

form you can use for more conventional recording. There's also a [CPD guidance e-learning module](#) to help you plan your CPD to make it more effective and relevant.

There are many other resources on the website to help you meet your CPD hours but more importantly to support you in continuing to increase and broaden your skills and understanding. For example:

- In the last Pathway to Practitioner bulletin a couple of ethical dilemmas were included and possible solutions to these are discussed further on
- Work through the [elearning modules](#), particularly those on ethics, professionalism and CPD
- Read copies [of The Archaeologist](#), especially 106 on Professional ethics
- Look at our [Spotlight on standards](#) articles
- Suggest professional ethics as a topic for discussion with friends, tutors or work colleagues

Everyday ethical dilemmas

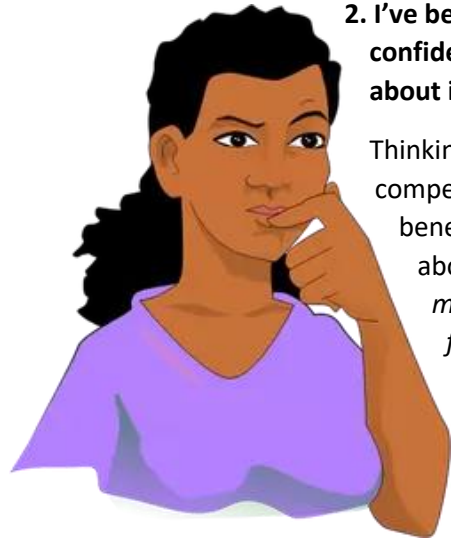
In the last bulletin we asked you to think about how you'd find a solution to these dilemmas:

1. I've been asked to conduct a solo watching brief and haven't done one before. I'm pleased to be asked and keen to learn but I'm not confident I know what to do.

1.5 of the [Code of conduct](#) says *A member shall not undertake archaeological work for which they are not adequately qualified.* The onus is on you not to do something unless you know that you can, It might not be easy to step away from the opportunity and you may want to be helpful but the Code says *A member shall inform current or prospective employers or clients of inadequacies in their qualifications for any work which may be proposed. You must tell your employer that you have not done a watching brief and don't know how to. Your employer might use the watching brief in order to train you by providing supervision and support, or allowing you to shadow someone else - 1.5 of the Code also says that "they may of course seek to minimise such inadequacies by acquiring additional expertise, by seeking the advice or involvement of associates or consultants, or by arranging for modifications of the work involved".* Alternatively they might give the work to someone else. 5.8 of the Code says that as an employer *a member shall give due regard and appropriate support to the training and development of employees, colleagues or helpers to enable them to execute their duties.* Either way **you** have done the right thing by the Code of conduct, 1.14: *A member may find themselves in an ethical dilemma where they are confronted by competing loyalties, responsibilities or duties. In such circumstances a member shall act in accordance with the Principles of the Code of conduct.*



Watching briefs can be complicated and if you are on your own you carry a lot of responsibility, both for the work and communicating effectively with the construction team, so it is important to be honest about your current level of skill and confidence. You can learn from experiences like this by having a personal development plan and looking for appropriate CPD



2. I've been told that the information about the site where I'm working is confidential, but colleagues and members of the public have been asking me about it. Shouldn't we be keeping them informed?

Thinking about this means understanding everyone's perspective and balancing competing interests. Professional archaeologists in the UK work primarily for the benefit of the public and 1.2 of [the Code of conduct](#) says that you should think about anyone who could benefit from the work you are involved in *"A member shall be mindful of their duties to society, to those that could benefit from their work, to clients and commissioners, colleagues and helpers, to the profession and to themselves; when applying their judgement to balance differing demands they shall give due regard to their fundamental responsibility to the interests of the public"*. That might be from the knowledge you generate, public outreach or the project developers. By considering this you are working to the Code. In 1.4 the Code also says

that you need to be sure of your facts before saying anything in public, but if you suspect that information is being withheld illegally its worth knowing there is protection given to 'whistle blowers' and you can find advice on the [Protect website](#).

Remember that the Code says that you need to be mindful of your duties to your client. Its important to think about the consequences of revealing information when you have been told not to and to understand the reasons that the work is being kept confidential. There may be very good reasons why information is to be kept confidential, but you should be able to find out from your line manager how long that will last for and when/how information will be made public. Giving out confidential information, even if it seems the right thing to do, may be giving an advantage to someone outside the project, or be detrimental to it. This might be a professional advantage if further work is required, if you talk to colleagues (1.11), or a matter of site security. If you are working on a military site you might be bound by the Official secrets act.

Archaeologists naturally want to share new discoveries and 4.1 of the Code says that that members should communicate and cooperate with colleagues that have the same archaeological interests or want information on particular sites. This does seem to be in conflict with 4.2 and 4.4 of the Code which stresses the timely release of records about work done under their control and communicating the results as soon as possible. The responsibility for this lies with the archaeologist in charge of the work being done and 4.7 stresses that although contractual obligations must be respected, member shall not accept conditions which require the permanent suppression of archaeological discoveries or interpretations.

1.14 of the Code stresses that you should only reveal confidential information if you are required to by law, but you feel there is an ethical conflict with the Code in not making it available you should make your supervisor or employer aware of this. If you are under pressure from people outside the project to reveal information you should also make this known. There may be a communications plan in place to release information after a particular phase of the project. If you cannot resolve your own ethical conflicts about confidentiality on a particular site you might choose not to work on it. As you take on more responsibility for your work and that of others you can learn from working through this example to explore the consequences and restrictions of other projects before committing to join them.

