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A Future in the Past: Career Opportunities for Australian History Graduates

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Abstract

Australia's History educators frequently face challenges regarding the value of post-school qualifications in history. Comments from Australian Government ministers have intensified claims that history degrees lack broad skills valued by employers. This study addresses the dearth of research examining the alignment between learning outcomes from history degrees and occupational skills. A comprehensive analysis was conducted on learning outcomes from 27 history degrees offered by Australian universities. These outcomes were mapped against the Australian Government's Skills Classification Core Competencies and Occupation Listings, employing a rigorous curriculum mapping methodology. The results identified 126 occupations that align with the skills and competencies developed through history degrees. This research not only challenges misconceptions about the employability of history graduates but also provides empirical evidence of the broad applicability of historical skills across various sectors. The findings reveal a significant concentration of history graduates in managerial and professional roles, indicating the high value placed on critical thinking, analytical, and communication skills developed by studying history. However, the study also highlights areas for improvement, particularly in digital engagement and numeracy skills. The research demonstrates that history degrees cultivate a range of transferable skills highly sought after in the modern job market, including advanced communication, critical analysis, research proficiency, and adaptability. These skills position history graduates to excel in diverse fields such as public policy, journalism, law, business, and education. Furthermore, the study underscores the importance of interdisciplinary approaches in curriculum design to enhance graduate employability. This research contributes valuable insights for curriculum development and career guidance in history education, demonstrating that history degrees lead to diverse and meaningful employment outcomes. It also provides a robust evidence base for advocating the value of historical studies in an increasingly skills-focused higher education landscape.

***Keywords/key phrases*:** Australia; history; skills; learning outcomes; employability

1. Introduction

History is often described in the public domain as a discipline where facts, dates and stories are absorbed, and then redeployed in the public consciousness as necessary. With each iteration of the Australian Curriculum comes a new debate as to the purpose of teaching history and the role that history plays in instilling national pride and consciousness.

This has led to calls for the focus of history to be centred on data collection (Burvill-Shaw, 2007), promoting a political ideology (Zarmati, 2012), enhancing patriotism (Clark, 2021), encouraging a national conscience (Cairns, 2022) and highlighting the role of interest groups (Hastie, 2022). In addition to public lobbying with regards to the study of history, students and teachers alike view the study of history as a way of understanding the present (Nuttall, 2021) and setting a clear foundation for the future (History Council of Victoria, 2019). However, this view is far from those history teachers hold in both secondary and tertiary educational settings. History teachers understand that the study of their discipline has a significant skill development component. It is challenging to become a successful student of history without developing skills in critical analysis, communication and an ability to provide context to complex situations (Robson, 2021). On an *a priori* basis, these skills are highly valuable to prospective employers. However, history degrees are often criticised for lacking a clear path to employment (Robson, 2021), and as such often do not attract the attention of prospective students and their parents in the same way that STEM degrees often do (Xu, 2013). Therefore, this presents a need for greater investigation of the skills developed within history degrees in terms of workplace employability.

A scoping review methodology was initially used to assess the existing literature, revealing a striking dearth of research examining the alignment between history degree learning outcomes and occupational skills. Therefore, a methodological adaptation was needed and thus a move to outcome mapping was used to provide an overview of the employability skills of history graduates. To achieve this, this study examined all tertiary institutions in Australia that are classified as an 'Australian University' as designated by the Tertiary Education Quality Standards Authority (TEQSA) and identified 32 undergraduate degrees where History was either a major specialisation of study or consisted of more than 50% of a major specialisation of study. Each degree was examined for its publicly available Learning Outcomes (LOs) and benchmarked against the Australian Qualifications Framework (AQF) Undergraduate Level 7 (Bachelor Degree) then organised within the Australian Skills Classifications (Jobs and Skills Australia, 2022).

History as a discipline seeks to bring together sequences of perceived events and create compelling narratives that can be used to inform future action (Curthoys & Docker, 2010). As a discipline, history demands a high degree of research skills to access and assess perspectives on events (Carr, 2008). The historian must be discerning in their quest, being conscious of bias and agendas within the research process. Once a clear perspective on an event is established, the onus is on the historian to construct a narrative that is appealing to both the general reader, but also the informed and educated critic in the hope that the activities undertaken by people in the future are shaped and directed by past experiences (Curthoys & Docker, 2010). These are not skills that come easily, and as such, there is significant value within a history degree to enhance and develop these skills. The outcome of this study demonstrates that the skills possessed by people who graduate from history degrees are highly valued by employers across many industries, and not just within academia and education.

