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The ARCHAEOLOGIST

This issue:

**TRAINING IN
ARCHAEOLOGY**

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Training and education

The plan for this *TA* is to look at issues of training from varying viewpoints. We therefore start with appreciative accounts of the scheme of bursaries that IFA is running with support from the Heritage Lottery Fund. Kate Geary sets the scene for this, and we hear from individual bursary holders who are clearly now set for glittering careers in their chosen pathways. Commercial archaeological organisations set out the professional ways they approach equipping staff with new skills, we hear from Prof Tim Darvill on the new university approach to teaching archaeology, and learn how training is offered to local government through EH's HELM project and to the public through VCH's *England's Past for Everyone*. We see how the needs of children are met through the Young Archaeologists' Club and those of new graduates through training in fieldwork. From school children to senior managers, there are inspiring case histories and ideas and opportunities for training and education in this *TA*.

In the next *TA* we will look at responses to the recent IFA survey of members' opinions of our publications and other services. One immediate

concern your Editor felt should be clarified is the *Yearbook and directory*, which members felt should be circulated widely as a promotional tool. In fact, thanks to our publishers at Cathedral Communications, not only do all IFA members get copies at no charge to IFA (we simply provide editorial text and illustration), but it is circulated for free to 3000 architectural, civil engineering and surveyors practices, government agencies and amenity groups, developers and specialist building contractors, local government officers and environmental impact consultants, and is therefore an important way of informing vital sectors of the values of archaeology and the work of our members and RAOs. The *Yearbook* should be coming through your letter box very soon and, apart from being a useful reference tool, we hope you feel it gives a worthy picture of the scope of our profession today. If not, please send your editor ideas for more improvement.

And a final reminder – have you booked yet for the IFA Annual Conference in Swansea, 18-20 March? There may still be places available, so if you still need to do so, contact Alex.Llewellyn@archaeologists.net.



Alison Taylor
Alison.taylor@archaeologists.net

Notes to contributors

Themes and deadlines

Summer: Archaeology and archaeologists in Europe
deadline: 1 April 2008

Autumn: IFA Conference papers and Annual Report
deadline: 15 June 2008

Contributions and letter/emails are always welcome. *TA* is made digitally available through our website 6 months after publication and if this raises copyright issues with any authors, artists or photographers, please notify the editor. Accessed digitally, web links are especially useful in articles, so do include these where relevant. Short articles (max. 1000 words) are preferred. They should be sent as an email attachment, which must include captions and credits for illustrations. The editor will edit and shorten if necessary. Illustrations are very important. These can be supplied as originals, on CD or as emails, at a minimum resolution of 500 kb. More detailed *Notes for contributors* for each issue are available from the editor. Opinions expressed in *The Archaeologist* are those of the authors, and are not necessarily those of IFA.

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FROM THE FINDS TRAY

IFA Finds Group list of specialists

The IFA Finds group is now maintaining a list of specialists at <http://www.archaeologists.net/modules/icontent/index.php?page=202> (or find via the Find Group's page on IFA's website). There are currently 90 specialists on the list, from animal bone to worked stone. It includes freelance finds workers as well as individuals in contracting organisations. The list will be updated regularly, and may be modified subject to user feedback. It is open to members and non-members of IFA, and is intended to help locate those working and researching in a specific subject.

If you would like to be included, contact CBMPhil@aol.com.

Phil Mills, Chair IFA Finds Group

Mary Rose Heritage Lottery success

The Mary Rose Trust has just heard that it has secured a major grant from the Heritage Lottery Fund of £21 million to complete conservation and to build a permanent museum in Portsmouth Historic Dockyard to house the hull and artefacts. The Trust has already received almost £7 million so far, and was looking for a total of £35 million to preserve the hull and artefacts and display them together in a permanent museum.

Museum of London seminar: London delftware study day

Saturday 17 May 2008, LAARC Eagle Wharf Road
This seminar will coincide with the launch of a new MoLAS publication on excavated delft production sites. This will be an opportunity to hear about new and recent finds and visit MoL reserve collections.

Details: Museum of London box office,
Tel: 0870 444 3850, info@museumoflondon.org.uk

Construction Skills Certification Scheme (CSCS) Update

Several house builders and developers now require the CSCS card from all site visitors and operatives, and they need some form of accreditation in all tenders. There are two forms of card, the occasional visitor's card (yellow) and the construction related occupations card (white). Each costs £25 and the test £17.50 plus VAT. There is no training but *All the questions and all the answers for the CITB Health and Safety Test* published by CITB (ISBN 1857512137) is available. Book the test and apply for the card online via www.cscs.uk.com.

Finds Group seminar: Slags and wasters

Wednesday 4 June 2008, LAARC, Eagle Wharf Road, London

Speakers including Lynne Keys and Roy Stephenson will talk about aspects of industrial residues, including metal working and pottery production. The seminar will be complemented by a hands-on workshop in the autumn. See IFA Finds Group webpage for full programme, joining details and application form.

Details: Nicky Powell npowell@molas.org.uk



Delftware saucers from Glasshouse Street © MoLAS

The Archaeology Training Forum

vision

Kenneth Aitchison and Mike Heyworth

The Archaeology Training Forum is the representative body for organisations concerned with training provision and demand in the UK's historic environment. IFA works closely with other organisations on this Forum to make sure that training for archaeologists at all stages in their careers is taken forward in an effective and connected way.

The Forum is aware that there are longstanding problems with career development, that entry routes to professional archaeology are limited, career progression is difficult, the sector lacks diversity and pay is poor. The Forum considers that engaging with skills issues is one good way to address these issues, and has developed a vision

for archaeology to be a meritocratic discipline that is open to all, with archaeologists able to gain qualifications that demonstrate their expert skills, competence and knowledge and whose capabilities and achievements can be appropriately valued and rewarded.

Demand for structured and appropriate training is high across the archaeological profession and the avocational sector, and this demand is likely to increase as external drivers, including the *White Paper on heritage protection*, the *Leitch report on skills*, and governmental housing policy will all contribute to the growth and development of the sector. So far, development of National Occupational Standards and the NVQ in Archaeological Practice have been key initiatives, but their use and accessibility still need to be strongly supported before they fully realise their potential. Provision of relevant

information will be one key component and further development of the Forum's dedicated training information service (www.torc.org.uk) will be required.

The Forum's specific aims, all focused on that vision for the future of archaeological training and career development, now include

- working closely with Creative and Cultural Skills, the Sector Skills Council
- supporting the NVQ in Archaeological Practice
- using the National Occupational Standards in Archaeological Practice
- supporting learners at work and workers in learning
- embedding Apprenticeships
- supporting the avocational sector.

These aims will lead to specific initiatives, contributing both to ATF's Vision and the future of the archaeological profession in the UK. A conference is being planned in mid 2008 to publicise the achievements to date and foster debate on the next steps.

Kenneth Aitchison
IFA head of training and standards

Mike Heyworth
Chair, Archaeology Training Forum
Director, Council for British Archaeology

CONTINUING PROFESSIONAL DEVELOPMENT: a brave new direction for IFA

Kenneth Aitchison and Roger White

All around us the archaeological profession is being reshaped into the 'Historic Environment'. Archaeologists are called upon to deal with historic buildings, wrecks and landscapes while coping with the constant flow of new technologies and approaches. If you want to keep ahead, to seek an edge that will give you a better chance of that new job (and its higher salary) you need to show more than just enthusiasm on your CV. You need training, and you need to keep training throughout your career to stay up to date. As is often the case, it is best to do this little and often: it isn't rocket science but it does need thought and some record keeping. There is a term for this: Continuing Professional Development, CPD.

In 2000, IFA launched its CPD programme, bringing us into line with professional institutes such as RIBA, RICS, IHBC, ICON, *et al.* The difference is that with them, CPD is compulsory whereas for IFA it has been a professional obligation for members to maintain, enhance and update their skills and competences (see note attached to rule 1.4 of the *Code of conduct*). That is about to change. IFA Council has decided that members will soon not only have to demonstrate their competence when joining the Institute, but must show they are keeping their skills up-to-date through personal commitment to CPD. IFA staff and members of the Professional Training Committee are working on updating the CPD guidance to members – a start has been made by Roger White, chair of PTC, who has produced a guide (www.archaeologists.net >training >CPD or <http://tinyurl.com/2fwz88>) –

and further material will be produced soon. Updated guidance to Validation committee and revised sections of the Applicants' Handbook will be complete by our 2008 AGM.

This will then be tested by Council members and other volunteers by April 2009, allowing refining of CPD guidance and the Applicants Handbook, for implementation from AGM 2009. From that point, we will expect new applicants to submit Personal Development Plans and CPD logs as part of the validation process, and an annual random sample of a percentage of the membership will be asked to produce CPD evidence to maintain membership (as well as Council members, candidates to join Council and IFA staff).

This may seem like box-ticking and we appreciate that some may feel this is irrelevant: 'I know how to do my job and why should I have to prove it?' It isn't irrelevant. For a start, it will mean that the public, our clients and other stakeholders can have confidence in our work and its quality because we can demonstrate that our skills are current and continuously updated. From a more personal point of view, the process allows us to identify strengths and weaknesses. It permits us to take a look at the direction we are going, and at the new opportunities that might arise as a result of new initiatives or procedures. In short, you can translate CPD in two ways: Continuing *Professional* Development, or Continuing *Personal* Development: both will be of interest and value to members of IFA at whatever level.

Kenneth Aitchison
IFA head of professional development

Roger White
Chair of IFA Professional Training Committee
University of Birmingham, Institute of Archaeology and Antiquity

CPD

Workplace Learning Bursaries – *a training success*

Kate Geary

Back in 2006 we reported on our successful HLF bid to fund workplace learning bursaries. Now, half way through a four-year programme, eighteen bursaries have been awarded in specialist areas as diverse as finds and environmental work, buildings recording, digital archaeology, maritime archaeology and rural heritage management. Eight placements have been completed, with two trainees leaving their placements early after successfully applying for jobs. So far, all our completers have moved on to jobs in related subjects or to further study. Case studies (p7–9) give a flavour of placements; more information is available on the IFA website (below).

We always knew these placements would be popular, given the lack of opportunities for structured training in archaeology. What we weren't sure was the response from potential hosts. After a cautious start however we have organisations queuing up, and the experience of hosting a placement has been found extremely positive for the organisations involved. Organisations offering placements have ranged from national agencies (English Heritage and the Royal Commissions), through local authorities and universities to independent companies and charitable organisations. In some cases trainees are employed directly by the host organisation and in others by IFA and seconded to the host. All placements have a structured training plan identifying the aims of the placement and how they will be achieved, a learning agreement recording trainee achievements, and a three-way contract formalising the roles and responsibilities of trainee, host and IFA.

Funding from the Heritage Lottery Fund is specifically targeted at capacity building: it is not HLF's role to fund training for the sector and there will be no extensions or opportunities to apply for further grants. Sustainability has been a concern from the outset, and the success of placements has highlighted the demand for high quality training of this kind. The English Heritage EPPIC placement scheme, now also administered by IFA, has been equally successful and, while funding for placements in 2008/9 has recently been confirmed, it is determined on a year by year basis. To secure long term sustainability we now need other organisations to take up the model of structured training and to use it their own workplaces. To this end, documentation

– training plans, learning agreements, contracts etc – is available on the Bursaries page of the IFA website. These can be downloaded and adapted by those introducing structured training schemes or to formalise current on-the-job training.

For the second year, HLF and EPPIC placement schemes will be showcased at IFA's annual conference. Details, with case studies and podcasts from last year's conference, are available at <http://www.archaeologists.net/modules/icontent/index.php?page=156>. Placement opportunities for the third year of the project have now been finalised, but organisations wishing to offer placements for the final year will find details of how to proceed on the website too.

Kate Geary
IFA training and standards co-ordinator



Gemma Hudson, IFA bursary holder, learning and working with AOC Archaeology

Benefits of bursaries:

Zooarchaeology at Cardiff

Richard Madgwick

My 12 month HLF internship in zooarchaeology at Cardiff University finished in December. Having completed a Masters in osteoarchaeology shortly before applying for the position, I had already learned techniques of zooarchaeological analysis but found it difficult to get employment using the skills I had gained; the same stumbling block always arose – lack of professional experience.

The placement provided me with tremendously diverse experience, and also opportunities to develop a range of zooarchaeological skills to a professional level under the guidance of well established specialists. The bulk of my time at Cardiff has been spent analysing skeletal material and writing the resulting assessments and reports. This has included research on faunal assemblages spanning the Bronze Age to post-medieval period from the whole of Britain, and incorporated analysis of birds, small mammals and amphibians. In addition I gained experience of the isotopic analysis of skeletal material at the McDonald Institute, Cambridge, and assisted with the maintenance and expansion of Cardiff University's reference collection and creation of a website for Cardiff Osteoarchaeological Research Group. I have also been fortunate enough to work on projects in Wales, Scotland and Albania.

Dissemination of research findings has been a crucial feature of the internship. I have presented papers and posters at several British and European conferences as well as publishing two academic papers. This has ensured that my work has been subject to academic rigour and is completed to a professional standard.



Practical training: zooarchaeology at Cardiff

Since the placement, I have extended research carried out during the internship on skeletal material from later prehistoric British middens as part of an AHRC-funded PhD at Cardiff. My chances of obtaining funding were unquestionably enhanced as a result of the workplace learning bursary scheme, which has furnished me with the skills and experience to embark upon a career in zooarchaeological research.

IFA internships are beneficial to all parties. Successful applicants gain valuable experience and training, institutions get enthusiastic trainees, and archaeology as a discipline benefits from more skilled individuals with professional experience

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Benefits of bursaries:

Computing at York

Emma Jane O’Riordan

My HLF bursary post was split between the Archaeology Data Service (ADS) and Internet Archaeology, both based at King’s Manor, York. The two roles required different skills and techniques although there was some overlap.

At ADS, my tasks included website design, validation and maintenance, production and editing of the online ADS newsletter, and creation and mounting of both standard and non-standard project digital archives. Whilst working for Internet Archaeology I was involved with creation of metadata for new and old articles, procedure development, mark-up of new articles, liaising with authors, marketing, and learning different aspects of electronic publishing. I was also able to sit in on the lectures and practicals for the Masters in Archaeological Information Studies. This teaching involved working with GIS, 3D modelling, theory, archiving and electronic publication.

The first archive I worked on at ADS was *Quantifying the Functional Utility of Handaxe Symmetry: An Experimental Butchery Approach* (http://ads.ahds.ac.uk/catalogue/resources.html?butchery_ba_2006). This was a good collection to start with, as the downloads consisted of simple PDF files and it was easy to learn how to create, preserve and disseminate these. By the time I left York, though, I had worked on a great variety of archives and collections, my final project being *The Silchester Project: Roman Town Insula IX. The Development of an Urban Property c. AD 40-50 – c. AD 250* (http://ads.ahds.ac.uk/catalogue/resources.html?silchester_ahrc_2007), a complex collection which the authors wanted as an interactive database with image gallery. The archive would also be available through an *Internet Archaeology* article as part of the Linking Electronic Archives and Publication project (LEAP).

