



Autumn 2014  
Number 93

# The ARCHAEOLOGIST



This issue:

**HOW DO WE TRAIN  
PROFESSIONAL  
ARCHAEOLOGISTS?**

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challenge: re-  
skilling the sector**

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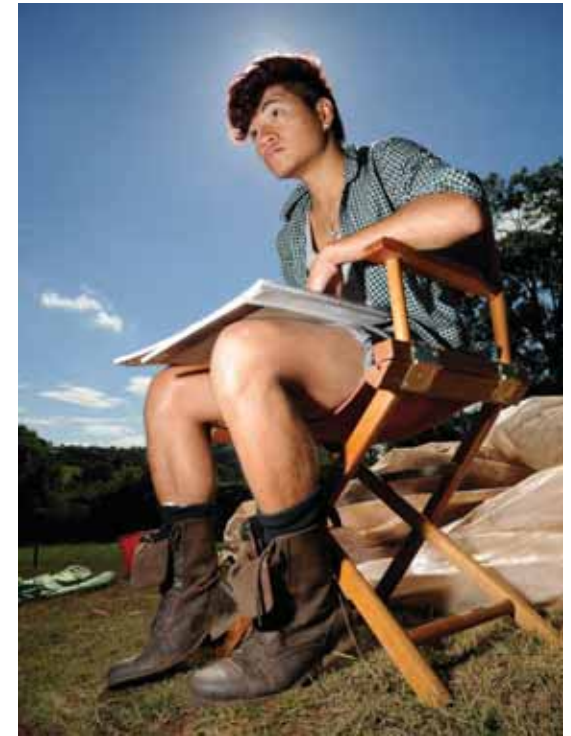


Hugo Anderson-Whymark at the Ness of Brodgar excavations, Orkney 2012. © Adam Stanford: Aerial-Cam Ltd

- appreciate complex situations within the role held and be able to achieve partial resolution alone. Some activities are complex and non-routine
- see actions as a series of steps and recognise the importance of each role in the team.

It's difficult to imagine there is a role on site, or elsewhere in archaeological practice, that doesn't require at least this level of competence, other than traineeships. In the past, we have relied heavily on the graduate output from archaeology departments to refresh the workforce, but the extent to which graduates leave academia with the necessary competence is also much debated.

Traditionally, the means by which graduates build up their skills and competence have been fairly ad hoc, informally 'learning by doing', hopefully under the guidance of a more experienced colleague. Unlike lawyers, teachers, planners or surveyors, archaeologists don't currently undergo a period of formally supervised professional training in the first few years of their career. Archaeological organisations have established their own, often innovative, solutions (eg Cotswold Archaeology's Supervisor Designate programme or Headland Archaeology's CPD Passport, see elsewhere in this edition), but whilst extremely positive for the individuals and companies involved, these programmes have had limited impact on the way the industry as a whole approaches training its workforce.



Marco Paolo Wilinson, Manchester University student at the Olchon Court cairn excavations 2010. © Adam Stanford: Aerial-Cam Ltd

That may be changing. After a prolonged and intense period of recession, many organisations are now reporting increased levels of archaeological work, and are struggling to recruit skilled archaeologists in sufficient numbers to fulfill contracts. In contrast to previously reported skills shortages which focused on specialist areas, basic field skills and project management seem to be most lacking at the moment. There is a real question mark over the ability of the industry to respond should a number of major infrastructure projects occur at the same time. Archaeological organisations are increasingly recognising that traditional recruitment strategies, based on bringing in skills from outside the organisation to meet increased demand, are not going to be sufficient – and that the time to start training is now.

A number of archaeological practices are now offering graduate or career entry training schemes in order to build capacity in-house. The best of these have structured learning outcomes linked to National Occupational Standards, clearly defined routes for progression including achieving PIfA level membership of IfA, effective support mechanisms and an emphasis

on CPD. Oxford Archaeology has recently introduced just such a programme and we are hoping to be able to feature some of its beneficiaries in a future edition of TA.

Elsewhere in this issue, Andrea Bradley introduces a new IfA Professional Practice Paper, based on the Training Toolkit developed as part of the HLF-funded Workplace Learning Bursaries project. In addition to addressing specific skills needs, the aim of the Workplace Learning Bursaries project was to build capacity across the sector to provide for its own training needs in the future. Resources from the project are being made available via the IfA website at [www.archaeologists.net/trainingtoolkit](http://www.archaeologists.net/trainingtoolkit). Programmes like Oxford Archaeology's are exactly the sort of sector response we had hoped for, and we will be looking to highlight further examples and case studies over the coming year.

The future workload and staffing requirements associated with infrastructure development will certainly be a challenge for the sector, but this situation will also create many opportunities. In particular, the quality

the necessary competence required to gain Practitioner level membership of IfA should be part of a structured training programme designed to support them in acquiring those skills.

The experience of running structured workplace learning programmes over the last eight years leads me to agree. Practitioner level competence, as assessed by IfA's Validation Committee, is defined as appropriate for those who have 'undertaken skilled tasks within the historic environment sector under the guidance of others, and have carried out responsible work under a level of supervision', (Applicants' Guide, [www.archaeologists.net/join/individual](http://www.archaeologists.net/join/individual)). The competency matrix which the committee uses to assess applications expands on that general definition and states that Practitioner level members of IfA are expected to:

- have good working knowledge of key aspects relevant to an area of historic environment practice and competence in its application
- take some responsibility for achieving tasks using own judgement and autonomy, whilst working under general supervision. Collaboration with others is expected



Advice from a supervisor or line manager and the input of a mentor are invaluable components of early career training. © Headland Archaeology

requirements of some of these projects (as well as their longevity), will make building formal training programmes into contracts for services a positive benefit, maybe even a requirement. Other elements in the supply chain will undoubtedly be capitalising on this, and many will be structuring training opportunities around existing formal apprenticeship frameworks. These do not currently exist for the historic environment sector but, by the time this edition of *TA* goes to press, we will have heard whether an expression of interest submitted by English Heritage (on behalf of a group of leading employers) for a historic environment apprenticeship scheme has got through to the next stage of development under the Government's Trailblazer initiative. IfA sees apprenticeships as the next logical step to our Workplace Learning Bursaries project, sadly now ended, and will work with employers to support development if the bid is successful.

At present the Trailblazer scheme relates only to England, but we will be looking to work in partnership with Welsh and Scottish employers to develop similar provision. Access to historic environment apprenticeships would be a major leap forward for the sector, with the potential to address issues of diversity

and access to the profession as well as meeting skills needs at different levels.

Addressing diversity issues was one of our targets within the Workplace Learning Bursaries project and the area, particularly in relation to ethnic diversity, where we were least successful. A key reason for this is that even within the project, placement hosts were still using an archaeology degree as a career entry benchmark, and so we were mainly attracting graduate applicants who had already decided to pursue a career in archaeology. The poor diversity record of archaeology as a profession reflects a similarly poor representation of (particularly ethnic) diversity at undergraduate level. A continued reliance on graduates at career entry stage means that the industry may be missing out on the opportunity to recruit talented individuals outside the university system but it is also risky in terms of supply, with most university departments reporting falling numbers. Logic dictates (and necessity will increasingly demand) that we diversify entry routes and consider different and more flexible ways to bring new talent into our industry. The tools to build vocational entry routes and structured early career training already exist: as an industry, we need to start using them.

Lawrence Shaw and Charlene Steele at the time at Bournemouth University, using a Gigapan in the Stonehenge Avenue landscape during the Stonehenge Riverside Project 2009. © Adam Stanford: Aerial-Cam Ltd



Acquiring skills in the workplace through CPD. © Archaeological Solutions

Chartered status gives the industry a new context in which to discuss competence, and an opportunity to improve the way we approach issues of skills and training. Following the launch of the new Chartered Institute later this year, IfA staff will be talking to members, Registered Organisations and a wide range of partners and stakeholders about how to embed our collective priorities as a sector within the new infrastructure offered by the Chartered Institute, and seeking feedback on the

development of a future programme for conferring Chartered Archaeologist status on individuals.

IfA is keen to do what we can to support the sector as it rises to the challenges and opportunities it faces, and to ensure that it has the skills it needs to develop into the sort of Chartered profession envisioned by the Southport group in 2012 with quality, value and public benefit at its heart.

#### Update on the NVQ in Archaeological Practice

The NVQ in Archaeological Practice, launched in 2007, was developed under the auspices of the Archaeology Training Forum, working with the Awarding Organisation Education Development International (EDI) plc. A small number of assessment centres offered the qualification, with IfA being by far the most active. Over 150 candidates have been through the IfA Centre since the launch, predominantly although not exclusively drawn from IfA Workplace Learning Placements. Following the takeover of EDI by the Pearson Group last year, the NVQ in Archaeological Practice was one of a number of vocational qualifications (including all Cultural Heritage awards) dropped by Pearson as not sufficiently profitable.

Since then, the future of the NVQ has been uncertain, but we now understand that it will be taken up by the Scottish Qualifications Authority who will offer it through existing centres across the UK. Securing the future of 'niche' qualifications such as the NVQ is an ongoing struggle which requires the support of the industry in order to demonstrate demand and, therefore, value.



# Passport to the past: developing an archaeological skills passport

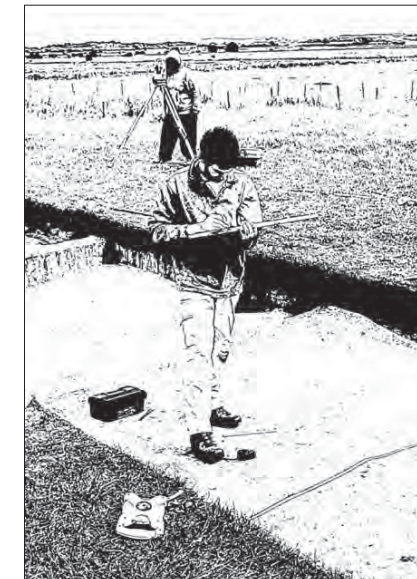
Hannah Cobb, University of Manchester, David Connolly, British Archaeological Jobs Resource and Phil Richardson, Archaeology Scotland

Perhaps you might answer that it is your academic qualifications that articulate your skills, with the QAA benchmarking statements, for instance, requiring fieldwork to be undertaken as part of an archaeology degree. Thus, if you attained your degree in the UK after those benchmarks were first established in 2000, we might safely assume that a degree in archaeology also contains training in the required skills for archaeological fieldwork.

Yet the actual practical fieldwork skills of a graduate gained during academic fieldschools may vary widely; the differences will be marked between the graduate from an institution that requires two weeks of fieldwork compared to the graduate from an institution where the requirement is six weeks of training, or a vocational placement, or even a whole course module conducted in the field and assessed against the National Occupational Standards. These issues are reflected in the 2002–2003 *Profiling the Profession* report, which noted that over half those entering the profession were considered to be poorly equipped with the necessary skills and almost three quarters of the organisations consulted felt that they had to provide considerable training to new entrants (Aitchison and Edwards 2003).



A stunning backdrop for learning field skills on the Ardnamuchan Peninsula, Scotland. © Dan Addison



## Archaeological Skills Passport

The Manchester University skills passport.  
© Hannah Cobb

### What are your skills?

What are your archaeological skills and how can these be demonstrated? You may work as a field archaeologist, artefact specialist, illustrator, heritage professional or lecturer. Rather than a demonstration of your skills, these roles are merely statements of employment. A standardised skills passport may be the answer.

A certain skill set is implicit within each job title, but often a title does not necessarily reflect the individual's personal areas of competence. You may, for instance, be a field archaeologist with an exceptional skill for excavating, but a less than exceptional ability to draw a section; or a heritage professional with an encyclopaedic knowledge of heritage legislation, but have not touched a trowel in ten years. In that respect your job title does not accurately document your skill set.