2. Project Background

Since the establishment of the Job-Ready Graduates scheme in Australia in 2020 (Department of Education, 2022), there has been a significant focus on employment outcomes for university students. The scheme was designed to provide financial incentives to potential university students to choose degrees that are considered important for Australia's economic recovery following the COVID-19 pandemic (Department of Education, Skills and Employment, 2020). As part of this initiative, history was explicitly mentioned by the then-education minister Dan

Tehan as a degree where the skills are "silo'ed" within the discipline, meaning that the skills developed within the degree are not seen as relevant outside of the discipline.

This perspective has been enshrined in the fee structure for degrees. Students completing a History degree can now expect to pay up to $14,500 per year for their study, which is $10,050 per year more than a student completing an English degree (Department of Education, 2022). This significant cost difference has resulted in students finding themselves conflicted between choosing a degree for interest's sake and their desire for meaningful employment (Yong et al., 2023).

Prior to these changes, secondary school enrolments in history subjects had remained consistent (Robson, 2021). While student enrolments in history have not grown substantially in any state or territory, they have not experienced the same decline that languages or specialist mathematics have seen (Robson, 2021). However, the new fee structure and government rhetoric have created a challenging environment for the discipline.

Exacerbating the situation is a lack of research examining the learning outcomes from history degrees and how they align with occupational skills. This gap in understanding has made it difficult to counter the perception that history degrees do not lead to clear employment outcomes. As a result, there is a pressing need for a comprehensive study that can demonstrate the workplace relevance of skills developed through studying history and provide evidence to challenge the misconceptions surrounding the employability of history graduates.

2.1. Existing Research into the Employability of History Graduates – A Scoping Review

Currently, there is minimal evidence in career and skills literature that directly examines what skills are developed by undergraduate students of history. To capture the breadth of existing research into History career outcomes, a Scoping Review methodology was deployed. The process aligned closely with the methodology proposed by Arksey and O'Malley (2005) that was later enhanced by Westphaln (2021). The question that informed the review terms was: Do history degree graduates gain careers outside of the discipline of history?

This question was chosen in direct response to the inference made by Dan Tehan in the justification for the establishment of the Job-Ready Graduates scheme. It utilises a population, concepts and context framework to help focus the research question and focus:

Population: History degree graduates. This enables a clear examination of students who complete history degrees. By undertaking a focussed search with this cohort as a population, it ensures little in the way of 'creep' from other disciplines such as archaeology and sociology in the research.

Concepts: Career. While the concept of career is vast, a general definition could be arrived at in terms of seeing a career as a collection, or series of jobs that a person has held in their life (Patton & McMahon, 2021). A person's ability to build a career comes from the skills they develop – as such, the search term focussed on skill development as this would enhance the ability of a graduate to develop a career because of their study of history.

Context: Outside of the discipline of history. As Dan Tehan had noted that history is a silo'ed discipline. This indicates that people who graduate from a history degree will only work in a history context, whether as a teacher, academic or historian.

The second stage of the Scoping Review methodology was to confirm the search terms that would be relevant. Figure 1 outlines the search terms utilised to uncover the existing research.

FIGURE 1. SCOPING REVIEW SEARCH TERMS

Population:

SUB: "history graduates" OR "history students" OR "history degree" AND

Concepts

SUB: "skills" OR "capabilities" OR "competencies" OR "competencies" AND

Context:

SUB: "employment" OR "job" OR "career"

Source: Own compilation

The search outlined in Figure 1 was conducted according to the parameters in Table 1., ensuring an inclusion/exclusion criterion that was open and capturing as broad of a sample of relevant articles as possible.