For the journal I marked up articles for publication and creating metadata. I also went through back issues to bring the XHTML and occasionally the CSS up to date. The task with most responsibility was publication of the Mesolithic themed Issue 22 (<http://intarch.ac.uk/journal/issue22/>) – everything from liaison with authors through to publication.

I now work as a Research Assistant in the University of Reading, working on the JISC-funded *Virtual Environments for Research in Archaeology* project, where we hope to create a way for archaeologists to capture and share information digitally before, during and after excavation. My role is to translate the wishes of the Silchester team into something for the Systems Engineering RA to work on. I am also developing on-site training for staff and students so they can use new technologies for digital recording and evaluating the performance of our trials.

I don’t think I would have stood a chance of getting this job without the experience I gained from my placement and think that the practical opportunities they give people are a fantastic and useful idea.

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The Silchester Project, an interactive database with image gallery

Benefits of bursaries:

Digital survey techniques

Gemma Hudson and Graeme Cavers

Under the supervision of Graeme Cavers at AOC Archaeology Group, the HLF bursary holder, Gemma Hudson, has gained experience in survey techniques such as short and medium-range laser scanning, differential GPS and total station survey. She has conducted surveys on sites across Scotland varying from historic building recording and landscape survey to experimental archaeology, her work ranging from field survey to data processing and producing the finished article, whether this is 3D data representation, CAD drawing or illustration for the client.

Gemma has built on her existing CAD skills and produced a wide range of detailed 2D elevation drawings, plans and sections of buildings which she had assisted in scanning. She has also got to grips with processing the point clouds produced by laser-scanning and manipulating them for use in AutoCAD or for production of video or image representations. She has gained archaeological survey skills using survey grade GPS and total stations, and has become central to the company’s strategy in disseminating these skills more widely throughout its staff. Other skills include collating, analysing and presenting surveyed data using mapping, GIS and illustration packages such as ArcGIS, AutoCAD and Adobe Illustrator. Using ArcGIS, large data sets are managed to produce data terrain models of various types and to develop find translocation models from experimental archaeology projects. This work feeds into development of AOC survey techniques to ensure we create the best archaeological records possible, as well as providing clients with the most useful data and illustrations, along with improving archiving methods. She is also training other AOC staff to use the survey

equipment, embedding survey skills within all AOC fieldwork staff.

Success of the bursary so far is evident from Gemma’s handling of survey data and in the number and quality of surveys that AOC have accomplished using her skills. The placement has developed the skills of the bursary holder, as well as helping to develop and refine the company partners’ survey expertise more generally.

Gemma Hudson and Graeme Cavers
 AOC Archaeology Group

Gemma Hudson, laser scanning the environs of Ormaig rock art, Argyll



Training Headland Archaeologists

Mike Middleton

Headland has always recognised the value of investing in training, for qualified and trained staff are a rare commodity, but the challenge has always been in predicting future needs. Now we are trying to preempt problems and resource skills gaps before they develop. It has only been by developing and investing in the systems and structure identified below that we have been able to grow and to deliver a consistent quality service to our clients and opportunities for career development to our staff.

Company structure

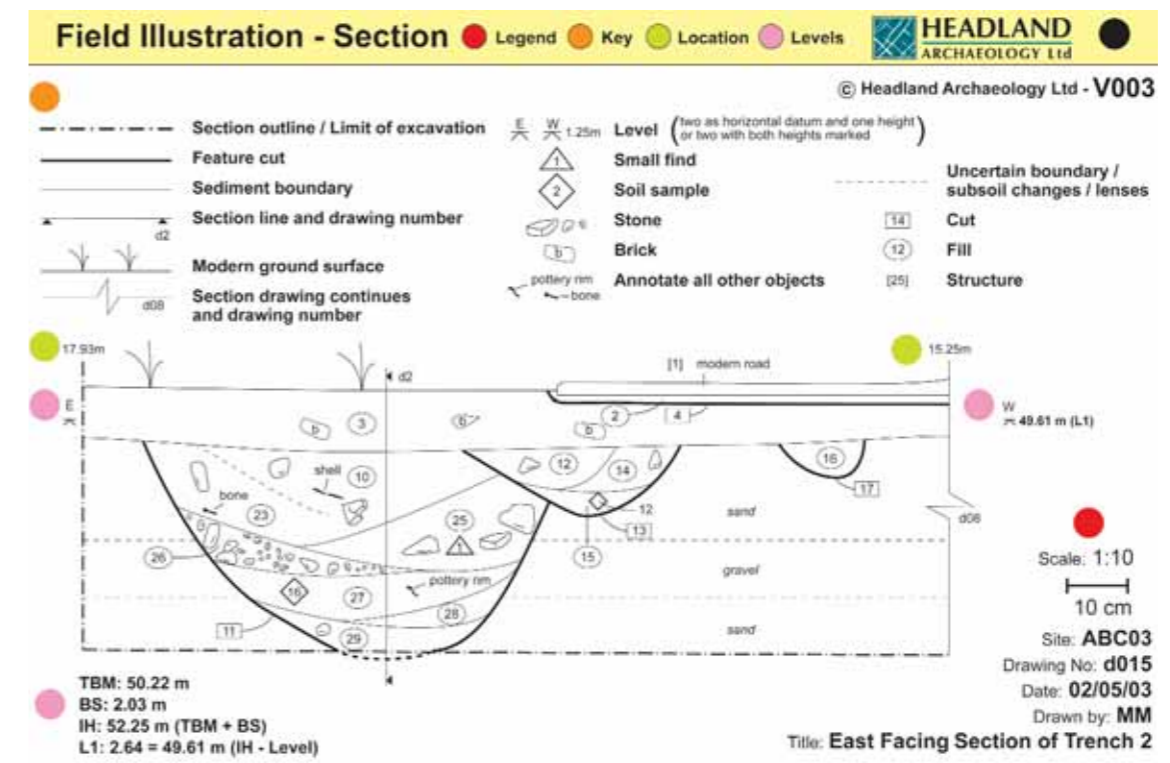
First attempts at informal training included written guidance aimed at standardising procedures. Practical guidance too was always useful, but it was not until mapping the company against National Occupational Standards (NOS) that a structured training programme began to develop. These totally changed the way we looked at training and career development. Previously, our training was focused

on skills and knowledge. NOS changed the language. Skills and knowledge were still important but NOS replaced these with responsibility as the primary focus to training. The mapping process was not easy, but, as a result of this exercise, Headland was able to identify five levels of responsibility and then to define the roles needed within the organisation for the company to perform more efficiently. The process, known as Functionality, looked at what roles the company needed and what roles hold responsibility, without reference to available staff. The aim was to define a company structure where responsibilities and roles are clearly mapped out.

Training audit

As with NOS mapping, creating a functional structure was painful and tortuous, but this now provides a clear framework, allowing us to provide staff with new job titles accompanied by functional, NOS compliant, job descriptions that clearly define the roles and responsibilities expected. With a structure in place, we could run a training audit, asking staff what training they needed, with reference to their new job descriptions. It also looked separately at the company's needs, aiming to identify potential skills and/or knowledge gaps within the functional structure. This ran parallel to an annual review system which allocated all permanent staff a line manager who, together with the employee, defined personal development objectives and reviewed them every six months.

The aim now is to set up a structure where annual reviews are complemented by an annual skills audit which feeds back into the annual review process by defining a series of broad areas where line managers can target training and development. Known as 'Key Results Areas' the intention is to focus staff training in areas where staff development complements the company's needs. We need to allow training to be bought in, set up and programmed while also listing objectives by individual so that individuals and line managers can monitor career and professional development.



Company manual

We also want to build practical guidance resources into a company manual of policies, procedures and guidance documents, providing something that remains relevant, current and accessible. Our plan is to produce a comprehensive guidance index that defines why a task is important; who is responsible; what guidance is required or available and where it is located. The belief is that the guidance index will be a small document providing a way into more detailed guidance and identifying where guidance is lacking. In this case, the index identifies who best to talk to. It also identifies where guidance needs to be produced.

With most structures and systems in place we are beginning to see the benefits. Based on an agreed training programme, developed using the results of the skills audit and annual reviews, a budget can be built into project costing calculations. A tangible benefit has been the ability to identify skills gaps. This enabled Headland to host an IFA HLF bursary position and also to define recruitment needs. Only through investment in training can we continue to deliver a quality archaeological service to our clients as well as the best possible career in terms of development and advancement to our staff.



Mike Middleton
Training Manager, Headland Archaeology Ltd,
Edinburgh

Photographs: Brian Mac Domhnaill & Tom Small

What is a company manual? Functionality mapped out the company's structure and defined roles, responsibilities, policies and procedures. Combined with existing practical guidance by way of a guidance index, it will provide Headland with a comprehensive guidance document

How do you decide who is more senior between various specialists? The National Occupational Standards in conjunction with Functionality allowed Headland to differentiate by mapping out their roles and responsibilities rather than trying to differentiate using their very different skills and knowledge.



- MoLAS GIS
- Designated Resources
- Archaeological Databases
- Towns & Cities
- Period Maps
- Statutory Boundaries
- Current Mapping
- Aerial Photography
- Topography & Geology



MoLAS Assessment Team uses the latest technology, including ArcGIS, AutoCAD 2007, air photograph rectification software, and Rockworks deposit modelling software. The team is supported by in-house specialists on the built heritage, geoarchaeology and geomatics.

three months. Subject to satisfactory progress, the training is extended for a further three months. Following a final appraisal at six months, upon successful completion of the training, the candidate is taken on as core staff within the MoLAS Assessment Team.

Skills that the training aims to develop include

- report writing
- figure preparation
- knowing the range of data sources available for consultation
- using archives, record offices and local studies libraries
- understanding legislative and planning policy frameworks
- understanding geology and topography and using geotechnical data
- assessing past impacts
- understanding the range of potential impacts from various construction activities
- understanding architectural and engineering drawings
- making the most of site visits, use of correct recording procedures, interpreting earthworks
- identification and interpretation of features visible as cropmarks or earthworks on air photographs
- characterising the historic landscape
- developing sound judgement regarding archaeological potential and significance
- outlining suitable mitigations strategies and recommendations for further work
- understanding Environmental Impact Assessment methodology and approach
- learning to communicate with the clients and other specialists
- using ArcGIS (Geographical Information System) and Aerial (air photo rectification software)

It is widely recognised that cultural heritage consultancy is a discipline in its own right and, as with archaeological fieldwork and post-excavation work, requires development of a broad range of specialist skills over a number of years. Over the last year, the Museum of London Archaeology Service (MoLAS) has introduced a six-month in-house training programme that provides firm foundations on which to develop the necessary skills and knowledge required of consultancy work. Trainees are selected internally with an interview and written test (a simple map regression exercise; essentially to see if they have reasonable writing skills). The successful candidate is given an introduction to the current legislative and planning framework (how it came about and how it is applied); client/curator/ contractor relationships; the purpose, sources and content of archaeological desk-based assessments (DBAs) and Environmental Impact Assessments (EIAs), and the types of mitigation strategies that might be recommended as a next stage of work.

The training is acquired whilst working on projects, under close supervision. The principles of continuous performance management are applied, and progress is reviewed with a formal appraisal at

MoLAS

For the client, DBAs (and in particular EIAs), are important at an early stage of the planning process. The assessment needs to be 'fit for purpose', consulting the right sources, with the correct conclusions regarding archaeological potential and the archaeological implications of the development proposals. The study often goes on to form the bedrock for subsequent stages (ie fieldwork).

The current market for archaeological assessment work is competitive. Good training is essential in order to be able to produce high quality assessments within the timescales typically required of the commercial archaeology. It is unrealistic to expect someone with little or no consultancy experience to achieve this without considerable training (regardless of whether the individual has substantial fieldwork experience). 'Getting up to speed' is one of the key training goals but in reality can take years. Good training is essential preparation for a working environment that has the constant pressure of delivery and deadlines, often entailing working simultaneously on a number of projects at differing stages of completion. Not everyone is suited, and this often emerges during the training.

Several staff have been trained in this way and are now valuable members of the Assessment Team. This has been achieved without it being a significant overhead to the organisation. We are now looking at a range of possibilities for extending the training, with partnerships and secondments to other organisations, and linking up with other environmental specialists.

Jon Chandler
Assessment Manager
Museum of London Archaeology Service

Archaeological features map. Crown Copyright. City of London 100023243 2007

- MoLAS GIS
- Designated Resources
- London Buildings (pre-18)
- London SAC
- London 1825
- Archaeological Priority Zones
- Scheduled Monuments
- Registered Parks & Gardens
- Registered Battlefields
- World Heritage Sites
- Ramsey
- Ancient Woodland
- Towns & Cities
- London Street Index
- City Sites
- Small Cities, Towns and Villages
- Urban Areas
- Period Maps
- Statutory Boundaries
- Current Mapping
- Aerial Photography
- Topography & Geology
- Archaeological Contexts
- City Sites (Pre-18)
- City Sites (1825-18)
- PAST INVESTIGATIONS by Org
- PAI
- Other
- Past Assessments
- Projects with Reports
- OSM 2003



Horwood's map of 1799, georeferenced

- MoLAS GIS
- Designated Resources
- London Buildings (pre-18)
- London SAC
- London 1825
- Archaeological Priority Zones
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Wet Dreams –

future training in maritime archaeology with the Nautical Archaeology Society

Mark Beattie-Edwards

The first officially recorded training course in underwater and foreshore archaeology provided by the Nautical Archaeology Society (NAS) was delivered in 1986 at Bristol University. Since then, NAS has seen 10,000 people attend its UK training events and has exported the training programme to twelve countries around the world. Now, NAS is becoming an assessment centre for the new Vocational Qualification in Archaeological Practice.

Protection and education

Successful development of the NAS training programme stems from mass participation of volunteer divers on the *Mary Rose* project. This 'community archaeology' excavation significantly raised the public profile of underwater archaeology and was followed in 1989 by the important policy paper *Heritage at Sea*, which was presented to the UK government by the Joint Nautical Archaeology Policy Committee. That document set out proposals for the 'better protection of archaeological sites underwater' and included the statement that 'education can play almost as important a role as legislation in the protection of the underwater cultural heritage'. With funding from the Department of National Heritage (now DCMS) in 1991 it paved the way for NAS to develop a modular training syllabus that positively encourages public participation in maritime archaeological investigations.

Accreditation

Although widely accepted as an indication of training and skills in archaeological techniques the NAS Training Programme has never been accredited by an awarding body as a formal qualification. As part of a strategic review NAS has now identified that the Vocational Qualification will provide a route

to a nationally recognised measure of competency at both project officer grade (Level 3) and project supervisor/manager grade (Level 4). NAS has already registered its interest with EDI to establish itself as an assessment centre, has registered two assessors and one internal verifier, and has got its first candidate (an IFA HLF Workplace Bursary student) enrolled at Level 3.

