

Report for the British Academy:

An analysis of the generic and subject-specific skills in the Arts, Humanities and Social Sciences based on 36 QAA Subject Benchmark Statements

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Overview

1. This report provides an analysis of 36 QAA Subject Benchmark Statements deemed (in agreement with the British Academy) to fall within the disciplines of Arts, Humanities and Social Sciences (AHSS). Annex A lists the 36 statements and maps them to AHSS subjects (as published on the British Academy website <http://www.britac.ac.uk/>).
2. The analysis is based on the 'generic skills' and subject-specific skills' sections of each statement, where these exist. One of the features of the statements is the absence of a single format for their content. While the vast majority have a dedicated 'generic skills' section, some integrate these into the subject-specific section, and in the case of Law just into the Standards section. This variation reflects QAA's approach in managing the creation and review of each statement that there is a basic format and minimal specific requirements (such as there must be a threshold standard articulated) but beyond these the subject/professional communities had the freedom to determine the approach and language which they considered in their professional judgement best suited to staff and students involved in the design, approval, delivery and review of higher education programmes across the full range of higher education providers in the UK.
3. This approach to the language used in each statement also means that there is no single agreed-definition or description of any particular skill. There is commonality of language in a number of cases but creating lists of skills has been a matter of interpretation and seeking to make appropriate distinctions based on comparing the language used. In some cases the skills identified are very closely related to each other (for example those under autonomy/independent learning and those under organisational). In some cases a number of skills are articulated together in one sentence or bullet point and treated as if interconnected. Creativity is rarely mentioned except as part of problem-solving for example. Collaboration and team working are regarded as one skill, but some statements use the former (or collaborative working) and some the latter.
4. The report is therefore designed in a way that makes it readily possible to re-define the boundaries between the skills listed (including merging some, de-merging others). Notwithstanding this, the report and supporting annexes demonstrate which skills are more or less common across the 36 subjects and which skills are missing. These lists are supported by extracts from each statement which evidence the language used in each statement and how this compares between statements.
5. The analysis also reinforces the absence of clear distinction between generic and subject-specific skills, a point made in the Early Childhood Studies statement: 'Generic skills are transferable skills that are not so closely tied to the subject matter of early childhood studies. However, it is important to bear in mind that this distinction is a fairly artificial one since the distinction between subject-specific and generic skills is not clear-cut.' (paras 5.1-5.2) In some statements subject-specific skills appear to be more akin to generic or are capable of being seen as comparable with generic skills in other statements and therefore an inclusive approach has been taken.

6. Each statement contains a standards (or learning outcomes) section; QAA’s minimum requirement – indeed the primary purpose – for each statement being a statement of the threshold standard for the subject – the minimum to be achieved for the award of the qualification. These sections have been excluded from the analysis except where a skill is only stated in the standards section (provided it is in the threshold rather than typical or excellent standard section).
7. The 36 statements cover the Bachelor’s qualification, with the exception on one statement covering Master’s (in Business and Management). This statement has been treated in the same way as the other 35 statements. There are also three statements which include a section on threshold standards for the Master’s qualification (Criminology, Librarianship and Theology & RS).
8. The extremes of the variations between statements is also evident in, at one extreme, the similarity between statements (Finance is based on the Accounting statement, Creative Writing is heavily influenced by the English statement using some of the same phrases) and, at the other extreme, the fundamental differences; for example EHLST is actually five subjects brought together as one, recognising commonalities and differences.

List 1: Skills common across disciplines

9. List 1 below sets out those skills which are considered to be common across the 36 statements. ‘Common’ in this context has been defined on the basis of the skill appearing in more than one third of the statements. List 3 reports on those skills which appear in one third or fewer statements.
10. The line could be drawn in a number of places and the report is designed on the basis that it could easily be re-drawn and the results re-presented to suit. A full table showing the presence or absence of each skill (however common) for all 36 subjects is set out in Annex B.

List 1 - Skills common across all AHSS disciplines

Title of skill	Included in statements
Communication	36
Data/evidence: analysis/evaluation	36
Collaboration/team working	34
Data/evidence: collection/gathering	34
Work autonomously/independently	33
Self-awareness/commitment to improving own learning	32
Using ICT	29
Organisational skills	27
Problem-solving and creativity	24
Numeracy	22

Making a reasoned argument	21
Cultural diversity/values	18
Adaptability/flexibility and capacity of accommodate change	18
Ethical implications of research/enquiry	15
Engaging with 'cross-cutting themes'	15
Decision-making/exercising judgement	13

(n=36)

Examples of each skill using extracts from each statement

11. The following provides more detailed information on each skill identified in List 1, providing examples from applicable statements of the language used and therefore illustrating the range of ways in which the given skill is described in different statements. A full of extract for each skill is provided in Annex C.

Communication

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Written, oral, visual ▪ Listening ▪ Answering questions ▪ Observation
Links with other skills	<ul style="list-style-type: none"> ▪ Negotiation ▪ Influencing/persuasion
Examples of the language used	<p>Communication (examples of communication generally; specific forms of communication illustrated below)</p> <ul style="list-style-type: none"> ▪ effective communication ... complex ideas and arguments (B&M Master's) ▪ articulating and effectively explaining information (B&M Bachelor's) ▪ communicate ideas with clarity (and) coherence (Area Studies) ▪ ... including presenting quantitative and qualitative information ... in a form appropriate to the intended audience (Accounting) ▪ articulate ideas and communicate information comprehensibly (DDP) ▪ the clear presentation of research procedures, academic debates and the student's own arguments (Criminology) ▪ communicate ... with a strong awareness of the uses of language (Creative Writing) ▪ demonstrate literacy and communication skills in a range of contexts (EHLST) ▪ communicate information, arguments and ideas cogently and effectively (HAAD) ▪ engage in scholarly debate (Linguistics) ▪ communicating in a clear, systematic and concise way for a range of different purposes and audiences (Librarianship) ▪ organisation and articulation of opinions and arguments ... using relevant specialist vocabulary (YCW) ▪ present scholarly work ... in a variety of contexts and to different types of audiences (Sociology)