TABLE 2. SCOPING REVIEW INCLUSION/EXCLUSION CRITERIA

Criterion	Included	Excluded
Databases	• Gale (all) • InformIT (all) • JSTOR • ProQuest (all) • Scopus (all)	All other databases
Publication Type	Academic Journals Grey Literature Industry Journals	All other publications
Languages	English	All other languages
Focus	• Skill development in history degrees • Career outcomes of history degree graduates outside of education & academia	All other focuses

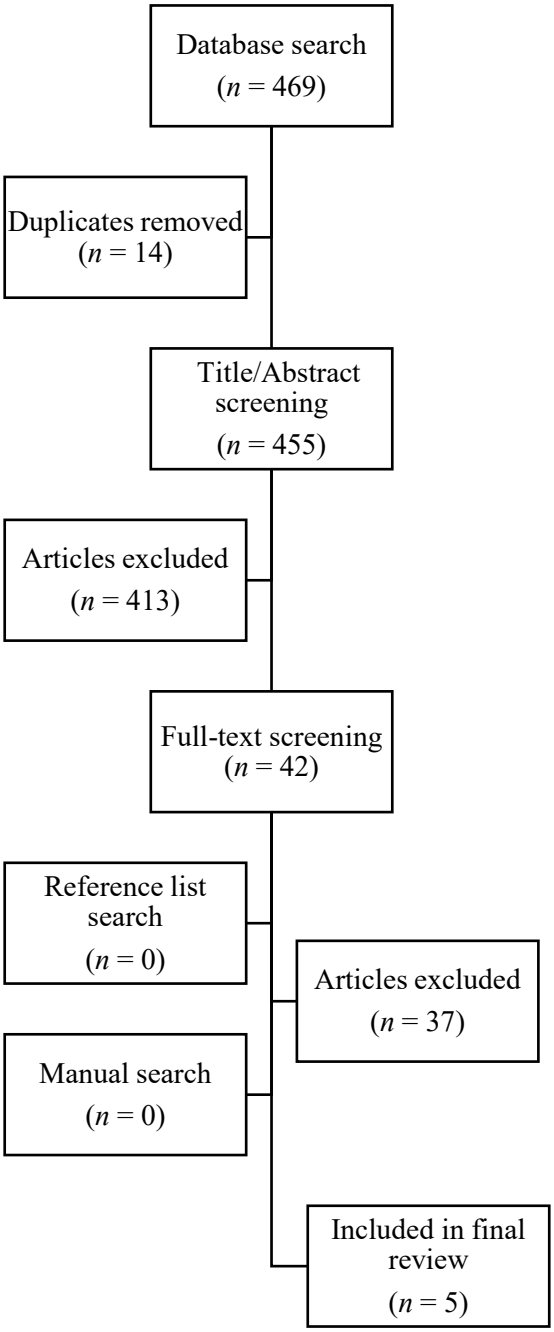
Source: own compilation

The third stage of the Scoping Review methodology screened the studies for duplicates, and relevance by reading through the abstract and full-text of the article. Articles were excluded if they were picked up more than once, were not in English, and if they were irrelevant to the question. A manual search of reference lists, and journals that were relevant was conducted and no additional articles were collected in that process. Figure 2. provides an overview of the screening process and the outcome that resulted in 5 relevant articles selected.

The articles included in the results were from industry journals ($n = 2$), which provided insight into experiences of students but lack academic rigour and peer review. Subsequently, only three academic journal articles were found that examined the career outcomes of history students outside of secondary and tertiary education. All three academic articles are case studies, one

from Iran, one from Nigeria and one from the United Kingdom. The article from Iran (Afkhami, 2019) has a specific focus on pathways between History and Archaeology as separate disciplines. It is worth noting that the requirements for becoming an Archaeologist in Iran is significantly different to Australia, and as such there is limited value in terms of relevance to this study. The case study from Nigeria (Adesina, 2023) was centred on degree entry based on pedagogical methods, which again has limited relevance. Table 2. provides an overview of the articles included in the study. The outcome of the Scoping Review has identified a clear gap in the existing literature in highlighting the ways in which history degrees can prepare students for broader career outcomes.