Beyond qualifications alone, there are more explicit places that we all engage with and articulate our skills; in writing a CV, in our CPD logs, or in a performance development review. But, if you have undertaken any of these exercises recently: did you actually articulate each of your skills and consider your level of ability in each?

The seemingly simple question, 'what are your skills and how are they demonstrated?', is actually much harder to answer than you might first anticipate. And yet, as the IfA's emphasis on CPD identifies, an ability to be explicitly aware of one's skills and needs for future development is fundamental to achieving high standards of practice and professional excellence across the heritage sector.

How then might we address this disparity in skills identification for both graduates and professionals?

Training is one of the top priorities of the Ardnamurchan Transitions Project.

What a gorgeous place to learn excavation skills!  
© Dan Addison

### The history of the passport

At the IfA conference in Reading in 2007, it is these issues that this article's three authors explicitly discussed. Hannah Cobb and Phil Richardson gave a paper about the Ardnamurchan Transitions Project (henceforth ATP),

the long-term research project that they direct, then in only its second year. ATP was conceived to both explore social transitions through time on the Ardnamurchan Peninsula, western Scotland, and to examine reflexive and multi-vocal field methodologies. The project operates as an undergraduate training excavation, and with backgrounds in both commercial archaeology and the Higher Education Academy, we were acutely aware that the reflexivity we strove for was not isolated to recording methods or onsite practice, but was also about fostering a team of staff and students who were empowered in their learning.

We were inspired by both the work of Paul Everill about the invisibility of diggers within the commercial sector (Everill 2009) and by the reflexive skills assessment documents developed by the FDTL5 funded *Inclusive, Accessible Archaeology* project (Phillips et al 2007) which aimed to enhance the inclusivity of field practice by asking participants to assess their skills in order to value the diversity of these. We had also seen and admired David Connolly's online passport: a virtual document which took the form of something akin to Headland's current CPD Passport. Little did we know

that David would be in the session, in the subsequent session discussion, and afterwards in the pub. Following up by email, we began to develop the idea of something which brought together these various existing modes of skills self-assessment and addressed the issues.

### A Passport to the Past

After exploring prototypes in Ardnamurchan in 2008 and 2009 (very basic paper documents designed using Publisher and lovingly photocopied by Hannah!), our ideas crystallised, and we were finally able to develop these early versions into something concrete when we were awarded a Teaching Development Grant from the Higher Education Academy as part of work to enhance the University of Manchester's fieldwork training provision. This project, entitled *A Passport to the Past*, enabled us to create the first large print run of a hard copy *Archaeology Skills Passport* by summer 2010. This passport-sized document, with a distinctive red cover, drew on the National Occupational Standards and comprised an exhaustive list of archaeological skills from pre-excitation, to field skills, post-excitation and specialist skills. The passport also provided free space for the user to include other skills not listed, space to record qualifications achieved, a section on transferrable skills and a section to record details of field projects attended.

Crucially, the passport was not simply designed to list or document skills, but to form the basis for self-reflection, as well as a record of achievement and career development in specific skill sets. Consequently, for each skill, the passport had a box that could be checked to record levels of ability. These levels were classified as novice, competent and proficient, and the document has a section at the start to explain that supervisors should initial these boxes, using archaeological manuals (eg. the MoLAS handbook) and standards and guidance documents (from both the IfA and the National Occupational Standards) as a baseline.

### Strengths and weaknesses

The documentation of levels of ability is at once the passport's greatest strength, as well as its greatest weakness. At its most successful, these check boxes operate at the heart of the passport's ability to enhance reflexivity and to encourage a proactive attitude to skills development, as well as to empower less senior archaeologists in an attempt to render them more visible (and try to address issues raised by Everill 2009). Ideally, then, the passport owner will enter into a conversation with their supervisor or trainer regarding all of the skills that they have demonstrated and are developing, and together they will evaluate their abilities. The process should prompt reflection on their strengths as well as areas that need further work, and in turn should



motivate the passport owner to develop skills or to proactively seek experience in areas not 'checked off'. The pedagogic value of reflecting on the learning process is evidenced in the success of the document's use in Manchester's fieldwork assessment. Whether used in Higher Education or not, in allowing the user to articulate areas for skills development, the passport fosters a culture of CPD and begins to provide a lexicon for articulating this, as well as a basis for conversations with employers about how to obtain further training.

Since 2010, when the passport was first formally distributed to students at the University of Manchester, it has subsequently been adopted in small numbers by students and colleagues at the Universities of Newcastle, Leicester, Central Lancashire, Cambridge and Cardiff. There have also been a variety of other users in field schools and other community and outreach contexts, through Rampart Scotland and Archaeology Scotland.

Amongst these many users we have found that when the passport works in the manner outlined here, it is a valuable tool. By having skills documented and rated,

Field archaeologist,  
Cotswold  
Archaeology,  
Ebley development  
site, 2011.  
© Adam Stanford:  
Aerial-Cam Ltd







A field school training future commercial archaeologists (Rampart Scotland) using the skills passport scheme.  
© David Connolly; BAJR

graduates have used it to help compile their CV, to attain archaeological employment and to talk through with employers about how to further develop their skills. Other users have drawn upon the transferrable skills section, particularly to demonstrate skills for future career development in the heritage sector. Yet there are some obvious issues: the reference documents for supervisors to check skills against are rarely to hand in the field and, ultimately, it takes a degree of self-awareness by the supervisors to consider whether they themselves are equipped to judge proficiency. Additionally, when time pressures constrain activities on site, the formal recording of skills development is often given low priority. Finally, there is currently no opinion on how long a skills passport should be valid. Thus one might be highly proficient in a skill after employing it for six weeks, but if that skill is then unused for six months, or even six years, can one still claim to be proficient?

A further point that has arisen is that different users benefit from the document differently, and require different things from it. For instance, someone who has been long-term unemployed and is looking to get back into non-heritage work will undoubtedly use the passport in a very different way to someone who is an archaeology undergraduate (who in themselves are certainly not an homogenous bunch!), and in turn a digger in the first few years of their career will have a different set of needs and requirements.

### A passport to the past in the future

The strengths, weaknesses and challenges that we have

encountered with the passport require creative solutions. In particular, the different needs reflected by varied user groups mean that the future might lie in a series of passport models.

To this end, David Connolly has now published the BAJR *Archaeology Skills Passport* after two years of further development. Consultation with professional field archaeologists and commercial companies has influenced the development of a passport that concentrates on pre-PIfA and early career archaeologists. Servicing a smaller series of skill-sets focusing on the requirements for commercial archaeologists allows the user to demonstrate the proficiency employers are looking for. This passport is supported by further material and information on the website, and soon a full suite of training videos as well as a simple downloadable trainer's guide will also be available. A further *Professional Skills Passport* with a more flexible and less restrictive set of skill guidelines and CPD element is currently in development by BAJR and should be ready by April 2015.

Meanwhile, the original passport produced by the *Passport to the Past* project is undergoing a formal evaluation with the aim of developing this document for broader use. Discussions with the IfA suggest that this passport could be a valuable tool within the new Pathway to PIfA programme, whilst trials with third sector charitable organisations (such as Archaeology Scotland) and its use in academia also point to the passport's pedagogic and reflexive value. Once the

evaluation is complete, we aim to develop the document in these different directions, and will report on this in the future.

In the meantime, we return to the question: 'What are your skills and how can these be demonstrated?'. As our different passport models develop it is clear that the answer is not fixed, definite and static, but more personal: where are you in your career? What are you seeking from demonstrating your skills? What do you want to gain from your skills development? In this respect, we hope that the future will hold a series of passports or similar documents to help different archaeologists answer these questions at different career stages. Meanwhile, the BAJR Archaeology Skills Passport is available here [www.archaeologyskills.co.uk](http://www.archaeologyskills.co.uk) for £9.95 inc P&P, or you can contact Hannah Cobb at the University of Manchester for a copy of the original *Passport to the Past*.

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### Acknowledgements

The Passport to the Past project was kindly funded by a Teaching Development Grant from the Higher Education Academy. The authors are also grateful to all those who have used and given us feedback on all versions of the passport to date.

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The BAJR Skills Passport.  
© David Connolly; BAJR



### Training and Skills in Companies

Currently a discussion is underway with a number of commercial archaeology businesses to link the passport with skills and progression, and create an industry-wide base level system that is transferrable and measurable across all contractors. BAJR is looking to facilitate part-paid internships within all the larger archaeological companies to allow individuals who wish to follow a career in archaeology to have the option to spend their holiday time in paid formal training, rather than working in a bar to make ends meet. Commercial units that wish to take a proactive role in training the next generation should contact David Connolly ([info@bajr.org](mailto:info@bajr.org)) for further information on how to get involved.



## A placement of EPPIC proportions:

*evaluating an IfA-funded workplace learning scheme five years on*

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It all seems like ancient history now (terrible pun intended), but the year I spent with English Heritage's Archaeological Investigation Team in York (2008–2009) as part of the IfA-sponsored English Heritage Professional Placement In Conservation (EPPIC) was the most formative of my archaeological career.

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Prior to making the move to York I had spent three years at university, followed by another five working on excavations around the north west of England for National Museums Liverpool Field Archaeology Unit, supplemented by working as an assistant education officer in museums. I can't emphasise enough how much I enjoyed digging; working on a variety of excavations and with a great team, I learned far more than I had in my time at university. Although I found academic topics fascinating, they weren't necessarily helpful in terms of early stage career progression in British field archaeology.

The process of discovery was exactly why I had chosen to pursue archaeology as my profession. I can still remember the feeling of childish glee at uncovering a medieval seal matrix at the bottom of a ditch on an excavation in South Lancashire. I was constantly frustrated, however, by questions such as 'how was this site located', or 'why we are digging here'? Apart from the obvious fact that the sites were earmarked for development, I was unable to answer these queries. With limited opportunity to contribute to initial desk-based assessments, I often had little knowledge of the wider context beyond my trench. The EPPIC really appealed when advertised in early 2008, and seemed the perfect way to equip me with the skills to answer these questions for myself.



Andrew Burn, Senior Archaeological Consultant, Waterman Energy Environment and Design



Performing extreme archaeology during balmy spring weather at Skinningrove in North Yorkshire, 2010. © Archaeological Research Services Ltd



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*The process of discovery was exactly why I had chosen to pursue archaeology as my profession.*

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Undertaking survey on Holy Island 2009. © Archaeological Research Services Ltd

*I found the learning curve steep, however the support from the team at English Heritage was fantastic*

After discussion with my then boss, Ron Cowell of National Museums Liverpool, I placed an application. After an interview and field test with Al Oswald and Stewart Ainsworth of English Heritage and Kate Geary of the IfA, I was given the good news that I had been chosen out of the many applicants, and so uprooted to York for the next phase of my archaeological education. From day one, the programme's landscape archaeology approach, and emphasis on crucial survey skills, appealed to my way of working. Contributing to the survey of monastic earthworks at Byland Abbey in a beautiful, secluded North Yorkshire valley definitely helped keep enthusiasm extremely high! This particular project allowed me to learn new skills in both the use of the latest GPS and theodolites, as well as the good old-fashioned tape and off-set methods of earthworks survey. I was also fortunate to work with some very experienced surveyors, whom I relentlessly quizzed to improve my own knowledge. The pub lunches in the Fauconberg Arms weren't at all bad either!

After a spell of digitising plans, drawing figures and learning a raft of new CAD skills, I was back out in the field at Grassington, in the Yorkshire Dales National Park. The aim of the project was a rapid survey of

scheduled lead mining remains to English Heritage Level 2. Working with mapping-grade GPS, notebook and pen, and many layers of waterproof clothing to protect against the elements, I wandered the moorlands with Stewart Ainsworth. This approach to archaeology appealed to me immensely: using an understanding of the archaeological remains and landscape itself, we put together a picture of the evolution of the eroding lead mining landscape. This was undertaken to inform the land management, and identify areas of the scheduled monument that were under threat of erosion. I never thought that I would be excited by lead mining remains, but this survey was one of the best I have worked on, simply because of the amount I learned in such a short time. This approach is something that I still use on every site visit I do to this day, and something that I encourage others in my team to adopt.

