, UKCES (2016). Employer Skills Survey 2015: UK results, UKCES Evidence Report 97
Lowden, K. et al (2011). Employers' perceptions of the employability skills of new graduates, Edge Foundation
BIS (2015). Graduate recruitment and selection evidence report, BIS Research Paper 231
CBI (2016). The right combination: CBI/Pearson Education and Skills Survey 2016, Pearson
Association of Graduate Recruiters (2016). The AGR 2016 Annual survey.

¹³ Office for National Statistics (2016). The UK index of services: August 2016 <https://www.ons.gov.uk/economy/economicoutputandproductivity/output/bulletins/indexofservices/august2016>

AHSS graduates pursue an impressive range of careers in service industries, illustrating the diversity of their skills and their contributions to the labour market



web designer
for a bank



social media manager
for a football team



graphic designer
for a rail company



press officer for a
major corporation

Source: British Academy (2017): Call for Evidence

CONTRIBUTING TO INNOVATION AND PROSPERITY THROUGH DIVERSE EMPLOYMENT

To measure the economic contributions that AHSS graduates make, we looked at their destinations following graduation and throughout their careers, both in existing studies and through fresh analysis of the Destination of Leavers from Higher Education (DLHE) survey.¹⁴ This was supplemented by responses from our call for evidence which illustrated the richness of routes and pathways that AHSS graduates follow in the service industries. Respondents mentioned examples including web designers for banks, social media managers for premier league football teams, graphic designers for rail companies and press and communications officers in big corporations.

“From financial services to education, social work and the media and creative industries, the richness and the diversity of the careers AHSS graduates embark on constitute some of their key strengths.”

From financial services to education, social work and the media and creative industries, the richness and the diversity of the careers AHSS graduates embark on constitute some of their key strengths in, and contribution to, the labour market. All subjects can be considered to have some discipline-based employment routes, and some have direct vocational destinations, such as law, psychology and media studies.¹⁵ But in many cases, study in AHSS is not designed to prepare students for one particular career direction; rather, students develop knowledge and skills which open up a wide range of options, across the private, public and third sectors. Moreover, it is also clear that AHSS graduates are able to move between careers over their working life, using their generic skills and agility to adapt to different industries.¹⁶

14 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates section 4.7.1;

HECSU (2016), 'What do graduates do?' HECSU/AGCAS annual publication.

Campaign for Social Science (2013). What Do Social Science Graduates Do?

Kreager, P. (2013). Humanities Graduates and the British Economy: The Hidden Impact, The University of Oxford.

Nicholls, D. (2005). The Employability of History Students. A Report to the Higher Education Academy Subject Centre for History, Classics and Archaeology.

15 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates.

16 Higher Education Academy (2013). Here be dragons?: Enterprising graduates in the Humanities:

<https://www.heacademy.ac.uk/knowledge-hub/here-be-dragons-enterprising-graduates-humanities>

CASE STUDY

Luke Ramm – Creative, Advertising

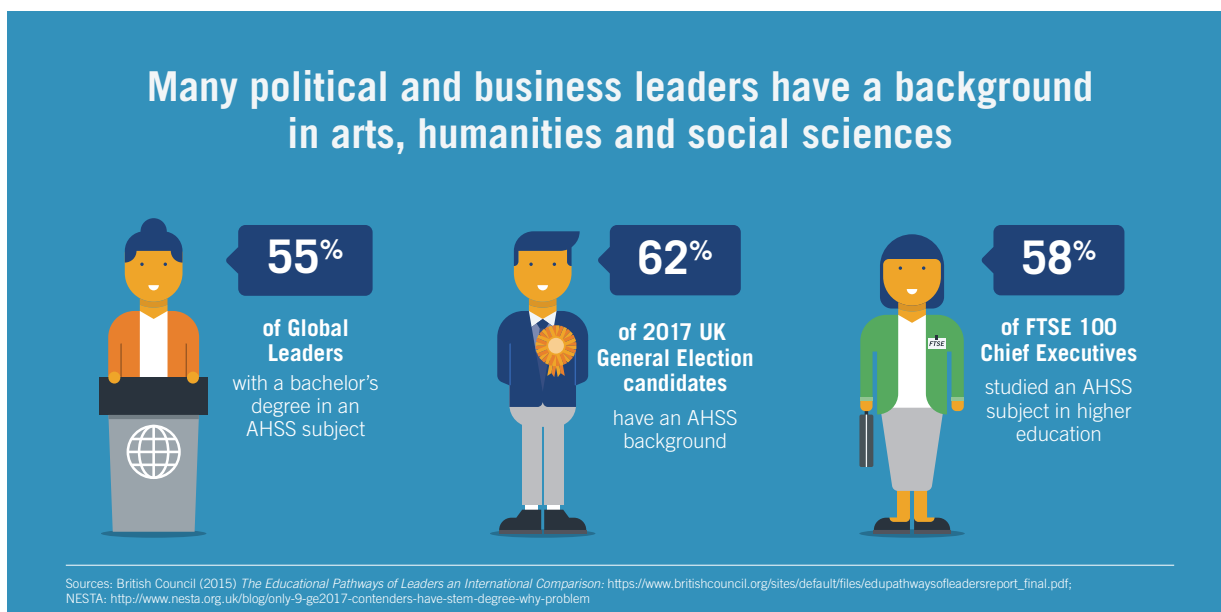
Luke Ramm arrived at the University of Liverpool with a plan to set out on his journey towards a career in academia. Studying an undergraduate degree in English led him to specialise in Contemporary Fiction for his MA at the University of Manchester, before a short break from studies landed him in a brief career at a small construction company, writing their bid documents. A lack of ‘inspiration’ in this field triggered his search for a new stopgap, which later transformed into his current career as a Creative at one of London’s largest independent advertising agencies. His route into the industry, although unusual, isn’t unheard of, as agencies and their creative hiring specialists regularly look outside of the major advertising schools to diversify their talent pool. It’s this diversity in skills and academic background that separated Luke from the pack and got him his then role as Junior Creative.

Luke believes his studies in the humanities were integral to building the vital capacities to make it in the vastly competitive advertising field, and led to his employers’ confidence in him overseeing and developing multi-million pound campaigns for worldwide clients. He describes the advertising industry as “something which relies on a deep bank of global cultural reference points, from film to literature to social history.” His humanities degrees helped him not only build understanding, but also break down and understand the artistic, and socio-political impact on the times they were produced in. He cites this ability to understand and analogise distant cultural nuances as a key skill in his work on a global client base. His skill in deciphering wide ranging and vastly diverse writing styles facilitated his ability to create, or adopt, a unique and exciting tone of voice for each individual client, each having a different message to express in a different way.

It’s the ability to see art and culture “turning a mirror on itself” which he believes to be a key skill in creating genuinely impactful and worthwhile advertising. The ability both to articulate and deconstruct a story proves essential when building an advertising campaign, something which relies on identifying a real-world insight, or cultural tension, and constructing an engaging narrative around it. Similarly, the way in which English Literature teaches us to reason, and sell our point with convincing, well-referenced arguments is a vital component of the creative pitch process, persuading clients and internal stakeholders, to buy work. Luke believes the ways in which humanities develop our analytical communication skills, in a more rounded way than pure advertising courses can, provided a great basis for his fruitful career in the industry.

However, our evidence gathering has shown that the varied nature of career paths for AHSS graduates is not well served by the existing data sources which track the destinations of graduates. In particular, the Destination of Leavers from Higher Education (DLHE) survey six months after graduation will tend to capture the transitional roles which AHSS graduates may find themselves in soon after leaving university. Even the longitudinal DLHE survey, carried out three and a half years post-graduation, may not provide a wholly accurate picture. We recognise that Government and the higher education sector are continuing to develop the data collection mechanisms which track graduates, with the introduction of the Graduate Outcomes survey replacing the DLHE. The Longitudinal Education Outcomes data which is now emerging offers potential, but quantitative analysis of salaries again does not present the whole picture. More detailed pictures of how careers of AHSS graduates may develop

over a working life are needed to illustrate to prospective students the possibilities that study of these subjects offer and which can be used by careers advisors at all stages of education.



LEADERS AND MANAGERS

Research from the British Council in 2015 showed that a significant number of global leaders have either a social sciences (44%) or arts or humanities (11%) bachelor's degree.¹⁷ A closer look at the education background of Chief Executives of FTSE 100 Index Companies revealed that 58% have studied AHSS at some stage in higher education. AHSS graduates are also well represented among public office holders. A recent survey conducted by NESTA in relation to the last UK General Election demonstrated that 62% of the candidates had an AHSS background.¹⁸ The skills and knowledge developed through the study of AHSS therefore clearly plays some role in preparing individuals for positions of leadership. This also emphasises the importance of understanding long-term career paths, not merely immediate post-graduation employment outcomes.¹⁹

These professional leaders and managers are operating in an environment which is increasingly driven by data. Growing numbers of firms have need of employees with hybrid skills sets, combining quantitative, computing and analytical skills with business understanding and the ability to communicate. A number of studies have demonstrated that the demand for quantitative skills in the UK workforce will continue to grow, with changes in the nature of work as a result of increasing competitive pressures, the development of technology and growing availability and use of data.²⁰ AHSS provide an excellent context for the development of data and numeracy skills where their application to real world situations is immediate and clear.

17 British Council (2015). *The Educational Pathways of Leaders an International Comparison*: https://www.britishcouncil.org/sites/default/files/edupathwaysofleadersreport_final.pdf

18 <http://www.nesta.org.uk/blog/only-9-ge2017-contenders-have-stem-degree-why-problem>

19 Lyonette, C., Hunt, W and Baldauf, B. (2017). *Occupations and Skills of Arts, Humanities and Social Sciences Graduates* section 4.3.