FIGURE 2. SCOPING REVIEW SCREENING PROCESS



Source: own compilation

TABLE 2. ARTICLES INCLUDED IN THE REVIEW

Author	Year	Title	Publication	Article Focus
Adesina, O.	2023	Teaching History in Twentieth Century Nigeria: The Challenge of Change	History in Africa	Examination of pedagogy and student outcomes
Akfhami, B.	2019	Interpretive approach to applied archaeology and its status in Iran	Journal of Cultural Heritage Management and Sustainable Development	Examination of transition pathways from history degrees into archaeology profession
Burvill-Shaw, S.	2007	History: preparing for Australia's future	Principal Matters (Industry Journal)	Critique of John Howard's comments regarding of the status of history in the Australian curriculum
Munslow, A.	2005	Getting on with History	Rethinking History	Epistemological discussion of the place of careers for history students in the United Kingdom
Robson, J.	2021	History graduates: Job-ready and in demand	Teaching History (Industry Journal)	Reflection upon graduate outcomes of history students at University of Sydney

Source: own compilation

3. Methods

Given the dearth of research outlined in Table 2., there is little to formulate the development of a framework through which employability from history degrees can be arranged. A similar problem was encountered by Klein and Lewandowski-Cox (2019) in their examination of employability skills within Music Technology degrees. This paper will build upon the methodology deployed by Klein and Lewandowski-Cox (2019) by applying the connections between degree Learning Outcomes, the AQF and the Australian Skills Classification. This

enhances the unique place of this research in that it places a significant emphasis on the specific learning outcomes and how they can be integrated into the job market.

The learning outcomes are categorised according to the with every higher education institution with university designation examined for degrees in which history was its own major, or history units comprised of at least 50% of a major course of study. Out of the 43 universities in Australia, 34 offered degrees that met this criterion. However, 7 universities were excluded due to their graduate learning outcomes for the degree not being publicly available. Each university was assigned a unique identifier (AU01 through to AU27), with each degree examined assigned an identifier based on the university identifier above (e.g., degree 1 from AU01 is identified as AU01deg1).

Each learning outcome was then aligned with the Core Competencies of the Australian Skills Classification utilising NVivo software. The Core Competencies were chosen as a benchmark due to their broad applicability across both vocational education and higher education systems (Jobs and Skills Australia, 2022). The usefulness of the Australian Skills Classification enables a review of potential occupations that history graduates could enter based on the skills developed during the degree, as the Classification has been developed from an occupational skills perspective, as opposed to a graduate outcomes perspective. While the Australian Skills Classification is founded using principles from the Vocational Education sector, there is a stated desire that they be utilised across both Vocational Education and Higher Education (National Skills Commission, 2022). To facilitate the effectiveness of the Core Competencies, the Skills Classification Framework scores the proficiency in each skill from 1-10 and aligns the score with a Proficiency Level of Basic (1 – 3), Intermediate (4 – 7) and High (8 – 10). Table 3. provides a list of the competencies with an example activity undertaken at the Score of 4 – 7 at the Intermediate Proficiency Level.

TABLE 3. AUSTRALIAN SKILLS FRAMEWORK CORE COMPETENCIES

Core Competency	Score	Anchor Value
Digital engagement	4	Recognise different ways to connect to the internet (e.g. Bluetooth, Wi-Fi, hotspot)
	5	Build and maintain an effective online profile for career management
	6	Use software on a portable device to document a building inspection by recording measurements, checking compliance and uploading photos
	7	Write software for keeping track of items in an inventory
Initiative and innovation	4	Continuously and systematically look for ways to improve your performance at work
	5	Confer with co-workers to coordinate work activities
	6	Find a more efficient way to produce end-of-month reports
	7	Coordinate sales campaigns
Learning	4	Learn how to operate new machinery safely and efficiently
	5	Learn a new filing system that groups documents by type, security classification, subject and date

