

The Archaeologist

Issue 117
Autumn 2022



In this issue:

Bridging the skills gap:
widening access and
embedding professional
pathways

p3

**We don't have a jobs
problem – we have a
careers problem**

p18

**Amplifying the voices
of student and early-
career archaeologists**

p24

**Spotlight on the Code
of conduct: professional
ethics in archaeology**

p29

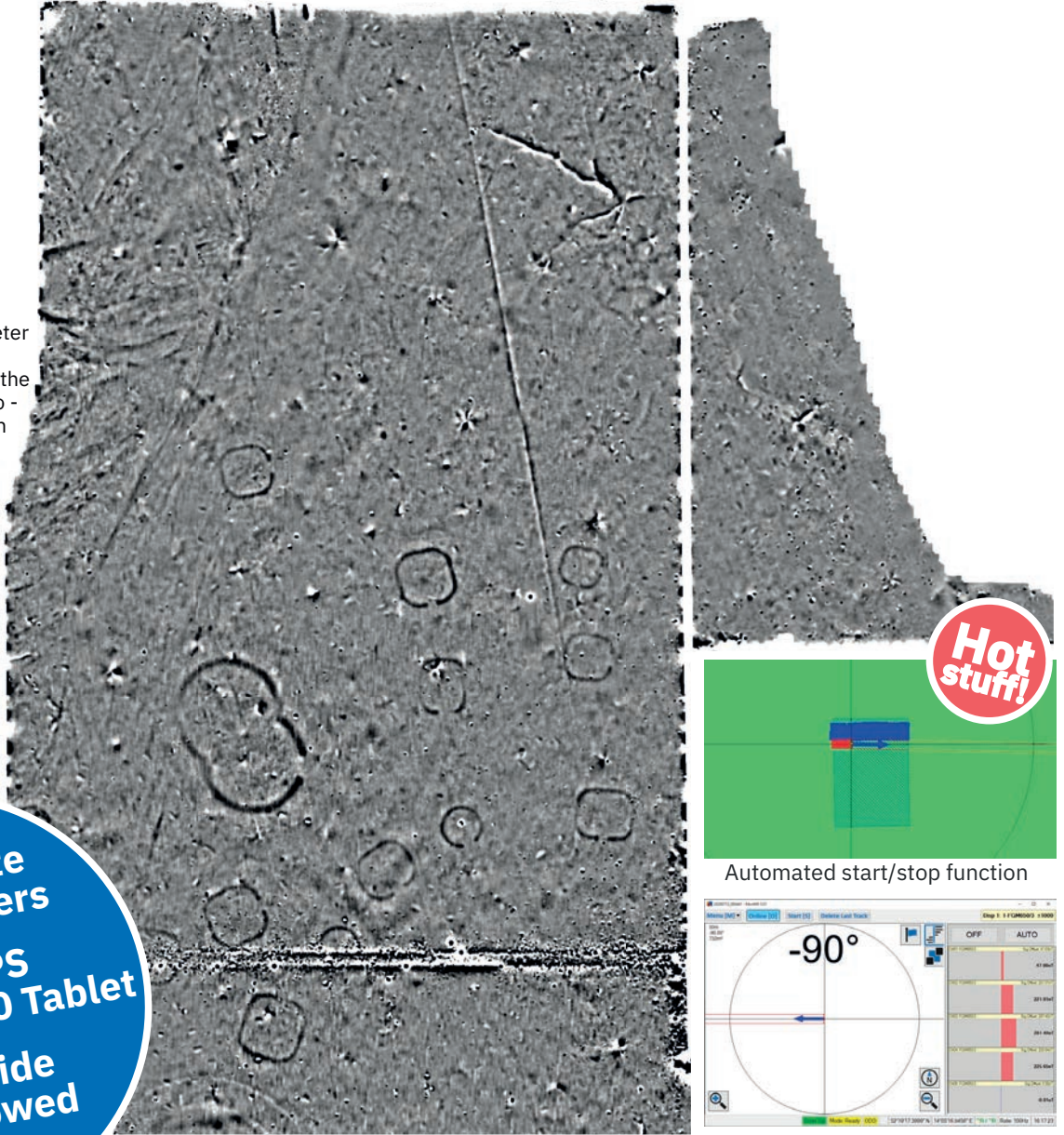
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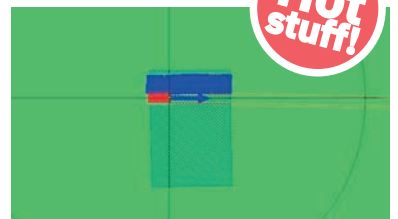


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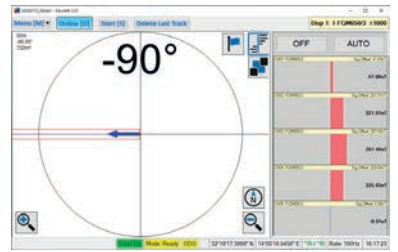
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Contents

Notes for contributors

Themes and deadlines

TA118: *Disability and archaeology. In collaboration with The Enabled Archaeology Foundation (EAF), the edition will discuss the current barriers facing disabled people in the UK archaeology sector and share case studies of good inclusive practice.*

Deadline: 1 December 2022

Contributions to *The Archaeologist* are encouraged. Please get in touch if you would like to discuss ideas for articles, opinion pieces or interviews.

We now invite submission of 100–150-word abstracts for articles on the theme of forthcoming issues. Abstracts must be accompanied by at least three hi-resolution images (at least 300dpi) in jpeg or tiff format, along with the appropriate photo captions and credits for each image listed within the text document. The editorial team will get in touch regarding selection and final submissions.

We request that all authors pay close attention to ClfA house style guidance, which can be found on the website: www.archaeologists.net/publications/notesforauthors

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- 2 Editorial
- 3 Bridging the skills gap: widening access and embedding professional pathways
- 9 Embedding professional skills in undergraduate study: a placement year with Archaeology South-East, UCL Institute of Archaeology *Louise Rayner, Sakshi Surana, Victoria Igary and Alex Allen*
- 12 An apprentice's perspective: upskilling the workforce through academic and commercial collaboration via heritage apprenticeships *Phoebe Wild*
- 14 'Bridging the gap' at Hinton St Mary: a collaborative project in North Dorset *Matevž Grošelj, Mike Luke and Kathy Pilkinton*
- 17 Access to accessible CPD: celebrating the Scottish CPD workshops *Cara Jones*
- 18 We don't have a jobs problem – we have a careers problem *Kenneth Aitchison and Christopher Dore*
- 20 And it's goodbye from her: my experience of volunteering with ClfA *Lucy Parker*
- 22 The 'Survey like a girl' podcast: a project aimed at celebrating female archaeological geophysicists *Kimberley Teale*
- 24 Amplifying the voices of student and early-career archaeologists: ClfA Careers Group Conference 2022 *Megan Schlanker*
- 26 The Institute of Detectorists and the Detailed and Partial Artefact Survey approach *Keith Westcott*
- 29 Spotlight on the *Code of conduct*: professional ethics in archaeology
- 31 Review of professional conduct cases procedure *Alex Llewellyn*
- 32 Member news: in conversation with Kevin Reilly
- 34 Member news
- 35 Member lists
- 36 Noticeboard

Cover photo: Reading students on the Islay fieldschool. Credit: Reading University



EDITORIAL



p3



p12



p14



p26

In this edition of *The Archaeologist*, we're looking at initiatives that bridge the gap between the 'academic' and 'commercial' worlds. From synthesis and knowledge transfer to education, training and skills, nurturing closer relationships between archaeologists working in a university setting and archaeologists working in industry delivers benefits for the discipline.

Many of the articles that follow focus on the skills gap between university education and career entry roles. Anna and Amanda from ClfA's Professional Development and Practice team outline the ways ClfA has been addressing sector skills, including through apprenticeships delivered in partnership with the further and higher education sectors, accredited degree programmes which enhance the vocational skills taught at university, and employer training schemes which bridge the graduate skills gap. Phoebe Wild talks about her experiences as a Level 7 Archaeological Specialist apprentice, which combines completing an MA with the University of Wales Trinity St David with structured on-the-job training. Hester Cooper-Reade of Albion Archaeology describes a commercial-academic collaboration at Hinton St Mary, Dorset, where students, volunteers and commercial archaeologists worked together as part of a wider collaborative project that will hopefully lead to the

relocation of the famous Hinton St Mary mosaic to a Dorset museum. And Louise Rayner shares the experiences from some of the students who have undertaken the four-year ClfA-accredited BA in Archaeology degree at University College London, which includes a placement year with Archaeology South-East.

Picking up on the skills theme, Kenneth Aitchison of Landward Research and Chris Dore of Heritage Business International explore the lack of career pathways in archaeology as one of the factors affecting the sector's ability to recruit sufficient skilled staff. This, and other skills issues, were discussed earlier this year in a round-table discussion facilitated by ClfA and attended by key sector organisations. This discussion considered the challenges facing higher education, issues around the supply of and demand for skills, the need to increase and diversify both entry routes and new entrants, and the need to create sustainable, rewarding careers. The ethical and commercial drivers for a more coordinated sector approach to skills development, including the need for technically and ethically competent archaeologists to deliver public benefit, were highlighted and could form the basis of a new sector skills strategy for archaeology – something we're looking forward to discussing with sector partners over the coming months.



Visitors examine an inverted vessel. Credit: Wessex Archaeology



The process of assessment for accreditation has been as informative and collaborative as it has been formal and rigorous. Accreditation lasts for five years and during that period ClfA keeps in regular contact, offering student talks and access to training and events. Students are offered free Student membership of ClfA throughout the duration of their course and, on graduation, they have access to tailored guidance to support them to apply for Practitioner accreditation.

Degree accreditation forms part of a wider strategy to create a variety of routes into archaeology and a structured foundation from which to build archaeological careers. Time will tell if accredited degree programmes have made a significant impact in helping graduates to enter the work force, but early indications, as demonstrated in the article from Louise Rayner on page 9, are promising.

Another advantage of the scheme has been to bring together representatives from academia and industry. The resulting dialogue has been valuable for both applying departments and those individuals who make up the accreditation panellists. It has allowed ClfA to

communicate directly with students and staff and is a platform for cross-sector discussion about the future needs of the archaeological sector in the UK.

Not all archaeology students will choose to work in archaeology – it is, after all, a degree acknowledged to provide excellent transferrable skills that non-sector employers value highly – but for those that do, accredited degree programmes lay solid foundations for a career in archaeology that can be built on through employer training and continuing professional development to create confident and talented archaeologists for the future.

For more information on applying for a degree programme to be considered for accreditation see [ClfA's Accredited degrees page](http://www.archaeologists.net/careers/info-for-training-providers/accredited-degrees) (www.archaeologists.net/careers/info-for-training-providers/accredited-degrees) or contact anna.welch@archaeologists.net

Approved training courses

Employer training is essential for developing knowledge and skills at all points in an archaeologist's career. For

early-career archaeologists in particular, a period of supervised orientation and on-the-job training is vital to achieve that first level of professional competence. This should be holistic training, rather than contract specific, so that early career archaeologists are employable for subsequent jobs and are confident that they have the skill set to work efficiently, ethically and to a high standard. This ensures that they know what archaeological work they can do without close supervision and where they need further training in order to investigate heritage assets in a professional way.

ClfA-approved training and CPD recognises formal training schemes mapped to National Occupational Standards (NOS) and are designed to deliver competence at either Practitioner or Associate grade. Sixteen Registered Organisations offer ClfA-approved employer training schemes, providing structured graduate and non-graduate training opportunities.