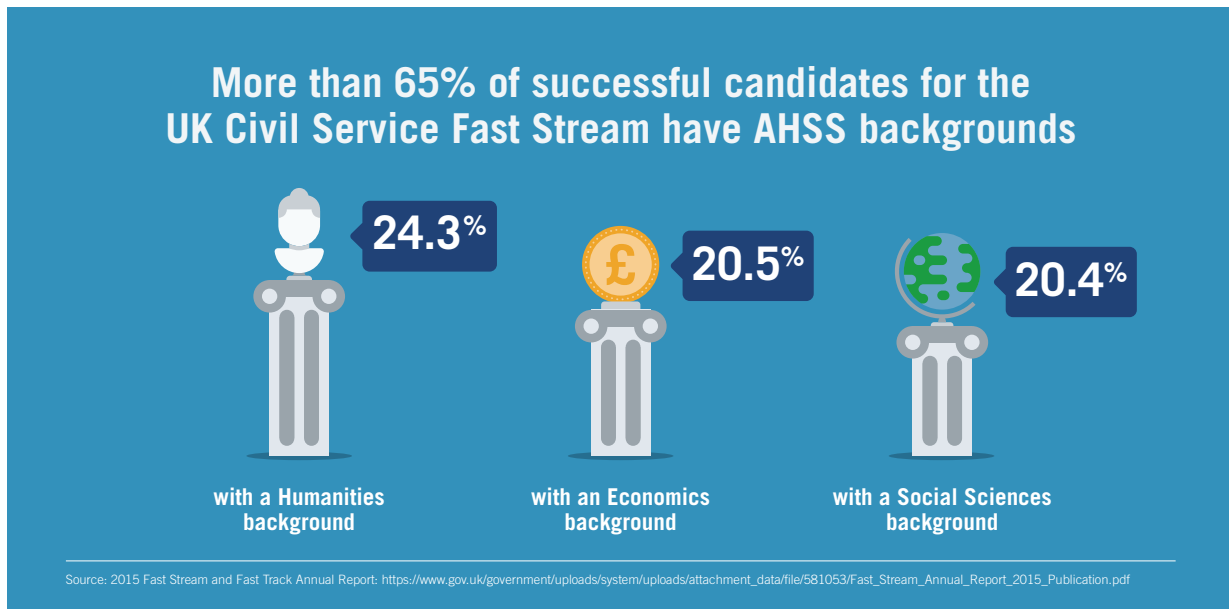
20 British Academy (2015). *Count us in: quantitative skills for a new generation*: <http://www.britac.ac.uk/sites/default/files/Count-Us-In-Full-Report.pdf>

Moreover, innovation is not just about breakthrough technologies or scientific and engineering processes. Effective adoption of technology throughout businesses and improvements in management and workforce skills are just as important and depend on the understanding and insight which AHSS can bring to the complexity of social phenomena and human behaviour.

CIVIL SERVICE

The Civil Service has long appealed to and attracted a considerable number of AHSS graduates. The 2015 Fast Stream and Fast Track Annual report revealed that over 65% of the successful candidates had an AHSS background (24.3% humanities, 20.5% economics and 20.4% other social sciences).²¹

The rapidly growing list of challenges associated with the UK's exit from the European Union, the digital revolution and the effects of climate change are forcing the Civil Service to adapt to new circumstances and develop innovative and efficient strategies. To meet public expectations, the Government and the Cabinet Office have committed "to continuing to bring in the best and brightest individuals who... reflect the society they serve."²² The Civil Service has identified the development of new technologies as a particular challenge and



opportunity for the future, with the potential of digital innovations revolutionising how businesses work and increasing the public's expectations of the speed and convenience of the services they use. This will change the skills required from the workforce in future, and emphasises the need for AHSS graduates to be flexible and adaptable but also able to operate in an increasingly digital environment.

More specifically, diplomats, whose daily job consists of advising government and negotiating political agreements, benefit from having learnt to understand different cultural, religious and historic perspectives and an ability to find

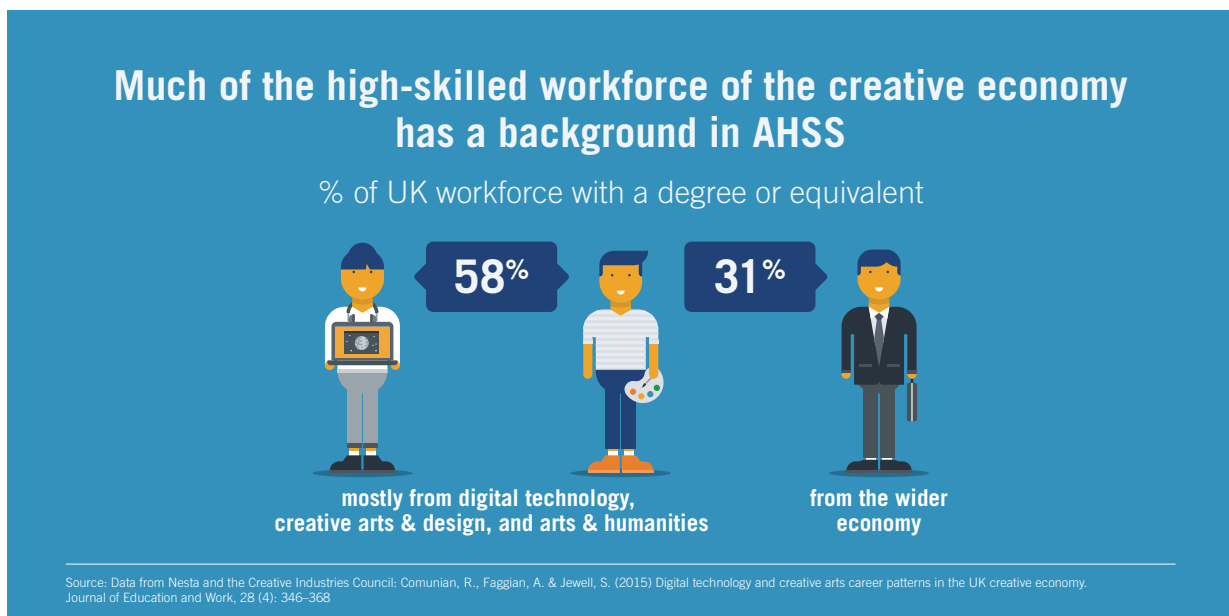
²¹ Civil Service Fast Stream (2015). Annual report: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/581053/Fast_Stream_Annual_Report_2015_Publication.pdf

²² *ibid.*

adaptable and creative solutions to problems, all skills integral to the study of AHSS.²³ The work that diplomats conduct is vital to the interests of the UK and its partners in ensuring stability across the globe. Their ability to broker a trade deal or de-escalate tensions in a conflict zone relies on understanding of the past and how it may influence the present and future, as well as skills of persuasion and appropriate communication.

CREATIVE INDUSTRIES

The creative industries in the UK employ over three million people and provide 1 in 11 of all UK jobs. They are one of the most dynamic, productive and profitable sectors of the UK labour market. Since 2014, the sector has grown at almost twice the rate of the UK economy, generating around £10m per hour. These industries are now worth £84.1 billion to the UK economy.²⁴



The findings of a number of studies on the creative industries' workforce demonstrate that AHSS graduates are strongly embedded in the UK creative economy.

Data from Nesta and the Creative Industries Council reveal that over 58% of the creative industry workforce holds a degree or equivalent, compared to 31% in the wider UK economy. Most of these degree-holders are digital technology, creative arts and design, and arts and humanities graduates.²⁵ The same study found that 25% of arts and humanities graduates find work in the creative sector and are three times more likely to be in a creative job than other graduates. A closer look at the evidence shows that graduates from areas such as architecture, media and communication, and creative arts tend to be in creative roles while graduates from fields such as historical and philosophical studies or law are likely to be in roles which provide vital support to the

²³ British Academy (2013). *Lost for Words: The Need for Languages in UK Diplomacy and Security*

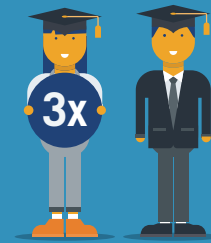
²⁴ DCMS Creative Industries Economic Estimates – January 2016: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523024/Creative_Industries_Economic_Estimates_January_2016_Updated_201605.pdf

²⁵ Comunian, R., Faggian, A. & Jewell, S. (2015). Digital technology and creative arts career patterns in the UK creative economy. *Journal of Education and Work*, 28 (4): 346–368.

The creative industries attract a significant proportion of arts and humanities graduates



25% of graduates work in the creative sector



They are three times more likely to be in a creative job than other graduates

Source: Data from Nesta and the Creative Industries Council: Comunian, R., Faggian, A. & Jewell, S. (2015) Digital technology and creative arts career patterns in the UK creative economy. *Journal of Education and Work*, 28 (4): 346–368.

creative endeavour. Media and communication, creative arts and design, and language graduates are more likely to be in creative occupations outside the creative industries.²⁶

The AHRC-funded Brighton Fuse project identified a new category of high growth firms within the 'Silicon Beach' at Brighton, that are 'fusing' and 'superfusing', combining creative art and design skills with technology expertise. By integrating creative arts with knowledge from science and technology, businesses are pursuing a powerful growth agenda.²⁷

26 Comunian, R., Faggian, A. & Jewell, S. (2015). Digital technology and creative arts career patterns in the UK creative economy. *Journal of Education and Work*, 28 (4): 346–368.

27 The Brighton Fuse: <http://www.ahrc.ac.uk/documents/project-reports-and-reviews/the-brighton-fuse/>

Creative arts and design graduates three and a half years after graduation:²⁸

92% working in the arts, entertainment and recreation industries were working in creative arts and entertainment or libraries, museums or cultural activities.

95% working in professional, scientific and technical activities were in advertising and market research, architectural, engineering and related, or other professional activities including design and photography.

96% working in information and communication were in film, TV and sound/music, computer programming, publishing, or programming and broadcasting activities.

Studying practice-based art, design, craft and media subjects leads to good employment prospects and rewarding careers

According to a survey of graduates from 2002, 2003 and 2004:



Source: Creative Graduates Creative Futures (2009), Council for Higher Education in Arts and Design; University of Arts London

CASE STUDY

Andy J Ryan – TEAM GBR Photographer at Rio Olympic Games

Since graduating from BA (Hons) Photography at Arts University Bournemouth, Andy has become a professional creative photographer specialising in lifestyle and sport photography.

Andy landed his dream role of Team GBR Photographer at the Rio Olympic Games, where he captured behind-the-scenes moments of athletes on their incredible journey.

Andy has also just been offered the role as Team GBR Photographer for the 2018 Winter Olympics and will be traveling to South Korea shortly.

Andy's degree course not only taught him the technical skills needed for professional photography, but also equipped him with the transferable skills of problem-solving, agility and using creativity in all aspects of his work.

28 Lyolette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates.

By thinking differently, Andy was able to stand out from the crowd, creating his own style and providing a different view on events to others, offering something unique in a competitive industry.

His degree also gave him a strong entrepreneurial awareness, allowing Andy to understand the importance of networking, taking risks and showing resilience, all important attributes in today's freelancing world.

By approaching each brief as a problem-solving initiative, Andy was able to "grab each opportunity by the horns and make the most of it," constantly adding to his portfolio and opening new doors in this competitive industry.

Andy has also worked on photo shoots with Little Mix, British supermodel and actress Suki Waterhouse, Argos and Amazon.

CASE STUDY

Hugo McDonough – Entrepreneur

Hugo is an entrepreneur. He was runner-up in the I&E Start! Challenge 2015 and currently runs three successful start-ups, all of which he co-founded:

- Good Behaviour is an education and technology consultancy based in China which helps place Chinese students in UK higher education institutions;
- Instruct is a 'proptech' (property and technology) business which allows you to virtualise your property and find the best estate agent to sell it;
- the third is a spin-off of Good Behaviour which helps Chinese students to find accommodation in the UK.

Needless to say, Hugo has all the key skills a successful entrepreneur needs. But it may surprise you to hear that Hugo studied Ancient History and Classical Archaeology for his undergraduate degree. He first chose the subject purely for enjoyment, and hadn't envisaged many career prospects arising from it.