Oral communication

- present materials orally (Area Studies)
- presenting effective oral presentations for different kinds of audiences (Archaeology)
- the capacity to express their own ideas orally (Anthropology)
- communicate orally ... concrete ideas and abstract concepts (Creative Writing)
- orally present material in a clear and effective manner (Classics)
- structure, coherence, clarity and fluency of oral expression (History)
- make effective preparation for, and lead, meetings in a productive way (Social Work)

Written communication

- preparing effective written communications for different readerships (Archaeology)
- the capacity to express their own ideas in writing (Anthropology)
- write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary (Early Childhood Studies)
- produce written work with appropriate scholarly and professional registers/conventions (DDP)
- structure, coherence, clarity and fluency of written expression (History)
- write accurately and clearly in styles adapted to the audience, purpose and context of the communication (Social Work)

Visual

- present materials ... visually in a clear and effective manner, using information technologies where appropriate (Area Studies)
- making effective and appropriate forms of visual presentation (Archaeology)
- the capacity to express their own ideas visually (Anthropology)
- an ability to present data in different formats, including graphical and tabular (YCW)

Presentation

- an awareness of the interpersonal skills of ... presentation and their use in generating business contacts (B&M Bachelor's)
- present information to a professional standard, appropriate to context (Creative Writing)
- public presentation, including an awareness of audience characteristics and responses (Music)
- developing presentation skills using current technology (Linguistics)
- present conclusions verbally and on paper, in a structured form, appropriate to the audience for which these have been prepared (Social Work)

Listening

- an awareness of the interpersonal skills of effective listening (B&M Bachelor's)
- listen effectively (Area Studies)
- listen carefully to others (Early Childhood Studies)
- develop skills in, and understand the importance of, listening actively (Creative Writing)
- work productively in a group or team, showing abilities at different times to listen ... (Communications)
- the ability to listen effectively (HAAD)
- listen attentively to complex presentations (Philosophy)
- listen actively and empathetically to others, taking into account their specific needs and life experiences (Social Work)

	<p>Answering questions</p> <ul style="list-style-type: none"> ▪ answering questions from an audience (Area Studies) ▪ ability to ask and answer cogent questions about law and legal systems (Law) ▪ asking and answering questions (Welsh) <p>Observation</p> <ul style="list-style-type: none"> ▪ use skills of observation (Early Childhood Studies)
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Data/evidence: analysis/evaluation

Range evidenced in statements	<ul style="list-style-type: none"> ▪ critical analysis/synthesis/filtering/interpreting/evaluation of data/information/arguments ▪ select and apply appropriate methodologies and theories
Links with other skills	<ul style="list-style-type: none"> ▪ Data/evidence: collection/gathering ▪ Formulating/designing research problems
Examples of the language used	<p>The doing</p> <ul style="list-style-type: none"> ▪ organise thoughts, analyse, synthesise and critically appraise (B&M Master's) ▪ conceptual and critical thinking, analysis, synthesis and evaluation (B&M Bachelor's) ▪ compare and contrast ideas and concepts (Area Studies) ▪ synoptic skills (Anthropology) ▪ filtering (Accounting) ▪ critical judgements ... reflect on different perspectives (Early Childhood Studies), (Music) ▪ summarising and interpreting (Criminology) ▪ (applying) research methods (Communications) ▪ interpret (EHLST) ▪ contextualise ... from a variety of perspectives (Languages) ▪ synthesising information; analysing and manipulating data of diverse kinds (Linguistics) ▪ analytical ability; analysis and evaluation of diverse, partial or ambiguous data (History) ▪ employing powers of imagination (Philosophy) ▪ appreciating the complexity and diversity of social contexts (Sociology) ▪ effectively in order to abstract meaning from information (B&M Master's) ▪ analyse and synthesise information gathered, weighing competing evidence and modifying their viewpoint in the light of new information (Social Work) <p>Analysing what</p> <ul style="list-style-type: none"> ▪ information and experiences (Art & Design) ▪ facts and circumstances (B&M Master's) ▪ other people's arguments (Archaeology), (Anthropology) ▪ one's own and others' opinions (Archaeology) ▪ secondary data and evidence (Criminology) ▪ quantitative data (Criminology) ▪ published data sources (Criminology) ▪ texts, sources, arguments and interpretations (Classics) ▪ paradigms, theories, principles, concepts (EHLST)

	<ul style="list-style-type: none"> ▪ texts and other cultural products (Languages) ▪ oral and written sources (Philosophy) ▪ evaluating the merits of contrasting theories, explanations and evidence (Linguistics) ▪ numerical, visual, spoken and written (Sociology) ▪ multiple sources (Accounting) ▪ analyse policies and practices (YCW) <p>Selecting and applying appropriate methodologies and theories</p> <ul style="list-style-type: none"> ▪ select and apply appropriate methodologies and theories (Area Studies) ▪ apply appropriate scholarly, theoretical and scientific principles and concepts (Archaeology) ▪ engage interdisciplinary approaches and understand different theories or paradigms of knowledge (DDP) ▪ select and apply appropriate methodologies in assessing the meaning and significance of information (Classics) ▪ an understanding of the significance and limitations of theory and research. (Education) ▪ using a variety of methodologies, and assessing the advantages and disadvantages of each (Linguistics) ▪ assess the merits of contrasting theories, explanations, research, policies and procedures and use the information to develop and sustain reasoned arguments (Social Work)
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Collaboration/team working