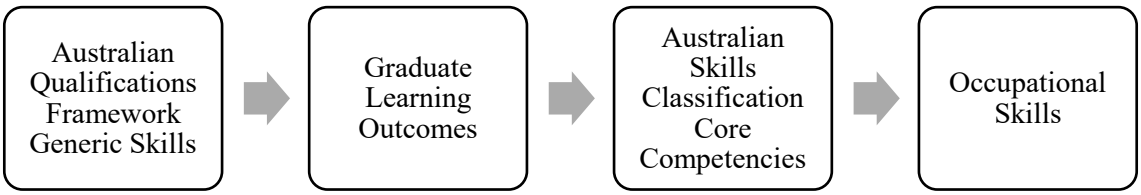
Core Competency	Score	Anchor Value
	6	Determine the impact of new menu changes on a restaurant's purchasing requirements
	7	Effectively apply change management techniques while managing a diverse team
Numeracy	4	Use a blood pressure machine and accurately record the results
	5	Create charts and graphs to accurately convey the results of a customer satisfaction survey
	6	Calculate the square footage of a new home under construction based on plans using scales and ratios
	7	Write a detailed report based on a comprehensive statistical analysis of the causes of workplace accidents
Oral communication	4	Give clear, sequenced instructions on how to use a hand-held drill
Oral communication	5	Answer a customer's questions about which product would work best for them
	6	Give instructions to a lost driver
	7	Participate in a work meeting and ask appropriate follow-up questions
Planning and organising	4	Schedule time for updating a manager on the progress of work
	5	Use an organisational file-sharing and storage system
	6	Plan and organise your own activities as requirements change
	7	Write a research report that presents recommendations after developing a project methodology, planning the research and developing a timeline
Problem-solving	4	Break a complex problem into manageable parts and follow a plan of action
	5	Find evidence to support a history essay in a rare document
	6	Redesign a floor layout to take advantage of new manufacturing techniques
	7	Evaluate a construction project and recommend changes to comply with external standards and regulations
Reading	4	Read directions on how to operate a piece of machinery safely
	5	Read and interpret instructions and technical drawings in an equipment instruction manual
	6	Read a memo from management describing new personnel policies
	7	Read a book on leading and managing change in a diverse and evolving workplace.

Core Competency	Score	Anchor Value
Teamwork	4	Cultivate a small informal network of people who may be able to advise on a project from a diverse range of perspectives.
	5	Recognise and avoid inappropriate behaviours, such as use of discriminatory language, that undermine effective group interaction
	6	Initiate team problem-solving sessions
	7	Share knowledge, experience, information and resources with others as an integral part of work relationships
Writing	4	Write a job history as part of a job application
	5	Prepare a standard operating procedures document
	6	Write a memo to staff outlining new directives
	7	Write a detailed literature review

Source: Jobs and Skills Australia (2022)

It is worth noting that this study does not examine the employability experiences of history graduates, nor does it claim that completing a history degree guarantees employment in the occupations described. Rather, this study is designed to provide an overview of potential occupation areas that history graduates can use their acquired skills in. As the Australian Qualifications Framework is centred on outcomes, Learning Outcomes are used to demonstrate evidence of skills developed during the course of study (Australian Qualifications Framework Council, 2013). This study then applies the Learning Outcomes to the Australian Skills Classification, and then distilled into potential occupations. Figure 3. distils the connection between the three levels of outcomes, with reference to the Generic Australian Skills Classification Outcomes, Graduate Learning Outcomes, the Australian Skills Classification Core Competencies and Occupational Skills.

FIGURE 3. CONNECTION FROM AUSTRALIAN QUALIFICATION FRAMEWORK GENERIC SKILLS AND AUSTRALIAN SKILLS CLASSIFICATION CORE COMPETENCIES



Source: own compilation

The Australian Skills Classification Core Competencies are divided across Occupational Skills, with each Occupation providing an overview of the Core Competencies required as part of the role. The Occupational Competencies are scored in the same way as the Core Competencies, with an example task provided. This provides an insight into the types of occupations that History graduates could find employment in, using skills developed throughout the degree.

4. Results

Across the 32 degrees examined, only 5 had Learning Outcomes that addressed all 10 of the core competencies. Each of the remaining 27 degrees had at least one gap across the core competencies, with Numeracy being the competency least represented. The majority of degrees had Learning Outcomes that met competencies on multiple occasions. For example, AU20deg1 has a major in History that has 13 Graduate Learning Outcomes, with 5 outcomes within the "Learning" competency.

Table 4. provides an overview of the number of individual learning outcomes that are assigned to each competency within the dataset, with a percentage of degrees that had at least one competency within its learning outcomes.

TABLE 4. NUMBER OF LEARNING OUTCOMES PER COMPETENCY

Competency	Number of Learning Outcomes	Presence in Degrees
Learning	73	100%
Planning and Organising	65	100%
Initiative and Innovation	58	100%
Writing	55	100%
Oral Communication	53	100%
Teamwork	42	96.29%
Problem-Solving	41	100%
Digital Engagement	16	59.25%
Reading	8	29.62%
Numeracy	7	25.92%

Source: own calculations

A search of the Skills Classification Framework by Occupation then occurred utilising only the top 7 skills in the study above. As Digital Engagement, Reading and Numeracy are present in less than 60% of the degrees examined, they were excluded from the remainder of the study. To be included in the occupation list, the occupation must have at least 5 of the above competencies listed in the Skills Classification at a score of 7 in alignment with the AQF level of a Bachelor's degree, and 8 in alignment with the AQF level of a Bachelor's with Honours. Occupations were excluded if more than 50% of their skill allocation was assigned to technical skills that would require an alternative qualification. Examples include specialist engineers, paediatricians and psychiatrists. Results are available on request.