The UK's cultural sector is important economically as well as culturally



Contributed **£27bn** to the UK economy in 2015



Employs **642,000** people – and is growing rapidly

Source: Department for Culture, Media and Sport Economic Estimates 2016: www.gov.uk/government/statistics/creative-industries-economic-estimates-january-2016

But once he started trading shares at university he soon saw the benefits – skills of analysis, evaluation and reading between the lines, all developed on his course, gave him an early head-start.

At Hugo's first graduate job at a bank in London, he was surprised to find that many of his colleagues had similar backgrounds. Alongside the mathematicians and economists doing prediction models, Hugo was able to understand the human dimension – how might humans react. This also helped Hugo on a personal level – the communication skills you develop through studying history and the content knowledge meant Hugo found it easy to strike up conversations – and importantly to come across well at interview.

After deciding he wanted more autonomy and ownership, Hugo left the bank to embark on the journey that would lead him to where he is today. He began an MSc in Innovation, Entrepreneurship & Management at Imperial College London where his humanities skills stood him in good stead: though he needed to catch up a bit on the quantitative skills side, he excelled in the human resources, behavioural psychology and advertising modules. Adding many of these social science skills to his existing humanities background allowed him to thrive in the entrepreneurial environment. And the diverse range of people he met, from all over the world and from myriad disciplinary backgrounds, formed lasting relationships, including two of his co-founders.

Being an entrepreneur requires you to be everything – lawyer, marketer, manager, salesman, strategist. This is where the sheer breadth and diversity of humanities and social science skills Hugo gained proved invaluable. And this goes beyond the surface-level skills – drive, independence and self-determination were equally important.

If Hugo could recommend one thing to budding entrepreneurs?
Keep up quantitative skills alongside essay writing and you're all set!

CULTURAL SECTOR

In 2015, cultural organisations contributed £27bn to the UK economy. The sector employed around 642,000 people and was growing rapidly, with around 97,000 jobs in museums, galleries and libraries in the UK.²⁹ Creative & Cultural Skills has highlighted the high level of graduate recruitment in the cultural sector, with 46% of the workforce educated to graduate level or above.³⁰

Through this project, we consulted stakeholders across the galleries, libraries and museums sector and found that AHSS graduates were very well represented in the industry's workforce. Employer perceptions are that, in general, AHSS graduates are well prepared and well equipped to help cultural institutions face the challenges inherent to a sector in rapid development at the beginning of the 21st century. AHSS graduates from different subject disciplines have been trained to work as curators, arts organisers, museum professionals and cultural managers. They understand the need to adapt to the recent

29 Department for Culture, Media and Sport Economic Estimates 2016: www.gov.uk/government/statistics/creative-industries-economic-estimates-january-2016

Historic England (2016). Heritage and the Economy: Heritage Counts 2016: <https://historicengland.org.uk/research/heritage-counts/heritage-and-the-economy/>

30 Creative and Cultural Skills (2011) The Qualifications Blueprint: A Qualifications Strategy for the Creative and Cultural Industries

changes in cultural provision and to develop innovative strategies within their organisations to disseminate cultural content in a successful way.

The cultural sector is an area where AHSS graduates demonstrate specialist and technical skills along with more business and management oriented competencies, such as specialist design skills, archaeological techniques, conservation skills and competence with digital technologies.³¹

Doctoral research students, in particular, make a significant contribution to this sector. The AHRC's Independent Research Organisations Group work with AHSS researchers at various levels, including on strategy, exhibition research and collections research, collaborative doctoral awards, research projects and academic networks with academic research partners. Through this, AHSS researchers are making important contributions to some of the UK's biggest cultural organisations.

The pipeline of AHSS skills is critical in sustaining our world leading cultural, creative and heritage organisations and providing the specialist skills that they need.

CASE STUDY

Pardaad Chamsaz – Curator, British Library

I've always had a passion for learning languages and an undergraduate degree in French and German not only gave me a solid foundation in the languages themselves but also paved the way for literary studies. Studying for an MA in Comparative Literature and Culture at York allowed me to develop a more independent and critical approach to literary, film and theoretical material. I decided, after a year of work, to use my languages and study towards a PGCE with Modern Languages, which involved teaching French and German in secondary schools for a year. That year proved to be very useful in developing the skills to articulate ideas to various audiences, as well as exposing me to tough situations where I had to be resilient. While applying for teaching positions for the following year, I came across an advert for the AHRC-funded Collaborative Doctoral Award between the British Library and the University of Bristol on the Stefan Zweig Collection of manuscripts. Having both the linguistic foundation and the extended literary studies experience through my master's degree, I realised I had the optimum skillset for this new challenge.

My experience away from academia and in schools prepared me for the difficulties and frustrations of doctoral research and also helped with the more practical aspects of the collaborative project. The project involved the cataloguing, digitization and ultimately the celebration of the Stefan Zweig Collection and so tied in closely to a thesis I began to develop around the links between Zweig's collecting and writing practices. Bibliographical research that I conducted on the autograph manuscripts in the collection opened my eyes to the scholarly potential of close analysis of provenance and manuscript additions and corrections. I was then able to use similar skills in my archival research for my thesis, which involved close analysis of Zweig's own drafts towards his unfinished biography of Honoré de Balzac.

The bibliographical research came together in a printed catalogue, for which I wrote the introductory essay. This needed to be an accessible, non-specialist

31 UKCES (2010) Skills for Jobs: Today and Tomorrow

but still original piece of writing and so took me away from the familiar territory of academic writing. Being directed to think more historically, more anecdotally, and therefore less theoretically has been a very useful lesson for my own thesis and for conference presentations.

The publication of the catalogue was followed by an exhibition of some of the Zweig Collection items, which I curated. Again, the writing of the captions required a particular sensitivity to a generalist audience and showed me a whole new way of articulating sometimes complex ideas or historical relations in a concise manner. Finally, the practical side of the Zweig project culminated in a study day, which I organised, and an evening of music and poetry from the collection, for which I wrote a script to dramatize the life of the collector around performances of poems and songs. The various aspects of the Zweig project brought me into contact with a whole range of people with different skills and thoughts and I learned to approach tasks in a certain institutional way.

The intense involvement with the Zweig project at the British Library and the levels of responsibility I was given early on gave me the experience that has led me to recently becoming appointed a Curator for Germanic and Nordic Collections. The role of a curator involves the acquisition, interpretation and preservation of material amongst many other things and my PhD work has certainly helped with the research aspects of the job, whether that is specifically using the idiosyncratic databases at the unique institution that is the British Library, or whether it is deeper scholarly research on interesting library collections related to German-speaking nations or the Nordic region. With the latter area, my background in language-learning, from the very beginning of my studies, has given me a head start when it comes to picking up new languages like Swedish.

OTHER SPECIALIST ROLES

There are a number of other specific career routes which lead directly from the study of AHSS to particular professions. For example, 43.4% of law graduates are in professional, technical and scientific activities 6 months after graduation, many of which will be within the legal profession.³²

CASE STUDY

Baillie Gifford – investment management firm

It surprises many people to learn that Baillie Gifford, a leading Edinburgh based investment management firm with a global client base and £150 billion funds under management, places great value on the skills of arts, humanities and social sciences graduates. The facts speak for themselves though: 45% of the firm's investment professionals have a background in this area, and 60% of the firm's investment partners have an arts, humanities or social sciences degree.

An investigation of Baillie Gifford's approach soon reveals why this is the case. Its investment teams aim to invest in companies that can deliver long-term sustainable growth. That involves looking past accounts and balance sheets to the underlying foundational drivers behind a business: its corporate culture,

32 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates section 4.6.

industry developments, the impact of current affairs and the evolution of socio-economic conditions. In other words, investors are trying to imagine what the future of the world will look like.

This means that Investment Analysts at Baillie Gifford are primarily focused on research. They are given a high degree of autonomy and need to be imaginative with their sources. In many ways, the role is similar to studying arts, humanities or social sciences. It involves reading and interpreting large amounts of information, picking out the key elements that will shape a cogent and cohesive argument. This is then written into a report that is presented to and debated with the team. The role can also include meeting senior management, attending conferences and interviewing people, either in the UK or globally.

So the skills that arts, humanities and social sciences graduates have developed find a natural home at Baillie Gifford: the clarity of thinking to absorb diverse information, unearth salient points, construct well-structured reports and take an active role in debates – as well as the creativity and curiosity to come up with truly original insights.

Three and a half years after graduation, almost 20% of business and administration graduates are working in the business and management sector while another 11% have chosen a career in the financial and insurance industry.

At the same point, 27% of graduates in media and communication have joined the information and communication industry while another 10% are in the wholesale and retail trade.

At the same point, 28% of social sciences graduate have joined the human health and social work sector.

Geospatial industry

Data are the raw materials of the 21st century. New ways of sourcing, storing, analysing and creatively visualising 'Big Data' are revolutionising both how we see the world and how we interact with it, and providing 'intelligence' to inform decision-making in businesses and across the public sector.

More than 80% of these data have a locational element (geospatial data). The economic value of the global geospatial sector is estimated, in 2017, at more than US\$500 bn. The UK plays a leading role in the industry which is based around the collection, integration, analysis and applications of spatially referenced data. This includes secondary data sources and the collection of primary data from surveys, social media data, Earth observation and geo-positioning technologies.

The geospatial industry is of vital importance to the public sector, providing insights in areas from planning to subsidy payments, flood risk management and identification of areas of deprivation, and as an analytical tool to inform both policy and delivery. As a purely practical, locational tool, the geospatial industry saves lives by routing ambulances and other emergency services.

In the private service sector, geospatial data is increasingly being used in applications from identifying potential consumer markets, to the insurance industry where GI sits at the heart of environmental and human risk and

“AHSS Graduates contribute to society in many ways: they are a highly-skilled workforce employed in sectors which underpin society’s cohesiveness, such as social work, local government and the voluntary sector; they become the researchers that produce world-leading research which underwrite the social and economic health, wealth and reputation of the UK; they are active and engaged citizens and responsible media professionals; and they contribute to arts and culture and the wellbeing of the wider population.”

vulnerability mapping, modelling and management. It is at the heart of innovations in smart cities and development of autonomous vehicles. Most citizens regularly use geospatial information and locational referencing in mobile phone technologies and a multitude of consumer apps.

Social sciences graduates, and, in particular, geography graduates and those completing specialist geographic information and geomatics programmes, provide much of the professional workforce needed for the collection, analysis and interpretation of geospatial data. It is an area where graduates demonstrate a mix of collaborative, problem-solving, analytical and technical skills, often working in multi-disciplinary teams.

BUILDING A BETTER SOCIETY

AHSS Graduates contribute to society in many ways: they are a highly-skilled workforce employed in sectors which underpin society’s cohesiveness, such as social work, local government and the voluntary sector; they become the researchers that produce world-leading research which underwrite the social and economic health, wealth and reputation of the UK; they are active and engaged citizens and responsible media professionals; and they contribute to arts and culture and the wellbeing of the wider population. These contributions are more difficult to measure than those which can be counted in terms of GDP and productivity, and are consequently often regarded as implicit, but are nonetheless vital.