Range evidenced in statements	<ul style="list-style-type: none"> ▪ collaboration/collaborative working ▪ team or group working (including interpersonal skills) ▪ leadership ▪ partnership
Links with other skills	<ul style="list-style-type: none"> ▪ Personal resilience/emotional literacy ▪ Self-awareness
Examples of the language used	<p>Collaboration/collaborative working</p> <ul style="list-style-type: none"> ▪ ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence (B&M Bachelor’s) ▪ work creatively, flexibly and adaptively with others (Area Studies) ▪ an ability to demonstrate collaboration (Archaeology) ▪ have insight and confidence in leading and working collaboratively with others (Early Childhood Studies) ▪ work ... collaboratively with others (Classics) ▪ working with and for others through collaborative and organisational learning (Librarianship) ▪ collaborate with others to achieve common goals (Politics) ▪ work collaboratively in groups (Sociology) <p>Team or group working (including interpersonal skills)</p> <ul style="list-style-type: none"> ▪ effective performance within team environments and the ability to recognise and use individuals' contributions in group processes (B&M Master’s)

	<ul style="list-style-type: none"> ▪ team building, leadership and motivating others. (B&M Bachelor's) ▪ collaborating effectively in a team via experience of working in a group, for example, through fieldwork, laboratory and/or project work (Archaeology) ▪ effectively ... facilitate, participate and problem solve within team working contexts (DDP) ▪ work productively in a group or team, showing abilities at different times to listen, contribute ... (Communications) ▪ work effectively with others as part of a team, taking different roles (Education) ▪ the ability to work in groups and teams and to recognise and respect the viewpoints of others (Geography) ▪ recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard (Psychology) ▪ recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships (DDP) ▪ be sensitive to cultural contexts when working with others (English) ▪ interpersonal and team-working skills (Housing) <p>Leadership</p> <ul style="list-style-type: none"> ▪ leadership and performance management (B&M Master's) ▪ leadership and motivating others.(B&M Bachelor's) ▪ effectively lead (DDP) ▪ lead effectively (Communications) ▪ work effectively ... as ... a leader (EHLST) <p>Partnership (only mention)</p> <ul style="list-style-type: none"> ▪ implement plans through a variety of systematic processes that include working in partnership (Social Work)
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Data /evidence: collection/gathering

Range evidenced in statements	<ul style="list-style-type: none"> ▪ obtaining (location, extraction, retrieval) evidence, data or arguments whether from primary or secondary sources and irrespective of the form or nature of the evidence
Links with other skills	<ul style="list-style-type: none"> ▪ Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> ▪ research skills in collecting and collating primary and secondary data (Anthropology) ▪ location, extraction ... of data from multiple sources (Accounting), (Finance) ▪ access, retrieve, organise and use a range of sources of information, including primary sources (Early Childhood Studies) ▪ locating, retrieving, managing ... appropriate secondary data and evidence (Criminology) ▪ use high level information retrieval skills (Creative Writing) ▪ retrieve and generate information; locate, retrieve ... draw upon the range of data, sources ... (Communications) ▪ show awareness of the consequences of the unavailability of evidence (Classics) ▪ select a range of relevant primary and secondary sources, including theoretical and research-based evidence (Education) ▪ identify gaps in their own knowledge and acquire new knowledge (Law) ▪ research effectively in libraries and handle bibliographic information (Languages)

	<ul style="list-style-type: none"> ▪ research and exploration: the ability to gather, ... evidence (Music) ▪ acquiring and organising complex information taken from a variety of sources (Linguistics) ▪ understanding how to collect and ... both numerical data (quantitative research) and data that is primarily non-numeric, that is mostly textual, (qualitative research) (Librarianship) ▪ demonstrate persistence in gathering information from a wide range of sources (Social Work)
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Work autonomously/independently

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Work autonomously/independently ▪ Ability to work on own initiative/self-motivate ▪ Taking personal responsibility ▪ Independence of mind
Links with other skills	<ul style="list-style-type: none"> ▪ Self-awareness ▪ Personal resilience ▪ NB: self-discipline is treated as part of organisational skills
Examples of the language used	<p>Work autonomously/ independently/self-direction</p> <ul style="list-style-type: none"> ▪ work autonomously (Sociology), (Geography) (Philosophy), ▪ manifested in self-direction ... (Languages) ▪ independent working (Sociology) ▪ work independently (Music), (Housing), (DDP), (Creative Writing), (Communications) ▪ significant degree of autonomy, manifested in self-direction, and intellectual initiative (Classics) ▪ self-management ((B&M Master's), (B&M Bachelor's), (Art & Design) <p>Ability to work on own initiative or self-motivate</p> <ul style="list-style-type: none"> ▪ ability to work on own initiative (YCW), (Theology & RS), (Languages), (History) ▪ initiate own work (Welsh), (Creative Writing) ▪ set goals and construct specific plans to achieve outcomes (Social Work) ▪ the ability to motivate oneself (Philosophy), (Music) ▪ self-starting (B&M Bachelor's) ▪ providing active leadership by inspiring and managing oneself (Librarianship) ▪ an enthusiasm for enquiry and the motivation to sustain it, often displaying high levels of determination (Creative Writing) <p>Taking responsibility</p> <ul style="list-style-type: none"> ▪ take responsibility for own work (Welsh), (HAAD), (English), (Creative Writing), (Geography) ▪ a readiness to accept responsibility (B&M Bachelor's) <p>Having a personal position on a subject/independence of mind</p> <ul style="list-style-type: none"> ▪ the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject (YCW); (Education)

	<ul style="list-style-type: none"> ▪ capacity to modify, suspend or otherwise change position when warranted (Theology) <p>Independence of mind</p> <ul style="list-style-type: none"> ▪ independence of mind (Theology), (History) ▪ the ability to think self-critically and independently (Philosophy) ▪ intellectual independence (Law)
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Self-awareness/commitment to improving own learning

