

The job market

Every year over 1,000 students graduate with a degree in archaeology or a related discipline. While many do not intend to pursue an archaeological career, a recent survey has shown that 57% of undergraduate students would like to work in archaeology or a related area, (Croucher, Cobb & Brennan 2008; 22). It is estimated, however, that only 15% of archaeology graduates succeed in gaining employment in archaeology (Collis 2001), showing how competitive the job market is. Despite this, in 2016 5,736 people in Britain worked as professional archaeologists, so some are clearly successful. For those who aren't, the practical training and valuable transferable skills of an archaeology degree allow graduates to take advantage of openings in Europe and beyond.

The job market in the historic environment sector is extremely varied. There are a broad range of directions individuals can follow and an equally broad range of routes into the profession. Archaeology is a relatively young profession, both in the sense that it has only relatively recently become professionalised, and also that the workforce is younger than average. The average age for an archaeologist is 42 (Landward Research Ltd 2013) demonstrating that many people do not stay in the sector for their whole working lives. Professional archaeologists will rarely get the remuneration of accountants, lawyers or doctors, but it is possible to earn a reasonable salary for a job which can be highly rewarding, and which may provide opportunities for research and travel. The most recent Labour Market Intelligence survey indicated an average salary across the profession of over £27,800, with the highest 10% of earners earning over £39,000 (Landward Research Ltd 2013).

Making a start

The first difficulty faced by most archaeology graduates is that an undergraduate degree in archaeology does not train you to be an archaeologist, and it may be difficult to get the skills that employers require. There is a difference between education and training and, like many professions, your initial degree does not necessarily qualify you to practice as a professional.

Some skills are specific to the sector – experience of excavation, surveying, processing finds, drawing, data management in (or just using) Historic Environment Records and knowledge of on-site health and safety – these are known as 'vocational skills'. Employers also require transferable skills – confident use of information technology, the ability to contribute effectively as part of a team, presentation skills (verbal, graphic and written) and proactive problem solving. These are skills which, along with your academic knowledge, you will continue to develop throughout your career. You may have begun to develop many of these skills through other jobs or involvement in student activities or societies and you should make sure they are identified clearly on your CV.

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Many archaeologists will go on to further study as part of a Masters programme following their undergraduate degree. There are a number of Masters degrees in practical or professional archaeology available which are designed to provide students with more of the vocational skills needed to work in archaeology. There may, however, be other ways of gaining such skills and graduates are advised to consider the costs, advantages and disadvantages carefully before embarking on further study.

Cifa has developed an NVQ in Archaeological Practice, a qualification that enables individuals to demonstrate that they have particular sets of skills, competencies or experience which is a benefit when applying for jobs. We have also developed continuing professional development (CPD) structures through which professionals can document the skills they acquire and develop throughout their careers. Cifa members are required to undertake and document CPD as part of their accreditation. Good employers assist this through staff development review processes, so that new skills benefit the organisation as well as enhancing an individual's career.

After the general academic and practical training of your degree there are a number of options to consider when looking for employment. Below are just some of them:

- **commercial organisations**, most developer funded field archaeology happens through the commercial sector, although commercial organisations also undertake work on historic buildings, underwater archaeology, specialist analysis, survey work, historic management and engage in community and outreach work. As well as private sector organisations, some university departments and local authorities have fieldwork teams which undertake work on a commercial basis.
- **local government/planning archaeology**, primarily involving the maintenance and enhancement of Historic Environment Records and providing information and advice to a wide range of stakeholders including planning authorities, developers, utilities and the general public. Some local government archaeology services fulfil important outreach functions as well.
- **private consultancy**, interpreting and delivering advice in the context of contract, legal and policy requirements for the protection of archaeology during the planning process and advising owners of archaeological sites how they should be preserved and enhanced
- **museums**, either through becoming a specialist curator or analyst, or through education and outreach work
- **education** through universities, various schools, colleges and other bodies
- **academic research and teaching**, normally requiring a PhD and post doctoral study
- **working for a national agency** such as Historic England or Historic Environment Scotland, or another national body.

For each of these areas different career strategies may be needed, although a good all-round grounding in basic archaeological skills, such as excavation, survey, recording, monument identification, report writing etc, will always be an advantage. A broad range of experience will also help you to decide which areas you might like to pursue in the future. Surveys of archaeological employment may give you some ideas about where the demands for skilled specialists are greatest. Above all, get to know your way around the archaeological world; the range of jobs requiring archaeological skills may be wider than think. Try to develop your own network of contacts – consider attending or presenting a paper at Cifa's annual conference, for instance. Keep up to date with the latest developments through the Cifa website, via our magazine, *The Archaeologist*, or other websites such as the Council for British Archaeology's (CBA).

If you do not already have contacts, you should keep in touch with staff and students in your university department who may hear about employment possibilities. You can subscribe to ClfA's Jobs Information Service and Training bulletin (free to members) and keep an eye on the British Archaeological Jobs & Resources (BAJR). Unsolicited applications to archaeological employers, particularly commercial companies, can be worthwhile but you should make sure that your CV and covering letter are targeted appropriately. General CVs and applications which do not demonstrate any knowledge of the company you are applying to and the type of work it undertakes will invariably be rejected. The CBA provides information on short courses and conferences in its magazine *British Archaeology*, and on its website. Make sure you start building up a portfolio of work, eg examples of written work like your dissertation, any drawings or other work you have done, and start your CPD log to record your experience and training (for information on CPD, see the ClfA website) while you are still at school or university.

