Anthropology and Employment: 
A Survey of Human Sciences Graduates 
at the University of Durham

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Anthropology and Employment: A Survey of Human Sciences Graduates at the University of Durham

Changing Landscapes of Education

Introducing a 2002 C-SAP conference entitled ‘The New Higher Education: Learning and Teaching in a Knowledge Society’, Sue Wright used the imagery of landscape to describe the current situation facing teachers and students in UK universities. The landscape she sketched was dominated by a sheer cliff face on top of which were placed the ‘international knowledge economy’ and higher educational policies and institutions. Lower down were students, disciplines and the stream of learning and teaching. Somewhere in between these two points were presumably lecturers, struggling to keep a perspective on the landscape above and below them. Whether or not we agree on the specific elements that make up the image, it serves an important purpose, which is to suggest that all education exists in an often precipitous social and political context that encompasses local, national and even transnational influences. Furthermore, it is crucial for us to try to understand how these elements for students, teachers, researchers and administrators feature as part of the changing landscape of UK higher education.

Such a remark might seem to be a truism when presented to social scientists, and yet when applied to anthropology it expresses a situation that has been surprisingly unremarked by practitioners of the discipline. Anthropologists have been expert at examining the social contexts of ‘the field’ but far less adept at analysing and comprehending developments in the teaching institutions in which they spend much of their time. As a result, we know little of how the discipline is reproduced outside the confines of a relatively narrow, university based genealogy. The majority of anthropology students pass through the system leaving little imprint on the subject and, in the absence of evidence to the contrary, with their degrees making little imprint on them. In short, we know little about how anthropology is received and interpreted by students when they are at university, and even less about its relevance to them once they graduate.

Raising these questions is important if we are to move beyond a view of anthropology which focuses merely on academic ‘content’ and begins to explore anthropological pedagogy in terms of its own distinctive ‘culture’, processes and outcomes. Such questions are especially important at the present time given shifts in the economic and political landscape of higher education in the United Kingdom and beyond. The conjunction of widening access to higher education, new forms of accountability under-pinning the allocation of scarce resources and the progressive shift of higher education funding onto students themselves with the inevitable consequence of long term indebtedness means that many of the attractions of a liberal education in the arts or humanities are being eclipsed by the pursuit of vocational and practical courses. As a consequence of this conjunction, Universities are now competing for scarce research and teaching resources in a way that they never have before. There is also an

1 (Aston University, 11-12 January 2002; cf. Coleman 2002:26)
expectation of higher levels of self-funding than might have been evident even in the 1980s, as well as the looming spectre of ‘top-up fees’. Incursions into the structure of actual course delivery have also been in evidence. Modularisation has, in theory, increased the possibility of student choice in constructing degree programmes in which there is less loyalty to a single discipline or cohort of fellow students, and greater emphasis on the instrumental ‘worth’ of a given topic. Echoing this point, Mills notes (2003:19) a real decline over the last decade of applications to single honours social science disciplines in favour of more mixed and thematic degrees, and often ones with an explicit vocational relevance. Anthropology is itself caught in this tide; increasingly taught in multidisciplinary programmes, with some established honours programmes showing signs of recruitment problems. Given such developments, a question one might pose is how much anthropology is necessary to make a student a *bona fide* anthropologist? More generally, there is the question of how anthropology is perceived by a student body that is becoming more diverse and fragmented in terms of class and age profiles as widening participation policies take their effect. In comparison with other social sciences (Mills 2003:20), 63% of anthropology students in 2002 whose economic background was known came from the top two social class categories, compared with 52% for sociology, and an average for all the social sciences of 56%. While it is true that anthropology has tended to be taught in the older universities and therefore has been likely to attract such a constituency, we should also ask whether the discipline as it is currently constituted is only partially effective in moving beyond established constituencies and, if so, why?

One possible explanation for the current position of anthropology in the academic and socio-economic landscape of the UK is that its practitioners have failed to demonstrate the relevance of the discipline in the world of work into which the vast majority of anthropology graduates try to enter. Failure in this regard may continue to have repercussions, with the future of some programmes in anthropology coming under threat of closure. Sillitoe (2003:2) therefore asks: ‘What is it to be an anthropologist employed outside the academy?’ and argues for the need to increase the profile of anthropology in fields where it has obvious ‘relevance’ such as development, forensic science, the media, museums and intercultural work, but also other occupations where the benefit of an anthropological training is less clear, such as law, banking, social work, human resources, retailing, management and the armed forces [also see Simpson 1997 and Pink and Fardon 2004]. We agree with Sillitoe that, at the very least, investigating the fate of anthropology beyond universities is a vital task that needs to be undertaken sooner rather than later. In similar vein, Mills (2003:22) suggests that: ‘There is scope for further investigation into the sorts of students who study anthropology, and into where people take their subject-specific skills after their undergraduate or postgraduate training.’

In this report we present results from an empirical and inductive study of anthropology graduates and the use their anthropology degree has been to them in their working or personal lives. What follows is, among other things, precisely an attempt to initiate investigation of the kind called for by Sillitoe and Mills, and an attempt to link one particular culture of anthropological pedagogy in the UK with developments at national and international levels.

**Human Sciences at Queen’s Campus, University of Durham.**
The anthropology course that is the focus of this research has been delivered at the Queen’s Campus of the University of Durham since it was first opened in 1992. Since then, numerous changes have occurred in the organisation and orientation of the University of Durham’s involvement at the Stockton site. In order to situate these developments in relation both to the broader picture outlined in the previous section and to the detailed survey material presented later, it is first necessary to provide a brief history of the University of Durham’s involvement with developments at Stockton.

Queen’s Campus [QC] is located some 18 miles south of Durham in the town of Stockton, formerly known for its ship-building and heavy engineering. At the present time, the Campus has two colleges. One is named after John Snow, a pioneer of public health, and the other after George Stephenson, the famous railway engineer. Both these nineteenth-century luminaries have strong connections with the North East of England. Significantly, they represent the worlds of medicine and industry as opposed to the saints and bishops that have often been used to name colleges based in Durham. The Stockton colleges are, however, modelled on and an integral part of the Durham collegiate system and at the time of writing have around 900-950 students each. Before it was given the title of Queen’s Campus in 2000, the campus was known as the University of Durham, Stockton Campus (UDSC) and did not have colleges. Prior to that it was known as University College Stockton (UCS) which, although a college, bore little relation to those on the Durham campus: unlike them, it was essentially a teaching institution only, and its semi-autonomous character was evident in the fact that it was run on a two-semester system unlike the three terms used in Durham. During the planning stage and first year of the institution’s life it bore the rather unwieldy title of Joint University College on Teesside [JUCOT]. The shifting of titles and designations in itself captures something of the difficulty that existed in trying to attach a new, purpose-built and radically new institution onto one that was both prestigious and established.

At the outset the proposal for a ‘joint’ enterprise was a novel cross-sector collaborative venture between a polytechnic (Teesside) and an ‘old’ university (Durham); at that time this was a bold and innovative model for future integration within a two-tier higher education system. However, with re-organisation of the Higher Education sector in the early 1990s and the re-designation of polytechnics as universities, the attraction of cross-sector collaboration ceased to have meaning and polytechnics elected to pursue the path of autonomy rather than integration. As a consequence, after passionate courtship, marriage, and the successful birth of an institution, the parents decided to dissolve their partnership, with custody of their (now quite large) offspring passing entirely to the University of Durham. There then followed a process of developing closer administrative and bureaucratic integration between Durham and Stockton. The fact that the institutional cultures were very different is evident from the emergence of the terms ‘Durhamisation’ and ‘Stocktonisation’ in the vocabulary of administrators and academics to describe the harmonisation of procedures according to whose systems were being made to fit with

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2 See Coleman and Simpson(2003) for a more detailed account of the development of the Human Sciences programme at the Queen’s Campus, Stockton..

3 Thanks to Dr Karen Wesson for providing numerical data on Queen’s Campus.
whose. Inevitably, taking into account respective size and institutional momentum there was a good deal of ‘Durhamisation’ and not much by way of ‘Stocktonisation’. Following, the acquisition of responsibility for the campus by Durham, there was also a substantial development of the infrastructure and an increase in the numbers of staff and students involved.

Given the origins and recent history of the Stockton development it is not surprising that the character of the Queen’s Campus is markedly different from the parent institution in Durham. The distinctions are more than merely geographical. While Durham is the third oldest university in England, QC represents one of the most significant single additions (along, perhaps, with Lincoln) to the University world in Britain in recent years. Durham students have tended to come from middle-class, often southern backgrounds, with a record of high achievement at A-level. QC in its earlier incarnations was constructed partially in order to attract local, often working-class students from the Teesside conurbation, which at that time had one of the lowest take-up rates for higher education in Europe (cf. Beynon et al. 1994).

In the early days, the mission of QC corresponded closely with the efforts of the then Conservative government to increase the proportion of the population who were educated to degree level (Benn & Fieldhouse 1993). Such policies were formulated against the backdrop of an economy in the throes of re-structuring, with redundancies and high levels of unemployment an inevitable consequence. Under such conditions, education and training were seen as the key to a change of career. As far as higher education was concerned the broad theoretical framework upon which many of these developments were hung was Torsten Husén’s notion of the ‘learning society’ (1974; cf. 1986 also see Antikainen et al 1996). Husén’s vision was of people having access to lifelong learning, with a variety of institutions supporting formal and informal education across the life-course. One of the more radical consequences of attempts to realise the ‘learning society’ was the dramatic increase in the number of mature students entering a higher education system that was in many ways more ‘user-friendly’. In the early 1990s, a high proportion of QC students were indeed ‘mature’, ranging from their mid-twenties to mid-sixties. Many were the first of their family to go to University, and had previously held jobs or brought up children with little or no expectation of going into Higher Education.

Thus, the Durham and the Stockton Campuses were in some respects akin to academic moieties, complementing each other in the formation of alternative approaches to providing education. However, evaluation of the role and status of the new development was highly variable: one senior administrator would often refer to the project as ‘Durham’s social conscience’; others would present it in rather less stirring terms as ‘Durham’s special needs department’. More recently policy changes within the University have moved this particular debate on considerably. Broadly speaking, the widening-participating agenda is now seen as the responsibility of the whole University and not just the Stockton site. In addition, QC has begun to develop its own distinctive academic and research profile (enhanced considerably by a new medical faculty being located on the site). Although elements of the original widening-participation agenda still survive at QC, the high proportion of local mature students who came to the campus, often with a strong sense of community connection
and ownership, has now been greatly diluted by students with a more conventional Durham profile.\(^4\)

Anthropology was a key element in the early development of QC and its strategy of involvement also reflected many aspects of the ‘new’ and the ‘old’. The Durham Department is located in an Edwardian building near the centre of the City. It is overlooked by the city’s Norman castle and cathedral, and is close to the river Wear -- a location for student rowing competitions and heritage tours. The QC buildings are situated on the banks of the Tees, on the site of a former shipyard. On the site, extensive removal of past industrial pollution created a new, ‘cleansed’ landscape of apparent post-industrial opportunity. Over ten million pounds was provided by the Department of the Environment via the Teesside Development Corporation to build the first phase of the campus. The project was followed by a second teaching building completed in 1998 and a research building which was completed in 2001. Further plans for new student residences, teaching blocks and a science park are also in the offing. New housing and business premises have been located on the site, and the river combines a canoe slalom with a stretch of water that has potential as an Olympic standard rowing course. The first University building to be erected on the site resembles a large space ship awaiting launch. Significantly, it was for a time used in the evenings by Star Trek addicts, who liked its ‘space-age’ appearance and who at their meetings would imaginatively convert it into the USS Resolution. Such a similarity was not lost on the advertising agency employed to design campus recruitment materials: ‘It’s Durham University, Jim, but not as we know it’ proclaimed one advertisement depicting the College-as-starship.

While the degree offered at Durham is described as ‘Anthropology’, those taught at QC have until recently been identified by the more generic labels of ‘Human Sciences’ (BA and BSc) and ‘Health and Human Sciences’ (BSc).\(^5\) The original intention here was to leave behind a term that might be associated with a narrow specialism and thereby pitch anthropology at new constituencies. Human Sciences was also deemed to be a good title because it captured the breadth of social and biological approaches to humanity within the degree in a way that the term anthropology might not for an unfamiliar audience. In keeping with these attempts to give anthropology a different kind of accessibility, Human Sciences modules transformed stock anthropological subjects into more vernacular form: kinship, for instance, became split into such modules as ‘Sex, Reproduction and Love’, and ‘History and Change in the Family’. There was also considerable emphasis on research techniques and practical skills. Only in their final year would students from both departments come together to take selected modules in Stockton or Durham.

Much that goes on at QC would be duplicated in any anthropology department in the country: lectures are given, seminars and classes taken, essays written, and books

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\(^4\) In 1997, 8.9% of students studying anthropology at Durham were recorded as ‘mature’ compared with 51.8% studying Human Sciences at QC. By 2000 these figures had reduced to 4.3% mature students at Durham and 22.7% at QC. [University of Durham Staff and Students Statistical Handbook 1996-97 and 2000-01].

