

A good starting point before you dive into professional ethics is to take (or retake) the e-learning module 'Professionalism in historic environment practice, an introduction' which [you can find here](#). This will give you an introduction to working as a professional and provide a good basis for thinking about ethical practice.

What else will I have to demonstrate?

As well as understanding the Code of conduct, you should make sure you are familiar with the CfA Standards and guidance relevant to your work. You should also be familiar with the key historic environment sector organisations that you are likely to work with or alongside. Take some time to understand the roles of these organisations such as that of the local planning authority, national agency, client or funding body in the work that you are doing.

Think about how the work you do contributes to the team you work with, and in turn how the project contributes to increased knowledge and understanding of the historic environment. How have you contributed to public benefit through your work? Talking to the public, giving site tours and contributing to official media all count.



Everyday ethical dilemmas

Making professionally ethical choices can be challenging and there isn't always a right answer. It takes practice to become confident in weighing up what the ethical solution should be and the resources on the [professional ethics webpage](#) are designed to guide you. How would you find ethical solutions to the following dilemmas?

The first thing to do is to read through the Code of conduct and see what it says about the way that you should do your work and the way you should treat people around you. Think about which parts of the Code of conduct relate to each dilemma. Making ethical decisions is not always straightforward and often resolving a dilemma is a negotiation between conflicting interests

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

You may find the following helpful when deciding the most ethical course of action: [Code of conduct](#) Rules 1.5, 1.14, 5.8; the [policy statement on the use of trainees](#), and requirements to undertake continuing professional development (CPD) and have a personal development plan (PDP),

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

You may find the following [Code of conduct](#) rules useful in thinking about things from different viewpoints: 1.2, 1.4, 1.11, 1.14, 4.1, 4.2, 4.4, 4.6 and 4.7.

Professional profile: Roland Tillyer

Roland is a Practitioner working for Worcestershire archive and archaeology service. Here he talks about the ways that the NVQ3 in Archaeological practice was integrated into his traineeship at Worcestershire and supported an application for accreditation.



Photo credit: Roland Tillyer

Completing the NVQ in Archaeological Practice with Worcestershire Archaeology was a great way to begin my archaeological career and progress to PCIfA. As part of Worcestershire Archaeology's field team, I worked on a range of sites in the West Midlands, from large rural evaluations to small urban excavations. The NVQ was integrated well into the traineeship and provided structure and focus to my development.

Building up a portfolio of evidence and witness testimony from senior colleagues for the NVQ provided a useful way for me to reflect on my training and keep track of how my skills were developing. Worcestershire Archaeology encourages well-rounded training for its field archaeologists.

The NVQ modules included a wide range of topics beyond intrusive investigation, for example research skills and professional ethics. This gave me the opportunity to diversify my skills by participating in other activities, including report writing and attending a CifA ethics workshop.



Any questions? Please ask

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

What can you do next?

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

We're continuing our Zoom digital breaks in rotating morning, lunchtime and evening time slots.

Our next evening chat is scheduled for Thursday 2 December (6.00 - 6.45pm) and we'd love to see you there. This time we will be discussing 'ClfA accreditation and assessing ethical competence' and 'creating an Informal neurodiversity network'. At 7pm there will be an additional chance for career changers and those returning to work after a break to discuss experiences and put questions to ClfA staff. You can [find out more here](#).

The '**ClfA accreditation and assessing ethical competence**' chat will be a chance to discuss the changes to the criteria we use to assess applications for accreditation that this bulletin has addressed. If you're planning to upgrade your membership, this is an opportunity to find out more about the new requirements and the support that will be available to help you make a successful application.

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

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

A handwritten signature in black ink, appearing to read 'Anna Lianne'.

Anna Welch BA MA ACIfA, Professional Development & Practice Coordinator

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