Formulating the mechanics and resources required to deliver the qualification is more complicated. The first step has been to look critically at the current training programme and to map it against the National Occupation Standards (NOS) for Archaeological Practice. As a direct result of this review NAS has already introduced a new module within its Part 3 syllabus on *Managing Archaeology*.

Competent practitioners

When looking at the pedagogy of the NAS programme and incorporation of the vocational qualification it becomes apparent that the two programmes already overlap well (see flow diagram) – both are modular, learner-centric and incorporate a variety of assessment methods (courses, practical assessment, report and portfolio submission) and at their core both aim to create a competent practitioner who is an asset to the practice of archaeology.

Simulated underwater excavation

Of course there are still issues that require formal definitions for assessment purposes and agreement with the NVQ awarding body. For example, can a shipwreck be constituted a *workplace*? And will it be permissible to assess competence in underwater excavation in a simulated environment rather than on an actual site? NAS believes that using a simulated environment for assessment exercises is more appropriate than excavating a real site, as underwater excavation is rarely undertaken and should be carried out by people who can already demonstrate their competence. The logistics for

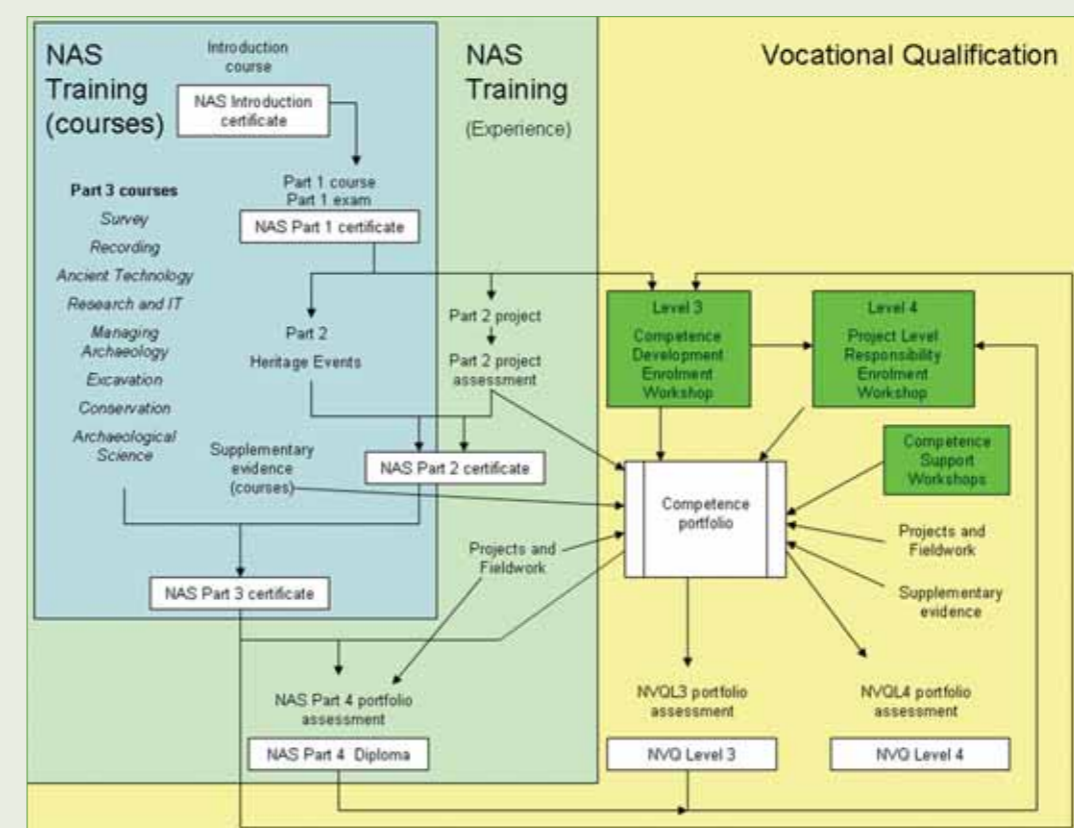
assessment can also be difficult on real sites and the results difficult to quantify. Imagine supervising a trainee on land excavating fragile organics, with a gale blowing them away while a fog reduces visibility to less than a metre! To overcome this, NAS has developed a simulated underwater excavation course as part of its Part 3 modules, where a simulated stratified site is created within a box that the students are required to excavate, record and interpret. Archaeological practitioners will still need evidence that they have excavated real sites satisfactorily, but NAS believes that the most accurate assessment of competence can be made when the assessor already knows what the excavation should reveal.

So what will the future of vocational training look like for maritime archaeology? The aspiration is that the Vocational Qualification will become an accepted measure of workplace skills within our profession, and that employers and curators will take the qualification seriously enough to consider it a valuable employee and volunteer commodity.

For more information on the Nautical Archaeology Society, see www.nauticalarchaeologysociety.org

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Underwater excavation course using a simulated archaeological site. Photograph: Mark Beattie-Edwards



Flow diagram of NAS training programme and that proposed for implementation of the NVQ with the NAS

SAFETY TRAINING at SEA

Antony Firth

Coastal and marine archaeology, as part of the broader discipline of archaeology, involves a whole range of cross-cutting specialisms: maritime history or techniques of investigation, for example. A degree of specialism in the business of archaeology is also required, which again can be supported by training in, for example, marine legislation, Environmental Assessment, MS Project and so on. There is also training required simply to 'be' at the coast or at sea. This training is principally concerned with staying alive in a hazardous environment.

The most obvious example is diver training. Diving as such is not too difficult, and tens of thousands of people go diving recreationally with relatively little training, and without mishap. Diving at work is a bit different and, generally speaking, needs a commercial diver training course recognised by the Health and Safety Executive (HSE). There are several levels of training available. At Wessex Archaeology we require 'HSE Surface Supplied' (previously known as HSE III) as a minimum.

Commercial diver training is expensive and requires a 5-6 week course. Wessex is not able to meet all costs, but does support staff with leave and soft loans. Divers also need to pass a medical examination each year, and to maintain First Aid at Work (FAW) training, preferably including Oxygen Administration. Wessex meets these costs directly, and we also assisted a local doctor in becoming 'HSE-recognised'. We also provide paramedic training for selected diving staff. As a member of the Association of Diving Contractors (ADC), we also support the ADC Diving Supervisors Scheme, which involves pre-qualification on the basis of experience plus an examination, a benchmark for assessing competence in supervising diving operations.

People working offshore also have medical examinations for work, and all staff involved in coastal and marine work – on survey boats, on the waterside or on dredgers, for example – undertake a one-day course in Personal Survival Training. Most

Coastal and Marine staff have also undergone VHF radio training and training in boat handling.

Training alone will not make the sea safe, but it is an essential component – combined with the right equipment and thorough safety management – in enabling staff to work confidently despite the hazards. And this, in turns, means that they can get on with doing good archaeology.

Antony Firth
Head of Coastal and Marine Projects
Wessex Archaeology



Setting off safely. Copyright Wessex Archaeology

Training alone will not make the sea safe, but it is an essential component in enabling staff to work confidently despite the hazards.

Getting started: bursary schemes in Wessex Archaeology

Roland Smith

'It's a Catch 22 situation'. How often has this been said by recent graduates desperate to start a professional career but faced by advertisements requiring previous professional archaeological experience?

Wessex Archaeology took a step to address this problem in 1998, introducing a 'bursary' scheme for recent graduates. The scheme targeted talented recent graduates from our local universities who wanted to pursue a professional career but who were starting from a position of no or very limited practical experience. Starting with Southampton, the scheme was expanded to include Bournemouth and Winchester.

Laura Catlin, who joined Wessex in 2004 from Southampton said that 'having spent three years at university being told that there was no work in commercial archaeology and that jobs were like gold dust, the bursary scheme seemed like a solution to this problem. It offered 6 months experience and employment, an opportunity too good to miss.'

The scheme emphasises hands-on practical experience, with training and professional development opportunities provided as circumstances arise. Although the focus is on fieldwork, there are opportunities to gain experience and learn skills in other areas. Laura added 'I was

taught other skills like finds and environmental processing, surveying and training in how to research and write a desk-based assessment.' Stella De-Villiers (2007) also acknowledges that the experience she has gained has been 'important in my future career. This scheme definitely has a future'.

Inevitably the bursary introduces recent graduates into situations that could not have been anticipated at university. Mike Dinwiddy (1999) recalls finding ladies' suspender clips during a metal detecting survey near Gravesend. With remarkable insight, not to say knowledge of underwear, he interpreted this as representing the high numbers of land girls working the fields of Kent during the second world war.

Today, virtually all the participants are still employed by Wessex Archaeology, although the scheme also provides a platform to move into other areas. Catharine McHarg, for example, is now Education Officer at the National Monuments Record Centre, Swindon. The most senior is Gail Wakeham who joined in 1998 and is now a Senior Project Officer. She says 'Wessex has an excellent career structure; if you're willing to work hard you can progress if you want to'.

Wessex Archaeology's home grown scheme may not be as well structured as the recent and successful EPPIC and HLF funded Workplace Learning Bursaries, but it has encouraged and supported several graduates in achieving their ambitions of having successful careers. As Laura Catlin says 'the scheme not only has a future at Wessex but is something that should be considered by other archaeological units'.

Roland Smith
Wessex Archaeology

Wessex Archaeology's successes through the bursary scheme, Laura Catlin, Mike Dinwiddy, Stella De-Villiers and Gail Wakeham



Training for the profession: the *Silchester* experience

Amanda Clarke

'Fieldwork constitutes an essential aspect of the engagement with professional practice'

Quality Assurance Agency Archaeological Benchmarking Statement

The QAA Subject Review of Archaeology singled out the Silchester Field School, run by the Department of Archaeology at the University of Reading, in 2001: 'It...provides a coherent and well-delivered field course much appreciated by students. It is an example of the integration of research and professional practice into the undergraduate programme and allows direct experience of field methods, interpretation and communication with the public.' Each year over 300 participants take part in the excavation, which runs for six weeks. Alongside Reading undergraduates there are students from other universities, overseas students, A-level students, mature students and those attending out of interest.

Developmental training programme

Over the last six years, the Field School has progressed to providing a developmental training programme. The first two weeks at Silchester provide a theoretical basis which is consolidated during the second fortnight. A teaching and learning environment is created which combines short talks with regular hands-on experience, encouraging

A busy working day at Silchester Insula IX (below)

Silchester's teaching and learning environment (below right)

students to work in small groups to solve problems and assess challenges. All students gain transferable skills, interacting with the public on Open Days, working with visiting schools and devising team situations to solve archaeological problems (and to get the toilets cleaned and the tea made!). The module assessment focuses on self-evaluation, continuous assessment and a practical on-site 'exam'.

Doing and teaching

All participants are trained to be 'thinking' field archaeologists and take full responsibility (under supervision) for excavation and recording of their own area – and are encouraged to follow this through into post-excavation processes, an understanding of the site's Integrated Archaeological Database and the part their own records will play in the project's web-based publications. The best way to learn is to do it, and the second best way is to teach someone else – and Silchester provides this fully inclusive archaeological experience to all participants.

First contracts

At Reading, a compulsory module, Professional Careers in Archaeology, 'aims to introduce students to a wide range of activities and duties undertaken by professional archaeologists in Britain' (Part 2 Module Handbook). The module uses professional field archaeologists (eg from Oxford Archaeology and Cotswold Archaeology), who offer practical advice on gaining that first elusive field contract. Students are encouraged to explore available opportunities, to think ahead and create a portfolio of achievements. Assessment on this module is via written exercises covering self-assessment, career profiling and self-promotion.

Traineeships

Within the Department, a second year Fieldwork Group consists of students who want a career in fieldwork. These students receive details of excavations and other projects and often use these for dissertation topics, thus allowing integration of practical and academic work. They also become eligible for Silchester traineeships, which adds greatly to the student practical experience, expands their CVs and helps them onto the first step of the professional archaeology ladder. For a basic hourly wage, 44 hours a week, all trainees contribute to the informal basic training of all newcomers to their supervisory team, undertake any excavation or recording which requires an experienced eye, guide and encourage newcomers, be aware of site etiquette and help enforce this within the team, and carry out duties assigned on a daily basis by their Supervisor. Up to ten Trainee posts are filled each season, including Finds, Planning and Science Trainees. Their training cannot simulate the working environment of a pressurised commercial excavation but it does the next best thing, helping students feel comfortable in any archaeological situation.

Each season Silchester hosts representatives from professional archaeological organisations, who talk about opportunities and openings as well as giving advice on how to apply for jobs. At this stage the trainees can hand over their CVs and receive calls for interviews. The Field School Director is available to provide verbal references. The reputation of the Silchester Field School provides a 'stamp' which helps fast track Reading graduates into professional vacancies, and to date all of our graduating third years with a Silchester 'Traineeship' have walked into field posts.

Employment

How successful is Silchester at creating a link between that first fieldwork experience and employment? Look no further than Oxford Archaeology, the foremost local employer of Reading archaeology graduates. In 2005, Oxford Archaeology was the single biggest employer of ALL Reading graduates after the National Health Service. Not bad for a comparatively small university department and a degree often dismissed as being without job prospects. In 2005, 19% found full time work with a professional archaeological unit and in 2006 34% had. Oxford Archaeology itself boasts over 22 Reading graduates currently in the field and eight in the office.

The training excavation at Silchester therefore bridges undergraduate inexperience and the competitive world of the digger. Training and assessment at the end of the undergraduate first year lead to consolidation and broadening of experience in the second year both in the field and in the classroom, which in turn leads to responsibility in the third year. The Reading degree is designed to give equal weight to transferable and academic skills, and the Silchester module is designed to provide an environment which fosters teamwork, numeracy, data-analysis and communication. Teaching and learning at Silchester are an innovative combination of interactive on-site sessions, reinforced by practical expression in a real work situation.

Amanda Clarke
Director, Silchester Field School
Department of Archaeology, University of Reading

Teamwork in action at Silchester 2006; the Xth season of work in Insula IX (below)

A teaching session in Silchester's marquee (below left)



(Middle) EAST meets (South) WEST: a cross-cultural approach to field training

Niall Finneran



Nick Hanks leads a landscape archaeology seminar in a prehistoric hut circle on Bodmin Moor. Photograph: G Tassie

The need for fieldwork training as part of a two-year museum studies course for seven students from the United Arab Emirates led to work at Joe Parsons' sites (already tested in 2005 and 2006) at the Arthurian Centre at Slaughterbridge, Camelford, North Cornwall. We can now reflect on the experience of training seven Bedouin students in British field archaeology during a week of fine weather, culture shocks (on both sides), and no end of excitement, overshadowed by the shades of Arthur.