\(^5\) Significantly, as part of recent discussions about the changing local landscapes of HE there are discussions underway about re-naming some of the Human Sciences degrees so that they have ‘anthropology’ in their titles.
such as The Nuer read and reflected upon. As at Durham, biological and social anthropology modules are taken by most students throughout all of their three years. Yet, particularly in the early years of the Human Sciences programme, there was also a more pronounced policy of making explicit the links between academic study and the rest of students’ lives. Students were indeed encouraged to make of themselves objects of study. At the simplest level, staff attempted as far as possible to draw on Western as well as non-Western material, undertaking local field trips and exercises, considering personal experience as well as the more familiar renditions of the ‘other’. Particularly in the social methods elements of the course, there was a conscious attempt to use anthropology as a reflexive, pedagogical tool. Much of this approach persists in the current delivery of the programme but in a somewhat attenuated form. Reductions in contact time with students and growing pressures to meet research output targets have meant that the quality of engagement needed to stimulate and manage students’ personal as opposed to just academic engagement with the course is difficult to sustain. Indeed, what began as an innovative and unconventional approach to the delivery and assessment of anthropology has in some respects moved closer to the mainstream. As we have already seen, such changes are driven by wider structural shifts in British higher education. Most notable of these is a move away from student-centred learning with its aspiration to fashion the experience of higher education to the student’s needs, and back to a discipline-based model. This shift has been to a large extent driven by the demands of audit and the search for commensurability between degree programmes. Similarly, the substantially raised stakes created by the research assessment exercise have turned many teachers who carried out research into researchers who carry out teaching.

It is against this changing mis-en-scène of higher education that the Human Sciences programme has been delivered for the past ten years. The survey we report on here thus covers a specific period in which a particular, reflexive style of pedagogy was practised. One of the aims of this pedagogy was to develop the identity of students as adult learners within a particular social setting and to enable them to become knowledgeable skilful as part of the same process, with the former giving meaning to the latter. We aspired to produce subjects capable of seeing how they were constituted by their relationships with, and activities in, the world, with learning seen as integral to a wider life course trajectory. The student experience of university thus involved the partial objectification of self and de-objectification of knowledge, a dual process in which knowledge was both an academic currency and a means to understand oneself (cf. Coleman and Simpson 1999).

The survey and interviews we have undertaken enables us to follow this experiment through into the lives of Human Science graduates, many of whom would not normally have found their way into anthropology. The survey captures their reflections on the Human Sciences degree in general and an applied anthropology module in particular, and furthermore how these have related to their working lives after graduation. It thus offers a unique insight into the way an undergraduate training in anthropology translates [or fails to translate] into the world of work.

Although we only discovered the parallels in retrospect, our approach has much in common with that of Jenkins, Jones and Ward (2001) in their examination of the ‘long-term effect of a degree’ on the working lives of Geography graduates from Oxford Brookes University. These researchers carried out a follow-up study of a
degree course that, like those of Human Sciences, has consciously deployed active learning methods as well as incorporated job-related student skills within its curriculum. Jenkins et al. note (p.147) that most in-house evaluation techniques have been biased towards questionnaire studies of individual modules, whereas very little money has been invested in longer-term follow-up studies that assess the overall value of a degree as a whole. A dearth of knowledge concerning the impact of degrees is therefore evident in the UK. They argue (p.148) that one advantage of a long-term approach is that it provides perspectives on higher education from different employment sectors. Among their conclusions are the observations that, despite similarities in course content over time, student reception and interpretation of such content varies greatly, and changes over time in line with experiences during and after leaving college. In addition, it seems that encouraging social bonds among peer groups and between students and staff is a vital factor in enhancing the educational experience. More generally, Jenkins et al. show the advantages of a longer-term and qualitative approach to the evaluation of student experiences.

**The Knowledge and Practice Module**

While our survey questionnaire attempts to investigate the experiences of all Human/Health and Human Sciences graduates from QC, we do have an additional focus on a third-year optional module in applied anthropology which has run throughout the period covered by the survey. The module is entitled Knowledge and Practice and was, until 2002-03, delivered as a ten-credit module in the first semester of the third year (see appendix one for a specimen of the course documentation). In this form it dealt with the application of anthropological knowledge in a variety of research and vocational contexts.

As part of a broader strategy to harmonise the structure of the academic year and the modular system on the Durham and Stockton campuses, the University moved away from semesters and back to year long modules [an illustration of ‘Durhamisation’ as described above]. Funds were obtained from C-SAP to facilitate the development of Knowledge and Practice into a year-long module (twenty credits) with some novel additions. Principal of these was the attempt to deliver aspects of the module by means of the University’s Blackboard (Durham University On-Line) learning environment, incorporating a problem-based learning element. It was also intended

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6 Their sample consisted of three graduates from each of 6 equidistant cohorts taken from 1979 to 1994. Sixteen interviews were conducted based on questions such as ‘What use is a degree?’, ‘How do you think your degree experience relates to what you have done since?’ The Geography students were largely middle-class and came from an above average financial background. All interviewees were white. There was an even balance of men and women with only two ‘mature’ students. At the end of each interview, graduates were asked to make broad connections between the components of their higher education experience and their life since. Most agreed course content grew less and less useful.

7 The survey on which we are reporting here was also funded as part of the development of the Knowledge and Practice module.
that in time the use of DUO would facilitate access to the module by students at both campuses.

In its current form, the module covers the history and scope of applied anthropology, a critical exploration of the ethics of applying anthropology, transferring anthropological methods to the work-place and potential applications of anthropology in a range of careers. There are also opportunities for students to hear presentations from visiting speakers currently in employment in fields such as social work, medical administration and community work. A particularly popular session is one in which Human Sciences graduates are invited back to reflect upon how their training and education has been useful in their subsequent career. For their assessment, students have to produce a portfolio that contains practical data such as a CV and evidence of research into a potential future career, as well as a critical account of how the knowledge and skills that anthropology provides might be used in this career, covering issues such as ethics, advocacy, participation and power.

Whilst the general objective of the survey was to gain information from graduates regarding their experiences after graduation, a more particular purpose was to gather their reflections on the usefulness or otherwise of the Knowledge and Practice module. Such information was deemed to be essential in developing and expanding the module into its new, one year-long format. The results of this survey are presented in the following section.

The Survey of Human Sciences Graduates 1995-2002

We sent survey questionnaires to all students who graduated from the Human Sciences programme between 1995 (the first cohort) and 2002. The questionnaires covered general queries regarding financial situation, personal development and the use of the degree, as well as more specific questions about the Knowledge and Practice module [see Appendix Two]. Out of a total of 437 questionnaires, 121 were returned, giving a response rate of 27.6%. A further 10 came back to us marked ‘return to sender’ [2.2%].

A response rate of 27.6% is not unusual for a survey of this kind, particularly as we were trying to locate people using contact addresses that were up to eight years old in some cases. Nonetheless, it was felt necessary to do some further analysis of the non-responders in order to get some indication as to why they had failed to respond to the survey and to assess the extent to which the responders were a wholly representative group. To this end we undertook a random follow-up survey by telephone of 40 non-responders [13%] to ascertain why they had not replied to the original survey, and added a small number of supplementary questions [see Appendix Three]. In the majority of instances [n = 22 or 55%], respondents claimed that they had never received the questionnaire in the first place. In a further 25% [10] of cases the questionnaire was known to have gone to a previous address or that of a parent and was not filled in. In six cases questionnaires were received but not returned. In five of these cases it was out of neglect and in the sixth there was a straightforward refusal to have anything to do with the survey or with the telephone interview. In two instances questionnaires were said to have been filled in and returned but we never received them.
The exercise in following up a random sample of non-responders suggested that in the majority of cases our failure to receive a response could be accounted for in terms of practical issues such as a failure of the postal service or respondents’ change of address. There would also seem to be nothing to suggest that failure to respond was motivated by negativity towards the degree. Indeed, 78% [31] of the non-responders answered positively when asked whether they would do the degree if they had their time over again. This figure is broadly comparable with the 84% who responded positively to the same question in the survey [see below page ??]. Thus, inasmuch as we are able to draw any conclusions from the telephone follow-up of a small random sample of non-responders, it would appear that members of this group were not motivated in any obvious way by negative attitudes towards the course.

Students were surveyed for all years going back to the first cohort who graduated in 1995. The breakdown of the sample by year of graduation is shown in table one.

<table>
<thead>
<tr>
<th>Year of graduation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>1996</td>
<td>17</td>
<td>14.0</td>
</tr>
<tr>
<td>1997</td>
<td>16</td>
<td>13.2</td>
</tr>
<tr>
<td>1998</td>
<td>13</td>
<td>10.7</td>
</tr>
<tr>
<td>1999</td>
<td>16</td>
<td>13.2</td>
</tr>
<tr>
<td>2000</td>
<td>13</td>
<td>10.7</td>
</tr>
<tr>
<td>2001</td>
<td>12</td>
<td>9.9</td>
</tr>
<tr>
<td>2002</td>
<td>24</td>
<td>19.8</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The sample was made up of 13% males [n= 16] and 87% females [105], which broadly reflects the marked bias towards female students that has characterised the Human Sciences programme since its inception. At graduation the students ranged in age between 20 and 52 years with a mean age of 29 [std dev. 8.9]

The majority of the students who replied came from locations in the North-East of England with 61% coming from the North-East of England and just over half of these [36%] coming from the Teesside conurbation itself [see table two].

<table>
<thead>
<tr>
<th>Location of respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>location</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
</tbody>
</table>

12
The degrees awarded are shown in table three. The BA in Human Sciences was the first degree to be delivered within the Human Sciences programme in 1992, with the BSc in Health and Human Sciences coming on stream a year later in 1993. The relatively small number of BSc Human Sciences degrees awarded reflects the fact that this programme only came into existence in 1997.

**TABLE THREE Degrees awarded**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Sciences BA</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>Health and Human Sciences BSc</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Human Sciences BSc</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Job Descriptions**

The current employment circumstances reported by graduates suggest a surprisingly wide range of applications for Human Sciences degrees. These range from jobs where there is seemingly limited connection with the substance of a Human Sciences degree, such as a ‘Data in-put operator’ or a ‘Technical clerk in a nuclear power station’, through to ones where the links are quite explicit such as a ‘Multi-cultural Education Project Co-ordinator’. This considerable breadth of destination would suggest that a Human Sciences degree can be used either as an indication of a general level of capability or in contexts where training in anthropology is more explicitly required.

The largest single category of employment is in the Health Service, which accounts for 19% [16] of those in work [see Table Four]. As might be expected, 14 of the 16 who went into the Health Service graduated with a Health and Human Sciences BSc. The jobs that make up this category include descriptors such as: ‘Specialist Diabetes Dietician Nurse in a day surgery’, ‘Community Nurse Practitioner’, ‘Mental Health Assessment in Primary Care’, ‘Registered Nurse - Level 1’, ‘Registered Mental Nurse (Staff Nurse) – NHS’, ‘Sure Start midwife’, ‘Qualified as an occupational therapist 2001 - joined Graduate Rotation with South Tees/Tees and North East Yorkshire NHS Trust’. It is important to note that in some instances progression into the reported employment was not direct but was dependant on further training, for example, as in the case of the dietician or the occupational therapist.

The next most significant single category was local government and the civil service, in which 17% [n=14] of graduates found work. The jobs that make up this category include descriptors such as: ‘Lettings Officer’, ‘School Library Service Manager’, ‘Administration Officer (Jobcentre Plus)’, ‘Civil Servant (Jobcentre)’, ‘Assistant Community Safety Officer’, 'Borough Council Education Welfare Officer',
‘Immigration Officer’, ‘Transport Supervisor - Borough Council, Community Transport’. As is readily apparent the range of jobs subsumed under this category is in itself extremely wide and suggests a number of possible levels of application for Human Sciences knowledge and skills.

Of the remainder, 15% [n=12] went into either primary or secondary teaching, 13% [n=11] went into higher degrees or post-graduate qualifications and 9% [n=7] found employment in social and community work of some description.

These five categories account for almost three quarters [73%] of the employment destinations of the graduates who responded. The remainder is made up of those who went into business, the armed services, tourism, personnel or opted to become full-time mothers.

**TABLE FOUR Job Type**

<table>
<thead>
<tr>
<th>Job Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>social / community worker</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>health service</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>manual/ service/ retail</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>further/ higher education</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>researcher - private sector</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>teacher - primary/ secondary</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>local government/ civil service</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>media</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>higher degrees</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>personnel/ management</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>training - private sector</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>voluntary sector / ngo</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>business/ industry</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>legal services</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>tourism/ hospitality</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>housewife</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>unemployed</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>secretarial/ administration</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The sample records a very low level of unemployment [2%]. Indeed, the numbers reporting that they were unemployed markedly out of line with other destination surveys for Anthropology and Human Sciences. Table Five, for example, summarises graduate destination surveys sent out one year after leaving university and shows far higher levels of unemployment for both Durham and Queen’s Campus graduates [Richardson 2000]
TABLE FIVE: Graduate Destinations for Anthropology Courses at Stockton and Durham*.

<table>
<thead>
<tr>
<th></th>
<th>Employed QC</th>
<th>Durham</th>
<th>Further Study QC</th>
<th>Durham</th>
<th>Unemployed QC</th>
<th>Durham</th>
<th>Not Available QC</th>
<th>Durham</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>44%</td>
<td>59%</td>
<td>24%</td>
<td>27%</td>
<td>27%</td>
<td>10%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>1997</td>
<td>55%</td>
<td>77%</td>
<td>14%</td>
<td>10%</td>
<td>21%</td>
<td>2%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>1998</td>
<td>47%</td>
<td>65%</td>
<td>20%</td>
<td>16%</td>
<td>33%</td>
<td>16%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>1999</td>
<td>60%</td>
<td>39%</td>
<td>27%</td>
<td>30%</td>
<td>20%</td>
<td>26%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>2000</td>
<td>56%</td>
<td>42%</td>
<td>28%</td>
<td>28%</td>
<td>7%</td>
<td>17%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

* adapted from Richardson 2000.