Graduates across all disciplines have a greater sense of active citizenship, are more likely to vote, volunteer and become engaged in society.³³ In many respects, these effects can be attributed to a broad experience of higher education, including experiences beyond the classroom, but the knowledge and aptitudes that the study of AHSS fosters “have wider social and humanitarian value, and open up opportunities for graduates to participate in civil society and contribute to the country in a great many ways.”³⁴

The areas of knowledge covered by AHSS are relevant to public debate and policy making on a range of problems and issues, such as happiness and quality of life, health, family, education, crime and punishment, environment, transport and economic development.³⁵ Insights from AHSS can frame the context for discussion of questions of ethics, political theory, and the interpretation of past and present cultures, as well as providing an understanding of patterns of social change, changing attitudes and human behaviour, and historical perspectives on contemporary policy problems. The study of AHSS enables students to contribute to their communities, get involved politically and consider a wider perspective, challenging widely held assumptions and beliefs.³⁶

33 GuildHE & National Union of Students (2016). Active citizenship: the role of higher education.

34 Kreager, P. (2013) Humanities Graduates and the British Economy: The Hidden Impact, The University of Oxford.

35 British Academy (2008). Punching our Weight: The Humanities and Social Sciences in Public Policy Making.

36 British Academy (2004). That Full Complement of Riches: the contributions of the arts, humanities and social sciences to the nation’s wealth.

CASE STUDY

Ellen Flint – Analyst, Civil Service

Ellen is Head of Scientific Strategy within the Central Analysis Division at the Department for Work and Pensions (DWP). Ellen and her colleagues support the Department's Chief Scientific Adviser and Chief Analyst to ensure the timely provision of quality evidence to inform policy development and decision-making. While she belongs to the slightly more unusual category of civil servants with a PhD, Ellen is surrounded by hundreds of colleagues who are professional analysts: statisticians, economists, social and operational researchers who have a background in social sciences.

Ellen acts as facilitator between academics producing research and colleagues in Government, to make sure that the Department makes the best use of the available evidence to improve the service it delivers to the public. An important part of that mission is to ensure that the Department's infrastructure allows external and internal research findings to filter through both to Ministers and those delivering policy on the ground.

To do so, Ellen and her colleagues work in open collaboration with the wider research community and other research organisations, to make sure that the areas they are exploring are somewhat aligned with the Department's needs in terms of knowledge and skills. She also looks at the huge amount of operational administrative data that the Department generates as well as large external studies such as the British Birth Cohorts, to consider how these can be used to fill evidence gaps and inform policy development.

Her rigorous training as a social scientist taught her how to engage critically with evidence and proves very helpful in navigating the research community and identifying the most reliable research findings. In addition, she is also able to use her flexible communication skills, especially when it comes to translating academic research for Government audiences.

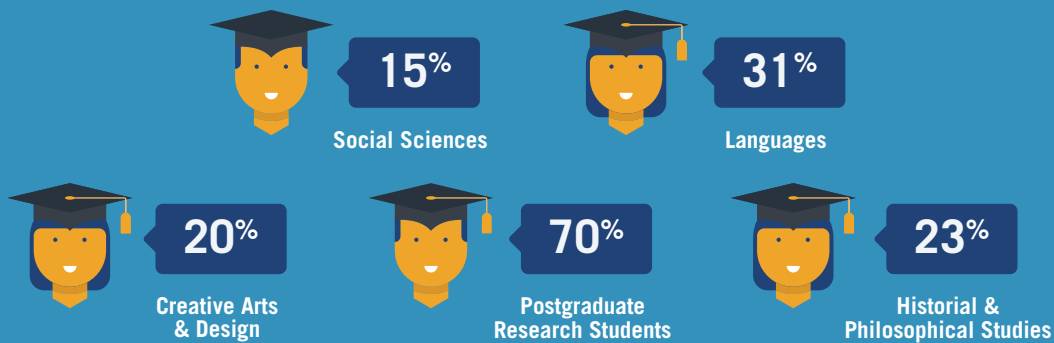
Her undergraduate training in Geography, particularly in Human Geography, gave her the skills to approach challenges from multiple angles to better understand the nuances and reliability of research findings. Her ability to weigh arguments, deal with uncertainty and empathise with academic colleagues gives her a discerning eye when it comes to research quality, and understanding the many caveats that come with academic research.

The real world is messy and humans are not as predictable as we might like to think – Ellen's rigorous training in quantitative research methods, through both her Masters in Demography and PhD in Social Epidemiology, and, crucially, their application in a social science setting to real-world data allows her to better understand how people think and feel about things as well as to see the complexities of the system more clearly.

Social scientists see data everywhere – in numbers (and what's behind them), in text, speech, sentiments – the things you can't see or hear. And they often take innovative approaches to analysing this data – one only needs to look at machine learning or text mining to see this in action. This is crucial in 'big data' settings such as the DWP.

Many AHSS graduates go on to work in the education sector

% of graduates working in education 3.5 years after graduating



Note: Education includes primary, secondary, FE and HE sectors
Source: Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates

CONTINUING THE DISCIPLINES

Education is a popular sector for AHSS graduates. Three and a half years after graduation 31% of languages graduates, 23% of historical and philosophical studies graduates, 20% of creative arts and design graduates and 15% of social sciences graduates were working in education.

Education is one of the most important pillars on which the health of society relies. Teachers and educators have a responsibility to equip young people, who represent the next generation of citizens, with the training they need to prosper in today's knowledge-based economy. Research by the Open University and NatCen Social Research found that the attitudinal 'benefits' of education increase incrementally, with graduates displaying the highest levels of political engagement and efficacy, the greatest degree of environmental knowledge, concern and willingness to take action for the sake of the environment, less traditional and more tolerant attitudes to gender equality and personal relationships and more tolerant attitudes towards immigrants and welfare recipients.³⁷

70% of AHSS postgraduate research students are reported as working in education three and a half years after graduation, though the evidence does not differentiate between school and university teachers.³⁸

The British Academy's report *Prospering Wisely* demonstrated the ways in which research and scholarship in AHSS generates new ideas, provides intellectual rigour, offers longer-term perspectives, challenges received wisdoms, stimulates curiosity, and strengthens understanding of the multiple challenges facing us as individuals and as a society.³⁹ Through their contributions into their field of research, scholars have a profound influence on social and cultural wellbeing, the modern economy driven by knowledge and innovation, and ultimately on the UK's place and reputation in the world.

“Social science-led research and innovation are central to understanding how people, businesses and governments work effectively at local, regional and global levels.”

37 Brennan, J. et al (2015). The effect of higher education on graduates' attitudes: secondary analysis of the British Social Attitudes Survey, BIS Research Paper 200.

38 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates.

39 British Academy (2014). *Prospering wisely: how the humanities and social sciences enrich our lives*

Research in the arts and humanities makes a fundamental contribution to the knowledge, creative and digital economies. These contributions include: new products and content for the creative and digital economies and heritage tourism, helping to shape legislation and influencing policy makers, supporting dynamic and innovative new collaborations to address global challenges, and influencing practitioners across a range of sectors and professions.⁴⁰

Social science-led research and innovation are central to understanding how people, businesses and governments work effectively at local, regional and global levels.⁴¹ For example, the ESRC-funded Centre for Economic Performance have pioneered new ways to quantify management quality that has now been implemented in 34 countries around the world in over 20,000 organisations from manufacturing firms to hospitals, retail stores and schools. Another ESRC-funded project of collaboration with local health services in Kenya led to the development of a mobile app supporting child development assessments, and the training of 100 community health workers embedding mobile-based practices, improving local healthcare and reducing poverty.

“AHSS disciplines teach students how to approach and weigh up the context, be it historical, geographical, economic, political or international, assess where information was obtained from and the way in which it needs to be delivered.”

RESPONSIBLE MEDIA

The media industry has a fundamental role to play in a society. It sustains democracy by providing citizens with information and platforms for democratic debates and participation. Media professionals exercise power in representing the public and public institutions; and giving voice to different communities and minorities. As much as teachers, business leaders, policy-makers and other professionals in positions of power, members of the media industry have a responsibility to ensure that their contribution and representation work towards social cohesion and cultural connectedness and the sustainability of community environments.

In order for the media industry and journalists to fulfil this purpose successfully, they need to be able to analyse, synthesise, process and communicate information taking into account the historical, geographical, political, economic and cultural dimensions. The skills developed within the context of the study of AHSS disciplines consequently provide an ideal preparation for this role. It is therefore unsurprising that this is a sector which many AHSS graduates enter.⁴² Without a sound basis of geo-political, cultural and sometimes anthropological awareness and a solid set of language skills, foreign correspondents would not be able to report convincingly on the events unfolding across the globe.

AHSS disciplines teach students how to approach and weigh up the context, be it historical, geographical, economic, political or international, assess where information was obtained from and the way in which it needs to be delivered. The ability to process information rapidly and develop compelling arguments based on this information is again a substantial part of the AHSS skill set. Journalists address both specialist and non-specialist audiences and the success of their work also depends on their ability to take all the above elements into account and anticipate how their work will be received.

40 See AHRC webpage for links to AHRC impact reports between 2010–2015 (<http://www.ahrc.ac.uk/newsevents/publications/impactreports/>).

41 ESRC (2015–16). Annual Impact Report. Research changing society.

42 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates.

AHSS graduates who embark on a career in the media industry are therefore well-equipped to contribute to developing a well-informed public which benefits society as a whole.

CASE STUDY

Bridget Kendall – Journalist

Bridget Kendall began specialising in languages at school, adding Russian to Latin and French at O level, pursuing Russian and French at A level and then further specialising in Russian at university. Choosing Russian language and literature was, she says, one of the best decisions she ever made.

While at university, she won a rare British Council scholarship to spend 10 months in provincial Soviet Russia in the mid-1970s, a prestigious two-year Harkness Fellowship to Harvard, and a further year to pursue postgraduate research in Moscow. By this time she was developing a deep knowledge of a country which most people in the West found puzzling and opaque. Recognising that – while on the surface a global military superpower – the Soviet Union was internally sliding into a political and economic crisis, she abandoned plans to become an academic and embarked on a career as a journalist. She was immediately offered a job by the BBC, which was keen to take on a graduate who had so much first-hand knowledge of Russia.

When Gorbachev emerged as Soviet leader a few years later, the BBC was soon regularly despatching her to cover the momentous changes that were unfolding. In 1989 she was appointed BBC Moscow correspondent, a post usually given to far more seasoned journalists. But the Corporation calculated that they needed a Russian speaker at this pivotal moment. She arrived just in time to spend five years witnessing the extraordinary events leading up to and following the collapse of the Soviet Union.

This early break came thanks to her language skills and it led to further high-profile posts: as BBC Washington correspondent and then an extended stint in the senior position of BBC Diplomatic correspondent, where she tracked British foreign policy and international crises and reported from scores of countries around the world.