Students learn practical skills on a Bournemouth University fieldschool. Credit: Anna Welch



Employer training schemes are an essential follow up to the skills and knowledge that students have gained during their degree programmes but can also be aimed at non-graduates entering the workplace. They can be linked to formal qualifications like an NVQ and are often supported by the BAJR Skills Passport. Trainees on ClfA-approved employer schemes are eligible for the CSCS Trainee card which allows supervised work on site so that they can build their site skills. They can also join ClfA as Student members, giving them access to Pathway to Practitioner guidance and resources to support their professional

development. Supporting early-career archaeologists on a ClfA-approved employer training scheme leads to confident, competent and professional archaeologists who will boost the archaeology work force as well as helping individuals to have long-lived and rewarding careers.

For more information on training within the workplace and ClfA-approved employer training schemes in particular, see ClfA's [Careers kit](http://www.archaeologists.net/careers/info-for-employers) (www.archaeologists.net/careers/info-for-employers) or contact us at approvedcpd@archaeologists.net

Apprenticeships and National Vocational Qualifications (NVQs)

After quite some time in development, heritage apprenticeships in England are starting to take off! The industry now has six apprenticeship qualifications approved by the government, covering both archaeology and conservation. The ClfA assessment centre has just completed its first year of working with employers and training providers to deliver assessment and award qualifications to the first tranche of successful apprentices.

Heritage apprenticeships have been designed by leading employers in the sector who have come together to agree on the essential qualities for people working in heritage roles; these have been set into competence standards that all apprentices must meet. This means that anyone who holds a heritage apprenticeship qualification has demonstrated their expertise by going through a rigorous assessment process to prove they can do the job, consistently, to



Trainees on Pre-construct Archaeology's ClfA-approved employer training programme. Credit: Pre-construct Archaeology

industry standards. The job roles that the standards cover are

- Archaeological Technician level 3
- Historic Environment Advice Assistant level 4
- Cultural Heritage Conservation Technician level 4
- Cultural Heritage Conservator level 7
- Archaeological Specialist level 7
- Historic Environment Advisor level 7

Employers can take on an apprentice, if they provide the right work environment to support an apprentice's learning and development. Typically, training providers deliver the formal training but the majority of learning takes place on-the-job and utilises the huge potential that most workplaces have as places to learn and grow. So, why are employers taking on apprentices?

There are many reasons, but some of the most reported include how recruiting for an

apprentice can often attract high-calibre candidates who don't want to pursue the university option, giving employers greater choice in the pool of talent. Apprentices can also bring a fresh and enthusiastic approach to the work. They often free up time for existing staff who can delegate smaller tasks that will also help the apprentice to learn. Oh, and there's funding! The government picks up the tab for the formal training and for the assessment at the end of the programme, offering employers real value for money. (If you're paying the training levy, then this is a good way of recouping some of that cost!)

There are more subtle benefits too. By taking on apprentices, employers are demonstrating their commitment to recognised training and sending a message to their existing workforce that they care about recruiting and developing the next generation of archaeologists. It's a good look for employers!

So, what is ClfA's role in heritage apprenticeships? While all apprentices go

through a comprehensive and in-depth training programme, having rigorous assessment at the end is key to ensuring that the qualification is trusted and respected. That's where ClfA comes in. ClfA's assessment centre is recognised by qualifications watchdog Ofqual as a formal end-point assessment organisation (EPAO) for apprenticeships. The Ofqual recognition demonstrates how the EPAO has met rigorous operational quality standards; that the EPAO is part of ClfA means that it's governed by people who really understand the qualifications it assesses!

Phil Pollard, Heritage Apprenticeships Manager at Historic England, says:

'Apprenticeships are a brilliant way to equip a diverse range of people with specialist knowledge and skills in the heritage sector. ClfA independently assesses each apprenticeship placement to ensure that candidates meet the high standards required.'



Archaeology students from UCLan working at Garn Turne, Pembrokeshire. Credit: Adam Stamford

We feel it is incredibly valuable to have professional bodies such as ClfA undertaking this assessment. Historic England has already worked with the Institute to assess our first group of Historic Environment Advice Assistant apprentices and we are impressed by their enthusiasm and dedication to the role.'

As with other aspects of education and training, vocational qualifications are devolved in the UK and different systems exist in England, Scotland, Wales and Northern Ireland. In Scotland, work is underway to create a Modern Apprenticeship framework for an entry-level field archaeologist, supported by a new vocational qualification.

The ClfA assessment centre is also approved to offer the level 3 NVQ Certificate in Archaeological Practice. NVQs are nationally recognised qualifications that are all about competence; qualifying with this NVQ

demonstrates that someone has the skills and understanding to carry out complex archaeological activity.

NVQs are different from traditional exams; typically, they're delivered in the workplace and candidates are assessed on carrying out workplace tasks.

For example, in one of the units of the Archaeological Practice NVQ, candidates are assessed on how well they contribute to intrusive investigations. An assessor will observe them preparing for, and undertaking, intrusive operations and preparing records and schedules. The candidate is also asked questions about their underpinning knowledge on implementing intrusive investigations so it can be decided whether they are competent in this area.

Anybody can register for an NVQ, if they have access to the relevant workplace opportunities for learning and assessment. There are no entry qualifications and there are few time restraints on completing the

qualification, so they are far more flexible than traditional exams.

Like the apprenticeship criteria, NVQ standards have been developed by employers so they are focused on what true competence in a role looks like.

NVQs are used by employers who want a flexible qualification that puts the business first; they can also be instrumental in supporting systematic training as NVQ standards are great for identifying skills gaps. NVQs are regulated qualifications (so they carry the Ofqual badge) and candidates are assessed by ClfA assessors who are professionally accredited and hold a formal assessor qualification.

Candidates also like the flexibility of NVQs. All ClfA assessors will use the NVQ standard to draw up a bespoke assessment plan so the candidate can work through the NVQ at a pace that suits them. And again – they have a formal, Ofqual-recognised qualification at the end!



Reading students on the Islay fieldschool.

Credit: Reading University

Apprenticeships are now proven routes into the industry and NVQs are supporting individuals and businesses to grow. They offer employers and candidates a viable and valuable option in widening access into the sector, and they promote real jobs and high-quality qualifications.

Accredited degrees, employer training programmes, NVQs and apprenticeships offer more choice for aspiring archaeologists. As well as career entry routes, they provide upskilling and professional development opportunities for archaeologists already some way along their own career journey. What they all have in common is the potential to lead to professional accreditation – we want all archaeologists to aspire to, and celebrate, being professional!



Completing context records. Credit: Reading University

Embedding professional skills in undergraduate study:

a placement year with
Archaeology South-East,
UCL Institute of Archaeology

Louise Rayner MClfA (6621), Post-Excavation & Research Services ASE; Sakshi Surana, Student member (11090); Victoria Igary, Student member (11732) and Alex Allen, Student member (11024), UCL Institute of Archaeology BA Archaeology undergraduates

Back in 2016, colleagues working within the UCL Institute of Archaeology (IoA) and Archaeology South-East (ASE) recognised the potential for students to more fully engage with the professional archaeological and heritage sector as a part of their degree. A major influence for this was our work with the Historic Environment Trailblazer group developing a range of apprenticeships in archaeology. Several reports and surveys identified the widening gap between increasing opportunities in development-led archaeology and the shortage of skilled staff to deliver the work (eg Archaeological Market Survey 2016). The time was right for a better collaboration between our academic and professional contract staff to develop a new degree that welcomed students into the professional work team with enhanced skills training.

We launched our new four-year BA Archaeology with a Placement Year in September 2018. So far, ASE have hosted four cohorts through this degree. The students spend twelve months on a paid placement that provides them with at least six months' fieldwork as well as the opportunity to get training and real-life experience of other archaeological skills and specialisms. This degree is one of several offered at UCL that carries ClfA and University Archaeology UK accreditation.

After two years of undergraduate study and summer field schools, students apply to work for ASE. Successful applicants join us at the beginning of September in their third year. By this stage some students already have clear ideas about their archaeological interests – while others are open to any opportunities. Our placement coordinator supports each student and builds a programme with elements tailored to their particular aspirations. This is captured in an Individual Training Record, which maps skills and activities to the National Occupational Standards and tracks their progress.

Below, current and past students reflect on their placement year.

Sakshi Surana:

'I began my placement with an expectation to gain some work experience, learn some new skills and to witness a different side of archaeology. Now coming towards the end of the year, I have gained all that and a lot more.

This year has enabled me to work with different teams in different specialisms and aspects of development-led archaeology. The back-and-forth structure, switching between the field and the office, allowed me to combine all of the separate skills from different tasks into a cohesive whole, enabling me to understand the work I undertake

“ *My professional development through this experience has also been conducive to personal development and teaching me real-life skills that extend beyond archaeology.* ”



Sakshi Surana on site with ASE ge archaeologist Letty Ingrey and assistant archaeologist Elisabet Pila. Credit: Archaeology South-East, UCL

holistically. Being able to work with archaeologists at various stages in their careers has allowed me to better understand the profession and its place within the socio-economic landscape.

I've had opportunities to attend external conferences and workshops, such as the annual ClfA conference, which enabled me to network and get more involved in the sector; soon after, I joined the ClfA Early Careers Special Interest Group committee. The sessions made me think about the social value/public benefit of the work archaeologists do; a thought which has stayed with me and made me want to be more proactive in my work.

From an academic perspective, this year has tied up the separate strands of my studies and enriched my academic work. In many ways, it has aided my studies by filling gaps in the course material and enabling me to articulate and apply my learning in various contexts by accounting for diverse perspectives. It has also made me realise that development-led and academic archaeology are not as disjointed as it seems, how beneficial they can be in terms of professional development and how they complement each other. My professional development through this experience has also been conducive to personal development and teaching me real-life skills that extend beyond archaeology.'

Victoria Igary:

'I've had the chance to obtain excavation skills in a commercial setting: the fast-paced momentum, how to complete paperwork and how to spot the nuances of a feature in all weather conditions. This was all under the supervision and expertise of experienced archaeologists, allowing me to ask many questions to ensure my work was of a high quality.

Whilst six months working in the field has made me realise that perhaps fieldwork is not my cup of tea,

I think it was very important to experience it, in order to see the whole process of development-led archaeology, from site to archive deposition. I've also obtained my CSCS card and used the health and safety protocols on construction sites, which will be useful when I come to find a job. I've had the chance to work with all sorts of experts, which has opened my eyes to all the possible career paths and specialisms. I discovered a love of archaeological illustration! I enjoyed it so much that I have chosen this as a module in my final year – hopefully I can do them proud!'

*Victoria Igary excavating on a multi period site in East Sussex.
Credit: Archaeology South-East, UCL*



“ I've had the chance to work with all sorts of experts, which has opened my eyes to all the possible career paths and specialisms. ”



“ Due to the amount of fieldwork and post-excavation work undertaken during the placement I gained a significant number of skills, which really helped me with employability. ”

Alex Allen excavating a pit containing briquetage during his placement year. Credit: Archaeology South-East, UCL

Alex Allen has now graduated and we are thrilled he has returned to ASE as part of the fieldwork team:

‘I’m extremely glad I chose the placement degree pathway. It provided me with a range of different experiences in the worlds of academic and development-led archaeology and helped me to connect with a wide array of archaeologists who are knowledgeable, enthusiastic, and keen to teach others about their specialisms.