It may be that there is some tendency for those who are unemployed not to want to report this back to us as it represents at a very basic level a failure to prosper from the degree. However, this was not evident from the telephone follow-up survey. Of those contacted 35 (86%) were in employment. Of the five remaining, two were retired and three were unemployed; of the latter one was unemployed by choice (‘never had a job in my life’), one on health grounds and only one was actively seeking work. Another explanation for these figures is the fact that our surveys are being carried out up to eight years after graduation which may suggest that the process of getting into stable employment takes a little longer than the twelve months given before graduate surveys are normally distributed.

One noticeable feature of the kinds of jobs that our graduates went into is the sizeable number that are linked in some way with the notion of ‘local regeneration’. Teesside is currently the target of numerous initiatives designed to address issues such as social exclusion, drug abuse, educational deficit, community-breakdown and the consequences of long term unemployment. The kinds of job titles that appear on the questionnaires suggest that some of our graduates are finding employment in these new and often transient positions. For example, our respondents reported job titles such as: ‘Steps Project Administrator for WEETU (Women’s Enterprise, Employment Training Unit)’, ‘Community Network Teamleader in a Voluntary Development Agency (Supporting voluntary and community representatives on local strategic partnerships.)’, ‘Working for the “Aim Higher” Governmental Initiative’, HARI (Housing and Regeneration Initiative) Project Officer’, ‘Community Health Development Worker (Sure Start, Western Tynedale)’ and ‘Support Worker for Youth Offending Service’. One recent and specialised field which graduates have moved into relates to support for asylum seekers, typified in jobs titles such as: ‘Volunteer
Co-ordinator at First Step, a charity based in X who help Middle East women (including asylum seekers and refugees) learn English, gain confidence and skills and to get jobs’.

In some respects, these jobs suggest the completion of a loop in which the University has operated as an agent of regional regeneration through its widening participation endeavours. In time the benefits of a widened participation are felt as people return as graduates back into the local employment economy in general and the field of community support and regeneration in particular. However, although these jobs offer satisfaction and an engagement with important social issues there is concern about their sustainability; as one person commented: ‘Funding in the voluntary sector often linked to time-limited re-generation schemes’.

Personal Development

Attitudes towards personal circumstances were explored via a question asking whether respondents were satisfied with their current position in personal development terms. A somewhat surprising 80% answered that they were [Table Six].

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>95</td>
<td>80</td>
</tr>
<tr>
<td>no</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Written comments supporting this question suggest a range of interpretations were placed on the idea of ‘personal development’. Some respondents took personal development to mean something that happened in the context of their employment such as ‘school is committed to personal development, always introducing new initiatives’ or ‘this organisation wouldn’t know the meaning of personal development if it walked up and slapped them on the face’. Others chose to relate the question back to the degree, locating their university experience as foundational in a broader personal narrative, as in the following: ‘I am a very different person compared to who I was 4/5 years ago. I went to university because I had no clue what I wanted to do. Luckily I found a course and discipline I really enjoyed, helping me to gain some direction’ or ‘Since leaving university I feel I have matured and developed hugely in both personal and professional terms. As soon as I left university I became a part-time volunteer at Amnesty International at the same time as successfully completing a post-graduate diploma in law. I chose to do these as a result of my degree subject, to try to make it possible for me to use it in a practical way - human rights law’.

Amongst the positive responses, a strongly recurrent theme was that people have ended up doing things that they enjoy doing and, just as important, there are possibilities for development in their work, such as further in-house training or post-graduate qualifications [diplomas and MAs etc]. Such sentiments are captured in the words of a trainee clinical neuropsychologist: ‘The position I am in now is just the
first step of what I hope will be a long career in the health service. I love my job and its variety (even though it sounds corny!). It allows me to set personal ambitions, and hopefully these will be attainable in the future’.

Financial Circumstances

We asked respondents to comment on their satisfaction with present financial circumstances. Just under half claimed that they were satisfied [47.5%] [see Table Seven] with comments suggesting that these graduates had been able to land in stable and reasonably well-remunerated careers such as teaching or certain specialist positions within the Health Service. One former student who trained to be a lawyer commented: ‘My current position is financially rewarding and my future earning potential is excellent. However, the financial benefits are sometimes counter-balanced by stress and long hours’. In one case a respondent who had secured a senior management job with an international NGO simply wrote ’35,000 pa’, making the point, no doubt, that his salary exceeded that of most of the people who taught him. For others, it was made clear that their satisfaction was not down to the amount of money they earned but to the satisfaction that they gained from the job. As one local authority road safety technician commented: ’My current salary is well below that of a graduate, although I have sacrificed the ”average salary” for a job that I enjoy doing, which is more important to me than money - obviously if I had both then that would be absolutely satisfactory’. Such sentiments were particularly evident amongst those who had taken up work in the voluntary sector.

As one might imagine, the 52.5% who were not satisfied were more fulsome in their comments. These respondents identified reasons for their dissatisfaction which fell into three categories. First, there was a group who had gone into the Health Service and the public sector who complained bitterly about general pay, terms and conditions. Several commented that their responsibilities were far in excess of what they were in fact paid to do and progression was either slow or non-existent. For example, a senior staff nurse in a coronary care unit commented: ’I have an extremely responsible position; diagnosing, prescribing and administering drugs to patients who have had a heart attack. Financially no reflection of this responsibility.’ The second category had found themselves in jobs that, even though they were perhaps reasonably remunerated, were short-term and did not inspire confidence in longer term stability. The third category were those who had gone into further training and who had as a result begun to run up even more debt. Respondents from each of these categories passed comment that the presence of substantial under-graduate debt was a continuing feature of their financial dissatisfaction.

| TABLE SEVEN: Satisfied with Current Position in Financial Terms? |
|-----------|---------|---------|
|           | Frequency | Percent |
| yes       | 56       | 47.5    |
| no        | 62       | 52.5    |
Future Career Prospects

Asked about how future career prospects were viewed, 72% \( n=84 \) responded that they were satisfied [Table Eight]. As in the earlier question regarding personal development, there was a good deal of optimism expressed regarding work currently undertaken and/or the prospect of future development therein. Respondents referred to development opportunities that were employer-led as well as to personal initiatives.

Among those who answered negatively, the sources of disenchantment were similar to those rehearsed in the earlier questions about finance and personal development, such as, limited options in the job, responsibility without remuneration and unpredictability of short term contracts.

<table>
<thead>
<tr>
<th>TABLE EIGHT: Future prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Usefulness of Human Sciences in Securing Employment

Table Nine below indicates whether or not graduates thought their Human Sciences degree had been an asset in securing employment. The majority [80%] felt that it had. Clearly, where graduates were seeking employment in what might be broadly conceived as human services, the degree was deemed to have been relevant in a wide range of ways. Some students were able to make this connection quite explicitly: ‘Yes, the philosophy of occupational therapy is very close to anthropology. My health and human sciences degree provided a sound base on which to develop/train as an occupational therapist, particularly phenomenology and holism’, and another who made the link between her work and ‘understanding of people, particularly in relation to ethnicity and culture. I feel confident about my knowledge gained on the human sciences degree’. Others highlighted the link from the employer’s viewpoint: ‘The anthropology perspective is keenly sought in health related areas’ and ‘I gained employment with a Child Protection Unit almost immediately after graduating. During my interview my Human Sciences degree was one of the subjects I was most asked about’. Some respondents pointed out how their anthropology had been used in practical ways in the process of securing employment: ‘Certainly: knowledge from anthropology assisted in interview processes and current employment’ or ‘The diversity of the modules [studied on the course] has enabled me to develop a large range of skills, many of which I had to use at interview’. Rather more perceptively one graduate pointed out: ‘I think it marks me as "different" from other applicants and maybe it helps interviewers remember me. Most people haven't a clue what it is/means’. In similar vein, another suggested that: ‘A degree in any subject will get you employment. The positive aspects to human sciences are that you don’t get
pigeon-holed into the type of employment dictated by your degree (unlike say, engineering) and almost every job requires a knowledge of people’.

**TABLE NINE: Was Human Sciences Useful in Enabling You to Secure Employment?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>86</td>
<td>80</td>
</tr>
<tr>
<td>no</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Where the employment in question was of a more general nature the degree was much more apt to be seen as an indicator of competence and ability. Positive responses identified Human Sciences as a useful adjunct to gaining a degree qualification: thus, in the words of one respondent, it was ‘not the human sciences degree per se [that helped to secure employment], however I have found that degree status has been of benefit to selling my ability to employers and subsequent discussions as to the content of my degree have added depth to people's view of me’ or ‘I think any degree is useful in securing employment, however the HS degree aided my personal development significantly. The study methods used prepare you more for a serious job than the usual cramming and exams. I have developed the skill of being able to think logically and communicate with team members’. Amongst those who were more mixed in their response was one student who subsequently went on to study law: ‘Yes and no! I could not have become an advocate without specific professional qualifications and so in that sense my degree was not directly relevant. However, the class of my degree which I attribute to my love of the subject and a team of motivated and engaged lecturers certainly assisted me in the job market’. Third, there were those who, whilst happy to have a degree, saw little benefit in it having been in Human Sciences: ‘I regret to admit this - either a vocational degree or work experience is all that matters in business’ or, in another instance, ‘It’s been the most useless thing I’ve ever done in my life [although I’m glad I have a degree per se]’.

A point made by at least two respondents highlighted the importance of volunteer work in addition to formal degree qualifications: ‘Whilst I have found my degree useful in my career, my employment arose from my volunteering and was not taken into account for either my volunteering or paid employment’, and ‘Before I left university I had secured employment as a social worker for asylum seekers. I do believe that my degree was relevant but believe that the main factor in securing my position was the fact that I had done a lot of voluntary work with refugees and asylum seekers whilst at university’. In the highly competitive raising of the employment stakes graduates are increasingly thinking in terms of a degree-plus – experience, placement, employer in-put etc. Crucial in this regard is volunteering, which for many of our respondents features as an essential ‘foot in the door’.

**Employer’s Interest in Degree Subject**

Just over two-thirds [67%] of respondents reported that their employers were interested in the subject of their degree [Table Ten]. As with the previous question, the type of employment being sought appeared significant in determining the answer.
Where employers were looking for applicants with good ‘people skills’ the links were readily evident: ‘Since my employers were looking for a person who had knowledge of people as well as someone who could interact with them, they were very interested in the subject of my degree’, and in another instance ‘within this field of training, the “human” element has always sparked interest and led to discussion (and debate!). They have been interested in the topics I studied and how my skills can be applied to a working environment’. One particular aspect of employer interest arises because anthropology is a little out of the ordinary and does seem to offer something that other disciplines do not: ‘Each interview panel has shown curious interest in the anthropological view’ or ‘Over the past 2 years I have had to liaise a lot with local midwives, community workers and Pakistani Women’s Centre officials for my current research. I have discovered that many of these groups are very interested in my background and how often many anthropologists are aware of the intricacies of community life. Many practitioners do not share the same issues of sensitivity and confidentiality’. Other respondents reported a healthy interest in anthropology but with qualification: ‘Yes - but often required some explanation. Eg. putting “applied anthropology” in brackets after it on CVs etc’ or ‘Very much so, once it was explained to them!’ or ‘Always look surprised when you say “medical anthropology”, then you explain and they turn to being interested. However, one of the commonest responses of employers was indifference, particularly in circumstances where the job involved was of a more general nature. This was evident from comments such as: ‘only on a chatty level’, ‘never been asked about it at all’ and ‘“What did you study?” - a common question, more getting to know you than an intrinsic interest in the subject’. For others, there was an element of surprise and frustration at the extent of ignorance at employers who did not seem to know what anthropology is: ‘They don’t know what it is. Even when you explain that it’s “anthropology”, they look at you blankly. They think it’s some airy-fairy course and would probably prefer an Economics degree or something’ or ‘If I say I did Human Sciences, people don’t know what that entails. If I say anthropology, they look even more baffled’.

TABLE TEN: Were Employers Interested in the Subject of Your Degree?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>75</td>
<td>67</td>
</tr>
<tr>
<td>no</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Issues of presentation are clearly important for Human Sciences graduates and arguably they face a double challenge in this regard. They must not only explain what Human Sciences is, but also what anthropology is. Some respondents found this to be a positive and constructive challenge in that it gave them an opportunity to sell themselves and their degree, and they did so, it would seem, to good effect. For others the task of explaining to an uninterested employer who may have only been concerned with someone who could get a job done proved to be a little more discomfiting for applicants.

Having One’s Time Over Again
Responses to the crucial question of whether graduates would have chosen the same degree if they had their time over again, were extremely positive with 84% saying that they would [Table Eleven].