After Grassington I was back to the monastic lifestyle with a survey of the remains of Cockersand Abbey, located on the exposed Lancashire coast at Thurnham. This was a small scale Level 3 survey that gave me the opportunity to pen a report, which I had previously very limited experience at doing. I found the learning curve steep, however the support from the team at English

Heritage was fantastic and gave me an excellent grounding on which I have worked very hard to improve in the years since re-joining the commercial world.

There isn't space here to mention all the numerous site visits, day trips, meetings and courses I attended during my EPPIC placement, which all proved invaluable in moving my career forward. From start to finish, the placement was fun and it is my firm belief that this contributed to my learning and absorbing more than might have otherwise been possible.

Upon completion of my placement I joined Archaeological Research Services, who have historically employed several EPPIC and HLF bursary placement holders, and are committed to this approach of workplace training. I immediately put my new-found skills to use as Project Officer on the North East Rapid Coastal Zone Assessment, and thoroughly enjoyed both the fieldwork and challenging report writing.

Since the conclusion of this project, my career has moved on very quickly with time spent in consultancy. I now work at Waterman Environment Energy and Design as a senior archaeological consultant based in Bristol, responsible for a small team of archaeology and heritage consultants. I strongly believe that the EPPIC placement provided me with the knowledge and skill-set to advance my career much further than I would have been able to do otherwise. Without this opportunity I may never have made the leap out of the trench, which would have possibly resulted in far less satisfying and varied career.

Now that I am in a position of responsibility for other staff, I am passionate about investing in training our graduate and early-career team members. I aim to make training as accessible and fun as possible, as it was made for me. At Waterman, we regularly make time to send staff on training courses as well as provide internal training seminars and practical sessions.

While many employers in archaeology have very good training procedures in place, I strongly believe that as a profession we need continued investment in training placements, like the EPPIC, for early-stage archaeologists. The big question is, as ever, who is going to pay for all this? Although the HLF and CBA still fund some placements, there are far fewer available relative to what was available when I started. It is understandable that

less training placement are available after the conditions brought about by the recession and the general economic downturn, however it now looks like recovery is around the corner. It is essential that we make sure that increasing, or at least maintaining, the provision of training opportunities is a priority for the sector.

The EPPIC scheme provided me with the skills to seek employment in areas of this sector that align with my own interests. I was fortunate to be at the right stage in my career when these opportunities were available. Whilst the purse strings may remain tight for a while longer, I do hope we will see a return to the pre-2008 levels of trainee offers. This will allow early career archaeologists to realise their ambitions whether this be working at the desk, in the trench, laboratory, under the waves or wherever they wish to place themselves within the professional historic environment.

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Senior Archaeological Consultant, Waterman Energy, Environment and Design

*I aim to make training as accessible and fun as possible, as it was made for me.*

Working on the NERCZA in 2009. © Archaeological Research Services Ltd





# Jobs in British Archaeology 2013–2014

Doug Rocks-Macqueen, researcher, Landward Research Ltd

We have just finished the twentieth year of tracking archaeologists' wages in the *Jobs in British Archaeology* series. This year has had some interesting results in that we're starting to see higher job demand. Unfortunately, this demand does not appear to have helped increase wages significantly, and archaeology salaries have stayed flat when compared to inflation.

## Methods

As in previous years, estimated salaries are calculated by looking at wages in job advertisements. It has been found that averaging the wages listed in job advertisements will produce an accurate portrait of wages in archaeology. There are limits to the sort of wages that can be tracked by this method, primarily archaeologists employed by others (Aitchison and Rocks-Macqueen 2013). Freelance and self-employed archaeologists are not covered by this research.

Data was gathered from both the IfA Jobs Information Service (JIS) and British Archaeology Job Resource's (BAJR) job postings from 1st April 2013 to 31st March

2014. Each job advertised was treated as a single data point, and adverts without pay rates were not counted. Jobs were categorised based on the description of the position given. In some cases, no descriptions were given or were vague, resulting in attempts to hunt down further information about the job e.g. contacting the employer. In many cases this was sufficient to determine how a job should be characterised, but at times jobs were categorised by their titles alone.

When a salary range was given in a job advert, the middle point was used for the average and the lowest list wage was used as the 'starting wage'. For example, a salary advertised at £15k–16k would have an average of £15,500 and a starting wage of £15,000. All calculations are done on pro rata basis of a full year's salary. Yearly, hourly and weekly rates are given so that comparisons can be made in whichever rate is most convenient for you.

## Changes to methods

Job titles, job requirements and host of other factors have changed over the years, and this series has adapted to changing times. Changes for this year are minor, and involve adding a median for average wages and additional calculations for starting wages. This was done

because short-term contract positions, like that of technician, do not offer workers enough employment time to progress up a company's pay scale. Thus, starting wages for technicians are an accurate portrayal of real wages, while averages are a more accurate representation of wages for permanent contracted staff, ie those that have the opportunity to move up the advertised pay scale.

## Future issues – not meeting the minima

The IfA do not advertise positions paying below its own salary recommendations and BAJR does the same for its own minima. Though JIS does include non archaeological job adverts from other sources as a benefit to members (eg in museums, heritage management, etc), those adverts may not meet the minima but are outside the remit of IfA. A more recent development is that David Connolly has now moved BAJR's minima for 2014–2015 to be the same as IfA. These developments mean that positions which do not meet the IfA minimum salary recommendations or BAJR minima cannot be advertised in JIS or BAJR.

There is potential that some employers may advertise below-minima jobs outside of both IfA and BAJR (using, for example, social media and other less formal alternatives). This information would not be picked up by this study, and this series could therefore become less accurate in representing sector wages. Already, since the BAJR/IfA alignment in April 2014, there have been

advertisements on several employers' websites of technician jobs below the BAJR/IfA minima (see Oxford Archaeology 2014, Wessex Archaeology 2014). However, since this article was first written the issue of below-minima wages was brought before the IfA in relation to Oxford Archaeology's IfA Registered Organisation status. They have since raised their wages to above-minima and have been allowed to advertise with IfA and BAJR (as of September 2014).

In January 2013 IfA Council removed the requirement for Registered Organisations to pay at IfA minimum salary rates (see <http://www.archaeologists.net/practices/pay>). However underpaying Registered Organisations still need to demonstrate they are not only meeting technical standards and able to recruit, retain, motivate and develop staff, but that they are also endeavouring to meet salary minima (see Forster 2014). This is why IfA raised the issue with Oxford and why they in turn have raised their rates. For more information on the subject see the recent issues of the Diggers' Forum newsletter (especially Harward 2014).

At the moment, the ban on below-minima postings has not greatly skewed the data for this report. Except for a few outliers, most employers are meeting the minima. Furthermore, the 'More than minima' campaign (David Connolly 2014) that BAJR has instituted has shown a willingness, and financial viability, of many employers to pay above the minima. Finally, this and past years'

Table 1: Pay conditions for 2012–2013 and 2013–2014 for commercial and SMR/CRM positions

	Year	Technician	Supervisor	Project Officer	Senior Manager	Junior CRM/SMR	Senior CRM/SMR	Consultant
<b>Count</b>	2013-14	92	34	36	20	88	51	23
	2012-13	57	19	35	25	92	72	14
<b>Average Pay</b>	2013-14	£ 17,225	£ 19,477	£ 22,853	£ 30,588	£ 22,435	£ 41,657	£ 27,850
	2012-13	£ 16,971	£ 19,558	£ 22,716	£ 32,881	£ 21,147	£ 37,685	£ 26,111
<b>Median Pay</b>	2013-14	£ 16,900	£ 19,269	£ 22,313	£ 30,000	£ 23,000	£ 34,575	£ 27,000
	2012-13	£ 17,000	£ 19,035	£ 22,935	£ 31,189	£ 20,921	£ 33,990	£ 25,000
<b>Starting Median</b>	2013-14	£ 16,500	£ 19,017	£ 20,941	£ 27,131	£ 21,965	£ 33,815	£ 24,500
	2012-13	£ 16,230	£ 18,460	£ 21,332	£ 27,380	£ 20,000	£ 32,646	£ 23,000
<b>Starting Average</b>	2013-14	£ 16,986	£ 18,963	£ 21,532	£ 27,611	£ 21,603	£ 40,619	£ 24,987
	2012-13	£ 16,561	£ 18,771	£ 21,526	£ 29,235	£ 20,563	£ 36,383	£ 23,922

Table 2: Pay conditions for 2012–2013 and 2013–2014 year for specialist positions

	Year	Excavator	Conservation	Geology	Surveyor	Curator	Arch Science	Spec.	Conservation and Education
<b>Count</b>	2013-14	8	36	19	33	16	3	29	35
	2012-13	4	18	9	16	10	8	18	33
<b>Average Pay</b>	2013-14	£ 21,473	£ 24,363	£ 20,606	£ 28,220	£ 26,876	£ 20,407	£ 20,022	£ 21,469
	2012-13	£ 21,244	£ 23,356	£ 18,988	£ 29,204	£ 27,449	£ 23,348	£ 24,851	£ 21,280
<b>Median Pay</b>	2013-14	£ 21,045	£ 24,691	£ 20,420	£ 30,000	£ 26,820	£ 21,294	£ 19,247	£ 20,000
	2012-13	£ 19,988	£ 21,632	£ 18,144	£ 28,623	£ 27,227	£ 21,594	£ 24,061	£ 19,900
<b>Starting Median</b>	2013-14	£ 19,475	£ 24,215	£ 19,100	£ 30,000	£ 26,621	£ 19,045	£ 16,930	£ 19,900
	2012-13	£ 19,285	£ 20,371	£ 17,161	£ 27,936	£ 26,070	£ 20,962	£ 22,470	£ 19,900
<b>Starting Average</b>	2013-14	£ 19,915	£ 23,926	£ 19,086	£ 28,082	£ 25,876	£ 18,702	£ 18,693	£ 21,055
	2012-13	£ 19,816	£ 22,679	£ 17,960	£ 28,377	£ 25,567	£ 22,172	£ 22,954	£ 20,947

studies have shown that most employers offer at or above the IfA and BAJR minima pay. This situation will have to be monitored in future to see whether it will impact the outcomes of the annual *Jobs in British archaeology* study.

**Future Issues – the proliferation of titles**

The proliferation of different job titles and job descriptions has become a noticeable trend in the past few years, making it increasingly difficult to discern how a job advert should be categorised. Instead of a consolidation of terms over time, it appears that we currently have that same amount (and possibly an increase) in titles for the same position. The same goes with the responsibilities a position entails; job descriptions now cover more tasks. Closer collaboration between the IfA and BAJR could compel employers to select categories when placing ads, which would solve this issue.

**Results**

For the year 2013–2014, 528 positions were recorded, an increase over the 430 positions recorded for 2012–2013. It should be noted that these denote positions that listed wages, and does not include several positions that were advertised on JIS/BAJR which were listed without defined wages, eg simply listed as ‘competitive wages’. Looking at trends in the number of jobs advertised over the last few years, it appears that employment is rebounding and archaeologists are being hired again.

When examining the results (Tables 1 & 2, Figure 1 & 2), it is useful to look at where jobs are clustering in terms of average and median pay, and keep in mind the skewing power of the higher London wage. Many of the highest wages in each category are jobs based in London. As discussed in the changes to methods, for technician and other temporary positions look at starting wages, not averages, to get an idea of what most people are paid.