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Critical self-awareness ▪ Understanding own learning styles ▪ Commitment to improving own learning ▪ Commitment to lifelong learning
Links with other skills	<ul style="list-style-type: none"> ▪ Work autonomously/independently ▪ Organisational skills
Examples of the language used	<p>Learning-learning-styles-improving own learning</p> <ul style="list-style-type: none"> ▪ commitment to improvement of own learning and performance (YCW) ▪ a commitment to the learning cycle ... as an individual (YCW) ▪ capacity for reflexive learning; understanding how they learn (Theology & RS) ▪ the ability to assess and understand their own strengths and weaknesses, and to take action to improve and enhance their capacities (Sociology) ▪ able to reflect on their learning in ways that enhance their personal and professional development (Social Policy) ▪ manage their own learning self-critically (Politics) ▪ including an awareness of personal learning styles (Librarianship) ▪ reflect on and evaluate their personal development (Housing) ▪ an ability to reflect on their own learning (Law) ▪ identify strengths and needs, in reflecting on personal development (Creative Writing) ▪ the ability to monitor and assess progress, to reflect on achievements (Music) ▪ critical self-awareness, self-reflection (B&M Master's) <p>Giving and receiving feedback/acting on it</p> <ul style="list-style-type: none"> ▪ appreciate the importance of giving and receiving feedback/acting on it (Welsh) ▪ seek and make use of constructive feedback (Politics) ▪ make effective use of feedback, a willingness to acknowledge and correct errors (Law) ▪ to make constructive use of feedback (HAAD) ▪ appreciate the benefit of giving and receiving feedback (English) <p>Improving own learning through computer-literacy</p> <ul style="list-style-type: none"> ▪ be computer literate, for the purposes of furthering their own learning (Psychology) <p>Lifelong learning</p> <ul style="list-style-type: none"> ▪ active and keen lifelong learners (Welsh) ▪ commitment to lifelong learning (Theology)

	<ul style="list-style-type: none"> ▪ understand the significance of the concepts of continuing professional development and lifelong learning, and accept responsibility for their own continuing development (Social Work) ▪ ability to identify opportunities for continuous learning and development, leading to future continuous professional development (Politics) ▪ planning, undertaking and recording ongoing personal, [and] professional development (Librarianship) ▪ the skills to engage in lifelong learning (Geography) ▪ active, lifelong learners (English) ▪ reflect on personal development and opportunities for life-long learning (DDP)
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Using ICT

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Using information and communications technology for a variety of purposes/digital literacy
Links with other skills	<ul style="list-style-type: none"> ▪ Data/evidence: collection/gathering ▪ Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> ▪ the need for strong digital literacy (B&M Bachelor's) ▪ select and employ communication and information technologies (Art & Design) ▪ present materials ... using information technologies where appropriate (Archaeology) ▪ making effective and appropriate use of relevant information technology (Anthropology) ▪ using contemporary information and communications technology for the acquisition, analysis and communication of information (Accounting) ▪ demonstrate literacy in digital vocabularies (DDP) ▪ the identification of relevant ... web-based materials in relation to a particular topic (Criminology) ▪ making critical and effective use of information retrieval skills using ... electronic resources (Anthropology) ▪ draw on and evaluate and apply research enabled by established and emergent technologies (Communications) ▪ to make effective and appropriate use of digital resources and information technology at all stages of their work ... to make effective use of virtual learning environments and other e-pedagogy (Classics) ▪ develop their digital literacy ...; access and use digital resources and social media appropriately (Languages) ▪ digital capture, Digital expression, Digital innovation (Music) ▪ using a range of electronic communication and collaboration tools, including email, discussion lists, social media and virtual environments (Librarianship) ▪ Social Policy graduates are proficient in the use of a range of technologies and software, including the internet and social media platforms (Social Policy) ▪ displaying at the very least skill in the use of word processing, databases and analytic software packages (Psychology) ▪ presentation skills ... supported by appropriate technologies ... technological and media literacy (Theology & RS)

Organisational skills

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Organisational skills including time management/meeting deadlines ▪ Self-management/self-direction of work ▪ Project management
Links with other skills	<ul style="list-style-type: none"> ▪ Work autonomously/independently ▪ Self-awareness
Examples of the language used	<p>Self-management of work</p> <ul style="list-style-type: none"> ▪ self-management, including the organisation of an efficient and effective work pattern, and working to deadlines (Youth and CW) ▪ self-discipline (Theology & RS), (History) (Communications) ▪ plan, implement and critically monitor and review processes and outcomes (Social Work) ▪ the general management of one's own work to time limits (Philosophy) ▪ organisational skills: the ability to set priorities, plan and implement (Music) ▪ diligence - Students develop the ability to undertake and complete set tasks, whether routine and familiar or requiring the acquisition and application of new skills ((HAAD) ▪ prioritising tasks (Geography) ▪ plan, organise and report to deadline (English) ▪ organise an effective work pattern including working to deadlines. (Education) ▪ organise their work ... and meet deadlines (Classics) <p>Time planning and management</p> <ul style="list-style-type: none"> ▪ skills of time planning and management (Sociology)' (Criminology) ▪ meet deadlines and comply with external requirements of a task (Social Work) ▪ graduates are able to organise their learning in terms of effective planning, time-management and presentation (Social Policy) ▪ demonstrate ... self-organisation and time management attributes. (Politics) ▪ time management and reliability: the ability to construct one's own timetable, ensuring adequate preparation and the meeting of deadlines. (Music) ▪ having effective organisational skills and time management (Linguistics) ▪ taking responsibility for ... time management (Librarianship), (Languages), (Classics), (B&M Master's) ▪ managing workloads and meeting deadlines (Art & Design) ▪ work with a significant amount of independence... in time management; and meet deadlines (Area Studies) ▪ time, planning and management skills (Anthropology) <p>Project management</p> <ul style="list-style-type: none"> ▪ financial and project management skills (planning, monitoring, evaluation, applications for funding, management of resources, policy development, understanding quality framework models) (YCW) ▪ using a range of project management techniques, that may include creative problem solving, soft systems analysis, and formal training needs analysis (Librarianship) ▪ work to briefs and deadlines, including managing concurrent projects (HAAD) ▪ use project management skills, involving the ability to investigate, organise, curate and realise activities; work to deadlines (DDP)