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>94</td>
</tr>
<tr>
<td>no</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
</tr>
</tbody>
</table>

Many of the comments reported by respondents give an impression of the positive engagement with the Human Sciences programme: ‘Loved it. Had I been asked to write my own degree course I would have come up with something very similar’, ‘Absolutely. Its value has been incalculable both in my professional career and on a personal level’, ‘The teaching and course content was always of a very high standard. Support was always available when you had any problems’, ‘No regrets at all. I would choose exactly the same options - and would still wish I had been able to choose more’ and ‘It took me until my third year to really "get" anthropology, but I loved the subject and the course. Others highlighted the practical value of the course in their working lives: ‘I have always wanted to work with people so my human sciences degree was extremely relevant for what I wanted to do. Whilst in employment there were numerous times when the skills I had learned during my degree were beneficial, i.e., I conducted research concerning parents’ attendance at child protection conferences’, ‘It was extremely interesting and taught me a lot, not least how to work with different people and how to manage and plan big projects. The different style of reading matter also developed my interest in topics which I hadn't previously considered’ and ‘Health and human sciences lends itself eloquently and appropriately to my current field of work. It has helped close what is sometimes called the "theory-practice gap". For others the encounter with anthropology clearly had a much more profound and personal impact: ‘Changed my way of thinking and life!’’, ‘Loved the course and gained a lot of knowledge and personal development’, ‘The degree helped me to be who I am today and where I am today, both of which, I think, are quite OK, you know’. ‘I enjoyed my degree very much. It has helped me in the way I think about things, I used to act before I thought and now I don't. My understanding of different cultures surprises people. I still read anthropology books and journal articles’ and ‘What I learned during my degree has provided me with inspiration for further research directly related to motherhood. I am my child’s first teacher and I feel a huge responsibility to do this "work" to the best of my ability. Unlikely - but true, HHS made me a better parent! I would not practice co-sleeping, in-arms parenting, extended breast-feeding or be as interested in other health issues (vax, etc) if I had not completed my BSc’. Amongst some of the younger students however, the realisation that they were being treated to something special came a little too late: ‘And I would put more effort into my studies now than perhaps I did as a naive 18-year-old… the benefit of hindsight!’ and ‘I would [do the same degree again] but I am a "late developer", and feel that I could gain so much more if I were to do it again now.'
In other cases the response was positive but questions had subsequently arisen when it came to practical application: ‘I enjoyed my time studying at Stockton and thought the degree was excellent. The harsh reality is that it has done little for me despite achieving a 2:1. Employers seem to be more concerned with employing graduates of more "commercially minded" subjects’ or ‘It totally changed my perspective on the world, I find my friends from the course are the only ones you can have a really good anthropological debate with. One of the best decisions I ever made, just don’t know what to do with it’.

Among the 16% who would not opt to do the degree again the dominant reason was that of vocational relevance. Given their time again, these respondents would not take an anthropology degree but would go directly to a degree linked to a professional qualification: ‘I would have done a degree in social work - something vocational’, ‘Would probably have picked a more "vocational" subject’ and ‘I think I would have chosen a more work related degree, e.g. nursing/social work’. Finally, there were the small minority of students for whom the degree did not go down well at all: ‘It’s an arty farty waste of time subject with no core - everyone scoffs at it - the only saving grace is I can say I did it at Durham, and even then I can't mention Stockton’.

The Usefulness of My Degree

Respondents were asked how useful different aspects of their degree had proved to be in their working life. Responses were ranked according to a five-point scale in relation to the following aspects of the degree:

- General social skills acquired as being part of university life [socskills]
- Appreciation of scope and complexity of human diversity [humdiv]
- Computing skills [comp]
- Opportunity to carry an in-depth study of an academic discipline [indepthstud]
- Report writing [repskill]
- Basic research skills [resskill]
- General confidence building [conf]
- Communication skills [comm.]
- Numerical and statistical skills [numstat]
- Awareness of other cultures and societies [othcult]
- Working in groups [gpwk]

It is clear from Table Twelve that the majority of students found these elements of their degrees either ‘very useful’ or ‘invaluable’. Indeed, with the exception of numerical and statistical skills, all the items identified had a mean score greater than four. The most useful thing taken from the degree was an ‘appreciation of scope and complexity of human diversity’ which scored 4.4. This was closely followed by an ‘awareness of other cultures and societies’ [4.3] and communication skills [4.3]. Numerical and statistical skills had the lowest mean score at 3.4. This score is in itself surprisingly high given the perennial complaints that staff encounter in relation to this aspect of the course.

TABLE TWELVE: Which Parts of your Degree did you Find Useful in your Working Life?
Knowledge and Practice

The Knowledge and Practice module was offered to students as a year three, 10 credit module [i.e. duration of one semester\(^8\)]. A total of 68% [81] of those responding to the survey had opted to take the module. Those who did take the module were asked whether it had met its aims of providing support and guidance in applying their anthropological knowledge to a future career. The items we asked them to rank were as follows:

- Gave useful ideas for applying my degree after graduation [kpapplic]
- Gave me a critical understanding of the nature of applied anthropology [kpund]
- Provided useful practical information when it came to searching for jobs to apply for [kppractinf]
- Enabled me to reflect upon my personal development [kppersdev]
- Inspired confidence to use my degree in the world of work [kpconf]
- Gave me practical skills that increased my chance of successful job applications [kpjpbapp].

Most of the respondents found the module moderately useful with all the mean scores falling between 3.3 and 3.9. [Table Thirteen]. The most successful aspect of the module was in providing students with the opportunity to reflect on personal development [3.9]. This aspect of the module is evident in comments such as: ‘The ability to express concerns and worries and get answers’, ‘The opportunity to review my own learning and development in a safe and supported environment’ and ‘Mainly helped with personal confidence when applying and searching for jobs; very helpful’ or, put rather more colloquially: ‘Overall confidence to “blag it” sometimes’. Personal support was closely followed by the provision of practical support [3.8]. This aspect of the module drew by far the most written comments such as: ‘The chance to look at a wide range of jobs’, ‘How to “sell” your degree’, ‘I still use the CV as a basis for the one I use now’, ‘CV constructing - wish that more time was available for restructuring CV. Would like ideas on really pulling to bits different modules from degree and looking at how to sell the skills and knowledge to employers’, ‘I applied to the Economic Social Research Council and the module

\(^8\) Initially, University College Stockton, as it was then, operated with a semester system. In 2002, the two campuses harmonised academic years and modular structure in the form of six year-long modules per academic year. In 2003-04 Knowledge and Practice was delivered as a year long, 20 credit module and re-titled ‘Applying Anthropology: From Knowledge to Practice’.
helped me in the application process. Even though I was unsuccessful, the process of applying helped me gather thoughts and ideas for research’ and ‘Basically having to work out how degree was relevant for certain employment in project for module has been invaluable for applying degree to different situations (ie. Interviews, employment.’).

The least successful item was in providing students with ideas for applying for jobs [3.3]. Rather disappointingly, the module did not elicit a particularly positive response in relation to understanding the nature of applied anthropology.

### TABLE THIRTEEN: Was the Module Successful on Providing Support and Guidance?

<table>
<thead>
<tr>
<th></th>
<th>kpapplic</th>
<th>kpund</th>
<th>kppracti</th>
<th>kppersde</th>
<th>kpconf</th>
<th>kjobapp</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>not much</td>
<td>14</td>
<td>17</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>moderately so</td>
<td>26</td>
<td>22</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>much so</td>
<td>15</td>
<td>22</td>
<td>25</td>
<td>18</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>very much so</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>36</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>Mean Score</td>
<td>3.3</td>
<td>3.4</td>
<td>3.4</td>
<td>3.9</td>
<td>3.5</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Generally it would seem that the module was not quite so well-received as the more general aspects of the programme. However, in as much as it was successful it helped in terms of practical support and was not particularly remembered for the more intellectual and theoretical aspects of applied anthropology. The limited success of the module could be put down to methodological problems such as difficulty of recall, with many in the earlier cohorts stating that they could not remember the module particularly well. However, a more substantive issue arose out of the need to balance the content of the module such so that it appealed both to those who had little idea of what they would do after their degree as well as to those who already had a clear idea. Among the latter, comments such as the following were made: ‘Being a mature student I had a very good idea about what I wanted to do and how to go about it’ and ‘I didn’t find the Knowledge and Practice module that useful. It didn’t really allow me to look further than the career in health care and it would have been more useful looking at a career which suited me’. For those in the former category the steps involved in moving from knowledge to practice were not spelt out nearly explicitly enough. It may therefore have been that in certain respects the module fell between two stools: not specific enough for some and too specific for others.

A further issue raised by at least one respondent concerns concerned the way in which the whole relationship to the world of work was presented. As enthusiasts for the application of anthropology it may have been that tutors were over-optimistic, as one respondent implied: ‘In reality, finding a job is much harder than was made out in this module’. The reality of finding employment in a market saturated with graduates is a harsh one and this is particularly so in a region where unemployment is high and the local economy is under-developed following the demise of heavy industry and manufacturing.
Finally, one aspect of the module which did work exceptionally well was the session in which recent graduates were invited back to talk about how they used their anthropology in their subsequent employment. This exercise seems to have worked well for the providers and consumers, as the following comments illustrate: ‘I gave a talk (with a couple of other ex-students) to new students of this module - I found this useful as it enabled me to acknowledge how much I had done since leaving university’ and one respondent reported that what she had enjoyed most about the module was ‘the classes in which past students spoke about their career paths since leaving university’.

**Vocational Support.**

The question of vocational support for Human Sciences’ students is a complex one and at the outset, interpretations of responses to this question need to be qualified by the fact that vocational support has improved massively over the ten years that the programme has been in existence. For the first cohort to graduate in 1995, vocational support was virtually non-existent apart from what the Knowledge and Practice module had to offer. As one student commented: ‘Careers guidance at the end of the HS degree was somewhat limited in 1995, but then most things were then anyway. I trust it’s improved since then’. Since that time, support offered to students at Stockton has progressively improved as efforts have been made to equalise careers advisory input across the two campuses. Queen’s campus now has a very active and well-run sub-office of the central Durham University Careers Advisory Service. The development of this service has enabled a more appropriate division of labour to develop between the tutors delivering Knowledge and Practice and the Careers Advisory Service staff. Provision of better central support has meant that tutors can focus more on the anthropological issues of applying knowledge to practice without the need to be drawn into the very necessary practical business of preparing students for their next step after graduation.

Notwithstanding the changing environment in which Knowledge and Practice has been delivered, we specifically asked whether vocational support could be strengthened through Human Sciences modules. Some 60% [n=57] felt that it could be improved [see Table Fourteen]. However, the comments regarding vocational guidance were mostly very positive, with the majority commenting favourably on the support received. A small minority felt that they had either failed to seize the opportunities they had had whilst at university or had simply not noticed that there was any vocational support at all. The question of how the support might be improved produced by far the most written responses with many useful and perceptive suggestions being made.

The most common suggestion made by graduates was for more linkages with potential employers, particularly in the third year of the degree. The reason for this is hinted at by one student who pointed out that ‘you concentrate so much on getting through to the end it all takes some adjustment after graduation’. In other words, the switch from the somewhat introverted world of under-graduate study to the ‘real’ world of working and seeking work is one that can prove stressful, challenging and a severe shock to the system. The prescription given by many students to make this transition less demanding and more successful was, in effect, to blur the boundaries by mixing, in various ways, the two worlds. For example, suggestions such as: ‘Build
better links with local and national employers’ and ‘More job seminars with actual employers’ were common. Others envisaged a more substantive involvement with future employers through work-experience schemes in which the student stepped into the world of work: ‘Work placement in diverse areas, anywhere where skills and knowledge may be developed and honed in readiness for a career’ or ‘Some kind of international experience or fieldwork experience in the UK would place students in a stronger position than most’. Some took an even stronger line: ‘Work experience for applied anthropology should be mandatory’. The pay-offs of work placements was seen by some as directly linked to future employment prospects: ‘Students would gain practical experience by applying their theoretical knowledge within the workplace. Once students have graduated, I am sure they would not find it difficult securing employment in the relevant field’. Working in the other direction, some saw benefits in bringing the world of work into the degree: ‘Perhaps more "outsider" input. Something like a careers fair with representatives from occupations where a degree in anthropology would be useful. (e.g. local government, tourism, museums, personnel)’ and ‘More practically/vocationally based research projects/dissertations. Doing my dissertation based within NHS day hospitals was a real bonus to getting employment within the NHS’.

A further suggestion as to how the transition might be eased came from several students who advocated what might be thought of as ‘buddying’ schemes in which graduates who have moved into employment are put in touch with under-graduates to give support and advice. For example, suggestions offered in this vein included: ‘A mentoring system involving previous graduates who have done the degree and are now working. This could be done via e-mail and link up any student with a particular interest with someone in that field of work’ or ‘How about graduates like myself being asked to give presentations to students (I have done this in past). Another idea is a mentoring scheme where we as graduates are in contact with 3rd year students helping them through the transition from university to work or further study’.

A second theme to emerge from respondents’ comments concerns the problem of support in general and specific terms. As suggested above, some students come onto the module with very clear vocational intentions and are looking for detailed careers guidance that assists them into very particular pathways. Others, and these are probably in the majority, have only vague ideas of where they would like to be in five years time and besides work undertaken on the module there is a considerable amount of careers advisory support needed to spell out the breadth of options available and where anthropology might reasonably expect to be applied. This opposition is captured neatly in the words of the following students:

Here there are a considerable number of students who use a degree to open doors for them and a smaller group specifically wanting to pursue an anthropologically specialised career. The largest number need help to transpose the theory into wider practices, rather than in a specialised way. I would have chosen a career in training earlier had my eyes been opened to how anthropology can benefit training practice.

For those that require it, more guidance on how the skills learnt could be applied to a business environment. I felt that just areas associated with Human
Sciences were focussed on, rather than offering a broader outlook for people, like myself, who had no idea what career they wanted.

Help people to find a career path to aim to. I was more confused about which career area to work in once I finished the course than when I started it.