Due to the amount of fieldwork and post-excavation work undertaken during the placement I gained a significant number of skills, which really helped me with employability. I was able to rejoin ASE as soon as my degree had finished, where my experience meant I hit the ground running. The placement really helped with my decision to work in archaeology long-term and I am eager to see what the future holds in store.’

For ASE staff, the placement year offers diversity in our busy schedules and an opportunity to engage with students and academic colleagues on a regular basis. We are able to teach, train and work alongside early-career archaeologists, who are often experiencing archaeology in a professional setting for the first time. Just as we share our experiences and knowledge, we also value their fresh perspectives. Everyone at ASE feels the benefits of this time together and we look forward to welcoming our new cohort in the autumn.

More information about the degree: <https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba-archaeology-placement-year>

Louise Rayner

Louise is Head of Post-Excavation & Research Services at ASE. She has over 25 years’ experience in development-led and university-based archaeology. Recent CIFA Finds SIG chair, she is particularly interested in capacity building and training within the areas of post-excavation and specialist research, as well as initiatives looking to improve standards and guidance across the sector.



Sakshi Surana, Victoria Igary and Alex Allen

Sakshi, Victoria and Alex are all current or recent UCL IoA undergraduates on the BA Archaeology with a Placement Year. You can read more about them and their time with ASE in various blog posts or listen to our podcast with Alex: <https://www.ucl.ac.uk/archaeology-south-east/placement-blogs>

An apprentice's perspective: upskilling the workforce through academic and commercial collaboration via heritage apprenticeships

Phoebe Wild PCIfA (10648), Project Officer, MSDS Marine Limited

Diver measuring a cannon on the Bronze Bell protected wreck site. Credit: MSDS Marine 2021

The Historic England Trailblazer Apprenticeships provide an excellent example of collaboration between the academic and commercial archaeological spheres. The apprenticeships have been developed to 'support our sector to train and maintain a skilled workforce' and are a joint venture between employers and training providers, which are often universities and colleges.

In 2021 my employer, MSDS Marine, offered me the opportunity to participate in the Archaeological Specialist Level 7 Apprenticeship, which is supported by CfA. The apprenticeship includes an MA in Archaeological Practice provided by University of Wales Trinity St David. The MA is offered as a part-time, distance-learning degree. I will complete the whole apprenticeship by the end of 2024. The

programme requires commitment from both the apprentice and the employer; MSDS Marine 'release' me from work duties for 20 per cent of my time. This gives me one day per week to dedicate my time towards working on the apprenticeship by attending seminars, writing assignments and completing CPD opportunities.

This set up is very manageable for both me and my employer; it enables me to develop as a historic environment professional in a work context while working towards a substantive academic qualification. A key part of the programme is the requirement for employers to work with the apprentice to provide opportunities to ensure they can demonstrate specific knowledge, skills, and behaviours (KSBs). These KSBs were developed alongside the CfA Member (MCfA)-level accreditation competency matrices and are designed to establish that the apprentice has undergone appropriate and meaningful professional development during the apprenticeship.

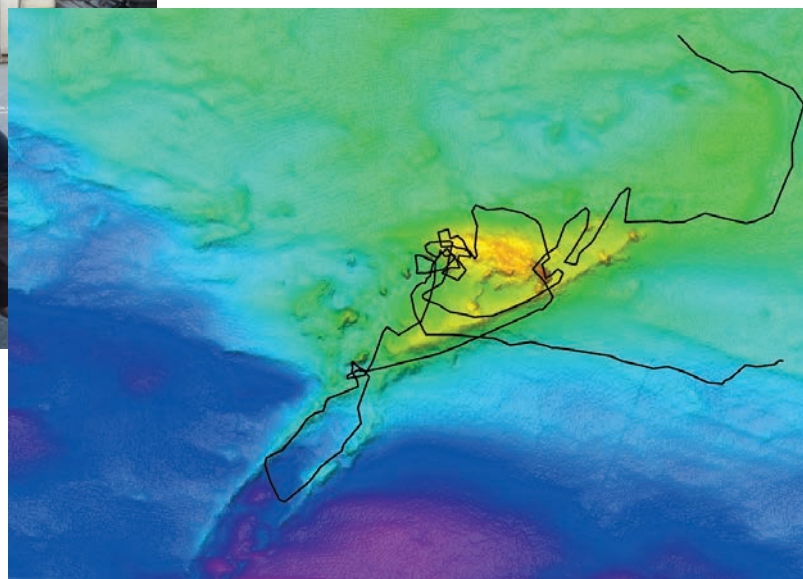
The need to acquire these KSBs encourages me to seek out opportunities for CPD that I may not have previously considered. For example, I attended a CfA workshop 'Practising ethical competence in archaeology' to enhance my capacity to 'apply an awareness of professional judgement and ethical behaviour', which is one of the required behaviours.

The KSBs make me consider how I work too; when I'm undertaking research, writing reports and assignments, and interacting with my colleagues I am constantly considering whether I am demonstrating appropriate knowledge, skills or behaviours. This self-reflection is important for my professional development. In this way the apprenticeship provides a robust learning structure and gives me clear goals to work towards that can be built into my employer's existing Professional Development Review system.

The seminars and assignments provided as part of the MA are directly relevant to



Divers filling out cannon recording sheets; scans of these were part of the project archive. Credit: MSDS Marine 2021



Route of tracked diver survey of the London protected wreck site. Credit: MSDS Marine 2021

my job and have already had a positive impact on my work. The first module, *Archaeological Research Methods*, included a seminar on archaeological data archiving and deposition, an element of the archaeological process that I was previously aware of but by no means knowledgeable about. The seminar covered the importance of creating reusable data and signposted the relevant guidelines for creating proper archives for archaeological projects, particularly the *CifA Standard and guidance for the creation, compilation, transfer and deposition of archaeological archives*. Methods for archive deposition were also discussed, including how to identify appropriate data repositories, eg, the Archaeological Data Service. The related assignment has tasked me with creating a metadata statement for a dataset according to the ADS standard. This has given me the understanding and tools to produce the full archive for a work project I was involved in – the inspection, survey, investigation, recording and monitoring of the ‘Bronze Bell’ wreck that MSDS Marine undertook in 2021 on behalf of CHERISH. The completed archive has been accepted and uploaded to the National Monuments Record of Wales. Being able to produce good quality archives for archaeological projects is a key skill for a historic environment professional, a skill that the MA has given me.

The second MA module, *Archaeological Project Design and Delivery*, focused on

project management and planning. These skills are rapidly becoming important for me to develop for my career. Seminar and assignment topics included project initiation, budgeting, health and safety, project evaluation, and the application of Historic England’s project managers’ guide: *Management of Research Projects in the Historic Environment*. One assignment had me assessing the success of a project design against how the project went, which pushed me to consider the real-world impediments to successful adherence to a project design. The project I reviewed was the tracked diver survey of the wreck of the *London* undertaken by MSDS Marine in 2021 for Historic England. I was involved in the project fieldwork and reporting as a team member, but the MA assignment compelled me to think like a project manager, an invaluable learning opportunity.

The upcoming modules include *Archaeological Project Reporting* and *Archaeological Specialist Practice*. By the time I have completed the apprenticeship, the balance of commercial experience and training provided by MSDS Marine and the academic teaching provided by University of Wales Trinity St David will have enabled me to cultivate professional skills and gain new qualifications integral to building my career.

More information about apprenticeships can be found here:

<https://historicengland.org.uk/services-skills/training-skills/work-based-training/heritage-apprenticeships/>

uwtsd.ac.uk/apprenticeships/archaeological-specialist-ma/



Phoebe Wild

Phoebe works for MSDS Marine as a project officer working predominantly in development control, where her work supports EIAs for offshore and coastal development through desk-based assessment and research. Phoebe is also involved in fieldwork by operating a tracking system for diver surveys and she also contributes to public outreach.

‘Bridging the gap’ at Hinton St Mary: a collaborative project in North Dorset

Matevž Grošelj PCIfA (9257), Archaeological Supervisor; Mike Luke MClfA (4800), Project Manager; and Kathy Pilkinton ACIfA (7660), Project Manager, Albion Archaeology



Students and volunteers overseen by an archaeologist from Albion. Credit: photo by Mike Luke © The British Museum



Banners/logos created by students displayed during the open days. Credit: photo by Mike Luke © The British Museum

The ‘Bridging the gap’ theme of this issue of *The Archaeologist* seemed tailor-made for the fieldwork project undertaken earlier this year at Hinton St Mary, Dorset – a project jointly run for The British Museum by commercial and academic organisations to the great benefit of all involved. So much so that we couldn’t resist telling you why we think it was so great!

The village’s Roman site is famous for a mosaic that was found in the 1960s. The central roundel in the larger room shows the bust of a man wearing a tunic and cloak, flanked by pomegranates and with the Greek letters X and P (Chi and Rho) behind his head. Scholars have previously suggested that the figure is one of the earliest representations of Jesus Christ from the ancient world, and probably the first to be found on a mosaic. Despite the significance of the discovery and the transfer of the mosaic to the British Museum, no fieldwork has been undertaken on the site for the last six decades. The recent fieldwork is part of a wider collaborative project that will hopefully lead to the relocation of the mosaic to a Dorset museum and its redisplay.

The fieldwork was designed to generate new evidence with which the historical and religious significance of the mosaic can be better explained to the public and to provide a teaching opportunity for undergraduates from Cardiff University/Prifysgol Caerdydd. After a delay caused by the pandemic, an initial evaluation was successfully completed in 2021,¹ highlighting how little was known about the mosaic, or Hinton St Mary, in the Roman period.

Each of the partner organisations provided a co-director: Peter Guest of Vianova Archaeology &

¹ For more information go to <https://vianovaarchaeology.com/hinton-st-mary/>



Morning warm-up exercises led by an archaeologist from Albion. Credit: photo by Mike Luke © The British Museum

Heritage Services, Mike Luke of Albion Archaeology, and Richard Hobbs of The British Museum. The directors' presence on site gave the students an opportunity to learn from them and discuss how their own future career paths might develop.

Alongside the directors, Albion Archaeology provided supervisors (Matevž Grošelj and Kathy Pilkinton) to assist on site and work closely with the students. In addition to support in kind and some staff time provided by Albion Archaeology, the team working on the project volunteered their own time to support the project. Various specialists brought their expertise and enthusiasm to the site to teach the students about surveying and geophysics (GPR) (Keith Wilkinson, University of Winchester), zooarchaeology (Mark Maltby, Bournemouth University), and Roman pottery (Jerry Evans, Barbican Research Associates). The original mosaic was recorded as a painting by David Neal in 1963 and it was brilliant to see him back on site 59 years later helping us record the new mosaic we discovered!

In addition, we invited 33 children with special educational needs from nearby Yewstock School to work with us in the trenches and showed over 300 people around the site during our two open afternoons.

For many of the first-year students this was their first opportunity to participate in an excavation and they were assessed for the practical component of their university courses. The presence of experienced commercial archaeologists meant that there was always someone on hand to offer advice or answer questions. It also resulted in cautionary tales and sage advice from Albion staff who have developed a healthy respect for continuous manual labour over the years: 'It's never too early to start being careful with your back, knees, and ankles.' There were no digging-related injuries throughout the four-week excavation – a coincidence perhaps?