LIFE AND DEATH, BATTLES AND GARDENS

Slaughterbridge contains a useful range of archaeology, both historical and medieval, and is close to the rich archaeological landscape of Bodmin Moor and the dramatic medieval sites of Tintagel. The site includes Old Melorn, a DMV with distinctive standing walls infilled by shillit (slate aggregate) which, although hard to dig, makes for easy recognition of features. Special interest attaches to the inscribed Ogham stone (popularly known as the Arthur Stone) adjacent to the site, there are remains of an 18th-century garden constructed by Lady Falmouth who then lived at Worthyvale manor, and the river crossing is the alleged battlefield of Camlann, King Arthur's last battle in tradition and also (more reliably) a skirmish between Britons and Anglo-Saxons in the 9th century.

CONTEXT RECORDING FOR ARABIA

The programme had to be concentrated and wide-ranging, covering skills required in the heritage environment. Traditional approaches to survey were tackled by Nick Hanks and Geoffrey Tassie; Geoffrey has recently completed a field manual – *Standards of archaeological excavation: methodology, recording techniques, and conventions: Field Handbook* – for teaching in Southwest Asia and Africa, and this formed the basis of the teaching material on site. The importance of recording in different media, photographic, drawn and written, was emphasised. Excavation focused upon the use of single context recording, which (especially in academic circles) is rarely used in Southwest Asia and Africa, although the situation is gradually improving. Traditional techniques prevail, and the three Cs – Clearance, Cleaning, and Claiming it – are still practised, with archaeologists leaving labourers to excavate the site and bring them finds. Our approach, (with simplified context recording sheets translated into Arabic), placed responsibility upon the archaeologist, and to our delight the students responded very positively. In some small way, we might have contributed to the development of field archaeology methodology in the Arabian Peninsula.

ARCHAEOLOGICAL CONTINUUM

A trip to Bodmin Moor under expert guidance introduced the concept of archaeological landscape through the environs of Rough Tor, where the archaeological continuum of Cornwall, from prehistoric to medieval to industrial, could be

introduced. A morning at Tintagel introduced students to site presentation and management, as well as engaging in non-invasive buildings recording on the chapel structure of St Juliot; (basic structures of church or mosque are broadly similar). A visit to the Historic Environment Service at County Hall in Truro provided the basics of computer databases underpinning the HER, planning issues, and the story behind creation of the Cornwall and west Devon UNESCO WHS.

Such issues are alien to archaeologists in the UAE and many countries in the region, although rumours suggest the first Gulf HER might not be far off. The pace of development in Abu Dhabi and Dubai is well known; as exotically-shaped islands proliferate off the littoral and new resorts take shape, archaeology of the prehistoric and pre-Islamic periods is being lost. We have given food for thought, and for this we thank Steve Hartgroves and his team for a stimulating morning.

HISTORICAL LINKS

Joe Parsons left the students in no doubt of the historical significance of the landscape that they were investigating, though Arthurian connections had to be treated with care (and yes, these are known in the Arab Emirates). King Arthur's Stone is dated to approximately 540AD, and it would be good to know more about the people that lived here then and in earlier years. In an interview on Radio Cornwall, one of the more voluble students, Aziz al Hajri, gleefully told our interviewer that he was looking for coins or pottery which could link the Tintagel region to his homeland in the Gulf. In fact, given the concentration of eastern Mediterranean pottery at Tintagel in early medieval contexts he may not be too far off the mark.

Information on Tintagel and its presentation is available at www.arthur-online.co.uk; the excavation archive created by Nick Hanks at www.handstones.pwp.blueyonder.co.uk/nickhanks/profexcavation.htm. Anyone interested in an educational visit or for more extended archaeological training programmes please contact joeparsons@btconnect.com.

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Trowelling floor deposits of the major structure at Old Melorn. Photograph: G Tassie



Aziz Al-Hajri critiques English Heritage signage at Tintagel. Photograph: G Tassie



Niall Finneran explains the finer points of building recording at Tintagel. Photograph: G Tassie

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Starting out in archaeology

Richard Constable

As a student I was involved in three seasons at Silchester (p18) but wanted also to get training somewhere completely different. During July therefore I spent two weeks on a training dig in Cumbria. The excavation was run by North Pennines Archaeology (NPA) and was split into an ongoing investigation into industrial archaeology at Nenthead and a dig at Dilston Castle. I started at Dilston where, in addition to excavating remains of the castle I was involved with filming down a possible drainage tunnel; exciting as no one had gone quite that far before. At the mine we cleared out an old smelting hut, drew plans, took levels and learned how to move a TBM. This work was complemented with photography at the nearby stone circle, finds washing and an introduction to digitising plans with CAD. We were taken on a guided tour of the mine and to places of local interest such as Hadrian's Wall, Penrith Castle and the stone circle of Long Meg and her daughters. The work was involved but not too strenuous; certainly not as hard as other digs I have been on subsequently, and the working party was only about ten people, so there was little room for slacking.

I enjoyed the variety in the work and found the introduction to local history useful. However, I feel that I needed more than a fortnight to get properly settled. The team members were mostly very welcoming and the accommodation was good, although we had to cook for ourselves. The two weeks cost £228, including membership of the NPA for a year. The excavation was quite a change from Silchester and the training felt more comprehensive. I would recommend it for any students wishing to expand their skills base, though it would not be appropriate for more experienced diggers.

After graduating from Reading with a degree in Archaeology I knew that I wanted a career in archaeology but in what aspects, and how should I start? Clearly I needed more practical experience before feeling confident to apply for the jobs I saw in JIS.

The major advantage with Silchester was the potential for networking. Many of my peers became trainee supervisors and will no doubt work their way up to being supervisors. For students interested in working for organisations such as Oxford or Wessex Archaeology, Silchester is a great place to make those connections. However, I think if students only attend Silchester, they will get an unrealistic picture of what the wider world of archaeology is really like. My recommendation is to try Silchester, but to complement that experience with other digs.

As much as dig experience is necessary, working in other areas is also important. After graduating in 2006, I started work for IFA as the part-time admin assistant. This has supplied excellent opportunities for experience and training, notably observing meetings of Council and Validation committee. The latter showed me what the IFA expect from a membership application – good experience and a dedication to archaeology. The annual conferences were great opportunities to meet other members and network. Getting involved behind the scenes is fun as well as useful.

Overall, working for the IFA has been a great help and has increased my career options. I now have a better understanding of what is required to get ahead in the world of archaeology.

Richard Constable
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FINDS GROUP

IFA FINDS GROUP TRAINING DAYS

Nicky Powell

A few years ago, Annette Hancocks (then a Finds Group committee member), carried out a survey into the state of finds work. One important question regarded training; what training those who worked with finds were getting and what they needed. The answers were diverse, but the same specialisms kept cropping up: pottery, building materials and osteology. One of the first IFA Finds Group training sessions held was on human bone, which proved popular and was over subscribed. Since then, the Finds Group has worked on a yearly programme of a seminar in the spring, accommodating the AGM, with a hands-on session or workshop complementing it in the autumn. So far, human bone, metal finds, building material and organic finds have been covered. Other needs have proved so popular, notably building materials, that they have been held independently in other parts of the country.

The skills of a wide range of professionals have been tapped into and many have given freely of their time. Curators from museums, university lecturers, freelance specialists and archaeologists have all given papers and taken part in the workshops. Most often, the seminars and workshops have been held at the London Archaeological Archive and Research Centre (LAARC), where the huge archaeological resource can be accessed. Here there is also space to lay out finds and examples. People giving papers and providing training come from all parts of the country.

At the end of each seminar, a feedback form is offered and the comments collated and noted. Comments generally range from good to excellent, suggesting the level of training is right. This is important, as the sessions are targeted at all levels,

including students, archaeologists and finds workers in varying stages of their careers as well as providing continuing professional development. The answer to what other or further training is needed then shapes the forthcoming workshop and the themes for successive years.

The IFA Finds Group seminar this year will be *Slags and wasters*. Speakers including as Lynne Keys and Roy Stephenson will talk about all aspects of industrial residues, including metal working and pottery production. It will be held at the London Archaeological Archive and Research Centre, Eagle Wharf Road, London on Wednesday 4 June. The seminar will be complemented by a hands on workshop in the autumn. Further details from the Secretary Nicky Powell, and keep an eye on the IFA Finds Group webpage for full programme, joining details and a form.

The Finds Group seminar dovetails with a London delftware study day on Saturday 17 May 2008 at Eagle Wharf Road, to coincide with the launch of a new MoLAS publication on excavated delft production sites. This will be an opportunity to hear about new and recent finds and visit MoL reserve collections. Further details from the MoL box office (Tel: 0870 444 3850) info@museumoflondon.org.uk

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Queen Anne charger.
A London delftware
study day will be held
on 17 May



BUILDING SKILLS:

training in buildings archaeology and conservation

Catharine Cavanagh



What is buildings analysis?

What skills do you need for the job?

How do you acquire them?

Every practitioner will have a different answer. Whether your background is in archaeology, engineering, architectural history or conservation, the emphasis should be on understanding buildings in their physical context and the people associated with them, not simply recording. Tasks range from physical repair and conservation to recording and advice on heritage-led regeneration. These require skills ranging from photography to social history, to management and legislation, so a multi-disciplinary team is often the best approach.

Ways of learning

There are different ways of learning. What about work-shadow, finding a mentor or a job swap? Why not join a vernacular buildings group for practical experience? Local authorities, amenity societies and the national heritage agencies provide written advice on conservation issues. An extensive library

of English Heritage and local authority policy and guidance is available at www.helm.org.uk. There are books and websites on specific building types and materials, while lectures and conferences are a good way of keeping up to date. The IFA conference, with a day on buildings archaeology, and IHBC's annual school, are excellent CPD, as are those run by the Association of Industrial Archaeology, the Construction History Society and the Historic Farm Buildings Group Conference.

IHBC has a requirement for each member to undertake 50 hours of CPD over any 2-year period, and IFA is working towards it being a compulsory requirement.

Courses

The IHBC yearbook lists a wide variety of training courses and events, and the Archaeology Training Forum's website, www.torc.org.uk, though it has not been updated since 2004, gives an idea of courses available. The education section of British Archaeological Jobs Resource www.bajr.org.uk website has a useful course finder. They're also developing an online CPD log, which will dovetail with the IFA's. It is also worth looking at what other

disciplines and professional institutes have to offer, such as IHBC, RICS, and so on.

English Heritage's *Professional Training in the Historic Environment* short courses at Oxford University Department of Continuing Education are designed in association with the Archaeology Training Forum, IHBC and IFA. These are repeated annually and include *Architecture for Archaeologists* and a *Building Survey Week*.

Accredited training

For those interested in longer-term study, many universities and other higher education institutes have modules on the historic built environment, often as part of wider archaeological or landscape courses. York University and Edinburgh College of Art run MAs in Conservation Studies, while Oxford Brookes does MSc/PGDip/PGCert Historic Conservation and Ironbridge an MA in Historic Environment Conservation. Reading University has a distance-learning Postgraduate Diploma in Building Conservation based at The College of Estate Management. Birkbeck offers standing building recording as part of an MA Archaeology course, with the opportunity to visit development sites, and a Standing Building Recording Week at *Syon House/Park*.

fieldtrip to see
In Scotland, Edinburgh College of Art offers an MA in Traditional Building Skills. These include crafts such as brickwork, lime plaster, thatching and ironwork, for which there is a shortage of skilled practitioners. The Society for the Protection of Ancient Buildings (SPAB) has run repair courses since 1950, while Dundee University and West Dean College (with the Weald & Downland Open Air Museum in Sussex) provide building conservation master classes. Short courses at York are designed to update professional skills in the conservation and management of a range of historic fabrics. The Conference on Training in Architectural Conservation lists more courses www.cotac.org.uk. Rural skills are kept alive in many areas, for example by the Devon Earth Building Association and the Devon Rural Skills Trust. Essex County Council courses at Cressing Temple include repairing historic windows and timber framing. And societies offer training on specific materials, such as the Scottish Lime Centre Trust.

Funding

Employers should provide or pay for training, so ensure they are part of your training plan. Organising and speaking at conference sessions can ensure free entry. Also, conference organisers often offer bursaries to students or hardship funds, as



does IFA. Funding for postgraduate courses is available from the normal sources, such as AHRC, and universities offer grants and studentships.

There are also opportunities for on-the-job training. IFA Workplace Learning Bursaries funded by the Heritage Lottery Fund offer industry-recognised workplace training built around the National Occupational Standards in Archaeological Practice. IFA also administers the English Heritage Placements in Conservation (EPPIC) programme, in partnership with English Heritage and IHBC. Another bursary scheme by English Heritage, the National Trust, CADW, Construction-Skills and the National Heritage Training Group has received HLF funding for about 80 bursaries over four years, providing NVQ Heritage Skills Level 3, www.buildingbursaries.org.uk

IFA Buildings Archaeology Group

BAG is the biggest special-interest group in the IFA. Our newsletter has updates on policy, book reviews, articles and case studies, and it lists courses and conferences. It is also a means of publicising the work you do, and being on the committee is good experience!

Articles, information and case studies for the newsletter are always welcome. Alternatively, why not help the IFA train others by offering training placements or helping to set up seminars with BAG? Conference papers are published on the Groups pages of the IFA website. Join BAG by contacting beth.asbury@archaeologists.net; it's free to IFA members and £10 for non-members.

Catharine Cavanagh
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(with thanks to David Connolly, David Divers, Geraint Franklin and Jon Lowe)



Historic Environment Local Management update

Adina Gleeson

Since 2002 when TA last covered training and education (TA 43), one of the rising stars has been the English Heritage *Historic Environment Local Management* (HELM) programme. Established in 2004, HELM set out to provide local authorities with increased skill and confidence to manage change in the historic environment. Over 3000 people from local authorities have received HELM training, more than 200 publications on key policy issues have been disseminated, there have been half a million visits to the HELM website and the e-newsletter goes to over 1000 people. Elected Members are Historic Environment Champions in 62% of local authorities.

■ Diverse guidance

HELM support assists local authority officers (conservation staff and non-heritage professionals), as well as elected Members, and English Heritage is currently broadening the HELM audience to include other decision makers. Guidance tailored for distribution through HELM covers topics as diverse as regeneration, housing, renewable energy, farming historic landscapes, areas of outstanding natural beauty, historic school buildings, transport and streetscapes. In January 2008 policy documents were published on mineral extraction and climate change in the historic environment. These free publications can be downloaded from www.helm.org.uk, or hard copies ordered through customers@english-heritage.org.uk.

■ Courses

HELM also offers free training for officers on specific historic environment issues facing local authorities. Last year's programme included training on new design in historic areas, historic area appraisal and management, characterisation, assessing and managing farm buildings and managing change in churches. Forthcoming training events and booking forms can be downloaded from the training section of www.helm.org.uk, or requested from HELMbookings@english-heritage.org.uk. *Professional Training in the Historic Environment* short courses are also offered in partnership with Oxford University Department of Continuing Education. Intended for historic environment practitioners and postgraduate students, these courses are designed by English Heritage in association with the Archaeology

Training Forum (p4), IHBC) and IFA. A list of OUDCE courses is available on the HELM website. The website also contains the latest publications, news and a database of case studies and local authority guidance. An interactive map of English local authorities includes information on their historic environment services. We are always looking for ideas to improve the HELM website – contact comments@helm.org.uk.