Finally, students identified a variety of ways in which the practical support given might be strengthened around issues such as confidence-building, applying for jobs, conducting interviews and presenting oneself and one’s discipline as credibly as possible to an employer. As one student put it: 'Individual information could be given on a one-to-one basis where someone could come up with a job advert they were interested in and "vocational support" could tell them how to apply what they knew/had to get the job. It's about making the employer think you have what they want, not necessarily what you have’. For students such as this it is clear that the emphasis is on how to get a job, an assumption that is often at odds with the orientation of tutors who are, if anything, more focused on the question of how to do a job.

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Timelines

In an attempt to give depth to the inevitable ‘flatness’ of a survey of the kind undertaken, we asked respondents to provide in their questionnaire responses a brief account of what had happened since graduation. Drawing inspiration from Participant Rural Appraisal techniques, we asked respondents to construct a visual representation of their experience in the form of a ‘timeline’ indicating high spots and low spots after they left University, as well as critical events that had happened [see Appendix Two, page 2 of questionnaire].

As a ‘rough and ready’ indicator of whether graduates ended up being in a ‘better’ position than when they graduated we began by considering whether they ended up above, below or upon the line. The majority, 77% [n=82], reported that they had reached a point where they were on the positive side of the line, and a further 18% [n=19] that they were on the line. Only 6% [n=6] reported that they found themselves below. It is interesting to note that many graduates experienced a post-graduation dip. It would appear that, for many, the excitement and stimulation of being at university and, to use the current jargon, a high ‘exit velocity’, were followed by a dip in fortunes perhaps compounded by a move back with parents and/or a period of unemployment or sub-graduate level work. The timelines suggest that in time the
majority began to find their way forward in career terms. As we discuss below, however, some simply moved back into the same lifecourse trajectory that they were in before coming to university.

In addition, to these general indications of well-being, the timelines also furnished detailed and useful biographical information concerning work, qualifications and personal circumstances over the period since graduation. On the basis of the information supplied by graduates in general and the timelines in particular we were able to devise a four-fold classification as follows: ‘personal developers’, ‘instrumentalists’, ‘bricoleurs’ and ‘stalled developers’. We were fortunate in that some additional funds were provided by C-SAP to carry out a small number of interviews to explore the timelines in greater depth and to consider in more detail the ways that graduates have actually incorporated their experiences of anthropology into their subsequent working lives. Thus, having identified cases representative of our classification we were able to select particular graduates for a follow-up interview in which their timeline became the basis of a conversation which that enabled them to elaborate on their experiences. These interviews with BA students, nine in all, were tape-recorded and transcribed.7 Seven of the interviews have been used to develop the case studies reported below.

The classification we devised for the timelines emerged out of some earlier and rather more anecdotal work carried out with Human Sciences students. At that time it struck us that student responses to the Human Sciences programme might be thought of in terms of three ‘ideal-typical orientations’ (Coleman and Simpson 1999:4). These orientations were characterised as ‘personal development’, ‘instrumental knowledge’ and ‘spiritual bricolage’. In very crude terms these labels reflected a class basis for students’ interest in the university experience. ‘Personal developers’ tended to be the working class, mature students who in Bernstein’s terms were looking for a key to unlock the ‘restricted codes’ that had characterised their earlier educational and work experience (Bernstein et al. 1971). ‘Instrumentalists’ were often younger and middle class, seeing a degree in any discipline as a required part of the transition into adulthood and the means to progress into an unspecified career. Finally, ‘bricoleurs’ consisted of the smaller group of middle-class students who enlisted their anthropology as part of a more ambitious project of self-building, often combining their academic interests with novel forms of therapy, spirituality and community work. Subsequently, we identified a fourth category – ‘stalled developers’. These graduates had come to university with great expectations of personal and academic development, achieved their ambition in getting a degree, but then found themselves back in the same employment circumstances as they began. For some this was not problematic in that university was looked upon as a break or interlude from a more established vocation. For others however, the move back into an all-too-familiar world of sub-graduate employment was a source of deep resentment and frustration, and not least because of the long-term consequences of student-debt.

In the section that follows, we have combined our classification of the timelines with the interviews to produce seven case studies.

**Personal developers:**

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7 We are grateful to Emma Gilberthorpe who carried out the interviews and later transcribed them.
Case study 1 -- Breaking the mould

Michael came onto the Human Sciences programme in his early twenties. Prior to that he had worked in retail with the North-Eastern Co-op. He had little idea of the content of the degree and assumed it would be predominantly about human evolution. He enjoyed his time on the degree immensely and much to his surprise found the content to be much wider than he expected. He claimed that his encounter with anthropology ‘changed my way of thinking and my life’. However, upon graduation he went back to his previous employers as a retail manager. This was a low point in Michael’s career as he felt that returning to his old employers suggested he had not progressed in career terms at all. In any case, he was clear that this was not the kind of work that he wanted to do. By chance he met a girl doing a social work diploma and upon reading the brochure for the course noticed that there was a comment by a former student who had completed the diploma having come from a Human Sciences background. The comment set Michael thinking about social work as an option and coincided with the opening of a secure training centre for young people close to his home. He applied for a job as a ‘care officer’ and was successful. The experience at the secure unit was both challenging and salutary, particularly given that it coincided with the break-up of a relationship and a family bereavement. Working within a secure setting with young people with a range of behavioural and emotional difficulties was a stark initiation into working with young people: ‘Whatever I go through now, I know it can never be worse than what I went through there. It was a milestone in my life’. The experience of working in the unit made Michael clear that he wanted to work with young people but in a way that was constructive and supportive and not just ‘running around the floor and fighting with them all day’. After a year he successfully applied for a job in a local authority children’s assessment unit. This work is much more satisfying because he is able to build relationships with young people passing through the system. He has started up a very successful angling project for 10-16 year olds. He finds this work deeply satisfying because ‘you feel like you are making a difference everyday’. After four years at the assessment unit he is considering moving on, possibly with a view to being an outdoors activities instructor for young people.

Michael finds his anthropological training in anthropology useful in his current work in a number of ways. In particular, he has become aware of the extent to which stereotypes abound in social work practice. This was brought home to him when working with the children of asylum seekers, about whom various assumptions were made by other staff. Aspects of Michael’s degree come into effect when he is able to challenge such stereotypes and ‘dispel some of the urban myths’ that are held about children from other cultures [for example, an Angolan child was to be excluded from a trip to the swimming baths because Africans have lower bone density and don’t float very well]. Michael pointed out that he often finds himself ‘at loggerheads’ with people who have come into youth work via the social work diploma. In this regard he was critical of the fact that all his colleagues had ‘done cultural awareness’ but the result was still a rather simplistic set of attitudes towards cultural difference and the behaviour it engenders. Indeed, he was in the process of setting up a session for his team in which issues of culture in relation to people’s perception would be explored. Michael also commented on the usefulness of IT and research skills in his current line of work.
For Michael, the experience of studying Human Sciences at Stockton was a very important one. Not only did it give him practical skills and intellectual insights that enabled him to break out of a career in retail management, it also provided him with a network of friends to whom he is still very closely attached.

Case study 2 -- Opening up new avenues

Christine came to University as a mature student with little idea of what anthropology was but a clear intention that she would complete the degree as a mere stepping stone to her lifelong ambition to be a primary school teacher or, failing that, a ‘time filler’ before returning to her original work as a nurse in the NHS: ‘... actually thought the human sciences degree would be more related to the nursing I’d done in the past, but glad it wasn’t because I would have just stayed on that track’. She was unsure about the course at first but was pleasantly surprised by what she encountered. She graduated aged 38 with Human Sciences BA [2:1]. At some point during the degree, Christine’s horizons were altered and she became interested in community work. On graduation she took a part-time job with the British Red Cross, working on community development and new consultation initiatives. The experience gathered in this post carried her onward and upward into a number of short contracts with local NGOs addressing issues of community participation/empowerment and working in disadvantaged wards within the Borough. This work not only entailed working with the communities but also gathering qualitative and quantitative data to support applications for funding applications to National and European sources.

In her current post, Christine works as a development officer in the Democratic Services Unit of her local Borough Council. This work entails consultation with community groups and neighbourhood representatives as well as facilitating liaison and communication between communities, agencies and service providers and local councillors. A major criticism that Christine expressed regarding her previous employment was the short-term nature of the work undertaken which made any kind of planning difficult. The advantage of her present job is that because it has a degree of stability, long-term planning is possible: ‘before I could never think beyond the next six months’.

Christine sees the anthropological knowledge and skills acquired on the degree as having been useful in almost every aspect of her working life. The degree provided her with the confidence to exercise choice and mobility in the local job market. This was particularly important where ‘bad employment experiences’ were encountered and there was felt to be a need to challenge situations that she felt were ethically problematic: ‘a lot of the work I’ve done is involved with looking at community identity, other cultures, how people live, and also the statistical research skills where I’ve been able to look at communities and make realistic decisions. In some situations I would have just crumbled had I not done the degree course’. She found participation in ‘analytical discussion groups’, doing presentations and an introduction to participatory rural appraisal at university particularly useful, as these are precisely the skills she needs to draw on in her professional capacity as a community development worker.
Christine would appear to be an excellent example of what the Human Sciences programme set out to achieve at the Stockton Campus, namely, to attract local mature students, to introduce them to anthropology and return them to the local employment market with enhanced knowledge, skills and confidence. *Christine also pointed out that having local graduates working on development issues was important in order to get away from the prevailing pattern of bringing in people based purely on their local knowledge and experience of working in areas of disadvantage. She feels that being able to draw on a more theoretical background and having the ability to apply sound research skills and critical analysis allows local graduates to add another dimension to that local knowledge, considerably increasing the effectiveness of community development programmes.* Christine also pointed out that having local graduates working on local development issues was important in order to get away from the prevailing pattern of bringing in people with academic qualifications but little by way of local knowledge or credibility, both considered by her to be vital in effective community development programmes. In her view, prior to the opening of the Stockton Campus there were very few local graduates working in Stockton. Now, however, Christine said that she regularly encounters Human Sciences graduates in her dealings with social workers, teachers in adult and specialist education and community development workers.

A further consequence of what might be thought of as a longer term urban regeneration is that both Christine’s children have gone to University. She feels that this would not have been the case had she herself not gone when she did. It is perhaps of further note that one of her children elected to study anthropology at University. Again this was felt by Christine to have been a direct consequence of her own studies and the fact that her daughter knew from an early age what anthropology is and what anthropologists do.

**Instrumentalists:**

**Case study 3 – A means to an end**

Nick graduated in 1998 aged 23 with a BA in Human Sciences [2:1]. His university career began with a false start in that he began an Environmental Sciences degree but failed his first year exams. He transferred to Human Sciences and began again in year one. On his own admission, the decision to transfer did not come from a burning need to study Human Sciences so much as a desire to stay with the friends he had made at the Campus: ‘*I’m really glad I’ve done it but at the time my intentions weren’t the best*’. Once on the degree Nick found that he was interested in the content and as he commented ‘*as soon as I started I thought, this is right, this is good*’.

Upon graduation Nick did *agency work* in order to keep his bills paid and to avoid having periods of inactivity on his CV. A significant development in his career came about when he took a job as a road safety technician in a local government department. Even though Nick feels this work is not particularly well paid, he really enjoys it and particularly the parts where he has to go into schools to do road safety presentations and organise quizzes. As he pointed out: ‘*I’ve waited five years trying to find this job and now I’ve got it, it’s worth the wait*’.
As in the previous two case studies, Nick highlighted ‘learning about difference’ as a key skill that he had acquired on the course: ‘Working for the local government and especially in working in the inner city area where I work as it [Human Sciences] gives you a basic knowledge about all the differences that exist in society and gives you a head start in dealing with them’ and, later on in the interview, ‘Local government are really up on equality and understanding diversity and people which is the main thing we learnt on the degree’. He also identified the confidence that the course gave him to be able to do the work in schools and to deal with situations he faces as a local government employee.

Although, Nick is not optimistic about future plans for promotion or career development he is content with his current job.

Case study 4 – A useful degree to have

Danielle graduated in 1996 aged 21 with BA Human Sciences [2:2]. There followed a definite low period in which she moved back to her parents’ home and was unable to secure a graduate level position. However, after a brief period of unemployment she took a job as an assistant with a mobile phone retailer but, on taking the job, made it clear to her manager that she wanted to progress above the shop floor. She seized whatever training was on offer and was able to secure promotion to deputy store manager and soon after became a branch manager. After that she identified a training position within the parent company of the mobile phone retailers and thereafter secured a permanent position as a training manager with a brief for training and development within the organisation. Thus, she began to focus her ambitions on becoming a Training and Development Manager.

The degree subject was not thought to have been relevant to her employers although ‘the human element has sparked interest’. Danielle has been able to make some direct connections between her work as a trainer and her own training in anthropology. For example, ‘participant observation and people doing things differently to how they say they are doing them’ struck her as an interesting connection between her work as a training manager and her anthropology training. The fact that her degree also contained group work and presentations was also of practical application in her present line of work. However, the anthropological content of her degree has not really been of great significance in her work and she felt that the degree was primarily about ‘opening doors’.

