

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the principles of recovery and sample processing of at least one kind of environmental archaeological material.</li> <li>• Understanding of the principals of characterisation and recording of at least one environmental archaeological material type (vertebrate remains, invertebrate remains, macroscopic and microscopic plant remains, biomolecules and soil and sediments).</li> <li>• Good working knowledge of one or more environmental archaeological material type and ability to make preliminary identifications.</li> <li>• Understanding of how to handle and store samples and environmental materials appropriately.</li> <li>• Understanding of the principle of a collection, retention and disposal policy.</li> </ul>
<p><b>Autonomy</b></p>	<ul style="list-style-type: none"> <li>• Can use own judgement to achieve tasks, whilst working under supervision.</li> <li>• Able to collaborate with supervisors and other colleagues.</li> <li>• Follow health and safety advice.</li> <li>• Seeks help when necessary.</li> </ul>
<p><b>Coping with complexity</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the general principles and practice of environmental archaeology, including geoarchaeology.</li> <li>• A good understanding of the complexity of taphanomic processes, including both human and natural forces, and pre- and post-deposition. Awareness of how these might impact survival and assemblage character eg crop or carcass processing stages, biases of charring, waterlogged preservation.</li> <li>• Able to read and interpret excavation records where relevant to ecofact recovery and recognise stratigraphic complexity.</li> <li>• Awareness of requirements of reporting stages, where relevant to role.</li> </ul>

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### Perception of professional conduct

- Awareness of the aims of specialist environmental analysis and reporting.
- Developing an understanding of basic recording and data management procedures as practiced by their organisation and follows standard practice within their specialism.
- Awareness of appropriate learned societies or groups eg the Association for Environmental Archaeology, International Council for Archaeozoology, Archaeobotanical Working Group, Professional Zooarchaeology Group.
- Awareness of national guidelines and relevant research frameworks eg Historic England Environmental Archaeology and other guidelines, Regional Reviews, Regional Research Frameworks.
- Awareness of the relationship between a sample and its context.
- Understanding of relevant on-site collection policies as presented in the Historic England Environmental Archaeology and other guidelines.
- Demonstrates understanding of the ethical requirements of the *Code of conduct* and can apply to own work.
- Upholds the values of the Institute to work in the public interest.

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• High-level of working knowledge of the protocols and procedures in the field, including processing and storing samples and environmental materials appropriately, relevant to specialism.</li> <li>• High-level of working knowledge of the procedures and resources relevant to the identification, quantification, analysis and reporting of at least one environmental archaeological material type ((vertebrate remains, invertebrate remains, macroscopic and microscopic plant remains, biomolecules and soil and sediments).</li> <li>• An understanding of additional scientific techniques associated with at least one material type eg biochemical analysis (DNA, stable isotopes) or dating methods.</li> <li>• Can identify additional research potential.</li> <li>• Understanding of digital data archiving protocols relevant to role.</li> </ul>
<p><b>Autonomy</b></p>	<ul style="list-style-type: none"> <li>• Responsibility for recording and reporting on assemblages of at least one environmental material type under direction, where relevant, and with quality control from a senior specialist.</li> <li>• Can supervise unskilled personnel and students in basic processing, sorting and recognition of environmental material types.</li> <li>• Can accurately estimate time needed to complete a report at the appropriate level.</li> <li>• Can work within agreed budgets and to agreed deadlines.</li> <li>• Makes appropriate recommendations for retention and dispersal of material.</li> <li>• Ability to communicate appropriately to different audiences.</li> </ul>