Exposing a mosaic overseen by an archaeologist from Albion. Credit: photo by Mike Luke © The British Museum

Working alongside the students were other volunteers at the beginning of their archaeological careers. Those graduating in the last week of the project perhaps benefited most from the presence of archaeologists from a broad range of sectors. Besides the additional experience they gained while excavating, they were also able to learn more about the profession they would soon enter. As a more tangible benefit, they had the chance to graduate with a reference from the commercial sector, which should help them if they chose this career path.

All the students were keen to talk about future career choices and as you might expect were less familiar with the commercial route than the academic world in which they had spent their undergraduate years. They got to hear first-hand about the pros and cons of commercial work and the day-to-day reality for people working in that sector. They were impressed that those of us from Albion had taken annual leave to work on the excavations and that university specialists were visiting in their own time. It's always reassuring to see that people in your chosen profession still have a passion for the subject many years into their careers.

The archaeology too benefited from the presence of professionals. Although the students and volunteers did an excellent job most had no more than eight weeks' site experience. This cannot compare to the experience gained from years of working as a professional archaeologist. Having professionals working alongside the students means the work is more carefully monitored and enables the students to undertake a range of tasks that require a little more supervision.

Participation in a training excavation also brings huge benefits to a commercial organisation. The staff



The 2022 field team. Credit: photo by Mike Luke © The British Museum

involved get to work on the kind of sites rarely seen in commercial archaeology (a scheduled monument with a mosaic in this case), to engage with the public and school children (not always possible to such an extent on a commercial excavation), and to meet and work with various specialists from academia (perhaps creating future opportunities for collaboration and fostering working relationships outside the usual spheres). This is excellent for their CPD and enjoyment!

Commercial organisations in turn provide expertise, resources, and equipment to facilitate the smooth running of both the excavation and the post-excavation analysis. Albion also currently employs a Level 3 apprentice archaeologist (Chris Sopp), so we took the opportunity to send him along for a few days as part of his training. This provided valuable exposure to an archaeological research and training excavation which, because of his career path, he had not previously experienced.

From a personal point of view, it was a fantastic opportunity to share our skills and knowledge with future archaeologists and hopefully make a positive difference at such an early stage in their careers.

Acknowledgments

Archaeology is about people – past and present – and special thanks are due to all the staff, helpers, volunteers, students and the local community, who made the project such a rewarding and enjoyable experience. There are too many to mention here but they will all be acknowledged in the forthcoming interim report. However, special thanks go to Jill Cook (The British Museum), Katie Scorgie (landowner), the Hinton St Mary Estate, Dr Mike Watts and Jolanda Watts (patrons), and the Roman Research Trust/Roman Society (funders) – without you this project would never have taken place.

Kathy Pilkinton

Kathy has worked at Albion Archaeology since 2005 and has recently taken on the role of Project Manager. She has extensive fieldwork, post-excavation and outreach experience, helping to set up and run the local Young Archaeologists' Club and assisting on many community and training digs over the years.



Matevž Grošelj

Matevž joined Albion Archaeology in 2019 and is currently an archaeological supervisor. He is interested in promoting the experience of the field archaeologists and appreciates a nice section.



Mike Luke

Mike joined Albion Archaeology in 1989. He is a project manager and has managed and published sites across the East Midlands. He has recently published a monograph on a Neolithic to post-medieval landscape north-west of Bedford (Albion Monograph 8); a complimentary copy was given to each of the Hinton St Mary project team. Independent of Albion he has worked as co-director on research excavations by Cardiff and Nottingham Universities. He is currently secretary of the Archaeological Committee of the Roman Society.



ACCESS TO ACCESSIBLE

celebrating the Scottish CPD workshops

CPD

Cara Jones ACIfA (6085), Senior Professional Development and Practice Coordinator

Since 2015, through dedicated funding from Historic Environment Scotland, ClfA has delivered a series of CPD workshops aimed at upskilling archaeologists based and working within Scotland. Building upon previous CPD workshops delivered by the Scottish Group, these CPD opportunities are designed to create awareness of a subject matter. These workshops are intended to be high-level introductions that can lead a general understanding of the subject or encourage the attendee to go further and learn more.

The themes for CPD workshops are informed by the ClfA Scottish Group, as well as from known skills and knowledge gaps identified through consultation with the sector. Topics for the workshops have included 'First aid for mental health', an introduction to photogrammetry and reflectance transformation imaging (RTI), volunteer management, the practical application of dendrochronology, neurodiversity awareness training and more. There have been two public speaking workshops, from which I benefited hugely. The training turned someone who presented as an enthusiastic but at times hesitant speaker into a more coherent and engaging communicator.

Thanks to the funding from Historic Environment Scotland, ClfA can pay for expert trainers, attendance bursaries, travel and refreshments throughout the day (for in-person events). Since 2020, much of the CPD provision has moved online but this has enabled a wider geographical reach for the workshops.

Why are these CPD workshops important? They support equitable access to training and career development opportunities and enable Scottish-based archaeologists to come together and gain new knowledge that can be shared with their peers and colleagues. Since 2015, 385 people have attended a workshop and going forward we want to do more evaluation of the impact of attending these specific learning events.



The practical application of dendrochronology CPD training workshop. Credit: Cara Jones/ClfA



Introduction to Museums CPD training workshop. Credit: Cara Jones/ClfA

Upcoming workshops are still being developed but if you are based in Scotland and have a learning need, get in touch with Cara at ClfA and we can add it to the list!

We don't have a JOBS problem

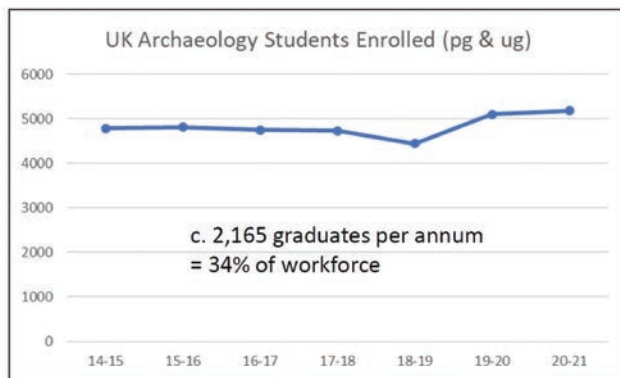
Kenneth Aitchison MCI(A) (1398), Landward Research/FAME and Christopher Dore MCI(A) (8900), Heritage Business International

Since 2020, archaeology in both the UK and the USA has been experiencing a recruitment 'squeeze'. At a time when demand for services has been very high, there have been unprecedented levels of hard-to-fill vacancies.

Governmental protection of construction as an 'essential' industry during the pandemic coincided with a high level of activity on infrastructure projects, boosting demand for archaeological services. In 2020, just on the eve of Covid-19 beginning to have an impact, it was estimated that there were 6300 archaeologists working in the UK, with more than two thirds of them employed in commercial archaeology (an estimated 4375 people).¹ By March 2021, UK archaeology had grown – in terms of the numbers of people working in it – to be larger than it had ever been.



Numbers of archaeologists in UK archaeology 2020. From profilingtheprofession.org.uk



Number of UK archaeology students enrolled. Data from HESA

There were at least eleven UK firms employing more than 100 archaeologists each.

Recruitment in archaeology has long followed the path of the knowledge economy, meaning companies seek to recruit people that are able to adapt to and work in knowledge-focused workplaces – and so graduates have historically been sought and expected to fill these positions. This has not previously been a problem, as in both the UK and the USA, the numbers of individuals graduating with degrees in archaeology (or anthropology) is far in excess of the natural replacement rate (the numbers of retirees or other people leaving the industry). Reviewing HESA data from 2014 to 2020,² the authors estimate that there are approximately 2165 new archaeology graduates every year in the UK. This is equivalent to 34 per cent of the total sectoral workforce – and so, if all were to take up positions in professional archaeology, the entire working population would be replaced every three years.

Although the whole workforce does not get replaced every three years, archaeology has always had a high rate of 'churn' – people coming into and leaving the industry. Previously, when people came into archaeology and then left the industry after a few years, there were always new graduates to replace them, which made an underlying structural problem invisible. The Covid-19 years have been a time of re-evaluation, attitudes to work have changed, and there has been a reckoning in archaeologists' career expectations.

Recruitment is different and more difficult than it was before Covid-19; 74 per cent of respondents to the *State of the Archaeological Market 2021*³ either agreed or strongly agreed that they had hard-to-fill vacancies. There is no longer the supply of European Union citizens that used to provide a reservoir of additional labour at busy times, and new entrants are reluctant to take up positions in archaeology. While employers are adapting to the new realities, with the biggest employers developing graduate and non-graduate training programmes and offering permanent contracts to all new hires, these are not yet remedying the underlying problem.

¹ Profiling the Profession 2020. <https://profilingtheprofession.org.uk/>

² Higher Education Statistics Agency. <https://www.hesa.ac.uk/data-and-analysis/students/what-study>

³ State of the Archaeological Market 2021. <https://famearchaeology.co.uk/state-of-the-archaeological-market-2021-2/>

we have a CAREERS problem

Today, that problem is not with the number of graduates, or students not knowing about jobs in commercial archaeology; the problem is that we have lots of jobs – we just don't have many careers.

A way to address this might be to embed more economic value in the work that archaeologists do, so enabling sustainable, profitable companies to better support individual archaeologists on career trajectories, rather than opportunistically engaging them *ad hoc*.

In terms of chargeable hours, it is junior field staff that can be the most valuable members of the archaeological workforce. If they are only employed to work on specific projects, then 100 per cent of their time can be charged to clients. When more employees are needed, our industry needs to present a value proposition to job candidates that is *competitive with other industries*. Many other industries value archaeology graduates far more than we do and provide careers that are stable, have good salaries and benefits, may provide less difficult work, offer career advancement, and allow for a home base.

We need to value junior fieldworkers as the most financially valuable part of the staff complement. But they don't feel valued. So employers and the industry need to establish a new business model where firms can be profitable and grow value, while investing in the careers of junior field staff instead of using them to generate profits and accepting that many will get burned out and go to other industries.

The authors are preparing a forthcoming comparable paper that focuses on the situation in the United States.



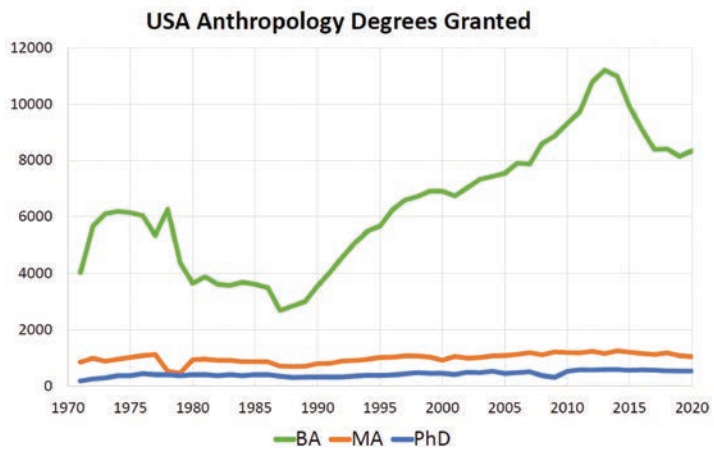
Christopher Dore

Christopher is Consultant at Heritage Business International LLC. He holds both a PhD in anthropology and an MBA in business administration.

He has served his profession as the President of the American Cultural Resources Association, President of the Register of Professional Archaeologists, Treasurer of the Society for American Archaeology, Editor of *Advances in Archaeological Practice: A Journal of the Society for American Archaeology*, and Treasurer of Archaeology Southwest.