As in the previous case studies, Danielle’s story brings out the ‘default’ setting for anthropology. It was not what she intended to do but felt that it looked interesting. She thought it might be more psychological but was pleased to discover that there were altogether different perspectives involved in the study of anthropology; this she only realised after she had started the course. She also realised after starting the course that there was no clear end product or career route. She expressed some regret over this absence of a sense of application because if it had been clearer then she thought that she might have gone at her studies with a little more determination. It turns out that she is only now that she is she making connections between aspects of the course such as ‘the participant observation stuff’ and her current vocation rather than these being visible from the beginning. Indeed, after the course Danielle finds
herself passionate about anthropology and an advocate for the discipline both in her work and outside it.

As for Mike in the previous case study, Danielle’s experience of university was profoundly transforming. However, this was not simply down to encountering with an unfamiliar discipline. University was the first time away from home and as she commented: ‘… bonds and friends are made – the social side of it was critical. The way that the university enabled us all to live together and the strong support we received to find accommodation meant that those bonds were sealed and stuck around’.

**Bricoleurs:**

**Case study 5 – Endless insight**

Tanya graduated in 1995 with a BA in Human Sciences [2:1]. Throughout the degree her abiding interest was how to relate anthropology to issues of personal development. Not surprisingly she opted for a career in psychotherapy and has taken numerous courses since graduating. The rather cerebral and costly pursuit of training in this field has had to be balanced with the pragmatics of earning a living as a low-paid careworker. For Tanya, the study of anthropology was but one element in a longer-term quest for self-knowledge and spiritual insight applied in the service of helping others. The degree was seen by her as being crucial to her personal development and many of the skills imparted, such as the case study method, interviewing and the management of cultural differences are seen by her as essential to a psychotherapist’s practice. When fully qualified she hopes to set up in private practice. In 2001 she met and married her partner who shares Tanya’s interests in healing and personal development. He is currently undertaking a lengthy training in acupuncture and Chinese medicine.

**Case study 6 -- Making your own job**

Becky graduated in 1999 aged 24 with BA Human Sciences degree [2:1]. In her third year she did a dissertation working with children on the theme of ‘North American Indian culture’. In this work she explored the relationship between white Canadian and First Nation people in a small village in northern Canada with specific reference to the concept of ‘difference’. From this experience, Becky developed an interest in developing links between anthropology and education; what she referred to as an ‘anthropology for children concept’. Her first venture in this direction was an attempt to start a business making tepees for ‘living in and playing in’. She obtained support from the Prince’s Trust and spent a year developing what has gone on to be a successful business. From this work she began to develop ways of working more directly with children through workshops organised around the creation of tepees and head-dresses. The business developed in various directions including the manufacture of tepees and soon acquired a professional canvas producer [who usually made lorry tarpaulins] to assist. After two years she decided to move on from the business, having acquired a lot of practical experience and skills. Indeed, her abilities in administration and accounting had enabled her to work part-time for a financier. In time he became interested in her ideas about education and anthropology and offered to pay her a wage for six months in order to undertake research into products that
might then be made available to children to educate them about other cultures. Part way into this work, however, she ran into some ‘ethical’ problems as the intention seemed to be to market ‘human values and experiences’, for example, by distributing a doll that represented North American Indians. The problem of stereotyping was partially obviated by developing the notion of a ‘persona doll’; an individual person rather than a cultural composite. Indeed, Becky was keen to develop dolls for use in the classroom that had not only a personality but their own individual biography that teachers might draw on when using the doll in the classroom. With the help of a lottery grant Becky undertook a series of interviews with people from different cultural backgrounds, and whose lives were to form the basis of each doll’s ‘persona’. Reports were produced in relation to each doll and the project was then taken into schools to be piloted. In the course of this work, Becky came to realise that in order to take the work further she needed to have a proper training and decided to obtain a professional teacher training qualification. This she did as a school-based qualification for which she was paid a wage rather than as a college-based Post-Graduate Certificate. At the time of the interview she had just acquired qualified teacher status [QTS].

In her questionnaire return Becky described herself as a ‘multi-cultural education project co-ordinator’ and it is clear that she wishes to develop this area of expertise in her new role as a teacher. Her background in anthropology is felt to be crucial in this as well as her previous roles: ‘... the degree makes you think more broadly about old and different topics. That always influences what I’m doing. It’s helped me be more creative and inventive. The philosophical debates I found fascinating. To think around an argument in different ways helps you later on in life when you’re having to see things from different points of view and, working with different people, it helps you to see where they are coming from, or think about different arguments that you might make for or against something. It helps you understand.’

Becky was a little different from the graduates in the previous case studies in that she had travelled extensively before coming to University. Nonetheless, she was also somewhat unclear about the degree would entail and in particular when it came to the ‘theoretical side’.

Speaking of her degree Becky comments: ‘I think it has given me a broad knowledge – it is quite a competitive market, charity development work, so it is more difficult to find a relevant job. I have had to create my own’. However, it is clear from her reflections on her success to date that she is single-minded, a very positive thinker and prepared to work hard and take chances in order to realise her goals. This orientation was clearly not just something that emerged from the experience of the Human Sciences degree but was there from the start enabling her to maximise the benefits of her university education from the very outset.

**Stalled development**

In our view, those in this category constitute an intriguing and worrying output of the Human Sciences programme. On the one hand these students began as a primary target of widening participation policies. Yet, whilst they appear to have been relatively successful in their university careers, their degree has done little by way of advancement and indeed may have had a retrograde effect. This is particularly likely
where the student is mature, has dependents and has to take employment of any kind as a matter of economic survival. Our survey identified a handful of students who fall into this category but we know through informal contact with former students that there are numerous others. It is likely that we will not be able to quantify this category as they are not only the most difficult to track but also the ones least likely to respond. A rather more detailed follow-up on the consequences of ‘widened participation’ as a result of this and other degree programmes would therefore seem to be imperative

Case study 7 - Landing below the line?

Nick had worked most of his life in the chemical industry before he experienced redundancy and the need to retrain. He also experienced a ‘messy divorce’ which set his self-confidence back considerably. His own assessment of his situation was as follows: ‘I spent fifteen years working with test-tubes and stuff but none of that was relating to people so my inter-personal skills were very poor’. He secured a place on the BA Human Sciences and graduated in 2002 with a 2:1. He was then 35 years old. After graduating he undertook three weeks teaching English in Somerset and then tried to gain further experience as a volunteer but he could not find anyone to take him on. Attempts to move onto TEFL and PGCE courses after graduation proved unsuccessful. In all of these ventures he felt his age was against him. To his great disappointment a period of unemployment followed. This lasted for one year when he took a job as a bacon packer in a meat factory. This job brought him an ‘adequate’ wage but also a great sense of frustration that he was unable to apply knowledge and experience from his Human Sciences degree. He was somewhat cheered, however, by the fact that one of his colleagues at the factory had a PhD in marine biology. Eventually, he was able to get out of the bacon factory when a job came up as a research analyst examining radio-active samples from oil-wells. He needed no further training for this work as he already had a degree in chemistry [previously obtained over nine years on day release from his employer] and the new work was not very different from his earlier work in the industry. However, he now found himself working on precarious short-term contracts with his only hope of stability and promotion lying in a further qualification in chemistry.

In his current work there is little context for his knowledge of anthropology to find any outlet whatsoever. He finds that the practical skills gained on the degree such as doing presentations, writing skills and group work are invaluable. The degree also gave him a great deal of confidence in himself but he is disappointed that much of what he studied on the degree has no outlet in his current career. Despite or conceivably because of his current situation, Nick described his period studying Human Sciences as ‘the best three years of my life’. Fundamental, to this evaluation of his experience are the friends he made and the experiences he had [notably an Erasmus visit to the Czech Republic] which he hopes will stay with him throughout his life.

Biographical factors and employment.
Consideration of the timelines and comments made elsewhere in the survey point to a range of variables that influence each individual’s progression into employment and the levels of satisfaction they subsequently experience. These observations highlight the importance of considering the pattern of career development over the longer period and moving beyond a simple, linear, ‘degree = employment’ equation [cf Jenkins et al 2001]. The experience of these graduates reveals a complex interaction between personal and employment variables rather than an attempt to separate out a pure strain of biographical experience to do with employment. Rather they weave together education, life and work in more complex narratives of the life-course.

Likewise, many of the mature students in the sample were in employment before coming onto the degree and already had useful configurations of qualifications and practical experience. A degree enabled them to re-enter their previous profession but with knowledge, skills and confidence to advance into more senior positions. For example, former nurses were able to return to the NHS to take up more senior positions in nursing, training or administration. From a career perspective, we are dealing in such cases with an ongoing narrative of personal development and not one that starts with graduation. It is essential that this fact is recognised in the construction of careers advice and support for mature students. This should not only be done in acknowledgement of the adult-learner but also because a well-crafted narrative of this experience is vital when it comes to these individuals presenting themselves as fully rounded graduates.

However, it would appear that finding the right niche after graduation, particularly for younger students, was something that took rather longer to identify and settle in to than they anticipated. Indeed, the transition from undergraduate to potential employee was one that most found extremely stressful. As suggested earlier, the timelines of many students exhibited a post-university dip; a period of dissatisfaction following close upon the ‘high’ of graduation. The ‘dip’ is characterised by periods in part-time and unstable jobs. What is crucial here is that some students in effect revisit their degree and re-evaluate their position as a prelude to moving forward in a more planned way. Others seem unable to do this and remain locked in sub-degree level employment. Difficulty managing this transition may explain why it is that some of the graduate destination surveys indicate such high levels of unemployment. Understanding the move into employment may take longer than the one-year snapshot such surveys usually report. As one person put it: ‘it has taken me four years to find this job but, hey, I have another 37 years to enjoy it’.

But, having survived the ‘dip’, the accounts of our respondents indicate improvement in circumstances. Yet, it would seem that very few are able to settle into a permanent ‘job for life’ after leaving university and there is much evidence of movement in and out of post-graduate courses and qualifications. We see how, in line with Jenkins, Jones and Ward [2001], the value or otherwise of the degree is constantly re-assessed in line with changing circumstances. Consistent with these observations is a need to ‘keep the cv moving’. Some jobs provide structure in which to do this but where this is not the case, there is an added strain upon the individual’s working life; it is not just a question of working but continually striving to re-create oneself at the same time.

Although the graduates in our sample have tended to move between occupations and activities, most have stayed in the North-East – probably not a common pattern for the
average 21-year-old graduate, but one that appears to be particularly suited to the
circumstances of mature students who have dependents and, perhaps, stable, long-
term accommodation.

**Conclusion: Anthropological knowledge and skill in relation to employment.**

In this report, we have attempted to sketch in some of the connections between an
undergraduate degree in anthropology and subsequent experience of the world of
work. Our findings report a powerful endorsement for the pedagogical strategies
adopted within the Human Sciences Programme in general as well as in relation to the
more specific approaches to applied anthropology. However, the data also enable us
to draw some broader inferences about anthropology and employment. Given the rise
of vocationalism in the evaluation of degrees, both by consumers and funders alike,
further critical reflection on such issues is vital.

In most cases, it would seem that respondents to this survey have deployed their
anthropological knowledge and skills to very good effect. The survey would suggest
that the Human Sciences programme provides an excellent mix of practical skills and
intellectual content, and an all round preparation for a range of occupations and future
careers. This could no doubt be said of most other anthropology degrees in the UK,
but falling rolls would tend to suggest that this message is not getting through to
students contemplating their degree options. It is striking to note that all those
interviewed had but a hazy conception of what the study of anthropology actually
entailed but were pleasantly surprised at the breadth and richness of the subject.
Ironically, this observation is made at a time when there is every indication that what
one might have thought of as the typical constituency of anthropology is opting for
more individualistic and quantitative disciplines such as psychology. Furthermore,
there has been a significant shift towards explicitly vocational courses such as teacher
training, computing, business studies and health-related courses. All of this is
regrettable in that the considerable promise that anthropology offers to students is
perhaps being obscured by a rather short-sighted and ill-conceived drive towards
overly pragmatic vocationalism.

Clearly there were people in the survey who felt that a qualification in Human
Sciences was not specific enough for their employment needs and that, on reflection,
they ought to have taken a specifically vocational course, such as a certificate in
teacher training or a diploma in social work training. These people could get into
their chosen vocation but probably had to take a more circuitous route [more time,
more debt, slower progression once in post, etc]. With hindsight Human Sciences
may therefore not have been the ideal route for these students, although this
realisation may only have dawned in the later stages of the course. It is also important
to note that there are others who seem to have used Human Sciences as a very
effective launching pad into teaching, social work or even medicine. Although the
extended route may produce a more rounded professional it does not sit easily with
the need to deal with financial pressures arising from student debt, housing costs and
general subsistence.

For the majority of students, Human Sciences as a general programme providing a
considerable breadth of knowledge and skills seems to have worked extremely
effectively. For students who came onto the programme with only vague notions of
what they wanted to do when they finished their degree, it provided the means to explore and identify intellectual strengths and weaknesses and, furthermore, to put these in the context of realistic career options. For mature students in particular, to think of life post-graduation was very difficult, given the struggle there has usually been to get on to the programme in the first place. For these students, intellectual capability appears to unfold alongside confidence and a sense of direction. A further factor in this regard is that local mature and working class students were often only vaguely aware of the range of jobs that are open to graduates with a good degree, irrespective of the discipline. In summary, it might be said that the majority of students had only a very sketchy idea of what they would be doing on a Human Sciences programme but were generally very pleased with what they did do and found it useful in their subsequent employment in ways that they could not have imagined.

Mills (2003:21) refers to the ‘tendentious presumption that graduates will carry their anthropological identity with them’. Our data, preliminary as the analysis currently is, suggest that in a variety of different ways such an identity is indeed carried on by the graduate, and may even be developed in creative ways that could not have been predicted during their undergraduate course.