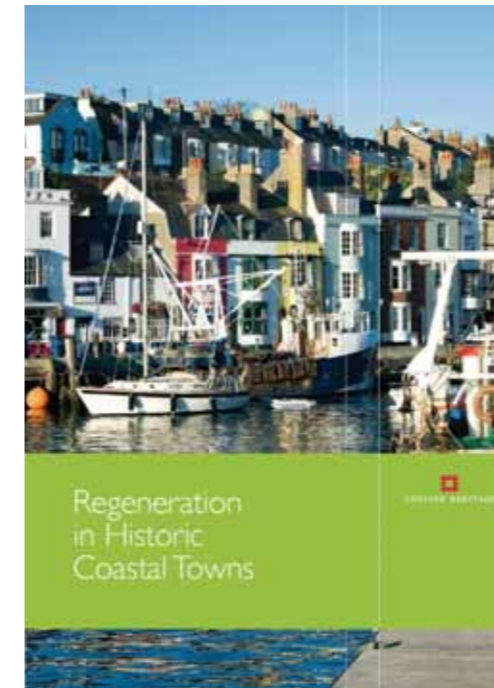
■ Champions

Historic Environment Champions perform a vital role in advocating the role of the historic environment. English Heritage provides training and advice, but Champions are most effective when they have a close relationship with their in-house historic environment staff. If your authority is without a champion and you would like further information please email champions@english-heritage.org.uk.

■ HELM in 2008

One primary objective is to develop support for implementation of the new heritage protection system, as set out in *Heritage protection for the 21st century* (DCMS: 2007). Core activities will continue, with events covering topics such as the new heritage protection system, 'enabling development', new design in historic areas, master planning for the historic environment, historic area appraisal and management, assessing and managing farm buildings, historic school buildings and managing change in churches. Dates and booking forms are available on the HELM website training section.

New policy, guidance and standards will include guidance on micro-renewable energy, an updated version of 'enabling development' and Local Area Agreements. Case studies will include findings from pilot projects set up to test the proposed heritage protection reforms. E-learning will be piloted from March 2008, with the first module on *Championing the Historic Environment*. Another two are planned for officers on new design in a historic context and planning related issues. A second National Champions Conference will provide elected Members with an update on heritage protection reforms. There will also be a 'refresh' on the *Building in Context* toolkit for Design and Historic Environment Champions. Further



information can found on the HELM and Building in Context websites, www.buldng-in-context.org. Changes facing local authorities in the next three years include

- reform of the planning system, as set out in the CLG Planning White Paper 2007
- reform of the heritage protection system, as set out in the DCMS Heritage Protection White Paper 2007
- increasing importance of place shaping and place making, particularly the strengthened role of the Local Strategic Partnerships, Sustainable Community Strategies and Local/Multi Area Agreements
- strong emphasis on local government service improvement and efficiency, such as the new Regional Improvement and Efficiency Partnerships
- local and regional government restructuring, such as new Unitaries and strengthening of Regional Development Agencies

This changing policy context brings with it new challenges for training. In particular HELM has been identified in the DCMS Heritage Protection White Paper (2007) as a key delivery agent for the new heritage protection system, and so English Heritage will implement a step change in the advice and support provided to local authorities by building on the current HELM programme.

To keep up-to-date with the latest guidance, training and news visit www.helm.org.uk, where you can also register to receive the e-newsletter. For comments and questions relating to HELM contact comments@helm.org.uk

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HELM

HELM home page

Training for the PORTABLE ANTIQUITIES SCHEME

Sally Worrell

The Portable Antiquities Scheme has covered the whole of England and Wales since 2003 and currently employs 36 Finds Liaison Officers (FLOs). Their primary aim is to record archaeological objects reported by members of the public and publish these on the Scheme's website (<http://www.finds.org.uk/>).

Palaeolithic to Post-Medieval

FLOs come from a wide range of heritage sector backgrounds: many have worked as field archaeologists in the contract sector, others in museums or in local government archaeology. Some are recent graduates with undergraduate and postgraduate qualifications, though most have had subsequent employment. Artefact expertise of newly appointed FLOs is typically limited to individual materials or periods, a consequence of the dearth of artefact-based university courses and limited relevant work experience but, as FLOs, they will have to identify an enormous range of artefacts of Palaeolithic to post-medieval date.

Roman intaglio and finger ring training with Martin Henig at the British Museum
© S Worrell



Practical identification

Initial training is in the use of the PAS database, procedures for reporting potential treasure finds and in financial and IT issues. Because most artefacts reported to PAS are metal detected, the initial emphasis in training lies on metallic artefacts. Finds Advisers (Sally Worrell, Sam Moorhead, Helen Geake, John Naylor, Kevin Leahy and Geoff Egan), curators at the British Museum and other external specialists deliver a rolling programme of training in identification and reporting of artefacts and coins, and in conservation and photography. Where possible, courses are tailored to small groups, with opportunities for practical identification and handling, and there is occasional targeted one-to-one training. The Scheme's internal forum also facilitates peer learning, encouraging FLOs with particular skills to share their expertise.

Pottery and lithics

In 2006 ceramic training for FLOs was conducted by pottery specialists around the country. Eleven training days held in Salisbury, Taunton, London, Bedford, Norwich, Worcester and Lincoln drew on the expertise of twenty specialists to give a multi-period introduction to regional ceramic traditions, and guidance on identification, dating and reporting. Several lithic training days were conducted by Clive Bond, who has also written a comprehensive guide to flint identification and reporting.

Personal safety training is delivered by the Suzy Lamplugh Trust and conservation training by



National Archaeology Week YAC event at Lancaster, 2007, with Dot Broms, FLO Cumbria and Lancashire
© Wendi Terry, YAC

York Archaeological Trust (YAT) to PAS staff and some finders. YAT also prepared a booklet of conservation advice for finders and web pages on the PAS website (www.finds.org.uk/conservation/). Training in artefact photography and image editing was provided by Stuart Laidlaw (Institute of Archaeology). Specialists from English Heritage have spoken to the PAS on Battlefield Archaeology and artefacts (Paul Stamper and Glenn Foard) and a day organised by the Ancient Monuments Laboratory, English Heritage, took place on identification of slags and other industrial waste (Justine Bayley and David Dungworth).

We also want to enhance FLOs' understanding of the analytical possibilities of artefacts they have recorded. Laboratories at the Institute of Archaeology (UCL), British Museum, National Museum of Wales in Cardiff and Oxford University have all undertaken analyses. Study days are being planned to develop understanding of the possibilities offered by techniques such as XRF, SEM and C14 dating.

Passing on training

FLOs and other PAS staff also pass on training to temporary assistants, work experience students and volunteers in artefact recording. We encourage FLOs to work with school children as part of their outreach role and some are actively involved in their local Young Archaeology Clubs. Further training to enhance this aspect of outreach is planned, drawing on the experience of the Scheme's Education Co-ordinator (Cei Paynton) and other FLOs. FLOs also advise and train finders on appropriate conservation and artefact care techniques, map-reading and the use of GPS equipment.

This training must be amongst the most extensive of any archaeological organisation. The programme is considered essential to the proper functioning of the Scheme and to enhancing the opportunities for CPD of FLOs, who are often at an early stage of their career. It is important to emphasise the continuous character of this training, but its scope is obviously dependent on funding.

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Frank Basford, Isle of Wight FLO (second right), explaining the use of GPS to the Isle of Wight Metal Detecting club © Frank Basford

CASE STUDY

Peter Reavill

When I started as an FLO I was warned that I faced a huge learning curve, familiarising myself with the multiple facets of the job and getting a grip on most British artefact types. Training also had to take into account regional variation in both artefact types and distribution. Since the initial basic introductory sessions (around ten days), training has been systematically reinforced and built upon by further courses (usually 6-8 days a year) with contributions from academics, numismatists, and artefact specialists. These courses have included detailed study of Roman finger rings and the mind boggling complexity and minutiae of medieval coin studies. The training acts as a focus but it is still up to us to continue with our own research and reading. For me it is the combination of organised learning and personal study which has seen the best and most effective results.

One of the strengths of the PAS is its training. This enables us to make the best possible record of artefacts discovered by the public, and to impart knowledge which improves finders' understanding too.

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England's Past for Everyone

Catherine Cavanagh and Aretha George



Studying deserted farmsteads at Prescott, Exmoor
© University of London

Heritage Lottery Funding of £3.4 million has enabled the Victoria County History to undertake an ambitious programme of volunteer projects. Since 2005, over 200 volunteers have been trained as part of the *England's Past for Everyone* project, and volunteers in ten counties from Cornwall to County Durham are helping to research their local history. The results are published as paperbacks, schools resources, exhibitions and via an online, interactive database www.ExploreEnglandsPast.org.uk.

"I have been fascinated working with tithe maps and early censuses. It has been awesome to touch, smell and see the old papers and hand written scripts."
Juliet, Exmoor

Almost any project can incorporate training for volunteers, but it needs to be embedded into the organisation's policy so that community involvement is properly planned from the outset. One benefit is that partnerships are developed with those who do not usually fund archaeology, but the relationship has to be reciprocal. Training helps ensure high-quality research and means volunteers get something in return for their work. A good training programme can also provide continuing professional development for staff.

Volunteers bring their own skills to an organisation, such as IT, events organisation and local knowledge. They also act as user groups for evaluating outputs such as websites. Our volunteers range from professional historians to those with no experience of history or archaeology, but all have found that skills gained from other professions, as well as enthusiasm for the subject, are invaluable. Volunteers are good ambassadors for a project, not only helping to spread the word but gaining access to people and places that may be wary of organisations such as local authorities. So it is important that they are confident in the project they're working on.

Two very different projects illustrate approaches to training in archaeological fieldwork and some of the lessons we have learnt.

Exmoor: recording a threatened landscape
Volunteers trained in photography, record office use, understanding the landscape and building survey have created a database of farm buildings on Exmoor. This is becoming a key resource in the conservation of the National Park's built environment.

Volunteers completed skills assessment forms, allowing three task groups to be selected which

would interact, support and work professionally together. One group recorded thirty farmsteads within the project area, of which four were selected for detailed recording by Keystone historic buildings consultants. English Heritage artists used these surveys to produce cut-away, birds-eye-view reconstruction drawings showing how the early farmsteads functioned. Another group recorded public rights of way and green lanes, the original routes between farmsteads, villages and churches. A third group compared the physical remains of deserted farmsteads and cottages with first edition OS maps and census material.

Volunteers are now planning to go back and collect oral histories from farmers, as the number of working farms in Exmoor continues to decline. A paper on this project forms part of the Building Communities session at the IFA conference in Swansea in March.

Burford: surveying buildings

In Burford, some 180 buildings were examined by 36 volunteers working in small teams of mixed experience, to encourage informal mentoring and support from peers. The success of the project was largely down to our partnership with the Oxfordshire Buildings Record (OBR), which promotes interest in vernacular buildings and encourages the community to record them. The Volunteer Group Leader, David Clarke, was recruited from the OBR team, providing invaluable expertise and on-the-spot training. The volunteers' work fed into a gazetteer and chapters on architectural history to be published in April 2008. Enthusiastic volunteers are still studying wills and probate even though the project has been completed.

"I love old buildings and like to unravel the sequence of alterations, think about the people who made the changes and why."
Heather, Oxfordshire

Effective training

Training has ranged from basic Latin to oral history interviewing and transcribing. In Exmoor, much of the training was to support accurate recording and identification of interesting features, whilst in Oxfordshire the focus was on reading wills and probates, building survey, palaeography and photography.

We have learnt that the following are key to effective training for volunteers

- a dedicated skills manager and project-specific

coordinators to help define policy, recruit volunteers, manage activities, evaluate training and deal with finances

- skills passed on by more experienced volunteers help sustain future activities
- partnerships with local studies archives, museums, societies, volunteer bureaux and English Heritage
- access to experts to ensure quality control
- good publicity to recruit volunteers who reflect the diversity of the local community
- publishing results through websites, exhibitions, lectures, books and resources for schools (and celebrations - tea and cake never go amiss)
- measuring the quality of the volunteer experience and aiming for quality photography to demonstrate this.

"Farmstead recording is a great way to learn. I have seen into the darkest, cobwebbiest corners and met numerous animals and fowl. I have seen new parts of Exmoor and met many new people whilst bringing much interest and enthusiasm to the project."
Sue, Exmoor

Based on ten projects to date we have produced a volunteer toolkit for future Victoria County History projects. The work is reviewed at our annual Learning Forum, and a programme of independent evaluation is ongoing. So far, we've found that training has boosted confidence and enabled volunteers to apply their skills to their own projects.

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Training by James Davies, English Heritage photographer in Oxfordshire
© University of London

Volunteering opportunities with the Young Archaeologists' Club

YAC Leaders practising archaeological skills at a training day held in conjunction with York Archaeological Trust. © YAC



Nicky Milsted, YAC Communications Officer

The Young Archaeologists' Club, which is part of CBA, is the only nationwide club for young people aged 8–16 interested in archaeology. It caters for around 3000 young people, has a network of more than seventy branches – and it needs volunteers with archaeological experience to continue this exceptional form of 'training' for our youngest generation.

Membership includes a quarterly magazine, *Young Archaeologist*, with news, activities, competitions, behind-the-scenes reports from *Time Team*, world archaeology features, and book reviews and articles by members. UK members receive a YAC Pass, which provides free entry or discounts at archaeological and historical museums and properties. YAC organises the annual Young Archaeologist of the Year Award and runs popular archaeological holidays. Its branches, which spread from Cornwall to Orkney, meet once a month and offer activities such as excavation, fieldwalking, learning archaeological techniques, site visits, ancient craft activities, talks and games.

Volunteer opportunities

YAC currently has around 400 volunteers, who run local branches and supervise residential



archaeological holidays. Each branch is run by a team of volunteers, and these decide upon their programme. The Branch Leader is responsible for the set up and overall management of the branch and ensures the safe running and general well being of members. Assistant Leaders support the Branch Leader and may take on a specific role such as treasurer or membership secretary. Helpers ensure that the activity sessions run smoothly, safely and are fun but are not asked to take direct responsibility for the members. Holidays are run by a team of volunteers, often with staff from YAC HQ also present. Being a volunteer on these popular holidays is an ideal way to get involved without a regular monthly commitment.

Volunteers come from different social, cultural and economic backgrounds, including professional archaeology. The diverse mixture gives the Club a wide range of skills and experiences. We are always looking for more enthusiastic people to get involved and would love to welcome more members of IFA, whether joining an existing branch or holiday leadership team or opening a new branch.