USA commercial archaeology. Data from HBI



USA anthropology degrees granted. Data from US Department of Education & Coates 2005



Kenneth Aitchison

Kenneth is the Founder & CEO of Landward Research and is CEO of FAME: the Federation of Archaeological Managers and Employers. He serves as Chair of the Register of Professional Archaeologists' Committee on Ethics and is also Treasurer of the Society of Antiquaries of Scotland.



And it's goodbye from her: my experience of volunteering with ClfA

Lucy Parker MClfA (4972), Bournemouth University

This year marks the end of my two terms volunteering at ClfA, and it has been a such an incredible journey. During this time I have been very fortunate to make so many new connections through the varied opportunities available to volunteers on ClfA Groups and Advisory Council, and am proud to now call many of those people my colleagues and friends.

You don't need to be a part of a committee to volunteer; Groups are very happy to hear from people who would like to help on a specific project.



Volunteering with ClfA extends your network and opens up opportunities. Credit: Career in Ruins

In 2016, I joined the Geophysics Special Interest Group (GeoSIG) committee, who promote the value of geophysics to the archaeological sector and act as a reference point for ClfA when advice or information about our specialism is needed. This gave me the opportunity to meet with and facilitate connections between many other archaeological geophysicists. We have organised two sessions at ClfA's annual conference, aimed at supporting non-practitioners who may commission or use geophysical products within archaeology; held online sessions to collate the needs and aspirations of both archaeological geophysicists and non-practitioners to

inform the forthcoming updates to ClfA's *Standard and guidance for Archaeological Geophysical Survey*, and guest-edited *The Archaeologist* to promote the value geophysical survey can add to archaeological research.

The benefits of volunteering are not limited to within ClfA. GeoSIG were invited to join an advisory group for Historic Environment Scotland's three-year project to further develop geophysical survey capability and expertise for Scotland's archaeology. During these meetings, I was part of interesting and innovative discourse and met international geophysicists who have since invited me to contribute to their projects.

My own career has been forever enriched by these experiences. Following the conference session I helped convene on behalf of GeoSIG in 2019, *Archaeological geophysics: why do we do it? Is it done well? Does it matter?!*, it became clear that we need to support non-practitioners with their understanding of archaeological prospection. Thus began evidence gathering to support the considered use of archaeological geophysics, which led me to develop and start my postgraduate research last year at Bournemouth University. Working with Historic England, and funded by AHRC, my research aims to understand the effectiveness of geophysics within archaeology, and to provide evidence that can be used by non-practitioners to better plan, commission and understand geophysical survey.

Whilst we volunteer our time, GeoSIG meetings are held during working hours, as the organisations from which our committee is comprised are pleased to support their staff and the sector in this advisory capacity. My own volunteering averages a few hours a week; some weeks are quiet whereas other weeks we might be working on a project together, such as updating guidance. Many of these meetings are now online, which makes attendance much simpler. You don't need to be a part of a committee to volunteer; Groups are very happy to hear from people who would like to help on a specific project.

I have been a part of ClfA's Advisory Council (AC) for almost as long as I have been on the GeoSIG committee as their representative. The AC acts as the voice of

the membership and is informed by representatives from Groups and by elected members. When the role of Chair became vacant, I had the capacity to undertake the responsibilities through the support of my then employer, Historic England, and was really pleased to support the Council as their elected Chair. During the past 18 months, we have focused on improving communication to make the AC more effective within the structure of ClfA. Members of the Council observe the Board meetings and report back, so we are informed of current matters and decisions, and have started holding 'Meet the AC' online tea breaks to have a direct means of contact with the wider membership. The AC has a broad range of specialisms, experience and opinions, reflecting the range throughout the archaeological sector. Being a part of the AC has helped me to understand different perspectives and taught me so much, not only the skills you learn as part of the role, but by expanding your network so you are exposed to new knowledge and ideas. Likewise I am pleased to have brought my own skills, perspective and experience to the role.

Through the past six years I am proud to have made a difference; as members of ClfA we all play our part. These experiences have helped me to improve both myself and the sector. As I stand down, I look forward to following the next Chair of GeoSIG as the committee builds on what we've achieved to date, and the next Chair of AC develop the framework we have created. I hope you are inspired to see which Groups you can work with, or



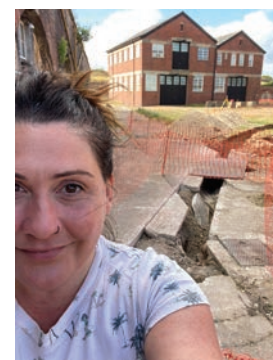
(L-R) Rob Cooke, Lucy Parker and Shelly Sell, representing Bournemouth University at Corfe Castle's Festival of Archaeology event 2022. Credit: Lorraine Pither

Through the past six years I am proud to have made a difference; as members of ClfA we all play our part.

indeed join the AC to see what change you can bring about? I have had such an amazing experience; I hope you get your chance too.

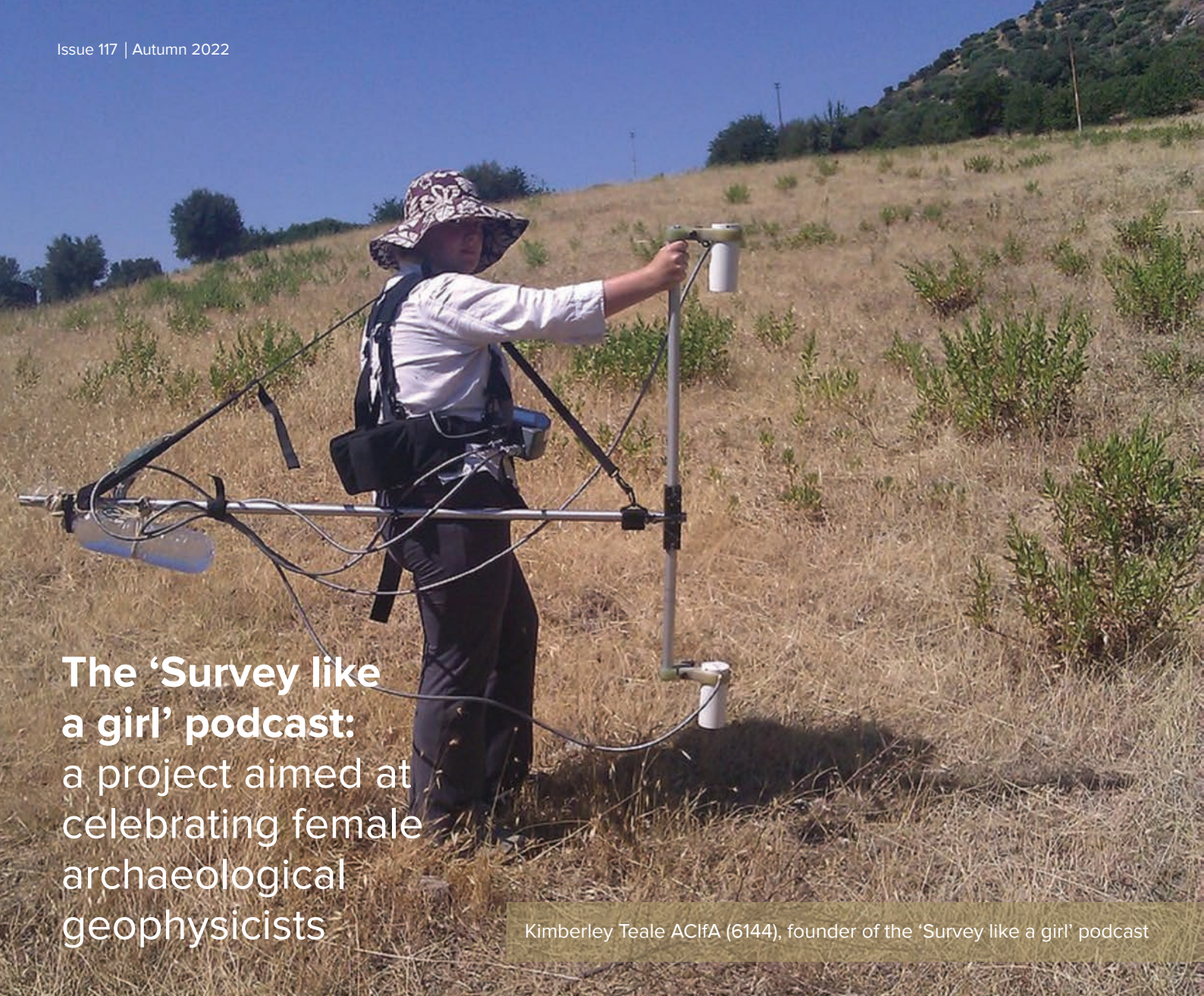


infographic showing the relationship of the ClfA governance committees



Lucy Parker

Lucy is an archaeologist with extensive survey and project management experience who has been active within the archaeological and geophysical sectors for over 15 years. She is currently a postgraduate researcher at Bournemouth University undertaking a Collaborative Doctoral Partnership with Historic England to investigate the effectiveness of geophysical survey within the archaeological sector. Her work is supported by the Arts and Humanities Research Council (grant number AH/W002566/1).



The ‘Survey like a girl’ podcast: a project aimed at celebrating female archaeological geophysicists

Kimberley Teale ACIfA (6144), founder of the ‘Survey like a girl’ podcast

Archaeological prospection, or ‘geophysics’, has been around in the UK for a relatively short period of time, historically speaking. As part of this year’s ClfA conference, the GeoSIG celebrated ‘50 years of Archaeological Prospection’, honouring the contribution that geophysics has made to the archaeology sector. Given that the conference closely followed behind International Women’s Day, I was inspired not only to celebrate the contribution of geophysics to our sector, but to celebrate the contribution of women within the profession.

I have met and been mentored by some brilliant female geophysicists, some of whom have supported and driven some of the greatest technological advances to our profession. I wanted to develop a project that would amplify their voices and share stories of discovery and development, to create a legacy to inspire a future generation of female surveyors, and to inspire those in the profession to stand up and make their voices heard. I also wanted to break down barriers in the hope of making the discipline feel more accessible. Even though we walk up

Utilising a G-858 cesium vapor magnetometer in Calabria. Credit: Kayt Armstrong

and down fields for hours on end ‘counting the beeps’ or watching tracking lines on a tablet, we are just like the rest of you. Pretty much.

With a tongue-in-cheek podcast title originating from being told at the start of my career to ‘not survey like a girl’, I dutifully set out to rouse interest and sign up some brilliant women who have made a career out of not only being able to survey like a girl, but by having some of the best brains, voices and determination in our sector. Following advice from the brilliant ‘Career in ruins’ podcast guys, I set about discovering the stories of seven inspiring geophysicists.

Episode 1 kicked off with Emma Brunning, a geophysicist since 2002 – her interview essentially acted as her 20th anniversary. Emma came from the fold of GSB Prospection, and highlights include

surveying on Orkney and taking part in the geophysics for *Time Team* for ten years.

Episode 2 covered the fascinating scientific research being undertaken by Dr Petra Schneidhofer in Norway, with a focus on the influence of environmental factors on GPR and magnetometry, as well as the implementation of non-invasive methods in cultural heritage management. Highlights include having the actual dream job, and driving a towed GPR through Stonehenge.

Episode 3 delved into the fascinating 35-year career of Dr Susan Ovenden, which has ranged from undertaking a PhD under the supervision of Arnold Aspinall, to being a key member of the GSB team as well as one of the founding members of the original *Time Team* geophysics gang; this interview was one of my favourites.