Figure 1: Pay conditions for 2013–2014 year for commercial and SMR/CRM positions. The number of jobs advertised in each range of pay (e.g. £20,000-20,999), by averages, are shown. This is to give an idea of what most jobs are paying (Source: author)



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**Doug Rocks-Macqueen (IfA Student member)**

Doug Rocks-Macqueen is a researcher at Landward Research Ltd. He has worked on both large and small research projects on the profession of archaeology, including the most recent *Profiling the Profession 2012–2013*. Doug has also undertaken video recording of conferences, workshops and other events which can be seen on YouTube here [www.youtube.com/channel/UC08QKQO1qs6OPQs911kMQPg](http://www.youtube.com/channel/UC08QKQO1qs6OPQs911kMQPg). You can find out more about some of Doug’s research at his website <http://doug.sarchaeology.wordpress.com/> or contact him at [drocksmacqueen@gmail.com](mailto:drocksmacqueen@gmail.com)

Special thanks to Lianne Birney (IfA) and David Connolly (BAJR) for providing the data used for this report.



Figure 2: Pay conditions for 2013–2014 year for specialist positions. The number of jobs advertised in each range of pay (e.g. £20,000-20,999), by averages, are shown. This is to give an idea of what most jobs are paying (Source: author)





# Meillionydd: training future archaeologists

Max Higgins



Field school students in the trench at Meillionydd.  
© Bangor University's Meillionydd Excavations

Since the moment I first saw Channel Four's *Time Team*, I knew I wanted to be an archaeologist. I joined the Young Archaeologists' Club, and soon started to program my studies from GCSE to A-level to pursue a career in archaeology. After my first year at university I became disillusioned about a career in archaeology and was close to swapping degrees, however Dr Kate Waddington took me under her wing and introduced me to the site and field school at Meillionydd. Through a work placement, I rediscovered my passion for archaeology, completed my BA (Hons) and continued on to an MA in Celtic Archaeology. All the archaeological skills and techniques I know so far have been taught to me at Meillionydd; whilst the university degree taught me the necessary theories and arguments that accompany field practice, I would not have the required skills to be an archaeologist if I had not undertaken practical archaeology at Meillionydd.

Near Rhiw on the Llŷn Peninsula in Gwynedd, Wales, Meillionydd is a prehistoric settlement on a low hilltop with two circular concentric banks and internal roundhouses. At least ten other double ringwork enclosures are known to exist nearby, and despite the abundant and comprehensively surveyed prehistoric settlements and hillforts on the Llŷn Peninsula, the archaeology remains poorly understood. The first work on Meillionydd was carried out in 2007 by G Smith and D Hopewell (Gwynedd Archaeological Trust). The site has been excavated over the last five years, led by Bangor University in collaboration with Vienna and Cardiff universities; in 2014 it was converted into a field school run solely by Bangor University, with the aim to train future archaeologists.

## The Meillionydd field school

The field school is run by Professor Raimund Karl, Dr Kate Waddington and Katharina Moeller during June-July of each year and provides trainee archaeologists with

accredited schooling in pre-excavation, excavation and post-excavation techniques, as well as supervisory training for students with more advanced excavation experience.

This site also creates photographic 3D models of the trenches and features as part of the on-going 'Co-Production of Alternative Views of Lost Heritage' project, a collaboration between Bangor, Aberystwyth and Manchester Metropolitan universities, Gwynedd Archaeological Trust and local communities. Meillionydd is a unique field school as it provides its students with a multicultural environment; the set standards of British archaeology combined with the efficiency of German archaeology, and the fun of Austrian archaeology. Over the years the site has welcomed students from around the world. This multinational and multicultural environment results in the students sharing experiences of archaeology in different countries and using different processes. It didn't

matter what archaeological experience you had or what language you spoke, the atmosphere was friendly, supportive and focused on teaching as well as fun.

There is one major issue that never seems to be discussed in any great detail when studying a degree in archaeology at university: how to actually build a career in the field. No one tells students that it means constant travel with insecure or temporary contracts, and other many difficult conditions. For some these difficulties will end their career in archaeology, yet for others it will push them on to travel the world, learn as many skills as possible and allow their passion to lead the way in life. It all started for me with the training I received at Meillionydd, and I am now one of those who will be following my passion to carve a career in archaeology.

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Maxwell Declan Higgins BA (Hons), MA  
Graduate Archaeologist, IfA Affiliate member

Max developed his passion for archaeology as a member of the Young Archaeologist Club. He then joined the Institute for Archaeologists in 2010 as a student member while studying for his undergraduate degree, and has since upgraded to Affiliate. During his time at Bangor University (in both undergraduate and postgraduate) Max was involved in numerous research excavations and post-excavation processes; in particular the digitalisation of site plans and section drawings. Since graduating, Max has volunteered with Gressenhall Farm & Workhouse Museum and Access Cambridge Archaeology, and has gained commercial archaeological experience with Pre-Construct Archaeological Services Ltd.



Deputy Site Director  
Katherina Moeller  
excavating a stone lined pit.  
© Bangor University's  
Meillionydd Excavations



Field student George Nebu  
digging in the corner of the  
trench 2C uncovering  
fragments of shells.  
© Bangor University

# Introducing the IfA's new Professional Practice Paper: an introduction to providing career entry training in your organisation

Andrea Bradley

Training in archaeology is changing. The number of professional archaeologists is growing and archaeologists are becoming increasingly recognised alongside other professionals such as architects, surveyors and planners as skilled discipline working in the public interest, supporting the planning process and working within local communities.

Chartership of the IfA reflects this new and growing standing. Our profession needs a highly skilled workforce of individuals who are both theoretically trained and competent in practice. The way our workforce has acquired knowledge and skills in the past hasn't consistently produced the numbers and quality of professionals that we need to service today's demanding, expertise-driven market. The decision by the Privy Council to Charter the Institute in 2014 was made on the basis that professional archaeologists have robust and fair processes for acquiring and demonstrating competence, and that they show a commitment to developing and maintaining skills.

The IfA want to bring about a sector-wide improvement in training for professional practice: in technical skills and competencies as well as professional, management

and communication skills. These are to be distinguished clearly from university or other theoretical training, which enable us to think like archaeologists and to make theoretically and ethically defensible decisions. All are vital to the profession.

Unlike lawyers, teachers, planners or surveyors, archaeologists don't currently undergo a period of formally supervised professional training in the first few years of their career. Career and professional development has tended to progress informally and, depending on the individual, from the technical, to the supervisory and then the managerial, leading eventually to business and sector leadership. Many of those in the sector find it hard to progress between these levels, as each step involves the need for additional skills and someone to train you in those skills.

Structured training has been available within the sector through schemes initiated by organisations such as English Heritage and the Heritage Lottery Fund for nearly 10 years (English Heritage Professional Programmes in conservation (EPPIC), Historic Environment Traineeships (HET) and HLF Workplace Learning Bursaries and Skills for the Future programmes. The model for providing planned and structured learning and progression exists, but has yet to be taken up by the sector more widely.

The model for structured work place training is based on a simple format:

- identification of training need or a skills gaps within the organisation
- production of a training plan (s), setting out learning goals and mapping these against the National Occupational Standards
- recruitment to a training post(s)
- delivery of training over a 6 month or 1 year period

The new professional practice paper is a guide for the sector in providing structured training. It offers an

introduction to the principles of structured work based training as they might be applied, based on the tried and tested model. The model can be used to structure a training programme for career entry-level employees, employees transferring between specialisms or employees moving between junior levels in the first few years of their career.

The model has been piloted through the Institute for Archaeologists' *Workplace learning bursaries scheme*, and has already been adapted for use in English Heritage and by the Council for British Archaeology. Organisations that have structured training according to the IfA model include national organisations, commercial companies of all sizes, local authorities, independent charities and one-man-bands. For each opportunity, the training plan identifies the particular skills to be taught, the required outcomes of training, the support required for the training to be effective, and the range of activities through which training will be delivered. These training plans and other model documents are being published online ([www.archaeologists.net/trainingtoolkit](http://www.archaeologists.net/trainingtoolkit)) for use and adaptation alongside the guidance in the professional practice paper.

IfA can offer guidance on starting a structured training programme in accordance with the model. Contact us at 0118 378 6446 if you need help with your training plan, understanding National Occupational Standards, issues to do with recruiting a trainee, or training supervisors and mentors to support structured workplace learning.

## Andrea Bradley MA MA MifA 1795

Andrea Bradley is a consultant specialising in project and organisation management. She has developed a specialism in training and professional skills working on the Heritage Lottery Fund's skills programmes and on English Heritage training projects through the IfA. Andrea started her career in heritage consultancy, managing the archaeological and historic environment requirements of major infrastructure projects, and still works as a technical specialist on large schemes such as HS2.



Lindsey Büster acquired a wide range of skill on her historical archaeology placement with ARCUS. © IfA



Working with post medieval finds was a new experience for Lindsey who's background was in prehistory. © IfA



Frances Taylor learning the skills of an illustrator on her placement in archaeological graphics at Reading University. © Reading University





## Recognising excellence in professional development

### The Archaeology Training Forum Award



Since 2011, the Archaeology Training Forum has been recognising excellence and innovation in training, learning and professional development through its annual ATF Training Award. Judged by a panel of ATF members including representatives from IfA, CBA, the national agencies and FAME, it is open to organisations and individuals in both the paid and voluntary sectors. The aim of the Award is to promote the importance and value of training to the discipline; over its first four years, a wide range of organisations have been recognised for their contribution to learning, training and professional development.

The Nautical Archaeology Society was the winner of the first award in 2011. Developed initially in order to train recreational divers in archaeological survey and excavation techniques, the NAS' training programme has since expanded to provide training in underwater and foreshore archaeology to divers and non-divers, archaeology groups, professional archaeologists and many others. To learn more about the NAS training programme, visit their website [www.nauticalarchaeology.org/](http://www.nauticalarchaeology.org/)

All hands on deck:  
excavating the  
Ardnamurchan boat  
burial. © Dan Addison

The 2012 award was given to two very different entries, after the judging panel decided both deserved to be recognised. Cotswold Archaeology was recognised for its Supervisor Designate training programme, designed to assist the progression of talented archaeologists into supervisory roles through structured and supported training. The programme particularly impressed the judges as it had been developed entirely in-house, independent of any external funding, and was easily replicable in a commercial environment. For more

information, see [www.cotswoldarchaeology.co.uk/about-us/careers/training-and-development/cotswold-archaeology-staff-profiles/](http://www.cotswoldarchaeology.co.uk/about-us/careers/training-and-development/cotswold-archaeology-staff-profiles/)

The second winner was the Royal Commission on the Ancient and Historical Monuments of Scotland's entry for the Scotland's Rural Past project. The SRP project was particularly commended for its work with community groups, providing training to enable them to survey monuments and create records within their own local areas. Also notable was its legacy of training materials including videos and 'how to' manuals made available via a dedicated website at [www.scotlandsruralpast.org.uk/](http://www.scotlandsruralpast.org.uk/).

The 2013 winner was the Thames Discovery Programme, hosted by Museum of London Archaeology, in recognition of its work with volunteers recording the archaeology of the Thames Foreshore. The TDP has, in some cases, helped individuals kick-start their careers in archaeology, and has also provided a range of social, educational and health benefits to participants not looking for a permanent move into archaeological work. This entry also clearly demonstrated the benefits of partnership working between the professional and volunteer sectors. For more information about the programme, see [www.thamesdiscovery.org/](http://www.thamesdiscovery.org/).

Also designed to be empowering, but this time in an academic context, the 2014 award was presented to the Ardnamurchan Transitions Project run by Hannah Cobb at the University of Manchester, which has been undertaking excavation and survey work since 2006 on the Ardnamurchan Peninsula in Scotland. Alongside its research remit, the ATP also aims to providing learning, training and professional development to a wide range of project participants, including students, community volunteers and professional archaeologists. Given this focus, the project has developed a range of resources designed to support trainees and trainers alike, including a Skills Passport and assessment guidance.