**Coda: Future research.**

A piece of research such as this offers some answers and insights but inevitably raises further questions. When it comes to developing a more incisive analysis of the changing relationship between anthropology and its applications outside of the academy, three areas have struck us as particularly important to explore:

1. The anthropology degrees currently delivered in the UK each have their own histories and identities and consequently applied anthropology is treated very differently in each. At one end of the spectrum application and practical skills are viewed as a serious distraction from the real business of communicating the anthropological canon. At the other end of the spectrum attempts are made to combine this canon actively and creatively with practical skills and reflexive pedagogy [also cf. Mascarenhas-Keyes and Wright, 1995]. However, debates about skills and application tend to assume that anthropology is uniformly delivered and therefore the process of grafting these elements will also be a uniform procedure. We would suggest that research be undertaken to test this assumption and, furthermore, to produce a typology of departments in relation to skills and application. Crucially, such an exercise would not be about ‘league tables’ and ‘stars’ but the basis of a more co-ordinated response by the discipline of anthropology to the demands that are currently being placed upon it; a considered justification for producing anthropologically aware graduates with different mixes of knowledge and skill.

2. The assumption of uniformity in the delivery of all academic disciplines in the UK is currently being driven by the Benchmarking exercise and other attempts to introduce commensurability in the delivery of higher education. It would thus seem that advocacy of diversity in the styles of delivery of anthropology goes against one of the more fundamental quality assurance initiatives of recent times. However, in recognition of the diversity that exists within anthropology, the Benchmarks were explicitly constructed to fit the existing topography of the discipline rather than
shaped according to any one version of it. What then becomes the interesting question is how different departments are reading the rather open-ended checklists that characterise the anthropology Benchmarks and, furthermore, how these then play out in academic review. Research which explores how the elements of the Benchmarking exercise that deal with practical skills and application are interpreted in practice is a necessary corollary to that suggested in item one above.

3. In understanding the relation between anthropology and employment, the most important variable of all is the student’s experience - before, during and after university. A more comprehensive programme of research into biographical details, such as social and educational background, the decision to take anthropology at university, degree experience and subsequent career moves, is fundamental to any attempt to improve our understanding of the relationship between anthropology and its wider applications.
References


Richardson, S. 2001 A Marriage Made in Heaven or a Marriage of Convenience’ - Which Comes Closer to Describing the Relationship Between the University of Durham and its Campus at Stockton?” Unpublished MA Thesis, Durham School of Education.

Sillitoe, Paul ‘Time to be Professional?’ *Anthropology Today* 19(1):1-2


APPENDIX ONE –

Knowledge and Practice Course Details for 2000*.

* nb this is a much earlier version of the course and is provided here to give an impression of our approach to applied anthropology at that time. In 2002 the course underwent a radical transformation in terms of its content and it was also extended into a 20 credit module. Details of the new version can be obtained from robert.simpson@durham.ac.uk
Knowledge and Practice

COURSE HANDBOOK

“An anthropology degree is about more than just academic study, it is an encounter with oneself, one’s own ideas, prejudices, taken-for-granted attitudes and values”

University of Lampeter Prospectus, 1997

Preamble: Some Frequently Asked Questions.....

1. “Why Knowledge and Practice?”

The potential and actual applications of anthropology in everyday life are stressed throughout the Human Sciences and Health and Human Sciences degrees. This module looks at applied anthropology in more detail, and invites you to reflect on how you will put the insights gained from your degree to use in your future life and career. In other words, how to turn ‘knowledge’ into ‘practice’.

2. “How do I turn anthropology into a career?”

Employment opportunities for applied anthropologists are growing. However, it is not always easy to locate these opportunities. As the video you will see in the first week illustrates, anthropological training and experience are applicable in many work settings but require anthropologists to stretch their imaginations to envision career possibilities that may not sound like traditional anthropology. You will need to be able to look at a situation and recognise the possibilities for you to offer anthropological skills, and then be able to help others recognise the fit. It is not enough to present yourself as an anthropologist and expect someone to realise that you have skills and approaches they need. Whether in research, employment or in your community, you will have to relate your experiences and education to situations that you might not think of as anthropology. Where an employer is concerned, you may have to learn how to adapt your language and the way in which you present yourself to others so that you can be seen and heard as a suitably qualified and able employee.

The boundaries between and among cultures and societies are becoming less clear, technology is allowing ever-greater interaction amongst people, and our own culture and society is becoming increasingly complex. With these changes, the skills that anthropologists have are of critical value to society, and anthropologists are finding their way into industry, government, communities and organisations of various kinds. Interesting and exciting job options for anthropologists will continue to grow as long as we provide useful products in return. The utility of our products is determined in large part by our ability to work as members of teams, our disciplined use of an array of anthropological tools, and our skill at reporting our findings in a timely, accessible and clear manner.

The use of interpersonal networks is a traditional anthropological tool. In planning a career as an applied anthropologist, you will need to cultivate networks with other practicing anthropologists. Joining the organisation Anthropology in Action is one of the many ways to begin this process. Subscription gives you your own copies of the journal Anthropology in Action and notices about and access to the
many events organised by the association and its members (membership form attached). You might also consider joining discussion group - AnthropologyInAction@groups.com. You should also consider carefully developing a mentor in your chosen field.

3. “If I am interested in working as an applied anthropologist, what further qualifications do I need?”

While practically applications are stressed throughout, Human Sciences and Health and Human Sciences are essentially non-vocational degrees. Therefore you may find you will need to obtain further qualifications in order to maximise the opportunities available to you. What you need will depend on the expectations of employers, the regional work setting, and your own entrepreneurial skills. Although the number of positions for which a degree in anthropology is required or recognised as a qualifying credential is increasing all the time, there are relatively few jobs apart from university teaching or anthropological museum work (and precious few of these!) that explicitly require a degree in anthropology. For the most part, you will be competing with people holding various kinds of degrees from various places, and it is important to emphasise why anthropology as a discipline, and the Human Sciences degrees at Stockton in particular, are most relevant to the job in question. In considering what the degrees have to offer, you should think particularly about the transferable skills and experience you have amassed here. These include IT, teamwork, project work and the breadth of knowledge and intellectual flexibility the degrees require for success.

You may well need to consider going on to work for a postgraduate qualification where you can take the skills and orientation of your undergraduate degree in anthropology but acquire new skills and a sharper ‘career profile’ for potential employers. There are now a number of Masters level degrees in different areas of applied anthropology in the U.K. (see below), but you should also consider qualifications in non-anthropological disciplines such as health studies, human resource management, occupational psychology, law, counselling or an MBA. In appraising the quality of a course, you should look into the number of contact hours offered, the number of lectures, classes and other activities specific to postgraduate students, and find out where graduates have gone on to, and how many have got jobs (i.e. outcomes). For work as a consultant in (say) international development or medical institutions, a PhD can be an important asset for which a masters level qualification is a useful stepping stone. In addition to your degree, your particular skills and experience play a critical part in the recruitment process. Work experience (paid or unpaid) can also be crucial, and it is worth gaining whatever experience is relevant to your chosen career path wherever and whenever you can.
4. “Are there universities offering courses in applied anthropology?”

Many academic departments offer training that will help prepare you for careers in applied anthropology. However, there are now a number of universities in the U.K. which offer postgraduate training especially designed to offer this kind of preparation. However, you should consider whether your future career interests are best served by taking this route rather than a more specifically vocational qualification in a non-anthropological subject (see above). A good course in applied or practicing anthropology will be characterised by more elaborate training in social science methodology, good working relationships with academic programmes in relevant cognate fields (e.g. development, medicine, education, agriculture and forestry, business, public health, nursing), academic staff actively involved in practicing anthropology, and a strong commitment to internships and practical experience. Often courses emphasise a specific area of work such as medical anthropology or development anthropology. In the case of full-time postgraduate courses, funding may sometimes be obtained through a research or professional body.

Finally, back to the point at the start of this preamble. Human Sciences and Health and Human Sciences at Stockton, and this module in particular, have been recognised as pathbreaking in the ways that links between ‘knowledge’ and ‘practice’ in anthropology are made at undergraduate level. (See the 'Report on Teaching and Learning Social Anthropology in the United Kingdom'. This report, published in 1995, gathered data on the state of the art in anthropology teaching in the UK: Durham/Stockton features regularly and prominently throughout!)

Knowledge and Practice

NUTS AND BOLTS

Aims and Objectives

‘Knowledge and Practice’ aims to give you an understanding of the scope of applied anthropology, and the chance to reflect on how you can best incorporate your Human Sciences education into a career. In other words, to enable you to turn your aspirations into reality by transforming knowledge into practice. The practical, academic and ethical issues involved in doing this will be considered. The aim is to give you instruction and ‘hands-on’ experience in a variety of career-development strategies, such as setting objectives, doing a ‘skills audit’ on yourself, identifying and analysing the qualifications needed for a particular career path, writing application letters, compiling a CV, developing interview strategies, and developing and using networks. You will also hear about the applicability of anthropology to a number of different work domains, and develop practical skills relevant to some of these. In addition, you will have the chance to meet practicing anthropologists and find out how they see the relevance of anthropology in their careers.

By the end of the module, you will have:

1. An understanding of the history and current scope of applied anthropology, and a better appreciation of the ways in which anthropological knowledge can be used.
2. Spent time clarifying your own motivations, aspirations, values and goals, and seen how the skills and approaches of the Human Sciences/Health and Human Sciences degrees, and other experiences, can be harnessed to your own career path.

3. A better understanding of the range of career paths open to you, and the requirements/qualifications for them.

4. A carefully crafted, up-to-date CV and other materials of use in the development of your career.

5. Experience in writing application letters, and advice on doing well at interview.

6. Other practical experience relevant to the work domain, such as project planning and evaluation.

7. A better appreciation of some of the problems involved in the practice of anthropology outside academia, and ideas for dealing with these.

Learning Strategies

The module will be based on eleven lecture/talks (some of them by guest speakers) and seven double classes/workshops. Lectures take place every Tuesday afternoon from 2-3pm. Classes take place on Tuesday mornings from 11-1 during the first seven weeks of the semester. The classes are large-group format, but will frequently be broken down to enable practical activities to be carried out individually or in small groups.

Information about assessment for the module follows the course schedule (below).

Contacting Your Tutor

The most reliable way of contacting tutors is by e-mail (sandra.bell@durham.ac.uk, i.r.edgar@durham.ac.uk, and robert.simpson@durham.ac.uk). All staff have office hours when you can meet to talk about work or can meet at other times by appointment. Lists of contact numbers at both UDSC and Durham Main Campus are available from Alison Hunt.

The fax number at Durham is 0191-374 2870.

The Careers Advisory Service at Stockton Campus: Sharon C Richardson is the careers adviser responsible for the management and delivery of the Careers Advisory Service at Stockton Campus. The service currently consists of three staff; careers adviser, information Assistant (Jane Pattison) and student information assistant (Nilufa Ali). It is important to note that the service is part of the Durham University Careers Advisory Service.

The Careers Advisory Service at Stockton offers:
• access to wide ranging information on different careers, employers and post-
graduate opportunities;
• an opportunity to discuss your ideas with a qualified and experienced careers adviser;
• access to vacancy information;
• employer presentations and sessions;
• a computer aided careers guidance system (Prospects Planner) This can provide you with a list of possible careers based on your interests and abilities.
• an Careers Information Fair (Career Focus 2000) which will give you the chance to speak to people who may eventually employ you.
• an email careers enquiry line - CAS.Stockton@durham.ac.uk

Also, as a student of the University of Durham, you have access to the presentations, careers fairs and facilities at Durham. Check the noticeboards for details or call in the Careers Advisory Service for more information.

The Careers Advisory Service can be found in the Information Resource Centre. You can contact Sharon Richardson by email sharon.richardson@durham.ac.uk or telephone (5380 if calling from within the campus or 01642 335380).

COURSE SCHEDULE

Week 1 (Tuesday, 3rd October)

Classes: Introduction to the Module - aims and objectives
Video: ‘Anthropologists at Work: Careers Making a Difference’
Discussion - what do you want from the module? How do the HS/HHS degrees fit in with the rest of you life?

Reading: Bolles ‘What Color is Your Parachute’
Bruner
Coleman and Simpson, Discovering Anthropology (Section 8: Anthropology and Careers)
Croft, C. ‘Time Management’ (especially Chapter 3, ‘Objectives: Where do you Want to Be?’)
Donnan and Ruane, Social Anthropology in Ireland. (Chapter 2, Social Anthropology: selected careers’).
Giddens, Modernity and Self-Identity (Chapter 3, ‘The Trajectory of the Self’, pp. 70-88) - looks at concern with ‘lifestyles’ and ‘life plans’ as reflection of modernity in western world.
Hopson and Scally ‘Build Your Own Rainbow’
Miller and Morgan
Omohundro, Careers in Anthropology
NAPA, ‘Anthropologists at Work: Responses to Student Questions About Anthropology Careers’
Simpson, Anthropology, Vocationalism and the Undergraduate Curriculum.
Teaching and Learning Anthropology Network: Career Pathways and Development.
Wallman, Contemporary Futures (Introduction) - the future, and our sense of a place in it, as a cultural construct.
Wulff and Fiske, Introduction (looks at ways and means of translating anthropological ‘knowledge’ into ‘action’)

**Lecture:** Introduction to the Careers Advisory Service (Sharon Richardson)

**Reading:** Information in Careers Library relevant to your needs, e.g. AgCAS booklets (and web pages) such as ‘Mature Students: the Way Forward’, ‘Postgraduate Study and Research’ and the leaflets produced by the Durham Careers Service itself. Career Pages from the quality newspapers.

