![Chartered Institute for Archaeologists (CIfA) logo]

Statement of competence template

Name of applicant:

Grade applied for: PCIfA ☐   ACIfA ☐   MCIfA X

Employed or voluntary work

Please give **detailed** information about your role and responsibilities **for your current and most recent roles over the last two years**. Use each heading of the competence matrix (above) as a guide. You should cover how you **demonstrate** the four areas - knowledge, autonomy, coping with complexity and perception of professional context - using **specific** examples. You may find it easier to give an example of a project/s you have done from beginning to end.

For any roles you've undertaken **longer than two years ago**, please give a **brief description** of the responsibilities held.

If you have worked on several short-term projects within one company or more in the same role, you can group these together.

The boxes will expand as you type, and you can copy and paste to add more boxes as required. Please ensure you write in the first person (e.g. I carry out/I undertake).

Position held:	Lecturer
Organisation name:	X
Dates position held:	X
Length of time in role:	2 years

Knowledge

As a lecturer, I have extensive experience teaching archaeology, both practical and theoretical, in higher education. I teach on Level 1 modules including 'British Archaeology' 'Themes in World Archaeology' and lead the modules 'Artefacts and Materials' and 'Archaeology and Heritage'. The latter introduces students to some key ethical debates relating to heritage, including museum repatriation, display of human remains and metal detecting. At Level 2/3, I lead a module on my specialist topic, (title) and at post-graduate level, I co-teach on a module (title).

I am also Director of Fieldwork, meaning that I co-ordinate and manage all aspects of our UK training fieldschool, including budgets and health and safety, as well as co-ordinate broader practical experience modules. I am also Employability lead, helping to facilitate and encourage student placements and careers advice. I supervise several undergraduate dissertation students largely researching prehistory, and one PhD student. I am committed to continual professional development to develop high quality, engaging and innovative teaching, and am currently nearing the end of a two-year Academic Professional Practice course, which will upgrade my Associate Fellowship of Advance HE to full Fellowship. Our department is currently preparing an application for our degree programmes to be accredited by CIfA.

As Director of Fieldwork for my department, I have designed and managed two four-week training excavation and survey projects with a body, providing practical experience for 40–50 undergraduate students each time. This has involved the creation of the partnership working with the body and their volunteers, project design according to CIfA guidance (see attached example), relevant permissions (the body and licences) and project implementation, including managing a team of supervisors and ensuring high-quality training for our students. All fieldwork has followed relevant laws and guidelines, including the CIfA Guidance for Archaeological Excavation, such as incidents of reporting suspected human remains to the County Archaeologist, and of an artefact designated 'treasure' under the Treasure Act to the Portable Antiquities Scheme. Post-excavation reporting, analysis and archiving following CIfA standard and guidance for both seasons is currently in progress, involving a number of external specialists, before deposition of the

physical archive with the body, and suitable reports with the local HER. I am committed to improving our fieldschool training, ensuring that students learn all the basic skills of excavation, recording and survey, and have introduced the use of BAJR passports to record their achievements. Before I arrived, colleagues had experienced some challenging situations with students, particularly on overseas fieldtrips, relating to mental health issues. I therefore introduced a Code of Conduct for our fieldschools, as well as an Equality, Diversity and Inclusion policy, which appears to have reduced the number of these incidents significantly. I have also brought in staff from a local commercial archaeology company to improve supervision ratios and to bring their valuable experience to practical teaching. Some of the post-excavation analysis is used as an opportunity for students to gain experience in a particular specialism; for example, this year a student studied the pottery from a site (with guidance from several specialists) as part of their undergraduate dissertation.

I have built sustainable links between my department and the wider heritage sector, building on my experiences and networks from my earlier career. This has taken the form of encouraging and facilitating student placements, developing small-scale student-led research projects into collections or archives, and collaborative working on research projects. I am on the Steering Committee for a new Heritage network which aims to bring together people across the university to establish them as an internationally renowned centre for heritage research, and I am working to develop a new Heritage post-graduate taught Masters.

My role combines Research and Education, so a proportion of my role is focused on academic research. Following the successful completion of my PhD in X, I am currently working to publish several associated articles on key results and other research stemming from this work and have recently signed a contract to publish the full thesis as a monograph. My work on a project was nominated for a research project award. Recently one of my projects, in collaboration with a colleague, was published and another is forthcoming. Forthcoming journal papers will now focus on interpreting these results, as well as presenting new research on finds and human remains from these sites. I regularly present my research at international conferences and have recently submitted a lead-author paper to Antiquity. This autumn I intend to develop and submit my first major research grant application, on X. This research directly feeds into teaching one of my modules.