Problem-solving and creativity

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Problem-solving ▪ Creativity
Links with other skills	<ul style="list-style-type: none"> ▪ Data/evidence: collection/gathering ▪ Data/evidence: analysis/evaluation ▪ Adaptability/flexibility ▪ Negotiation
Examples of the language used	<p>Problem-solving</p> <ul style="list-style-type: none"> ▪ Social Policy encourages problem-based learning (Social Policy) ▪ apply psychological knowledge ... to real world problems (Psychology) ▪ formulate and advocate solutions to problems (Politics) ▪ taking responsibility for ... problem solving (Librarianship) ▪ recognising problems and developing problem-solving strategies, and evaluating their effectiveness (Linguistics) ▪ addressing complex actual or hypothetical problems (Law) ▪ develop their problem-solving skills (Languages) ▪ problem-solving skills (Housing), (HAAD) ▪ the capacity to consider and solve problems, including complex problems to which there is no single solution (History) ▪ analysis and problem-solving through quantitative and qualitative methods (Geography) ▪ ... making use, as appropriate, of a problem-solving approach (Communications) ▪ being able to solve complex problems (B&M Master's) ▪ analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions (B&M Bachelor's) ▪ identify and resolve problems (Area Studies) ▪ demonstrating a positive and can-do approach to practical problems (Archaeology) <p>Creativity</p> <ul style="list-style-type: none"> ▪ the ability to think creatively (Philosophy) ▪ developing, and implementing creative, innovative and enterprising approaches and solutions. (Librarianship) ▪ the ability to work creatively (Languages) ▪ creativity (and) innovation (Housing) ▪ innovation (HAAD) ▪ imaginative insight and creativity (History) ▪ a creative approach (to problem solving) (Geography) ▪ apply such skills creatively in explaining and solving familiar and unfamiliar problems (EHLST) ▪ operate and think ... creatively (DDP) ▪ employ an imaginative and divergent mode of thinking which is integral to identifying and solving problems ... (Creative Writing) ▪ engage in lateral thinking, making creative connections between ideas and information in different fields of study; work creatively (Classics) ▪ manage the creative processes in self and others (B&M Master's) ▪ innovation (and) creativity (B&M Bachelor's) ▪ work creatively (Area Studies)

	<ul style="list-style-type: none"> ▪ an ability to demonstrate an innovative approach, creativity (Archaeology)
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Numeracy

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Numeracy ▪ Quantitative skills ▪ Statistical skills
Links with other skills	<ul style="list-style-type: none"> ▪ Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> ▪ the use of quantitative skills (B&M Master's) ▪ the use of quantitative skills to manipulate data ... (B&M Bachelor's) ▪ applying numeracy in practical contexts (Archaeology) ▪ statistical and computing techniques (Anthropology) ▪ use and understanding of descriptive and inferential statistics (Criminology) ▪ analyse quantitative data, including that of big data (EHLST) ▪ numeracy skills (Housing) ▪ demonstrate numerical reasoning skills (Psychology)

Making a reasoned argument

Range evidenced in statements	<ul style="list-style-type: none"> ▪ formulating/constructing/reasoned/cogent arguments
Links with other skills	<ul style="list-style-type: none"> ▪ Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> ▪ formulate reasoned arguments (Art & Design), (Area Studies) ▪ logical and structured arguments supported by relevant evidence (Archaeology) ▪ offer and justify an informed point of view (Early Childhood Studies) ▪ formulate arguments cogently (Communications), (English) ▪ formulate reasoned responses to the critical judgements of others (DDP) ▪ a reasoned choice between alternative solutions (Law) ▪ summarization (HAAD) ▪ construct cogent arguments (Philosophy) ▪ construct reasoned argument (Politics) ▪ formulate and express relevant arguments and hypotheses (Music) ▪ make evidence informed arguments drawing from theory, research and practice wisdom (Social Work)

Cultural diversity/values

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Challenging cultural assumptions ▪ Sensitive to different cultures ▪ Sensitive to values and interests of others ▪ Awareness of diversity
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Links with other skills	<ul style="list-style-type: none"> ▪ Engaging with 'cross-cutting themes'
Examples of the language used	<ul style="list-style-type: none"> ▪ sensitivity to diversity in people and in different situations (B&M Master's) ▪ ability to work with people from a range of cultures (B&M Bachelor's) ▪ appreciating and being sensitive to different cultures (Archaeology) ▪ a reflexive approach to cultural assumptions ... the ability to recognise and challenge ethnocentric assumptions (Anthropology) ▪ consider, acknowledge and respect diverse opinions and the social, cultural and ideological positions from which they arise (DDP) ▪ inter-cultural competence (Languages) ▪ an appropriate outlook and sensitivity for working in multicultural environments (Music) ▪ sensitivity to the values and interests of others (Social Policy) ▪ demonstrate cultural ... sensitivity in working with others (Welsh) ▪ recognising and respecting the values of equality and diversity (EHLST)