Studying a ‘hard’ language not only opened doors to rewarding career opportunities. She concludes that it also helped shape her thinking. The discipline of mastering a complex grammar honed an ability to pay attention to detail. The need to venture beyond familiar patterns of expression helped develop the flexibility of thought to embrace the unknown, as well as establishing the capacity to step into someone else’s shoes and appreciate their point of view – all positive attributes for a journalist.

Being adept at critical analysis, a skill developed through studying literature, was also valuable. Having the ability to grasp the essence of a text quickly and accurately is a useful talent in many contexts. But when analysing a political speech to identify the hidden messages concealed beneath layers of official propaganda, it is essential. For a journalist in a challenging environment like the Soviet Union or present-day Russia, the key is not to take what you see at face value, but to probe beneath the surface to understand the undercurrents of a place or situation. A modern language and literature degree proved to be great preparation.

ENGAGEMENT WITH THE ARTS AND WELLBEING

“Engagement with arts and cultural production contribute to shaping more reflective individuals, and facilitates greater understanding of the environment they live in and areas of the world they are unfamiliar with.

These eye-opening experiences would not exist without the talent and the skills of those who have been trained as artists, curators or conservators amongst others.”

AHRC's *Cultural Value* Project highlighted the positive impacts that engagement with arts and cultural performances and production have on the wider public.⁴³

Engagement with arts and cultural production contributes to shaping more reflective individuals, and facilitates greater understanding of the environment they live in and areas of the world they are unfamiliar with. People who are exposed to the work of creators from all horizons develop an appreciation of the diversity of human experiences and cultures. These eye-opening experiences would not exist without the talent and the skills of those who have been trained as artists, curators or conservators amongst others.

The skills that students develop while being educated in the fine and creative arts as well as in the humanities allow them to contribute to producing more engaged citizens and improving health and well-being. There is evidence that engagement with the arts can act as a key social psychological catalyst that can foster and maintain social co-operation.⁴⁴

There is a growing number of studies looking at this relationship between cultural engagement and a range of health and well-being outcomes.⁴⁵ This new body of evidence suggests that cultural attendance and participation, which might simply involve visiting museums and art galleries on a regular basis, enhances human health and well-being to the extent that, in fact, people live longer as a result. Glasgow Museums have, for example, responded to the challenge of addressing the high level of health inequality within the city by introducing one of the most active museum health and well-being programmes in the UK.

As a result of an exposure to and engagement with arts and culture, individuals develop deeper cognitive abilities but also more confidence and motivation. They become subsequently more likely to participate in democratic and civic activities and to ensure that their communities flourish. For example, the Wigtown Book Festival, founded in 1999 and reliant on a large number of local volunteers, is one of the largest annual literary gatherings in Scotland, which creates an economic impact each year of more than £2.5m in an economically-challenged, rural area in Dumfries and Galloway.⁴⁶

43 Crossick, G. & Kaszynska, P. (2016). Understanding the value of arts & culture: The AHRC Cultural Value Project, AHRC

Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates section 2.7

Arts Council England (2014). The value of arts and culture to people and society.

44 Abrams D & Van de Vyver J (2017). The Arts as a Catalyst for Human Prosociality and Cooperation, *Social Psychological and Personality Science*.

45 Chatterjee, H.J. & Camic, P.M. (2015). The health and wellbeing potential of museums and art galleries, *Arts & Health*, 7:3, 183–186.

O'Neill, M. Cultural attendance and public mental health – from research to practice; Arts Council England (2014). The value of arts and culture to people and society. *Journal of Public Mental Health*, Volume 9; Issue 4; December 2010 pp.22–29

Lackoi, K., Patsou, M., and Chatterjee, H.J. et al. (2016). Museums for Health and Wellbeing; A Preliminary Report; National Alliance for Museums, Health and Wellbeing: <https://museumsandwellbeingalliance.wordpress.com>

46 Response from our Call for Evidence – Royal Society of Edinburgh (2017).

4

ARE AHSS GRADUATES FIT FOR THE FUTURE?

Predicting what the future world of work will look like is difficult.⁴⁷ A recent report suggests that “no exploration of the future of work will ever be conclusive. Indeed, one of the defining characteristics of our age is its ability to surprise and confound.”⁴⁸ NESTA’s report on the Future of Skills found that experts are unable to predict the scale of future need for around seven in ten jobs.⁴⁹

So we should be clear from the outset that the vision of the future presented here, which is based on a synthesis of forecasts and horizon scanning by a number of other organisations, is by no means conclusive. Perhaps the only thing we can say for certain is that the future is filled with uncertainty. Nevertheless, technological, socio-economic, geopolitical and demographic changes are already transforming the way we work. New jobs are constantly being created, and existing roles evolve.⁵⁰

Based on our analysis of the skills which AHSS graduates develop and the contribution they make to society and the economy, to what extent are they fit for the future?

GROWTH IN HIGH-SKILLED JOBS AND INCREASING DEMAND FOR HIGH-LEVEL SKILLS

The impact of technological, environmental and economic changes including increased automation, coupled with the growth of artificial intelligence, climate change and an ageing population, on the UK’s labour market are topics of hot debate.

NESTA’s latest study on the Future of Skills looked at the skills that will be in high demand in future and found that skills such as teaching, social perceptiveness and coordination, and related knowledge from disciplines including psychology and anthropology, will be vital as organisations operate in a cultural context where globalisation and digital technology are at the forefront.

The report also recognises the importance of higher-order cognitive skills such as innovative conceptualisation, the ability to synthesise and articulate complex ideas and active learning, and of skills related to systems thinking including

“Our evidence shows that AHSS graduates demonstrate many of the skills and behaviours that will be important: collecting and analysing evidence, decision-making, creativity and appreciation of multiple perspectives.”

47 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates section 2.5.

48 PwC (2017). Workforce of the future: The competing forces shaping 2030

49 NESTA (2017). The Future of Skills: Employment in 2030.

50 http://www3.weforum.org/docs/WEF_ASEAN_HumanCapitalOutlook.pdf

The Economist Intelligence Unit (2015). Automated, creative and dispersed: the future of work in the 21st century

World Economic Forum (2016). The future of jobs: employment, skills and workforce strategy for the fourth

industrial revolution, Global Challenge Insight Report; Institute for the Future for University of Phoenix Research

Institute (2011). Future Work Skills 2020.

Royal Society (2017). Machine Learning: the power and promise of computers that learn by example.

“We must also recognise and invest in high-level skills, including those developed at university through the study of AHSS, which are crucial for the jobs of the future, the UK economy, and ensuring that our graduates are ready and can flourish in a global marketplace.”

judgement and decision-making. To develop these skills, the workforce of the future will need a broad base of knowledge, as well as the more specialised learning needed for specific occupations.

AHSS graduates are well placed to meet this demand. Our evidence shows that AHSS graduates demonstrate many of the skills and behaviours that will be important: collecting and analysing evidence, decision-making, creativity and appreciation of multiple perspectives to name but a few. AHSS graduates also bring an understanding of the human consequences of developments such as artificial intelligence which can be used to shape the legal, moral and ethical frameworks which need to be created as part of the new digital age.⁵¹

However, these skills are currently not being afforded the recognition they deserve. For example, the Government’s Industrial Strategy Green Paper⁵² focussed heavily on basic skills, with limited mention of high-level skills. There is no doubt that basic skills such as literacy and numeracy are crucial to achieving economic growth, improving productivity and addressing inequality, but we must also recognise and invest in high-level skills, including those developed at university through the study of AHSS, which are crucial for the jobs of the future, the UK economy, and ensuring that our graduates are ready and can flourish in a global marketplace.

► **We recommend that Government continues to invest in research and education in AHSS to enable the disciplines to make a difference in solving the challenges of the future.**

This could be achieved by:

- Maintaining or increasing the proportion of funding allocated by government for research in the disciplines.
- Ensuring that levels of funding for undergraduate education (whether in the form of direct grants or via student fees, grants or loans) is not solely determined by the salaries that graduates earn, recognising that many lower-paid jobs are critical to society and the economy.

ADAPTABILITY, FLEXIBILITY AND LIFE-LONG LEARNING

We know that the future is uncertain, that many jobs that will be needed do not even exist today and that the nature of careers will be completely different. Individuals must be ready to adapt to changing circumstances and demands, and be comfortable navigating an uncertain future.

Careers paths are also set to change, with ‘portfolio careers’, already common among many creative and performing arts graduates, perhaps becoming the norm for most workers. This means undertaking multiple jobs and working flexibly, adapting to new environments and regular retraining. The ability and desire to engage in life-long learning will be crucial to this.

AHSS graduates already have the skills to deal with this: a positive, open outlook, and willingness to try different approaches, being comfortable with uncertainty and unfamiliarity, anticipating and accommodating change.

“AHSS graduates have a positive, open outlook, and willingness to try different approaches, being comfortable with uncertainty and unfamiliarity, anticipating and accommodating change.”

51 See for example <https://www.technologyreview.com/the-download/609044/deepminds-new-ethics-team-wants-to-solve-ais-problems-before-they-happen/>

52 HM Government (2017). Building our Industrial Strategy, Green Paper. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611705/building-our-industrial-strategy-green-paper.pdf

They also demonstrate a commitment, desire and ability to constantly improve their own learning and performance, a skill which will be employed and re-employed throughout their careers. The fact that so many of these graduates go on to become global leaders, chief executives of top performing companies and politicians is evidence of their resilience, flexibility and ability to upskill throughout their careers.

Our evidence shows the richness and diversity of AHSS graduates' careers, across many different sectors of the economy, in the private, public and third sector.⁵³ Their skills enable them to adapt to different business needs, to identify and work creatively to minimise risk and to work in collaboration across a range of disciplines. Our research has also shown that it is difficult to collect evidence which demonstrates the varied career paths that many AHSS graduates take. For postgraduate research students in particular, their distinctive contribution to wider society and in employment beyond higher education is hard to capture because of a lack of data on career paths.

We recognise that Government and the higher education sector are continuing to develop the data collection mechanisms which track graduates, with the introduction of the Graduate Outcomes survey replacing the Destination of Leavers from Higher Education survey, and the continued investigation of the potential of the Longitudinal Education Outcomes data. However, it is crucial that these do not become crude metrics that prevent us from recognising and valuing all the dimensions of the contribution AHSS graduates make. For example, the Longitudinal Education Outcomes data will enable quantitative information about career paths to be collected at a number of points further from graduation than the new Graduate Outcomes survey, which will take place at 15 months, but it does not take into account the number of hours an individual works or the regional distribution of different sectors of employment when calculating average salary levels. There is risk that the dominance of the undergraduate cohort in size and the use of the findings of the Graduate Outcomes survey in performance indicators means that the need for detailed information about postgraduate students, including those who complete research degrees, is not given sufficient attention.