How would you tackle this uncomfortable work situation?

You have recently started your first 'proper' job in archaeology with a small organisation that is local to you. The team you've joined is obviously quite tight-knit and at first they all seem very friendly but after a while you realise there is one member of the team who always seems to be the butt of everyone's jokes. The team member appears to laugh along with the jokes but the team leader has told you how useless she thinks this person is and now seems to be encouraging you to make fun of them as well.

You might find 5.8 and 5.9 of the [Code of conduct](#) helpful in thinking about this. You could also look at a [joint statement on Bullying and harassment](#) made by ClfA, Prospect and FAME and the [BAJR guide 44 RESPECT](#).

If you have fifteen minutes you could listen to Alex Llewellyn's talk, '[How can we give others the confidence to speak up to us, to ask questions and maybe challenge the social norms?](#)', from ClfA2021 'Catalyst for Change'. It might help to understand how work cultures develop and how they can be changed. If you're interested in any of the talks Alex mentions at the end you can find recordings of [2021 Conference sessions here](#).



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Professional profile: Tabitha Gulliver Lawrence

Tabitha is a Practitioner working for Colchester Archaeological Trust. Here she talks about the importance of preparing to work in archaeology beyond university.

My name is Tabitha and I work as a commercial field archaeologist in Essex. I did a BA in Archaeology at Bournemouth University which was a great experience and I'd definitely recommend it as a university. Bournemouth really provided a good foundation of practical and theoretical skills, including a minimum of 5 weeks fieldwork per year. I left university during the pandemic in May 2020 and commercial archaeology was experiencing a boom in work. I applied for a role with Pre-Construct Archaeology Ltd in Cambridge and moved there in September to start a trainee scheme where I worked with some incredible people who taught me my first experience of 'commercial' digging.

In October 2021 I started a new job with the Colchester Archaeological Trust in funnily enough Colchester! My new role has given me my first taste of urban archaeology, which is often more complex and sometimes requires a different approach than rural archaeology. With urban the features often cut into one another and you end up with metres of stratigraphy. Someone once told me that 'urban archaeology is like reading a book with lots of pages but you are reading it in reverse order'.

The reality of working in archaeology is often a shock to people and was a shock to me too. The biggest provider of archaeology related jobs is commercial archaeology, part of the construction sector. Commercial archaeology is not just digging and in reality there's lots of branches including post excavation, geophysics, geomatics, illustration, environmental, admin, management, archives, and public outreach plus many more. If you do go to uni try to cover some of these branches with the units you choose such as osteoarchaeology or archaeological science. Use your university or higher education career services to help with your initial CV and even ask your archaeology lecturers for advice. I'd recommend getting a CSCS card with your education qualifications, there's a variety of cards available. A CSCS card allows you to take part in commercial fieldwork, and allows you to cover all bases. Volunteer (virtually or in person) in museum and heritage organisations to add to your skillset, especially if archiving or post-ex is something you're interested in. Contact local commercial units and ask if they offer volunteer work or work experience. Other schemes like the Portable Antiquities Scheme, the Young Archaeologists Club/ Council for British Archaeology and the Museums Association all offer support and volunteer work too.

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For those interested in fieldwork it's important you understand the work you'll undertake which is outside and in various weather conditions. Often the pace is quick and therefore the training itself is too. But don't worry - everyone who digs started out somewhere, and there is no better training than throwing yourself in and learning on the job. It's not something that can be taught in an office or a classroom. If you're interested in joining ClfA and becoming a member of a professional body, look into their student or their practitioner levels. To become a PCIfA you complete an application including a statement of competence. I would advise that you ask your management about this process and ask them to read over your application. Using direct examples from work is important and shows off real life experiences. One example I used was the first time I dug in single context with a supervisor on an infrastructure site.



Any questions? Please ask

If you've got a question about ClfA or careers please send it to anna.welch@archaeologists.net or for membership enquiries contact lianne.birney@archaeologists.net You'll get a confidential answer but if the information could help others it will be included in an anonymised FAQs section.

What can you do next?

You will need to talk about your knowledge of ethical issues in your Statement of competence, as well your technical competence in your application. You can find [examples of how to fill in your Statement of competence here](#) and in due course we will be adding more examples of how to include ethical knowledge. Think about the referees that you are going to use. As well as acknowledging your skills they will also need to be able to comment on your ethical awareness.

CIfA has a webpage dedicated to [resources for professional ethics](#) where you will find many of the resources mentioned in this bulletin plus further reading.

We're continuing our Zoom digital breaks in rotating morning, lunchtime and evening time slots. Look out for announcements on our Events pages.

There will be also an 'Ethics in archaeological practice' session on the morning of 28 April at the CIfA Conference. If you want more details about our upcoming conference and how to attend either in person or online you can find more details on our [Conference pages](#).

We are repeating some of the more popular themes so please let us know if there's something you missed that you'd like to see again, or if you have an idea for a topic. E-mail us at membership@archaeologists.net

If you have any questions or suggestions for the next bulletin please send them in.

A handwritten signature in black ink, appearing to read 'Anna Lianne', written in a cursive style.

Anna Welch BA MA ACIfA, Professional Development & Practice Coordinator

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