The ATF judges felt that the ATP application addressed a long-standing area of concern in the sector: the provision of practical archaeological skills prior to first entry into the profession. It was structured, comprehensive and showed the hallmarks of refinement in practice. The judges were also impressed by the 'open source' approach, and the way the skills passport in particular has been extended to include and involve relevant organisations beyond academia. You can read more about the project on page 8 of this issue.

An entry from Headland Archaeology for its CPD Passport (described in more detail in the 2014 IfA



*Yearbook*) was also highly commended for its simplicity and transferability.

A call for nominations for the 2015 award will be issued later this year, and it will be presented once again at the IfA Conference. Nominations are welcome from individuals and organisations undertaking training for professionals or volunteers (or both) and the judges will particularly be looking for entries which:

- reference appropriate skills needs data for the sector (paid or voluntary)
- demonstrate clear benefits that extend the organisation, either to the sector, community or to individual employees or volunteers
- make reference to National Occupational Standards
- show commitment to Continued Professional Development
- demonstrate an innovative approach or involve the development of best practice
- show commitment to recognised professional standards and ethics

For more information about the ATF, see [www.archaeologyuk.org/training/atf.html](http://www.archaeologyuk.org/training/atf.html)

**Kate Geary BA MifA 1301**

Another stunning  
view of the  
Ardnamurchan  
Transitions Project.  
© Dan Addison



# IfA membership and training

Amanda Forster, Standards Promotion Manager IfA

The articles included in this feature provide several ideas for individuals and organisations to embed training within their working lives and those of staff. There is a growing resource of tools and guidance to help support how we access learning opportunities and make sure they contribute successfully to our professional development.

## CPD and the IfA Code of conduct

CPD is not the same as training; it is the way we record all learning activities that contribute to our professional development. CPD is embedded within the IfA Code of conduct – which requires both individuals and organisations to assess skills needs, identify training requirements and take advantage of learning opportunities. **Individual accredited members** must maintain a CPD log which shows that once over the first hurdle (becoming a member), they maintain and improve their competencies. This means that your post-

nominals are meaningful to others – they say that you have not only reached the level indicated by your grade (MIfA, AIfA or PIfA) but that you are maintaining your skills.

For **Registered Organisations** the situation is slightly different. By signing up to the IfA Code of conduct, Registered Organisations are making a commitment to ensuring CPD is part of their employees' working lives. The Code of conduct requires Registered Organisations to 'endeavor to foster a culture of continuous professional development and career progression (Rule 1.15)', and 'give due regard and appropriate support to the training and development of employees, colleagues or helpers (Rule 5.8)'. As part of the regular inspections which take place, panels look at how an organisation identifies, reviews and records training opportunities for staff. The scheme requires an average of five days training per year which can include formal (such as training courses) and informal (such as on-the-job) learning. One advantage of encouraging staff to record CPD is that an organisation can more easily monitor how much on-the-job training is happening.

## Five tips for supporting your own professional development

- Plan – think about and update your Personal Development Plan (PDP) regularly (we recommend every six months)
- Awareness – make sure your employer is aware you have a PDP, take it along to your next appraisal. If you are self employed, you will need to act as both employer and employee... even more important to add to your diary!
- Record – ensure you record every learning opportunity you take in a CPD log. IfA has a template for this but you can use anything – a diary, spreadsheet, notebook – there are also apps available for smart phones and tablets
- Review – establish a regular review cycle of your PDP and CPD to make sure they are up to date and relevant... or maybe ask an individual in a similar situation so you can help each other
- Document – it is useful to keep any certificates together in case someone ask to see them - and retain the course documentation and notes so you can keep using them.

## The future is smart (Smart CPD that is...)

Smart CPD is a new drive to provide members and archaeologists with more access to professional training, at affordable rates and with real outcomes. Currently we offer a range of learning opportunities, from the annual conference through to our Area and Special Interest Groups events and workshops. We also endorse courses provided by other organisations and groups where they have demonstrated that the course meets specific requirements – all in the spirit of our Training toolkit.

We want to bring all these opportunities together under one banner, so members can be confident that all courses provided by IfA meet specified requirements – and also ensure you don't miss out on anything. From January 2015, all IfA workshops, group-run CPD courses, IfA endorsed courses and appropriate conference sessions will meet the same quality criteria. This means that the course has been assessed by IfA to ensure that the learning outcomes are appropriate, that the course trainers are qualified, that there is a process for evaluation and that CPD learning outcomes and equivalent CPD hours are included in all course details.

## What does a Smart CPD course look like?

Eventually our vision is for Smart CPD learning opportunities to come in many forms, including

traditional workshop formats, reflexive learning articles, webinars and online materials within the IfA members pages. Whatever the format, all IfA Smart CPD will go through an evaluation process, set and reviewed by IfA, which will ensure that each opportunity includes identified learning outcomes linked to National Occupation Standards, is delivered by trainers who are competent and qualified, has the appropriate trainer/trainee ratio, is certified and include clear CPD hours.

## How do you find a course?

You may have noticed that all of our endorsed training courses are now advertised through our weekly Jobs Information Service (JIS). We will continue to use our website pages on professional development to highlight courses and add every learning opportunity to our online calendar so members can find courses according to area, type and date. We have also been developing course bookings using the online site Eventbrite which provides members with the opportunity to book easily online and access course details in one place.

## Links

IfA professional development pages – [www.archaeologists.net/profdevelopment](http://www.archaeologists.net/profdevelopment)  
IfA training and learning opportunities – [www.archaeologists.net/development/training](http://www.archaeologists.net/development/training)  
IfA calendar – [www.archaeologists.net/events](http://www.archaeologists.net/events)

## Five tips for organisations supporting staff with their CPD

- Plan – all staff should be expected to maintain their PDP and CPD logs as part of their own professional development - include them in your annual staff reviews
- Support – incorporate a 6 monthly review of each member of staff and, for staff on short-term contracts (eg less than 6 months), ensure you have a review at the start of their employment at your organisation
- Develop – review PDP/ CPD and decide together what training could be provided within the organisation
- Awareness – nominate a training champion and provide a mentor for all staff to help populate and review CPD logs in-between reviews
- Record – remind staff to record any CPD activities as soon as they are completed!



# A QUESTION OF VALUE: an interview with Kate Clark, Director, Cadw



In the 1980s I drew every mosque and pillar tomb on Zanzibar and Pemba, as well as most of the Swahili settlement of Shanga on the Kenyan coast

Originally from Australia, Kate worked in the heritage sector in England for many years and is well known through her work at the Heritage Lottery Fund, English Heritage, the Council for British Archaeology and several academic posts. She has more recently been Director of Sydney Living Museums in Australia, and has just taken up her post with Cadw in September 2014.

I think the biggest privilege I had in Australia was working with colleagues with a deep insight into Indigenous heritage. As an outsider, you have to be sensitive that strong connection between place, story, tradition language and culture. And that causes you to question your own practice. I found myself genuinely torn on issues such as repatriation of people (ancestral remains) where my scientific training said one thing, and my respect for communities said another. It also means that terms like 'historic environment' or 'monument' don't really work.

Otherwise all of the same issues occur in Australia – heritage falling into the gaps between environment, culture and planning and somehow being missed in all three, leaving us with the challenge of what we can do to make that connection.

**Q: Hello Kate, and welcome back to the UK. It's certainly tumultuous times here for the heritage and historic environment sectors; what brought you back now, and what's your perspective on the main differences in practice between Australia and the UK?**

Cadw of course! I am both thrilled and honoured to be appointed to the role of Director.

In Australia, I was lucky enough to work with a group of 12 different Sydney museums, which has given me a new insight into issues such as site interpretation, education programming and the challenges of reaching both new and existing audiences.

**Q: The theme of this issue is "How do we train professional archaeologists? Teaching, developing and supporting careers in professional archaeology." You've done quite a bit of work in this area – what do you see as the priorities for the profession in this regard?**

I think that we need two kinds of skills – technical skills and thinking skills. And they both matter. Our technical skills teach us how to read sites and buildings, to understand what is happening to them and to learn from experience and conservation science how best to look after them.



The same field techniques that we used on medieval sites in Africa, helped me to better understand industrial sites at Ironbridge and elsewhere



How we see and value heritage sites is a key part of making decisions about managing them

Our thinking skills are necessary for what I believe is our biggest challenge: the ability to tell compelling stories. If we can't get people excited about places and why they matter, we might as well pack up and go home.

I was lucky enough to start my career when it was still possible to volunteer on excavations and so develop core craft skills such as how to draw a section, use a trowel, read a landscape. I had great mentors such as Birthe Kolbye Biddle and Martin Biddle, Philip Barker and of course Mark Horton!

I think the UK has the best core field archaeological skills in the world, and these come out of that tradition of excavating and analyzing complex medieval sites. We lose that at our peril. If the universities can no longer provide it, and it is hard to do in commercial context, we need to find a creative answer.

The thinking skills are both easier and harder. They are easier to teach as you don't need to be on site, but harder to develop as it takes a lot of practice to both tell a good story, and also to be able to make good decisions about places.

**Q: I gather you are a bit obsessed with this issue of heritage values – what is that all about and how is it relevant to archaeology?**

Ah well – since you asked! In the 1990s, working with English Heritage, I came to understand how significance lies at the heart of decision making - not just about what to protect, but how to manage sites. We introduced conservation management plans for large sites, based on a clear statement of significance.

But later at HLF I realised that significance was only a small part of the story, and we needed ways to demonstrate how investing in heritage created wider value for the public. Again working with an interesting group including Gareth Maeer, Judy Cligman, Karen Brookfield, and of course John Holden and Robert Hewison, we came up with the tripartite model of value for heritage.

In a nutshell – we protect things that have meaning for people (significance); when we invest in heritage we generate economic, social and environmental benefits (sustainability), and finally as heritage organisations such as museums or government or even private sector bodies, we create value through the service we provide.

*If we can't get people excited about places and why they matter, we might as well pack up and go home.*



Teaching heritage management to students from across Africa at the World Heritage listed Robben Island was a reminder that everyone has an important heritage

But as English Heritage also point out, understanding is at the heart of the process – and that is where archaeology comes in.

**Q:** This leads me to your work on rebranding in Australia. What is the 'brand value' of archaeology, and what could we be doing better as a profession in expressing this?

*I am very proud of being an archaeologist, and very clear about how it has influenced the way I see things.*

I have just been through a big museum 'rebranding' exercise in Sydney. The aim was to find ways to connect new (and indeed existing audiences) better with house museums. We did lots of research to find out more about people who came to our sites and those who did not, and asked tough questions about what they thought of us. We also talked to the staff, our members and supporters. Not all of the results were nice; we were seen as a serious conservation organisation, but not a great place to come for a day out or an interesting event. There was a big gap between what we thought we were doing, and how people saw us. After a lot of work, we came up with a new look and feel which included a much stronger story linking all of the sites, and last of all, a new name and logo.

At the start I was very cynical about the process – why pay lots of money for a new logo? But when I realised that what we were doing collectively was writing a

'statement of significance' for the organisation, it all made sense. It helped me to see that the issue of values applies as much to organisations as it does to things.

So – what are our values as archaeologists? What does the IfA stand for? How do we create value for the public and for the resource? Why does archaeology matter? What can archaeologists contribute that other professions cannot? And how can we work better with other professions for wider goals?

**Q:** What is the value and potential impact of the IfA's Charter for the profession?

For me the charter means that we have grown up. Going beyond Wheeler's line that archaeology is not a profession, but a vendetta!

I am proud of being an archaeologist, and very clear about how it has influenced the way I see things. Working beside historians, architects, ecologists, curators and others, I can clearly see that what archaeology brings is rigorous understanding of time, space and fabric. My first research job was in industrial archaeology, and I always remember that sense that archaeology was even lower than local history in the pantheon of historical respectability. Now we are out and proud!

