

Specialist competence matrix – **community archaeology** Practitioner (PCIfA)

Knowledge	<ul style="list-style-type: none"> • Good knowledge of archaeological practice and how to communicate these to non- specialist audiences. • Awareness of safeguarding, health and safety and other legislative frameworks required when working with children, volunteers, and a range of audiences with specific needs. • Awareness of the local school's curriculum and how archaeology can contribute towards formal and informal learning, for example outdoor learning or YAC (Young Archaeology Club) groups. • Awareness of the need to ensure that archaeological activities are inclusive and accessible and undertaken in a safe environment. • Awareness of the need to evaluate outcomes for participants and volunteers.
Autonomy	<ul style="list-style-type: none"> • Working under supervision as part of community archaeology projects. • Participation in the creation and delivery of engagement activities and materials. • Some autonomy when providing training (formal or informal) for volunteers in archaeological practice. • Contribution to providing static, live or digital interpretation as part of public engagement activities.
Coping with complexity	<ul style="list-style-type: none"> • Awareness of the varying and complex needs of individuals when holding public events and activities. • Awareness of the complexities of working with a range of audiences. • Awareness of the complexities of archaeological interpretation for the public. • Able to seek advice from colleagues and other specialists where appropriate.
Perception of professional context	<ul style="list-style-type: none"> • Awareness of political and ethical implications of community archaeology including accessibility and inclusion. • Awareness of the importance of appropriate evaluation and archaeological reporting at the end of a project. • Understanding of the broad context of community archaeology and awareness of the broad funding context for community archaeology. • Demonstrates understanding of the ethical requirements of the <i>Code of conduct</i> and can apply to own work. • Upholds the values of the Institute to work in the public interest.

Knowledge	<ul style="list-style-type: none"> • High level of knowledge of safeguarding, health and safety and other legislative frameworks required when working with children, volunteers, and a range of audiences with specific needs . • High level of knowledge of the local school's curriculum, teaching methods and how archaeology can be used as an approach to learning in and out of the classroom, for example in outdoor learning or YAC groups. • Awareness of the learning accreditation standards, such as the National Occupational Standard (NOS). • High level of knowledge of different approaches to working with volunteers on archaeological projects. • High level of knowledge of the different aspects of archaeological practice and how to communicate these to non-specialist audiences and volunteers. • Understanding of how to make archaeological projects accessible and inclusive. • High level of knowledge of potential funding streams for community projects (eg NHLF, Area Boards). • High level of knowledge of evaluation techniques and their value.
Autonomy	<ul style="list-style-type: none"> • Contribute to aspects of planning, running, reporting and evaluating community archaeology projects. • Able to draft risk assessments and undertake health and safety assessments for community projects and events. • Input into writing grant applications. • Able to work to agreed budgets and deadlines. • Some responsibility for contributing to developing learning and engagement plans as part of community projects. • Able to solely supervise and train volunteers participating in the project. • Some responsibility or contribution to producing static, live or digital interpretation for public consumption.

Please go to the next page for Coping with complexity and Perception of professional context

Coping with complexity	<ul style="list-style-type: none"> • Understands the complexities of working with volunteers and can adapt projects accordingly. • Able to manage expectations from the community. • Has a developed understanding of the complexities of archaeological public interpretation. • Understands the complexities involved in working in partnership. • Confident in seeking advice and guidance from other relevant sectors or organisations. • Can recognise and resolve potential conflicts of interest within an established framework.
Perception of professional context	<ul style="list-style-type: none"> • Familiarity with political and ethical implications of community archaeology. • Familiarity of different audiences and perspectives associated with volunteering. • Good understanding of the public benefits of community archaeology to individuals, groups and wider society. • Good understanding of the context of community archaeology across the sector. • Awareness of public engagement and volunteer management strategies in the wider heritage, arts and museum sector. • Understands the ethical requirements of the <i>Code of conduct</i> and uses them to guide and review own practice and, where applicable, that of others. • Upholds and promotes the values of the Institute to work in the public interest.

Knowledge	<ul style="list-style-type: none"> • Substantial understanding of archaeological techniques and practices and the appropriateness of their use for community archaeology contexts. • Substantial understanding of the application of safeguarding, health and safety and other legislative frameworks required when working with children, volunteers and a range of audiences with specific needs. • Substantial knowledge of the local school's curriculum and how archaeology can be used as an approach to learning in and out of the classroom, for example in outdoor learning or YAC groups. • Substantial knowledge of how to develop volunteer training schemes. • Substantial understanding of the communal and social values that community archaeology can provide. • Substantial understanding of evaluative techniques for project outcomes and public benefits.
Autonomy	<ul style="list-style-type: none"> • Responsibility for planning and running community archaeology projects including management of staff, volunteers and finance. • Responsibility for or equivalent understanding of conducting in depth, complex evaluation of community archaeology projects. • Responsibility for implementing policies and procedures that create a respectful and safe environment, including safeguarding, equality, diversity and inclusion and codes of conduct. • Creation and implementation of public engagement, learning and interpretation strategies. • Responsibility for, or equivalent understanding of, writing or contributing to grant applications or tenders to finance community projects.

Please go to the next page for Coping with complexity and Perception of professional context

Coping with complexity	<ul style="list-style-type: none"> • Leads multi-faceted community archaeology projects with multiple levels of engagement and multiple audiences/participants. • Selects appropriate methods of community archaeology for the audience, conditions and desired outputs. • Extensively collaborates with a range of diverse partners on complex projects. • Development of long-term volunteer engagement strategies. • Able to balance the aims and outcomes of the project with the requirements of groups and organisations in the community and to promote co-production and participation. • Able to provide authoritative advice when working with stakeholders. • Can anticipate, recognise, and resolve potential conflicts of interest.
Perception of professional context	<ul style="list-style-type: none"> • Nuanced understanding of the complexities of community archaeology including risk, time and budget management. • Broad knowledge of political and ethical implications of community archaeology. • Strategic understanding of the public benefits of community archaeology. • Strategic understanding of the context of community archaeology. • Broad knowledge of public engagement and volunteer management strategies in the wider heritage, arts and museum sector, and beyond. • Demonstrates professional judgement and ethical behaviour across a wide variety of complex situations, supporting and encouraging others to do the same. • Promotes the values of the Institute to work in the public interest with colleagues, clients, and stakeholders.