**Assignment:** Career Description, Lifeline, Career Anchor, and Character Sketch Exercise for classes next week, and materials for ‘Job Search’

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**Week 2 (Tuesday, 10th October)**

**Classes:** Discussion of career description, lifeline, career anchor, objectives and character sketch exercises. What do the HS/HHS degrees have to offer? Qualities, values and motivations you have, and what you need to get for particular career paths. What is a skill, and where do skills come from?

Lecture: the work commenced in the classes will continue on into the lecture slot.

**Assignment:** Continue ‘Skills Check’ and ‘Job Search’ exercises, and Action Plan

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**Week 3 (Tuesday, 17th October)**

This week will be slightly irregular in that we are hoping to fit in an extra class. The reason for this is that Josh Levene is currently working in Kosovo and only here for a short stay. Iain Edgar is running these sessions and will be in touch to discuss which slots will be best to run the extra class. Ideally we would like this to run on from Josh’s afternoon session.
Classes: Careers Advisory Service at Stockton Campus: a workshop run by Sharon Richardson

Lecture: Participatory Methods and Approaches – Plenary (Josh Levene)

Assignment: Compile a CV and write an application letter for next stage on your chosen career path for next week’s class.

Classes: Participatory Methods and Approaches (Josh Levene)

[Josh is a HS graduate who has subsequently worked in a number of projects in the South Pacific and on Teesside which have involved using PRA methods and techniques]

Reading: Cornwall and Jewkes – What is Participatory Research?
Chambers – Whose Reality Counts (chapter abstracts)
Website – http://nt1.ids.ac.uk/eldis/pra/pra.htm

Week 4 (Tuesday, 24th October)

Classes: Discussion of skills check and job search exercises.
Peer review of first drafts of your CV and application letter.

Assignment: Revise your CV and application letter in the light of peer review, and put it and other exercises together in Careers Portfolio for submission at classes in Week 6.

Lecture: ‘Human Sciences and Me’ - HS/HHS graduates tell their stories.

Week 5 (Tuesday, 31st October)

Lecture: Anthropologists and Development (Bob Simpson)

Development often entails bringing together those who have considerable amounts of power and resources (e.g. governments, agencies, institutions) and those who have not. Good intentions can easily be misconstrued, misplaced and mis-interpreted if implemented without sensitivity and good communication. The skills of anthropologists are often used in these contexts to facilitate planning and appropriate development. In this lecture we will
look at some of the basic principles of development in relation to anthropology.

**Reading:**  
Cernea, ‘Sociological Knowledge for Development Projects’.  
Green, ‘A Short-Term Consultancy in Bangladesh’. In Green (ed.) Practicing Development Anthropology  
Griffith in Pottier  
Overseas Development Administration, *Guide to Social Analysis*...  

No classes

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**Week 6 (Tuesday, 7th November)**

**Class/lecture:** Sandra Bell will run a three hour workshop based on her own research in to the Wetland communities of the Danube Delta. You will be given a text and a variety of images and asked to work in groups to devise a research programme on the questions raised regarding ecology, community and development in these areas. (nb you may wish to use this example as the basis for your summative assessment).

N.B. Your Careers Portfolio is due at these classes

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**Week 7 (Tuesday, 14th November)**

**Classes:** Career Opportunities in the NHS: a workshop run by Marie Johnson (Durham University Business School). Health rationing exercise - communication and decision-making skills.

**Lecture:** Anthropologists and Organizations (Bob Simpson)

**Reading:** Wright, Chapter 1  
Etkind

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Week 8 (Tuesday, 21st November)

**NO CLASSES**

**Lecture:** Anthropology and Social Work (David Stanley, University of Northumbria, and Iain Edgar)

**Reading:** Edgar, ‘The Contribution of Anthropology to Social and Community Work Education and Practice in the UK’. deRoche, ‘Empathy and the Anthropological Imagination’

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Week 9 (Tuesday, 28th November)

**NO CLASSES**

**Lecture:** Applied anthropology in historical perspective (Bob Simpson)

A brief history of the fascinating (and at times deeply suspect!) applications of anthropology


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Week 10 (Tuesday, 5th December)

**NO CLASSES**

**Lecture:** Anthropology, Group Process and the Work Place. (Iain Edgar)


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Week 11 (Tuesday, 14th December)
NO CLASSES

Lecture: Knowledge and Practice - tying up loose ends - evaluations. (Iain Edgar)

N.B. Your project is due by 4.00pm on Wednesday, January 10th.

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ASSESSMENT

Formative Assessment:

Careers Portfolio

Your work during the first six weeks of the module should be gathered together and submitted in the form of a Careers Portfolio. This should include the exercises completed during the module such as the Career Description, Lifeline, Career Anchor, Character Sketch, Skills Check, Action Plan and Job Search. Further information about all these exercises will be given in lectures and classes. It should also contain a draft version of your CV and an application letter, and a short piece of written work describing what you have done so far for your summative project, together with a bibliography. Please fill in an evaluation form and return it with your Careers Portfolio (at the end of this handbook) Failure to enclose an evaluation form will delay the return of your Careers Portfolio.

‘Skills check’ exercises - assessing your skills and strengths based on the lifeline exercise, incorporating personal experience, roles, jobs and individual qualities. This will be done in general, and in relation to a particular career.

‘Job search’ - identifying a potential job/career/research pathway, and alternatives, and analysing what is needed for it/them. Obtaining information of qualifications and experience needed for different stages along identified path. You will find it useful to ‘comb’ careers pages from ‘quality newspapers’ and journals, to use jobs centres, the University Careers Service, Careers Fairs, and information obtained direct from potential employers/institutions, their own noticeboards and your own contacts/networks.

CV

Application Letter - An application letter should explicitly link your skills to the requirements stated in the job, work or research description. (NB - you may wish to identify a ‘real’ opportunity or the application may be an imaginary, but plausible, one).

1. A final copy of your CV and application letter, with comments on previous versions from other course participants (class week 4).
2. Information on jobs/courses or whatever you have gained in your investigation of particular career paths.
3. Results of exercises carried out during module.
4. Other materials you feel relevant to your career path development, particularly a description of your summative project.

A ring-binder would be an appropriate way to present this material. Please do not put anything you want marked into individually leaved plastic wallets.

**Summative Assessment:**

Summative assessment will be based on a 2000 word project + CV.

The aim of the project is to enable you to go into some aspect of a future career in more detail, bringing in both theoretical literature from within anthropology as well as other materials gathered together during the module. The project should be accompanied by a final version of your CV.

The provisional criteria for the assessment of your project are as follows:

**Style/Presentation** - 50% of total
- Pretend your project is part of some real application process (as your CV undoubtedly will be one day). Marks will be scythed away mercilessly for poor grammar, spelling and punctuation.

**Content** - 50% of total
- The project should show evidence of your active engagement with, research into and reflection upon a topic related to careers, the world or work of future study, including relevant literature (to be presented in a bibliography). [NB your CV will not be assessed for content, only style/presentation]

The project should be geared to your own needs and aspirations, but linked to relevant literature both within anthropology and outside. Topics that might be suitable for a project include the following:

The changing world of ‘x’ [where ‘x’ could be a career of your choice, from accountancy to zoo-keeper. To be effective, such a project should focus on changes that have taken place in all aspects of this career over the past ten years or so. How can anthropology be applied to understand and enhance a career in this area?]

A proposal for postgraduate research in ‘x’ [This could be on an actual application form, e.g. for the Economic and Social Research Council]

A funding proposal for a project in your local community [Again, this will be most effective if the application process of a real funding body, e.g. the National Lotteries Commission, has been followed]

**ALPHABETICAL READING LIST**
In order to gain the most from this module it is important you read as widely as possible from the readings given, as well as those in the Careers Service and from other sources. You should start perusing the careers/jobs/education pages of quality newspapers (such as the Guardian, delivered to Stockton campus library) from Week 1 and writing off for further information about career paths which interest you.

The Stockton campus library subscribes to the journals Anthropology in Action and Practicing Anthropology. Durham library has the journal Human Organization. There is also a lot to be found (and much worth ignoring) on the World Wide Web. Prospects (www.prospects.csv.ac.uk) offers a good starting point.

Key:  

Book(s) or journal in Stockton campus library.  
Photocopies in Stockton campus library library, one on reference.  
DL Books available from Durham Main Library  
CS Book available from the UDSC Careers Service  
* Books ordered for UDSC Bookshop


APPENDIX TWO –

Knowledge and Practice Survey
Questionnaire and Letter
Dear

We are seeking your help with a survey that aims to find out what use graduates in Human Sciences have made of their anthropology training in their subsequent careers. Attached you will find a short questionnaire which we hope you will find time to complete.

You will, no doubt, already have received questionnaires sent out by the Alumni Office of the University about general graduate destinations. However, these provide only a broad picture of career paths. The purpose of this survey is to get a more detailed impression of how your experience of university life has helped you after graduation. Given that you were a student of Human Sciences and would have studied social and biological anthropology, we are keen to find out from you what your experiences have been and where, if at all, a Human Sciences degree has fitted into life after your degree. Such information is useful to us in continuing to develop the Human Sciences programme and its orientation to careers and employment.

Attached you will find a short questionnaire which we hope you will find time to complete. If you would like to talk more informally about your university experiences and subsequent career then please complete the section at the end of the questionnaire.

Many thanks for your help and co-operation.

Yours Sincerely

Bob Simpson and Simon Coleman
Human Sciences Graduate Questionnaire - May 2003
University of Durham, Department of Anthropology

In this questionnaire we would like you to reflect back on your time at University in order to identify which parts of your degree have proved particularly helpful to you.

1. To give us some idea of how things have gone since you left University please fill out the time-line overleaf. Mark the major career and personal developments on a continuous line starting at the point where you left University. Mark roughly when key events happened and take the line up or down according to whether you were experiencing ‘highs’ or ‘lows’.

2. What job are you doing now?

3. Would you say you are satisfied with your current position in financial terms?

   Yes ☐   No ☐

   Comment

4. Would you say you are satisfied with your current position in personal development terms?

   Yes ☐   No ☐

   Comment
5. Would you say you are satisfied with your current position in terms of future career development?  

Yes  No

Comment

6. Would you say that a Human Sciences degree was useful in enabling you to secure employment?  

Yes  No

Comment

7. Were employers generally interested in the subject of your degree?  

Yes  No

Comment

8. If you had your time over again would you do the same degree?  

Yes  No

Comment

9. Which parts of the course have been most useful to you in your working life?  

[1= not useful at all – 5= invaluable]
| General social skills acquired as being part of university life |  |  |  |  |  |
| Appreciation of scope and complexity of human diversity |  |  |  |  |  |
| Computing skills |  |  |  |  |  |
| Opportunity to carry out in-depth study of an academic discipline |  |  |  |  |  |
| Report writing |  |  |  |  |  |
| Basic research skills |  |  |  |  |  |
| General confidence building |  |  |  |  |  |
| Communication skills |  |  |  |  |  |
| Numerical and statistical skills |  |  |  |  |  |
| Awareness of other cultures and societies |  |  |  |  |  |
| Working in groups |  |  |  |  |  |

Are there are other aspects of your experience at university that have been particularly useful that do not feature on this list? If so, what are these?

---

10. As part of your course did you take the level three Knowledge and Practice module?

Yes ☐  No ☐

If yes, please complete question 11, otherwise proceed to question 12.

11. One of the aims of this module was to provide guidance and support when considering how to apply your anthropological knowledge to a future career. To what extent did the module achieve this (1 = not at all, 5 very much so):

<table>
<thead>
<tr>
<th>Gave useful ideas for applying my degree after graduation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

63
<table>
<thead>
<tr>
<th>were there other things in the Knowledge and Practice module that you found helpful which are not listed above?</th>
</tr>
</thead>
</table>

12. If you did not take the Knowledge and Practice module, do you now wish that you had?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

13. Are there any ways in which you think that the vocational support given to Human Sciences students through modules at Stockton could be strengthened?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
14. Finally, it would be helpful if you could provide us with some general information about yourself:

- Year of graduation? ................................................
- Age at graduation? ................................................
- What was the title and class of your degree? ................................................
- Do you live in Teesside [ ], the North-East of England [ ], Scotland [ ], elsewhere in the UK [ ], Europe [ ], or overseas [ ]?
- Sex? male [ ] female [ ]

If you would be happy for one of us to contact you to discuss your responses further please give us your phone number or e-mail.

Phone number:

e-mail address

MANY THANKS AND WARM REGARDS
<table>
<thead>
<tr>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SPOTS</strong></td>
</tr>
</tbody>
</table>

Left University in ........?

______________/________________/________________/________________

*Present*

| **LOW SPOTS** |
APPENDIX THREE

Telephone follow up to non-responders.

Did you receive a copy of the questionnaire

If yes:

Was there any particular reason you didn’t reply?

What is your particular employment situation now?

On a scale one to ten how satisfied would you say you are with your employment situation? [+ comment]

Was a Human Sciences degree useful in helping you secure employment? [+ comment]

If you had your time over again would you choose to do Human Sciences?

If no:

EXPLAIN FORM/ PURPOSE OF THE SURVEY

Would you like to fill in a questionnaire?