Two YAC members work together to plan a feature at Colvend in Dumfries and Galloway, an excavation run by Stewartry Archaeological Trust. YAC is proud to operate in partnership with a number of archaeological and heritage organisations across the UK. © YAC



One of YAC's more ambitious projects was to rebuild Stonehenge half-size using wood, cardboard and the help of children at English Heritage's Festival of History in 2005. Here, YAC volunteers relax with TV archaeologist Julian Richards after the completion of our monument. © YAC

YAC works with archaeological organisations and research projects to provide real excavation experience for members. This YAC member is digging alongside volunteers for the Bamburgh Research Project at Bamburgh Castle. © YAC

Support and training

All new leaders complete an application form and supply two referees. Police records checks will also be carried out. YAC's Network and Events Officer, Wendi Terry, responsible for co-ordination, supervision and training of volunteers, is always ready with advice and support, before and after applications. Leaders of new branches receive the YAC Leaders' Handbook, which outlines best practice for running a YAC Branch, including child protection, activity programme planning, running events, insurance and safety. A concise version is available to holiday leaders.

New branches are visited by Wendi prior to starting monthly meetings, and YAC staff visit branches regularly once they are up and running. Volunteer development is taken very seriously and support is given through a Leaders' email network, enabling volunteers to swap ideas and experiences. YAC also provides archaeological skills training, specific training for holiday leaders, and an annual Leaders' weekend, which is also a fantastic social event. A special YAC Leaders' section of our website provides useful documents and downloadable activity ideas. Training is given in child protection, risk assessments, minibuss driving and first aid.

For more information about volunteering opportunities with the Young Archaeologists' Club, contact Wendi Terry, YAC Network and Events Officer, YAC, St Mary's House, 66 Bootham, York YO30 7AZ, Tel 01904 671417, wenditerry@britarch.ac.uk. Please also visit our website at: www.britarch.ac.uk/yac

Nicky Milsted
YAC Communications Officer



Volunteering with YAC is a superb way of being involved with the future of archaeology, as two of our Leaders testify:

"The highs have included examining environmental finds and soil samples which involved getting exceedingly wet; fieldwalking mostly when the sun shone, but occasionally in the rain (more wet); and visiting historic and prehistoric sites."

"All the leaders are volunteers with one abiding passion – to share their knowledge and expertise, and we give members the opportunity to find out about the archaeological aspects of both commonplace and unusual places."

VM, Leicestershire Branch

"I have recently become a volunteer in the North Downs Branch of YAC. My team is really great, enthusiastic and hard working. Seeing the kids learning and enjoying the archaeology and history really gives me a huge buzz. This is such a fantastic opportunity to capture the imaginations of a new generation who will be responsible for looking after our future heritage."

SE, North Downs branch

Buried under Bidford: historic environment records and a community project

Christina Evans

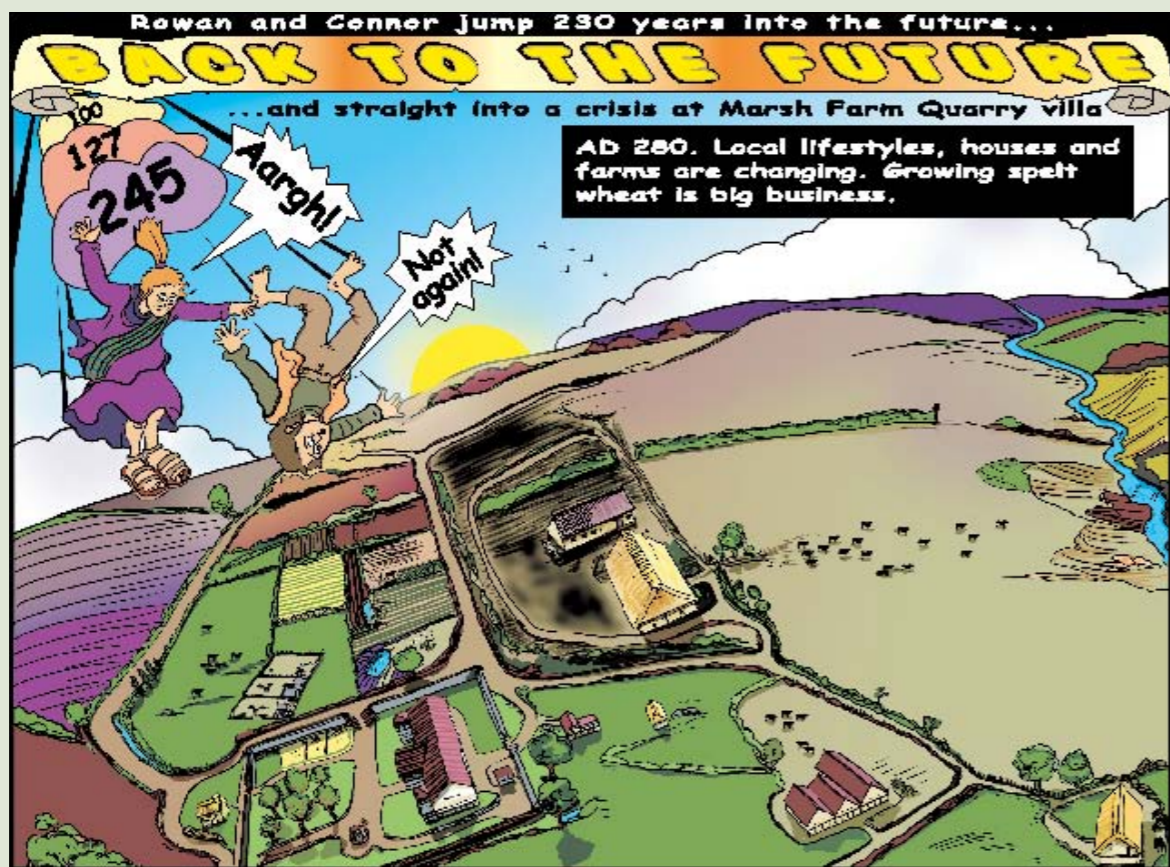
The staff of Warwickshire Historic Environment Record (HER) has worked for twelve years to develop interesting outreach events and activities. Notable successes include our online HER (<http://timetrail.co.uk>), but awareness amongst the general public remains low. Our task, with support from the English Heritage Aggregates Levy Sustainability Fund (ALSF), has been to improve this situation through work with specific communities and individuals, involving them in the discovery of Warwickshire's heritage.

In 2006, *Extracting Warwickshire's Past* was a project with public events and practical exercises from which a strategy for delivering exciting, meaningful HER outreach was created. This was built around the principles of appreciating and understanding

diverse audiences and used formats that encourage participation. Simple conventions maybe, but the evidence was that, in Warwickshire at least, we had not always followed them. We now have a strategy with guidance to staff on running successful events.

Communities, minerals and archaeology
Buried Under Bidford, a one-year ALSF funded project based around a village in south Warwickshire, was the first to be delivered using these guidelines. The Bidford community is affected by sand and gravel extraction and has strong views about the minerals planning process. HER staff were thought well suited to interact with the community and to facilitate discussions about the mineral planning process, and an outreach programme was designed. Its particular aims included increasing the public profile of the HER and its resources, finding ways to use it within children's education and increasing the quantity and quality of information held.

Image from the Buried under Bidford comic. Illustration by Marvin Harding



Comic

It has always been difficult to fit archaeology into the National Curriculum, to identify and reach suitable school contacts and to work within the restrictions of the school timetable. We decided that it was time to use the HER resources in a novel fashion – an archaeological comic. Working with the company *inHeritage*, we used archaeological sites found during quarrying around Bidford to create a comic for primary school children. To meet educational and archaeological criteria and complement an area of key stage 2, the comic focused on the Roman period. To reinforce the comic's learning goals, children from Bidford Primary School took part in a Roman day led by education specialists *History off the Page*, when they became Romans and archaeologists for the day. The comic itself has proved popular not just with children but with previously uninterested adults. Its visual nature has enabled staff to mount an exhibition linking the objects and sites mentioned within the comic's story.

The exhibition and comic have been hugely beneficial for the HER in gaining contacts in schools, disseminating information to school children and engaging new audiences.

Documentary research

To meet people's increasing interest in the history of their local area we were keen to run documentary research training sessions. It was anticipated that the resulting research could bridge gaps in the quality and quantity of HER information, especially on post-medieval and modern landscapes. Sessions were built around *Warwickshire Local Studies Toolkit*, created by the HER in 2006 as part of the *Extracting Warwickshire's Past* project and available online. The sessions led participants through the basics of documentary research and provided them with skills to investigate local history further. Already results are positive, with participants submitting information to the HER about 19th-century Bidford.

Fieldwork

Among the public there is also a strong desire to be involved in archaeological fieldwork. ALSF funding has allowed the HER to organise several fieldwalking training sessions to meet this need. As part of the Bidford project, fields near the village were investigated over three weekends and participants were taught how to undertake a fieldwalking survey and deal with the subsequent finds processing. As expected, these events proved

extremely popular and were attended by all ages. It was extremely rewarding to see over twenty families taking part.

Fieldwork events proved ideal in educating the public and encouraging engagement. Participants learnt a new set of skills, whilst HER staff explained what the HER holds, the importance of reporting and recording finds and how people can understand their historic environment. At the same time, staff learned what community groups value in their local historic environment and how to better meet their needs. Visitor numbers to HER offices and online services have increased significantly as a result.

The next step is to build on this success elsewhere in Warwickshire whilst developing rapport with those who have already participated.

For further information about the Warwickshire HER's outreach projects please contact Christina Evans (below), to view the *Warwickshire Local Studies Toolkit* or learn more about the archaeology of Warwickshire visit <http://timetrail.co.uk>, and for further information about *inHeritage* and *History off the page* visit <http://www.inheritage.co.uk> and <http://www.historyoffthepage.co.uk>

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SECONDARY SOURCES:

Historic Environment Record

Description:
The Historic Environment Record (HER) – formerly the Sites and Monuments Record (SMR) – is a record of all the historic and archaeological sites and finds within the county. Accessed through a computer and map based system, the record incorporates a wide range of sources, including aerial photography, published and unpublished material, and historic and modern maps. It is available to the public and for some courses, like Warwickshire, it is available on the internet (<http://www.warwickshire.gov.uk>).

For each site or find the HER provides a location, description, details of any relevant publications. Information is also held about the status of sites (e.g. whether it is a listed building or a scheduled ancient monument). Maps can be produced showing site locations.

Where to find the source:

- Warwickshire Museum Field Services
- Other County Archaeology Services
- Some availability on internet

Uses:
The Historic Environment Record (HER) is a good starting point for finding out what historic and archaeological sites have been identified within an area. It can be used to identify relevant secondary sources, and sometimes other primary sources. It may also provide information that is not available elsewhere. The HER can provide a focus and stimulus for further research. The information provided can be used to chart human activity within an area over time, as sites are often classified according to time period and type of activity.

Figure 6: HER entry for Medieval Quarry at The Butts, Warwickshire (HER no. MVA 1907)

The HER is also available online. This allows you to conduct your own searches and investigate the archaeology in your area.

Details of the site are recorded

Copyright Warwickshire Museum

Encouraging use of the HER

Teaching archaeology: changing patterns in UK Higher Education

Timothy Darvill

Higher education in the UK has never suffered so many conflicting and competing pressures and interests. Centre stage is the success in raising participation rates, which have shot from 10% of post A-level school leavers in higher education in 1980 to around 43% in 2003-04, with a target of 50% by 2010. In 1996-97 4189 students enrolled on undergraduate archaeology programmes in the UK; by 2004-05 this had risen by 75% to 7315. But it has a cost. Courses have become increasingly 'unitised', with individual modules representing comparable teaching time, self-directed study time and assessment. Curriculum Frameworks have been developed to facilitate comparison and movement between courses and between institutions, and to better define levels of study. On a European scale these frameworks will help harmonise the content, structure, and duration of degree programmes under the Bologna Process launched in 1999, and allow an EU-wide Credit Transfer Scheme.

As higher proportions of the working population have HE qualifications the issue of employability becomes paramount. Old tensions between courses that prepare students for careers in particular professions and courses that provide general education with wide application have never been far from the surface. Accepting that becoming a competent practitioner involves a combination of education, training, and experience it is relevant to ask how much of each can realistically be delivered within a three or four year course. The answer is not much, and the imperative is to focus on education, with less training and experience. Even so, a lot has to be packed into a short time, and so quality in terms of courses and their delivery has increasingly come under the spotlight.

Quality Assurance

Concern for quality assurance shifted up a gear in 1997 when government created the Quality Assurance Agency (QAA) and charged it with setting and maintaining standards

across the sector. Attention was focused both on institutional arrangements and subject provision. The former is achieved through Institutional Audits, the latter through peer review. Initially the work of individual departments was scrutinised through the Teaching Quality Assessment, later known as Subject Review. All archaeology departments were subject to this in 2000-02, and most achieved a score of 22 or more out of 24, allowing them to be considered 'excellent'. One criticism of the Subject Review was that it focused on process rather than content, a shortcoming QAA attempted to rectify through Subject Benchmarks to inform itself, universities, programme designers, and potential students what an undergraduate programme might cover.

Subject Benchmark

Even before the Subject Review was complete the Subject Committee for

Archaeology (SCFA) was asked by QAA to develop a subject benchmark statement for undergraduate courses. This was done by a sub-committee chaired by Professor Graeme Barker, and after considerable consultation the statement was published in 2000. It has been used widely in the development, validation, and review of new units and programmes.

In 2005 SCFA was asked by QAA to update the statement in light of changes within the discipline and related professional practice. A sub-committee chaired by the author undertook the review, drawing on views and ideas provided by archaeology departments across the UK, and IFA. The revised statement was published in January 2007 (QAA 2007) and contained four main changes: increased recognition of archaeological sciences; more attention to the ethical, professional, and legal codes that bear on the practice of archaeology; greater emphasis on post-excavation analysis and reporting; and better recognition of archives as primary sources, with collections-based, record-based, and artefact-based studies particularly highlighted.

Divergent missions and novel routeways

Axiomatic within the terms of the Benchmark is the need for breadth as well as depth. Individual universities are increasingly defining distinctive missions, and attaining these will involve sharpening the focus of particular courses. Courses will be located at different points within a triangle drawn between the complementary archaeologies of the humanities, sciences, and professional practice. There will be differences in attention paid to the key curriculum areas: knowledge of the human past as currently understood; the theory, historical development, and socio-political context of the discipline; and the practice and delivery of archaeological investigations and other research activities in the field, laboratory, archive and office.

Students considering going to university need to understand the differences between courses, so most departments now run taster-days and introductions. Exploiting diversity through unitised curriculum frameworks also means that the employability agenda can be addressed. Students wanting a career in archaeology can select units appropriate to their ambitions, while those pursuing a career elsewhere can choose a different route. The mapping of unit content onto the National Occupational Standards will provide a useful base-map on which to chart the value of programmes to those wishing to work in particular fields. However, it is also important to recognise the detailed contribution that degree courses make to other areas of academic and intellectual development.