126 occupations were found, with several occupations where core competencies comprised of 100% of the competencies for the occupation. Table 5. provides an overview of the ANZSCO fields that the occupations are classified.

The findings regarding the low representation of Digital Engagement and Numeracy in History degree learning outcomes are particularly noteworthy and warrants further exploration within university curriculum teams. These skills are widely considered essential in today's rapidly evolving workforce, yet they appear to be underemphasised in many History degree programs.

Digital Engagement, present in only 59.25% of the degrees examined, is a critical skill in our rapidly evolving digital landscape. This low representation indicates a significant gap between academic curricula and the digital literacy demands of modern workplaces. Universities must invest greater time, energy, and resources in equipping their students for a future that is

increasingly digitally involved. The advent of Artificial Intelligence further underscores this need, as AI technologies are reshaping industries and job roles across sectors (Baruch & Sullivan, 2022). This discrepancy could leave graduates underprepared for jobs that require proficiency in digital tools, data analysis, AI interaction, or online collaboration (Bankins et al., 2024). Universities need to urgently reassess how they integrate digital skills across various disciplines, including history, ensuring students are well-equipped to navigate, leverage, and critically engage with digital technologies and AI systems in their future careers.

The presence of numeracy skills in just 25.92% of the examined degrees represents a critical gap in history curricula. This deficiency is particularly concerning given the increasing importance of data-driven decision-making across all sectors. Numeracy skills are no longer the sole domain of mathematicians or statisticians; they are ubiquitous requirements for workers of all backgrounds (Yamashita et al., 2023). From budgeting to data analysis and statistical interpretation, quantitative competencies are essential in roles ranging from project management to policy development. The low representation of these skills in history degrees suggests a significant misalignment between academic preparation and workplace demands. As AI and digital tools continue to generate and process vast amounts of data, the ability to understand and critically evaluate quantitative information becomes even more crucial (Guthrie & Vallée-Tourangeau, 2018). Universities must address this gap to ensure history graduates can effectively engage with the quantitative aspects of their future roles, regardless of their specific career paths.

The underrepresentation of digital engagement and numeracy skills in history degrees raises significant questions about the long-term employability of graduates and the capacity of higher education to meet evolving workforce needs. This deficiency directly challenges the political rhetoric that history skills are 'siloed' within the discipline (Tehan, 2020). In fact, it is the absence of these crucial cross-disciplinary skills that risks isolating history graduates from broader employment opportunities.

Universities must take responsibility for ensuring an interdisciplinary curriculum that integrates these fundamental skills across various subject areas, rather than confining them to specific courses or programs. This approach directly counters the misconception that history degrees are narrowly focused and instead demonstrates their potential for developing versatile, employable graduates.

By incorporating digital literacy, data analysis, and quantitative reasoning into history curricula, universities can equip students with a more comprehensive skill set that aligns with contemporary workplace demands. This integration would not only enhance the employability of history graduates but also enrich their historical analysis by providing new tools and perspectives.

Ultimately, the onus is on higher education institutions to design curricula that bridge disciplinary boundaries, ensuring that graduates possess both deep subject knowledge and the transferable skills demanded by a rapidly evolving job market. This interdisciplinary approach is essential for maintaining the relevance and value of history degrees in the face of political scrutiny and changing economic landscapes.

TABLE 5. NUMBER OF OCCUPATIONS IN ANZSCO FIELDS

ANZSCO Category	ANZSCO Category Description	Number of Suitable Occupations
1	Managers	28
2	Professionals	94
3	Technicians and Trades Workers	2
4	Community and Personal Service Workers	7
5	Clerical and Administrative Workers	6
6	Sales Workers	2
7	Machinery Operators and Drivers	0
8	Labourers	0

Source: own compilation

The occupational distribution of history graduates challenges prevailing misconceptions about their employability. With 28 graduate occupations entering Managerial roles and 94 in Professional positions, it's clear that the skills developed through studying history are highly valued in leadership and specialised knowledge roles. This concentration in high-level occupations suggests that critical thinking, analytical, and communication skills honed in history curricula align well with the demands of the modern knowledge economy (Perales & Aróstegui, 2024). The presence of history graduates across diverse fields, including Technicians and Trades Workers, Community and Personal Service Workers, and Sales Workers, demonstrates the adaptability of historical skills. This wide-ranging employability directly contradicts the notion that history skills are 'siloed' within the discipline, instead highlighting their broad applicability across multiple sectors.

