



## **HLF/IFA Workplace Learning Bursary funded training placement**

### **In Heritage Assessment With Atkins**

#### **Training Plan**

##### **Introduction**

This document sets out the background to the placement, its desired outcomes and the skills it offers set against the National Occupational Standards in Archaeological Practice.

This placement is primarily concerned with the development of skills required undertake heritage assessment and to become a heritage consultant. The Trainee will develop their technical skills with regards to the assessment and management of change within the historic environment. They will also learn commercial and consultancy skills enabling them to work with a wide range of disciplines and use techniques for managing projects within the wider heritage sector. The skills that the individual would develop over the 12 months are very tangibly linked to those training priorities set out by the IfA in their Profiling the Profession research publication (Aitchison & Edwards, 2008).

Depending on their academic background and career development aspirations, the trainee will develop specific skill sets enabling them in future to assist with and carry out:

- Desk based assessments;
- settings analyses;
- historic map regression;
- research at county archives and local libraries;
- writing archaeological narrative; and
- provision of advice regarding the management of the historic environment.

This will develop the individual's conceptual, analytical, research and interpretative skills associated with many jobs in the heritage sector. Given the type of work undertaken by Atkins and the wide ranging experience of Atkins colleagues, the individual would learn skills on a variety of heritage projects.

They will also learn a far wider set of skills which would prove useful in a very broad range of future heritage professions. This would include business skills such as commercial management, report writing, understanding various different disciplines and team work. The individual would also learn skills in the more general project management sphere such as financial and time management within a professional context. Again, the projects with which Atkins is involved regularly include large infrastructure projects using multi-disciplinary teams. This would provide an excellent basis and unique opportunity to learn these skills on the job within a challenging but very real environment.

##### **Supporting staff**

The trainee will work under the line management of the Head of Heritage but more day to day supervision will be undertaken by, a Senior Heritage Consultant with a wide variety of



experience in archaeological and historic building assessment particularly for large infrastructure projects. They will arrange for dissemination of projects and tasks and will plan regular meetings with the individual to assess the placement, training goals and specific skills.

Mentoring will also be provided by two others who are based in the Birmingham office and will be able to provide regular assistance in the technicalities of desk based assessment, archaeological consultancy and the multi-disciplinary environment of Atkins.

The trainee will also be provided with a number of peers both within the Heritage department, but also with mentors in other departments such as Planning or Landscape who are at a similar level of career development.

The trainee will be in the Atkins Birmingham office where a number of heritage team members are based along with others who regularly meet up in the Birmingham office. The Birmingham Atkins office is also home to a wide variety of consultants from other backgrounds so will allow the trainee to attend these multi-disciplinary meetings and workshops associated with projects or team management.

**Outcomes**

At the end of the 12 month bursary the trainee will be able to:

1. Produce simple desk based assessments, through undertaking research, interpreting design and scheme information and writing archaeological narrative.
2. Demonstrate basic commercial management skills such as cost tracking, producing spreadsheets to record and monitor spend against progress and produce quotes for clients
3. Assist with heritage assessments of large infrastructure projects
4. Liaise with environmental, design and technical teams and colleagues

**Activities**

Proposed learning goals	National Occupational Standards (NOSs) to be met	Learning activities and tasks	Who will support the bursary holder with this goal?
1. Desk Based Research and Report Production	CCSAPAA2, CCSAPAB1, CCSAPAB4, CCSAPAC1, CCSAPAD1,	- Research at local libraries, county archives, using existing publications and internet sources to develop an understand of previous land use, development of	A Senior Heritage Consultant and two others from Birmingham office

		<p>historic building complex and / or archaeological potential</p> <ul style="list-style-type: none"> <li>- Production of written reports including desk based assessments and impact assessments which characterise the existing baseline situation, set out suitable methodologies and assess impacts of schemes on the historic environment</li> </ul>	
2. Development of commercial management skills	CCSAPAB4, CCSAPAB5, CCSAPAB6, CCSAPAB7	<ul style="list-style-type: none"> <li>- Cost tracking and management of small scale of projects</li> <li>- Understanding of how projects are costed using staff rates and expenses to develop quoted fees</li> <li>- use of spreadsheets and timesheet system to record and monitor spend against jobs</li> <li>- produce quotes to clients for simple heritage consultancy services</li> </ul>	Head of Heritage, a Senior Heritage Consultant and two others from Birmingham office
3. Heritage assessment of large infrastructure projects	CCSAPAC1, CCSAPAC8, CCSAPAD1, CCSAPAD2, CCSAPAH7, CCSAPAJ1	<ul style="list-style-type: none"> <li>- Undertake baseline reproach</li> <li>- Assist with specifying, procuring and managing archaeological works programmes</li> <li>- Help prepare material for inclusion Environmental Statements</li> <li>- Undertake impact assessments in</li> </ul>	Head of Heritage and a Senior Heritage Consultant