At Bournemouth we have fashioned a series of defined routes as coherent programmes variously privileging knowledge sets (Prehistoric Archaeology; Roman Archaeology), theory and socio-political context (Archaeology; Heritage Conservation), or practice (Field Archaeology; Marine Archaeology; Archaeology and Forensic Science). Achieving a balance between curriculum areas is important, as, to paraphrase Kant, 'Theory without practice is hollow, but practice without theory is blind'. Importantly, each also makes a contribution to the three strands of employability – education, training, and experience – in a way that can be developed post-graduation by employers and the professional institute.

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QAA [Quality Assurance Agency]. 2007.
Subject benchmark statement: Archaeology 2007. Gloucester: Quality Assurance Agency 166 02/07
www.qaa.ac.uk/academicinfrastructure/benchmark/honours/archaeology.asp



Billown, Isle of Man. Excavating features as part of Bournemouth University Fieldschool



Billown, Isle of Man. Environmental sampling as part of Bournemouth University Fieldschool



Billown, Isle of Man. Recording finds as part of Bournemouth University Fieldschool

Teach archaeology, not (just) history

John Collis

Recent discussions about the narrow range of the history curriculum (too much Tudors and the Second World War) suggest it is time for a fundamental rethink about how history is taught in schools. Unfortunately, when the national curricula were written, only a narrow spectrum of those who deal with human history was consulted, with archaeologists, who have a wider view, excluded. The result is that children are taught a limited range of the history of humanity, both in time and space.

I must be clear that I do not mean archaeology in a narrow sense – digging holes to solve some local question; rather I am talking about the span of human achievement: our origins and colonisation of the planet; beginnings of tool making; development of agriculture; origins of urbanisation, of metallurgy, of writing; indeed all the features that produced the great ‘civilisations’ of the past. Nor am I arguing that the written history of the British Isles should not be studied, but it needs a wider context. It is time to move on from an obsession with the Armada and our various wars and teach history relevant to all our citizens, whatever their origin. Given continued immigration, this should be a history we all share, not something narrowly British.

Archaeology has the advantage over traditional document-based history in its wide range of techniques, which blurs distinctions between the Arts, Social Sciences and Pure Sciences and encompasses scientific techniques, laboratory analysis, problems of social organisation, and environmental and geographical approaches.

Though original documents are now available on the Web, archaeology offers more tangible evidence of even our recent history – the cities, towns and villages we live in, industries and institutions we work in, roads we walk down, and fields we cultivate. Archaeologists are trained to study and explain all these.

Our universities produce over a thousand archaeology students a year, and archaeology has already proved a good subject for those who want a general degree, with transferable skills such as ‘team work’, field and laboratory work, statistics, and scientific training, as well as the traditional skills of the historian (critical analysis of sources, and an ability to present them as essays).

A survey of Sheffield Archaeology graduates in the early 1990s showed about a third had gone into teaching, but with the advent of the National Curriculum they are excluded from this career. Even the GCSE in archaeology was closed down, although we do now have a new GCSE History Pilot that mixes academic history with archaeology and heritage management (and which OFSTED would like to see extended to AS/A level). Still, despite a recent campaign to make PGCE courses available to archaeology graduates, including exposure on the Today programme with Tony Robinson and Don Henson of CBA, the situation has only marginally improved, despite archaeology graduates being better trained for teaching than historians. It is time to rethink the teaching of history, and not simply by historians; a united front of archaeologists and ancient, medieval and modern historians will influence government far more than the present disjointed efforts.

We should be producing informed ‘citizens of the world’ not ‘Little Britons’.

John Collis
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Schools & Further Education: *engaging with the historic environment*

Don Henson

We all know that archaeology and the historic environment are great educational resources. Archaeology is a particularly good subject for engaging young people in the application of knowledge and skills to practical, real-world situations, and the place of the historic environment in formal education is a key underpinning for public involvement with physical heritage.

Power of Place (English Heritage 2000) recommended that the historic environment should be placed at the heart of education. It also proposed that there should be greater public engagement, that barriers to access should be removed and that greater support should be given to the voluntary heritage sector. These recommendations were reinforced by *The Historic Environment: a force for our future* (DCMS 2001), which promised increased opportunities in English higher and further education for people with an interest in the historic environment, and also recognised the need to provide skills training for the heritage sector. There has been some progress towards realising these recommendations and action points, but not all recent changes to the education system have been of benefit for archaeology or have helped to further historic environment education, and some are a distinct threat to its continuing viability.

● At school

The curriculum at key stage 3 (11-14 year-olds) in England has been radically revised, slimming down the content to allow teachers greater flexibility. Current schemes published by the Qualifications and Curriculum Authority have little in the way of archaeological or historic environment content.

● Further Education

Archaeology had a good presence in education at 14 to 19. Unfortunately, the AQA awarding body abolished its GCSE in archaeology from 2006. AS and A level still exist and attract around 2000 students a year, a mix of older people as well as 18 year-olds. Unfortunately, the Learning and Skills Councils now target their funding at 16-19 year-olds and the delivery of economically relevant vocational



‘Practising maths is just part of the experience when learning to record archaeological sites.
Photograph: Don Henson’

skills. Archaeology is not included as a relevant vocational qualification by most FE colleges. The switch in funding is already leading to the closure of archaeology courses (DfES figures published in 2006 showed an overall decline of 600,000 adults no longer enrolling on all FE courses). Where courses continue, students may be charged the full economic cost, making such courses far less attractive. For some students, the AS/A level is a way into full-time education after many years away, and the first stepping stone towards university entry and a career in the archaeology profession.

● Continuing Education

Universities have a long history (since the pioneering work of WG Hoskins in the 1930s) of providing archaeology courses for the general public, through what used to be called extra-mural education. Many courses led to the creation of local

heritage societies, and were a forum where professional support was given to the voluntary sector. However, with a tightening of funding rules, a lack of inclusion of part-time archaeology within higher education research assessment funding, and greater emphasis on vocational training, universities have been re-assessing their continuing education provision. A survey by CBA in 2004 looked at the changes in provision over the previous five years, and the trend over the next year into 2006. In 1999, there were over 1300 courses across the UK in aspects of past material culture and the historic environment, which was projected to fall to just over 1000 by 2006. There was also a projected 26% decline in universities offering archaeology through continuing education, and of 49% in locations where courses were held.

These three areas of education enable a greater part of the population to understand the historic environment and gather support for the work of archaeologists. They provide entry points for a lifelong engagement with the historic environment, widening the pool of researchers and fieldworkers far beyond the profession.

● **Research**

Engaging with the Historic Environment is a CBA project, funded by English Heritage to undertake

Practical skills fit into the National Curriculum and can be learned outside the class room. Photograph: Don Henson



research into key stage 3, AS/A level and continuing education. Research will cover

- current use of archaeology by teachers at key stage 3, especially the learning outcomes of working with the historic environment, to develop guidance and schemes of work for QCA to support the new KS3 curriculum
- the take up of AS/A level archaeology; who studies it and why, leading to a marketing plan to attract more colleges and schools to offer it
- the social and perhaps economic value of adult continuing education courses in archaeology, to help stem the haemorrhaging of archaeology part-time courses for adults,

Project officers Andy Holland (key stage 3 and AS/A level) and Richard Lee (continuing education) will be happy to hear from any archaeologists actively engaged in work with schools, AS/ A level students or adult education.

● **Opportunities**

CBA, through Heritage Link, is involved in a major DCMS initiative to support built environment education, *Engaging Places*. CBA is also involved through Heritage Link in the *Learning Outside the Classroom Manifesto*, supported by the Department for Children, Schools and Families (DCSF). A new AS/A level in archaeology will be offered by the AQA Awarding Body from 2009, and CBA will be in a good position to make sure that this is taken up by schools and colleges through the project research. Efforts to maintain the role of adult education in lifelong learning for people of all ages are being led by NIACE (The National Institute of Adult Continuing Education) through a report on the social and economic benefits of lifelong learning (NIACE 2006) and through an independent commission of inquiry. CBA's work will feed into the work of this commission and make sure that the importance of adult learning in archaeology is highlighted.

Many of you will be hearing from us again over the next two years as we seek to make sure that archaeology has the place in education that it deserves, and that people have the opportunities to engage with archaeology that they deserve.

Don Henson
CBA, Head of Education and Outreach
St Mary's House, 66 Bootham
York, YO30 7BZ

AN INTRODUCTION TO RISK MANAGEMENT

Nick Waloff

A one-day course has been organised by Waloff Associates Ltd in association with IFA to introduce heritage and archaeological organisation managers to concepts of risk management in the context of a volatile and uncertain future. It will provide an overview of key techniques and approaches which can be used to identify, assess and evaluate risk. Participants will be helped to develop risk management techniques appropriate to their business, based on outcomes of the risk appraisal process. It will explore how risk management can improve relationships with existing clients and secure new ones. The course is aimed at directors and senior managers, strategic decision-takers and policy makers, and board members, of heritage and archaeological organisations.

Course tutors are Nicholas Waloff MA BPhil FRSA and Robert Hill MRICS MIFA of Waloff Associates Ltd. Both have many years' experience across UK sectors in business planning and management, and in developing business-related training and development courses for the heritage sector. The course will be interactive, and will use case studies from heritage/archaeology and other sectors of the UK economy.

Courses will be held at

- 1 April 2008 Royal Institution of Chartered Surveyors London
- 2 April 2008 University of Birmingham
- 9 April 2008 University of York

Cost (payable in advance, including lunch): £282.00 (inc. VAT)

For further details see IFA website or contact Nick Waloff, Managing Director, Waloff Associates Ltd, 16 Mount Eaton Court, Mount Avenue, Ealing, London W5 2RF

nick@waloffassociates.demon.co.uk
(DDL 020-8998-3364 mob: 07710-225638)

- 9.00am Coffee and registration
- 9.30am **Introductions and housekeeping**
- 9.45am **Overview** (Nick Waloff)
why is risk management so important for your organisation?
current risk perspectives
'risk culture' and risk appetite
categorising risks
linkages between strategic and operational risk
- 10.30am Coffee/tea
- 10.45am **Risk Mapping**
what do you need to know – internally and externally?
how can you best 'map' risk?
how do you validate your risk map?
- 11.20am **Risk Appraisal**
process of risk appraisal
methods for assessing risk
scoring and prioritising options
risk registers
- 11.50am **Risk Management**
mitigating or eliminating risk?
developing risk management policies
setting rates of return and optimum risk
securing internal management commitment
- 12.30pm **Risk Monitoring/Evaluation**
monitoring procedures
information requirements and use by all staff
measuring effectiveness
links to corporate governance
- 1.00pm Lunch
- 2.00pm **Resourcing issues**
identifying and allocating tasks and resources
real cost implications – of managing and not managing risk!
enhancing your relationships with clients and stakeholders
- 2.30pm **Implementation**
putting your ideas into effect
using risk management systems
risk control, crystallisation, risk adjustment and recovery
- 3.15pm Tea
- 3.30pm **Embedding risk in your business plan and planning processes**
building risk assessment outcomes into your business plan
reviewing potential impacts of risk crystallisation
projections and forecasting
- 4.15pm **The secrets of success**
key features of successful risk management
ten golden rules for stifling initiative
preparing yourself
- 4.45pm **Conclusions and feedback**
- 5.00pm Close

THE *new* BRITISH ARCHAEOLOGICAL AWARDS



Alison Taylor

The British Archaeological Awards, first launched in 1976, became the most prestigious as well as most wide ranging archaeological awards in Britain, growing to fourteen categories and incorporating every aspect of British archaeology. A dedicated committee ran the Awards on a biennial basis until 2006.

But, as archaeology itself grew in ways that could not be envisaged thirty years ago, it was realised at that time that the Awards needed an overhaul to fit them for the modern world. In particular, as IFA members will be well aware, they need to take on board the work of professional archaeologists as well as increased public interest and involvement, and more varied means for both gaining and disseminating knowledge in a technological age. Gill Andrews was asked to conduct a thorough review, and came up with a new constitution, streamlined categories of awards with formal criteria attached, an improved system for running judging panels, and a more open system of organising the whole programme in accordance with requirements of Charity Commissioners. After much debate and refinement, revisions were formally approved in October 2007.

The Chair is Prof David Breeze, I am the Secretary, Christopher Catling is Treasurer, and Sarah Howell the Administrator.

The awards are currently for

- Best Archaeological Project
- Best Independent or Amateur Archaeological Project
- Best Archaeological Book
- Best Scholarly Archaeological Book
- Best Archaeological TV/Radio Programme
- Best Archaeological Discovery
- Best Archaeological Innovation
- Best ICT Project
- Lifetime Achievement in Archaeology
- Young Archaeologist of the Year

General criteria for these awards are

- Contribution to knowledge
- Strong research focus
- Commitment to recognised professional standards and ethics
- Involvement of the local community, including new audiences
- Effective dissemination and presentation, including commitment to publication and archiving
- Innovation and originality of approach, methodology and presentation

Detailed criteria for each award are on www.britarch.ac.uk/awards.

What is now important is that that all archaeologists and archaeological organisations consider whether any of their projects are candidates for the various Awards (which bring good publicity, for runners up as well as winners), so that in 2008 we can truly award the very best.

Entries should describe the project in no more than 1000 words, demonstrating how they fulfil the criteria and including contact details for the project. Entries should be sent as email and hard copy to Sarah Howell, Administrator for BAA, c/o Robert Kiln Charitable Trust, 15a Bull Plain, HERTFORD, SG14 1DX, 01992 554962, robertkilntrust@btconnect.com, by **31 May 2008**. The Awards ceremony will be held at the British Museum, Monday **10 November 2008**.

For further details contact Alison.Taylor@archaeologists.net, or Sarah Howell (above), or see the BAA website, www.britarch.ac.uk/awards.

Alison Taylor

Archaeology & political advocacy

Peter Hinton and Alison Taylor

The Archaeology Forum

The main medium for IFA's advocacy and lobbying is The Archaeology Forum (TAF). Through this, independent national archaeological bodies discuss matters of common concern. The Forum, convened by IFA, aims to establish shared positions, a common vision of joint needs and to promote clear and consistent messages on archaeological policy in the historic environment sector. It is a UK-wide partnership that works alongside Heritage Link (England), the Built Environment Forum Scotland (BEFS), Wales Environment Link (WEL) and Northern Ireland Archaeology Forum (NIAF), and is concerned with understanding, protection and appreciation of the historic environment.

Draft Heritage Protection Bill for England and Wales

At TAF's February meeting in Cardiff it was agreed that key priorities in 2008 include encouraging political support for the Heritage Protection Bill in England and Wales and ensuring adequate guidance on archaeology in the planning process. The draft Heritage Protection Bill is promised for late March or early April, so we do not yet know if we will need to work with parliamentarians to seek improvements through pre-legislative scrutiny, or if our support for the Bill must be conditional. It is anticipated the draft Bill – high-level enabling legislation – will be accompanied by 'statutory guidance'. Protocol requires that both Bill and guidance are drafted by DCMS, Welsh Assembly Government and English Heritage without input from IFA or other Forum members, so we do expect there will be some opportunities for improvement.