Adaptability/flexibility and capacity of accommodate change

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Adaptability/flexibility ▪ Capacity to accommodate change/address ambiguity
Links with other skills	<ul style="list-style-type: none"> ▪ Work autonomously/independently ▪ Problem-solving and creativity
Examples of the language used	<p>Adaptability/flexibility</p> <ul style="list-style-type: none"> ▪ imagination and flexibility in seeking and evaluating alternative solutions ▪ a flexible and adaptable mind able to face new situations (Philosophy) ▪ adaptability and flexibility (Languages), (Geography) ▪ adapt to different demands and tasks (English) ▪ often displaying high levels of ... adaptability; work flexibly (Creative Writing) ▪ work in flexible, creative ... way (Communications) ▪ work ... flexibly (Classics) ▪ readiness to accept ... flexibility (B&M Bachelor's) ▪ work flexibly and adaptively (with others) (Area Studies) ▪ adapt to meet the requirements of various tasks (Welsh) <p>Capacity to accommodate change</p> <ul style="list-style-type: none"> ▪ addressing in a ... flexible manner individual, cultural and structural impediments to change (Social Work) ▪ be open and receptive to new things and ideas (HAAD) ▪ respond positively and constructively to changing environments. (Education) ▪ work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, ... uncertainty and unfamiliarity (DDP) ▪ anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity (Creative Writing) ▪ the ability to recognise the need for and initiate change and to be able to manage change (B&M Master's) ▪ accommodate change and uncertainty (Art & Design)

	<ul style="list-style-type: none"> ability to recognise ambiguity and deal with uncertainty in law (Law)
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Ethical implications of research/enquiry

Range evidenced in statements	<ul style="list-style-type: none"> ethical awareness recognising a range of ethical problems associated with research
Links with other skills	<ul style="list-style-type: none"> Data/evidence: collection/gathering Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> recognising a range of ethical problems associated with research (Criminology) locate, understand, and apply the research ethical codes produced by relevant subject associations (Communications) undertake fieldwork with continuous regard for ethics (EHLST) ethical awareness (Languages) awareness of ethical issues and responsibilities (History) applying appropriate research ethics frameworks (Librarianship) to understand and apply best ethical practice (Sociology)

Engaging with 'cross-cutting themes'

Range evidenced in statements	<ul style="list-style-type: none"> Engaging with a range of broad themes such as citizenship, sustainability (NB: term derived from UK Quality Code Chapter B3: Learning and Teaching)
Links with other skills	<ul style="list-style-type: none"> Cultural diversity/values
Examples of the language used	<p>Corporate social responsibility</p> <ul style="list-style-type: none"> the ability to recognise and address ... corporate social responsibility ... issues (B&M Master's) <p>Sustainability</p> <ul style="list-style-type: none"> the ability to recognise and address ... sustainability issues (B&M Master's), (EHLST) <p>Citizenship</p> <ul style="list-style-type: none"> citizenship including ... understand the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society (Communications) awareness of responsibility as a local, national and international citizen with a global perspective (Geography) <p>Public engagement</p> <ul style="list-style-type: none"> engage with relevant aspects of current broad instrumentalist agendas such as global perspectives, public engagement (Archaeology)

	<p>Global perspectives</p> <ul style="list-style-type: none"> ▪ the ability to situate the area studied in the context of different processes of globalisation ... (Area Studies) ▪ an ability to engage with ... global perspectives (Archaeology) ▪ an ability to relate to wider international and global contexts (Social Policy) ▪ utilise inter-cultural skills/global awareness (Politics) <p>Social effects</p> <ul style="list-style-type: none"> ▪ look beyond the actual task at hand to see the wider context, including the social effects of their work (Welsh) ▪ the ability to situate the area studied in the context of different processes of ... environmental change (Area Studies)
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Decision-making/exercising judgement

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Decision-making ▪ Exercising judgement
Links with other skills	<ul style="list-style-type: none"> ▪ Problem-solving and creativity ▪ Data/evidence: analysis/evaluation
Examples of the language used	<p>Decision-making</p> <ul style="list-style-type: none"> ▪ being able to make decisions; establish criteria, using appropriate decision-making techniques ... (B&M Master's) ▪ use ... research for evidence-based decision-making (B&M Bachelor's) ▪ taking responsibility as an individual artist whether working independently or within a group for creative decision making (DDP) ▪ understand the role of narrative and emotion in decision-making (English) ▪ decision making (Geography) ▪ critically selecting, analysing and evaluating information, in order to make effective decisions; taking responsibility for ... decision making (Librarianship) ▪ make decisions based on evidence (Social Work) <p>Making judgements</p> <ul style="list-style-type: none"> ▪ employ an imaginative and divergent mode of thinking which is integral to ... the making of critical and reflective judgements (Creative Writing) ▪ capacity for critical judgement in the light of evidence and argument (Classics) ▪ decisive judgements (English) ▪ exercise critical judgement (Politics) ▪ to make independent judgements (Sociology)

List 2: Skills common across discipline groups

12. The following provides a list of skills which are common across discipline groups. The groups are taken from the British Academy's list of 21 subjects (<http://www.britac.ac.uk>) which has been mapped to the 36 statements (see Annex A for mapping).
13. The same criterion has been applied as for List 1, namely skills present in more than one third of the 21 subjects. The effect of this is to add two skills to the list compared with list 1 (Referencing, Design/carry out independent project).
14. The full details of each skill mapped against the 21 subjects are set out in Annex D.

List 2 - Skills common across discipline groups

Title of skill	Included in subjects
Communication	21
Data/evidence: analysis/evaluation	21
Collaboration/team working	20
Data/evidence: collection/gathering	21
Work autonomously/independently	20
Self-awareness/commitment to improving own learning	19
Using ICT	18
Organisational skills	17
Problem-solving and creativity	18
Numeracy	14
Making a reasoned argument	15
Cultural diversity/values	12
Adaptability/flexibility and capacity of accommodate change	13
Ethical implications of research/enquiry	11
Engaging with 'cross-cutting themes'	12
Decision-making/exercising judgement	9
Referencing	9
Design/carry out an independent project	9

(n=21)

List 3: Skills which appear to be unique to specific disciplines

15. List 3 below sets out those skills which are considered to be unique to specific disciplines. This has been interpreted broadly to include any of the skills not included in List 1, therefore occurring in one third or fewer of the 36 Subject Benchmark Statements.
16. (The full table for Lists 1 and 3 is set out in Annex B.)