However, the data also reveals areas for improvement in history curricula. The lower representation in technically oriented or physically demanding roles likely reflects the identified gaps in digital engagement and numeracy skills within many history programs. Addressing these deficiencies could further expand career outcomes for history graduates. The findings underscore the need for an interdisciplinary approach to curriculum design, integrating digital literacy, data analysis, and quantitative reasoning alongside traditional historical methodologies. Such an approach would not only enhance graduate employability but also enrich historical analysis with new tools and perspectives. These results reinforce the value of history education in developing versatile, adaptable professionals. They also highlight universities' responsibility to evolve their curricula to meet changing workforce demands, ensuring history graduates possess both deep subject knowledge and broad, transferable skills required in our increasingly complex, technologically driven job market.

5. Conclusion

The results of this study provide compelling evidence that History graduates are highly employable across a diverse range of disciplines and industries. This finding directly challenges the assertions made by prominent government officials, such as Tehan (2020), who characterized History as a 'siloed' discipline, and Hastie (2022), who suggested it was merely the realm of special interest groups. Instead, our research demonstrates that history graduates possess a versatile skill set that is valued by employers across various sectors, often in areas of high demand.

The wide range of Learning Outcomes examined in this study reveals the breadth and depth of skills developed through history education. However, it also highlights a critical need for institutions to reconsider the place of Digital Engagement, Reading, and Numeracy in their degree programs. While one could argue that these skills are implicit and met through Inherent Requirements for degree entry, the rapidly evolving digital landscape demands explicit attention to these competencies. The National Skills Commission (2020) has identified a wide range of emerging occupations with a unique digital focus, yet less than 60% of the degrees examined had explicit Digital Engagement competencies in their outcomes. This gap indicates a clear area for future development within history curricula.

To address this shortfall in the short term, there is potential for adjusting secondary school curricula to enhance student Digital Engagement before they enter tertiary education. This approach could provide a foundational level of digital literacy for all students, regardless of their chosen field of study. However, universities must also take responsibility for integrating these skills more thoroughly into their history programs to ensure graduates are fully prepared for the digital demands of the modern workplace.

The skills developed within a History degree, such as critical thinking, research, and communication, can be further augmented by targeted development in digital literacy, data analysis, and quantitative reasoning. This combination of traditional historical skills and contemporary technical competencies would create a powerful skill set for graduates, enhancing their employability across an even broader range of occupations.

Future research in this field could explore several avenues to build upon these findings. One potential area of investigation is the influence of dual degrees on the employability of History graduates. As interdisciplinary approaches become increasingly valued in the workforce, understanding how the combination of History with other disciplines impacts career outcomes could provide valuable insights for curriculum development and student advisement.

Additionally, gathering empirical evidence on the specific occupations that History graduates obtain would further substantiate the findings of this study. Such research could involve longitudinal studies tracking the career trajectories of History graduates over time, providing a more detailed picture of how the skills developed in History programs translate into various professional roles.

In conclusion, this study not only challenges prevailing misconceptions about the employability of History graduates but also provides a roadmap for enhancing history education to meet the evolving demands of the job market. By addressing the identified gaps in digital and quantitative skills and continuing to leverage the strong analytical and communication abilities fostered by historical study, universities can ensure that History graduates remain highly competitive and valuable contributors across a wide spectrum of industries and professions.

Teachers of history in both secondary and tertiary education can utilise the results of this research to highlight core competency development as a selling point of the study of history. The study of history is not just focussed on recalling dates (Burvill-Shaw, 2007), promoting political ideologies (Zarmati, 2012), enhancing patriotism (Clark, 2021) or encouraging a national conscience (Cairns, 2022). Rather, this research demonstrates the applicability of history as a discipline of study to a broad range of occupations.

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