Episode 4 involved a good chin wag with Lucy Parker, reflecting on her career in marine geophysics, landing a dream job with Historic England and delving into her current PhD research into the effectiveness of geophysical survey within archaeological investigation.

Episode 5 covered the interesting research background of Dr Kayt Armstrong. Kayt's research includes geophysics in peatland environments, and three post-doctoral research posts in the Netherlands, Greece and the UK. Kayt has a depth of insight into the geophysical world and her interview is a mine of information.

Episode 6 took a slightly different turn with Alice James – a consultant archaeologist with a background in geophysical prospection. We delve into Alice's history in commercial archaeology and the geophysics sector, as well as her two-year stint with the British School at Rome, and how her knowledge of geophysics has helped guide her career to date.

Episode 7 delved into the career of Anne Roseveare, spanning over 24 years. With a background in chemical engineering, Anne has a unique insight into soil sciences and geophysics for environmental purposes as well as archaeology, which provided a fascinating chat.

To date, the podcasts have had over 640 downloads from the website alone in 38 countries around the world – statistics that I have to pinch myself about. The project has also proudly received crucial backing and funding from the ClfA GeoSIG and the International Society for Archaeological Prospection (ISAP).

Thank you to all who have listened to the podcasts so far – your support means the world. For those that haven't – you can find them at www.SurveyLikeaGirl.co.uk, or on Spotify or Apple podcasts.



Undertaking GPR in Norway on skis. Credit: Petra Schneidhofer



Group shot of the interviewees – clockwise from top left: Emma Brunning, Susan Ovenden, Alice James, Kimberley Teale, Anne Roseveare, Kayt Armstrong, Lucy Parker and Petra Schneidhofer. Credit: Kimberley Teale

Kimberley Teale

Kim is a geophysicist and project manager and has been active in the archaeology sector since 2010, specialising in geophysics and digital deliverables since 2015. With a career in commercial archaeology, Kim has surveyed on most major rail schemes, road schemes, windfarms, and across most of the British Isles. Kim loves a landscape survey, good clean data and playing with shapefiles, and is currently programme-managing and delivering the joys of geophysics to community volunteers for DigVentures.



Amplifying the voices of student and early-career archaeologists

ClfA Early Careers Group Conference 2022



Megan Schlanker PCIfA (9238), Chair of ClfA Early Careers Special Interest Group

On 27 July 2022, the ClfA Early Careers Special Interest Group hosted our second ever Student and Early Career conference, working in partnership with the Council for British Archaeology and as part of the Festival of Archaeology. The conference was hosted digitally, and aimed to platform students and early-career archaeologists, regardless of age or background, and to give them the opportunity to gain presentation experience, chair a session and network with peers. The conference was open to speakers studying archaeology or an associated subject, undertaking training or apprenticeships, or in the first 18 months of employment in an archaeological profession.

To encourage participation we provided guidance on how to write an abstract and what chairing entails, and offered one-to-one meetings for speakers to chat through their presentations, ask questions or practise using Zoom. We also provided a variety of presentation options.

This year we received abstracts from individuals from across the world. We had students studying subjects such as heritage crime, bioarchaeology and classics presenting alongside early-career professionals working in museums, archaeological engagement and archaeological fieldwork.

'During my time as the Council for British Archaeology's Website and Young People Assistant I was given the opportunity to work on the ClfA Early Career conference. I had various tasks

including editing the call for contributions document and text for the CBA website. I was also on email duty, monitoring the emails and creating a standard response to enquiries. I really enjoyed my involvement with the conference and seeing the behind-the-scenes workings of an event like this.'

Celyn Gale, Website and Young People Assistant, Council for British Archaeology

In the weeks leading up to the conference, we made the most of our social media presence to platform each of the speakers, their background, interests and presentation topic prior to the conference. This has helped us to expand our online network, whilst promoting the event.

While there was no set theme, the team behind the conference were able to

identify several strands, which became our five sessions: 'Ethical issues in archaeology and heritage', 'Standing buildings and monuments: destruction and conservation', 'Equality, diversity and inclusion in archaeology', 'Archaeological sciences', and a final, more varied session labelled 'Lucky dip'.

'As someone passionate about protecting cultural heritage, it was really great to see the positive response from other early-career archaeologists following my talk about what we can do to prevent heritage crime. It was wonderful to see this sentiment mirrored throughout the conference, with topics close to my heart such as the conservation of cultural heritage under threat and a discussion of the ethical representation of archaeology in popular media.'

George Veckungs, MSc Forensic Investigation of Heritage Crime student, Cranfield University

Examples of papers included 'Overlooked but on display: disability and human remains in museums', presented by Roisin Mackie, MSc Archaeology (Bioarchaeology) student at the University of Southampton, and 'Archaeological representation in simulation video games', presented by

Jessica Ellera of Oxford Archaeology. Roisin's presentation sparked thoughtful discussions on social media and during the conference, suggesting areas for future research, and Jessica prompted conversations on the representation of archaeological ethics in video games. Several presenters gave their first ever conference presentations, and reported feeling well supported and that this experience would help them in their future careers.

'Thank you so much for all your help before and during the conference. It really made it a lot less daunting for me. I hope to participate again next year!'

Cameron Barnard, Classics and Biology student, Acadia University

'I absolutely loved presenting my paper as well as listening to the other very interesting and insightful papers that were presented. Thank you so much for giving such a nice, comfortable platform where it is always amazing to partake in some of the most interesting archaeological discussions.'

Simran Kaur, MA Archaeology student, University College London

The event was a huge success, providing an opportunity for students and early-career professionals from around the world to share their ideas and experience a supportive conference tailored to them. Together, we built on the success and learning from last year's conference and hope to build on that even further in the future.

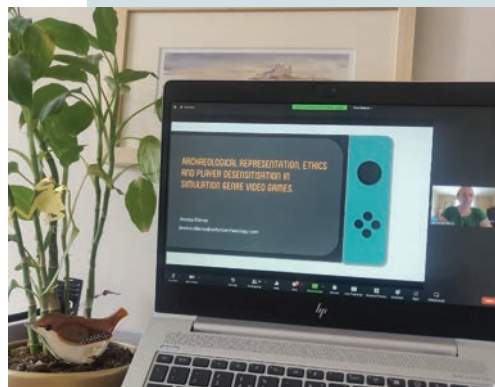
'I'm honoured to have been given this opportunity, and I couldn't have asked for a better start.'

Vanshika Poddar, Research Wing Member, Speaking Archaeologically

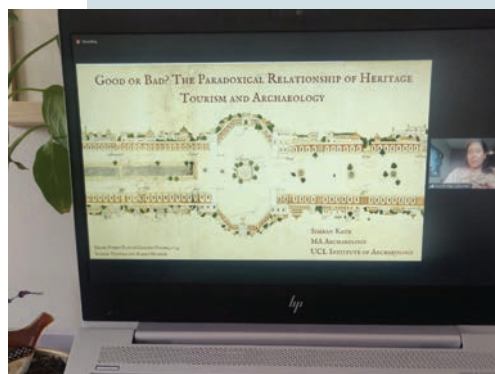
Over the next month or so we will be working with the CBA to edit the presentations into individual videos and share them via the CBA's YouTube channel and our own webpage. The Early Careers committee is also involved in planning a session for the upcoming ClfA Innovation Festival, which is scheduled for 10–14 October this year. We're so excited to continue working with early-career archaeologists, and to support them in sharing their innovative new ideas and research.



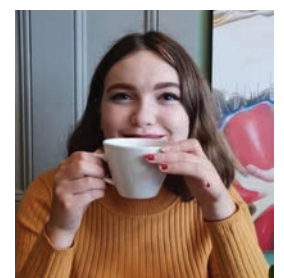
Jahanvi Sharma and Rithik Pramod co-authored a paper on the socio-cultural aspects of snake worship in Kerala. Credit: Joanne Kirton



Jessica Ellera on the representation of archaeology in simulation video games. Credit: Joanne Kirton



Simran Kaur gives a presentation on heritage tourism and archaeology. Credit: Joanne Kirton



Megan Schlanker

Megan is the Chair of the ClfA Early Careers Special Interest Group, and is currently employed as an archaeologist as part of the Museum of London Archaeology's Developer Services team. Megan is passionate about youth engagement, heritage education, and advocating for neurodiverse individuals both in and outside of the archaeology and heritage sector.



The Institute of Detectorists and the Detailed and Partial Artefact Survey approach

Keith Westcott, Institute of Detectorists

DAPAS 'detailed' survey 2m transects.

Credit: Nathan Portlock-Allan

Early in 2017, inspired though attending two courses – Dr Wendy Morrison’s ‘Archaeology in Practice’ and ‘Building Bridges Between Archaeologists and Detectorists’ at President James Madisons Montpelier, Virginia – an initiative was launched to develop a research and educational Institute of Detectorists (IoFD). Within 18 months from initially contacting Historic England with the proposal, we had created the first course for metal detecting, which was held at the University of Oxford’s Rewley House. Through a healthy demand, all 40 places were filled with attendees benefiting from receiving a CfA CPD Certificate. ‘Metal Detecting for Archaeological Projects’ went on to win the prestigious Archaeological Training Forum Award for 2019.

The first ever educational programme for detectorists? It could be said that 18 years into the third millennium was a little late for an interest which has been practised over many decades...

Metal detecting has now become a heavily monetised business sector where nationally representative groups have strategically aligned to making it a ‘sport’. Reassuringly, a core of individuals within the hobby are supportive of values aligned with the heritage sector. Unfortunately, there is a large and more vocal majority who see education as a threat. ‘Why do we need education to dig holes?’ is a typically basic and vitriolic response, whereas those with influence prefer to portray a harmless hobby engaged in the ‘random searching for casual losses’. Reading the promotional

words of the commercial rally organisers openly targeting historic landscapes demonstrates a very different agenda.

Although initially out of our scope, when evaluating reasons behind the historic lack of relevant education available to the hobby, there are two perspectives in play. Whilst detectorists claim a harmless pursuit targeting ploughsoil finds within a decontextualised horizon, the Portable Antiquities Scheme (PAS) states in the 2017 Annual Report, for example, that 'Over 93% of finds were discovered on cultivated land, where they are vulnerable to agricultural damage and natural corrosion processes'.

Perhaps education is not the greatest of priorities if detectorists focus on the ploughzone... but does this reflect reality?

Even a brief internet search returns a plethora of evidence that detecting pastureland is a KEY practice for detectorists. Acceptable in the 2017 Code of Practice for Responsible Metal Detecting, detecting pasture produces artefact finds which, having laid in their place through antiquity, are in much better condition than those which sustain damage and wear through agrochemicals and the plough. Then, in considering the need for 'all year round detecting', is the availability of arable land when not drilled and under crop – a point not missed by Dr Katherine Robbins in *Portable Antiquities Scheme: A Guide For Researchers*: 'Many metal detectorists only search ploughed land and, due to the demands of agriculture, these fields are only available for a few weeks each year.'

The 2017 PAS report records that just 2.5% of finds are recorded from pasture and other undisturbed land: grassland/heathland/woodland. Results from our research, however, show the widespread practice of detecting pasture and this equates to a significant percentage of time across a year for most detectorists. Perhaps, if the general practice of 'digging holes' in ancient pasture is acknowledged, the need for education becomes more of a priority?