List 3 - Unique skills

Title of skill	Frequency
Referencing	11
Formulating/designing research problems	10
Negotiation	10
Personal resilience/Emotional literacy	9
Risk taking and entrepreneurship	9
Design/carry out an independent project	9
Mediation/conflict resolution	6
Foreign languages/translation	6
Influencing/persuasion	5
Health and safety	5
Intellectual Property	4
Networking	3
Professional conduct/develop professional identity	2
Strategic thinking	2
Organising conferences and seminars	2

Examples of each skill using extracts from each statement

17. The following provides more detailed information on each skill identified in List 3, providing examples from applicable statements of the language used and therefore illustrating the range of ways in which the given skill is described in different statements. A full set of extracts for each skill is provided in Annex E.

Referencing

Range evidenced in statements	▪ Referencing
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Links with other skills	<ul style="list-style-type: none"> Communication
Examples of the language used	<ul style="list-style-type: none"> the ability to reference the works of others (Anthropology) acknowledging and referencing sources (Accounting) properly referencing sources and ideas (Communications) quote from and acknowledge written sources (Music) appropriate acknowledgments and lists of sources (Linguistics) recognise the importance of explicit referencing (Politics)

Formulating/designing research problems

Range evidenced in statements	<ul style="list-style-type: none"> formulating/designing research problems/projects
Links with other skills	<ul style="list-style-type: none"> Data/evidence: collection/gathering Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> planning, designing, executing and documenting a programme of primary research (Archaeology) formulating researchable problems within a general area of concern (Criminology) formulate appropriate research questions and employ appropriate methods and resources for exploring those questions (Communications) ability to conduct self-directed research including accurate identification of issue(s) which require researching (Law) hypothesis formulation and testing; experimental design; the design of research projects (Linguistics) generating research questions and testable hypotheses, understanding general strategies for designing a research or evaluation study (Librarianship) frame appropriate research questions; identify suitable research problems (Social Policy)

Negotiation

Range evidenced in statements	<ul style="list-style-type: none"> Negotiation
Links with other skills	<ul style="list-style-type: none"> Mediation/conflict resolution Influencing/persuasion Collaboration/team working
Examples of the language used	<ul style="list-style-type: none"> an awareness of the interpersonal skills of ... negotiating (B&M Bachelor's) apply ... negotiation skills in interaction with others (Art & Design) use the communication skills necessary to negotiate (Early Childhood Studies) negotiate (DDP) bargaining and negotiation (Economics) negotiation (Housing) working with others to negotiate ... (Linguistics)

	<ul style="list-style-type: none"> ▪ interacting ... negotiating effectively and impartially with individuals and groups (Librarianship) ▪ negotiate goals and plans with others (Social Work); negotiate and where necessary redefine the purpose of interactions with individuals and organisations and the boundaries of their involvement (Social Work)
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Personal resilience/Emotional literacy

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Personal resilience/self-confidence ▪ Emotional literacy/intelligence
Links with other skills	<ul style="list-style-type: none"> ▪ Self-awareness ▪ Negotiation ▪ Networking
Examples of the language used	<p>Emotional literacy and personal resilience</p> <ul style="list-style-type: none"> ▪ Emotional literacy and personal resilience (YCW) ▪ personal resilience (Social Policy) ▪ ... manage uncertainty, change and stress in work situations while maintaining resilience in self and others (Social Work) ▪ the ability to be resilient in developing and sustaining a career path (including self-employment), taking account of personal health and welfare (Music) ▪ resilience, resourcefulness, self-reliance (Languages) ▪ empathy and insight (Geography) ▪ write and think under pressure (Languages) ▪ become more resilient (Early Childhood Studies) ▪ to be resilient (B&M Bachelor's) <p>Self-confidence</p> <ul style="list-style-type: none"> ▪ Self-confidence (Geography) ▪ appropriately assertive (B&M Bachelor's)

Risk taking and entrepreneurship

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Risk taking ▪ Entrepreneurship ▪ Commercial acumen
Links with other skills	<ul style="list-style-type: none"> ▪ Decision-making/Exercising judgement ▪ Problem-solving and creativity
Examples of the language used	<ul style="list-style-type: none"> ▪ an ability to demonstrate risk taking (Archaeology) ▪ displaying commercial acumen (B&M Master's) ▪ innovation, creativity and enterprise: the ability to act entrepreneurially to generate (B&M Bachelor's)

	<ul style="list-style-type: none"> ▪ apply entrepreneurial skills if and where appropriate in dealing with audiences, clients, consumers, markets, sources and/or users (Communications) ▪ be able to look beyond the immediate task to the wider context, including the ... commercial effects of their work (Creative Writing), (English), (Welsh)
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Design/carry out an independent project

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Design/carry out independent project/research project
Links with other skills	<ul style="list-style-type: none"> ▪ Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> ▪ organise and manage supervised, self-directed projects (Communications) ▪ complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources (EHLST) ▪ the ability to design and carry out a research project with limited tutorial guidance (HAAD) ▪ planning, designing and executing a piece of rigorous research or enquiry, both independently and in groups, including the production of a final report (Geography) ▪ plan, design and execute under minimum supervision a piece of research or an inquiry, either as a member of a group or independently (Linguistics) ▪ the ability to undertake small-scale participatory research projects (YCW)

Mediation/conflict resolution

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Mediation/conflict resolution
Links with other skills	<ul style="list-style-type: none"> ▪ Negotiation ▪ Influencing/persuasion ▪ Collaboration
Examples of the language used	<ul style="list-style-type: none"> ▪ conflict resolution (B&M Master's) ▪ manage conflict (DDP) ▪ including conflict (Economics) ▪ mediating skills and qualities of empathy (Languages) ▪ mediation skills (Housing) ▪ practice in a manner that ... resolves conflict (Social Work)