**Q:** You're an active member of several professional bodies, including IfA. What do you hope will be different as a result of Charter, and what for you is the biggest benefit of membership?

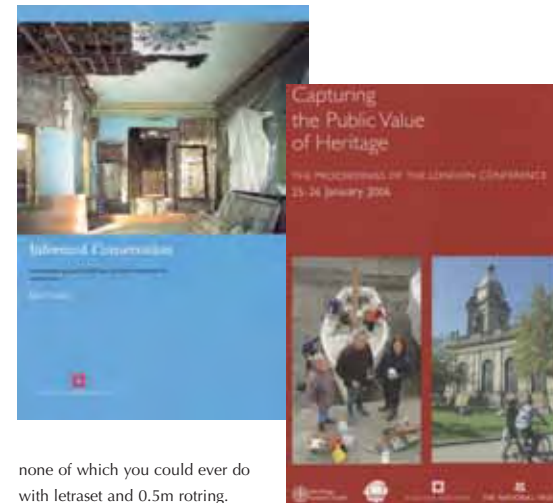
Professional equality is vital – there is nothing worse than other professions thinking they can 'do' archaeology and doing it badly. Equally, we need to know our own limits.

That being said, heritage sites don't come in neat professional packages, so whilst setting our own agenda, we also need to continue to find ways to work more closely and seamlessly with other professions, including planners, engineers, architects, as well as economists and social scientists.

**Q:** What is the biggest challenge facing the IfA brand, and the profession?

In the world of heritage there is still an intellectual divide between the 'beards' and the 'bowties', between archaeologists who read fabric, and connoisseurs who are better at the bigger picture. Despite the fact that they have a lot to learn from each other, and we need both, there is still a way to go before there is a meeting of minds.

But more importantly, there are those 'born digital'! There is a gigantic wave of younger people who love 60s and 70s architecture, who are into all things vintage and are out there making stuff and getting excited about sprocket film. They are doing amazing things to bring archaeology alive, to connect with art and new audiences, to link to gaming and whole new worlds,



none of which you could ever do with letraset and 0.5m rotring.

The biggest challenge is to let go, to open up, to find new audiences, to find ways to link old things and skills with new technology and people. To find new ways to make that vital connection between people and their past.

And how to do that? Open access please. I have no idea how, but all of that information, whether developer-funded, or university research, or community projects or creative stuff, all needs to be online and accessible. Working in museums has shown me that if you want people through the door you need more online, and not less.

Informed Conservation' is about the role of archaeology and understanding in building conservation, whilst 'Public Value' explores the different ways in which heritage can create wider value for the public.



The senior management team at the Historic Houses Trust of NSW on the scaffolding of St James' church in Sydney. Working in museums gave me a much greater understanding of the process of developing a strong brand for a heritage organisation, and of the challenges of reaching new audiences (and retaining existing ones!)





My Transit van was the subject of John Schofield and Cassie Newland's fascinating project to explore the archaeology of a vehicle. The aim was to 'excavate' the van under archaeological conditions

**Q: What is the future of archaeology over the next 20 years?**

My dream? Archaeologists genuinely create opportunities for more people, and a wider range of people to get involved in archaeology. We learn to listen and be more open. All of our information is out there and shared. And there is a greater awareness of the value of archaeology. Oh, and we stop losing indigenous archaeology in Australia at a frightening rate.

The reality? Who knows...



**Kate Clark**

Kate is an industrial archaeologist who has worked in museums and heritage with Ironbridge Gorge Museums, the Council for British Archaeology, English Heritage, Heritage Lottery Fund, in Australia with Sydney Living Museums and the NSW Heritage Office and in her own consultancy. She has written about industrial archaeology, building recording, sustainable development, heritage management, conservation planning and heritage policy research. She has a long-standing obsession with ideas around the wider public value of heritage and museums, and is Visiting Professor of Heritage Valuation at University Campus Suffolk.

**Q: The IfA Annual Meeting will be in Cardiff in April 2015. The Scots have raised the bar quite high after the Glasgow event in 2014, what can we expect to see from Cadw and Welsh archaeology?**

Well, this article is going to press before I have even got my feet under the table, so I am as interested as you are in finding out! I know that there is exciting community archaeology going on, and some creative new interpretation at Cadw sites, and the Welsh Archaeological Trusts are going from strength to strength. A new bill is being drafted and as well as a new raft of policy, but as for the rest, ask me in a year's time!

## Registered Organisations news



### BUSINESS IS BOOMING, HEADLAND ARCHAEOLOGY (UK) LTD

*Joe Abrams MIA (1829), Regional Manager, Headland Archaeology*

Headland Archaeology have been working through the recession, planning ahead and adapting to new trends in our market. We have selected key sectors and locations within the country and are investing; this takes the form of people, buildings, processing facilities, vehicles, IT and survey equipment upgrades. Some of our key appointments are:

#### Michael Tierney, Project Manager

Joining our **South & East** office, with 30 years of experience as an archaeologist, Michael brings a wealth of skills. He gained extensive field experience in Ireland and the UK and went on to supervise field teams and



Michael Tierney

#### COTSWOLD ARCHAEOLOGY IN MILTON KEYNES

*Neil Holbrook MIA (737), Chief Executive, Cotswold Archaeology*

Cotswold Archaeology's Milton Keynes office marked its third birthday in September by relocating to larger premises. The office has been a successful venture outgrowing its premises in Newport Pagnell. We now have over 20 staff based in MK, under the leadership of

work as a university lecturer (University of Wales, Lampeter). His excellent publication record covers numerous projects in addition to more synthetic texts (picking up regional themes), including works on national identity and how archaeology can interweave with politics. He ran a company during the Celtic Tiger period of the Irish boom, running large infrastructure, among other, projects.

#### Simon Sworn

Joining our **Midlands & West** office with 15 years of experience in commercial archaeology, and having been a Project Officer since 2005, and Senior Project Officer since 2012, Simon has well-tested archaeological and people management skills. Much of this experience has been gained in the West Midlands, including both Herefordshire and Worcestershire (where he worked since 2003) including major projects within Worcester, Hereford and the Lugg Valley.

#### Michael Walsh

Based in our **North** office Michael joined Headland last year and now heads the Maritime Section of the Consultancy Department. Michael completed his Masters and PhD at the Centre for Maritime Archaeology, University of Southampton before working in commercial archaeology. He has extensive archaeological experience having worked on sites throughout Europe and the Middle East, and is currently working on offshore developments around the UK and Ireland. Michael directed one of the largest geophysical surveys undertaken in Abu Dhabi; his doctoral research was on the (in)famous Pudding Pan Roman shipwreck site in the Thames estuary. Michael is currently leading a team looking for the wreck and is preparing a monograph for publication. He recently wrote the Roman chapter for the research framework for maritime archaeology published by CBA (2013).





Principal Project Manager Simon Carlyle explains his discoveries at an excavation open day in Towster

office head John Dillon and principal project manager Simon Carlyle who heads the fieldwork team. The office has already established an annual income in excess of £1M, based primarily around projects in the South and East Midlands and East Anglia. We have also made many important links with local stakeholders and participated in a well-attended event in Milton Keynes library in August as part of the National Festival of Archaeology. The new contact details are Cotswold Archaeology, 41 Burners Lane South, Kiln Farm, Milton Keynes MK11 3HA Tel: 01908 564660. Email: enquiries@cotswoldarchaeology.co.uk

**THE HAMPSHIRE & WIGHT TRUST FOR MARITIME ARCHAEOLOGY IS ALSO KNOWN AS THE MARITIME ARCHAEOLOGY TRUST**



Virginia Dellino-Musgrave MIA (4498), Maritime Archaeologist – Project Manager, The Hampshire & Wight Trust for Maritime Archaeology/Maritime Archaeology Trust

Over the past 22 years the HWTMA has grown from a regional organisation to our current status as a nationally and internationally renowned centre for maritime archaeology. To better reflect the scope of the organisation and work we will now be using our registered name of the Maritime Archaeology Trust (MAT). While the research, education and outreach work

of the Trust within the Solent and South Coast of England continues unabated, the MAT is undertaking a range of collaborative projects spanning the Channel, Europe and further afield. With the new name comes a new logo. As it becomes more familiar it will soon be associated with pioneering archaeological initiatives promoting the Trust and maritime heritage across the globe.



**INDEPENDENT RESEARCH ORGANISATION STATUS FOR MOLA: ACKNOWLEDGEMENT OF THE CONTRIBUTION OF DEVELOPER-FUNDED RESEARCH**

Natasha Powers MIA (5431), Head of Osteology and Research Coordinator, MOLA

We are delighted to announce that MOLA has achieved status as an Independent Research Organisation (IRO), awarded by the Research Councils UK (RCUK). This ground-breaking achievement makes us one of a small group of (just under 60) non-university organisations, and the only archaeological contractor eligible to apply directly to Research Councils for funding. MOLA has in its care thousands of artefacts, human remains, environmental and zooarchaeological material and

excavation and survey records. Our status as a charitable company has reinvigorated our intention to ensure our research delivers genuine public benefit and measureable 'impact'. We want to continue to do extraordinary research and share our information and knowledge, and becoming an IRO substantially increases our potential for doing so as both a lead and supporting partner.

But this news has wider implications. By far the majority of the work, which was evaluated as part of our application, and the research record of our skilled and experienced specialists derives from developer-funded excavations. The acknowledgement by RCUK that this work 'materially extends and enhances the national



research base' is recognition of the contribution which can and is made to archaeological thinking by the

research carried out by commercial archaeological contractors across the UK, whether that research results in a peer reviewed publication or 'grey literature' report. Given the constraints and pressures of commercial archaeology, it is sometimes easy to forget that much of the work we produce would happily grace the archaeology department of many universities.

To become an IRO, we demonstrated our capacity to

carry out high-quality research and our strong track-record in maximising its impact and value. We showed that our staff members have substantial, peer-reviewed publications and demonstrated our excellent record of leading and co-leading innovative research projects.

MOLA will remain an IRO for at least five years and we hope those five years will see a greater increase in collaboration between 'academic' and 'commercial' archaeologists.

To find out more and to access our resource library visit [www.mola.org.uk/research-and-community](http://www.mola.org.uk/research-and-community) or email [research@mola.org.uk](mailto:research@mola.org.uk)

**A YEAR IN THE LIFE OF A CURATORIAL IFA RO**

David Gurney MIA (48), County Archaeologist, Norfolk County Council



Norfolk County Council's historic environment service became an RO in 2009 and was (we think) the first purely 'curatorial' body to join the scheme and our continued registration for 2015-18 was recently confirmed. Our *Annual review for 2013-14* has now been published with highlights including:

- £300,000 of external funding
- 14,997 finds identified and recorded

- 104 cases of treasure
- national mapping programme project
- Portable Antiquities Scheme
- Norfolk monuments management project
- managing 18 council-owned heritage assets
- up to 457 people a day using the online HER ([www.heritage.norfolk.gov.uk](http://www.heritage.norfolk.gov.uk))
- the 150th volume of *East Anglian Archaeology*
- advice on 1439 planning applications



Norfolk County Council – Planning team





David Gurney

- 412 planning briefs issued
- 96 HLS consultations
- 76 events/outreach involving 5552 people
- 862 new HER records
- 17,567 enhanced HER records
- three heritage champion bulletins

I have often said that IfA still exhibits something of a bias towards contracting organisations, perhaps understandably given its history, but the best way of creating a better balance is for more curatorial services likes ours to join the scheme.

To view the full 34-page review, packed with information about Norfolk's heritage, see <http://www.heritage.norfolk.gov.uk/annual-review>

### LIFE IS NEVER SHORT OF IRONIES

Stuart Palmer MIA (4609), Business Manager, Archaeology Warwickshire

Little did we know when we were moved out of our long-time home in the centre of historic Warwick as part of the County Council property rationalisation process that we would be back to excavate beneath it. Those of you who worked at The Butts, or visited during the last 30 years will doubtless remember the labyrinthine offices and stores squeezed between two fine Georgian pavilions. The pavilions remain but the rest has been demolished in advance of a luxury housing conversion by Ash Mill Developments, who are breathing new life into the Georgian heart of Warwick.