The Detailed and Partial Artefact Survey (DAPAS) approach

A key objective of the lofD is to promote the embedding of metal detecting into professional practice and to create a new status of 'Practitioner Detectorist' to become part of the archaeological team. Regarding terminology here, a fundamental difference between practitioner detectorists and metal detectorists is our broadened scope to include all material artefacts as potential dating evidence, with spatial plotting of the archaeological record contributing evidence and building the contextual landscape.



Institute course at Rewley House, University of Oxford. Credit: Keith Westcott

The use of metal detectors is now more commonly specified within Project Briefs and Written Schemes of Investigation (WSIs), although it is recognised that use is sporadic and would benefit from a general reevaluation. The lofD and ClfA are collaborating on initiatives to promote the value of detecting within archaeology and the importance of archaeological standards in detecting. Both ALGAO and FAME have written in support for the initiative.

DAPAS has been developed to form the basis of a consistent approach to utilising metal detectors on archaeological sites. Whilst acknowledging that the methodology must have a degree of flexibility, key elements can be adopted across most sites, allowing an education programme to be created and providing an effective framework for both archaeologists and detectorists. Further work on testing elements of the methodology this year will lead to producing standards and guidance.



Being interviewed at Broughton Castle by Prof Suzannah Lipscomb. Credit: Keith Westcott

Spotlight on the *Code of conduct*: professional ethics in archaeology

What is it?

The *Code of conduct* is the second most important document to the Royal Charter and bylaws in the suite of ClfA governance documents.

The *Code* sets out the rules that tell a professional archaeologist how to behave in accordance with our shared values. Written by archaeologists for archaeologists, the rules in the *Code* ensure that all accredited professionals meet their responsibilities to work in the public interest.

The ethical principles of the *Code of conduct*, under which the rules sit, cover

- high standards of ethical and responsible behaviour
- conservation of the historic environment
- conducting work in such a way that reliable information about the past may be acquired
- making available the results of archaeological work
- recognising the aspirations of employees, colleagues, and helpers

Why do we need a *Code of conduct*?

The Institute was established in 1982 because of a rapid increase in the number of employed archaeologists. Archaeologists agreed there was a need for a body to be responsible for the establishment and maintenance of professional standards in archaeology.

Approaches to the regulation of archaeology varies around the world. There are different laws and government policies depending on where you are. For example, in much of the world, archaeology can only be undertaken under a licence – though the scope of the licence and the criteria for obtaining it vary widely – but in England, Scotland and Wales archaeology is essentially unregulated by law.

The *Code of conduct* provides archaeologists with higher ethical standards than the law, and our Standards and guidance set out higher technical requirements and expectations. They apply universally and we use these to regulate ourselves and how archaeology is delivered.

What does this mean for ClfA members?

Although we hope that any archaeologist would look to follow the rules in the *Code of conduct*, only ClfA-accredited archaeologists (Members, Associates and Practitioners) have made a professional commitment to comply with the *Code*. They have voluntarily entered into a contract with the Institute (ie with all of their professional peers) to apply the rules in the *Code* wherever they work and to use them to guide ethical decision making.

The recent changes to our accreditation assessment procedures have introduced a stronger emphasis on professional ethics. All applicants now need to demonstrate they understand their ethical responsibilities, and the rules set out in the *Code*. This is provided through the information they submit with their application, and through a professional interview at Member (MClfA) level.

As well as agreeing to work in accordance with the *Code*, accredited archaeologists are also accountable for their actions if it is believed they have not complied with the *Code*. This process is set out in our Professional Conduct Regulations.



The logo for ClfA (Chartered Institute for Archaeologists) is displayed in a large, light purple font. The letters 'C', 'I', and 'A' are in a bold, sans-serif typeface, while the 'f' is in a script font.

How does the **Code** relate to the Standards and guidance?

The rules in the *Code* purposely lack detail so that they can be applied wherever a professionally accredited archaeologist is working. They focus on how we might behave in different circumstances, for example:

A member shall ensure that the record resulting from their work is prepared in a comprehensible, readily usable and durable form.

A member shall not offer advice, make a public statement, or give legal testimony involving archaeological matters, without being as thoroughly informed on the matters concerned as might reasonably be expected.

To support archaeologists in meeting the ethical requirements in the *Code*, ClfA has produced a range of Standards documents with accompanying guidance. These start to provide much more detail on how archaeology should be delivered, including for field evaluation, archiving or archaeological advice by historic environment services, and bring in the technical detail which supports ethical practice.

Alongside the Standards and guidance, ClfA also provides policy statements and good practice guidance for specific areas of work, for example in delivering public benefit, working with students and volunteers, or managing digital data.

Archaeologists use these Standards, guidance, policy and good practice guidance to help them comply with the rules set out in the *Code*.

As ClfA accreditation is adopted more widely around the world, we need to update and develop these documents to ensure they are applicable and appropriate in countries seeking ClfA's influence and experience, and where we can make a difference.

Find out more

Find out more about professional ethics and applying the ethical principles contained in the *Code of conduct* on our resources for professional ethics web page (<https://www.archaeologists.net/membership/ethics>)

Find our Standards and guidance documents and policy statements on the website at www.archaeologists.net/codes/cifa. This page includes further spotlight articles on some of our Standards and guidance, and on the professional conduct process.



Code of conduct: professional ethics in archaeology

- defines the **rules** that tell a professional archaeologist how to behave in accordance with our shared values
- application of the **ethical requirements** in the *Code* is supported by Standards, guidance, policy and good practice guidance



Standard

- the Standard sets out the **required** outcome of the archaeological 'product' and/or activity eg field evaluation or archaeological advice
- supported by **guidance** demonstrating how to deliver the Standard



Policy statements

- provide additional **advice** to support adherence to the *Code* and/or standard(s)



Practice papers

- provide good practice **advice** to support the delivery of the standard(s) and/or *Code*

REVIEW OF PROFESSIONAL CONDUCT CASES PROCEDURE

Alex Llewellyn MCIfA (4753), Head of Governance and Finance

All Registered Organisations and accredited members of ClfA have signed up to adhere to our *Code of conduct*, to carry out work in accordance with the regulations and Standards, and to give due regard to guidance and policy statements. They are accountable for their actions under the professional conduct process, which investigates allegations of misconduct.

In May 2019 ClfA introduced revised professional conduct regulations in response to findings from reviews carried out by independent external auditors of completed professional conduct allegations. Since the beginning of 2019, the Institute has received

- 11 formal allegations against individual members of ClfA
- 5 formal allegations against Registered Organisations
- 50 informal enquiries or pieces of correspondence

Under the revised regulations, the Institute is normally expected to arrange for a review of completed cases

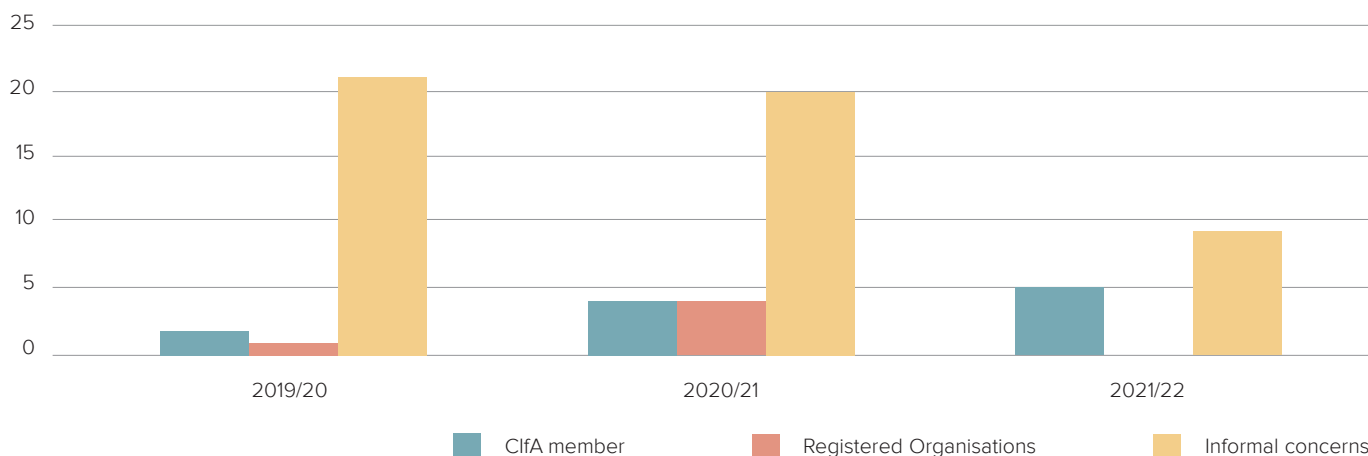
approximately every two years by a lay person (who is not a member of the Institute). In April 2022 Sara Crofts, Chief Executive of the Institute of Conservation (Icon) carried out a review of a selection of completed professional conduct cases and prepared a report, which was presented to the Board of Directors at their meeting on 12 July.

Overall, Sara's view was that the processes in the Professional Conduct Regs were followed appropriately:

'I personally would feel fairly treated if I ended up on the end of a complaint under your regulations'

She made some general observations for improvement which relate to housekeeping and consistency in the use of terminology relevant to the regulations, and to providing more guidance to potential complainants on whether their allegation is covered by the regulations.

The Board would like to thank Sara for carrying out this review. It has given careful consideration to the recommendations and is implementing the majority.



Number of formal and informal allegations received in the last three years

Member news

IN CONVERSATION WITH



Butser round house. Credit: Kevin Reilly

In June, Kevin Reilly and Alex Llewellyn, ClfA's Head of Governance and Finance, had a conversation about how he became involved in archaeology, some of the volunteer projects he has been part of and why he had become accredited with ClfA.

Can you tell me more about your previous careers?

I was in the army, and part of a quick response team in Northern Ireland during the height of the Troubles. I was injured by an explosion whilst my team attended a bombing. After leaving the army I joined the ambulance service and later became a forensic social worker. All jobs proved to be emotionally challenging for me, so inevitably I ended up taking early retirement.

How did you get interested in archaeology?

Archaeology was something completely new to me after retirement. I'd initially heard about the benefits of archaeology for people with mental health issues and took up conservation work with Bournemouth University working on the original HMS *Illustrious*. I later contacted Richard Osgood, lead archaeologist for the MOD, through veteran channels, to learn that Operation Nightingale was a project that specifically linked wounded serving military personnel to archaeological digs. Dickie Bennett (an ex-Royal Marine who had been involved in Operation Nightingale) had set up Breaking Ground Heritage so that military veterans could also be part of the programme. Archaeology has huge value for people with PTSD.

KEVIN REILLY, PCIFA

I strongly believe that people need to understand the past to be able to think about the future.

Can you tell me more about some of the projects you've been part of?

I've taken part in a lot of different projects, for example Barrow Clump on Salisbury Plain. The military own 1 per cent of the most prime archaeological land in the country. At Dunch Hill (Wiltshire), Operation Nightingale uncovered evidence of a late Bronze Age roundhouse, which amazingly led onto an experimental archaeology project with Trevor Creighton at Butser Ancient Farm in Hampshire, to recreate the roundhouse using different types of materials to build the walls. These walls will be monitored over time to see which materials survive the best. I am proud to be able to help interpret this experiment to the public with other colleagues.

Most recently I got interested in an excavation of a midden at East Chisenbury, again on Salisbury Plain. This led to me being part of a project called FeastNet, where we have been carrying out multi-isotope analysis of the midden remains under the supervision of Dr Richard Madgwick at Cardiff University. It has been absolutely fascinating to understand how the analysis is undertaken, and what we are capable of learning about the inter-community networks, climate, health and mobility at that time. Most interesting is the belief that people travelled miles to participate in great feasts, in an attempt to preserve society at a time when trade was breaking down.