► **We recommend that Government, universities, higher education sector bodies, learned societies and employers work together to build a collective strategy for collecting evidence about the career paths of AHSS students so that the contribution they make to society and the economy can be properly measured and celebrated.**

This could be achieved by:

- Further investigation of the potential and limitations of linking administrative datasets, such as the Longitudinal Education Outcomes, to improve the information available.
- Further development of the new Graduate Outcomes survey to enable longer-term tracking of the destinations of graduates, particularly those completing research master's and doctorates.

53 Kreager, P. (2013). Humanities graduates and the British economy: The Hidden Impact, The University of Oxford.

ENTREPRENEURIAL SKILLS

“Their positive attitude, originality, creativeness and openness to new ideas, flexibility, ability to work autonomously and motivate themselves, combined with their strong communication, collaborative and team working skills make them ideal entrepreneurs.”

Based on the current make-up of private sector businesses operating in the UK, we can predict that by 2020, 1 person in every 5 is likely to be self-employed at some point in their working life and operating as a sole proprietor/trader; 1 in every 3 is likely to start up or work for a micro business with fewer than nine co-workers; and 1 in every 4 will work in a small to medium-sized enterprise employing between 10 and 249 employees.⁵⁴ It is obvious from these statistics that entrepreneurial skills, the ability to generate new ideas and turn them into a new venture or business, will be key for future workers.

But it is not just about those who will start their own businesses that need these skills – they are increasingly sought after by all employers. The labour market requires graduates who can think on their feet and be innovative in a global economic environment, exploiting opportunities and helping to grow the business. According to the UKCES 2016 Employer Skills survey individuals with a “positive attitude: a ‘can-do’ approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking ... can make a huge difference to any business.”⁵⁵ A willingness to take risks and manage flexible working patterns and careers are vital for those who become self-employed and work on a freelance or consultancy basis.⁵⁶ A portfolio career is often described as the ability for professionals to split their time and skills between two or more part-time positions throughout their careers. Individuals who embark on portfolio working move away from holding one job for their entire career. As creative and flexible economies develop, an increasing number of young graduates or mid-career professionals will choose portfolio working as a way to exploit and develop their skills.⁵⁷

We have shown that AHSS graduates have the latent skills to allow them to flourish as entrepreneurs. Their positive attitude, originality, creativeness and openness to new ideas, flexibility, ability to work autonomously and motivate themselves, combined with their strong communication, collaborative and team working skills make them ideal entrepreneurs. Graduates in the performing and creative arts graduates are already showing the way, with many working as self-employed freelancers or running their own businesses.⁵⁸ Support is needed to enable this huge potential to be fully realized and given the recognition it deserves.

► **We recommend that universities continue to encourage and support AHSS students to develop a mindset of innovation and enterprise, to prepare them for roles in a global future where change is constant and where working environments are likely to be more fluid than they were for previous generations of graduates.**

This could be achieved by:

- Embedding enterprise and entrepreneurship opportunities and education across all levels of study within higher education and in all subjects.
- Providing resources to support extracurricular provision in enterprise and entrepreneurship which take account of particular needs of AHSS students.

54 British Academy (2016). Born Global: A British Academy Project on Languages and Employability: <https://www.britac.ac.uk/born-global>

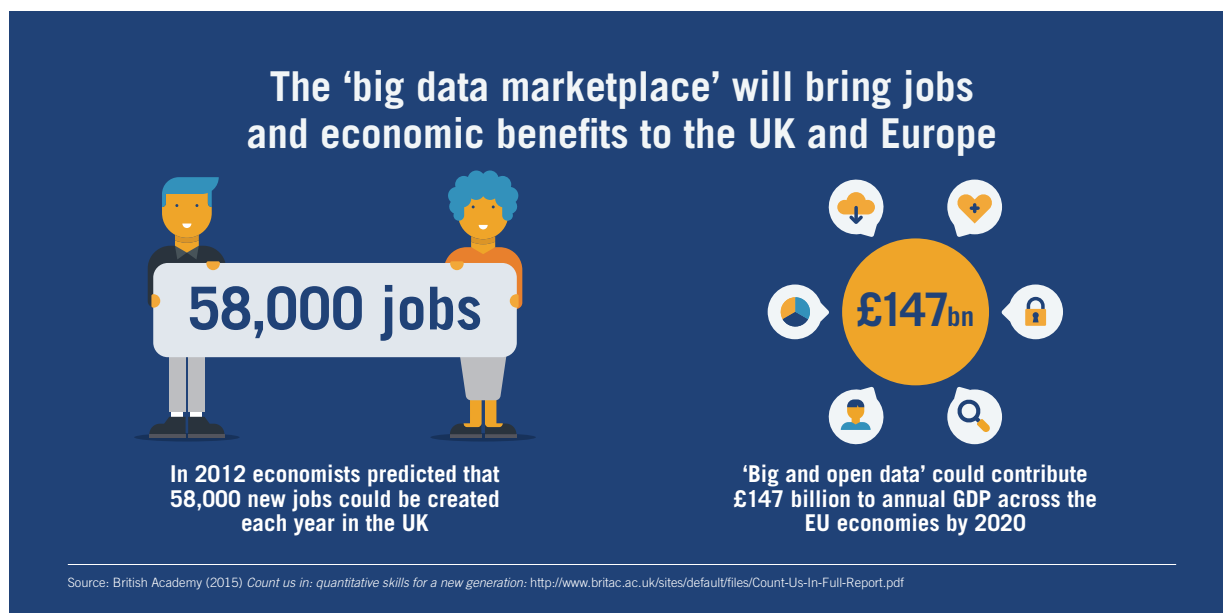
55 UKCES (2016). Employer Skills Survey 2015: UK results, UKCES Evidence Report 97.

56 QAA (2012). Enterprise and entrepreneurship education: Guidance for UK higher education providers.

57 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates section 4.1.

58 Lyonette, C., Hunt, W and Baldauf, B. (2017). Occupations and Skills of Arts, Humanities and Social Sciences Graduates section 2.6.2.

- Sharing the good practice in enterprise and entrepreneurship education which already exists in the performing and creative arts.



THE ABILITY TO REASON AND THRIVE IN A DATA AND DIGITAL-DRIVEN ENVIRONMENT

In its report *Count Us In*, the British Academy argued that the ability to understand and interpret data, developed through the study of the social sciences, is an essential feature of life in the 21st century: vital for the economy, for our society and for us as individuals. In 2012, economists predicted that 58,000 new jobs could be created each year in the UK in the big data marketplace and that 'big and open data' could contribute an extra £147 billion per annum to GDP across the European Union economies by 2020.⁵⁹

This also extends to information more broadly, in particular new media content. With the explosion of videos, blogs, podcasts and social media publications, workers of the future will not only need to be digitally literate but will need to be able to manage a world rich in information streams and deal with cognitive overload.⁶⁰

The British Academy has long argued that AHSS offer a rich context for developing these skills and applying them to real-life situations, as well as making the acquisition of such skills open to a far wider range of students. Our evidence showed that AHSS graduates are highly skilled in collecting and analysing data and making sound decisions on the basis of this. In research, scientists working with big data have found the qualitative research skills developed in the social sciences vital to their work.

“The British Academy has long argued that AHSS offer a rich context for developing quantitative and data skills and applying them to real-life situations, as well as making it the acquisition of such skills open to a far wider range of students.”

⁵⁹ British Academy (2015). *Count us in: quantitative skills for a new generation*: <http://www.britac.ac.uk/sites/default/files/Count-Us-In-Full-Report.pdf>

Mohamed, S. & Ismail, O. (2012). *Data equity: unlocking the value of big data*. Centre for Economics and Business Research; Buchholtz, S., Bukowski, M. & Sniegocki, A. (2014). *Big and open data in Europe: a growth engine or a missed opportunity?* Demos Europa & Warsaw Institute for Economic Studies.

⁶⁰ Lyonette, C., Hunt, W and Baldauf, B. (2017). *Occupations and Skills of Arts, Humanities and Social Sciences Graduates* section 2.3; www.parliament.uk/business/committees/committees-a-z/commons-select/science-and-technology-committee/inquiries/parliament-2015/digital-skills-inquiry-15-16/

Moreover, AHSS graduates are already using these skills in their working lives. We know that they are highly employable in the financial services sector, a key sector of the UK economy and one that requires strong quantitative skills. A number of initiatives have been established to support the development of these skills, and these provide a foundation from which to build.

Quantitative Skills initiatives

In 2004, the ESRC established the National Centre for Research Methods (NCRM) to address long-recognised problems of methodological under-capacity in the UK social science research community. The NCRM has contributed to increasing the quality and range of methodological approaches and techniques used by UK social scientists, through training and capacity building as well as innovation through its research.

The Applied Quantitative Methods Network (AQMeN), originally a collaborative network co-funded by the ESRC and the Scottish Funding Council but since October 2017 part of the School of Social and Political Science at the University of Edinburgh, has been aimed at supporting postgraduate researchers and academics to expand their expertise and learn a range of new quantitative methods skills. It does this through training, knowledge exchange and facilitation of research development and collaboration.

In 2013, the Nuffield Foundation, ESRC and HEFCE, launched the Q-Step Programme, a £19.5 million initiative designed to promote a step-change in undergraduate quantitative social science training in the UK. So far, over 68 new degree programmes and 172 modules have been developed, and in 2016–17, over 750 students started Q-Step degree programmes and over 8,000 were participating in at least one of the Q-Step modules. A distinctive feature of Q-Step has been the use of work placements and internships where students have an opportunity to test and stretch their quantitative skills on live projects.

THE ABILITY TO THRIVE IN A GLOBAL CONTEXT

We live in an increasingly diverse, multicultural society. In an increasingly global labour market and with more mobility in the workforce, the world is more interconnected than ever. Over 300,000 UK businesses engaged in international trade in 2014 and this number is predicted to rise.⁶¹ The world of international engagement is becoming ever more complex and the nature of global security threats is constantly changing; all this is set to become even more acute in a post-Brexit context. As argued by the British Academy in its reports *Born Global* and *Lost for Words*⁶², this means that language skills, intercultural understanding, global awareness and an international mind-set will be crucial for the future of the UK economy, society and for UK security and diplomacy.