Prehistoric archaeology is a rapidly changing field, with new scientific techniques and theoretical developments constantly bringing new information. I keep up to date by organising, presenting and attending at conferences and fieldtrips, as well as visiting relevant excavations. A recent conference that I organised was on the rapidly changing area of X, papers from which were subsequently published in a volume that I co-edited. Supervising students working on British prehistory means that I am constantly pushed to think about new areas of research, and I regularly peer review papers for major journals (e.g. for Cambridge Archaeological Journal, Antiquity, Internet Archaeology, Archaeological Journal) and write book reviews (e.g. for Journal of Anthropological Research, Proceedings of the Prehistoric Society, European Journal of Archaeology). I edit a relevant newsletter which keeps me abreast of developments and encourages me to seek out discoveries and new research, and from X I will edit their journal. Much of my research is collaborative, e.g. X.

Autonomy

In my role as archaeology lecturer, I have planned and delivered new modules from scratch, including a specialist module on Neolithic and Early Bronze Age Britain and Ireland. This module, delivered to a group of 38 Level 2 and 3 students, was the first time that British prehistory had been taught at the University since c.2004, and was informed by my own up-to-date knowledge of research into this period. I included a fieldtrip to Stonehenge, and introduced handling sessions into lecturers, so that students could become familiar with one of the key sites and landscapes they were learning about and could see changing types of pottery and metal artefacts from these periods. The module included seminars during which students could engage in discussion of fundamental theoretical debates in relation to prehistoric monuments, and how to critically evaluate research using the latest scientific advances for what it tells us about this period. The module was evaluated using mid-term and end-of-term feedback forms, with overwhelming positive responses from students and the results reported upwards to our Director of Education. The success has also been shown in how many of these students (8) have chosen to undertake dissertations on topics related to this module. My teaching on this module was also reviewed by one of my colleagues as part of a

peer review exercise, which provided pointers to future improvements.

On arrival in post, I was given the task of organising the four-week training excavation for students at the end of their first year, part of a compulsory practical fieldschool module. Although I have plenty of excavation experience, and have supervised trenches, I had never designed and managed an entire fieldschool before, so this was a steep learning curve for me. Having successfully argued that I needed dedicated workload hours to do this properly, I was made Director of Fieldwork and given 200 hours a year to co-ordinate this fieldschool. Planning for the project began by speaking to more experienced colleagues who had run major fieldschools in the past, to learn from them, as well as looking to other universities for best practice (e.g. Codes of Conduct). I also met with a body's archaeologist and team to discuss proposals, timings and research questions. I produced an interim report on some test pits and geophysical survey that had previously been done by the university and used the results to plan an excavation strategy. Project designs for both seasons were circulated to the body's archaeologist and the county archaeologist, as well as my site team, for comment, prior to finalisation. I used the CIfA standard and guidance for archaeological investigation (2014) as a guide to inform these, as well as relevant guidance from Historic England, including their Management of Research Projects in the Historic Environment, and specific guides for example in relation to environmental sampling, archaeometallurgy and storage of digital images. These project designs were adapted as the projects progressed. For example, this was to reflect relocation of one of our proposed trenches due to live services being detected prior to excavation, and a new feature being identified through geophysical survey.

Both fieldschools that I have run have been successful, in terms of inspiring and training students, delivering professional archaeological research and providing significant public engagement. Improvements made year on year were a slight shortening of the season to ensure that trench stripping and backfilling could be accomplished within the four-week period; an increase in staffing levels by bringing in a commercial archaeologist and an additional post-graduate supervisor; more guidance and structure for post-graduate student supervisors; and improvements to student assessment on site. As leader, one of the most challenging aspects was managing the supervisory team on site in terms of decisions on excavation strategy, having to balance personalities and speak to staff about inappropriate behaviour, but feel that I dealt with these issues professionally and fairly. Positive feedback has been received from the entire team, from volunteers and visitors, and engagement through Festival of Archaeology events and social media. The BBC came to film with us for two days this year which will be great way to share our discoveries with the wider public. Nine Level 2 students chose to come back for a second fieldschool (Advanced Fieldschool module), showing that they enjoyed and valued the experience. They were given responsible roles (e.g. finds supervisor) and one has already asked to come back and supervise as a full member of staff next year. Nevertheless, there is still some way to go in terms of the post-excavation, reporting and dissemination programme, before the project's objectives, particularly for our partners, have been delivered. I have found the CIfA guidance, for example relating to archaeological materials, hugely valuable for guiding the post-excavation process so far, in order to create an orderly archive.