Find out more about Operation Nightingale, Breaking Ground Heritage and some of the projects Kevin has been involved in:

Operation Nightingale – GOV.UK (<https://www.gov.uk/guidance/operation-nightingale>)

BGH Online (breakinggroundheritage.org.uk)

Butser Ancient Farm – Bronze Age roundhouse (www.butserancientfarm.co.uk/blog/2021/5/4/breaking-ground-on-the-bronze-age-house)

FEASTNET – Feasting networks and Resilience at the end of the British Bronze Age (<https://feastnet.co.uk/>)

What have been the most interesting aspects of what you've been involved in?

I find the analysis of the things we find to be so intriguing and informative, as well as thinking about how society developed, of people's roles within their communities and especially trade. It's fascinating to think about how communities stayed together during times of deteriorating climate, how they experimented and came up with significant inventions such as charcoal to create extreme heat, metallurgy and the production of tools and weapons, even how they moved livestock over such distances to attend those feasts. I strongly believe that people need to understand the past to be able to think about the future.

Why did you feel it was important to get your CfA accreditation?

I recently became a Practitioner as I want to be part of an archaeology community and to see what I can further participate in. It seems to be a great opportunity to share information and open channels of communication with other professionals. Often when I talk to the public they see me as an army veteran, but my CfA accreditation recognises the competence I have in archaeological practice.



*Kevin Reilly carrying out multi-isotope analysis of the midden remains.
Credit: Kevin Reilly*

Member news

Beth Asbury MCIfA (4635)

Yay! I've made it! I'm so proud to have been upgraded to MCIfA this year. It feels like a real milestone in my career. I worked for ClfA back when it was the IfA from 2004 to 2010 and applied for Practitioner and Associate grade as soon as I could, but that was when competence was judged in years of experience and

academic background. I worked outside of archaeology but still within the heritage sector until recently, and maintained my membership because I'm proud of my postnominals, but didn't ever expect to achieve Member grade.



Beth Asbury. Credit: Beth Asbury

I've been West Berkshire Council's Assistant Archaeologist since September 2018 (my first job in a 20-something-year career with 'archaeologist' in the title – another milestone!) and my manager encouraged me to apply to upgrade. I was a bit intimidated by the competence matrices at first, but then found them really helpful and approached them like a person specification in a job application. The hardest bit was my CPD log. I enthusiastically maintain my CPD but have been a bit lazy about recording it all in one place! Taking part in the online accreditation workshops was really useful and reassured me about the changes made to the process since 'my day', as well as assuring me that I was applying for the appropriate grade. I'd encourage everyone who's thinking about upgrading to do the same – it's given me a huge confidence boost!

Kirsty Owen MCIfA (5674)

The longer you put something off, the more daunting it can seem, and that was certainly the case with my application to upgrade to MCIfA. When I started in my current role as Deputy Head of Archaeology at Historic Environment Scotland, I made a promise to my new line manager that I would upgrade my accreditation from ACIfA. Historic Environment Scotland is very supportive of its staff joining professional organisations. As the lead body for the historic environment in Scotland, it is important that we are seen to be supporting best practice in archaeology. I have a leading role in the delivery of Scotland's Archaeology Strategy for Historic Environment Scotland. We are partnered with ClfA in the delivery of the Strategy and support their drive to accredit archaeological skills and

to ensure that appropriate training is available to everyone who is interested in archaeology.



Kirsty Owen.
Credit: Kirsty Owen

Fast forward six years, and I have finally submitted my application and am now MCIfA! The statement of competence took the most time. I worked on it for over a week, completing it in sections as my workload allowed, and then wondered what I'd made so much fuss about. My advice is just to start writing, and you'll find it is nowhere near as intimidating as you thought it would be.

New members



Member (MCIfA)

12552 Henry Atherden
7850 Thomas Cockcroft
12480 Mark Dodd
12473 Therese Falk
12535 Caitlin Halton
12481 James Harvey
12202 Craig Huddart
7190 Alice James
8513 Alexandra Johnson
12472 Michael Lobb
6201 Andy Mayes
665 Roger Miket
304 Richard Newman
12368 Teresa O'Connor
12468 Serena Ranieri
12503 Jackaline Robertson
12467 Claire Rose
12482 Julie Shoemark
10892 Sophie Watson
7883 Emma Wells

Associate (ACIfA)

12534 Ian Bass
12531 Stefano Bordoni
7322 Emily Carroll
8605 Charlotte Cox
12498 Alistair Cross
12470 Stephen Digney
8312 Mathieu Ferron
12469 Harry Francis
11941 Linzi Harvey
12537 Kate Higgs
12131 India Jago
12478 Rose Karpinski
12553 Mark Landon
12502 Craig Lathwell
10410 Sophie Martin
12533 Andrew Morrison

12495 Joseph Peters
8046 Jonathan Sanigar
12508 Liliana Serrano
12479 Andrew Smith
12476 Martyn Thomas

Practitioner (PCIfA)

12494 Ruben Alexandre
12449 Ella Appleyard
12522 Elizabeth Armstrong
12297 Caleb Bateman
10382 Nicholas Botschin
11270 Elizabeth Duru
9978 Hugh Exley
12204 Rosa Fitt-Conway
5087 Rebecca Fitzpatrick
12410 Paul Fletcher
8051 Megan Fletcher-Cutts
12145 Poppy Forshaw-Perring
11221 Ryan Frederick
12419 Meghan French
12411 Lynsay Hamilton
8550 Lily Hawker-Yates
12413 Iza Jamar Anderle
12519 Chris Kolonko
12451 Mary La Chapelle
12496 Adam Loy
12142 Shannon Lucas
12405 Bethany Morgan
12499 Niveditha Nanjunda
Kumar
12450 Kate Peacham
11263 Charley Porter
12416 Sam Potter
12364 Conor Roycroft
12512 Clare Shelley
9072 Robert Simister Falvey
12464 Mohamed Soliman
12497 Stacey Smith
12412 Jessica Staples

12521 Savannah Tudlong
12500 Ian Walker
5962 Sheryl Watt
12447 Young Sam Winter

Student

12448 Victor Alonso
12559 Joseph Anderson
12431 Duncan Andrews
12466 Paul Bethune
12504 Danielle Bissonnette
12511 Gemma Bond
12442 Alexandra Bradley
12454 Angel Branker
12545 Tracy Brook
12554 Isabella Brown
12529 Laurence Bu-Rashid
12540 Allyson Butler
12548 Erin Campbell
12441 Phoebe Cleary
12506 Edward Crawshaw
12555 Thomas Currie
12551 Carolyn DeDeo
12509 Cedric Desenfants
12460 Ruby Dickinson
12524 Jensen Dodd
12453 Sophie Dunmore
12486 Andrew Fitches
12380 Natalie Fisher
12427 Rachel Glaves
12430 Katie Greenstreet
12439 Damara Guevara-Morales
12474 Jenny Hammond
12523 Joshua Harding
12483 Liberty Hinze
12517 Elise Holliday
12501 Hope Irvine
12443 Maxwell Jacob
12562 Ryan Johnson
12493 Martha Jones

12525 Helen Jones
8267 Eileen Kerhouant
12434 Katie Lea
12490 Mary Livingstone
12484 Raechel MacMillan
12440 Hannah-Rose Magain
12433 Harry Mason-Hodges
12444 Niamh Mathers
12429 Lynsey McDougall
12507 Molly McKendrick
12457 Leona Mebus
12560 Paulina Maria Melendez
Olivera
12432 Lucy Mills
12463 Lucy Moffitt
12530 Victoria Nicholls
12563 Freya O'Dea
12558 Rachel Pearson
12550 Leandros Philiotis
12428 Casimir Radvan
12514 Lauren Raine
12462 Barnaby Rees
12556 Jonathan Riley
12542 Xavier Roberts
12547 Freja Sorensen
12458 James Schofield
12564 Niall Stoddart
12543 Sofia Sunnervik
12435 Anna Szulfer
12505 Katrina Tomlinson
12459 Lilian Tosner
12513 Kat Ward
12426 Benjamin Watson
12516 Hugh Williams
12561 Yifan Wu

Affiliate

12515 Benjamin Allen
12549 Anthony Blowers
12436 Amy Clements
12485 Daisy Cockrean
12465 Isla Ferguson
11212 Jasmine Godmon
12491 Emily Harwood
11123 Sophie Hobday
12137 John Jackson
12455 Elisabeth Jeffries
12487 Brandon Jensen
12461 Emma Jupp
12544 Kevin Linden
12492 Ethan Magee
12518 Ellen McNamara
11213 Constance Mitchell
12452 Samantha Pace
12489 Maddison Truman
8129 Liberty Vaz Townsend
12526 Daniel Woodcock
12541 Ruoshan Yau

Upgraded members

Member (MCIfA)

10282 Lyndsey Clark
2355 Gail Graham
9639 Milena Grzybowska
9707 Alfred Hawkins
10474 Claudia Jorge
5979 Rupert Lotherington
5742 Matthew Morgan
4932 Edward Oakley
5674 Kirsty Owen

10666 Yvonne Robertson
9069 Rebecca Trow

Associate (ACIfA)

9180 Emily Brewer
5446 Paul Cooke
9937 Michael D'Aprix
8536 Deborah Leigh
10096 Rachael Lightfoot
9431 William Rigby

12017 Lee Spink
9109 Katrina Weber-Moll

Practitioner (PCIfA)

11354 Natalie Barker
10830 Flora Lake
11096 Tom Marshall
11462 Jennifer Scott
11790 Taran Spivey

NOTICEBOARD

Dates for your diary

Here are some of the events coming up over the next few months – keep an eye on our event calendar for more information and additions.

Innovation festival week

Our third virtual festival celebrating innovation in archaeology will be held 10–14 October 2022.

The innovation festival will provide the opportunity to showcase and celebrate the innovative practices and approaches being used across the historic environment sector, whilst tabling for wider discussion some of the identified barriers and challenges to implementing innovation in archaeological research. This week-long virtual festival will comprise a mix of short sessions each day, including presentations, workshops, opportunities for open discussion, CPD and knowledge transfer.

Find out more at www.archaeologists.net/innovation-festival

Innovation week will also include our next **Annual General Meeting**. This will be held online at 13:00 on **Tuesday 11 October** and all members are invited to attend. The AGM notice and other documentation is on our AGM website page <https://www.archaeologists.net/cifa/agm>

Ethics workshop – 16 November 2022

All Cifa-accredited archaeologists have undertaken to act in accordance with our *Code of conduct: professional ethics in archaeology*. These rules apply to ethical decision-making in both complex and everyday environments, because we all make ethical judgements every day. Right and wrong are not easily perceived, and decisions can be ‘more’ or ‘less’ ethically satisfactory.

Ethical behaviour is not innate: it is learned and practised in the real world – or in a safe environment like this workshop. Here we will help you develop or hone your ethical competence, just as you gain technical competence elsewhere.

Using case studies developed from real-life experiences in archaeological practice, the scenarios in this interactive workshop will allow participants to explore what happens when different roles in commercial fieldwork have conflicting motivations, and the ethical dimensions of going beyond the contract when that happens.

Cifa 2023 Conference

Sponsored by Towergate Insurance

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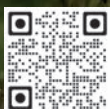
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