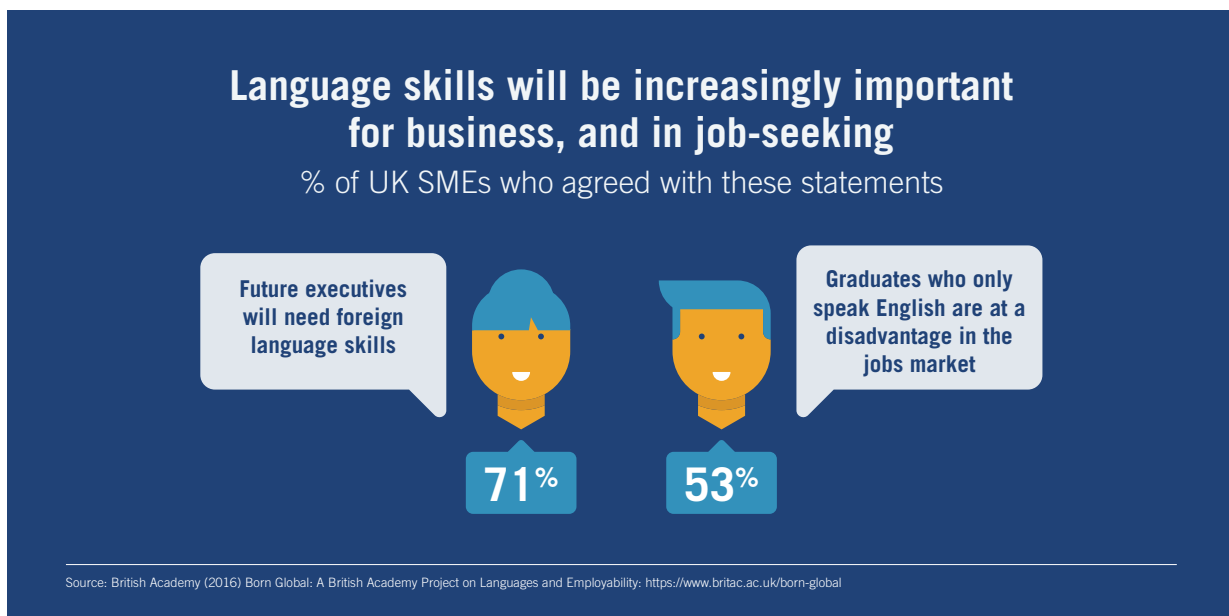
61 <http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/rel/abs/annual-business-survey/uknon-financial-business-economy--2014-provisional-results/index.html>

62 British Academy (2016). *Born Global: A British Academy Project on Languages and Employability*: <https://www.britac.ac.uk/born-global>
British Academy (2013) *Lost for Words: The Need for Languages in UK Diplomacy and Security*: https://www.britac.ac.uk/sites/default/files/BRI_British_Academy_report_Lost_for_words_report_5_12_13_web.pdf
www.britishchambers.org.uk/assets/downloads/policy_reports_2013/2013%20BCC%20Int%20trade%20Survey%20Factsheet_Market%20Opps.pdf Foreman-Peck, J. & Wang, Y. (2014). *The costs to the UK of language deficiencies as a barrier to UK engagement in exporting: a report to UK Trade & Investment*, Cardiff University.

- Every government department and agency consulted as part of the Academy's Lost For Words inquiry acknowledged that language skills have important benefits in enabling them to meet their objectives. The lack of language skills among British officials and armed forces is both embarrassing and risks putting the UK at a competitive disadvantage; a situation set to become all the more important in the wake of Brexit.
- 71% of UK SMEs surveyed in the Academy's Born Global project agreed that future executives would need language skills. Over half agreed that graduates who only spoke English were at a disadvantage in the jobs market, and that additional foreign languages would be helpful to extend business opportunities in future.
- The British Chambers of Commerce found that 62% of non-exporters cite language and 55% cultural barriers when deciding when and where to export. Research for UK Trade and Investment claimed that a lack of foreign language skills is costing the UK up to £48bn a year, or 3.5% of GDP.

“AHSS graduates, in particular languages and area studies graduates, are already equipped with many of the skills required to thrive in a global context.”

AHSS graduates, in particular languages and area studies graduates, are already equipped with many of the skills required to thrive in a global context. But these skills are not just limited to language and culture. History in the UK has a very strong tradition in teaching European and global history, which provides graduates with cultural dexterity and an ability to develop strong comparative studies that enable us to better prepare for the future. Geography imparts an understanding of place and the skills to collect and analyse data on the changing demographic, cultural and socio-economic characteristics of communities, places and regions.



Our evidence has shown that communication is a key AHSS skill. This includes the ability to tailor communication strategies to different audiences, as well as being effective listeners and reacting to what different audiences say. Excellent team-working skills require diplomacy, negotiation and empathy, all of which will be key in the context of the UK's continued global engagement and are

essential for any company hoping to export, or indeed any company that deals with the increasingly diverse and multilingual society we have in the UK.

Language-Based Area Studies and Open World Research Initiative

In a context where the proportion of UK students participating in advanced language study is declining, the challenge of increasing capacity in language-based area studies is substantial. Over a 5-year period ESRC, AHRC and HEFCE funded five centres focussing on East Asia, Russia, Central and Eastern Europe and the Arab World. Activities included masters' studentships, doctoral studentships and post-doctoral research, the development of online language learning materials, Virtual Research Environments, funding visiting research fellows, and offering language-training to mid-career academics, businesses and the general public. The evaluation of this initiative found that it brought a significant boost to levels of activity and to development of high quality expertise and impact. Performance against objectives was strong, and the calibre of early researchers and output supported through the project was excellent.

As part of The Open World Research Initiative, AHRC has invested £16 million in four major research programmes that will help demonstrate the value of modern languages in an increasingly globalised research environment. These projects will help showcase the crucial role that languages play, not just within arts and humanities but also on a wider scale in relation to key contemporary issues.

Institution-Wide Language Provision (IWLP)

Institution-Wide Language Provision courses – university-based language modules which are taken as a small part of or alongside an individual's degree, also known as Languages for All – are proving successful in attracting students; a survey of the sector in 2016 reported 55,000 enrolments for that academic year.⁶³

► **We recommend that Government, universities and learned societies work together to realise the potential and added value of AHSS as a context in which language, digital and data skills can be developed to ensure that the UK has the skills needed for productivity and growth in the 21st century.**

This could be achieved by:

- Further investment in the Q-Step programme to enable nationwide roll out.
- Development of a national initiative to support quantitative skills in the humanities.
- Embedding of qualitative methods training in all AHSS disciplines at undergraduate level.
- Development of a national strategy for languages at all stages of education in communities, schools and higher education.
- Making resources and opportunities available to enable all students to learn a second language, whatever subject they study in higher education.

63 UCML-AULC survey of Institution-Wide Language Provision in universities in the UK (2015–2016).

AN INTERDISCIPLINARY APPROACH

“The British Academy report *Crossing Paths* argued that interdisciplinary research, based on rigorous and vigorous disciplines, is central to academic innovation and to tackling the complex problems and research questions posed by global social challenges. AHSS graduates develop a skill set that makes them well-equipped to engage in this type of collaborative research.”

Most of the major challenges which society faces – climate change, growing inequalities, computerization of occupations – require interdisciplinary research and cooperation. The British Academy report *Crossing Paths* argued that interdisciplinary research, based on rigorous and vigorous disciplines, is central to academic innovation and to tackling the complex problems and research questions posed by global social challenges.⁶⁴ Interdisciplinary skills will be pivotal in enabling future graduates to respond to global and multifaceted challenges. This includes the ability for individuals to interpret and understand concepts across several disciplines and in different cultural contexts as well as being able to work alongside those from other disciplines to combine and integrate knowledge and skills together to solve complex problems.⁶⁵

There are also demonstrable benefits to having diverse teams from different disciplinary backgrounds in the workplace. In our evidence gathering, we heard from employers and respondents to our call for evidence that teams which comprise graduates from across the disciplinary spectrum can generate better ideas, outcomes, productivity and team-working because of the diverse perspectives they bring.⁶⁶ We have shown that AHSS graduates are effective communicators and listeners, with the skills necessary to work with others to achieve a common goal and understand their own and others' unique contributions. We have also shown that they are expert in dealing with a range of complex and diverse material. Their positivity, openness and willingness to try different approaches are essential skills for effective interdisciplinary work and working with colleagues from other disciplines.

► **We recommend that Government and universities, working with learned societies, ensure that the curriculum at all stages of education in schools and higher education has opportunities for breadth and interdisciplinary working, in order to create a rounded, balanced population and workforce.**

This could be achieved by:

- Reviewing the curriculum to ensure that students are able to pursue a broad range of subjects throughout their studies in school.
- The creation of more undergraduate degree programmes which are explicitly interdisciplinary and global in outlook.
- Realisation of the potential which the creation of UK Research and Innovation presents for support of interdisciplinary research.

AN ENGAGED SOCIETY EMBRACING THE CHALLENGES OF THE FUTURE

We should not forget the wider societal benefits of higher education which will always be essential for any functioning society. Graduates have a greater sense of active citizenship, are more likely to vote, volunteer and become engaged in society.⁶⁷ AHSS graduates participate in and contribute to civil society, both to the UK and globally, drawing on their understanding of the human dimensions of society.⁶⁸ Engagement with the arts and culture can shape reflective individuals, facilitating greater understanding of themselves and their

64 British Academy (2017). *Crossing Paths: Interdisciplinary Institutions, Careers, Education and Applications*.

65 UKCES (2014). *The future of work: jobs and skills in 2030*, Evidence Report 84.

66 Responses to our Call for Evidence – ESRC and JOMEC, University of Cardiff (2017); Lyonette, C., Hunt, W and Baldauf, B. (2017). *Occupations and Skills of Arts, Humanities and Social Sciences Graduates*.

67 GuildHE & National Union of Students (2016). *Active citizenship: the role of higher education*.

68 Kreager, P. (2013) *Humanities Graduates and the British Economy: The Hidden Impact*, The University of Oxford.

“Some AHSS graduates will go on to become the next generation of researchers: generating new ideas, challenging received wisdoms and strengthening understanding of the multiple challenges facing us as individuals and as a society.”

lives, increasing empathy with respect to others, with an appreciation of the diversity of human experience and cultures. It produces more engaged citizens, improves health and wellbeing, and contributes to confidence, motivation, problem-solving and communication skills.⁶⁹

Our evidence has shown that AHSS graduates are valued in a wide range of professions, not necessarily dependent on the specific knowledge of the subject they have studied. Their strong generic skills and flexibility mean that they are able to adjust to the requirements of work in many different areas. On the other hand, many go into specialist employment – law graduates that go into the legal profession, modern languages graduates that go into translating and interpreting, and a range of AHSS graduates that enter the teaching profession. The Civil Service, local government and the voluntary sector also draw extensively on the skills and contribution of AHSS graduates in professional roles, such as policy making, finance, project management and leadership. These are vital functions in society and will continue to be vital in the future. It is important that the higher education sector continues to produce these specialists.

And finally, some of these graduates will go on to become the next generation of researchers: generating new ideas, providing intellectual rigour, offering longer-term perspectives, challenging received wisdoms, stimulating curiosity, and strengthening understanding of the multiple challenges facing us as individuals and as a society, based on the understanding of the human world, past, present and future, across borders and cultures, which AHSS brings.⁷⁰

► **We recommend that the AHSS subject community, universities and employers work together to recognise, promote and signal the distinctiveness of the skills which students of AHSS demonstrate, and to increase understanding of their contribution to the economy and wider society among employers, prospective students and the public.**

This could be achieved by:

- Public information campaign about the career paths open to AHSS students.
- Universities including information on both the skills developed through the study of AHSS in their statements of graduate outcomes, as well as highlighting the diverse career paths and societal contributions of AHSS graduates.⁷¹
- Employers signalling the importance and value of AHSS graduate skills to their organisations and sectors, for example in their public statements and responses to skills surveys, and working together with universities and the higher education sector to maintain the supply of graduates to these sectors.