As a relatively new lecturer, I am constantly faced with new challenges, responsibilities and experiences. In addition to completing the university's Academic Professional Programme (equivalent to an MA) in teaching, learning and higher education over the past two years as well as much informal and on-the-job learning, I have attended a variety of courses to ensure that my skills are adequate and up to date. These have included courses or workshops in physical first aid, transformative education for sustainable development, AHRC grant awards, digital tools and methods in landscape analysis, TurnItIn Feedback Studio, open access monographs and supporting post-graduate researcher development. I attended a course run by Historic England on scheduled monument consent and applications, which was useful in submitting a Section 42 licence, and in getting updates on the Treasure Act, a topic I teach. I have organised and attended a two-day Ground Penetrating Radar course, and have been successful in obtaining funding for, organising and attending a two-day Total Station and Earthwork Survey course. In addition, I have recently enrolled on the Aurora Leadership Training programme, to build my leadership skills. Finally, I regularly attend online sessions of the Teaching and Learning in Archaeology group, which I find valuable. Staying skilled and informed is an important part of my job, so that I can pass on accurate and up-to-date knowledge through teaching, but also to inform my conduct in various research, fieldwork and supervisory roles.

Coping with Complexity

Managing my workload is one of the most difficult aspects of my role, as an academic must balance the competing needs of teaching, supervision, personal tutoring, research, professional service and administration. In times of straightened finances and uncertain futures, this becomes even more difficult. My role has specific targets for being released from probation, and for promotion to the next career stage which form an important basis for prioritising my work. However, these are sometimes in conflict with my duties as a responsible professional archaeologist, for example in sharing my research with the public, or tackling reporting or publication backlogs, before applying for new research grants. I am aware that I have my own backlog of projects, not just reporting from the last two years of fieldschools and publishing aspects of my PhD, but also projects that I undertook but never got chance to publish. These include X and X and sharing the results of a X project. I am fortunate to have research 'leave' for the rest of this year, and intend to prioritise clearing this backlog of projects, and moving these forwards to publication. My professional duty is to clear the backlog before starting anything new.

In the fast-changing world of Higher Education, it is important to have flexibility and ability to adapt to change. This might be quickly learning and using new internal systems and tools - for example, the University switched over to a new digital teaching format and marking system this year, or adapting in external change in terms of finances, priorities and student cohorts. One of the main changes that I have had to adapt to is the availability of AI tools such as ChatGPT. Many of our students use these tools, and I have had to learn how they can be used for good (through own use, guidance from the university, and attending a Teaching and Learning in Archaeology session on this topic) in order to guide students, but also be able to spot when these tools have been used inappropriately, for example to write text for a submitted essay. We have had to put in place new academic misconduct processes for this. My personal view is that AI use is morally wrong, for environmental reasons, and because of the threat to writers and artists, and to the ability of students to think and write for themselves. I have to balance this perspective with acknowledging that these tools are now ubiquitous and part of everyday life, for example by adapting my assessments so that they are less susceptible to AI use.

One of my major responsibilities was managing the fieldschool and fieldtrip budget for the department, a particularly complex task. Our fieldschools have a tight budget which left very little available for conservation, post-excavation and dissemination costs for the UK fieldschool. This presented something of an ethical dilemma for me as one of the key principles of fieldwork is that all stages of the project should be properly funded, and results promptly disseminated (Principle 4, CIfA Code of Conduct). [Further discussion redacted].

Perception of Professional Context

As a lecturer, I have an important role in training the next generation of archaeologists. Through my work, I strive to make links with the wider heritage sector so that students can undertake work placements or conduct research projects that give them insight into the professional world. Some may continue into archaeology, heritage or museum careers, others may not. We therefore have a responsibility not only to teach specific skills, knowledge and approaches relevant to archaeology, but also wider provide skills and experience in critical thinking, writing, assessing evidence and professional conduct. I already encourage students to use the CIfA guidance and toolkits when preparing reports and project designs. When our degree courses become accredited, I will encourage them to join as student members and benefit from being part of a professional body and will also encourage colleagues to join.