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<p><b>Coping with complexity</b></p>	<ul style="list-style-type: none"> <li>• Use of standard specialist terminology and techniques relevant to specialism, understanding their strengths and limitations.</li> <li>• Can use reference resources and keys to inform analysis and interpretation.</li> <li>• Understanding of different recording methods as appropriate to each reporting stage.</li> <li>• Understanding possible requirements for subsampling or increasing sample size, where relevant to specialism.</li> <li>• Can incorporate and apply appropriate specialist methods within an integrated recovery strategy.</li> <li>• Broad understanding of excavation methodologies and the complexities of deposit formation processes and how that relates to sampling strategies and interpretation of resulting data.</li> <li>• Understands the processes of post-excavation phasing and stratigraphic analysis and the relevance of these to interpretation.</li> </ul>
<p><b>Perception of professional conduct</b></p>	<ul style="list-style-type: none"> <li>• Understanding of appropriate digital and material archiving and discard procedures.</li> <li>• Understanding of the requirements of other specialists and how to integrate different forms of data.</li> <li>• Up to date knowledge of research frameworks and guidelines relevant to specialism and wider, and the theory and method of the specialism.</li> <li>• Ensures correct collection, handling and storage of material based on specialist knowledge and project requirements.</li> <li>• Understanding of the importance of data clarity, accuracy and access/archiving.</li> <li>• Engages with relevant groups and/or learned societies.</li> <li>• Understands the ethical requirements of <i>the Code of conduct</i> and uses them to guide and review own practice and, where applicable, that of others. Eg understanding ethical considerations regarding your material ie whether to apply destructive techniques to a scarce resource, publication of methodology and data.</li> <li>• Can recognise and resolve potential conflicts of interest within an established framework.</li> <li>• Upholds and promotes the values of the Institute to work in the public interest.</li> </ul>

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Substantial knowledge of an environmental or geoarchaeological specialism and able to convey that knowledge to the archaeological and environmental peer-review community.</li> <li>• Ability to convey technical data to a non-specialist audience.</li> <li>• Substantial knowledge of research ethics, and key legislation associated with the practice of environmental archaeological practice.</li> <li>• Substantial knowledge of research design, data collection, interpretation, reporting and archiving including of FAIR digital data.</li> <li>• Demonstrable record of publication within monographs, journals and/or other formats, including as lead author.</li> </ul>
<p><b>Autonomy</b></p>	<ul style="list-style-type: none"> <li>• Substantial autonomy and independence demonstrable by single or co-authored papers, single authored specialist reports, and/or involvement in designing environmental research frameworks or guidelines.</li> <li>• Liaises with other specialists.</li> <li>• Can provide costed strategies at project planning stage.</li> <li>• Encourages or provides mentoring and training to others.</li> <li>• Contributes to project team discussions and project aims and outcomes.</li> <li>• Takes responsibility for contributing to or overseeing health and safety policy, where relevant.</li> </ul>

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<p><b>Coping with complexity</b></p>	<ul style="list-style-type: none"> <li>• Fully appreciates strengths and limitations of techniques used, can adapt methodology to project.</li> <li>• Full understanding of archaeological and post excavation processes in relation to their work.</li> <li>• Understanding of the broader taphonomic processes and stratigraphic context. Is able to recognise problems within an assemblage eg contamination, mixing, wrong phasing, or recognise significant finds (unusual taxa, processes, activities) and to enhance or challenge the archaeological interpretation.</li> <li>• Can plan a fully costed program for assessment and analysis of complex assemblages.</li> <li>• Contributes to research agendas and frameworks within field of specialism, where relevant.</li> <li>• Recognises the future research potential of samples or assemblages.</li> </ul>
<p><b>Perception of professional conduct</b></p>	<ul style="list-style-type: none"> <li>• Provides high-level advice to project teams, other specialists and clients based on relevant specialism(s)</li> <li>• Communicates with the wider research community and with the public.</li> <li>• Provides a significant contribution to wider site reports, syntheses or research projects.</li> <li>• Considers data within wider regional and national research frameworks and comparative datasets and syntheses</li> <li>• Active member of specialist groups (eg the Association for Environmental Archaeology, International Council for Archaeozoology, Archaeobotanical Working Group, Professional Zooarchaeology Group).</li> <li>• Devises strategies for collection, handling and archive deposition considering research framework, and wider/future potential.</li> <li>• Identifies and/or explores new areas of research.</li> <li>• Demonstrates professional judgement and ethical behaviour across a wide variety of complex situations, supporting and encouraging others to do the same.</li> <li>• Can anticipate, recognise, and resolve potential conflicts of interest.</li> <li>• Promotes the values of the Institute to work in the public interest with colleagues, clients, and stakeholders.</li> </ul>