		<p>accordance with appropriate guidelines</p> <ul style="list-style-type: none"> <li>- Undertake analysis of wider historic environment issues</li> </ul>	
4. Liaison with other environmental, design and technical teams	CCSAPAJ1, CCSAPAH15, CCSAPAD2	<ul style="list-style-type: none"> <li>- Attend meetings of multi-disciplinary project teams (alongside other heritage team members)</li> <li>- Undertake site visits with other technical disciplines</li> <li>- Review of other technical chapters in for example, environmental statements to ensure they are consistent with the historic environment reporting</li> <li>- Undertake discussions with other technical leads to help formulate suitable and holistic mitigation strategies</li> </ul>	

#### Training Elements and Allocated Timings

The post will be one year in length, over a period of 227 working days made up as follows: 260 working days less, 25 days holidays, 8 bank holidays.

Training is grouped under the main elements with reference to the Learning Goals (LG) listed in the table above.

1. Introduction and Familiarisation 7 days

##### Staff Induction:

A full staff induction will take place on commencement of work by the successful candidate. This will include an introduction to the company's systems (including fire safety and health and safety at work), administrative housekeeping, staff introductions, talks on company culture and expectations. This will also provide an opportunity for the trainee to discuss their own aspirations for the placement and review the training plan with Line Manager and Training Supervisor.



Professional standards and guidance and Atkins environment familiarisation:  
The Training Supervisor will discuss the various professional standards and guidance documents and overarching Policy framework within which we typically work.

This will include the National Planning Policy Framework, IfA standards and guidance, English Heritage guidance and wider environmental legislation within which we work.

This will also be the opportunity to discuss a wider introduction to Atkins, the type of work undertaken by the company and the other departments which we regularly work with (LG 3 &4).

2. LG1: Desk Based Assessment 80 days

This will make up a substantial part of the Trainee's placement, particularly early on in the role. The trainee will be introduced to various elements which make up desk based assessment to enable them to become familiar with tasks such as county archive and local library research, interpretation of Historic Environment Records searches, writing archaeological narrative, historic map regression and analysis, understanding technical scheme plans, drawings and developing opinions on the potential impacts on the historic environment.

The Supervisor and Mentors will talk the trainee through how these activities are undertaken, provide previous examples of work and reports, accompany site visits and record office visits where appropriate and generally closely monitor the tasks undertaken, providing verbal and written review and feedback to the Trainee.

3. LG 2: Development of Commercial Management Skills 40 days

This activity will be very much part of the overall role and day to day work. The Supervisor and Mentors will introduce to the Trainee the concepts behind recording and monitoring spend against jobs, mechanisms for identifying these costs and how to management them such as cost spreadsheets and our internal timesheet systems. This will help the Trainee understanding how projects are costed, financially managed and what needs to be considered when quoting for and undertaking projects. Regular reviews with the Mentors and Supervisor on how a project is progressing (as part of LG1) will also take into account the financial management of the job and informal on the job training will enable the Trainee to develop this way of thinking.

Once the Trainee is familiar with this commercial side of the work, then the Trainee will be able to produce draft quotes for simple aspects of work such as producing a desk based assessment. They will be asked to write memos outlining scope of the work, attribute costs to tasks and produce overall fee spreadsheets, including any other technical support which may be needed. These will be reviewed by the Supervisor, Mentors or other members of the Heritage team and discussed with the Trainee to take into account any changes, clarifications or additions which would need to be made before the quote is finalised.



4. LG3: Heritage Assessment of Large Infrastructure Projects 60 days

Once the Trainee has developed an understanding on how to produce simple desk based assessments, larger infrastructure projects will be introduced. Time will be spent with the Trainee by the Supervisor, Mentors, wider Heritage team (alongside other disciplines involved in the schemes) to explain the projects, potential impacts which may arise and considerations to take into account which may be specific to a large infrastructure project. The training will be similar to that used for LG1, however more time will be spent with the trainee to explain how technical scheme drawings should be interpreted, the use of GIS mapping viewers to collate and analyse information, the need to sub-contract archaeological fieldwork, the need to liaise with and disseminate information to other technical leads and the timings of work as part of the wider project programme.

5. LG4: Liaison with Environmental, Design and Technical Teams 40 days

Following the induction and introduction of the wider Atkins team (LG1), the Trainee will accompany Heritage team members to project design and review meetings, read and review other technical reports (or chapters within wider assessment documents) and where possible attend site visits with other technical team members. This will enable an understanding of the wider environmental and design roles that are undertaken, particularly as part of large infrastructure projects.