Many employers now ask for professional accreditation as a desirable qualification for employees. ClfA is the relevant professional body for archaeologists and information on what you need to join is on our website. There are other professional bodies which might be relevant to certain specialisms such as the Institute of Historic Building Conservations (IHBC) or the Institute of Conservation (ICON) so it is worth looking into these too.

Workplace learning

A number of organisations, particularly the larger consultancy firms, offer graduate training programmes or placements designed to develop the skills of new staff. There can also be opportunities for HLF or Historic England funded professional placements designed around National Occupational Standards in Archaeological Practice. Some placements are aimed at career entry level whereas others are targeted at more experienced archaeologists seeking to develop existing skills or develop new specialisms. In addition to valuable specialist skills, they are also designed to develop professional skills such as time-management, communication and teamwork.

The NVQ in Archaeological Practice, awarded by Education Development International (EDI) was developed by The Archaeology Training Forum as a practice qualification for archaeologists. Rather than demonstrating the attainment of educational benchmarks which may give insight into an individual's *potential* for skills and learning, they demonstrate an individual's existing competencies and skills, which is far more useful to employers and also provides a means of accrediting informal training and on-the-job learning. For more information, please visit ClfA's website.

Making progress

Getting your first job in archaeology is just the start. If you want to pursue a career in archaeology you need to continue to think about your skills, what you have and what you need to develop, for the rest of your career. You should also consider gaining recognition of your competence and demonstrating your commitment to professionalism by joining the Institute for Archaeologists.

Once you have been working in archaeology for a while you will have a better idea of how the industry works and where you may wish to specialise. With this in mind, think about your longer term future, what your aspirations are and what training needs you may have in order to achieve them. The Training Online Resource Centre (www.torc.org.uk/) website may help you identify relevant training resources. If your employer operates a staff development review procedure make sure your training requirements are incorporated into your yearly objectives and investigate whether your employer can help you to source or fund relevant training. Remember to keep your CV and CPD log updated and keep looking for opportunities in areas that interest you.

Relevant Organisations

Chartered Institute for Archaeologists

CIfA is the leading professional body representing archaeologists working in the UK and overseas. CIfA promotes high professional standards and strong ethics in archaeological practice, to maximise the benefits that archaeologists bring to society. It is the authoritative and effective voice for archaeologists, bringing recognition and respect to our profession. CIfA also makes recommendations on salary levels, what levels of competence are needed at different levels of responsibility etc.; these are underpinned by a *Code of conduct*, and members commit themselves to maintaining these high standards. It has both individual members and a register of organisations who meet certain standards regarding responsible behaviour (including being good employers), and are termed ROs (Registered Organisations). There are five categories of individual membership: Affiliates, Students, Practitioners (PCIfA), Associates (ACIfA) and Members (MCIfA); fees for accredited membership vary according to level of income. Some job adverts frequently state that preference may be given to CIfA members.

Chartered Institute for Archaeologists,
tel 0118 378 6446
email admin@archaeologists.net
www.archaeologists.net

CIfA Jobs Information Service and Training bulletin

The Jobs Information Service and Training bulletin provides weekly jobs bulletins which carries advertisements placed exclusively by employers and all archaeological, heritage and research opportunities appearing in the national press and specialist journals during that week. It is the most comprehensive source of information about work in archaeology and related disciplines.

This service is provided to IfA members free by e-mail, and is available to non-members at a fee of £20 for two months, £40 for six months, or £60 for one year. For further details, contact CIfA.

Trade Unions

There are three main trade unions to which archaeologists belong. For those in higher education it is the Universities and Colleges Union (UCU); for local government it is Unison; and for those in the private sector and many centrally government-funded organisations it is Prospect. For the first two, information will automatically reach you when you join an organisation, but for many freelance archaeologists, the information may not be so readily available. Further information on Prospect is on their website at www.prospect.org.uk.

Council for British Archaeology

The CBA provides an on-line information service with career information and details of present educational and training courses. This service is TORC, the Training Online Resource Centre for Archaeology and it is online at: www.torc.org.uk
The CBA's full website includes a valuable directory of links to archaeological employers and a series of information sheets on subjects including training and working in different areas of archaeology.

www.britarch.ac.uk

Creative Choices

The Creative Choices website has been put together by Creative and Cultural Skills (the Sector Skills Council for Advertising, Crafts, Cultural Heritage, Design, Literature, Music, Performing, and Visual Arts) to give people advice on beginning and developing their careers. Archaeology and related disciplines fall under the heading of 'cultural heritage'.

The website has information on courses, job profiles and case studies.

www.creative-choices.co.uk

References

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Croucher, K., Cobb, H. & Brennan, A. 2008. 'Investigating the role of fieldwork in teaching and learning archaeology' The Higher Education Academic: Subject Centre for History, Classics and Archaeology

http://www.heacademy.ac.uk/assets/hca/documents/archaeology/Croucher_Cobb_Brennan_fieldwork_ebook.pdf

Some useful publications

Aitchison, K and Giles, M, 2006 Employability and Curriculum Design, *Guides for Teaching and Learning in Archaeology*, 4

http://www.heacademy.ac.uk/assets/hca/documents/archaeology/Teaching_and_Learning-guide_4-fullversion.pdf

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Jackson, V & Sinclair, A. 2009. 'Archaeology graduates of the millennium: a survey of the career histories of graduates' The Higher Education Academy: Subject Centre for History Classics and archaeology

http://www.heacademy.ac.uk/assets/hca/documents/archaeology/Archaeology_Graduates_of_the_Millennium.pdf