Archaeology Warwickshire won the contract to excavate under the former council buildings and the team led by project officer Caroline were pleasantly surprised by the archaeological survival. Neolithic pits and Anglo-Saxon deposits were found underlying medieval stratigraphy



Warwick Old Court building – as we excavate in the architect's garden.  
© Archaeology Warwickshire

(far right) The church of St Mary and the rear of Northgate Street.  
© Archaeology Warwickshire



including a road over 1m above the current street level, and a range of post-medieval features. Ironically evidence of the Saxon town founded by Queen Ethelfleda in 914 has been sought since the 1960s, but there has been surprisingly little modern development in areas not affected by the Great Fire of 1694 and not subsequently cellared. To our surprise we found pre-conquest pottery under the very buildings we inhabited for the past 30 years, and to cement the irony, in the 1100th anniversary year of the founding of Warwick.

As for moving offices, it is not a process I can commend to anyone, but we managed to do it concomitant with our contractual obligations – no mean feat in our busiest year since 2009. I remember being on site when the archaeology team moved from our former base in 1982. Pickfords moved us in and last year moved us out. We now have a bespoke office and store with ample parking on a small trading estate in a Warwick suburb and the team are well-settled, and fully equipped to continue to provide a first class heritage service to our clients.

### WHAT LIES BENEATH? VICTORIA GATE, EASTGATE, LEEDS

Susana Parker MIA (4793) & Andrew Burn MIA (5184), Senior Heritage Consultants, Waterman Energy, Environment and Design Ltd



Waterman Group was appointed to undertake a wide range of engineering and environmental design services on the Victoria Gate development in Leeds, working with Sir Robert McAlpine, John Lewis Partnership and Hammerson. Waterman's Archaeology and Heritage Team undertook a desk-based assessment and built and buried heritage ES chapters, in order to support the redevelopment of the site.

The baseline studies identified a number of listed buildings (Grade I and Grade II) immediately adjacent, or in relative proximity to the site. As a result the report recommended building recording of the Weights and Measures Building and sensitive design. In view of the potential and significance of the buried heritage, a programme of archaeological evaluation was recommended. The first phase of work was undertaken by ASWYAS, under Waterman Energy Environment and Design Ltd's management.

The DBA identified a corn mill and associated leat, as well as a manor house, which may have been partly located within the site in the later sixteenth century. Burial of plague victims may also have taken place within the site boundaries during the late seventeenth century. While the locations of these activities and structures could not be identified with any certainty and despite later activity on the site, the line of a medieval ditch was observed below the graveyard and chapel floor.

The late eighteenth-century development of back-to-back housing, particularly in the southern part of the site



is considered significant, as one of the earliest examples of a building type which became synonymous with the history of urban housing in Leeds. The archaeological investigations uncovered the Ebenezer Methodist Chapel, a late eighteenth century burial site which had been previously demolished and the burial ground exhumed. However, a group of burials, and several disarticulated skeletons remained. These skeletons provided a unique insight into living conditions with rickets, scurvy, anaemia, poor dental hygiene and high instances of child mortality observed.

WWII static water tank

Archaeological work will continue at Victoria Gate, and the wider Eastgate in the next few months (and possibly years) – who knows what other unique evidence will be uncovered beneath Leeds car parks.

## New members

Member (MifA)	Practitioner (PifA)	Student
4546 Stephen Baker	8006 Tim Coombs	8082 Emily Abrehart
5538 Jon Chandler	7974 Rebecca Aroon Enlander	8077 Rosie Adamson
8037 Ben Croxford	7988 James Fairclough	8061 Aleksa Alaica
506 John Darlington	7966 Robert Harding	8018 Waltraud Baier
5848 Damian De Rosa	8063 Alice Howell	8003 Benjamin Bazely
8112 Michael Glyde	8062 Gabriele Impiombato	8016 Catherine Bell
7803 Andrew Heald	7922 Joshua Jones	8052 Natalie Bell
8069 Ian Houlston	7991 Elizabeth Matthews	8021 Isobel Bentley
8009 Daniel Miles	8066 Cosimo Pace	8074 Hannah Blannin
7963 Sarah Mounce	5621 Anthony Roach	8072 Jonathan Bolton
8034 Rick Peterson	8111 Beth Spence	6143 Kate Boulden
8011 Sarah Poppy		5636 Michelle Brooker
8070 Sally Prothero		8057 Lorna Cherry
8071 Jayne Rimmer		8049 Richard Collins
6495 Suzie Thomas	<b>Affiliate</b>	8087 Georgia Cundick
7993 Martin Tuck		8094 Claire Davey
7216 Sue Tyler		8044 Tom Davis
8010 Shelly Werner	6381 Christopher Coombe	8001 Craig Dicken
7976 Lisa Westcott Wilkins	7373 Garreth Davey	8043 Clare Dover
	8083 Maria Dixon	8025 Claire Easton
	6551 Matthew Doyle	8088 Darlene Eaton
	8100 Daniel Evans	7937 Zoe Emery
	8000 George Everest-Dine	8051 Megan Fletcher-Cutts
	8159 Giulia Gallio	8020 Tiomoid Foley
	6613 John Goree	8092 Ella Franklins
	8139 Sean Hamer	8080 Michael Fraser
	7875 Nicola Herring	8024 Emily Gal
	6276 Rebecca Hunt	8005 Otis Roger Gilbert
	7906 Luke Jacob	8050 Alessandro Guaggenti
	7936 Claire Kavanagh	8075 Luna Gutierrez Castro
	7978 Elizabeth Kennard	7977 Hannah Holbrook
	8137 Eleanor Lane	8079 Freya Horsfield
	8084 Adam Lyon	4845 Patricia Jones
	8115 Claire Nolan	8053 Julie Kennard
	7795 Sarah Pedziwiatr	7596 Matthew Knight
	8002 Paul Redish	8015 Lucia Lachlan-Cope
	8104 Michael Sharpe	7997 Chris Lane
	8136 Alan Sims	8028 Hanna Lemmik
	8118 Rebecca Smart	8058 Alison Leonard
	8098 Grace Strachan-Morris	7984 Jack Marten
	7304 Philip Taylor	7986 Kerys Martin
	7791 Diana Valk	8090 Freya Massey
	8107 Lee Wall	8029 Anna Matheson

### Associate (AifA)

8065 Coralie Acheson
5565 Michael Bamforth
1911 Kim Biddulph
7994 Tim Dawson
8064 Margrethe Felter
7756 Nicky Garland
8109 Mark Grahame
7975 Julian Charles Newman
8067 Joe Nunan
8114 Zoe Outram
7964 Helen Smart
6129 Christopher Swales
7989 Charlotte Vallance

## New members

Student (cont)	Student (cont)	Student (cont)
8014 Maeve McHugh	8081 Laura Patrick	8040 Jenna Ward
8089 Elise McLellan	7973 Ana Elisa Perez Saborido	8004 Michaela Watkins
7999 Nicole Faye Micallef	8073 Rebecca Plumley	7770 Andrew Watson
8041 Beth Murray	8022 Jack Powell	6179 David Weir
8030 Ryan Neal	5519 Christine Schepens	7967 Rebecca White
8054 Lauren O'Boyle	8076 Megan Seehra	8048 Steve Worth
7998 Simon Parkin	7005 Charlotte Stodart	8042 Holly Young

## Upgraded members

Member (MifA)	Associate (AifA)	Practitioner (PifA)
933 Gillian Dunn	5930 Gary Lee Duckers	6668 Sarahjayne Clements
4756 Karen Francis	7324 Terence Newman	7526 Catherine Poucher
2588 Chris Healey	5642 Rachael Reader	7877 Conor Ryan
5002 Hannah Smalley		7200 George Scott
7185 Stephen Yeates		5925 Rachel Williams

## Members' news

### Martina Tenzer MA PifA 8036

Martina studied Archaeology and Ancient History at Heidelberg University, Germany, becoming involved in excavations, which kindled her interest in Roman history and archaeology. After visiting the UK she focused her studies on Roman Britain – without realising that a few years later she would live and work there.

She began working at the State Office for the Preservation of Ancient and Historic Monuments, Karlsruhe, Germany, processing finds for museums and archives. After two years in South Korea she relocated to Sheffield and, through volunteer work for English Heritage and the HLC funded programme *Archaeology to employment*, she gained her first insight into the system of British archaeology. This gave her the





opportunity to volunteer at digs with local universities and British colleagues, alongside support with job applications.

Martina is currently working as an archaeological technician with Wessex Archaeology. During her first

**Joe Somerville** MifA 5551

Joe recently upgraded to MifA level. He is a senior archaeologist at RSK plc, where he leads the Glasgow EIA, planning and design team. Joe came to archaeology through a love of being outdoors as a child and a fascination with history books and travelling, most particularly about ruined castles in warmer climates.



year she gained experience in all areas of commercial archaeology, and Wessex have supported her IfA application. Being an IfA member offers her access to information on CPD courses and conferences, to keep up to date with the latest developments and the opportunity to join larger professional networks.

Joe's professional career has been the opposite of this early fascination, having started with five years working as a field archaeologist in cold wet parts of Scotland. Joe has been involved in archaeological consultancy since joining RSK in 2007, which has mostly involved sitting in offices or archives, and occasionally visiting sites and managing fieldwork others are undertaking in cold wet parts of Scotland.

Joe maintains a keen interest in the archaeology of Scotland, Mexico and the Mediterranean from his undergraduate studies and voluntary fieldwork through Glasgow University and the Universidad Autónoma de Yucatán, Mexico. He has a particular interest in human osteoarchaeology following his MSc at Bradford University. His knowledge of Spanish has also been very useful on several EIA and cultural heritage projects around the world, which occasionally allow him to work in warmer, dryer climates.

**Imogen Sambrook** MifA 5040

Imogen undertook a BSc in Archaeology at Cardiff, and became involved with land management and conservation of archaeological sites in rural areas following a series of commercial and voluntary roles in fieldwork, an MSc in Environment Management and working as a Land Management and Conservation Adviser for the Historic Environment at Natural England. Imogen started her own business, Albion Historic Environment, in 2010, focusing on conservation management plans for designed landscapes and other heritage assets in rural areas, looking to conserve and raise their profile and their on-site interpretation.

Returning to Natural England to manage sites at risk in the West Midlands in 2012, Imogen then moved to English Heritage to take up the Heritage at Risk Project Officer post for the same region. In this exciting and interesting role, she gives advice to owners and occupiers of heritage assets, working on sites with natural, structural and human issues to protect and conserve them for future generations; removing risk, and eliminating threats. Imogen is also a leader of Ironbridge Young Archaeologists' Club, which she helped to set up

through Ironbridge Gorge Museums Trust. Having joined IfA as a student in 2005, the move to English Heritage prompted Imogen to upgrade her membership.



**Derek Alexander** MifA 1158

Derek Alexander successfully upgraded from AIfA to MifA. After graduating, Derek worked for CFA at Edinburgh University from 1991–2000. He then joined the National Trust for Scotland as their West Region Archaeologist, based in Greenbank House on the outskirts of Glasgow, and in 2011 was appointed as the Head of Archaeological Services for the Trust. With over 11,000 archaeological sites on its 76,000ha of ground, the small archaeology team within the Trust is always very busy, undertaking and

commissioning fieldwork and research as part of their conservation work. Derek has been involved in a wide variety of projects over the years including the extensive Ben Lawers Historic Landscape Project, and most recently the advance of the new visitor experience at Bannockburn, to mark the 700th anniversary of the battle. In addition to his work for the Trust, Derek has an ongoing research interest in Renfrewshire and 2012 saw the publication of his jointly-authored book on the history and archaeology of the county.



