



# Tender for analysis of evidence gathered in support of GuildHE's Creative Higher Education Strategy Project

Date: 12 March 2026

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**Summary:** GuildHE has published a national call for evidence to inform its Creative Higher Education Strategy project. It is now canvassing for experienced researchers to analyse and categorise the evidence gathered. The data for analysis will comprise public submissions, reports and research from significant sector stakeholders, along with transcripts from about six workshops held with higher education institutions as part of this work. Analysis must be completed by 6 May.

## The project

The Creative HE Strategy aims to provide a clear and ambitious roadmap for the future, ensuring that creative higher education continues to play a vital role in economic growth, skills development, research excellence, civic engagement, and the UK's international standing. The initiative brings together senior representatives from across the creative, education and policy landscapes, including Arts Council England, Creative UK, the Department for Education (DfE), Research England, Skills England, the Creative Policy and Evidence Centre, Graduate Futures Institute, the British Academy, and CHEAD. Coordinated and managed by GuildHE, the project is being led by a dedicated project team chaired by Professor Roni Brown and comprised of representatives from across the HE sector and the organisations listed above.

As a first step of this project, GuildHE is publishing a 'call for evidence', which can be found [here](#). This tender concerns the analysis of submissions to this call.

The aims of this project are as follows:

- To articulate a unified vision for how HE can best support the future needs of the creative industries and the wider economic position of the UK, and the important role of specialist creative HE institutions within that mission.
- To identify potential areas for change and adaptation within creative HE provision to enhance graduate outcomes and address skills gaps highlighted in government analysis, such as the sector plan published by Skills England.
- To strengthen HE's response to the "createch" potential, maximising the impact of creative applied research, innovation and enterprise efforts.
- To establish a framework for how creative higher education institutions should engage with

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Charity Number: 1012218

their local government and civic partners to achieve regional economic and social goals.

- To showcase the significant contributions of higher education institutions to the UK's global creative reputation, and how it supports the diversity of the creative industries and cultural engagement, which contributes to social mobility.
- To present recommendations for government policy changes to improve the education system and for employers and other stakeholders within the creative industry to address skills gaps, innovation needs and regional challenges.

## Scope of the role

We envision requiring a research assistant to undertake the following responsibilities:

- To scope a thematic framework from high-level policy documents and existing publications, and to agree that framework with the GuildHE team overseeing this work;
- To organise and analyse live data based on the framework agreed. This data comprises submissions to an online survey of 45 questions (anticipated response = 50), and transcripts of 6 workshops undertaken at institutions throughout this period, ensuring all data handling complies with GDPR. A small number of additional research and policy documents may also be included.
- To use your analysis to draft a concise report and slide deck translating complex, conflicting evidence into clear, actionable themes for the development of the strategy. This will be presented to the internal project group and Taskforce.

## Research Framing

The analysis should take a grounded thematic approach while situating findings in relation to relevant UK policy drivers and a small number of key sector publications on creative higher education and its impact on graduate employability, research, business innovation, economic and civic growth. The researcher can then code evidence against how submissions align with or challenge those priorities. These are:

### 1. Policy anchor

The analysis's thematic structure must clearly connect with the key policy objectives that the strategy aims to address.

- [Industrial Strategy](#)
- [Creative Industries Sector Plan](#)
- Creative Sector [Skills Needs Assessment](#)
- UKRI Research & Development [strategy for the creative and cultural economy](#).
- [Post-16 Education and Skills White Paper](#)
- [English Devolution White Paper](#)
- [International Education Strategy](#)

### 2. Sector evidence anchor

Themes often explored in literature, much of which is captured by the [Creative Policy and Evidence Centre](#) include:

- The impact of creative graduates inside and outside of creative jobs
- The impact of portfolio and freelance careers and the perceived precarious labour markets in creative sectors in tracking graduate outcomes.
- Regional creative economies, creative practice as culture, and their link to socially-driven citizenship and living standards.

- Creative research and innovation practices adopt an applied research focus, distinguishing them from the methodologies employed in STEM subjects.

A small number of reports which speak to these will be supplied to support the thematic framing.

### 3. Thematic / grounded coding approach

After engaging with the high-level policy and practice literature, we believe the analysis can follow a grounded process such as:

- open coding of responses
- clustering into themes
- mapping themes against policy priorities and sector evidence

The call for evidence is structured around three themes which will be beneficial in setting out an analytical approach:

- Curriculum, Skills and Student Experience;
- Research and Innovation;
- Regions, engaged citizenship and civic responsibility.

There are also a number of cross-cutting topics which we would like to analyse within each of the submissions:

- Place: Local vs national priorities and impacts of devolution
- Artificial Intelligence (AI) and technology and “createch”
- Equality, Diversity and Inclusion
- Size, scale and resources of HE providers
- Global reputation of creative higher education

The agreed project specification and our internal thematic framing document will be able to provide further guidance on the analysis. **All analyses and reports must be completed by 6 May.**

## Person Specification

We imagine that the best candidate for this work will have the following skills and attributes:

- A PhD using a qualitative research approach, or equivalent experience as a Research Assistant, analysing complex qualitative data
- Specialist knowledge of education policy and/or creative policy is desirable but not required.
- Experience in the qualitative analysis of large datasets and national policy materials.
- Ability to write for both academic and policy/lay audiences.
- Strong organisational skills and ability to meet tight policy deadlines.

## How to Apply

We envision this work to take approximately 20 days of work and will pay the post-holder £6,000 - paid in 3 parts (20% at the start, 30% at the midpoint and 50% on completion).

To tender for this work, please submit a 2-page CV and cover letter that indicates your relevant experience **by 26th March** to [creativeHE@guildhe.ac.uk](mailto:creativeHE@guildhe.ac.uk) with the subject line: RESEARCH ASSISTANT.

If you have questions, please contact Dr Kate Wicklow, [kate.wicklow@guildhe.ac.uk](mailto:kate.wicklow@guildhe.ac.uk).