As an academic researcher, I have adopted a number of principles which guide my work. Where possible, I focus my research on existing archives and collections, rather than undertaking new excavation, as the archaeological resource is finite (Principle 2, Code of Conduct). Although some of the sampling I have undertaken is destructive, I make sure that only small amounts of much larger artefacts are removed, and provide the museum with clear records, photographs and final reports for their records and future use, as well as acknowledging them in publications. Where possible, it is important for me to synthesis results of developer-funded archaeological work, and I always acknowledge the fact that they have shared early results or unpublished reports. It is important to have high ethical and professional standards in research design, and I encourage my students to do the same, through teaching them about relevant laws and guidance that pertain to archaeology, as well as getting them to debate topics such as museum repatriation

and the display of human remains.

On the whole, I aim to publish my research in open access repositories, although prior to working at a university, the funding for this was not always available. For example, I have recently submitted a lead-author paper to Antiquity journal and will be able to pay for that to be open access through my institution. Through regular peer review and journal editorship, I contribute to upholding high standards of publication and sharing research with the wider community.

Due to my career background, I have a strong record in public engagement, through public talks and media appearances (see CV) as well as producing guidebooks, exhibitions and interpretation content at historic sites. Despite no longer having a role directly related to this, nor workload allocation to undertake this type of work, I continue to give regular talks to local societies, other universities and interest groups (for example, since X I have done talks for volunteers, societies and another University), and to appear on radio and television programmes (see CV), as I think it is important to share my research and expertise as widely as possible.

Our current collaboration exemplifies the types of project that I strive to lead. The archaeological research that we are undertaking is needed to inform land management changes (part of our climate change action) and to inform interpretation to visitors. Our excavations have a great impact on visitors and local people, and volunteers are able to work alongside students in conducting excavation and survey. The total station and earthwork survey course that I organised, was designed for staff and students, but also equal numbers of our partners staff and volunteers, maximising the impact and potential for future collaborative research. This partnership working exemplifies my approach to teaching and research in higher education, as I am extremely keen to bridge the divides in archaeology between academic, commercial, local government, national heritage bodies and museums. As academics we have an important role to play in synthesising the results of archaeological research of all kinds to tell the story of the past and in researching and providing evidence to support those who manage heritage, but also to train and encourage archaeologists, and other well-rounded intelligent citizens, of the future. Due to the demanding nature of the role, there are inevitably conflicts in terms of priorities, workload and finances; navigating these becomes much easier when there is a clear professional Code of Conduct to follow.

Position held:	Properties Historian/ Senior Properties Historian
Organisation name:	X
Dates position held:	X
Length of time in role:	X

I had oversight of archaeological content of visitor displays at prehistoric sites. My role involved commissioning expert research, conducting research and writing interpretation materials (e.g., graphic panels, guidebooks, exhibitions), managing project budgets and contractors, partnership and stakeholder engagement. Key achievements were being lead archaeologist for the visitor centre, for major interpretation schemes. My early years in this role involved similar work at free/unstaffed properties of all periods across England.

Position held:	Freelance Heritage Consultant
Organisation name:	X
Dates position held:	X
Length of time in role:	X

I was advisor, consultant and project manager for a public engagement project, a pop-up museum for a site excavated as part of a large infrastructure project. I wrote the overall strategy for approval, recruited and trained full-time staff, oversaw interpretation messaging and design, evaluation and reporting. The project was highly commended at Archaeological Achievement Awards.

Position held:	Postgraduate Tutor
Organisation name:	X
Dates position held:	X
Length of time in role:	X

I taught undergraduate archaeology students (seminars, lectures, and practical workshops) and gave student assessment and feedback. In addition, I was an occasional postgraduate teaching/ guest lecturer in heritage management for three Unis during this period.

Position held:	Site Assistant
Organisation name:	X
Dates position held:	X
Length of time in role:	X

I undertook on-site excavation, recording, photography and building recording at a variety of sites (including an Iron Age settlement and industrial pewter works).

Qualifications

Please list any relevant qualifications, including title, University and date of completion and a brief outline of the areas covered. The boxes will expand as you type.

Qualification title, University & date completed	Brief outline
BA X	1st class degree
MSc X	Vocational course involving three three-month work placements (post-ex, report writing, watching briefs), (research assistant, analysis and research into collections), (archaeological survey, landscape research, report writing). Dissertation on suitable protection of medieval fishponds through scheduling, monuments protection programme and agri-environment schemes.
Associate Fellowship	Full fellowship should be completed by Oct 2024.
PhD Archaeology	Fully funded by AHRC under the SWW DTP Scheme, with supervisory teams. Currently preparing monograph for publication, as well as associated research papers.

Additional Relevant Information

Attached to my application are my CV, and my job description.

List of projects/publications/grey literature

List here.