69 Crossick, G. & Kaszynska, P. (2016). *Understanding the value of arts & culture: The AHRC Cultural Value Project, AHRC*.

70 British Academy (2014). *Prospering wisely: how the humanities and social sciences enrich our lives*.

71 See for example, University of Cambridge School of Humanities and Social Sciences: www.cshss.cam.ac.uk/transferable-skills; University of Exeter Department of Theology and Religion: <https://intranet.exeter.ac.uk/humanities/studying/subjecthandbooks/theology/skills/>; University of Sheffield: www.sheffield.ac.uk/sheffieldgraduate/studentattributes and University of Hertfordshire: www.herts.ac.uk/about-us/student-charter/graduate-attributes; and www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree

ANNEX 1

THE DEFINITION OF ARTS, HUMANITIES AND SOCIAL SCIENCES (AHSS)

There are many different ways to categorise subjects and disciplines. The overarching consideration within this project has been to be inclusive, conceiving the arts, humanities and social sciences in a broad sense. Each of the pieces of research which underpin this report make clear how they have defined AHSS for the purposes of the selection and analysis of data used.

DATA FROM THE HIGHER EDUCATION STATISTICS AGENCY (HESA)

Data from the Destination of Leavers of Higher Education survey and its longitudinal equivalent is categorised using version three of the Joint Academic Coding System (JACS 3.0).⁷² Data was provided at the principal subject level, and for the purposes of analysis this was grouped together into subject areas. The subject areas defined as AHSS subjects were:

- Social Studies (SS)
- Law; Business and Administrative Studies (B&A)
- Mass Communications and Documentation (MCD)
- Languages (Lang)
- Historical and Philosophical Studies (H&P)
- Creative Arts and Design (CAD)

SUBJECT BENCHMARK STATEMENTS

QAA publishes 60 subject benchmark statements for bachelor's degrees with honours.⁷³ 35 of these were determined to cover AHSS subjects:

- Accounting
- Anthropology
- Archaeology
- Area Studies
- Art and Design
- Business and Management
- Classics and Ancient History (including Byzantine Studies and Modern Greek)
- Communication, Media, Film and Cultural Studies
- Creative Writing
- Criminology

⁷² <https://www.hesa.ac.uk/support/documentation/jacs/jacs3-principal>

⁷³ <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects>

- Dance, Drama and Performance
- Early Childhood Studies
- Economics
- Education Studies
- English
- Events, Hospitality, Leisure, Sport and Tourism
- Finance
- Geography
- History
- History of Art, Architecture and Design
- Housing Studies
- Languages, Culture and Societies
- Law
- Librarianship, Information, Knowledge, Records and Archives Management
- Linguistics
- Music
- Philosophy
- Politics and International Relations
- Psychology
- Social Policy
- Social Work
- Sociology
- Theology and Religious Studies
- Welsh
- Youth and Community Work

RESEARCH EXCELLENCE FRAMEWORK

The Units of Assessment established for the Research Excellence Framework also provide a helpful framing for what disciplines fall within AHSS, with the Units within Main Panel C generally considered to comprise the social sciences, and those in Main Panel D the arts and humanities.⁷⁴

Main Panel C

- 16 Architecture, Built Environment and Planning
- 17 Geography, Environmental Studies and Archaeology
- 18 Economics and Econometrics
- 19 Business and Management Studies
- 20 Law
- 21 Politics and International Studies
- 22 Social Work and Social Policy
- 23 Sociology
- 24 Anthropology and Development Studies
- 25 Education
- 26 Sport and Exercise Sciences, Leisure and Tourism

Main Panel D

- 27 Area Studies
- 28 Modern Languages and Linguistics
- 29 English Language and Literature
- 30 History
- 31 Classics
- 32 Philosophy
- 33 Theology and Religious Studies
- 34 Art and Design: History, Practice and Theory
- 35 Music, Drama, Dance and Performing Arts
- 36 Communication, Cultural and Media Studies, Library and Information Management

⁷⁴ <http://www.ref.ac.uk/panels/unitsofassessment/> Note that these are the Units of Assessment as constituted for REF 2014 and will change slightly for the next exercise in 2021.

ANNEX 2

STAKEHOLDER CONSULTATION

STEERING GROUP MEMBERSHIP

Professor Sir Ian Diamond FBA, Vice Chancellor and Principal, University of Aberdeen (Chair)

Simon Blake, Chief Executive Officer, National Union of Students

Philippa De Villoutreys, Head of Talent, Bank of England

Dr Rita Gardner, Director, Royal Geographical Society

Professor Roger Goodman, Chair, Academy of Social Sciences

Shelagh Green, President, Association of Graduate Careers Advisory Services (AGCAS) and University of Edinburgh

Professor Martin Halliwell, Co-Chair, Arts and Humanities Alliance, and University of Leicester

Professor Tony McEnery, Director of Research / Dr Frances Burstow, Strategic Lead for Skills and Methods, Economic and Social Research Council (ESRC)

Dr Julie McLaren, Associate Director of Programmes / Anne Sofield, Associate Director of Programmes, Arts and Humanities Research Council (AHRC)

Chris Millward, Director of Policy, Higher Education Funding Council for England (HEFCE)

Dame Una O'Brien, Executive coach and leadership consultant on the Civil Service. Previously Chair of the Civil Service Talent Board and Permanent Secretary, Department of Health (2010–16)

Professor Simon Swain FBA, Pro-Vice-Chancellor External Engagement, University of Warwick

Professor Michael Wright FBA, Professor of Entrepreneurship, Imperial College London Business School

ADVISORY GROUP

Hasan Bakhshi, Executive Director, Creative Economy and Data Analytics, Nesta

Dr Ben Brabon, Academic Lead – Arts, Humanities & Social Sciences, Higher Education Academy

Professor Nicholas Cook FBA, 1684 Professor of Music, University of Cambridge

Professor John Craig, Chair, DASSH UK (Deans of Arts, Social Sciences and Humanities)

Dr Harriet Crabtree, Executive Director, the Interfaith Network for the UK

Professor Geoffrey Crossick, Professor of the Humanities, School of Advanced Study

Professor Paul Edwards FBA, Professor of Employment Relations, University of Birmingham

Professor Simon Goldhill FBA, Professor of Greek Literature and Culture, University of Cambridge, and Director, CRASSH (Centre for Research in the Arts, Social Sciences and Humanities)

Darren Henley, Chief Executive, Arts Council England

Jeremy D Hill, Research Manager, British Museum

Susannah Hume, Head of Skills, Behavioural Insights Team

David Hughes, Chief Executive, Association of Colleges

Stephen Isherwood, Chief Executive, Institute of Student Employers

Emma Jacobs, Financial Times

Dr Cathy Kerfoot, Standards and Frameworks Manager, Quality Assurance Agency (QAA)

Professor Sandra McNally, Professor of Economics, University of Surrey, and Director of the Education and Skills Programme, Centre for Economic Performance, London School of Economics

Professor Peter Mandler FBA, Professor of Modern Cultural History, University of Cambridge

Seamus Nevin, Head of Education and Skills Policy, Institute of Directors

Professor Roger Parker FBA, Thurston Dart Professor of Music, Kings College London

Professor Rick Rylance, Dean and Chief Executive, School of Advanced Study

Hetan Shah, Executive Director, Royal Statistical Society

Professor William Sherman, Director, The Warburg Institute (formerly Head of Research, Victoria and Albert Museum)

Dr Allan Sudlow, Head of Research Development, British Library

Professor Nigel Vincent FBA, Professor Emeritus of General and Romance Linguistics, The University of Manchester

Greg Wade, Programme Manager - Innovation and Growth and Higher Level Skills, Universities UK

Karl Wilding, Director of Public Policy and Volunteering, National Council for Voluntary Organisations (NVCO)

Professor Michael Worton, former Vice-Provost (International), UCL

Jocelyn Wyburd, Director, The Language Centre, University of Cambridge and former Chair, University Council of Modern Languages

RESPONDENTS TO THE CALL FOR EVIDENCE

Organisations

Association of Graduate Recruiters (now Institute of Student Employers)

Association of Graduate Careers Advisory Services (AGCAS)

Arts and Humanities Research Council (AHRC)

AHRC Northern Bridge Doctoral Training Partnership (Newcastle University)

British Library

Careers Network, University of Birmingham

CHASE Doctoral Training Partnership

Creativeworks London

Government Statistical Service / Office for National Statistics

Guildhall School of Music and Drama

Independent Research Organisations Heads of Research Group

Institute of Directors

School of Journalism, Media and Cultural Studies (JOMEC), Cardiff University

Political Studies Association

Royal Historical Society

Royal Society of Edinburgh

Royal Statistical Society

Scottish Graduate School for Arts and Humanities

Individuals

Dr Matt Badcock (Leeds Beckett University)

Professor Gabriel Egan (De Montfort University)

Professor David J. Galbreath (University of Bath)

Dr Louise Hardwick (University of Birmingham)

Professor Ewart Keep (SKOPE, Oxford University)

Dr Margaret Leighton (University of St Andrews)

Jeremy MacClancy (Oxford Brookes University)

Professor Tom McLeish FRS (Durham University)

Dr Emily Michelson (University of St Andrews)

Dr Stewart Mottram (University of Hull)

Professor Caroline Rooney (University of Kent)

Dr Jamin Speer (University of Memphis)

Dr Paul Williams (University of Exeter)

ROUNDTABLE MEETINGS AND EVENTS

British Academy Learned Societies and Subject Associations Network

Independent Research Organisations Heads of Research Group

Scottish Universities

Edinburgh Napier University

University of Dundee

University of Glasgow

University of Stirling

Queen Margaret University

University of Edinburgh

The Open University in Scotland

University of Aberdeen

Association of Graduate Recruiters Selection Assessment Special
Interest Group Forum

Academy of Social Sciences, Presidents of Learned Societies Group

Representatives of Arts Providers in Higher Education

DASSH UK

University of Sheffield Hallam University

University of Huddersfield

University of Dundee

Royal Holloway, University of London

University of Southampton

University of Manchester

University of Bangor

University of East Anglia

University of Roehampton

University of Worcester

Loughborough University

Newman University

University of Sheffield

Liverpool John Moores University

INDIVIDUALS

Richard Barrie, Baillie Gifford

Diana Beech, HEPI

Neil Carberry, Director of People & Skills, CBI

James Corkhill, Cabinet Office

Janette Durbin, Cabinet Office

Sophie Goldsworthy, Oxford University Press

Jane Gratton, Head of Business Environment and Skills Policy, British Chambers of Commerce (BCC)

Deborah MacKenzie, Civil Service Learning

Charlotte Malton, Policy Adviser, CBI

Clare Viney, CRAC




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THE BRITISH ACADEMY
10–11 Carlton House Terrace
London SW1Y 5AH
+44 (0)20 7969 5200

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