But not for Scotland

Scottish minister for Minister for Europe, External Affairs and Culture, Linda Fabiani has announced that the Scottish Government does not intend to tackle problems with similar heritage protection legislative reform, but has instructed Historic Scotland to work through the Scottish Historic Environment Policy process and the concordat with Scottish local authorities which ensures adequate provision on local historic environment services.

PPG revisions

In England IFA and ALGAO have met with the Department of Communities and Local Government to discuss the vulnerable status of local authority archaeological services. The spectre of a single planning policy covering everything (raised during earlier stages of planning reform) has receded, though it is evident that not all the current PPGs and PPSs will survive. Probably there may be about eight policies: one of them may be dedicated to the historic environment and will encapsulate the key principles of PPGs 15 and 16, with supplementary guidance in a planning circular. It seems, therefore, that it could be a couple of years before we see long-sought reforms to the PPGs to encourage public participation, better dissemination of results and to restrict some works to accredited organisations and individuals; but now is the time to step up the lobbying. We've also made it clear to government that the PPGs bring in about £140m of private sector funding annually (five-year old figures: the latest *Profiling the profession* should allow an updated estimate), and that we cannot afford any weakening of present provision.

Finally, it's quango-burning time in Scotland again. First Minister Alex Salmond has announced plans to reduce Scotland's 199 national public bodies by 25%. The Historic Environment Advisory Council for Scotland is to be thrown into the new conflagration – Historic Scotland can provide ministers with all the advice they need – and RCAHMS (now an RAO), the National Archives of Scotland and Historic Scotland have been instructed to rationalise their functions – reprieve again from recurrent government desires for HS-RCAHMS merger that has little sectoral support. TAF and IFA Scottish Group will need to work with BEFS as the implications emerge.

TAF members are
Association of Local Government Archaeological Officers UK
Council for British Archaeology
Institute of Conservation
Institute of Field Archaeologists
Institute of Historic Building Conservation
National Trust
National Trust for Scotland
Rescue: the British Archaeological Trust
Society of Antiquaries of London
Society of Antiquaries of Scotland
Standing Conference of Archaeological Unit Managers
Society of Museum Archaeologists

The All Party Parliamentary Archaeology Group APPAG met in January to give opinions and recommendations on archaeological issues. The most urgent was the Portable Antiquities Scheme, where freezing of funds and a proposed change in responsibility from the British Museum to the Museums, Libraries and Archives Council will result in losses of 4-5 key posts on 31 March. MPs' postbags have been bulging with objections to the cuts and to the move away from the British Museum, and Tim Loughton MP has requested a Westminster Debate. His petition for an Early Day Motion has already been signed by 161 MPs, and there is an online petition <http://petitions.pm.gov.uk/PAS-Funding/> for anyone else who wishes to give their support to PAS.

Good news is the Draft Cultural Property (Armed

Conflicts) Bill, published this January, which will allow government to ratify the Hague Convention. This Convention, which originated in 1954 in response to massive destruction during the second world war but which the UK (and US) did not sign, gained support in response to destruction and looting of archaeological sites and museums in Iraq. Apart from responsibilities abroad, the UK will be designating its own sites for protection. These will include all scheduled archaeological sites, as the Heritage Bill will equate them with Grade I listed buildings in new lists, and also 'designated wrecks'.

MPs also agreed to give whatever help was needed to support proper archaeological excavation of human remains after recent changes in advice from the new Ministry of Justice, which exposed archaeologists to potential legal challenges.

Useful links for consultations and Parliamentary work in progress include

Historic Environment Advisory Council for Scotland' reports on heritage legislation and local government www.heacs.org.uk/documents/2008/minresp1.pdf and www.heacs.org.uk/documents/2008/minresp2.pdf.

Heritage protection and planning reform in England and Wales - analysis of consultation responses to the Heritage White Paper for England

http://www.culture.gov.uk/Reference_library/Publications/archive_2007/hp21century_consresponsesnov07.htm

and for Wales

<http://www.cadw.wales.gov.uk/upload/resourcepool/Heritage%20Protection%20Consultation%20summary5506.htm>

progress with the Draft Marine Bill in Westminster

<http://www.defra.gov.uk/environment/water/marine/uk/policy/marine-bill/index.htm>

Margaret Hodge's speech to Heritage Link's Heritage Day

http://www.culture.gov.uk/Reference_library/Minister_Speeches/margaret_hodge/

James Purnell's speech at the Heritage Counts launch, Greenwich,

http://www.culture.gov.uk/Reference_library/Minister_Speeches/James_Purnell/heritage_counts.htm

Hague Convention

http://www.culture.gov.uk/Reference_library/Publications/archive_2008/draft_cultprop_armedconflict_bill.htm

••••• Just as *TA* was being prepared for press the news came that James Purnell was moving to better things and Andy Burnham MP was taking over as Culture Secretary with DCMS. His background is in the Treasury, and searches for his interests mostly ended in football, but he did an important stint with perhaps our best Culture Secretary, Chris Smith, and in that role was involved in restoring free entry to museums and galleries. He is also keen on grass roots involvement in governance, so we hope he will be listening to what representative bodies such as IFA say as well. •••••

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W(h)ither the profession? a response

Kenneth Aitchison



Michael Heaton's article in *TA 66* is, without doubt, provocative. What it made me feel particularly aware is that IFA has a problem communicating with its members. My response to so many of the points he made was to think – but we are doing that! Why is he being so deliberately contrary? Surely he knows that! But then – if even as long standing an IFA Member as Mike, who is also a recent member of the Committee on Working Practices in Archaeology, is unaware of the work being done, then clearly we have a problem telling the membership and stakeholders what it is that we are doing to further the profession of archaeology.

In terms of training and skills, we have developed and launched the NVQ in Archaeological Practice and are actively working with universities to help them match their course content to the vocational qualification. We are supporting and delivering year-long bursary funded placements, which are being extraordinarily well received by participants, host organisations and the participants' subsequent employers (p6-9) – I think these are the best thing that IFA has ever done.

In terms of developing a closer relationship with the construction industry we have been contributing to the CIRIA (Construction Industry Research and Information Association) *Managing Archaeological Risk in Construction* project, we are on the ICE's Site Investigations Steering Group and have been working with CITB to develop a professional archaeology route (rather than just a technician route) to ensure archaeologists are able to get CSCS cards which allow them on to construction sites. In terms of demonstrating our professional competence, we are at last moving towards a system whereby members have to not only show that they are skilled, but that they are keeping their skills up to date through compulsory CPD (p5).

In terms of financial rewards, we have enhanced the recommended pay minima by linking the financial bottom line to holidays, working time, sick leave

and pension contribution requirements, which IFA Registered Archaeological Organisations have to meet and (through the democratic will of the membership) we have changed rule 5.5 of the *Code of conduct* so that anyone (individual members, not just registered organisations) employing archaeologists has to give reasonable consideration to these requirements.

And that's just the first step. Benchmarking of archaeological salaries against other industries is almost certainly going to lead to significant increases in the recommended minima over coming years (see Kate Geary, *TA 65*).

So, clearly, IFA needs to not only be doing these things, but shouting them from the rooftops too. Mike's article has pointed this out to us. I also think he is right about the mistake of archaeological outreach focusing too much on children. In my opinion, there has been too much face-painting and not enough client liaison.

Kenneth Aitchison
IFA, head of professional development

New members

ELECTED

Member (MIFA)	Associate (AIFA)	Practitioner (PIFA)	Affiliate	Student
Tomas Alusik	Michael Bamforth	Hazel Butler	David Applegate	Graham Arkley
Peter Cardwell	Nicolas Bigourdan	Ross Cameron	Jim Ball	Adam Barker
Jonathan Chandler	Alistair Hill	Elin Evertsson	Rebecca Beardmore	Alistair Byford-Bates
Michael Diack	Benjamin Holloway	Diana Forster	Julie Bowen	Daniel Carter
Sue Farr	Maurice Hopper	Simon Haddrell	Elizabeth Cross	Christopher Crabb
Daryl Garton	Guy Kendall	Chloe Hunnisett	Kevin Fromings	Jennifer Cronin
Gavin Kinsley	James McMeekin	Sally Lewis	Sarah Howard	Katie Dyer
Walter McCall	Joe Somerville	Eloise Metson	Priya Kanji	James Fenner
Andrew Norton	Robert Tickle	Emma Nordström	Nigel Lake	Angela Fitzpatrick
Andrew Townsend	Richard Whaley	Laura Piper	Victoria Park	Fiona Fleming
Alice Ullathorne		Katie Sludden	Christine Schepens	Helen Foster
Sadie Watson			Brian Tansey	Simon Hotchkiss
Steven Willis			Carole White	Nigel Joyner
			Gordon Wilkie	Gavin Mather
				Patrick Moan
				Emily Peto
				Michael Puntorno
				Ken Saito
				Joanne Stables
				Angharad Stockwell
				Helen Taylor
				Lyle Tompsen
				Panagiota Tsilogianni
				Ryan Watts
				Duncan Wright

TRANSFERS

Member (MIFA)	Associate (AIFA)	Practitioner (PIFA)
Duncan Hale	Margaret Broomfield	George Carstairs
Rebecca Loader	Elizabeth Gardner	Graeme Collie
Richard Meager	Alison Nicholls	Catrin Matthews
Bruno Mezec	Thomas Woolhouse	Daniel Tarrant
Tom Wilson		
Emma Wood		
Jenny Young		

Dear Editor

The future of IFA - again

The need for increasing cooperation with other organisations is acknowledged by Mike Dawson in *TA 66*, but briefly and almost as an aside, implying that it is not a high priority. As Michael Heaton points out in the same *TA*, members of other professional institutes are not aware of IFA.

IFA as an organisation is introverted – it provides excellent services to its members but does not adequately promote the profession. There is an urgent and overriding need for IFA to be more extrovert and this needs to be high on the agenda for its future development. Archaeologists do not work in isolation – indeed a strength of our profession is our proven ability to work closely with other professionals. Many archaeologists spend more of the average working day with non-archaeologists than with archaeologists. I would strongly support the formation of a single institute of historic environment professionals but this in itself does not address the broader issue. IFA needs to establish contact and maintain links with institutes of related professions – a start was made

with ICE in relation to contractual arrangements but there also need to be links with RTPI, RICS, RIBA and the Landscape Institute.

Individual IFA members need to take opportunities to attend regional meetings of these organisations; regional IFA groups should organise joint meetings (some years ago the IFA West Midlands Regional Group organised a very successful joint seminar with the regional RTPI branch); but above all IFA needs to take the initiative on a national level.

Such contact will demonstrate and emphasise that archaeologists have an equal professional status to planners, surveyors, architects and landscape architects. It follows that our true value can then be reflected appropriately in fee and salary levels.

Mike Hodder
Planning Archaeologist
Birmingham City Council
mike.hodder@birmingham.gov.uk

Dear Editor

Archaeologists' pay

We read with interest Michael Heaton's article 'W(h)ither the profession?' (*TA 66*) but would like to point out a number of inaccurate statements made in the feature.

Whilst it is our opinion that the vast majority of archaeologists are currently underpaid in comparison to other professions, Heaton appears to propagate a worrying belief that graduate pay (ie site/HER assistant) is at an acceptable level. His statement that graduate archaeologists earn the same as graduate surveyors (c.£12-14k) is not supported by the RICS's own annual survey of pay and bonuses for 2007 (RICS/Macdonald & Co. 2007) which gives the average salary for the 18-22 age group is £17,000 plus bonus. At 23-26, it is £25,000 plus bonus. The results presented in terms of years' experience show an even more alarming

discrepancy. The average salary with 3-6 years experience is £36,200 plus an average bonus of £6891.

While Heaton's figures appear wildly inaccurate there is a further issue. Most contracts offered to graduates in the construction industry are permanent. This is not the case in archaeology. Whilst most site assistant jobs are advertised around £13-15000, how many new site assistants are employed for a full 52 weeks of the year?

Training

His comparison of training in the construction industry is also misleading. He states that acquiring Chartered status usually rests wholly with the individual and not with the employer, using the RICS's Assessment of Professional Competence

(APC) as an example. However, this is misunderstanding the construction industry. Employers often offer graduates employment contracts that are specifically tailored towards successfully progressing through the APC and achieving Chartered status. A recent survey by *Building* magazine asking how much employers spent supporting employees through the RICS APC 'only revealed the diversity of training programmes and the anxiousness of firms to provide the most comprehensive support' (Puckett 2007). Turner and Townsend responded that they estimate it costs them £12000 *per candidate* to cover 'training sessions, workshops, mock interviews, travel, preparation, interview preparation, feedback sessions, mentoring, reviews and study time' required to successfully undertake the APC (*ibid*).

Heaton believes that many graduate archaeologists are ill-equipped for the demands of professional archaeology. However, he is apparently unaware that this is also true in the construction industry, but that training is widely recognised as an investment in the future, both for the employee *and* employer. Undoubtedly archaeology graduates require training to allow them to be successful, yet few receive the formalised training graduates in other industries expect. Whilst the introduction of an NVQ in Archaeological Practice (or an APC) has the potential to raise standards, we cannot expect it to be successful if the financial burden falls entirely on the individual. Archaeological companies must accept that they have a responsibility for staff training and development.

Under-valued?/No client focus

Valid points were made in these sections. We do 'undervalue ourselves and our skills', and this is reflected in inadequate charge-out rates for all staff. Working within the competitive tendering system,

the problem is compounded as organisations compete to put in the cheapest bid. Clearly, as archaeologists, we need to establish appropriate professional relationships with clients and to pay due attention to the needs of development projects. However, whilst we continue to operate from a weak position, there is an inherent danger that client demands are allowed to undermine the archaeological process, particularly once excavation work is underway.

Mike Heaton believes that archaeologists are not treated as professionals and that we cannot expect to be treated as such if we don't place the correct value on our position within the development process. How can we call ourselves professional if we are not paid and trained accordingly? We agree that much needs to be done to improve the client-archaeologist relationship, but we must not allow this to be done at the expense of the archaeology. The process of 'professionalisation' should include archaeologists staffing and supervising excavation sites. The quality of the archaeological record is as much dependent on their input as it is on the managerial staff who set up and budget archaeological projects.

Andrew Walsh and Jez Taylor
IFA Diggers Forum

RICS/Macdonald & Co 2007 *The 2007 RICS and Macdonald & Company Salary and Benefits Survey*, http://www.rics.org/NR/rdonlyres/CEBAE4CE-61C0-4509-A545-13F33B2A818B/0/salary_survey2007.pdf

Puckett K 2007 *Assessment of prolonged cruelty*, <http://www.building.co.uk/story.asp?sectioncode=35&storycode=3101066&c=1> (Building, issue 48)