Foreign languages/translation

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Skill in a foreign language/translation
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Links with other skills	<ul style="list-style-type: none"> Data/evidence: collection/gathering (e.g. where materials are in another language) Data/evidence: analysis/evaluation
Examples of the language used	<ul style="list-style-type: none"> Where appropriate, foreign language capability and business and cultural awareness (B&M Bachelor's) modern foreign language skills, especially reading ability. (Classics) skills in translation from and/or into Greek (ancient, medieval or modern) and/or Latin (Classics) the development of skills relating to at least one of the following: ... languages (History) the ability to apply an understanding of how language works to principles of learning and teaching language, especially English as a second or foreign language. (Linguistics) ability to read texts in a different language, where appropriate. (Theology & RS) understand material produced in another language or other languages and translate and/or translanguange it into Welsh (Welsh)

Influencing/persuasion

Range evidenced in statements	<ul style="list-style-type: none"> Influencing/persuasion
Links with other skills	<ul style="list-style-type: none"> Negotiation Mediation/conflict resolution Collaboration
Examples of the language used	<ul style="list-style-type: none"> an awareness of the interpersonal skills of ... negotiating, persuasion ... (B&M Bachelor's) communicate ideas ... persuasiveness (Area Studies) communicate their own ideas and the ideas of others ... persuasively in order to influence opinion (Creative Writing) Influencing key stakeholders (Librarianship) use the communication skills necessary to ... persuade and challenge the ideas of others (Early Childhood Studies)

Health and Safety

Range evidenced in statements	<ul style="list-style-type: none"> Health and safety
Links with other skills	<ul style="list-style-type: none"> Data/evidence: collection/gathering
Examples of the language used	<ul style="list-style-type: none"> appreciating the importance of health and safety procedures and responsibilities (both personal and with regard to others) in the field and the laboratory (Archaeology) understand how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts (DDP)

	<ul style="list-style-type: none"> ▪ undertake fieldwork with continuous regard for ethics, safety and risk assessment (EHLST) ▪ recognising the ... safety issues involved in all aspects of geographical enquiry (Geography) ▪ skill in safeguarding the health and welfare of individuals; the capacity to provide for support, safety and well-being of staff (YCW)
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Intellectual Property

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Identification/Protection/exploitation of intellectual property issues/rights
Links with other skills	
Examples of the language used	<ul style="list-style-type: none"> ▪ the ability to identify IP issues, prevent infringements of other's IPRs, and take the appropriate steps to safeguard the innovation and commercialisation processes (Art & Design), (Communications)

Networking

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Networking/building relationships
Links with other skills	<ul style="list-style-type: none"> ▪ Collaboration
Examples of the language used	<ul style="list-style-type: none"> ▪ networking ... building and maintaining relationships (B&M Bachelor's) ▪ graduates in Social Work are able to ... build and sustain purposeful relationships with people and organisations in communities and inter-professional contexts (Social Work)

Professional conduct/develop professional identity

Range evidenced in statements	<ul style="list-style-type: none"> ▪ Professional conduct ▪ Professional identity
Links with other skills	<ul style="list-style-type: none"> ▪ Decision-making/exercising judgement ▪ Self-awareness
Examples of the language used	<ul style="list-style-type: none"> ▪ work at all times in accordance with codes of professional conduct and ethics; be open and honest with people if things go wrong (Social Work) ▪ develop their professional identity, recognise their own professional limitations and accountability (Social Work) ▪ an informed and critical understanding of their professional role as educators (YCW) ▪ the ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours (YCW)

Strategic thinking

Range evidenced in statements	<ul style="list-style-type: none">▪ Strategic thinking
Links with other skills	<ul style="list-style-type: none">▪ Decision-making/exercising judgement
Examples of the language used	<ul style="list-style-type: none">▪ economists learn the importance of strategic thinking (Economics)▪ applying the concepts, principles and techniques of strategic management to direct and lead service organisations (Librarianship)

Organising conferences/seminars/events

Range evidenced in statements	<ul style="list-style-type: none">▪ Organising conferences/seminars/events
Links with other skills	<ul style="list-style-type: none">▪ Negotiation
Examples of the language used	<ul style="list-style-type: none">▪ organising conferences and seminars (Linguistics)▪ plan, project manage, produce, stage, analyse and evaluate events (EHLST)

List 4: Disciplines or groups of disciplines which lack the generic skills identified in List 1

18. The list of disciplines which lack the generic skills identified in List 1 are provided Annex B. Groups of disciplines (using the British Academy list of 21 subjects) are provided in Annex D.

List 5: List of Statements which articulate skills in a way which is particularly accessible

19. Analysing the 36 statements indicates that accessibility may be more a question of preference rather than an easily objectively defined list. Again this probably reflects the way in which the statements were developed and revised by subject communities (and employers and professional bodies where applicable) to reflect and work for those involved in the delivery of each subject across UK higher education providers. For example, language that appears to be concise can be viewed as accessible by one and less helpful to others when not expanded upon or illustrated. As indicated earlier there is a very close connection between some skills especially depending on the way in which they are described in different statements.
20. However, some of the different approaches adopted in the statements do much to aid accessibility. In particular the adoption of sub-headings for each of the main skills supported by more detailed information about each skill. This is evident for example in Communication, DDP, HAAD, Librarianship, Music and Social Work.
21. Similarly expanding on the articulation of each skill by giving context-specific examples is effective. This is evident in the Accounting and Finance statements.
22. A further feature which adds to the accessibility of statements is the sections on employability provided in three statements (Anthropology, Classics and Sociology) which each provide an effective summary of the value to employers of the subject specific and generic skills of graduates in those subjects. The contextual statement in Law offers a comparable approach. In others employability is referred to in identifying relevant skills (for example Economics and Politics refer to the skills particularly valued by employers). Communication also refers to graduates identifying possible employment destinations.
23. Social Work provides the most effective account of skills involving the use of ICT clearly articulating different purposes for which Social Work graduates will be competent in using ICT in relation to that subject.

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