IN MEMORIAM

**Adrian Butler** MA MifA passed away 17th July 2014. Adrian graduated with a BSc. in Archaeological Sciences from Bradford University in 1994, and went on to do an MA in Landscape Studies at Leicester. Adrian worked for University of Leicester Archaeological S, then GeoQuest Associates, before returning to ULAS as their geophysicist in 1997. He moved to Northamptonshire Archaeology, and managed their geophysical team from 2003 until 2013. He was a founder member of the International Society for Archaeological Prospection and a founder member of the IfA Geophysics Special Interest Group (GeoSIG). When he died, he was planning a PhD using remote sensing techniques to provide a landscape context for geophysical surveys. Adrian worked with a number of local societies, providing training and expert advice on the use and interpretation of geophysical techniques. His knowledge, enthusiasm, generous spirit and humour will be sadly missed by all that knew him.



# Book reviews

## How to read castles

*A crash course in understanding fortifications*

Malcolm Hislop  
2013, Bloomsbury  
£9.99, paperback  
ISBN 978-1-4725-2161-3

Review by Nicholas Doggett MfA (495)

This nicely presented book aims, as the introduction states, 'to provide a framework for the visitor, so that each castle might be interpreted and placed in context. What was its purpose? How was it built? How did it work?'

Handily sized to serve as a useful field guide, it can also be consulted to answer many of the questions that visitors to castles might have about the terminology used by archaeologists and architectural and military historians helping to enhance their experience and understanding of the structures themselves.

The geographical coverage is broad-ranging from the British Isles, across western European to fortifications found in Asia and the Far East. The book is also fully illustrated; in fact there is not a single page in its approximately 250-page text without a picture. There are, however, no photographs; the book is illustrated by a large number of carefully selected line drawings. Many of these are clear reproductions of high-quality engravings by 19th century 'pioneers' such as Viollet-le-Duc in France and J.H. Parker in England, complemented by a large number of modern drawings of features as varied as coursed rubble to the reconstruction of a motte and bailey castle.

But this is not a mere picture book or glossary. Despite its relative brevity, the text covers wider topics such as a discussion of the castle's role both as residence and fortress. The author does not blindly follow the now well-worn but still far from proven new orthodoxy that castles (particularly those from the later Middle Ages) were almost always more about symbolism and display than defence or military prowess. Instead, he takes a

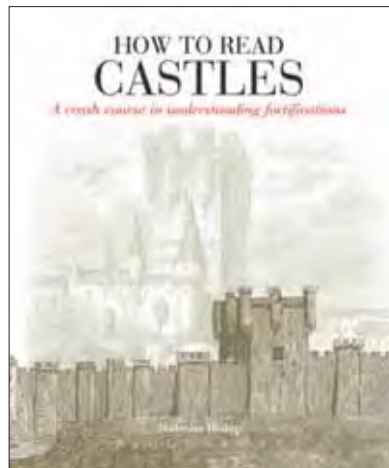
more balanced view, acknowledging that both aspects were important and were often combined in a single building.

While Hislop is up-to-date in the 'resources' he cites at the end of the book (among them several of the works of the new generation of castle scholars) he does not attempt to take sides in this debate. Rather taking the physical evidence of the buildings themselves as his principal guide, he rationally describes and analyses his material.

Hislop's book is not only a good introduction to 'understanding fortifications' for the general reader but also serves in part as a useful corrective to the growing and apparently unstoppable notion that the late medieval castle was, as one recent scholar would have it, much more about 'fraudulent display' than representing any real military purpose.

### Discount offer for IIA members:

Offer: 20% off online price (does not include postage & packing)  
Offer code: GLR BT6 (available until 31 December 2014)  
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## Caring for digital data in archaeology:

*A guide to good practice*

2013, Oxford: Oxbow Books  
Archaeology Data Service and Digital Antiquity  
Guides to Good Practice  
ISBN 978-1-78297-249-5

Review by Duncan H. Brown MfA (413)

ADS Guides to Good Practice have been around for a while but just like digital data, with a hard copy version there is always the risk of instant obsolescence; a downloadable version is available on-line but printed matter is often more comforting for those who need this sort of basic introduction and guidance.

There are three main sections: 'Digital archiving: An introduction to this guide'; 'Planning for the creation of digital material'; 'Common digital objects', and a useful bibliography. The audience at which this guide is aimed is divided into those who fund and create data and those who care for or curate it, which covers virtually everyone involved in archaeology, including non-professionals, and the guidance is equally comprehensive. It begins by asking 'What is digital archiving?' and closes with discussions of different approaches to the archiving of document files, databases and images. On the journey from that opening question to the concluding technicalities, the reader is led step by step through the digital preservation and access maze, with sections covering approaches to digital archiving, data creation and capture, file naming conventions, storage and backup, data selection, project documentation, metadata and copyright. The guide necessarily becomes more detailed as it progresses but by the end it is hard to imagine that any topic has not been covered in just 113 pages and the tables that appear towards the end, listing file formats and their



archival validity, show how comprehensive this guide is: 'JPG, JPEG; this is commonly used but is not an archival format... DNG or TIF should be used instead'. Digital file creators take note: this will not only help you, it will also educate and it is hoped, lead you to amend your current working practices.

Success should therefore be measured by how far this advice reaches. Such publications are often not adopted by the practitioners that need them most, not just the creators of digital material but those who monitor data production, and those providing care and access. We are a long way from universal adoption of advice such as this and the concomitant improvement in our working practices but credit to the ADS for continuing to show us the way.



## Publishing in *The Historic Environment* or: 'How I learnt to stop worrying and got something into print... Part 1: Why Publish?'

Roger White, BA PhD MIFA 651 Editor, *The Historic Environment Policy and Practice*

At the IfA Glasgow conference in April 2014, Rachel Young of Maney Publishing and I ran a workshop on publishing in *The Historic Environment*. The event was fully booked, and I said I would distribute the Powerpoint to all who had attended. When asked by the editor of *TA* to contribute on a regular basis, however, I realised that it would be a good opportunity to extend the information and advice given out that day to a much wider readership. This, then, is the first of a series of articles on how to publish in *The Historic Environment Policy and Practice*.

Publishing is a complex process involving much more than just editing or writing, thus some articles will be written with the advice of professionals such as Rachel, who contributed a session on Open Publishing as part of the workshop. The aim of all the articles, however, is to offer simple and (I hope) effective advice on what to do, and how to do it. I can't promise that you will get into print, but it should further your chances.

I suppose the first question to ask is: why publish an article in the first place? There is no easy answer, but there are a number of good reasons. First – there is something in it for you, more than just the satisfaction of

getting something into print. It is widely recognised that published articles are a good way to enhance your CV, or demonstrate competence when upgrading to your IFA status. Getting published is critical if you are working in higher education, where you will be expected to publish in recognised and peer-reviewed journals (more on this in another article) but being a successful author can also have impact in employment within an organisation. Demonstrating the ability to sit down, frame an argument and successfully commit it to paper, and to then have the quality of that paper recognised by one's peers, works in all walks of life. It will get you noticed, and demonstrates commitment to and engagement with the profession, which is my second reason for getting published. If what you are writing about for *Historic Environment* is about your day-to-day work, then it

shows your employers and colleagues that you are thinking about the issues that matter, and can see beyond your day job.

My third reason is that publishing in the *Historic Environment*, or in any other peer-reviewed journal, means that your work has been read anonymously by someone who knows what you are writing about. Their comments need to be taken very seriously – whether constructive or critical. As they do not know who has written the article, don't take what they say personally. They are trying to help, after all. We all go through a form of peer review when submitting anything for publication, including a grey literature report; this is just a more rigorous form. I shall have more to say about peer review in a later article, but if your paper is approved, it acknowledges that you have something worthwhile to say. Your work is both authenticated and validated.

Lastly, the most obvious reason for writing is that you have something that is worth saying! Ultimately, the reason people write is that they feel they must – it is certainly the reason why I spent seven years writing my book on *Britannia Prima*. It was driving me mad *not* writing it, as the ideas just kept buzzing round my head. You will know when you have something worthwhile to say and when that time comes, I hope that this set of articles will guide you towards how to go about it in the least painful way.

Next issue, I shall be looking at what sort of articles I am looking for as editor of *The Historic Environment*. In the meantime, do feel free to get in touch with me. I would love to hear from you, and about your ideas on how to get into print. Do write especially if you feel there is an area that you would like me to cover in this series.

**Roger White** BA PhD MIFA 651  
Roger is a Senior Lecturer with Ironbridge International Institute for Cultural Heritage at the University of Birmingham, and is editor of *HEPP*.



*It will get you noticed, and demonstrates commitment to and engagement with the profession.*



Getting published is critical if you are working in higher education, where you will be expected to publish in recognised and peer-reviewed journals.

Getting to grips with finishing *Britannia Prima*. The last stages of finishing a project will involve dedicated time, space, and complete lack of distraction. This photo was taken at a writer's retreat where there was thankfully no wifi - the only distraction here was the extreme cold of a Shropshire January, hence the heater. © Roger White



# NOTICEBOARD

## **Preliminary notice of the first Annual General Meeting of the Chartered Institute for Archaeologists and call for nominations for the Board of Directors and Advisory Council**

December 2014 will be an exciting and momentous occasion as we officially launch the Chartered Institute for Archaeologists. The first Annual General meeting will be held on **Tuesday 9 December** at the Museum of London, and all members are invited to join us to celebrate the launch and discuss what we hope to achieve as CIfA. As part of the AGM agenda we will announce the names of the formally elected members of the Board of Directors and Advisory Council. (NB There will not be an AGM for the IfA in October as normal.) If you have any questions please contact Raksha Dave, Development Coordinator at [raksha.dave@archaeologists.net](mailto:raksha.dave@archaeologists.net).

### **Make sure you vote!**

Nominations for positions with the Advisory Council and Board of Directors have now closed and notification of those standing for election will be circulated by mid November. Please support the new governance structure of the Institute and make sure you vote for the candidates you would like to see form our first Advisory Council and Board of Directors.

To find out more about the event, and about the nomination and voting procedure, please visit our AGM webpages at [www.archaeologists.net/cifa/agm2014](http://www.archaeologists.net/cifa/agm2014).

## **CIfA conference 2015 – *The future of your profession***

### **CALL FOR PAPERS**

15–17 April 2015, Mercure Holland House, Cardiff

Our 2015 conference will be our first as the Chartered Institute for Archaeologists and the theme entitled *The future of your profession* gives us all an opportunity to think about where we are heading. This issue includes a pull-out summary and poster of the conference, along with our 2015 bookings form – so you can book early! It also includes a full list of our agreed conference sessions, and we are hoping everyone will have a look over the session list and see how they can contribute.

Our *call for papers* is now live until **Sunday 30 November** – paper titles and abstracts should be submitted directly to session organisers, details of which can be found on our conference webpages at [www.archaeologists.net/conference/2015info](http://www.archaeologists.net/conference/2015info).

If you are interested in exhibiting at the conference or sponsoring a session, you can find links to all the relevant information on the main conference webpage.

We are pleased to announce that the 2015 sponsors will include Towergate Insurance, Clwyd-Powys Archaeological Trust, Gwynedd Archaeological Trust, Glamorgan-Gwent Archaeological Trust and Dyfed Archaeology.



### **What will the IfA's Royal Charter do for the archaeological profession? Will it have a big impact, or none at all? What could the future look like for archaeologists?**

Let us know what you think!

Starting with TA94, as part of the new format we'll be introducing a letters page. We hope will be a lively place to hear back from our membership. Feedback is welcomed – please write in about anything you've read in the magazine, or other matters you would like to bring to the attention of our members.

*Letters may be submitted to [editor@archaeologists.net](mailto:editor@archaeologists.net) until 12 December 2014, and may be edited for length.*

